

Managing Educational Finances for improving the Quality of Elementary Education in Western Uttar Pradesh

Saima Khanam¹, Noreen Jaral²

¹Senior Research Fellow, Department of Education, Aligarh Muslim University, Aligarh, India

² Research Scholar, Department of Education, Aligarh Muslim University, Aligarh, India

Abstract— This paper aims to study the management of educational finance to improve the quality of Elementary Education, particularly in western Uttar Pradesh. Quality Education has now emerged as one of the most desirable goals throughout the world [1]. Despite the growing concern about the quality of education, it is somewhat difficult to define it due to the complex nature of the teaching-learning process [2].

The secondary data about the quality of Elementary education and its analysis thereafter, revealed that the schools were lacking adequate funding for infrastructural facilities, appropriate teaching-learning materials, proper training of teachers, and proper ICT facilities.

Index Terms— Educational Finances, Elementary Education, Western Uttar Pradesh

I. INTRODUCTION

Elementary education is central to the whole educational system [2]. It is considered to play an illuminative role in the advancement of countries all over the world which is the key phase of the entire system of education [8]. Elementary Education should be given a prominent place and status as it will add to the progress and prosperity of a nation directly or indirectly [5]. The quality of Elementary Education directly influences the quality of secondary and higher secondary education as well.

Despite the growing concern about the quality of education, it is somewhat difficult to define it precisely due to the complex nature of the teaching-learning process [2]. To improve the quality of Elementary Education, it is imperative to bring reform in its various indicators through proper financing. The indicators of quality education include adequate infrastructural facilities, trained teachers, appropriate learning material, up-to-date curriculum, motivated

students, clearly defined learning outcomes, a healthy learning environment, accurate assessment, induction of ICT, participatory governance, and management.

1.1. Indicators of Quality of Education

Various researchers have identified different determinants for assessing the quality of education. It is a set of elements containing the education system's input, process, and output [9]. Determinants of quality consist of the institution's reputation, resources/ input, process, content, outputs/ outcomes, and value-added, based on the engineering model of education [10]. A traditional school quality model is characterized by test scores and various inputs including student family background, school characteristics, teacher characteristics, and student's innate ability [11]. The indicators of quality education include learners, teachers, content, teaching-learning processes, learning environments, and outcomes [12]. Another significant model of indicators of quality education comprises of five dimensions i.e., quality learners, quality learning environment, quality content, quality process, and quality outcome [1].

Table 1: UNICEF Framework for indicators of Quality of Education

Elements	Quality Indicators
Quality of learners	Students' good health and nutrition, early childhood psychosocial development experiences, regular attendance, and family support for learning.
Quality of learning environments	Physical elements (i.e., school facilities, class size, etc.), psychosocial elements (i.e., safe environment, teachers' behavior, discipline policies, non-violence, etc.), and health services.

Quality of contents	Student-centered and standard-based curriculum, uniqueness of local and national content, and focus on literacy and numeracy.
Quality of processes	Indicators relating to teachers and teaching (i.e., teachers' competence, support for student-centered learning, participation-based teaching methods, teachers' working conditions, etc.); supervision and support (i.e., leadership, effective use of technology, diversity of processes and facilities, etc.)
Quality of outcomes	Students' achievement in literacy and numeracy, life skills, health outcomes, outcomes sought by parents, community participation, and learners' confidence

UNICEF (2000)

For the promotion of Quality Elementary education, investment in adequate physical infrastructure is needed. Basic facilities like school buildings, power supply, laboratories, drinking water, etc. are the basic requirements for imparting quality education. Without the basic facilities, it is very difficult to deliver quality education. A well-organized and fully equipped institution smoothen the way to quality education [1].

II. OBJECTIVES OF THE STUDY

The objectives of the present paper are as follows:

- A. To explore the indicators of quality education in Western Uttar Pradesh at the Elementary level.
- B. To examine the factors hindering the quality of Elementary education in Western U.P.
- C. To examine the management of educational finance to improve the quality of Elementary Education, particularly in western Uttar Pradesh.

III. RESEARCH QUESTIONS

The following research questions have been raised to achieve the objectives of the present research paper

- Q1. What are the various quality indicators of Elementary education?
- Q2. What are the factors behind the improper delivery of quality Elementary education?
- Q3. Is educational finance being properly utilized to improve the quality of Elementary education?

Q4. How should educational finance be managed to improve the quality of Elementary education, particularly in western Uttar Pradesh?

IV. METHODOLOGY

The study in hand is a quantitative study that employed secondary data analysis. This is a viable method to utilize in the process of inquiry when a systematic procedure is followed and presents an illustrative research application [14]. Secondary data analysis is the analysis of data that was collected by someone else for another primary purpose. The utilization of this existing data provides a viable option for researchers who may have limited time and resources.

V. DATA INTERPRETATION AND DISCUSSION

Secondary data is collected from DISE for the year 2017-18. The data is presented in tabular form and is analyzed thereafter.

DISTRICT WISE UDISE Report 2017-18

School Building Equipment Facilities Furniture and Other Data						
District: Western UP		Management: All Management				
Districts						
1.	Boundary Wall status	Pucca	Pucca but broken	Barbed wire fencing	No Boundary	Under Construction
	No. of school	5563	77	78	7	35
2.	No. of schools with Library facility	Yes:	5640	No:	120	N/A: 0
3.	No. of Schools With full-time Librarian	Yes:	2243	No:	3517	N/A: 0
4.	No. of schools With Play Ground	Yes:	5072	No:	688	N/A: 0
5.	No. of schools having land for developing a playground	Yes:	1217	No:	4543	N/A: 0
6.	No. of schools having computers	Available:	83548	Functional:	76347	
7.	No. of schools conducted medical check-ups	Yes:	4437	No:	1323	N/A 0
8.	No. of schools where Ramps for CWSN needed to access classrooms	Yes:	4262	No:	1498	N/A 0
9.	No. of schools where Ramps are available (If yes needed to access classrooms)	Yes:	4262	No:	1498	N/A 0
10.	No. of schools where Hand-rails Ramps are available	Yes:	3257	No:	2503	N/A 0
11.	No. of schools where campus plan prepared	Yes:	315	No:	50	N/A N/A

The secondary data on the quality of Elementary education and their analysis thereafter, revealed that the schools were lacking adequate funding for infrastructural facilities, appropriate teaching-learning materials, proper training of teachers, and ICT facilities. All of these are the barriers to the delivery of quality Elementary Education. Delivery of quality

education requires a sufficient amount of money to overcome the various barriers mentioned above.

To improve the quality of education, the issue of lack of physical infrastructure necessarily is taken as a serious and major problem because it directly affects the learners as well as teachers. By supplying enough chairs, tables, audio-visual aids, fans, lighting systems, drinking water, computers, books, etc., and arranging access to basic health facilities to acquire the goal of imparting quality Elementary education. For this, a considerable amount should be invested to make sure that all the necessary facilities are available to deliver quality Elementary education, particularly in the schools of Western Uttar Pradesh.

VI. CONCLUSION

Based on the results of the present study and the observations of previous researchers, it may be concluded that there is an urgent need to provide adequate funds to schools as most of them suffered from a lack of resources, poor teaching-learning material, poor learning environment, and untrained teachers. Therefore, the Government, stakeholders, and others concerned must take prompt action toward sufficient funding for schools, particularly in the sectors or areas mentioned in the foregoing paragraph. There is also a need to make good public-private partnerships and encourage private organizations to contribute to the promotion of quality Elementary Education to increase literacy and numeracy and maintain quality.

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