

**FINAL REPORT OF MINOR RESEARCH PROJECT**

**The Status of Right to Education in the Slum  
Areas of Jalgaon City**

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## Chapter - I

### INTRODUCTION

Education is one of the means for social, economic and political transformation and key instrument for building an equitable society. The overall development of the Nation and human being depends upon the education. That's why education having its own importance this is a basic human right. Education is a constant process of development. It is the most crucial investment in human development. As far as Primary Education is concern this is the very base of the Education. Children's are the wealth of the Nation that's why they should be properly cared and educated. The future of the every Nation is in the hands of young generation. That's why the quality and overall education at primary level is very essential because the Primary Education is the foundation of education. Education is a constant process of development and innate powers of man which are natural, harmonious and progressive.<sup>1</sup>

In the 21<sup>st</sup> century a Nation's ability to convert knowledge into wealth and social good through the process of innovation and quality education is going to determine its future. This century is the century of knowledge. So, human being without education becomes an animal. That's why quality education is important to become the super power Nation in the World.<sup>2</sup>

- **Meaning and Definition of Education:**

Education is a dynamic concept and its meaning changes from time to time. It has been interpreted differently by the different persons in accordance with their own backgrounds, ideas and ideals. Etymologically the term 'education' is believed to have been derived from Latin word 'educare' or from another word in the same language 'educere' means 'to bring forth', 'to draw out' or propulsion from the internal to the external. There are still persons who believe that the word has been derived from the Latin word 'educatum' which itself is composed of two terms: 'E' and 'duco' 'E' implies a movement from inward to outward and 'duco' means developing or progressing. The meaning of these root words lead us to believe that the term education means to provide a nourishing environment that would facilitate or bring out and develop the potentialities of a child. Now a day education is used to refer both to a process and product.<sup>3</sup>

Education is the art of 'leading out' and this proved by the derivation of the word, 'E' means 'out of' and 'duco' means 'I lead' from this initial proposition. It is believe that the

education which will develop the intellectual, moral, physical knowledge, virtues and innate powers of the child.<sup>4</sup>

- **Ancient Indian Thinkers:**

- **Rigveda-** Education makes man self- reliant.
- **Upanishads-** the end product of education is to get salvation.
- **Shankaracharya-** Education is the realization of the self.
- **Kautilya-** Education means training for the Country and love for the Nation.

**Swami Vivekananda** is one of the famous philosopher as well as educationist in the history of Indian Education. His educational thoughts and ideas have been influenced by his philosophy of life. According to him ‘education is which builds the character of human being’. He says, ‘Education means a process by which character is formed, strength of mind is increased and intellect is sharpened as a result of which one can stand on one’s own feet’.<sup>5</sup>

**Nelson Mandela**, ‘Education is the most powerful weapon which you can use to change the world.’

**Martin Luther King**, ‘The function of education is to teach one to think intensively and to think critically. Intelligence plus character i.e. the goal of true education’.

**John Dewey**, ‘Education is not preparation for life, education is life itself’.

**Aristotle**, ‘The roots of education are bitter but the fruit is sweet’.

**George Washington Carver**, ‘Education is the key to unlock the golden door of freedom’.<sup>6</sup>

**According to National Education System**, Education is the conscious effort to prepare students through teaching and training for their role in the future. Education is a process of renewal of the meaning of experience, that will probably one occur in the ordinary association may also occur in a deliberate and institutionalized social sustainability. This process involves the oversight and development of minors and the group in which he lived.<sup>7</sup>

**According to Encyclopedia**, Education is a process either formal or informal that shapes the potential of a maturing organism. Informal education results from the constant effect of environment and its strength in shaping values and habits and cannot be overestimated. Formal education is a conscious effort by human society to impart the skills and modes of thought considered essential for social functioning. Technique of instruction often reflect the attitude of society i.e. authoritarian groups typically sponsor dogmatic methods, while democratic system may emphasize freedom of thought.<sup>8</sup>

There are many definitions of education which are given by the educational philosophers, scholars and students. Even one person can define education in more than one way and one's definition of the word may change from time to time.

**J. P. Naik**, describes equality, quality and quantity as the elusive triangle of Indian education.

Education plays an important role in the development of personality. So the important thing is the provision of quality education rather than opening schools without taking care of quality issues.<sup>9</sup>

- **Modern Thinkers:**

- **Dayananda-** Education is a means for character formation and righteous living.
- **Ravindranath Tagore-** Education enables the mind to find out the ultimate truth which gives us the wealth of inner light, love and gives significance to life.
- **Swami Vivekananda-** Education is the manifestation of divine perfection already existing in man.
- **Mahatma Gandhi-** Education means an all-round drawing out of the best in the child and man-body, mind and spirit.
- **Plato-** Education is the capacity to feel pleasure and pain at the right moment.

- **Historical Development of Education:**

Education in India has a rich and very interesting history. It is believed that in Ancient days the education was imparted by the sages and scholars and the information was passed from one generation to other generation. Initially after the development of letters, it took the form of writing. For writing purpose they used to palm leaves and barks of trees. This also helped in spreading the written literature. During that time the temples and community centers played the important role in schools.

Later on the traditional Gurukul system was started. In this traditional system residential schools were for learning in teachers' house or a Monastery. Even though the Education was free the student from wealthy families was paid Gurudakshina after the completion of their studies. In Gurukulas, teacher imparted knowledge on various aspects of the religion, scriptures, philosophy, literature, warfare, state craft, medicine, astrology and the history. This system is referred as oldest and the most effective system of education. After that in the first millennium and the few centuries preceding there was a flourishing of higher education in Nalanda, Takshashila, Ujjain and Vikramshila University.

- **Education as a Right:**

Education is most important and basic human right. This is one of the important inputs for empowering the people. It not only equips to be better citizens of a Democracy but also helps economic development of the Nation. This also helps to bring social change and social transformation in the society. In the modern context, the complementary role of the executive and Judiciary is well brought out by **S. P. Sathe** in the following words: “The right to education, right to work or the right to adequate means of livelihood can become enforceable rights only when the state invests enough resources for their realization. The court can declare right to education as a fundamental right but it cannot set up the schools. It cannot appoint teachers. It cannot provide blackboards and other infrastructure. Government has to take steps and provide the adequate infrastructure for its development.”

The right to education could be realized only through appropriate economic policies, resource allocation and networking of the Educational Institutions. The main motivation for education comes from its ability to create material wealth. Education is fundamental for the construction of globally competitive economy and democratic society. Education is the key to creating, applying, and spreading new ideas and technologies.<sup>10</sup>

- **Statement of the Problem:**

Education plays an important role for the overall development of the Nation. That’s why it is considered as the one of the basic human right. In India, the Primary Education is still far away from its achievements. We have obtained political Democracy but social and economic Democracy has not been achieved. For the success both Democracy there is need of quality education. In the International Conventions as well as in the Constitution of India this right has very much highlighted. All these Conventions imposed obligation on the signatory countries to provide free and compulsory Primary Education.

Especially for the development of Primary Education, trained teachers should be appointed but unfortunately, that had not happen about the Primary Education. Now a day’s children are deprived from the Right to Education. Article-45 is one of the Directive Principle of the State Policy. According to this Article, the State shall endeavour to provide free and compulsory education to the children for a period of ten years from the commencement of the Constitution of India. But the Government is unable to provide free and compulsory education to the children between the ages of six to fourteen years. By taking into consideration the importance of Primary Education and for effective implementation of Article-21A, Government of India passed the Right of Children to Free and Compulsory Education Act 2009.

The present research study would investigate whether the Right to Education is implemented successfully in Jalgaon City. It would also be investigated if the Right to Education is not implemented properly. Then what are the causes of this fact and who are responsible for the situation. What steps has to be taken by the Government for effective implementation of Right to Education Act 2009.

- **Significance of the Study:**

Article 21A State that right to education, the state shall provide the free and compulsory education to all children of the age of six to fourteen years in such manner as the state may by law determines. It is well known that the education is the basic human right. For the success of democratic system of Government, education is one of the basic element, an educated people can choose the representatives who form the Government. Education gives a dignity to the human being as well as which is important for the development of the nation. That's why the framers of the constitution of India impose the duty on the state under Article 45 as one of the directive principle of state policy. The status of right to education in the slum areas of Jalgaon City would consider the literature review as well as the research review in all forms from India. It will over view on the educational policies of the central and the state government of India and its actual implementation at a pragmatic level. It will consider different level of samples including age groups, male-female etc. from the slum areas of Jalgaon City. This study will be fruitful for the total development of Jalgaon City, specially, of slum areas. In this sense, this study will certainly prove to be useful to the government while planning and deciding the education policy. The study will also motivate the emerging research scholars how to study a particular subject in multidimensional views and contribute the society at large.

