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What Factors Affect The Student's Learning Of Government Schools In Raebareli District Of Uttar Pradesh: An Empirical Investigation

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Abstract

The present study is based on primary data in five blocks of Raebareli District, Uttar Pradesh in India. To assess the learning quality of students, 85 schools and 680 students were selected randomly from primary and upper primary schools. Factors affecting the quality of student learning such as student attendance, physical infrastructure, teacher qualification, per student expenditure and availability of MDM in the school have been taken into account in the study. Further, statistical tools such as descriptive statistics and correlation matrix have been used to assess the impact on learning quality through different educational variables. In addition, the present study reveals that learning quality has declined in government schools. And availability of electricity and usable drinking water facilities are not satisfactory. The study also shows that Total Learning Quality (TLQ) of student was positively correlated with school infrastructure, Teacher Qualification and average school expenditure but not correlated with MDM. Meanwhile, Student-Teacher Ratio was negatively associated with learning quality of student in government schools. This implies that the higher the student-teacher ratio, the lower the quality of learning. According to the current study, the government should prioritize maintaining school facilities, keeping an eye on teachers' attendance, ensuring that students attend class regularly, and fulfilling its accountability duties to primary education authorities. More funding is necessary to support students in developing their moral character and academic skills.

Key Words: Learning Quality, Teacher Qualification, Student-Teacher Ratio, School infrastructure, Mid-Day Meal.

Introduction

Section-I: Introduction

As per constitutional provisions, India is committed to provide free and compulsory education to all children up to age 14 years in the next 10 years. Therefore, the target was shifted several times and the goal achieved through Right to Education Act-2009 (MHRD, 2009). Government of India made a significant effort to achieve universalization of elementary education in the last 70 years. The gross enrollment ratio has also increased from 42 percent to 99 percent in primary level and upper primary level; it increased from 12 percent to 92 percent since 1950-51 to 2015-16 (MHRD, 2014 & 2018). The growth of the country is related to the sustainable growth of children and the quality of their education but the current scenario of learning quality of students in the country is disappointed. The disappointing learning outcomes of education in South Asia are a matter of concern. Around 50 percent of class IV Indian students could not solve multidigit subtraction (Dundar et al., 2014). The surveys conducted by Pratham, (Annual Survey of Education Report -ASER) and the National Achievement Survey (NAS) for learning quality of children indicated that there were low levels of learning outcomes among children in India. The National Education Policy-2020 have thrust to bridge the gap between current learning quality and desired learning quality of children in elementary education in India.

However, Uttar Pradesh has made massive progress in the field of education. There are approximately 41 million children in the age group of 6-13 years in Uttar Pradesh, both rural and urban (Social & Rural Research institute & 2014). As per Ministry of Human Resource Development (2015), 92 percent of children were enrolled (Gross) in primary schools in which 88 percent boys and 96 percent girls were enrolled and 75 percent student enrolled in upper primary school in which 68 percent boys and 83 percent of girls were enrolled in 2015-16. The student-teacher ratio reached 33 in primary level and 24 upper primary levels (U DISE, 2016-17). Schools having girls' toilets around 40 percent in primary level and about 42 percent in upper primary level in 2002-03 (U DISE, 2002-03), but in 2016-17, primary and upper primary schools' girl's toilets facilities have increased and it was found 99 percent (U DISE, 2016-17). Further, it is noted that significant improvement has been seen in the enrollment and reduced dropout rate in primary and upper primary schools in Uttar Pradesh. And it could not be possible without successful government initiatives like - Sarva Shiksha Abhiyan (2001) and Midday Meal Scheme (MMS- 1995) etc. These various government schemes ensure access to quality education to all children, but the quality of learning of students in government schools in Uttar Pradesh has been poor in recent years.

In this regard, the ASER (2018) report revealed that only 29.8 percent students in class V and 44.6 percent students in class VIII in Uttar Pradesh were able to solve division problems.

Furthermore, Raebareli district is one of the famous districts of Uttar Pradesh. The district is asymmetrical shape but fairly compact. It is part of the Lucknow division; it is located 88 km North towards State capital Lucknow. The literacy rate of the district was 67.25 while male literacy was 77.63 and female literacy was 56.29 (Census, 2011). The number of primary and upper primary school have increased over time. The significant change has been seen in Student-Teacher Ratio over time in Raebareli district. In 2016-17, the student-teacher ratio reached 27 in primary school and 21 upper primary schools in Raebareli district (Rae Bareli U DISE- 2016-17). The student classroom ratio reached 23 in both primary and upper primary school in 2016-17 (District Rae Bareli U DISE- 2016-17). The enrolment in primary and upper primary government school has declined over time in the district. The enrolment was about 72 percent in primary school and 69 percent in upper primary school in government school 2016-17. (Rae Bareli U DISE- 2016-17).

The objective of this research paper is to analyze the learning quality of student in different grade level in Parishdiya government school in Raebareli district. To assess the learning quality of students in different grade level, enrolment and attendance of student, physical infrastructure of school, Student Teacher Ratio, per student expenditure and Mid-Day Meal have been chosen in Parishdiya school of Raebareli district. Further, the present work is also analyzing the factors affecting the quality of learning of students in primary school.

Furthermore, the present study is divided into four sections. The first section is an introduction, the second section covers the data and methodology, the third section discusses the findings and the final section focuses on conclusions and policy suggestions.

Section-II: Data Sources and Methodology

The present study is based on primary data sources from Rae Bareli district of Uttar Pradesh. Secondary data is also used in support of the study. The district has been selected on the basis of poor performance in literacy rate compared to Uttar Pradesh, Human Development Index (2005) and gender gap in literacy rate. Rae Bareli district falls in the backward district of Uttar Pradesh. The district has been categorized as a backward district in terms of Backward Regions Grant Fund (BRGF) by the Central Government. The detail information for the district is presented in Table-1.

