

Analysis of Poverty and Educational Inequality in Uttar Pradesh

Dr. Ram Gopal

Guest Faculty, University of Lucknow, Uttar Pradesh, India

ABSTRACT

Poverty is a major challenge for Uttar Pradesh state and India. Poverty is prevalent in both rural and urban areas in the state. Educational disparity refers to the status of education level in social groups that the educational status in scheduled caste is worst as compared to other castes. Male literacy is higher than females, which shows gender inequality in the state. Education is the mirror of society, so the educational development of every individual is very important. Thus, education is the root of progress. Thus, absolute poverty is defined by basic needs, such as food, cloth, and health. There is a lack of quality education in the state. Relative poverty refers to a comparative study based on income or consumption inequality across regions, nations, and internationally. According to the Planning Commission of India, "Poverty refers to the availability of calories per capita for consumption, 2400 kilocalories in a rural area and 2100 kilocalories in an urban area, if a person is less consumption given the calories that person comes under poverty." This paper analyzes poverty and educational inequality in Uttar Pradesh during 2004-05 to 2011-12. Thus, educational inequality among social groups reduces the opportunity and development potential in the state; this is an injustice for equal development in society.

How to cite this paper: Dr. Ram Gopal "Analysis of Poverty and Educational Inequality in Uttar Pradesh" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-6 | Issue-5, August 2022, pp.657-660, URL: www.ijtsrd.com/papers/ijtsrd50508.pdf



Copyright © 2022 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



KEYWORDS: Poverty, Education, Social-Groups and rural-urban

1. INTRODUCTION

Uttar Pradesh is famous in state India in different dimensions, and its population growth is very high. It is divided into four economic regions- such as Western, Central, Eastern, and Southern regions. The rural population is highest in the state. State's per capita income is low. Thus, poverty, unemployment, child labour, health, and educational condition are major challenges in Uttar Pradesh. The problem of Poverty and Educational inequality is one of them. Human development rank is also the lowest in the state in Uttar Pradesh in comparison to the other state of India. The population growth is highest in-state, but available opportunities are limited. Youth unemployment is high; this reason percentage of migration is high in the state. In the case of rural migration, it also increased after 2015. Thus, rural poor people's purchasing priority is reduced. Thus, the literacy rate is lowest among the backward regions of Uttar Pradesh. The state is facing major problems of poverty and educational inequality. Because poverty reduces to access goods and services, and educational inequality reduces

opportunities and capacity for individual development. Qualitative education is very necessary for all individual's development. For any country, qualitative education gives the best contribution to nation-building.

Poverty is a social issue on national and international. Inequalities are dividing societies between rich and poor in the state and India. Educational inequality and lack of opportunity are among the social community in state during 2004-05 to 2011-12. Thus, poverty is harmful to human development and nation building. Thus, inequalities are a matter of concern to the government and civil society.

Education is the root of all progress, but the solution to the problem of education lies at the bottom (Mokshagundam Visvesvaraya, 1931). An education pays significant dividends, and it reduces poverty. Thus, good education pays high returns in the contribution economic growth....education the poor, women and disadvantaged is as good an investment as any Indian faces many education challenges and

reduce or close the gap especially between rich and poor, boys and girls, privileged groups and cast (World Bank, 1998, pp 25-26)." There are different types of inequalities available in Indian society in education— on the basis of religion and caste of boundaries (Anita 2000, Dreze & Sen 1995)."

Poverty is conceptualized as the human conditions of human life – hunger, unemployment, homelessness, disease, health care, powerlessness, and oppression and social injustice. they all add up to an assault on human dignity- strategies to eradicate poverty not require only economic growth and redistribution, but also direct intervention in many areas such as expanding education, removing discrimination and securing social injustice different types of deprivations in human lives. Poverty has been explained as the absence of well-being, where income, health, nutrition, education, property, housing and the right to certain rights in society and freedom of speech can also be measured (World Bank 2000). Perhaps the broadest approach to well-being is the one articulated by Amartya Sen (1987), who argues that wellbeing comes from a capability to function in society.

Absolute poverty means the absence of basic necessities of life – food, clothing and health. Relative poverty means - Inequality of income, relative poverty, international economic inequality or regional economic inequalities are following. Poverty line- defines as low income or more specific level of 2400, kilocalorie per day in the rural area and 2100,

kilocalorie in the urban area. It called for absolute poverty. The Planning Commission of India has defined poverty on the basis of minimum requirements and effective consumption.

World Bank – "Poverty depicts the basic needs for surviving human life, in which include lack good health, education, physical security, freedom of voice, lack of accessibility to clean water and sanitation, and inadequate capacity and opportunities of life."

"In 1948, the Universal Declaration of Human Rights (UDHR) of the United Nations- the right to education has been adopted in explicitly acknowledges. There should be a right to education for all, education should be free in fundamental states at least at the primary level. Generally, basic education will be provided and higher education will be made available equally on the basis of merit." (Article-26).