- **Slums Areas in Jalgaon City:**

Living conditions have a direct impact on public health. One of the biggest challenge that face urban planners worldwide is the increasing slum areas and the health hazards. This is a very serious problem now a day. The concept of slums and its definition vary from country to country depending upon the socio-economic condition of the society. The basic characteristics of slums are inform housing structures, poor ventilation, over-crowding, faulty alignment of streets, inadequate lighting, water logging during rains, non- availability of basic physical and social services.

Slums have been defined under section-3 of The Slum Areas (Improvement and Clearance) Act 1956 as areas where building in any respect unfit for human habitation, by reason of dilapidation, overcrowding faulty arrangements and design of such buildings, narrowness or faulty arrangements of streets and lack of ventilation, light, sanitation facility or any combination of these factors which are detrimental to safety, health and morals.

As per the Census 2011, total 83,500 populations' lives in slums and constitutes near about 17% of the total population of the city i.e. residing in Tabapura, Bhimanagar, Ambedkarnagar, Mangwada, Bhildwada and old cattle Bazar. According to the survey conducted by the Jalgaon Municipal Corporation it is found that about 25 slums settlements have been identified as undeclared slums and 5 settlements have been identified as declared slums in Jalgaon city. About 10240 hutments are located in Jalgaon city comprising of about 51157 people living in slum areas.

- **Objectives of the Study:**

1. To study the constitutional provisions and the amendment relating to the primary education in India.
2. To scrutinize the primary education of Jalgaon City.
3. To study the physical infrastructure of schools located in slum areas of Jalgaon City.
4. To evaluate the implementation process of Right to Education Act in the slum areas of Jalgaon City.
5. To find out the actual situation of Primary Education in the slum areas of Jalgaon City and to suggest time bound appropriate policy for the development of slum area children.

- **Hypotheses:**

1. In India the development of Primary Education is very slow after the independence.
2. The judiciary play very crucial role for development of primary education in India.
3. There is no strictly implementation of the Right to Education Act in slum areas of Jalgaon city.
4. In slum areas, awareness of education is very less amongst children, parents and society.

- **Methodology:**

This study depends upon doctrinal and non-doctrinal research as well as secondary and primary data. The primary data is to be collected through questionnaire or interview scheduled and interview as per objectives. The randomly 100 samples has been selected in the slum area of Jalgaon city. The secondary data to be collected from the District and Regional Education Office, District Gazettes, District Socio-Economic Survey and various reports related the education. To determine the status of Right to Education collected through the data, and the techniques adopted by different scholars been used. The results had been calculated through various statistical tools / techniques provided by the MS Excel office. The results has shown in table and appropriate graphs.



### INTERNATIONAL SCENARIO RELATING TO PRIMARY EDUCATION

Elementary Education is the base and foundation of the education. It plays an important role in the progress of an individual's mind and the Country. The purpose of education is to develop knowledge, skill and character of the students. It is an important source of material for human development. Education has now a global concern. The World Conference held on Jomtien in Thailand. In this conference the member states adopted the declaration to take the effective steps for achieving Elementary Education for all by the 2000. India was also one of the participants to this declaration. The ultimate goal of this World declaration was to meet the basic needs of all children, youth and adults. Before this conference so many International conventions are there which are discussed below.

#### **Universal Declaration of Human Rights 1948:**

The Universal Declaration of Human Rights is also called as the Magna Carta of Human Rights. Specifically two Articles are there which contains children's rights to education. Education is one of the basic and fundamental human rights and without the education man cannot live dignified life. By taking into consideration the importance of Primary Education separate Articles have been added in the Universal Declaration of Human Rights. Following Articles are very important as far as Primary Education is concern. First Article is general in nature and second Article is in specific nature.

**Article-25(2)** States that motherhood and childhood are entitled to special care and assistance.

**Article-26 Right to Education:** Particularly this Article of the Universal Declaration about the Right to Education.

#### **Declaration of the Rights of the Child 1959:**

After Universal Declaration of Human Rights again in the U.N. Declaration of the Rights of the Child state about the rights of child. This declaration discusses not only the Right to Education but overall rights for the development of child. Even before and after birth what protection is needed to the children. Preamble state that, children need special safeguards and care including appropriate legal protection before as well as after birth.

#### **U.N. Convention on the Rights of the Child 1989:**

The Convention on the Rights of the Child is the most comprehensive document on the rights of children. This Convention specifically discuss about the rights of the child. Before

birth and after birth child have so many rights. This Convention based on the number of substantive rights. It is the longest U.N. human rights treaty. It not only addresses the granting and implementation of rights in peacetime but also the treatment of children in situations of armed conflict. It is one of the comprehensive treaties which discuss a number of child rights.

**Article-28 Right to Education:** All children have the right to a Primary Education, which should be free.

**Article-29 Goals of Education:** Children's education should develop each child's personality, talents and abilities.

### **Primary Education in Japan:**

The important characteristics of the developed Countries are Universal high quality education. In 20<sup>th</sup> century West European Countries and the USA achieved Universalization of Elementary Education. Many European Countries moved towards the implementation of a common school system at the elementary level that is free, compulsory and equitable Elementary Education for all children.

Japanese School System is generally called the 6-3-3-4 year system. Universalisation of basic education played a key role in Japan's development story. Meiji Restoration of 1868, the interest groups that came to power and initiated for the development of education and issued the fundamental Code of Education in 1872 that they expressed the public commitment to make sure that "no community with an illiterate family or a family with an illiterate person." in 1910 Japan was fully literate Country for the young. This concentration on education an important factor that contributes to Japan's remarkable progress in 19<sup>th</sup> century.<sup>11</sup>

### **Greek Elementary Education System:**

The Greek Educational System consists of three successive levels Primary, Secondary and Tertiary level education. In Greek, Education is compulsory for all children between the ages of 6-15 years. It includes the primary and lower secondary education. Attendance at primary level is compulsory and schools, books are provided free of cost. The basic goal of the Dimotiko (Primary School) is to ensure the children's all-round, harmonious, balanced mental and physical development.<sup>12</sup>

### **Literacy in Asian Countries:**

Table No. 2.1 shows that the literacy rate in the World was 84.29 percent in 2010. In this table it is observed that, in Asian Countries highest literacy rate is in China i.e. 95.12 percent and lowest rate is in Afghanistan i.e. 31.74 percent in 2010. India is fourth rank in literacy in Asian Countries i.e 74.04 percent in 2010.

**Table No. 2.1****Literacy Rate in the Asian Countries**

S.No	Country	2000	2010
1.	China	90.92	95.12
2.	Afghanistan	--	31.74
3.	Bangladesh	47.48	58.78
4.	India	61.01	74.04
5.	Nepal	48.60	57.37
6.	Pakistan	48.01	55.37
7.	Srilanka	90.68	91.18
<b>World</b>		<b>81.95</b>	<b>84.29</b>

**Graph No. 2.1**

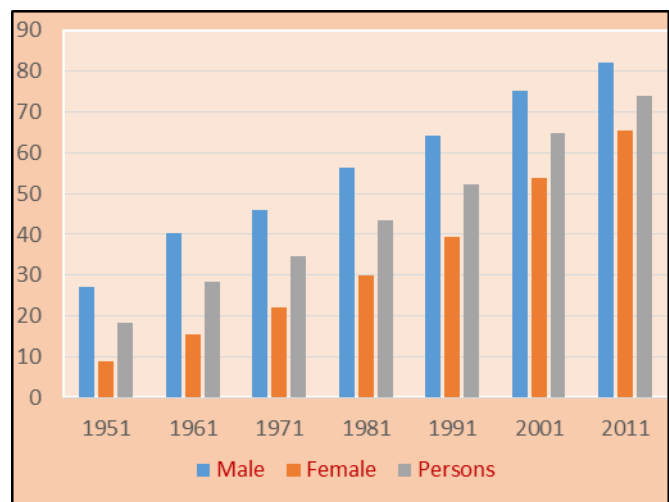
Source: The State of Education Series, Access to Education, A Global Report, UNESCO, Institute for Statistics Data in the Edstats, Nov. 2012.

**Literacy in India:**

Table No. 2.2 reveals that, the literacy rate in India as per the census since 1951 to 2011. The table indicates the literacy of male, female and persons since 1951 to 2011. In 1951 male literacy rate was very less i.e. only 27.2 percent which increased up to 82.1 percent in 2011. As per 1951 census the literacy rate of female was 8.9 percent which was increased up to 65.5 percent in 2011. As per census 1951 literacy rate in India was 18.3 percent which was increased up to 74 percent in 2011. In brief, the slow growth of female literacy as compare to male literacy since 1951 to 2011.