Table-1: Selection Process of Raebareli District in Uttar Pradesh

District	Literacy Rate %			HDI Value 2005	BRGF	Gender Gap in Literacy Rate
	Male	Female	Total			

Raebareli	77.63	56.29	67.25	0.5230	Yes	21.34
Uttar Pradesh	77.28	57.18	67.68	0.5709	-	20.10

Source: Census, 2011 and Planning Department Govt. of Uttar Pradesh, 2006

Out of 19 blocks in Rae Bareli district, five blocks have been surveyed. The survey blocks have been selected as follows: (1) Lalganj (2) Rohania (3) Deeh (4) Maharajganj (5) Municipal area (Nagar Kshetra). Schools were selected by convenience sampling in each block. 17 schools have been selected in each block, while 10 were primary schools and 7 were upper primary schools. Thus, the total number of schools in all five blocks was 85. The blocks have been selected on the basis of indicative performance parameters of various schools. Lalganj block had the lowest enrollment of girls and Dih block had the highest student enrollment in the district. Nagar Kshetra was the block with lowest student enrollment in the district. Maharajganj block had the highest SC enrollment in the district. The lowest number of schools was found in Rohaniya block in the Raebareli district. The primary data is drawn from the Primary and Upper Primary Government School Survey, a cross-sectional study conducted from September 2017 to February 2018 among school students in Rae Bareli district of Uttar Pradesh.

Interview schedule was used to collect information such as enrolment of student and attendance, testing process was used to collect information about the quality of learning of students in different grades, infrastructure information of schools (like availability of rooms, blackboard, sitting arrangement, toilets facility, drinking water facility), teachers related information, Mid-day Meal related information, expenditure data of schools in the last six years from 2012-13 to 2017-18. The testing process was used to assess students' learning quality in elementary education (primary and upper primary) rather than grade-level testing. This study focuses only on basic learning. The children were assessed on basic reading (Hindi and English) and simple arithmetic. Grade II Text has been used as a standardized testing tool for Hindi comprehension, English comprehension and fundamental mathematics problems for students of all selected grades. To measure the quality of education in primary schools, two classes have been selected i.e. class III and class V and in upper primary, class VI and VIII. In each class, 4 students were selected randomly in which two boys and two girls were taken, if they were unavailable, we chose anyone. Thus, the total number of 8 students were selected in each school. In class III, the total number of students was 200, of which 98 were boys and 102 were girls. The total number of students in class V was 200 in which boys were 102 and girls were 98. Moreover, the total number of students in Class-VI was 140 while the number of boys was 69 and the number of girls was 71. Apart from this, the total number of students in eighth class was 140 in which the number of boys was 68 and the number of girls was 72. Therefore, the total number of students selected from the five blocks to measure the quality of learning was 680.

After selecting the total number of students, four tasks were given to measure the Hindi knowledge of students at different grade levels. To assess word recognition, ten words were given of which five words had to be read, and those who were given four or more of the five words to read were given a score of 1 otherwise a score of 0. A score of 1 indicates that the student can read and a score of 0 indicates that the student is unable to read. Students were also tested on paragraph reading and those who made three or more mistakes were given 0 marks otherwise 1. Students' dictation abilities were assessed by having them write brief paragraphs on paper. Students who erred three or more times were given a score of 0, while those who only made one mistake were given a score of 1. Similarly, five tasks were given to measure ability in English subject. To assess the student's short alphabet knowledge, we have given ten letters to each student out of which five words have to be read. Those who read five words correctly were given 1, otherwise 0. To measure the ability to understand English words, ten words were given, out of which five words had to be read. Those who read four words and more were given 1 otherwise 0. Student's knowledge of Hindi meaning of English words and ability to write the meaning in Hindi were assessed. Students received a score of 1 if they correctly identified four of the five words, and 0 otherwise. To test sentence reading skills, students who made two or more mistakes were given 0 marks otherwise 1. Students were graded on their ability to read paragraphs; those who made three mistakes received a 0, while others received a 1. Further, students have been given fundamental arithmetic questions to perform, including number identification, addition, subtraction, multiplication, and division problems, in order to gauge their proficiency in the subject. The student was given nine numbers to test their ability to recognize two-digit numbers; those who read five of them correctly received 1, while those who recognized none at all received 0. To assess the knowledge of two-digit addition and subtraction, students were given three sets and each set had two questions and those who solved one set were given 1 otherwise 0. While three questions on multiplying two digits by two digits and dividing three digits by one digit were provided to test the students' understanding of multiplication and division, those who successfully completed at least one of the questions received a 1; those who failed received 0.

In addition, descriptive analysis—which includes percentages, frequency distributions, central tendency measures, and bivariate analysis of the correlation matrix—have been applied to the aforementioned primary data.

Section-III: Analysis of Empirical Results and Discussion

Hindi Comprehension Ability of Student

Most of the people in Uttar Pradesh use Hindi language or Hindi as a main language of communication in government schools of UP. The learning quality of Hindi in government schools was very poor in the Raebareli district. **Table-2** revealed that around 24 percent

student in class- III, 43 percent student in class-V, 68 percent student in class-VI and 80 percent student in class-VIII were able to read Hindi words. Also, the paragraph reading ability of the student was not satisfactory. The same table also showed that around 21 percent student in class-III, 35 percent student in class-V, 60 percent student in Class-VI and 74 percent student in class-VIII were able to read class-II level paragraph text. The dictation ability in government school was very dismal. The same table further showed that 5 percent student in class-III, 10 percent student in class-V, 29 percent student in class-VI, and 38 percent students in class-VIII were able to write the dictation of class II standard. The Hindi reading ability of boys and girls in primary education in Rae Bareli district was almost equal.