1.1. What is inequality?

Inequality is referred to in form of wealth, income, education, health, nutrition, regional, policies and identity. People have to face different types of inequalities in different aspects of life. There are vertical inequalities in personal life. Thus, horizontal inequalities are referring to differences in what people achieve in life (e.g. level of income). Inequalities are reducing to opportunities - refer to the difference in people's background or circumstance. Thus, the headcount ratio is the best measurement of poverty, and Gini Coefficient is the best measurement of inequality.

2. The pattern of poverty in the state

Table-1: Poverty in Uttar Pradesh, during 2004-05 to 2011-12 (based on Tendulkar Methodology)

Region	Rural			Urban		
	2004-05	2011-12	Changes	2004-05	2011-12	Changes
Western	45.48	19.46	26.06	43.18	33.95	9.23
Central	51.30	41.06	10.24	29.57	37.11	-7.54
Eastern	62.81	32.72	30.09	49.74	44.62	5.12
Southern	53.90	29.36	24.04	56.14	37.38	18.76
UP	54.37	28.99	25.38	42.31	37.24	5.07
India	43.36	28.10	15.66	26.64	16.98	9.06

Source: Unit level data given from NSSO rounds on consumption expenditure base,

Table-1 shows that poverty is highest in the eastern region in 2004-05, and 41.06 per cent in the Central region. In the eastern region, Poverty is changed by 30.09 percentage.

It is the lowest change in the central region with 10.24 per cent. Urban poverty is highest in the Southern region. Thus, urban poverty is increasing in the central region in 2011-12.

In the case of region wise - rural and poverty in social groups in Uttar Pradesh, then finds that rural and urban poverty is highest in Schedule Caste as compared to OBC and others groups in Uttar Pradesh during 2004-05 to 2011-12.

3. Literacy rate in Uttar Pradesh

Literacy rate refers to a person's ability to read and write a single language. Education gaps are between girls and boys. Educational inequality is among the Social group. It is inequality in education enrollment pre to higher

secondary level. The literacy rate in Uttar Pradesh is upward and as per the 2011 Census is 67.68 per cent in which male literacy is 77.28 per cent while female literacy is 51.36 per cent. In 2001 literacy rate in Uttar Pradesh, stood at 56.27 per cent of which male and female were 67.30 per cent and 43 per cent literacy, in 1991 male literacy rate was 55 and female 24 per cent literate respectively. It shows gender inequality. The male and female literacy rates are in comparison to every decisive census survey from 1991 to 2011. The literacy rate of Uttar Pradesh has been below the national average.

3.1. Region Wise literacy rate

Uttar Pradesh has divided into four economic regions such as- Western, Eastern, Central, Southern (Bundelkhand) regions. Every region is different in the approach of the social-economic department. If analysis the region-wise literacy rate the find that total and male literacy rate was highest in Bundelkhand region year of 2001. The female literacy rate is low. The female literacy rate is highest in the Central region in 2001. In the Bundelkhand region, total and male literacy is also high in 2011, but the female literacy rate is low and the female literacy rate was high in the central region year of 2011.

4. Educational inequality in Social group's state of Uttar Pradesh

Table-2: Rural Educational Inequality in social groups in Uttar Pradesh

Educational inequality in Social Groups in Rural area						
Education	SC		OBC		Upper Caste	
NSSO rounds	61 st	68 th	61 st	68 th	61 st	68 th
Rural households Not Literate	60.33	43.23	50.50	37.52	38.59	21.17
Below Primary	58.48	39.51	45.37	41.18	25.07	11.72
Primary to Middle	51.00	44.73	37.33	27.46	24.08	12.22
Secondary to Higher secondary	46.78	19.51	24.90	15.49	15.00	3.26
Graduate and above	49.13	33.72	10.62	8.74	18.92	8.01

Source: NSSO rounds 61(2004-05) and 68 (2011-12) CES data GOI

In all social groups, the percentage of rural illiterate households is reducing in 68th rounds as compared to 61st rounds in state. However, the percentage of illiterate is high in SCs and OBCs as compared to Upper caste in rural areas.

Table-3: Urban Educational Inequality in social groups in Uttar Pradesh

Educational inequality in Social Groups in Urban area						
Education	SC		OBC		Upper Caste	
NSSO rounds	61 st	68 th	61 st	68 th	61 st	68 th
Rural households Not Literate	57.96	61.81	63.62	44.56	54.84	34.41
Below Primary	63.73	53.85	52.30	40.89	39.20	17.82
Primary to Middle	44.34	28.70	38.11	31.93	24.39	17.04
Secondary to Higher secondary	26.77	19.44	19.96	15.18	10.14	9.99
Graduate and above	15.53	2.88	8.16	10.26	2.54	0.87

Source: NSSO rounds 61(2004-05) and 68 (2011-12) CES data GOI

In all social groups, the percentage of urban illiterate households is reducing in 68th rounds as compared to 61st rounds in state. However, the percentage of illiterate is high in SCs as compared to OBCs and Upper caste in the urban area.