**Table No. 2.2**

Census Year	Male	Female	Persons
1951	27.2	8.9	18.3
1961	40.4	15.4	28.3
1971	46.0	22.0	34.5
1981	56.4	29.8	43.6
1991	64.1	39.3	52.2
2001	75.3	53.7	64.8
2011	82.1	65.5	74.0

**Graph No. 2.2****Literacy Rate in India**

Source: Census 2011, Government of India.

## **Indian Scenario Relating to Primary Education:**

At the time of independence only the fourteen percent of the population was literate and only one child out of three had been enrolled in primary school. After independence the universal education for all children in the age group of 6-14 years recognized as a crucial input for nation building. Government has given consideration in successive five years plans the increase in infrastructure, facilities as well as coverage of various social groups but the goal of providing basic education to all continues to be inclusive. India's Elementary Education system is one of the largest education systems in the World. The number of primary schools increased from 2.15 lakhs in 1950- 51 to 6.1 lakhs in 1997-98. Increase in upper primary school was from 0.14 lakhs to 1.85 lakhs. These 8.17 lakh schools together enrolled 1110 lakh children as compared to 192 lakh in 1951. Universal provision of education has been substantially achieved at the primary stage. More than 150 million children are currently enrolled covering around 90 percent of children in the age group of 6-14 years.<sup>13</sup>

The British laid the foundation of modern education in India. Macaulay's policy of 1835, Sir Charles Wood's Dispatch of 1854 and the Indian Education Commission were the major historical landmarks. During the British Period Primary Education was neglected. The neglect of Primary Education continued till it became a provincial subject. After India getting independence the government attempted to extend the Primary Education to masses in the rural areas. The Univerlization of the Elementary Education became an accepted concept and a national project. After independence also the Primary Education has not developed though Article-45 of the constitution of India i.e. Directive Principles of the state policy was committed to ensuring free and compulsory education for all. The picture of Elementary Education is going to change after the acceptance of New National Policy (1986) and the programme of Action (1992) which aimed to improve access, reducing drop outs and improving learning achievements for all children between 6-14 years of age. Some of the important initiations have been the Operation Blackboard (1986) Non Formal Education Scheme (1986). The Shikshan Karmi Project (1987), Mahila Samakya (1989), Lok Jambish (1992), The District Primary Education Programme (1994), The Mid-Day Meal Scheme (1995) and Sarva Shikshan Abhiyan (2001) which aimed at completion of eight years schooling by all children between 6-14 years by 2010. Elementary Education being made fundamental rights by the 86<sup>th</sup> Constitutional Amendment and the Supreme Court insist all states to provide hot cooked meals in schools which improve enrollments especially among girls.<sup>14</sup>

Literacy is very important for the development of the Nation. It plays a major role in achievement of our demographic goals. In India, School education is organized in four stages primary, upper primary, secondary and higher secondary level. For the completion of general school education remain ten years throughout the Country. In some of the States and Union

Territories the school education i.e. primary, upper primary and secondary continues to be different. Eighteen States and Union Territories have adopted the 5+3+2 pattern of general school education. In twelve other States and Union Territories follow a 5+2+3 pattern and one State follows a general school education system of 4+4+2.<sup>15</sup>

### 2.3.1. Recognized Educational Institutions in India:

Table No. 2.3 reveals that the number of recognized educational institutions in India, in 1950-51 the Primary Education institution was 209.7 thousand which was increased in 2010-11 up to 748.5 thousand.

**Table No. 2.3**

#### Number of Recognized Educational Institutions in India

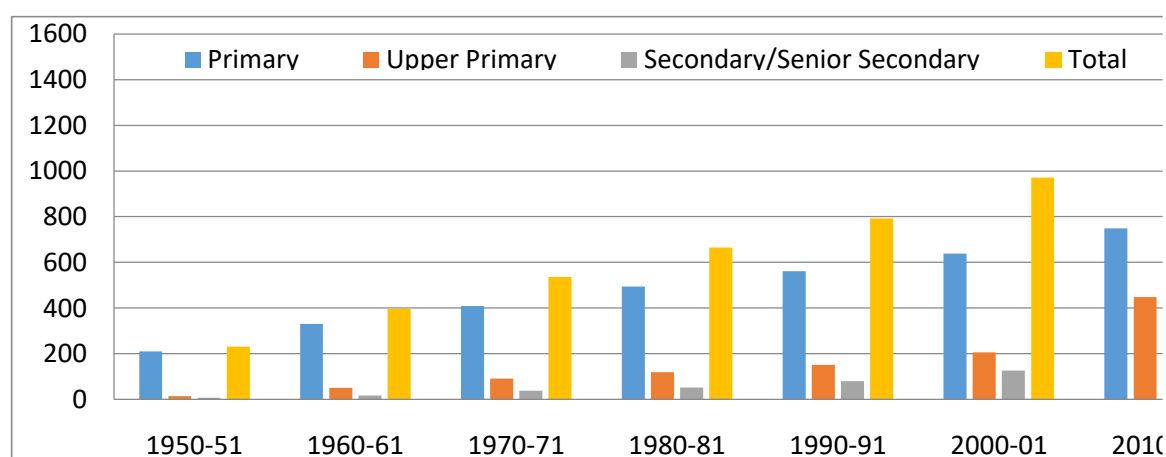
(Fig. in '000')

Year / Level	Primary	Upper Primary	Secondary/ Senior Secondary	Total	Decadal Growth
1950-51	209.7	13.6	7.4	230.7	--
1960-61	330.4	49.7	17.3	397.4	+ 72.26
1970-71	408.4	90.6	37.1	536.1	+ 34.90
1980-81	494.5	118.6	51.6	664.7	+ 23.99
1990-91	560.9	151.5	79.8	792.2	+ 19.18
2000-01	638.7	206.3	126.0	971.0	+ 22.57
2010-11	748.5	447.6	200.2	1396.3	+ 43.80

Source: Educational Statistics at a Glance, Govt. of India, Ministry of Human Resource Development, Bureau of Planning, Monitoring and Statistics, New Delhi, 2012.

**Graph No. 2.3**

#### Number of Recognized Educational Institutions in India



The upper primary recognized educational institution was 13.6 thousand in 1950-51 and which increased up to 447.6 thousand in 2010-11. In 1950-51 secondary recognized educational institution were 7.4 thousand which increased up to 200.2 thousand in 2010-11. Total recognized educational institutions were 230.7 thousand in 1950-51 which increased up to 1396.3 thousand. The table shows the decadal growth of recognized educational institutions in India. In brief, the number of recognized institutions increased in last decade.

### 2.3.2. Enrollment in Education of India:

Table No. 2.4 reveals that the enrollment of education in India, the table shows the decadal growth of male and female enrollment in primary and secondary education since 1980-2010. The male enrollment for Primary Education in 1980 was 4.39 crore and in 2010 it has increased to 7.23 crore enrollment comparatively in education of India. Female enrollment was less i.e. 2.73 crore it would be increased in 2010 i.e. 6.61 crore. The table shows the secondary education enrollment in education of India, the total enrollment in 1980 was 3.06 crore and in 2010 it increased to 10.76 crore. The male enrollment in 1980 was 2.11 crore and in 2010 it increased to 5.85 crore. As compared to male to female enrollment is very less 0.95 crore in 1980 and it increased to 4.91 crore in 2010.

**Table No. 2.4**

#### Enrollment in Education of India

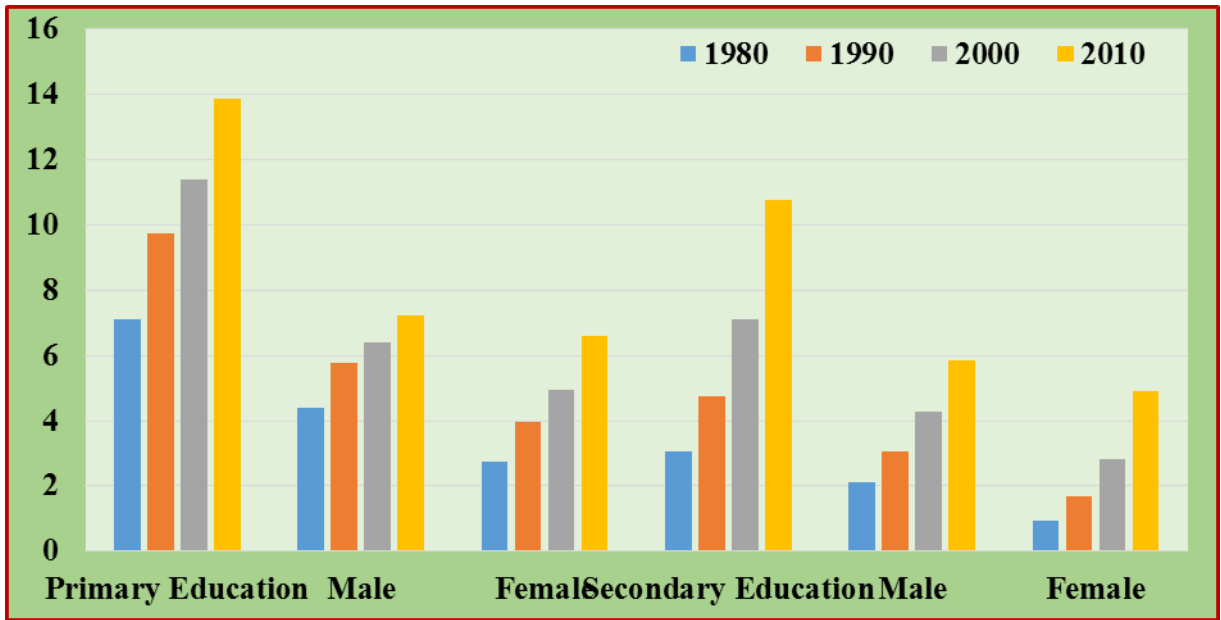
(Fig. in crore)