Table-2: Hindi Comprehension Ability of Student in Government Schools

Grade	Sex	Class- III	Class- V	Class -VI	Class- VIII	Total
Word Recognition	Boy	25 (25.50%)	38 (37.30%)	48 (69.60%)	59 (86.80%)	170 (50.44 %)
	Girl	24 (23.50%)	48 (49.00%)	48 (67.60%)	54 (75.00%)	174 (50.72 %)
	Total	49 (24.50%)	86 (43.00%)	96 (68.60%)	113 (80.70%)	344 (50.59 %)
Paragraph Reading	Boy	21 (21.40%)	33 (32.40%)	41 (59.40%)	56 (82.40%)	151 (44.80 %)
	Girl	21 (20.60%)	38 (38.80%)	43 (60.60%)	48 (66.70%)	150 (43.73 %)
	Total	42 (21.00%)	71 (35.50%)	84 (60.00%)	104 (74.30%)	301 (44.26 %)
Dictation Writing	Boy	4 (4.10%)	8 (7.80%)	17 (24.60%)	29 (42.60%)	58 (17.21 %)
	Girl	6 (5.90%)	13 (13.30%)	24 (33.80%)	25 (34.70%)	68 (19.82 %)
	Total	10 (5.00%)	21 (10.50%)	41 (29.30%)	54 (38.60%)	126 (18.52 %)

Source: Field Survey Data Analysis

English Comprehension Ability of Student

The English comprehension ability of students in government schools was also not satisfactory. The Table-3 displayed that around 23 percent of students in class-III, 28 percent of students in class-V, 53 percent students in class-VI, and 66 percent of students in class-VIII were able to recognize small letters of the alphabet of English. The same table also revealed that around 9 percent of students in class-III, 16 percent of students in class-V, 38 percent of students in class VI, and 45 percent of students in class-VIII have read simple

words. We asked the same words of English meaning write into Hindi. In this case, table demonstrated that around 8 percent of students in class-III, 15 percent of students in class-V, 33 percent of students in class-VI, and 40 percent of students in class-VIII had written Hindi meaning of English words. The sentence and paragraph reading of English in government school was not satisfactory. It is obvious from the same table that one percent student in class-III, 4 percent in class V, 14 percent in class-VI, and 24 percent student in class-VIII were able to read the sentence. The paragraph reading ability of the student was very poor, none of any student in class-III was able to read a paragraph of English and only 3 percent of student in class-V, 6 percent of student in class-VI, and 12 percent of student in class-VIII were able to read a paragraph of class-II standard text.

Table-3: English Comprehension Ability of Student in Government Schools

Grade	Sex	Class- III	Class –V	Class -VI	Class –VIII	Total
Alphabet Recognition	Boy	19 (19.40%)	28 (27.50%)	35 (50.70%)	48 (70.60%)	130 (38.56 %)
	Girl	27 (26.50%)	28 (28.60%)	40 (56.30%)	45 (62.50%)	140 (40.42 %)
	Total	46 (23.00%)	56 (28.00%)	75 (53.60%)	93 (66.40%)	270 (39.70 %)
Words Recognition	Boy	7 (7.10%)	16 (15.70%)	23 (33.30%)	38 (55.90%)	84 (24.92 %)
	Girl	11 (10.80%)	17 (17.30%)	31 (43.70%)	26 (36.10%)	85 (24.78 %)
	Total	18 (9.00%)	33 (16.50%)	54 (38.60%)	64 (45.70%)	169 (24.85 %)
Words meaning in Hindi	Boy	6 (6.10%)	17 (16.70%)	20 (29.00%)	32 (47.10%)	75 (22.25 %)
	Girl	10 (9.80%)	13 (13.30%)	27 (38.00%)	24 (33.30%)	74 (21.57 %)
	Total	16 (8.00%)	30 (15.00%)	47 (33.60%)	56 (40.00%)	149 (21.91 %)
Sentence Reading	Boy	1 (1.00%)	5 (4.90%)	11 (15.90%)	20 (29.40%)	37 (10.98 %)
	Girl	1 (1.00%)	3 (3.10%)	9 (12.70%)	14 (19.40%)	27 (7.87 %)
	Total	2 (1.00%)	8 (4.00%)	20 (14.30%)	34 (24.30%)	64 (9.41 %)
Par	Boy	0	3	3	8	14

		(0.00%)	(2.90%)	(4.30%)	(11.80%)	(4.15%)
	Girl	0 (0.00%)	3 (3.10%)	6 (8.50%)	10 (13.90%)	19 (5.54 %)
	Total	0 (0.00%)	6 (3.00%)	9 (6.40%)	18 (12.90%)	33 (4.85 %)

Source: Field Survey Data Analysis

Basic Arithmetic Ability of Student

Additionally, the basic arithmetic ability of students was also not satisfactory. The following table-4 showed that around 34 percent of students in class-III, 60 percent of students in class-V, 75 percent of students in class-VI, and 85 percent of students in class-VIII were able to recognize two-digit numbers. The addition and subtraction's ability of government school students was not satisfactory. The same table demonstrated that around 34 percent of students in class-III, 59 percent of students in class-V, 73 percent of students in class-VI, and 77 percent of students in class-VIII were solved the addition problem. In addition, it indicated that around 21 percent of students in class-III, 43 percent of students in class-V, 57 percent of students in class-VI, and 59 percent of students in class-VIII were solved the subtraction problems. The solution of multiplication and division problems in government schools was also very pathetic. The Table-1.4 showed that around 5 percent of students in class-III, 27 percent students in class-V, 41 percent students in class-VI, and 44 percent of students in class-VIII were able to solve multiple problems in government schools. The same table also revealed that around 4 percent of students in class-III, 19 percent of students in class-V, 31 percent students in class-VI, and 38 percent of students in class-VIII were able to solve division problems.

