Educational Infrastructure in Rural India: A Compairitive Study of Gujarat and Rajasthan

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Abstract- *The paper aims to compare the education infrastructure in rural areas of Gujarat and Rajasthan. Both the states are rich in their cultural heritage, have semi-arid and desert conditions on their western edge and presence of Aravali mountain range. But providing educational infrastructure to remote areas in such physiographic condition is one challenge in itself and government policies play important role in the development of such regions. The results show poor condition in terms of infrastructure in the arid regions of both the states but some unique patterns have also emerged like coming of large number of private schools in school education in rural Rajasthan and greator number of male teachers as compared to female teachers. In comparison of infrastructure of rural schools Rajasthan is relatively better than rural schools of Gujarat.*

Keywords: Educational infrastructure, Rural Schools.

Introduction

The elementary education in India is a constitutional right with the Right of Children to Free and Compulsory Education Act, 2009, to all children of the age of six to fourteen years. Since Independence India has launched various programs and policies to attain the goal of Universal Elementary Education (UEE). To impart education especially at primary level the availability of school infrastructure and its functionality throughout the year, basic amenities and staff is of key significance.

Study Area

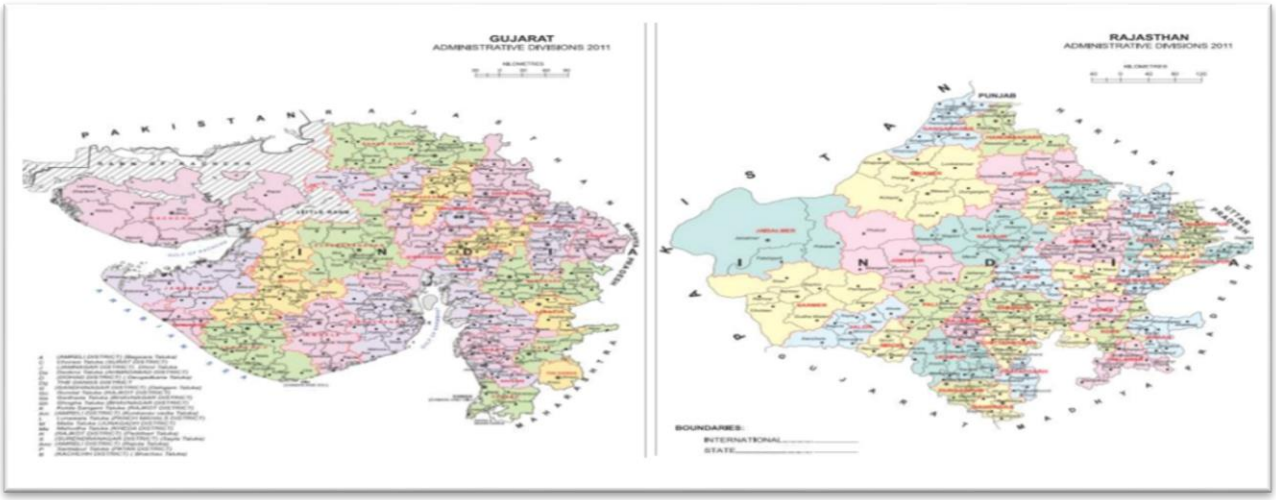

Figure 1 Political map of Gujarat and Rajasthan

Objectives

1. What is the status and significance of rural education in the states of Gujarat and Rajasthan school infrastructure?
2. How school infrastructure varies across various districts of Gujarat and Rajasthan?

Data Source

The All India School Education Survey (AISES), was conducted by the National Council of Educational Research and Training (NCERT). in 1957, 1965, 1973, 1978, 1986, 1998, 2002, and 2009. Detailed data at the level of individual schools are available from the sixth (1998) and seventh (2002) surveys. The data from the eighth round of AISES, conducted in 2009 have been used.

Methodology

To compare the school infrastructure in both the states various bar graphs, pie chart and diagrams are used. The study is limited to Educational Infrastructure and Human Resources.

Literature Review

Education System in India

Under the Constitution of India, education is a concurrent subject, with a sharing of responsibilities (including legislation) between the Centre (Ministry of Human Resource Development) and States (Departments of Education). Management of schooling has been traditionally controlled by the mainstream state and district administrations. The last two decades have seen the emergence of a number of education-specific support institutions, such as the District Primary Education Programme (DPEP) and SarvaShikshaAbhiyan (SSA) State Implementation Societies, State Councils of Educational Research and Training (SCERT), State Institutes of Educational Management and Training (SIEMAT), District Institutes of Education and Training (DIET), Block Resource Centers (BRC), Cluster Resource Centers (CRC), and, in rural areas, Village Education Committees (VEC),The establishment of the Panchayati Raj, or Village Council and this body, which is playing an increasingly important role in education in rural areas across the country. The LokJumbish programme is an example set out to achieve universal primary education for children up to the age of 14 years. It has successfully impacted enrolment numbers and the retention of girl children through formal and informal education systems in the rural areas of Rajasthan. The first two phases of the programme have been carried out in 13 districts and 50 blocks working in collaboration with Village Construction Committees (VCC).

There are broadly four stages of school education in India: namely, primary, upper primary, secondary education (SE), and higher secondary education (HSE). The combination of Primary and upper primary schooling is termed elementary education. It is important to note that there is also a programme of pre-school education (for three to six year olds), early childhood care and education (ECCE), mostly provided through the Department of Women and Child Development (DWCD), GOI through Anganwadi Centre infrastructure. Within this structure there are four basic types of schools:

1. Government schools, including those run by local bodies;
2. Private schools, aided by the government;

3. Private unaided schools; and
4. Unrecognized private schools

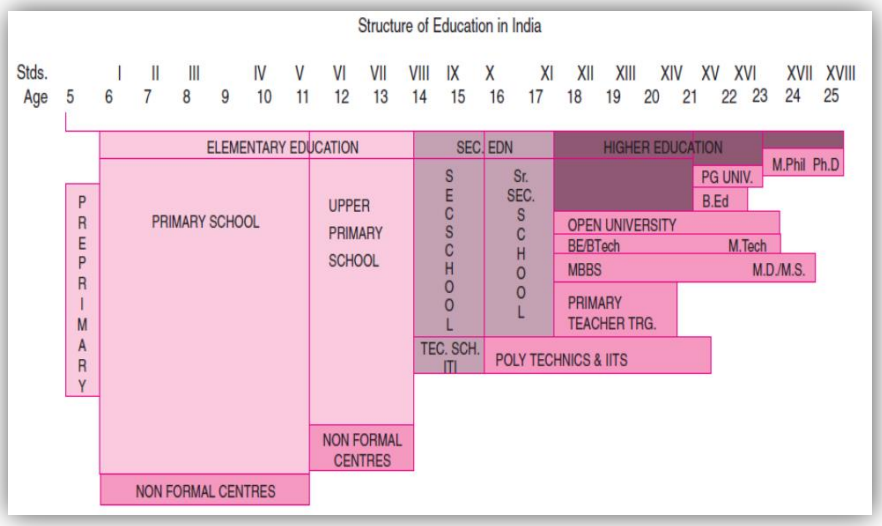

Figure 2 Structure of Education in India
Source: All India School Education Survey (AISES)

