

## SITUATION OF PRIMARY EDUCATION AMONG MARGINALIZED COMMUNITIES IN NORTH GUJARAT

### **Executive summary:**

We have put the main issues that have emerged out of this entire survey as well as the main remedies that can be put into practice for the spread of primary education have been analyzed. The main issues that have emerged out of our analysis and comparison have been enlisted here:

### ***Comparison between Taluka:***

On studying the situation of education it becomes very clear that out of the five talukas Rapar taluka has emerged as the most backward taluka. Lack of educational facility, quality of education and lack of education – all these three things are directly related to each other.

Besides this, the extent of education is significantly less in the ST and OBC of Rapar taluka; especially among the Muslim communities and the SC communities.

### ***Comparison between Districts:***

- ↪ Compared to Banaskantha the literacy rate of Kachchh district is very low (16%).
- ↪ The villages of Kachchh in last 50 years have not witnessed more than 30 % growth in education. While in Banaskantha in nearly 1/5<sup>th</sup> of the villages growth in education is seen. The order of talukas based on their literacy rate would be: Vadgam, Danta, Vav Bhachau and Rapar. This seriously indicates the development trend of these districts.
- ↪ In Kachchh with an exception of one or two villages (Adhoi and Vondh), the lack of average educational facilities is quite evident.
- ↪ Over and above this, the lack of mid-day meal facility, government aid, participation of parents for the education of their children, level of education among the parents etc. is very low in Kachchh district which is a bottleneck for the spread of education in this district.
- ↪ Compared to Kachchh district the literacy rate among the SC communities and Muslim communities of Banaskantha is higher. However, the Hindu-OBC communities of Banaskantha namely Rabari, Vaghri, Bharwad, Thakrad, Darji, Bharthari etc have become education-wise backwards. One of the reasons for this can be that with compared to Kachchh more number of parents in Banaskantha are spending more money for the education of their children. Number of parents spending more than 3 thousand Rs. for the education of their children are also seen in Banaskantha. Even here parents in Vadgam taluka of Banaskantha have shown willingness and capacity to spend more than Rs. 3000 for the education upto four children also.

### ***Comparison between Communities:***

- ↪ In the entire state, the ST communities are most backwards in getting education.
- ↪ Besides this, the level of education in Hindu-OBC communities and Muslim communities of Kachchh is very low. In which one by one Hindu communities like Rabari, Bharwad, Vaghri, Aud, Thakore / Thakarda etc and Muslim communities like Kumbhar, nayak/nai, Fakir, Rauma etc are included.
- ↪ The level education is highest among the 'savarna – uppercaste' communities in all the five talukas. A high amount of education is also seen in the Muslims of Vadgam taluka

and the SC communities of Danta and Vadgam talukas. We can use these communities as live examples to encourage and create awareness about increase of education among other communities.

### ***About the parents:***

- ✦ Some of the major suggestions that we have received from the parents for improving the education situation are that, 'to help children do their homework / to help them in education', 'to take part in extra-curricular activities', 'to take private tuitions'. These suggestions show the positive attitude of the parents towards education.
- ✦ Most of the parents feels that the school teachers are good, that they give good education to their children and the required textbooks available for the curriculum are useful. However, they are dissatisfied with the way their children study in the school. Also, they are not very enthusiastic about their children taking part in any extra-curricular activities. Nearly 1/4<sup>th</sup> parents have given information about extra-curricular activities. In this the absence of parents of Rapar taluka is very indicative. The extra-curricular activities include sports, drama, cultural activities, essay writing, quiz etc which are quite inspiring activities.
- ✦ Nearly 3 % of parents have said that discrimination exist in schools. While 10 % of the parents have said that 'the deprived communities are subjected to discrimination in one or other way is not a myth'.
- ✦ Parents mostly spend upto Rs. 1000 per annum per child for education and generally bear these expenses for upto three children. If three children are studying simultaneously than the parents have to spend around Rs. 250-300 for their education. Around 20 % parents undertake other efforts for the education of their children. The remaining 60 % parents make no efforts for the education of their children.

### ***Comparison of Schools:***

- ✦ The weightage given by school principals in Kutch range from 21 to 122 and these schools lack in 2 to 35 facilities. While in Banaskantha the weightage ranges from 54 to 117 and lack in facilities is in the range of 2 to 22. This comparison clearly reveals that educational facilities in Banaskantha are far better than that in Kachchh district.
- ✦ In comparison to Kachchh district the student-teacher ratio in Banaskantha is almost like ideal ratio (i.e. 40: 1). Three schools in Kachchh district have 1 teacher per 100 to 150 students which clearly indicates the lesser number of teachers in Kachchh.
- ✦ In more than half schools of both the districts (10 in Kachchh and 23 in Banaskantha ) number of class rooms is less than the number of divisions / classes in the school (6 in Kachchh and 13 in Banaskantha). In 1/3<sup>rd</sup> schools the number of classrooms are less than the number of divisions in the school and in the remaining schools there is equal number of class rooms and divisions offered.

From all these factors it is very clear that lack of educational facilities (i.e. Lesser number of teachers, less number of class rooms, lack of various educational tools etc) play a very significant role in the spread of education. Besides this, it is observed that the government has not put in any serious and conscious efforts to spread education among the traditionally socially and educationally backward communities. Some other factors like migration for livelihood options, poor economic situation, lack of understanding about importance of education, lack of interesting information in the textbooks, discrimination with the deprived communities etc have also emerged which although small in number if they are resolved can

help the spread of primary education. Also, there is no doubt that availability of primary education will help to eradicate these problems.

Compared to the deprived communities the level of education among the 'savarna' communities is very high in all talukas. So this study also establishes the fact that over and above the government the contribution of socially and economically higher communities is also very important for the spread of primary education.