Table-4: Arithmetic Ability of Student in Different Grade of Government School

Basic Math Ability		Class III	Class V	Class VI	Class VIII	Total
Number recognition (10-99)	Boy	32 (32.70%)	65 (63.70%)	54 (78.30%)	63 (92.60%)	214 (63.50 %)
	Girl	36 (35.30%)	55 (56.10%)	51 (71.80%)	57 (79.20%)	199 (58.02 %)
	Total	68 (34.00%)	120 (60.00%)	105 (75.00%)	120 (85.70%)	413 (60.73 %)
Addition ability	Boy	28 (28.60%)	62 (60.80%)	54 (78.30%)	60 (88.20%)	204 (60.53 %)
	Girl	40 (39.20%)	57 (58.20%)	49 (69.00%)	48 (66.70%)	194 (56.56 %)
	Total	68 (34.00%)	119 (59.50%)	103 (73.60%)	108 (77.10%)	398 (58.52 %)

Subtraction ability	Boy	23 (23.50%)	49 (48.00%)	40 (58.00%)	49 (72.10%)	161 (47.77 %)
	Girl	20 (19.60%)	38 (38.80%)	40 (56.30%)	34 (47.20%)	132 (38.48 %)
	Total	43 (21.50%)	87 (43.50%)	80 (57.10%)	83 (59.30%)	293 (43.08 %)
Multiply Ability	Boy	6 (6.10%)	33 (32.40%)	26 (37.70%)	40 (58.80%)	105 (31.15%)
	Girl	5 (4.90%)	21 (21.40%)	32 (45.10%)	22 (30.60%)	80 (23.32 %)
	Total	11 (5.50%)	54 (27.00%)	58 (41.40%)	62 (44.30%)	185 (27.20 %)
Division ability	Boy	4 (4.10%)	21 (20.60%)	21 (30.40%)	39 (57.40%)	85 (25.22%)
	Girl	5 (4.90%)	18 (18.40%)	23 (32.40%)	15 (20.80%)	55 (17.78%)
	Total	9 (4.50%)	39 (19.50%)	44 (31.40%)	54 (38.60%)	146 (21.47 %)

Source: Field Survey Data Analysis

Enrolment and Attendance in Primary Education

The total number of enrolments of student in primary school at different blocks of Raebareli district has been shown in Table-5. The highest enrolment of student in primary education was of Schedule Caste (SC) around 50 percent followed by Other Backward Classes (OBC) 31 percent, Minorities 11 percent and general 8 percent. Table-1.5 also showed that the attendance of student in primary education is around 50 percent in five blocks of Rae Bareli district. The total number of students attending primary school within their community is about 50 per cent from SC, followed by OBC at about 54 per cent, minority at about 49 per cent and general at 51 per cent.

Table-5: Primary School Enrolment in Different Blocks

Blocks	SC Enrolled	SC Present	OBC Enrolled	OBC Present	Minorities Enrolled	Minorities Present	General Enrolled	Gen Present	Total Enrolled	Total Present
Lalganj	462 (48.63 %)	225 (48.70 %)	302 (31.79 %)	150 (49.67 %)	141 (14.84 %)	67 (47.52 %)	45 (4.74 %)	17 (37.78 %)	950 (100 %)	459 (48.32 %)

Rohaniya	470 (50.00 %)	207 (44.04 %)	315 (33.51 %)	186 (59.05 %)	75 (7.98 %)	34 (45.33 %)	80 (8.51 %)	54 (67.50 %)	940 (100 %)	481 (51.17 %)
Deeh	743 (52.81 %)	250 (33.65 %)	445 (31.63 %)	176 (39.55 %)	99 (7.04 %)	32 (32.32 %)	120 (8.53 %)	40 (33.33 %)	1407 (100 %)	498 (35.39 %)
Maharajganj	673 (53.71 %)	419 (62.26 %)	459 (36.63 %)	318 (69.28 %)	38 (3.03 %)	31 (81.58 %)	83 (6.62 %)	51 (61.45 %)	1253 (100 %)	819 (65.36 %)
Nagarkshetra	446 (43.73 %)	260 (58.30 %)	186 (18.24 %)	97 (52.15 %)	273 (26.76 %)	146 (53.48 %)	115 (11.27 %)	68 (59.13 %)	1020 (100 %)	571 (55.98 %)
Total	2794 (50.16 %)	1361 (48.71 %)	1707 (30.65 %)	927 (54.31 %)	626 (11.24 %)	310 (49.52 %)	443 (7.95 %)	230 (51.92 %)	5570 (100 %)	2828 (50.77 %)

Source: Field Survey in Raebareli District

Enrolment and Attendance in Upper Primary Schools

Table-6 shows the enrollment in upper primary school in different blocks of Raebareli district. The highest enrollment of SC students was recorded at 46 per cent, followed by OBC at around 35 per cent, minorities at around 13 per cent and general at around 6 per cent. The total number of upper primary school students attending school for data collection is approximately 45 percent.

Table-6 Enrolment Rate in Upper Primary Schools - Category Wise

Block	SC Enrolled	SC Present	OBC Enrolled	OBC Present	Minorities Enrolled	Minorities Present	General Enrolled	General Present	Total Enrolled	Total Present
Lalganj	463 (47.10 %)	242 (52.27 %)	344 (34.99 %)	182 (52.91 %)	113 (11.50 %)	49 (43.36 %)	63 (6.41 %)	34 (53.97 %)	983 (100 %)	507 (51.58 %)
Rohaniya	436 (49.77 %)	194 (44.50 %)	345 (39.38 %)	159 (46.09 %)	35 (4.00 %)	20 (57.14 %)	60 (6.85 %)	39 (65 %)	876 (100 %)	412 (47.03 %)
Deeh	601 (48.94 %)	198 (32.95 %)	458 (37.30 %)	186 (40.61 %)	62 (5.05 %)	18 (29.03 %)	107 (8.71 %)	38 (35.51 %)	1228 (100 %)	440 (35.83 %)