Eighty-seven per cent of the schools in India are in villages. Government statistics and independent surveys have revealed that over 90 per cent of the schools are in rural areas. Education infrastructure broadly includes teachers, teachers' guides to the curriculum and syllabus, non-consumable learning materials (such as curriculum materials for students, textbooks, visual aids, and equipment), consumable learning materials (such as chalk, paper, pencils, exercise books), school buildings, including water facilities, latrines, and school furniture etc.

Result and Discussion

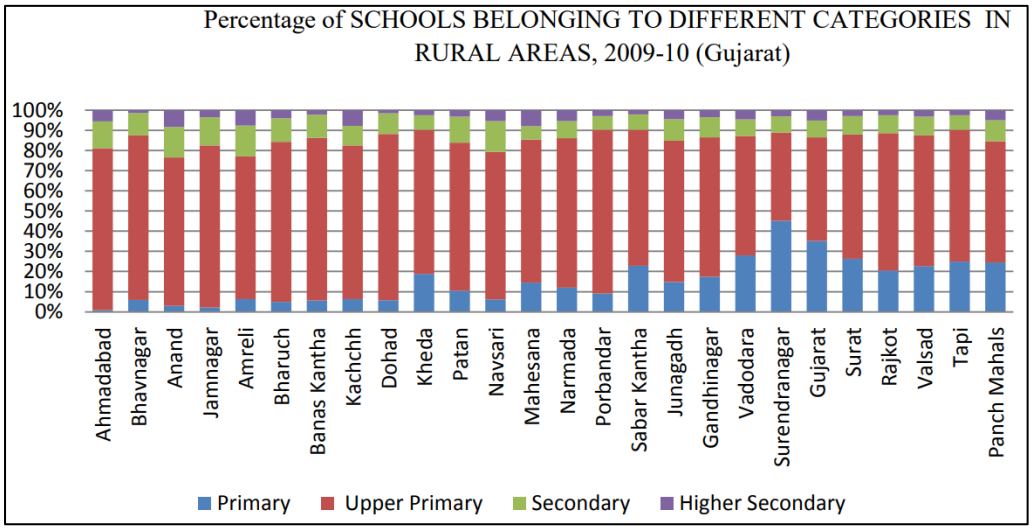

Figure 3 Percentage of schools belonging to different categories of rural areas, 2009-10 (Gujarat)

Percentage of Schools Belonging to Different Categories

Compare the percentage of schools belonging to primary education Rajasthan has 49.76 % where as Gujarat has as low as 16.55%. At district level districts of Ahmedabad (0.9%), Bhavnagar (5.9%), Anand (3.03%), Jamnagar (2.2%), Amreli (6.3%), Bharuch (4.9%), Kantha (5.63%), Kachchh (6.63%), Dohad (5.81%) are the poor performing districts and in Rajasthan low percentage is found in the districts of Hanumangarh (14.47%), Churu (16.15%), Alwar (17.99%), Jhunjhunun (18.6%), Bharatpur (18.6%) Sikar (18.6%).

Whereas the higher percentage of primary schools found in the districts of Vadodara, Surendranagar, Surat, Rajkot, Valsad, Tapi and PanchMahal with the percentage range from 27% to 45%. In case of Rajasthan Udaipur, Jaisalmer, Pratapgarh, Dungarpur, Banswara and Ajmer lie between 31% and 46%.

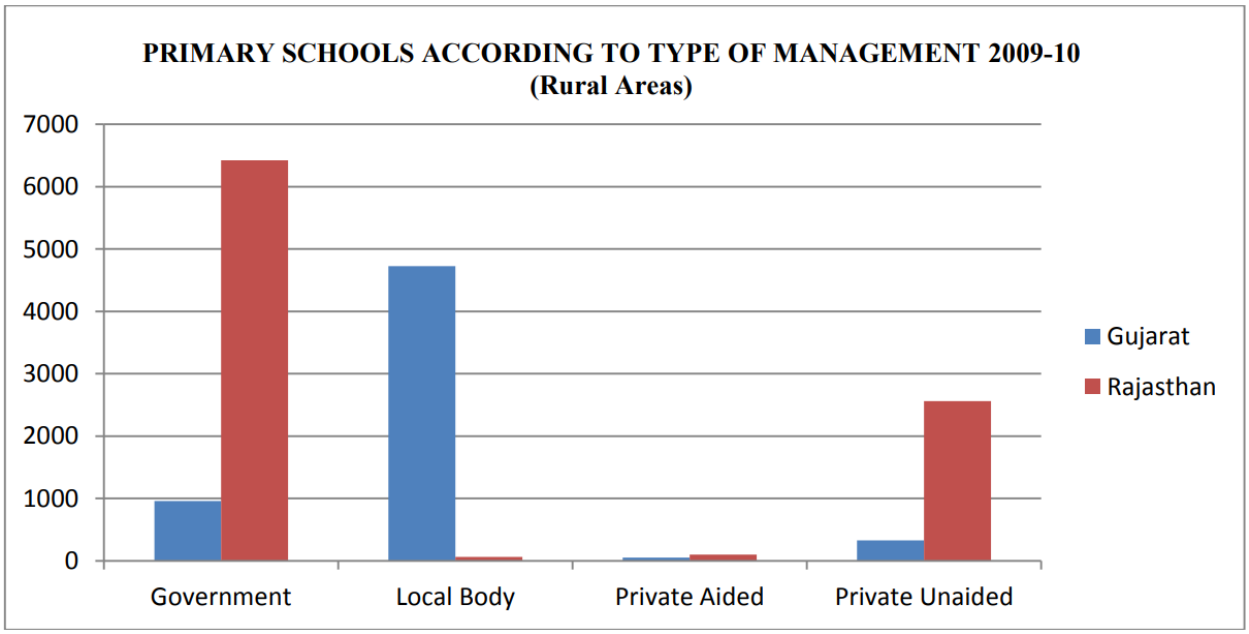

Figure 5 Primary schools according to type of management 2009-10 (rural areas of Gujarat and Rajasthan)

School Management Body

Rural Gujarat has about 78% of primary schools under the local body management and in the state of Rajasthan 70% of its school are under government management. It is important to underline the fact that there is a very high percentage of about 27% of private unaided schools in Rajasthan whereas it is negligible in Gujarat it brings large scale inequalities at basic education in those who can afford and who cannot. The districts of BanasKantha, PanchMahals, SabarKantha and Vadodara have high No. of local body schools and in Rajasthan large No. of private unaided schools are in the districts of Alwar, Jaipur, Jhunjhunu, Sikar and Nagaur.