4.1. Quality of Education

The quality of education is ASER report- 2012 finding that a clear gap in the quality of current education system. The overall study reading, comprehension and arithmetic levels of the children had assessed to analyze the impact of our education system. Take to report data class-1 to class-8 education. Percentage of children reading performance in a class all school level (ASER-2012 Report). Then finds that percentage of children reading skill class-VIII Study text 2.8 children nothing even read the letter, 26.1 % can read the

letter, but not more 11.2 % can read a word, std-1 text more, but std-2 text 30.8 % can read std-2. The specific grades are 100 percentile for each category. A clear need to realigning our education inputs with its outcomes is felt that decline in reading, comprehension and arithmetic levels of school children.

Arithmetic (ASER- 2012) level- shows to the declined national level, the proportion of class III children able to solve a two-digit subtraction problem with borrowing has dropped from 25.0% in 2010 to below 20% in 2012. Among the children of class-V,

the ability to do a similar division problem has dropped from 5 percentage points from 2010 to 2012.

Reading and Comprehension in English: if analysis that then finds class-V 20.4% children nothing even capital letter and 18.5 per cent knowing the capital letter, smaller letter know 24.3% and 21.3 per cent a simple word, essay sentences 15.5. Qualitative education is a very important role in poverty reduction.

5. Conclusion

During 2004-05, the eastern and central regions have the highest poverty rates in the state. Urban poverty is highest in the Southern region. Thus, urban poverty is also increasing in the central region in 2011-12. The rural poverty is highest in Schedule Caste as compared to OBC and others groups in Uttar Pradesh during 2004-05 to 2011-12. However, rural and urban poverty is highest in the central and eastern regions in Uttar Pradesh.

The male and female literacy rates are increasing to every census survey from 1991 to 2011. The literacy rate of Uttar Pradesh is lower than the national average. The total and male literacy rate is highest in the Bundelkhand region year of 2001, but 2011 total and male literacy are also high, and female literacy rate is low. Thus, the female literacy rate was high in the central region year of 2001 and 2011. Thus, the female literacy rate is less in comparison to men.

In all social groups, the percentage of rural and illiterate households is reducing in 68th rounds as compared to 61st rounds in state. However, the percentage of illiterate is high in SCs and OBCs as compared to Upper caste in rural and urban areas during 2004-05 to 2011-12. Between the social Groups, SCs and STs have a lower enrollment rate as compared to other categories.

ASER-2012, shows the worst situation of primary and upper primary education in the state. Children do not know digit numbers, English words, math, and the Hindi alphabet. Thus, focus on the quality of education improving very necessary for the good development of children. Thus, our recommendation needs to invest in qualitative education, and identified regions need to reduce poverty. Thus, investment in qualitative educational, it is beneficial for present and future generation.

References

- [1] Social Inequalities in Education (Sonalde Desai and Amit Throat)
- [2] Poverty across Social and Religious groups in Uttar Pradesh state- "An Interregional Analysis, (Economic and Political Weekly, December 26, 2015, Vol.L.No. 52, pp- 100-109).
- [3] Poverty by Social, Religious and Economic Groups in India and its largest state 1993-94 to 2004-05 (Arvind Pangariya: Working Paper No.2013-02 , SIPA and ISERP, Columbia University)
- [4] Press Note on Poverty Estimates, 2011-12, (2013, Planning Commission Government of India, New Delhi.
- [5] Social Groups Disparities and Poverty in India, (Mutatkar R, 2005, Indira Gandhi Institute of Development Research, Working Paper Series, No.40, 2005-004)
- [6] Dreze, Jean and Amartya Sen. (1995); "Basic Education as a Political Issues, "Journal of Education Planning and Administration, Vol. No.1 January 1995, pp 1-26
- [7] Monitoring Poverty in Uttar Pradesh (PSMS-IV : 2009-10)
- [8] Annual, ASER-2012 Reports
- [9] Sample Register of India , Census year 2011-12
- [10] Uttar Pradesh Arthik Samiksha 2010-11
- [11] Valerie Kozel and Barbara Parker: A Profile and Diagnostic of Poverty in Uttar Pradesh (World Bank, 1818 H street NW, Washington DC 20433, USA, pp 1-41
- [12] Ministry of Social Justice and Empowerment: Social Welfare Statistics-January 2016, Government of India, New Delhi
- [13] Alec Fyfe- "Compulsory Education and Child Labour: Historical Lesions Contemporary Challenges and Future Directions, (Working Draft, pp 1-55)
- [14] Catalyst Management Service (CMS) India: Education Status Report-Uttar Pradesh-Elementary Education (Working Paper, November 2013
- [15] Himanshu: Toward New Poverty Line for India (Economic and Political Weekly, January 2, 2010, Vol. XLV No.1, pp 38-47
- [16] Census of India-1991, 2001 and 2011
- [17] PSMS-III -UP
- [18] PSMS-IV-UP
- [19] UP Arthik Samiksha 2010-11
- [20] NSSO rounds 61(2004-05) and 68 (2011-12) CES data Government of India