Maharajganj	534 (47.30 %)	256 (47.94 %)	459 (40.66 %)	230 (50.11 %)	81 (7.17 %)	41 (50.62 %	55 (4.87 %)	23 (41.82 %)	1129 (100 %)	550 (48.72 %)
Nagarkshetra	282 (34.22 %)	135 (47.87 %)	139 (16.87 %)	86 (61.87 %)	362 (43.93 %)	155 (42.82 %)	41 (4.98 %)	22 (53.66 %)	824 (100 %)	398 (38.30 %)
Total	2316 (45.95 %)	1025 (44.26 %)	1745 (34.62 %)	843 (48.31 %)	653 (12.96 %)	283 (43.34 %)	326 (6.47 %)	156 (47.85 %)	5040 (100 %)	2307 (45.77 %)

Source: Primary Survey in Raebareli District

Schools Infrastructure in Primary and Upper Primary Education

School infrastructure is a very important tool for the development of a school as it enhances the quality of the school as well as the quality of learning of the students. Table-7 shows that about 28 percent of the selected schools do not have proper classrooms. The table also shows that about 9 percent of schools where the number of students is high do not have enough seating space in the classrooms. Table-7 also shows that in about 9 percent of the schools, there was no proper arrangement of furniture/stool/tat-patti/mats for the students to sit. Only 57 schools (67 percent) had access to electricity and in the remaining schools, electricity was available, 41 percent of classrooms had lights and 35 percent of classrooms had fans. Library facilities are available in only 55 percent of the schools and computers and computer-related equipment are available in only 5 schools out of 85 schools. Drinking water facility is the most important component among the infrastructure related components in schools. Table-7 shows that 72 schools (85 percent) have usable drinking water facility and 13 schools (15 percent) do not have usable drinking water facility and out of 13 schools, 4 schools (4.7 percent) have neither hand pump nor submersible pumps nor taps are available and the remaining 9 schools do not have potable water facilities due to pollution from fluoridated water. About 10 percent of school students bring drinking water from home.

Table-7: Basic Information about Classes in Primary and Upper Primary Schools

Indicators	**Yes**	**No**
The rooms available for all classes in school	61 (71.8 %)	24 (28.2 %)
Is the enough space in room for every student to sit in the class?	77 (90.6 %)	8 (9.4 %)
Is there a proper arrangement by the school for furniture / tat-patti / mat for students?	77 (90.6 %)	8 (9.4 %)
Is there electricity in the school?	57 (67.1 %)	28 (32.9 %)
Are all classes having light?	35 (41.2 %)	50 (58.8 %)

Are the fans available in all the classes?	30 (35.3 %)	55 (64.7 %)
Is Blackboard Available in all Classes?	83 (97.6 %)	2 (2.4 %)
Is the library available at school?	47 (55.3)	38 (44.7)
Is computer and computer related equipment available in school?	5 (5.9 %)	80 (94.1 %)
Is Usable drinking water facility available in the school?	72 (84.7 %)	13 (15.3 %)

Source: Primary Data Collection in Raebareli district

Student Class Ratio in Primary and Upper Primary Schools

Student class ratio (SCR), which indicates how many students are sit in a class, is a key infrastructure indicator. Regarding the same, table-8 displayed that the student class ratio (SCR) in primary education was approximately 30:1 and in primary and upper primary school it was 29:1 and 32:1 respectively. Table-8 showed that in primary schools of Rae Bareli district, about 46 percent students sit on mats, 35 percent students sit on sackcloth (tat/patti) and about 18 percent students sit on furniture.

Table-8: Student Class Ratio in Primary and Upper Primary Schools

Student Classroom Ratio	**Primary**	29.54
	Upper Primary	32.11
	Elementary	30.60
What is used to sit in class?	**Mat**	39 (45.9 %)
	tat –Patti	30 (35.3 %)
	Furniture	16 (18.8 %)

Source: Primary Data Collection

Toilets Facilities in Schools

The Ministry of Human Resource Development (2014) launched 'Swachh Bharat Swachh Vidyalaya' (SBSV) in 2014 to ensure that all government schools in India have separate functional toilets for boys and girls in a year. The Right to Free and Compulsory Education (RTE) Act (2009) mandated that all schools should must have separate toilets for boys and girls and adequate safe drinking water facilities (Water Aid India, 2016). In the field survey, it was found that about 87 per cent of schools had separate toilets and 13 per cent of schools had common toilets available for boys and girls. Table-9 revealed that about 30 percent of the schools where toilet doors were locked during the school visit. The headmaster said that the reason for this was that the door was broken, when no one lived in the school the villagers used to use the toilet. It has been made mandatory not to write anything for boys or girls on the toilet wall, but statistics show that about 71 percent of the schools were such where boy

and girl were already written on the toilet wall. The survey found that toilets were not functioning in about 43 per cent of schools and tap water facilities were not available in about 75 per cent of schools. About 65 percent of school principals said toilets were properly cleaned, but school students generally responded that they went for open defecation during school hours. Students replied that they do not go to toilet because toilets smell bad, water is not available and toilets are dirty so they do not use toilets. However, bringing disabled children to school is a big challenge as toilet facilities were not available as per their requirement. Table-9 revealed that common toilets were not convenient for children with disabilities. The same table also revealed that about 85 percent of the schools do not even have separate toilets for teachers.