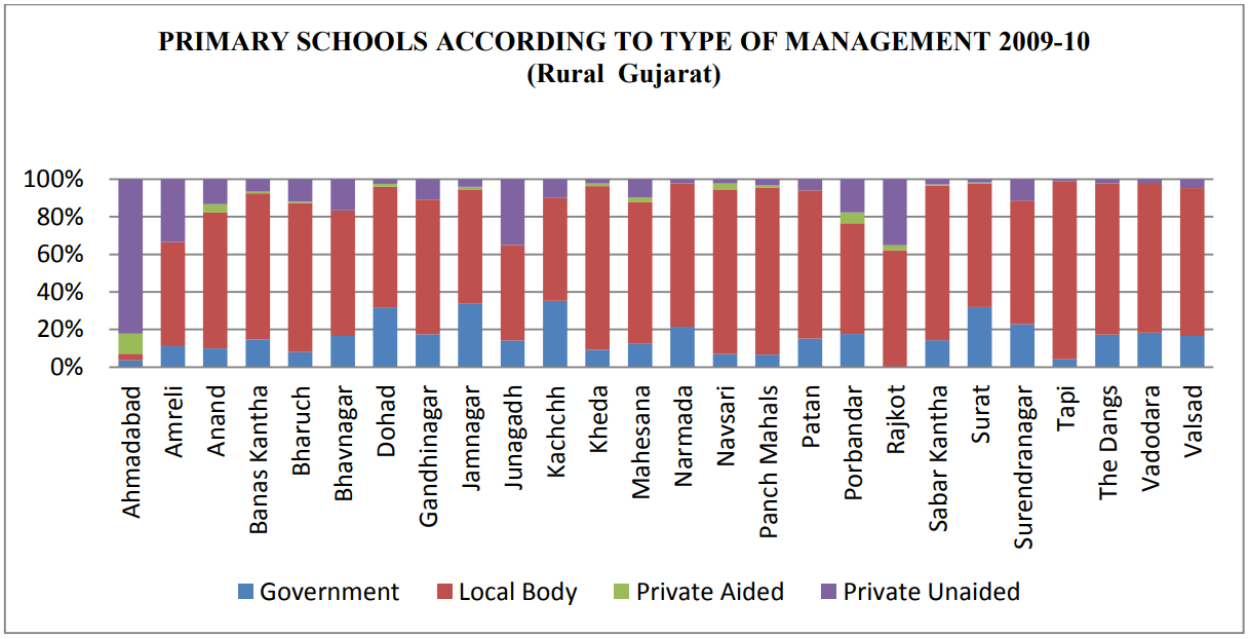

Figure 6 Primary schools according to type of management 2009-10 (Rural Gujarat)

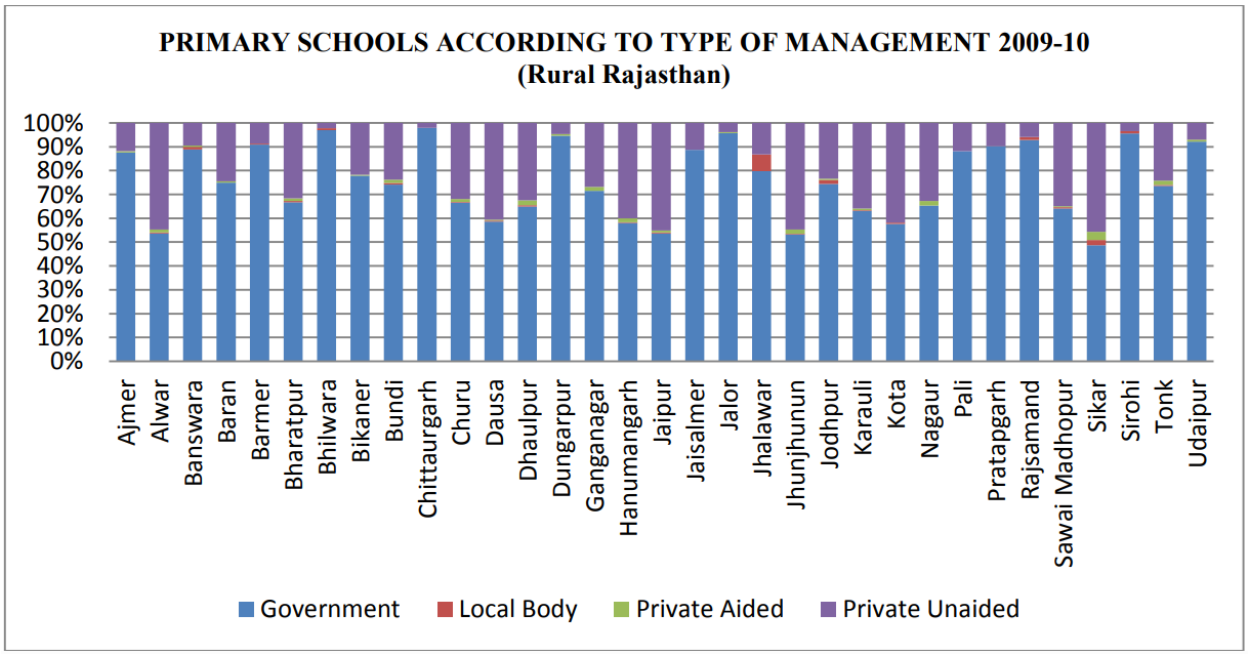

Figure 7 Primary schools according to type of management 2009-10 (Rural Rajasthan) School building – the basic infrastructure