S.No.	Level	1980	1990	2000	2010
1.	Primary Education	7.12	9.73	11.36	13.84
	Male	4.39	5.77	6.41	7.23
	Female	2.73	3.96	4.95	6.61
2.	Secondary Education	3.06	4.73	7.10	10.76
	Male	2.11	3.06	4.29	5.85
	Female	0.95	1.67	2.81	4.91

Source: The State of Education Series, Access to Education, A Global Report, UNESCO, Institute for Statistics Data in the Edstats, Nov. 2012.

**Graph No. 2.4**

**Enrollment in Education of India**



## **PRIMARY EDUCATION IN INDIA**

### **3.1. Historical Background:**

East India Company came into India to expand their business but later on they established their Empire. During reign of East India Company, Primary Education was not much developed. For the achievement of this goal they mingled with the Bengal politics. They obtained the Diwani powers in Bengal and acquired full control over the Nawab. After acquiring the Diwani powers and the political grip over Bengal they showed that they were progressive and wanted the welfare of the people. They wanted to prove that they could control the affairs of the Government better than the Nawab. Some extent they paid attention towards the education in order to show that they were really interested in the public welfare. They continued the Government grants to educational institutions. They started the college at Calcutta, Madras and Banaras. The British Government wanted to win the sympathy and support of influential Hindu and Muslim people.<sup>16</sup>

Charles Grant was an Officer of the Company he came to India in 1773. He played a major role for development of education. He stated that light must be brought through education in India. Due to the efforts of Charles Grant charter of 1813 gave a new direction to education. Therefore Charles Grant is regarded as the Father of Modern Education in India. The 1813 Charter revolutionized and enlightened the opinion in India. Now it became a responsibility of company to make arrangement of education for Indian people. They had a good impact on the Indian economy.

The number of surveys was carried out by the East India Company during the 1822 to 1838. It was assumed that the Primary Education was popular in villages during the British India. During the period of Thomas Munro he had done a survey of Madras Presidency. Mount Stuart Elphinstone in 1829 showed the existence of 1705 schools with 35153 pupils to population of 4681735. In Bengal Presidency survey was conducted by a missionary. William Adam was appointed by the Governor General Lord William Bentinck to report on the state of Elementary Education in the province. Adam had submitted three reports during the period of 1835 to 1838. He had estimated that at the beginning of the nineteenth century there were 100000 schools in Bengal and Bihar or approximately two schools for every three villages. He did not find any school for girls and girls formed one half of the school going population.<sup>17</sup>

The Lord Warren Hasting declared that the spending amount of one lakh was not sufficient to get proper education. This amount is not sufficient. Lord Hastings thought that



company's administration will be strengthened by educating the Indians. Therefore he proposed to set up one school for Hindus and one for Muslims for making education popular in each district.

### **Bengal:**

Central Committee of Public Instructions was appointed on 17<sup>th</sup> July 1823. The committee was authorized to spend the amount on Primary Education. They had started some schools and colleges at Banaras, Delhi and Agra translated some books from Western Education to Indian Education.<sup>18</sup>

### **Bombay:**

Lord Elphinstone issued a notification by putting some conditions for Government grants. These are following:

- a) Improvement in education methods and increase the number of schools.
- b) Opening new Government schools and giving grants to Education Committees.

### **Madras:**

While surveying the education system in Madras, Sir Munroe pointed out that, three main defects in education system i.e. inefficiency of the teachers, poverty of the people and negligence of the Government these are the reasons. He had opened new schools and better payment to the teachers but progress was not satisfactory till 1833.<sup>19</sup>

#### **3.1.1. British Government Efforts:**

By the end of the Eighteen Century, India had a well-developed education system. There was no formal school system organized and supported by the State. Professor J. P. Naik described the traditional educational system in India before the domination of the British colonial rule in the world. At the opening of 19<sup>th</sup> century we had a limited system of formal education consisting of some institutions of higher learning and much large number of elementary schools. The Hindu institutions of higher learning i.e. the Tols and Pathashalas used Sanskrit as the medium of instruction and were open only to the higher castes.

The institutions of higher learning of the Muslims the Madrassahs used Arabic and Persian as medium of instruction. Those mostly used by Muslims were open to Hindus as well and many Hindus did study Persian which was the language of the Moghul court. Both categories of institutions were basically oriented to the study of religion. Their enrolments were very less. The number of the people was educated in the incidental and non-formal channels of education which initiated them to the essential vocational skills, introduced them to the traditional, social culture and helped them to adjust themselves.

### 3.1.2. The Wood's Dispatch (1854):

East India Company had to take order from British Parliament after every 20 years and each order was written about the education in India. Then the British Parliament sanctioned sum of rupees to the Indian education. Then a Committee was established under the Chairmanship of Charles Woods. That declaration was called Wood's Educational Dispatch though it was written by John Stuart. The Wood's Educational Dispatch has a very important place in the history of Education in India. Due to the Woods Dispatch, the British Parliament first time made an attempt to decide the Educational Policy in India. This gives legal form to the educational policy. The main recommendations of the dispatch are as follows:

- a) **Acceptance of Educational Responsibility:** First time British Government accepted the responsibility to provide the education in India.
- b) **Establishment of Regular Institutions:** The Dispatch emphasized the establishment of the graded schools as follows.
  - a. Universities,
  - b. Colleges,
  - c. High Schools,
  - d. Middle Schools and
  - e. Primary Schools.
- c) **Grant-in-Aid System:** Wood's Dispatch suggested Grant-in-aid System for the institutions which fulfilled certain qualifications.
- d) **Vocational Education:** The dispatch paid attention to the vocational education. It suggested that schools and colleges should be set up at suitable places for vocational education so that people may get such education.
- e) **Women Education:** The Dispatch recognized the need for development of women education as the duty and responsibility of the Government.
- f) **Meritorious Teachers:** Preference should be given highly qualified persons in Government services.
- g) **Better Pay Scales:** The Woods Dispatch recommended for better pay scales to the teachers to attract a large number of efficient persons in teaching profession.<sup>20</sup>

At the time of Woods Dispatch Primary Education was in very bad shape in the country. At that time Company's attention was on University Education too and Primary Education was totally neglected. This Dispatch first time urged to give adequate attention to Primary Education and suggested certain reforms. It made the company responsible for Primary Education. Even though situation could not improve because rules of grant-in-aid system were

impracticable. Most of the primary schools were not able to fulfill the condition of arranging for at least 50 percent of the expenditure

### **3.1.3. Progress of Education during 1854 to 1882:**

Table No. 3.1 shows that, in the provinces had very less schools on grant basis and 3954 Schools by Education Department of Government and same number of Schools run by private bodies without any grant. This table shows that progress of Primary Education was very slow.

- a) **Bombay:** The Condition of Primary Education has been deplorable during the period. Only 73 schools could get the financial grant out of 3954 Schools in Bombay Province.
- b) **Madras:** The grant was given on the basis of examination results. It was adopted by Madras in 1868 and this policy was proved very useful.
- c) **Bengal:** The primary school teachers were getting financial assistance. In these provinces the system was developed to give financial help to teachers on the basis of examination result. The schools were given grants on the basis of their income.
- d) **Assam:** Assam was a part of Bengal up to 1874. Local taxes were levied in Assam for Primary Education. This tax policy could not improve the condition of primary schools and it remained undeveloped.
- e) **Bihar:** Bihar followed the policy of Bombay about the Primary Education. Many of the schools were getting Government grants. During 1880-82 numbers of schools were 467 out of these 258 schools were not getting Government help. Indigenous schools were encouraged in this province.
- f) **Punjab:** Education in Punjab was influenced by the policy followed in North-Western Province. There were 13109 indigenous schools out of which only 278 were getting financial assistance.
- g) **North-Western Province:** During 1881-82 there were 6712 schools out of which only 243 were getting Government Assistance.
- h) **Central Provinces:** There were 894 schools out of which only 364 were getting grants. The Bengal Policy was followed here but little success was achieved.