Table-9: Toilets Related Facilities in Schools

Items	**Yes**	**No**
The Separate Toilets Available for Boys' and Girls'	74 (87.1 %)	11 (12.9 %)
The Common (boys and girls) Toilet Available	11(12.9 %)	74 (87.1 %)
The Toilets Locked During the School Visit	26 (30.59 %)	59 (69.41 %)
Boy and Girl are Written on the Toilet Wall	61 (71.8 %)	24 (28.2 %)
Proper Use of Toilets in Schools	48 (56.5 %)	37 (43.5 %)
Water Tab in The Toilet	21 (24.7 %)	64 (75.3 %)
The toilet being cleanliness properly	55 (64.7 %)	30 (35.3%)
Toilet is Convenient for disable children	24 (28.2)	61(71.8%)
the school have separate toilets for teachers	13 (15.3 %)	72 (84.7%)

Source: Primary Data Collection

Teacher Related Information in Primary and Upper Primary Schools

The main role of teachers is to educate their students to learn the basics of learning like mathematics skills, language comprehension skills and development of concepts. Therefore, they should first develop teaching skills according to the age of each student and their strengths and weaknesses. Table-10 revealed that the total number of teachers in 85 schools was 324, while in primary school it was 151 (46.60%), in upper primary school it was 173 (53.40%). Total male teachers in primary and upper primary schools were 173 and female teachers in primary and upper primary schools were 151. The same table showed that the number of general teachers was highest compared to Other Backward Castes (OBC), Scheduled Castes (SC) and Scheduled Tribes (ST). The number of graduate teachers in primary and upper primary was 157 and the number of post-graduate teachers was 164. B.Ed. The total number of teachers in primary and upper primary was 114 (40 at primary level and 74 at upper primary level). The total number of teachers who passed Basic Training Certificate (BTC) in primary and upper primary was 141, the total number of teachers who

passed TET was 75 and the total number of teachers who passed other degrees like distance BTC, diploma and other similar degrees was noted as 116.

Table-10: Teacher Related Information in Primary and Upper Primary Education

Info about school	Primary	Upper Primary	Total
Male Teacher	75 (43.40 %)	98 (56.60 %)	173 (100.00 %)
Female Teacher	76 (50.30 %)	75 (49.70 %)	151 (100.00 %)
Total Teacher	151 (46.60 %)	173 (53.40 %)	324 (100.00 %)
General Teacher	67 (45.60 %)	80 (54.40 %)	147 (100.00 %)
OBC Teacher	57 (52.30 %)	52 (47.70 %)	109 (100.00 %)
SC Teacher	26 (38.80 %)	41 (61.20 %)	67 (100.00 %)
ST Teacher	1 (100.00 %)	0	1 (100.00 %)
Graduate Teacher	79 (50.30 %)	78 (49.70 %)	157 (100.00 %)
Post Graduate Teacher	71 (43.30 %)	93 (56.70 %)	164 (100.00 %)
Ph.D Teacher	1 (33.30 %)	2 (66.70 %)	3 (100.00 %)
B.Ed. Teacher	40 (35.10 %)	74 (64.90 %)	114 (100.00 %)
BTC	75 (53.20 %)	66 (46.80 %)	141 (100.00 %)
TET	45 (60.00 %)	30 (40.00 %)	75 (100.00 %)
Other	73 (62.90 %)	43 (37.10 %)	116 (100.00 %)

Source: Primary Data Collection

Table-11 revealed that the total number of regular teachers in primary and upper primary schools was 207, while in primary school it was 85 (41.06 %) and in upper primary 122 (58.94 %). Poor learning outcomes in primary schools may be due to the absence of teachers in the district. As regular teacher absentee in primary school was about 18 per cent and in upper primary school it was about 27 per cent (it may be possible that teachers were on leave but were not present in the school on the first day of the survey visit). The total number of contractual teachers was 117 in which 66 (56 %) in primary school and 51 (43%) in upper primary. The same table showed that 87 per cent of total contractual teachers were present on the day of school visit. Student Teacher Ratio (STR) should be 30:1 and 35:1 in primary and upper primary levels (RTE Act-2009). But it was observed 41:1 and 31:1 in primary and upper primary levels respectively.

Table-11: Regular and Contractual Teachers with Attendance

School	Primary	Upper Primary	Total
Regular Teacher	85 (41.06 %)	122 (58.94 %)	207 (100 %)
Regular Teacher Present	70 (82.35 %)	89 (72.95 %)	159 (76.81 %)
Contact Teacher	66 (56.41 %)	51 (43.59 %)	117 (100 %)

Contract Teacher Present	58 (87.88 %)	44 (86.27 %)	102 (87.18 %)
Student Teacher Ratio	41.27	31.16	37.11

Source: Source: Primary Data Collection

Mid-Day Meal Programme (MDM) in Schools

The Mid-Day Meal (MDM) scheme was launched on 15 August 1995 as a centrally sponsored scheme. This scheme covered all the children studying in government/aided schools of the state. Under this scheme, the Government of India has been providing food grains (wheat/rice) at the rate of 100 grams per student per day at the primary level and 150 grams per student per day at the upper primary level. The food provided in primary schools should contain at least 450 calories of energy and 12 grams of protein and the food provided in upper primary schools should contain at least 700 calories of energy and 20 grams of protein. The food menu has been extensively changed as per the advanced nutrition standards (Mid-Day Meal Authority: Uttar Pradesh). The objective of the MDM scheme is to develop the learning capacity of children by providing them nutritious food, increase the attendance of students in schools, develop the attitude of students to stay in school in primary classes and reduce the school dropout rate. To foster brotherhood among children and feed them together and to remove differences between different castes and religions.

In the field survey, the study found that MDM was not served in 4 (8 %) primary schools on the day of the survey visit and about 25 per cent of the schools did not have MDM kitchen/shed. The table showed that 76 percent of primary schools and 80 percent of upper primary schools where gas cylinder for cooking MDM was not available. 70 per cent of school head masters replied that MDM has helped in preventing dropout of students and 78 per cent of school head masters replied that MDM has helped in increasing attendance. Further, headmasters of most of the schools said that due to MDM, teaching work in the schools has been disturbed. About 62 percent school head masters (primary and upper primary) responded that MDM has upset the learning environment in the school too. Most of the headmasters (77 percent) said that MDM has encouraged parents to send their children to school. Most of the school principals (95%) said that MDM has been given as per the MDM menu. While 8% of elementary school children claimed to assist with the preparation of MDM, 10% claimed they do not eat in a clean environment.