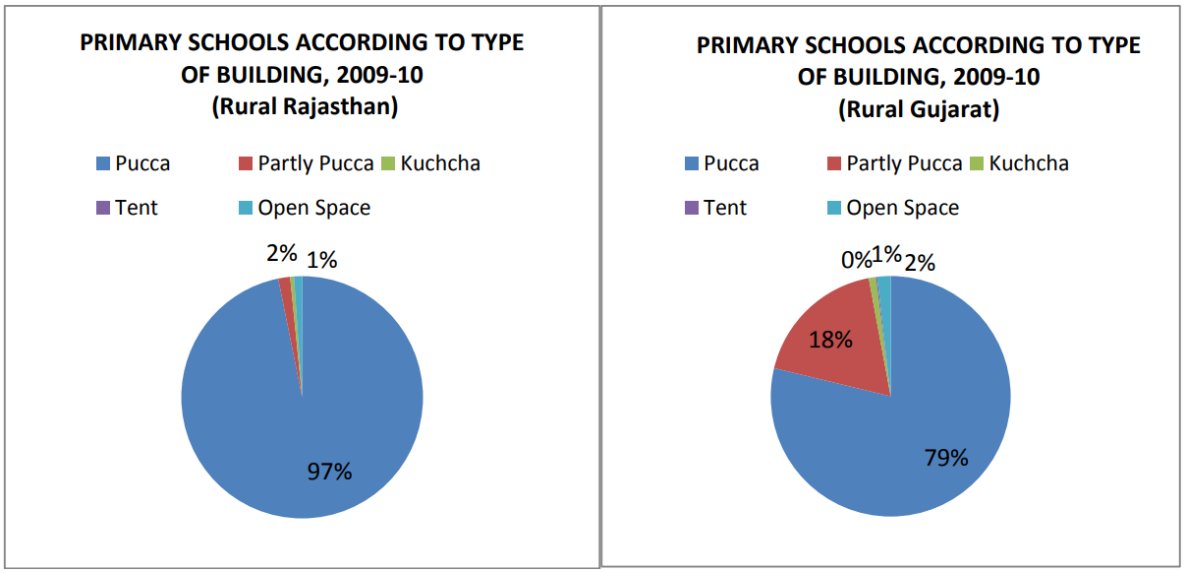

Figure 8 Primary schools according to type of building, 2009-10 (Rural Rajasthan and Gujarat)

School building is the basic infrastructural requirement of a school to begin with and provides conducive environment for teaching and learning. Gujarat school infrastructures is in poor condition as we found that about 18% of schools were semi pucca, on the other hand only 2% of such schools are there in Rajasthan. And about 2% of schools are being run in open space which is double of Rajasthan. Large No. of partly pucca primary schools are found in the Valsad, Tapi, Surat, Navasari and BanasKantha. And the largest No. of open space schools are in BanasKantha followed by PanchMahal and Junagarh. In Rajasthan, Banswara, Bhilwara, Bikaner, Bundi and Pratapgarh have poor school infrastructure.

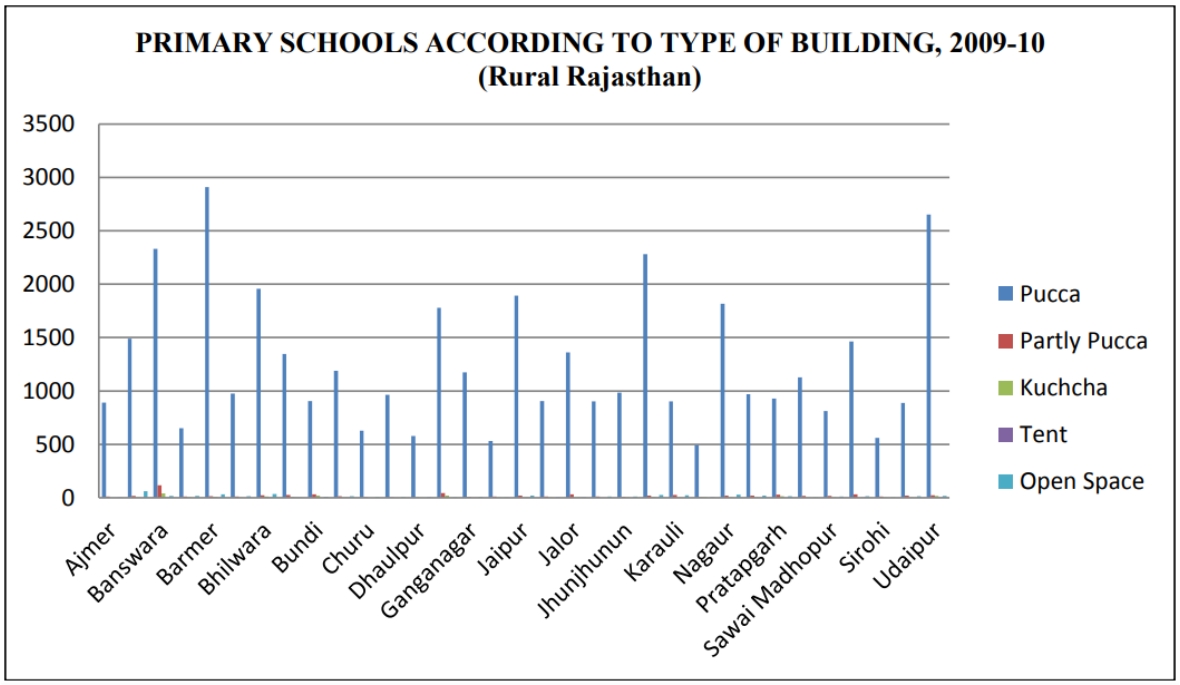

Figure 9 Primary schools according to type of building, 2009-10 (Rural Rajasthan)