**Table No. 3.1****Primary Education in 1882**

Sr. No.	Provinces	Schools on Grant	Schools run by Department of Education	Schools not getting any grant
1.	Bombay	73	3954	3954
2.	Madras	13323	1263	2828
3.	Bengal	47374	28	3265
4.	Assam	1256	07	497
5.	Bihar	209	467	258
6.	Punjab	278	17549	13109
7.	North Western Provinces	243	5561	6712
8.	Central Provinces	364	894	--

Source: Sharma R. N. and Sharma R. K., History of Education in India: Atlantic Publishers and Distributors, New Delhi, 2012, Page No. 109.

**3.1.4. Hunter Commission 1882:**

Lord Ripon had appointed the Indian Education Commission i.e. Hunter Commission on 3<sup>rd</sup> February, 1882 to remove the defects of Primary Education. This year was considered as necessary to assess the development of Primary Education in the Country. The Commission was established under the Chairmanship of William Hunter known as Hunter Commission.

The Enforcement of Compulsory Education Act 1870 made education free and compulsory in England. Then demand was raised in India, to provide similar facilities in its colonies. Dadabhai Naoroji and Jyotiba Phule from Bombay Presidency demanded for laws to make Primary Education compulsory. They were made their evidence before the Hunter Commission in 1882. Which accepted the logic and stated that, 'while every branch of education can justly claim the fostering care of the state, it is desirable in the present circumstances to declare the Elementary Education of the masses, its provision, extension and improvement, to be the part of the educational system to which the strenuous efforts of the State should now be directed'. The Commission also recommended the transfer, control and administration of elementary education to local bodies as done in England.

The first effective step in introducing compulsory Primary Education was taken only by Dadabhai Naoroji, in his evidence before the Hunter Commission put forward the demand that four years of compulsory education should be provided to all children. The demand for Universalization of Elementary Education was first put forward by Indians like Dadabhai Naoroji before the Hunter commission to make the local bodies elected by the Indians responsible for Elementary Education. Jotiba Phule also informed the Commission of his views in writing and suggested in his representation to the Education Committee that the responsibility for primary and secondary education should be handed over to the people. He said in his representation that the efforts of Christian missionaries to set up schools are not genuinely patriotic. Their intentions too are not strictly restricted to education. Jotiba Phule further said that, there is little doubt that Primary Education among the masses in this Presidency has been very much neglected. Although the number of primary schools now in existence is greater than those existing a few years ago, yet they are not commensurate to the requirements of the community. Government collects a special cess for educational purpose and it is to be regretted that this fund is not spent for the purposes for which it is collected. A good deal of their poverty their want of self –reliance their entire dependence upon the learned and intelligent classes, is attributable to this deplorable state of education among the peasantry. Even in towns the Brahmins, the Purbhoos, the hereditary classes, who generally live by the occupation of pen, and the trading classes seek Primary Education. The cultivating and the other classes as a rule do not generally avail themselves of the same ... I think Primary Education of the masses should be made compulsory up to the certain age at least 12 years.<sup>21</sup>

**The Aims of the Commission:**

- a) To assess the position of Primary Education and to give suggestion for its reforms.
- b) To evaluate the work of the missionaries in the field of education.
- c) To find out if the Government institutions should be allowed to continue.
- d) To assess the utility of the grant-in-aid system.
- e) To study the problems of Primary Education and to suggest measures for its reforms.

**Recommendations of the Commission:**

After studying the problems of Primary Education from every angle the Hunter Commission gave elaborate suggestions for its reforms. The education policy, the financing system, training of teachers, organization and curriculum were studied by the commission.

- a) **Policy:** Commission observed that Primary Education should be related to life. It should be practical and useful. Its purpose should make students self-dependent. The backward and tribal people should be encouraged to take the education.

- b) **Management:** The Hunter Commission placed the responsibility of Primary Education on District Boards, Municipal Boards and Town areas. It made the Government free from its responsibility.
- c) **Training Schools:** The Commission urged the necessity of opening training schools for teachers. It rightly found that training of teachers is necessary for the development of Primary Education.
- d) **Curriculum:** The curriculum should be in the respective areas according to the needs of the locality concerned.

### **3.1.5. Gokhale's Bill (1910):**

Gopal Krishna Gokhale was very much concerned towards Primary Education in India. Only 2.38 percent boys and 2.07 percent girls were able to get education. During this period the Maharaja Sayajirao Gaikwad of Baroda had made Primary Education free and compulsory within his territory in 1906 this inspired to Gokhale. Following were the important suggestions contained in this resolution.

- a) Elementary education should be made free and compulsory in the area where 35 percent boys were receiving education. This provision should apply to the age group of 6 to 10 years.
- b) The cost of Primary Education should be shared between the provincial and Local Government in the ratio of 2:1.
- c) A Secretary should be appointed to organize, supervise and look after the Primary Education.
- d) There should be a separate department of Central Government to draw up a scheme for the expansion of Primary Education.

### **3.1.6. Educational Progress (1905-1920):**

The Lord Curzon's Policy left its impact on each and every aspect of administration. He was a lover of education and influenced all the aspects of education in the country from Primary to University level. Because of his interest Primary Education progressed during the period of 1905 to 1912. He had concentrated qualitative and quantitative development of education.

Indian people consistently demanded for making Primary Education compulsory and free. But the Government had not accepted their demand. Gopal Krishna Gokhale also demanded the Primary Education free and compulsory. He introduced Bill on 19th March 1910 in the Central Legislative Council for making Secondary Education compulsory.<sup>22</sup>

### **3.1.7. Primary Education (1922-1923):**

The Hartog Committee was established during this period but this committee had not worked satisfactorily for the progress of literacy during the period. Out of hundred boys admitted in class I in 1922-23 only 19 were found studying in class IV in 1925-26. The Committee observed that the position of Primary Education was not so progressive. During that period Primary Education faced many problems i.e. ineffective teaching, unsuitable curricula and inadequate inspecting staff and unsatisfactory provision of compulsory Primary Education.

The villages were mostly facing the problems relating to Primary Education near about 87 percent population lived in villages and they were facing the problems like poverty, illiteracy and conservatism. There were so many problems i.e. lack of communication in hilly and backward areas or deserts and deltas, seasonal diseases, barriers of caste, religion, communal and linguistic differences and premature engagement of children in agricultural occupations.

Therefore for the improvement of Primary Education the committee recommended that:

- a) Fixing up of the minimum period of Primary Education must be 4 years.
- b) Reconstruction of work in the village of primary schools.
- c) Strengthening and inspecting the teaching staff<sup>23</sup>

### **3.1.8. Education under Provincial Autonomy:**

The Central Advisory Board of Education was revived in 1935 and first Annual meeting was held in December 1935. The Board adopted the following resolutions.

1. A radical readjustment of the present system of education in schools to be made in such a way that as not only students are prepared for professional and University courses but also enable them to be diverted to better occupations.
2. Primary stage was to ensure permanent literacy by providing at least minimum general education. As per the resolution of Central Administrative Board of Education the Government of India invited S. H. Wood and A. Abbott to advise the Government of India.<sup>24</sup>

### **3.1.9. Gandhij's Scheme of Basic Education:**

Gandhiji said that 'to make good change the present mode of education is radically wrong from top to bottom'. He wrote a series of articles in the Harijan about his ideas on educational reconstruction in India. He suggested universal compulsory education for all children in the age group of 13-16 through the medium of mother tongue which would be self-supporting, leading to all round development of the pupils. He supported the vocational

Education at the school level. The basic vocational education should equip the boys and girls to earn their bread and butter.

### **3.1.10. Wardha Conference:**

The first conference on National Education was called at Wardha on 22<sup>nd</sup> and 23<sup>rd</sup> October 1937. Gandhiji was chairman of the Conference. The Conference was attended by the Education Ministers of the seven provinces with Congress Ministries. Following resolution was passed in this conference:

- a) Free and compulsory education should be provided on a nationwide scale.
- b) The medium of instruction should be the mother tongue.
- c) That the conference endorses the proposal made by Mahatma Gandhi. The process of education throughout this period should be centre round form. Training to be given as far as possible related to the central handicraft chosen with due regard to the environment of the child.