Table-12: Information about Mid-Day Meal in Government Schools

Basic Information of MDM	**Answer**	**Primary**	**Upper Primary**	**Total**
Mid-Day Meal Serve Today (Ask Head/Teacher)	YES	46 (92.00%)	35 (100.00%)	81 (95.30%)
	NO	4 (8.00%)	0 (0.00%)	4 (4.70%)

Kitchen/Shed Available for Cooking MDM (Observe)	YES	39 (78.00%)	25 (71.40%)	64 (75.30%)
	NO	11 (22.00%)	10 (28.60%)	21 (24.70%)
The Mother Committee in School	YES	47 (94.00%)	35 (100.00%)	82 (96.50%)
	NO	3 (6.00%)	0 (0.00%)	3(3.50%)
The Gas Cylinder Used to Cook The MDM	YES	12 (24.00%)	7 (20.00%)	19 (22.40%)
	NO	38 (76.00%)	28 (80.00%)	66 (77.60%)
Drop -Out Rate Reduced	YES	38 (76.00%)	22 (62.90%)	60 (70.60%)
	NO	12 (24.00%)	13 (37.10%)	25(29.40%)
Student Attendance Increased	YES	39 (78.00%)	28 (80.00%)	67 (78.80%)
	NO	11 (22.00%)	7 (20.00%)	18 (21.20%)
MDM Interrupted Teaching	YES	36 (72.00%)	17 (48.60%)	53(62.40%)
	NO	14(28.00%)	18(51.40%)	32(37.60%)
Encouraged Parents to Send School Their Children	YES	38 (76.00%)	28 (80.00%)	66 (77.60%)
	NO	12 (24.00%)	7 (20.00%)	19 (22.40%)
The MDM has Served According Menu.	YES	45 (95.70%)	33 (94.30%)	78 (95.10%)
	NO	2 (4.30%)	2 (5.70%)	4(4.90%)
Do You Helping in Cooking MDM? (Ask Children)	YES	5 (10.00%)	2 (5.70%)	7(8.20%)
	NO	45(90.00%)	33(94.30%)	78(91.80%)
Do You Eat at Clean Place MDM? (Ask Children)	YES	44 (88.00%)	32 (91.40%)	76 (89.40%)
	NO	6 (12.00%)	3(8.60%)	9(10.60%)

Source: Source: Primary Data Collection

School Expenditure in Primary and Upper Primary Education

Per student expenditure on elementary education is a better indicator of the growth of public expenditure on education. Per student expenditure on elementary education increased over the same period due to a decline in the total enrollment of students in Uttar Pradesh. Per student expenditure has also increased at nominal prices at elementary level from Rs. 8,354 to Rs 13,102 from 2011-12 to 2014-15 (Dongre & Kapur, 2016). Six years of school expenditure data was collected from 85 schools in five blocks of Rae Bareli district. The school passbook contains the number of grants deposited each year such as school maintenance grant, school development grant, grant received for uniform and mid-day meal. The number of other grants are not credited in same financial years of school such as Teaching Learning Material (TLM) grant, scholarship grant, grant received for School Chalo Abhiyan, grant received for student profile, grant received for toilets, grant received for examination, grant received for Bal Adhikar, science kit, grant received for hand pump, grant received for extra room construction, income received for boundary wall, grant received for kitchen of MDM, grant received for ramp and training programme, grant received for other sources. In this study, teacher salaries are not included. Table-13 showed that there has been a decline in elementary education expenditure in 85 schools of five blocks. The total annual expenditure on primary schools has come down to Rs. 1,17,55,634 to Rs. 99,01,757 and upper primary schools get Rs. 1,20,46,695 to Rs. 87,59,736 during 2012-13 to 2017-18 respectively. There has been a greater decline in educational expenditure in upper primary schools than in primary schools. The total annual expenditure on elementary education has declined from Rs 2,38,02,329 in 2012-13 to Rs 1,80,61,493 in 2017-18.

Table-13: Total Expenditure, Average per School Expenditure and per Student Expenditure in Primary and Upper Primary Schools

Types of School	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
	Annual Total Expenditure in Primary and Upper Primary School					
Primary	11755633.79	12152245.18	9626672.70	8793855.05	7321528.87	9301757.00
Upper Primary	12046695.00	10349123.00	7845110.60	9206575.00	8334253.36	8759736.00
Total	23802328.79	22501368.18	17471783.30	18000430.05	15655782.23	18061493.00
	Annual Average Per School Expenditure in Primary and Upper Primary School					
Primary	235112.68	243044.90	192533.45	175877.10	146430.58	186035.14
Upper Primary	344191.29	295689.23	224146.02	263045.00	238121.52	250278.17

Total	280027.40	264721.98	205550.39	211769.77	184185.67	212488.15
	Annual Per Student Expenditure in Primary and Upper Primary School					
Primary	1713.90	1905.34	1619.29	1582.77	1391.93	1669.97
Upper Primary	2007.11	1878.58	1520.66	1867.46	1825.69	1738.04
Total	1850.74	1892.94	1573.47	1716.62	1593.46	1702.31

Source: Primary Data Collection

Table-13 shows that the annual average expenditure per school in primary school has decreased from Rs. 2,35,112 to Rs. 1,86,035 and in upper primary school it has declined to Rs. 3,44,191 to Rs. 2,50,278 from 2012-13 to 2017-18. From 2012-13 to 2017-18, the annual average expenditure per school on elementary education declined from Rs 2,80,027 to Rs 2,12,488. Further, average annual expenditure per student at primary and upper primary and elementary level fell from 2012-13 to 2017-18. The annual per student expenditure in primary education declined from Rs. 1713 to Rs. 1669 and upper primary level it has declined from Rs. 2007 to Rs. 1738 for the period of 2012-13 to 2017-18. Per student expenditure on elementary education has declined over the same period in Raebareli district. Since the government stopped funding student grants including scholarships and other student-related grants, the amount spent on each student in primary and upper primary education has decreased. Last but not the least, decline in educational expenditure as well as decline in student enrollment in primary and upper primary schools in government schools leads to decline in the quality of learning of students.