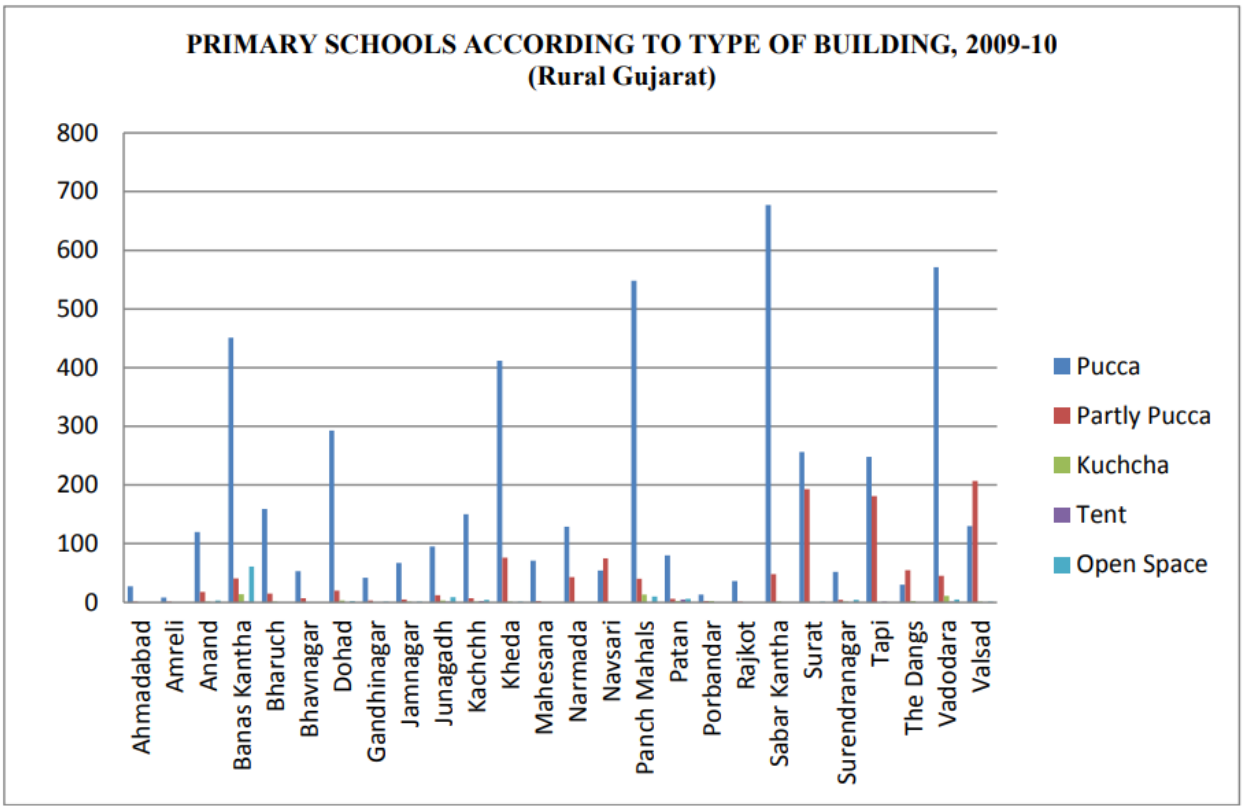

Figure 10 Primary schools according to type of building, 2009-10 (Rural Gujarat) Primary schools according to non- availability of facilities within school Premises

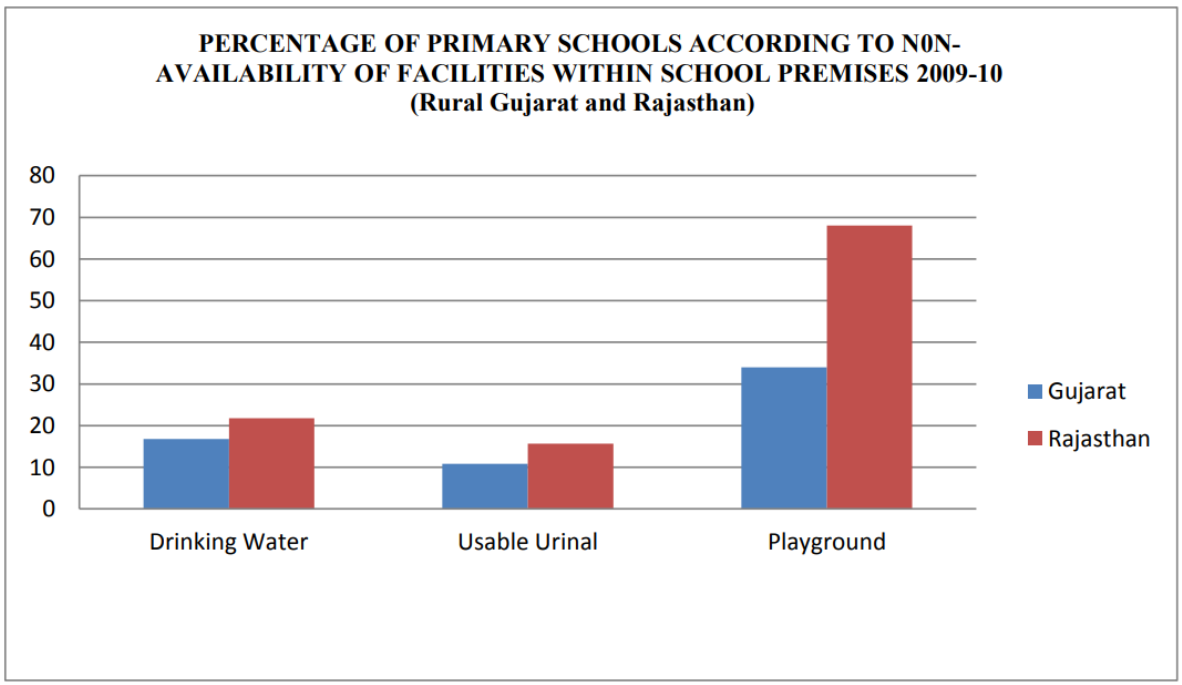

Figure 11 Percentage of primary schools according to non-availability of facilities within school premises 2009-10 (Rural Gujarat and Rajasthan)

Average rural Rajasthan has about 22% of primary schools without the facilities of drinking water, similarly Gujarat also has 17% of schools under this category. The availability of usable urinals is an important factor incase of dropouts especially for girls in both the states and the data show that about 11% and 16% of schools are without the facility of usable urinals in the state of Gujarat and Rajasthan respectively. On the other hand the facility of playground is important for the overall growth of children, here also schools of Gujarat lag behind with about 34% school without playground facility and in case of Rajasthan it is even greater with 68% of schools without playground. The important fact is that most of the districts in both the states show a similar pattern without much large variation within districts.

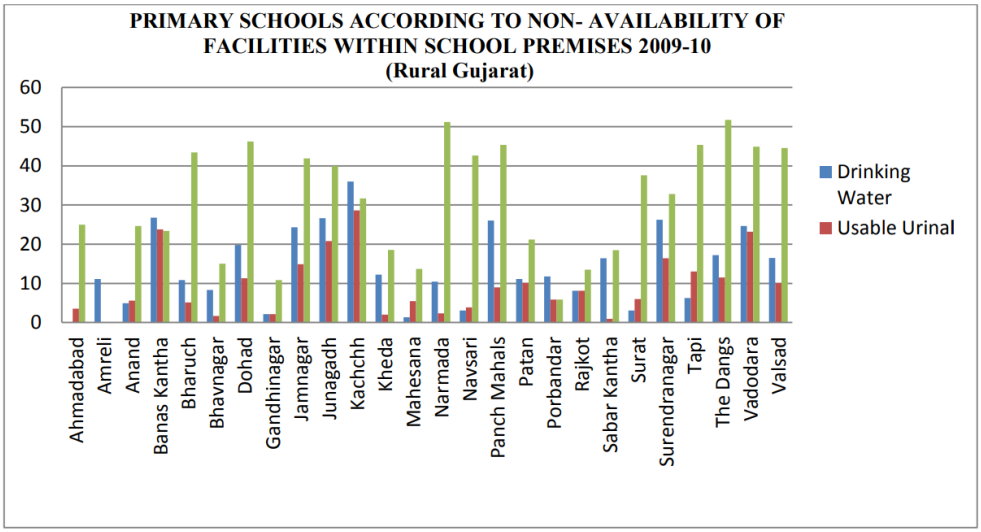

Figure 12 Primary schools according to non-availability of facilities within school premises 2009-10 (Rural Gujarat)