### **3.1.11. Zakir Husain Committee Report:**

The Conference was organized by Dr. Zakir Husain, Principal of Zamia Millia Islamia, Delhi. He worked as a Chairman of a Committee entrusted with the task of preparing a detailed syllabus on the lines of resolutions passed in the Conference. This Committee submitted its report within two months.

### **3.1.12. Kher Committee Report:**

In 1938 B. G. Kher the Prime Minister of the Bombay State who went through it and made observation. That scheme should firstly be introduced in rural areas and made compulsory for the children between the ages of 6 to 14 years. It was after completing class V or attaining the age of 11 that they should be allowed to leave basic school. The medium of instruction should be in mother tongue and there would be no external examinations.

### **3.1.13. Sergeant Report on Education 1944:**

The committee recommended that free and compulsory primary or basic education should be provided to children of the age group 6-14 years. The Committee agrees on the scheme of education but Committee did not agree that the students should meet the expenses of the education. The basic schools were divided into two categories.

- a) Junior Basic Schools and
- b) Senior Basic Schools



First time, sergeant plan drew attention of the Government towards the education of the handicapped.

Almost all the provinces made the Primary Education compulsory till the 1930. As a result of Compulsory Education Acts and the sense of nationalism, the expansion of compulsory education received an importance. Under the guidance of Mahatma Gandhi, the women also demanded their rights. They organized All India Women Education Conference in 1927. Due to the efforts of Mahatma Gandhi and B. R. Ambedkar, people started to take interest in Primary Education. Hartog Committee appointed in 1927 emphasized the quality of Primary Education.

In 1937, Congress Ministers were formed committee in six provinces out of eleven. They made efforts to provide compulsory Primary Education in their Provinces. They established primary schools in those villages where there was no primary school. The efforts of the Congress Ministries led to a great expansion of Primary Education. Hartog committee made a thorough study of the Primary Education in India. Committee pointed that the Primary Education has not been satisfactory and proper attention had not been given to the expansion and progress of Primary Education. Committee also pointed out so many problems of Primary Education i.e. poverty, illiteracy and conservatism, unfavorable circumstances, ill-health, wastage and stagnation, lack of regularity, lack of trained teachers, unsatisfactory distribution of schools etc. Following recommendations was suggested by the Hartog Committee i.e. planning to make Primary Education compulsory, Government inspection and control, qualitative development, four years duration of Primary Education, elimination of bad schools and centers for rural welfare.

The table No. 3.2 indicates that Primary Education could not be developed during this period. The number of schools in 1936-37 was 192244 which were reduced 167700 and the number of students increased from 10224288 to 13027313.

**Table No. 3.2**

**Progress of Primary Education 1937–1947**

Year	No. of Schools	No. of Students
1936-37	192244	10224288
1945-46	167700	13027313

Source: Sharma R. N. and Sharma R. K., History of Education in India: Atlantic Publishers and Distributors, New Delhi, 2012, Page No. 178.

In this period education will be provided free and compulsory. The courses on vocational education will be provided after the secondary stage, but keeping the scheme flexible these may also be made available after class VIII. After Independence the Indian educational Policy was based on the structure provided by Sir John Sergeant, who was an Educational Adviser of British Government. In 1944 the post-war plan on educational development was prepared. The object of the plan was to achieve the educational standard that had existed in England. It had provided for liquidation of illiteracy, universal elementary education and higher education. It had also provided for compulsory physical education, milk and mid-day meals for under-nourished children and special education for the physically and mentally handicapped. On the subject of raising resources or making investments in education, New Education Policy said that the investment on education gradually increased. This would be 6 per cent of National Income. Sir John Sargent prepares a memorandum on post-war educational development in India:

- a) The report recommended first time a reasonable provision of pre-Primary Education for children between 3 to 6 years of age covering some ten lakhs places in nursery schools or classes.
- b) There should be a provision of universal free and compulsory Primary Education for all children between the age of 6 to 14 years.
- c) There should be proper arrangements for the education of the adult illiterates between the ages of 10 to 40 years.
- d) There should be provisions for the training of teachers.
- e) There should be special Institutions for the education of physically and mentally handicapped children i.e. blind, deaf and dumb.

The report emphasized the creation of Education Departments both at the Centre and in the States to supervise education in the country.<sup>25</sup> Immediately after the publication of the Sargent Plan, Government asked to prepare five year plan. In 1945 a separate Education Department was established at the centre.

The Hartog Committee argued for quality rather than quantity of elementary schools. The number of schools declined from 1.89 lakhs in 1936-37 to 1.67 lakhs in 1944-45. Later on, the pupil's strength could be seen ever increasing. The number of pupils increased from 1.05 crores in 1936-37 to 1.14 crores in 1944-45. In 1946-47 it has reached up to 1.30 crores. In 1946-47 the total expenditure on Primary Education had also increased from 6.98 crores to 15.48 crores.

#### **3.1.14. Radhakrishnan Commission:**

In 1948, the University Commission under the Chairmanship of Dr. S. Radhakrishnan was established. University Education was considered essential to meet the demands for scientific, technical and other manpower needed for the socio-economic development of the country. Recommendations of the commission in 1949 were wide and covering all aspects of University Education in India. They emphasized the 10 + 2 structure at the Pre-University stage. The commission had taken steps for the development of research and professional education in Agriculture, Commerce, Law, Medicine, Education, Science and Technology. The Commission was in favour of the idea of setting up rural Universities. To meet the new responsibilities a University Grant Commission was established for allocating grants and education to be placed in the concurrent list.

#### **3.1.15. Kothari Commission:**

In 1964, M. C. Chagla, the Union Education Minister appointed the Education Commission under the Chairmanship of Dr. D. S. Kothari. The Commission advises the Government on the general principles and policies for the development of education at all stages. The commission advises in all its aspects so that a National System of Education could emerge.

In 1966, the Commission suggested a drastic reconstruction or revolution in Education, to meet the problems facing by the Country in different sectors. It suggested an internal transformation in education to relate it to life, the needs and aspirations of the people. A qualitative improvement raises its standards. The quantitative expansion of educational facilities on the basis of manpower needs to be equalized in the educational opportunities. The education facilities could be expanded on a selective basis. Effective Primary Education should be provided to all. The Part time courses had started for drop -out students in the age group of 11-14 year.

Earlier education was State subject the usual procedure would have been referring to those concerning States. The public demand for the education was greater than the Government of India decided to debar from the procedure followed earlier. The first National Policy on Education started in July 1968.

#### **3.1.16. National Policy on Education in 1986:**

In January 1985, Government announced the New Policy on Education. In August 1985 after making a careful assessment of the existing developments the proposal was submitted to the public for a countrywide debate and discussions. In May 1986, emerged the National Policy on Education after its approval by the Parliament. The document on National Policy of Education is divided into twelve parts. Some essential characteristics of a National Policy on Education are to provide the scope for equal access to education. It should be provided

irrespective of class, caste, creed or sex and areas including backward, hilly and desert. It envisages the common structure of education like 10+2+3. The New Educational Policy stresses the need for removal of disparities in India. The steps to be taken to equalize educational opportunity by attending the specific needs of those who have been denied equality to women, scheduled castes, scheduled tribes and handicapped. Certain opportunities shall be provided to the minority groups, who are either educationally deprived or backward. The local community will be fully involved in early childhood care and education.

- a) Universal enrollment and retention up to 14 years.
- b) Attempt to substantially improve the quality of education.

This effort will be fully coordinated with the network of non-formal system.<sup>26</sup>

### **3.1.17. Ramamurti Committee:**

The Education Policy of 1986 is imperative that's why under the chairmanship of Acharya Ramamurti Committee had established on 7<sup>th</sup> May, 1990. This Committee recommended to the Government that each village will have a Gram Sabha composed of all the adults including male and female. It will have wide powers and functions. As a representative of the village Gram Sabha is asked to prepare a plan. Ramamurti Committee's schemes of education for villages have assigned a pivotal role in India. The Ramamurti Committee recommended that, the educational programme should develop on the requirements of the society. The Committee focused more on equality, social justice, early childhood care and Universalization of Elementary Education.<sup>27</sup>

### **3.1.18. Saikia Committee:**

This Committee was appointed in August 1996 and submitted its report in January 1997. The Committee point out that, compulsion was not the only answer to achieve the Universalization of Elementary Education. The Government had to motivate both parents and children and involve communities and build up public opinion in favor of Education. The committee suggested that an explicit provision should be made in the Constitution to make a fundamental duty of every citizen. The parent should provide opportunity to their children up to the age of 14 years in the Elementary Education. The committee also suggests that the right to free and compulsory Elementary Education must be a fundamental right.<sup>28</sup>

## **3.2. Legal Status of Education:**

There are a number of provisions dealing with education under the Constitution. Some are contained under Part III dealing with Fundamental Rights and some are under Part IV dealing with the Directive Principles of State Policy. The Preamble and Fundamental Duties also contain provisions related to and relevant to education. Earlier education was a state list subject. Since 'education' falls under the Concurrent List, besides these Constitutional

provisions, there are a number of statutes in the field of education. These statutes are very important to protect the right to education.