Factors Affects the Learning Quality: Bivariate analysis of Correlation Matrix

In the following table-14 which showed that the Total Learning Quality (TQL) was positively correlated with school infrastructure (r=.418, P<0.01). This means that better school infrastructure leads to better learning outcomes. The average school expenditure and student learning quality was positively correlated with each other (r=0.298 P<0.01). The school where average expenditure was high their student learning quality was high. Teacher education qualification and student learning quality was positive correlated in present study (r=0.274, P<0.05). The analysis revealed that where teachers were more qualified such as they have passed TET and B.Ed. degree, there was a high level of quality of learning observed among the students. The STR and qualified teacher are negatively correlated (r= -.375, P<0.01). This means that where STR was high there were less qualified teachers. The school infrastructure was positively correlated with educational qualification of teacher (r=.297, P< 0.01). This means that where there were more qualified teachers, school infrastructure was better. The school's infrastructure and average expenditure on school positively correlated (r=.280, P<0.01). This means that schools that had good infrastructure had higher average

school expenditure. The average expenditure of school and teacher quality was positively correlated (r=.433, P< 0.01). This shows that where average expenditure was higher there were more qualified teachers. In this analysis, the study found a positive relationship between the quality of students' learning and school infrastructure, average school expenditure, teacher qualifications. The study also found that there was largely no relationship between the quality of students' learning and mid-day meals.

Table-14: Bivariate analysis of Correlation Matrix

Variable	TLQ	PTR	School Infrastructure	M.D.M.	T. Q	Average Expenditure	Proportion of SC	Proportion OBC	Proportion Minorities	Proportion General
TLQ	1									
STR	-0.114	1								
Infrastructure	.418**	-0.149	1							
Mid -Day Meal (M.D.M.)	0.004	0.03	-0.085	1						
T. Q	.274*	-.375**	.297**	-0.093	1					
Average Exp.	.298**	0.204	.280**	-0.151	.433**	1				
Proportion (SC)	-0.203	-0.015	-0.015	-0.025	0.111	0.086	1			
(OBC) Propo.	0.134	-0.085	0	0.015	0.017	-0.002	-.497**	1		
Minority Propo.	0.107	0.092	0.118	0.093	-0.044	-0.006	-.477**	-.407**	1	

Proportion Gen.	**-0.07**	**0.011**	**-.214***	**-0.172**	**-0.171**	**-0.162**	**-0.091**	**-0.121**	**-.275***	**1**

Source: Primary Data Analysis
Note: * Significant at 5% level of Significance, ** Significant at 1% level of Significance,
Note: TLQ= Total Learning Quality, STR= Student Teacher Ratio, TQ= Teacher Qualification

Discussion

Based on the analysis of the study, it is evident that the Raebareli district's students' dictation skills in Hindi and English were quite poor. The result revealed that 5 percent student in class-III, 10 percent student in class-V, 29 percent student in class-VI, and 38 percent students in class-VIII were able to write the Hindi dictation of class II standard. The English paragraph reading ability of the student was very poor, none of any student in class-III was able to read a paragraph of English and only 3 percent of student in class-V, 6 percent of student in class-VI, and 12 percent of student in class-VIII were able to read a paragraph of class-II standard text. The basic mathematics skill of student is better in comparison to language ability. The primary causes of low learning quality were student absences from class and a shortage of appropriate teaching materials. Around the 50 percent student in primary school and 45 percent student in upper primary school was absent during the school surveyed. School infrastructure plays a very important role for learning quality of student. The result revealed that in about 9 percent of the schools, there was no proper arrangement of furniture/stool/tat-patti/mats for the students to sit in the class. Thirty two percent schools have not electricity facility, this could be the consequence of headmasters' lack of interest in pursuing it and insufficient government funding. Further, study found that drinking water, Mid-Day Meal and toilet facility was satisfactory in schools, it could be the same reason as previously mentioned.

The RTE Act-2009 states that the pupil-teacher ratio (PTR) at the primary level should be 30:1 and at the upper primary level, 35:1, respectively. However, the results showed that the PTR at the primary level was 41:1 and 31:1. Lack of government determination and financing are the reasons for it. The current study found that Total Learning Quality (TQL) was positively correlated with school infrastructure ($r=.418$, $P<0.01$). The school where average expenditure was high their student learning quality was high. Teacher education qualification and student learning quality was positive correlated in present study ($r=0.274$, $P<0.05$). It is a known fact that a more qualified and trained teacher will produce greater results than an unqualified teacher. The PTR and quality of learning are negatively correlated ($r= -.375$, $P<0.01$). This means that the higher the student-teacher ratio, the lower the quality of learnings.

Section-IV: Conclusion and Policy Suggestions

The findings of the study reveal that the quality of learning of students in primary and upper primary schools in the district is very poor. The attendance of students in primary and upper primary schools in Rae Bareli district was approximately 50 percent. Only 57 (67 percent) schools had electricity facilities. The study also found that about 18 percent of schools had availability of furniture for seating arrangements. From the field survey, the study observed that about 87 percent of the schools had separate toilets and 13 percent of the schools where common toilets were available for boys and girls. According to the analysis, there were 13 schools (15%) without access to potable water, and in 9 of those cases, the lack of availability was caused by fluoride contamination or low water quality. Furthermore, almost 24% of regular teachers were absent from class. In response, almost 62% of headmasters of elementary and upper elementary schools said that MDM had totally disrupted the school's learning atmosphere. The present study showed that the total learning quality (TLQ) of students was positively correlated with school infrastructure, teacher qualifications, and average school expenditure. However, student-teacher ratio was negatively associated with student learning quality, suggesting that the higher the student teacher ratio, the lower the learning quality. The present study suggests that, in the light of the above, the government should focus on the maintenance of school facilities, monitoring of teacher attendance, consistent student attendance, and accountability obligations to primary education authorities. Increased funding is essential to help students develop their moral character and learning abilities.

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