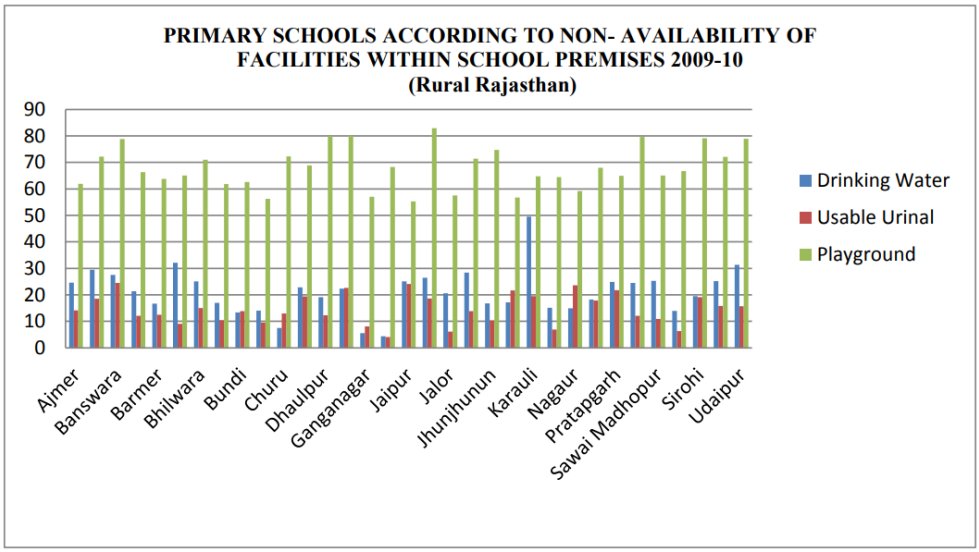

Figure 13 Primary schools according to non-availability of facilities within school premises 2009-10 (Rural Rajasthan)

Primary schools according to number of teachers in position

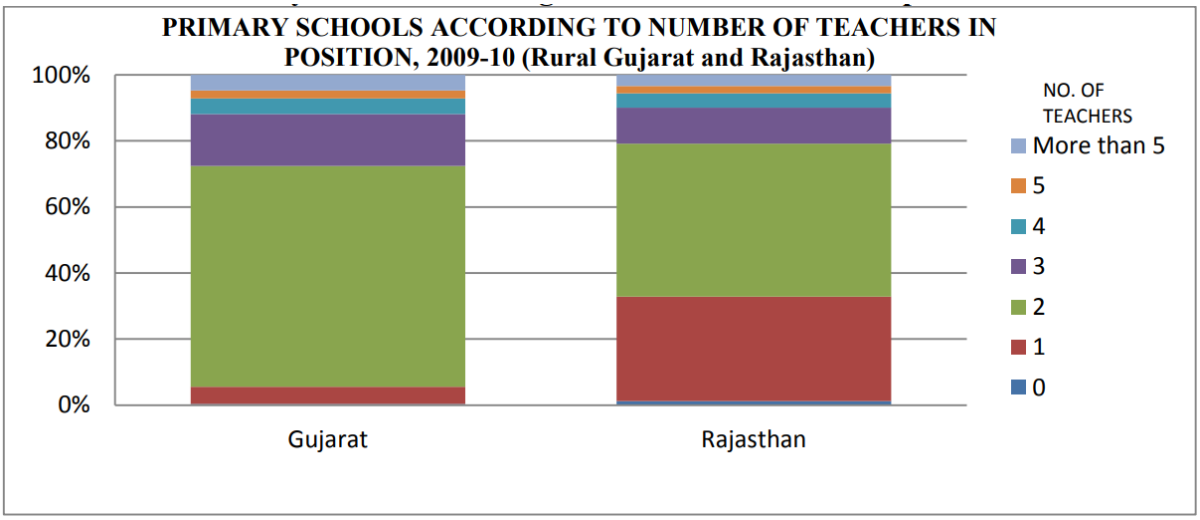

Figure 14 Primary schools according to number of teachers in position, 2009-10

(Rural Gujarat and Rajasthan)

The availability of teachers in schools is one of the key factors in the school education system. Overall Gujarat is better relatively in terms of No. of teachers available. Gujarat has 5% of schools with only 1 teacher in position whereas in case of Rajasthan it is 1% of schools without any teacher and 31% with single teacher. Gujarat has about 67% schools with 2 teachers, 16% with 3 teachers and 12% with more than 4 teachers. Rajasthan has about 46% of schools with 3 teachers and the rests with 4 or more than 4 teachers. Most of the districts follows a homogenous pattern in this case.