The International commitments make the Right to Education an obligation on the parts of Governments. Only legislation can convert the right into a meaningful reality for the citizens. Commenting on the nexus of legislation and the global goal of 'Education for All' that came out of the summit at Dakar it has been observed thus, 'providing the right to education is an obligation of Governments and requires that they translate their international commitments into legislation which provides for its citizens legal recourse. Without legislation it is Government to develop national legislation is a critical element of implementing the Dakar.' Legislation in India traces its legality to the basic structure of the Constitution of India and its legitimacy to the noble ideals governing the spirit of the Constitution. These noble ideas are justice, liberty, equality, and fraternity among all.

### **3.2.1. Constitutional Mandate on Right to Education:**

The Constitution is the fundamental law of the land and any law framed contrary to it will be held Unconstitutional and invalid. Our Constitutional framers were aware about the problem of illiteracy. They thought that to provide the free and compulsory education to the children. They added many Directive Principles of State Policy in part IV of the Constitution of India.

When the original information gathered together at the Constituent Assembly, their desire to provide the free and compulsory education was well established. The real question in the debate was whether the right to free and compulsory education would make justifiable or not. Firstly placing in the fundamental rights and then moving to Directive Principles of State Policy under Article-45 of the Constitution. The framer of the Indian Constitution were of the view that right to education should exist in India, but at that time the position was different, so they had put it under Article-45. This Article states that the state was to make a provision within 10 years for free and compulsory education for all children until they complete the age of 14 years. The object of the directive was to abolish illiteracy from the country. Unfortunately some states failed to enact a law for free and compulsory education to the children below the age of 14 years. Even some states have taken steps towards free basic education, but they could not make it compulsory. The powers, rights and duties of the State instrumentalities of educational institutions and the citizens have been subjected to tremendous change from time to time.

### **3.2.2. Preamble and Right to Education:**

The Preamble provides the general purpose behind the several provisions of the Constitution. With the inclusion of the high ideals of, republic, socialism, equality, justice,

liberty and fraternity as the driving force that holds the key to the interpretation of the Constitution.

The Preamble indicates that only the individual who can uphold these ideals can be receptive of the rights, duties and privileges that are available through it. The Preamble also conceives that the citizen makes the suitable to achieve the high ideals that govern the spirit of being a governed by the Constitution.

The State promises allocation of its resources in an equitable manner. The use of the word 'justice' in the Preamble to the Constitution envisages the trinity of the Preamble, Fundamental Rights and the Directive Principles of State Policy. The Preamble is used in a broad spectrum to harmonize human rights with general welfare of the society. Justice in the Preamble implies social, economic and political equality. Justice promotes general wellbeing of the community and individual. The quality education was being made available to all citizens to promote their individual excellence and for the collective wellbeing of the community and for achieving justice as conceived in the Constitution. The repository of fundamental rights not specially mentioned under the Constitution of India is Article-21 and was initially the shelter under which the right to education got recognition as a fundamental right.

In India it needed the expansion of education at all stages and especially at the stage of Primary Education. That's why Government took active and sincere steps to make the Primary Education free, universal and compulsory. The Preamble of the Indian Constitution states about the

- a) Justice, social, economic and political.
- b) Liberty of thought, expression, belief, faith and worship.
- c) Equality of status and opportunity and to promote among them all.
- d) Fraternity assuring the dignity of the individual and the Unity and the Integrity of the Nation.

So, without education we cannot achieve goal of Constitutional framers i.e. justice, liberty, equality and fraternity. To achieve the goal which was set by the Constitutional framers needs the quality, free and compulsory Elementary Education to all the children without any discrimination on the basis of caste, sex, religion and place of birth. It should be provided equally to all the children.

**Article-14:**

It state that, the state shall not deny to any person equality before the law or the equal protection of the laws within the Territory of India. This Article prohibits discriminatory laws in India. Article is now proving as a bulwark against the discriminatory action. Article prescribes equality before law. But the fact remains that all persons are not equal by nature,

attainment and circumstances and therefore mechanical equality before law may result in injustice.

The Principle of Equality of law should deal alike with all in one class that there should be an equality of treatment under equal circumstances. It means that equals should not be treated unlike and unlike should not be treated alike. Like should be treated alike. Article- 14 does not prohibit the reasonable classification but it prohibits the class legislation. The right to education is equally available to all the children.

#### **Article-15:**

State that the prohibition of discrimination on ground of religion, race, caste, sex or place of birth.

- a) The State shall not discriminate against any Citizen on grounds only of religion, race, caste, sex, or place of birth or any of them.
- b) No Citizen shall on the ground of religion, race, caste, sex, or place of birth or any of them be subject to any disability, liability, restriction or condition with regard to,
  - i. Access to shops, public restaurants, hotels and places of public entertainment or
  - ii. The use of wells, tanks, bathing Ghats, roads and places of public resort maintained wholly or use of the general public.
- c) Nothing in this Article shall prevent the State from making any special provision for women and children.

Nothing in this Article or in clause (2) or Article-29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of Citizens or for the Scheduled Castes and the Scheduled Tribes. This Article provides the equal rights to all the children. There is no discrimination on the basis of caste, sex, religion and place of birth or any of the ground.<sup>29</sup>

#### **3.2.3. Article-21 as the Depository of Right to Life:**

Article-21 of the Constitution state that, no body shall be deprived from right to life and personal liberty except according to procedure established by the law. The Supreme Court of India has liberally interpreted the Article-21 and state that, right to life includes right to dignified life. So, the right to education is a very essential to live a dignified and respectable life. The numerous innovative reasons put forward by the Supreme Court to enlarge the scope of Article-21 in its number of decisions leads to the conclusion that the Article merely recognizes the right to life, which is inherently available to all humans.

It is not discriminated citizen or non-citizens. It is available to all the individuals. The right to education flows directly from this right to life. Right to livelihood, is an integral facet of the right to life and in the modern civilization this can be guaranteed only through education. Before incorporation as a restricted fundamental right under Article-21A, the right to education

had a wider ambit and encompassing the entire facet of Article-21. Even though, 'right to life' is the compendious expression for all those rights which are basic to the dignified enjoyment of life. The incorporation of a specific right to education for all children between the ages of six to fourteen years.<sup>30</sup>

### **3.3. Right to Free Education a Fundamental Right:**

First time question of right to free and compulsory education was raised in the case of *Mohini Jain Vs State of Karnataka and others*<sup>31</sup> popularly known as the 'Capitation Fee Case'. In this case, petitioner Mohini Jain of Meerut had challenged the validity of notification issued by the Government under the Karnataka Education Institutions (Prohibition of Capitation fee) Act, 1984 which was passed to regulate tuition fee to be charged by the Private Medical Colleges in the State. Under the notification, tuition fee to be charged from students was that the Candidates admitted against Government seats Rs. 2000 per annum, the Karnataka students Rs. 25000 per annum and students from outside Karnataka Rs. 60000 per annum. The petitioner was denied admission on the ground that, she was unable to pay the exorbitant tuition fee of Rs. 60000 per annum.

The Supreme Court has held that the Right to Education is a Fundamental Right under Article-21 of the Constitution which cannot be denied to a Citizen by charging higher fee known as the capitation fee. The Court declared that the Right to Education directly flows from right to life. Article-21 of the Constitution of India guarantees to all the 'Right to Life' which includes all those rights which are basic to the dignified enjoyment of life. The dignity of the individual can be ensured only when it is accompanied by the Right to Education.<sup>32</sup> In other words, the Right to Education directly flows from right to life. The position of Law became certain with the Constitutional Amendment specifically providing Right to Education as a distinct Fundamental Right. Emphasizing the need for the Right to Education, Chief Justice of U. S. Supreme Court observed, In these days, it is doubtful any child may reasonably expected to succeed in life, if he is denied the opportunity of an education. In order to make the 'right to education' a reality, the apex court observed that the

- a) Fundamental Right under part III of the Constitution should not remain beyond the reach of the larger majorities which are illiterate.
- b) State's obligation must be to provide educational facilities at all levels to its Citizen.
- c) The Educational Institutions should function to the best advantage of the Citizen and the opportunity to acquire education should not be confined to richer sections of the society.