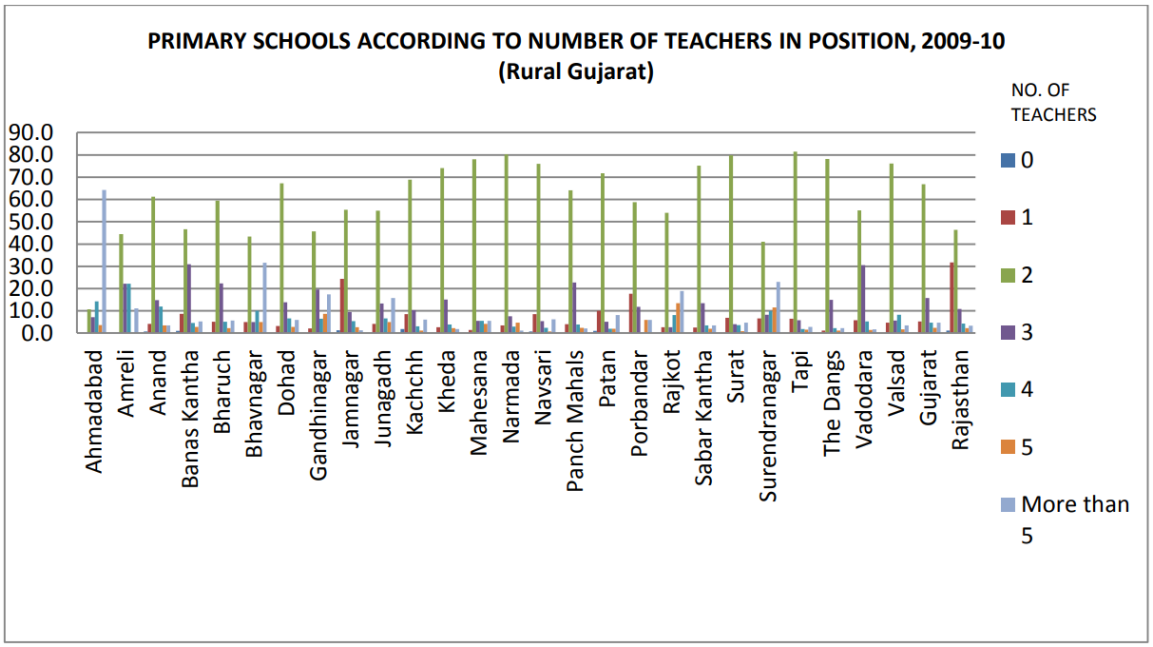

Figure 15 Primary schools according to number of teachers in position, 2009-10 (Rural Gujarat)

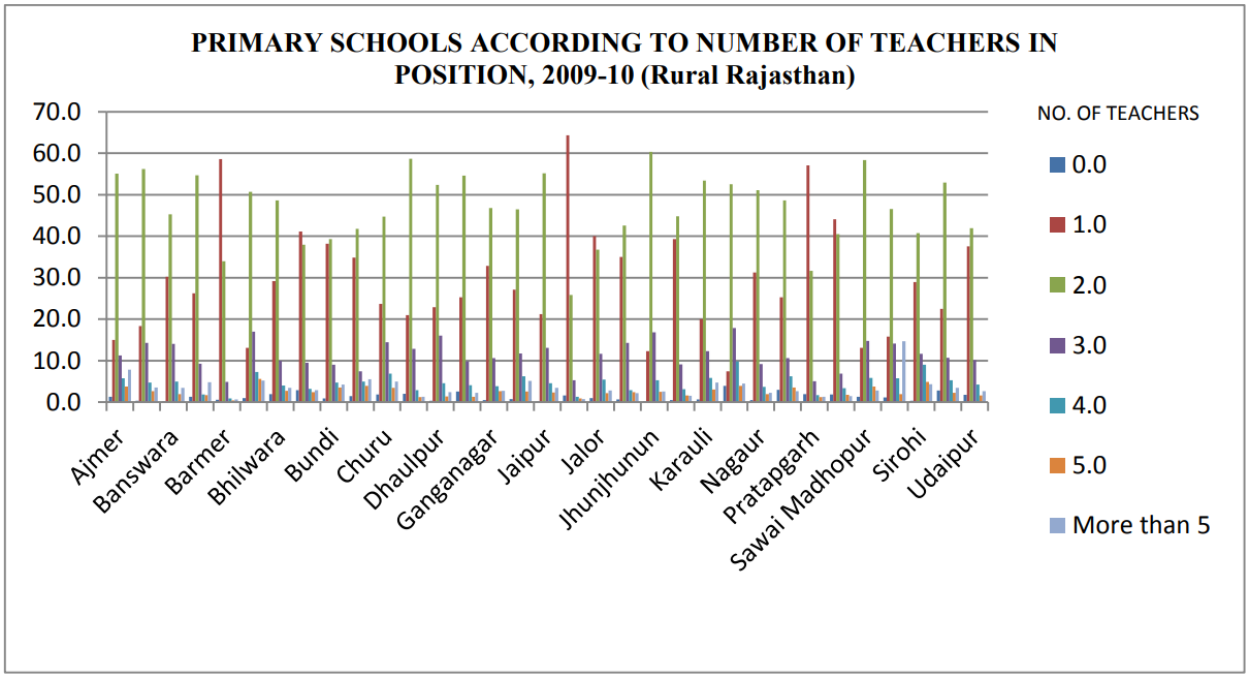

Figure 16 Primary schools according to number of teachers in position, 2009-10

(Rural Rajasthan)

Composition of full-time teachers in position in primary schools

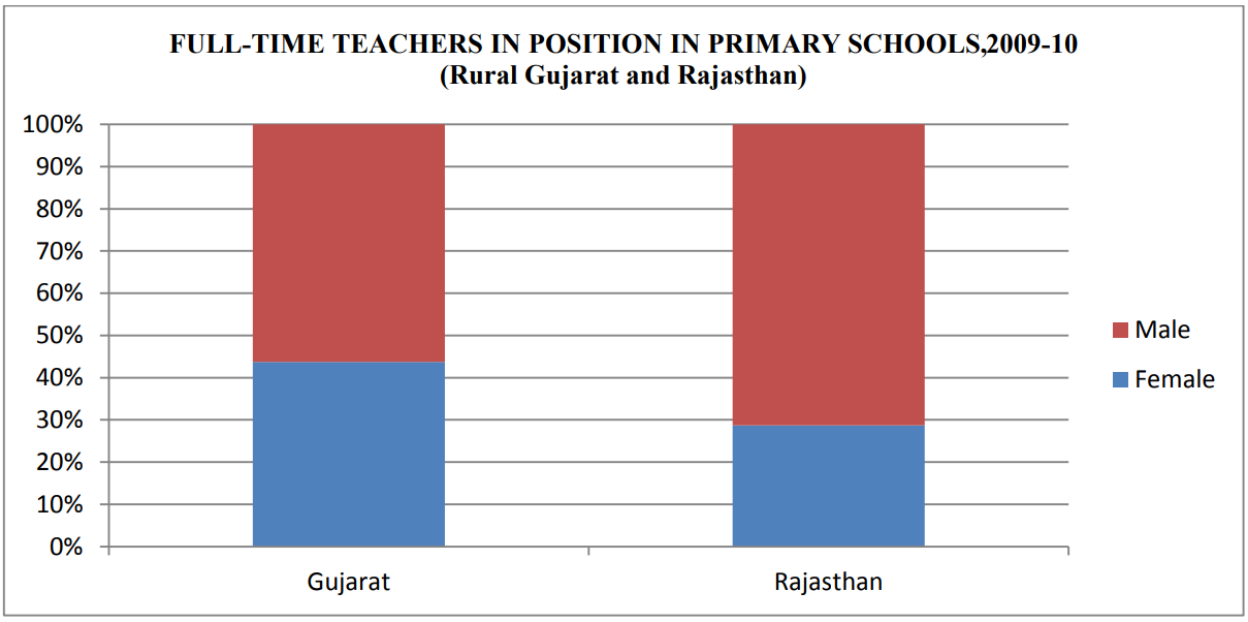

Figure 17 Full- time teachers in position in primary school, 2009-10

(Rural Gujarat and Rajasthan)

With respect to the gender of teachers in primary schools, Gujarat has 48% of female teachers and Rajasthan has half of it with about 28% showing heavy gender bias in the recruitment of teachers in Rajasthan. Higher percentage of female teachers is found in the districts of Ahmedabad, Gandhinagar, Rajkot and Valsad with more than 50% of the total. Significant point of observation is that the districts which are backward in terms of other parameters show more participation of women in education in Gujarat, on the other hand situation is completely reversel in Rajasthan. In the districts of Baran, Barmer, Dausa, Dahulpur, Jaisalmer, Jalore, Dholpur, Karoli, Nagaur and Pali of Rajasthan have less than 20% of female teachers in position (full time).

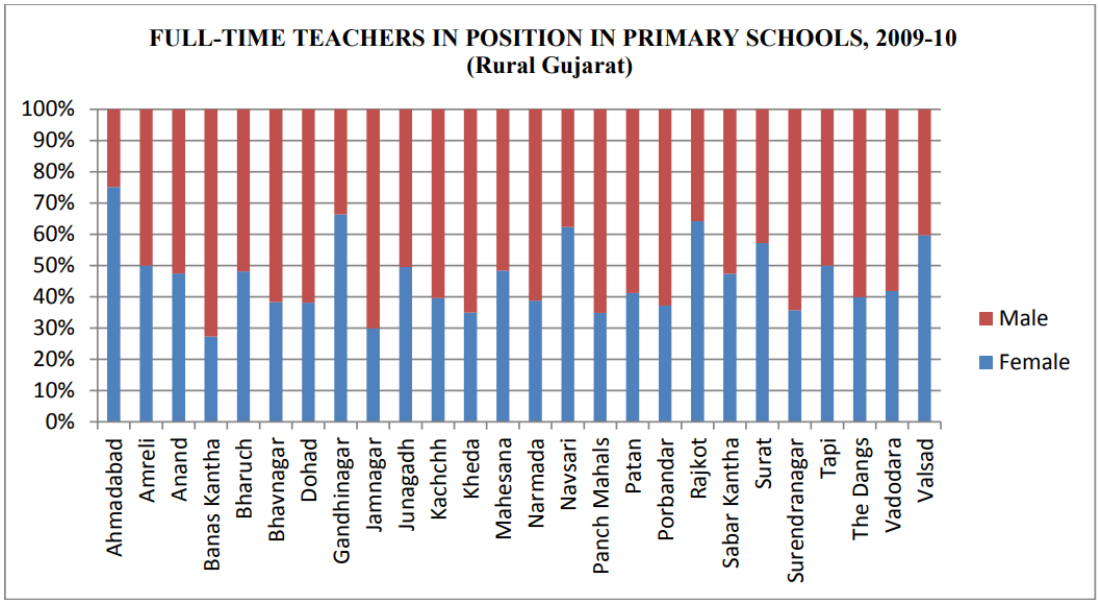

Figure 18 Full-time teachers in position in primary school, 2009-10 (Rural Gujarat)

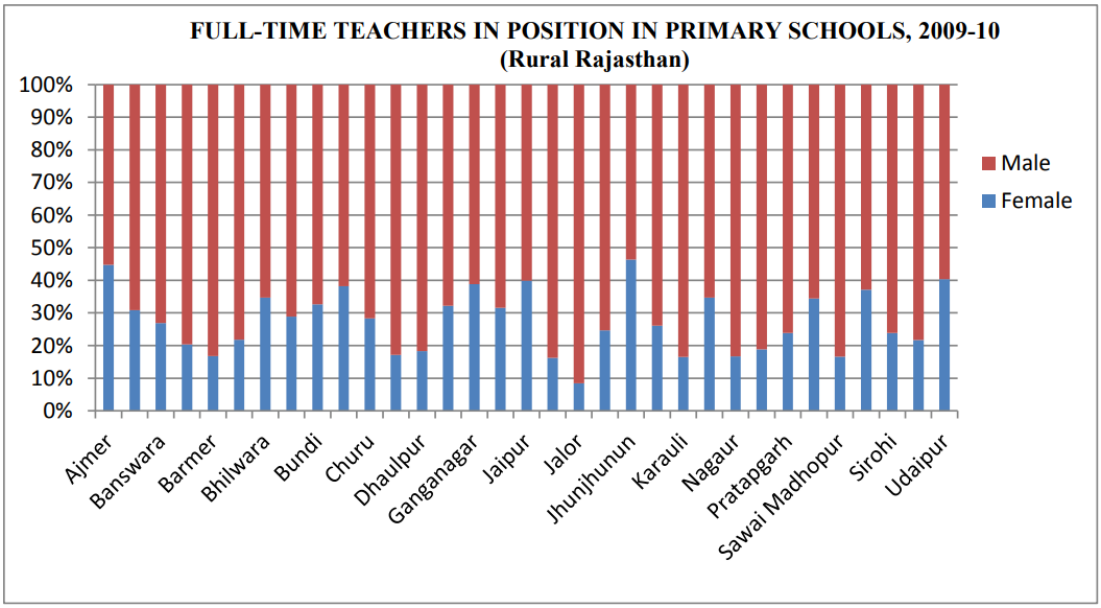

Figure 19 Full-time teachers in position in primary school, 2009-10 (Rural Rajasthan)

Conclusion

Rural areas of Gujarat and Rajasthan have severe shortfall in terms of physical facilities and access of population. The basic physical infrastructural facilities, availability of water, electricity, classrooms, toilets, etc., are important determinants of the learning environment. All such facilities need to be adequately and urgently provided. This requires a multi-departmental or "integrated" approach. However, the picture is quite grim as regards this aspect, there is negligence of backward districts in both the states. With reference to providing infrastructure there are large scale inter-district disparities. However, with respect to availability of teachers there is a pan state similar phenomena. There are high No. of unaided private primary schools in Rajasthan leading to future ground level disparities within the districts. Districts that are in worst position are Banswara, Barmer, Dungarpur, Jaisalmer, Jhalawar, Jalore, Jodhpur and Rajsamand, most of which are educationally backward as well in Rajasthan. In Gujarat the Districts with worst position are BanasKantha, PanchMahal, Junagarh, Valsad, Tapi, Surat, Navasari and Katchcha etc.

Overall the state of Gujarat shows a better scenario in terms of teacher availability and Rajasthan shows higher level of gender disparity in teachers' placements. Thus, both the states show a contrast in school infrastructure on different grounds.

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