#### **3.3.1. Right to Free Education is Fundamental Right, but up to the Age of 14 Years:**

*Unnikrishnan J. P.Vs State of Andhra Pradesh*<sup>33</sup> In this case the Supreme Court examines the correctness of the decision given by the court in Mohini Jain. The petitioner



running Medical and Engineering Colleges in the State of Andhra Pradesh, Karnataka, Maharashtra and Tamilnadu contended that if Mohini Jain decision is correct and followed by the respective State Governments they will have to close down their Colleges.

The five Judges bench by 3-2 majority, agreed with the Mohini Jain case decision and held that right to education is Fundamental Rights under Article-21 of the Constitution as it directly flows from 'right to life'. The court partly overruled the Mohini Jain's decision and held that the right to free education is available only to children until they complete the age of 14 years. After that the obligation of the state to provide education is subject to the limits of its economic capacity and development. The obligation created by Article-41, 45 and 46 can be discharged by the state either by establishing its own institutions or by aiding, recognizing or granting affiliation to private institutions. Private educational institutions are a necessity in the present day context. The original Article-41, 45 and 46 of the Constitution reads as follows.

**Article-41,** Right to work, to education and the public assistance in certain cases: The State shall, within the limits of its economic capacity and development, make effective provision for securing the right work, to education and public assistance in the cases of unemployment, old age, sickness and disablement and in other cases of undeserved want.

**Article-45,** Provision for childhood care and education to children below the age of fourteen years:

The State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

**Article-46,** Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and Other Weaker Sections, The State shall promote with special care the educational and economic interest of the weaker sections of the people and in particular of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation. Every child of this country shall have right to free education until he completes the age of 14 years. Thereafter his right to education is subject to the limits of economic capacity and development of the state. Court held that right to education has been treated as one of the transcendental importance in the life of an individual is recognized all over the world. Without education being provided to the citizen of this country, the objectives set forth in the Preamble to the Constitution cannot be achieved.

It is implied that the Right to Education flows from the right to life and personal liberty guaranteed by Article-21. The Fundamental Rights and Directive Principles of State Policy are supplementary and complementary to each other. The parameters of this right were placed in the light of Article-41, 45 and 46. The Court emphasized that a child has a Fundamental Right to free education up to the age of 14 years. These obligations discharge by the Government

either Government schools or private schools run by non- Governmental bodies, aided and recognized by the State.<sup>34</sup> Article-41, 45 and 46 are the Directive Principles of State Policies which imposed obligations on the Government to provide the free and compulsory Primary Education to all children below the age of 14 years.

### **3.4. Constitutional Amendment:**

**Article-21A** To make a Right to Free and Compulsory Education a Fundamental Right by way of 86<sup>th</sup> Amendment 2002 it was introduced in Parliament. The new Article-21A, confirm that the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may by law determine.

This Article guarantees to all children in the age group of 6 to 14 the Right to Free and Compulsory Education. The bill was scrutinized by the Parliamentary Standing Committee on Human Resource Development and the subject was also dealt within its 165<sup>th</sup> report by the Law Commission of India. After taking into consideration the report of the Law Commission of India and the recommendations of the Standing Committee of Parliament which proposed the amendments in part-III and Part-IV of the Constitution are being made which are as follows:

- a) To provide free and compulsory education to children in the age group of 6 to 14 years and for this purpose legislation would be introduced.
- b) Article-45 - State shall endeavour to provide early childhood care and education to children between the age of 6 to 14 years.

Amended Article-51A(k) is providing that it shall be the obligation on the parents to provide opportunities for education to their children.<sup>35</sup>

In India our Constitution gives us a quasi-federal form of Government. In which one is the Central Government and another is the State Government. But only in emergency period it acts like a unitary form of Government, that's why it is called as Quasi-Federal Government. There is a distribution of power between the Central Government and the State Government. For the distribution of power three lists are there Union list, State list and Concurrent list. In Union list 97 subjects are there on which only Central Government can make the law. In state list 66 subjects are there on which state has power to make the laws and third list is the concurrent list 47 subjects are there on these subjects' State and Central Government has power to make the laws. If the conflict has arises then the Central Government's law will prevail.

Education subject to some provisions relating to higher education was placed in the State list when the Constitution was framed. The situation continued till 1976. During the course of time, it was felt that adequate progress in providing free, universal and compulsory Elementary Education could not be made. With a view to bring the speedy changes in the situation, Constitution was amended and by way 42<sup>nd</sup> Amendment in 1976 education was placed in Concurrent List. The Forty Second Constitutional Amendment, 1976 affected the role

of Central and State Government in education. Education in the Concurrent List implies that Central Government as well as State Governments is responsible for the promotion of education. Entry 25 of the Concurrent List state that, States Education including technical education, medical education and university education subject to the provisions of entries 63, 64, 65 and 66 of the list.

Entries 63, 64, 65 and 66 of the Central List pertains to Central Universities, Institutions of National Importance, Coordination and determination of standards in institutions for higher education research and scientific and technical institutions. In case of any dispute between the Central Government and State Government, legislation framed by the Central Government will have overriding authority.

### **3.5. Landmark Judgment of Supreme Court on Right to Education:**

There are three important organs of the Government. The legislature, executive and judiciary, legislature makes the laws, executive implement the laws and judiciary interprets the laws. These three organs are separate from each other but the fully separation of power not accepted by our Constitution. The doctrine of separation of power is a part of the basic structure of the Indian Constitution. Our Constitution adopted the checks and balances theory which means judiciary has check on other two organs i.e. legislature and executive. Legislative branch remove the Judges by way impeachment procedure which means legislature check on judiciary. The checks and balances acts in such a way that no organ of the State becomes too powerful. It is very important that Article-50 of the Constitution puts and obligations over States to take steps to separate judiciary from the executive. But it is a Directive Principle of State policy therefore it's unenforceable.

The landmark Judgments of Supreme Court on Education as follows:

***Rev fr. Joseph Vs State of Kerala***<sup>36</sup> In this case Court held that the State Government is under no obligation to impart free and compulsory Education and they are not bound either to pay the teachers or to meet any of the expenses incurred by private schools. Article-45 does not prohibit imposing tax on individual for the purpose of meeting the expenses of imparting free education. Education cess imposed by Maharashtra Government is valid. This can be discharged by it through Government and aided Schools. During this period the Supreme Court said that implied the Right to Education from the other Articles of the Constitution.

In ***Re Kerala Education Bill Case***<sup>37</sup> the Court emphasized the solemn obligation placed on the State by Article-45 to provide free and compulsory education for children can be discharged by it through Government and aided school that Article-45 does not require the obligation to be discharged at the expenses of the minority communities.

***Ashoka Kumar Thakur Vs Union of India***<sup>38</sup> in this case the priorities from Primary Education to Higher Education and the diversion of resources and funds were in violation of

the right guaranteed under Article-21A. In this case Justice Dalveer Bhandari directed the Union of India to set a time limit within which this Article is going to be completely implemented. This time limit was set within six months. But the Union of India fails then this work should be done by the court. Education is one of the means for the success of democratic system of any Government. An educated Citizen may choose better representative to form the Government. Education provides the dignity to human being to develop himself as well as towards the development of the nation. The Framers of the Constitution realizing the importance of Education and imposed a duty on the State under Article-45 as one of the Directive Principles of State Policy to provide free education to all children until they complete the age of 14 years, within 10 years from the commencement of the Constitution.

The goal of Constitution which imposed by Article-45 could not be achieved within 10 years but succeeded after 52 years in the form of 86<sup>th</sup> Amendment Act, 2002. By way of this amendment the Article-21A was inserted in Part -III to provide the free and compulsory education to the children between the ages of 6 to 14 years. Kofi Anan the United Nations General Secretary said that, Education is a peace-building by another name. The World Bank estimates that about 125 million children between the age of five to eleven in poor countries do not attend the school. Education is the most crucial investment in human development. It is an instrument for developing an economically prosperous society for ensuring equity and social justice. Children of the nation are the important asset. The State makes policies within the limits of its economic capacity and development. It makes effective implementation of right to education and public assistance. The object of Constitutional framer is to abolish illiteracy from the Country. It was expected that the elected Government of the Country would honestly implement this directive. The Honorable Supreme Court held that right to free education falls in the ambit of 'right to life' enshrined by way of Article-21 of the Constitution.<sup>39</sup>

***Pramati Educational and Cultural Trust (R) and Other's Vs Union of India and Others***<sup>40</sup> this is a reference made by a three Judge Bench of this Court by order dated 06.09.2010. ***Society for Unaided Private Schools of Rajasthan Vs Union of India and Another***<sup>41</sup> in this case, the validity of clause (5) of Article-15 of the Constitution inserted with effect from 20.01.2006 and the validity of Article-21A of the Constitution inserted by the Constitution (Eighty Sixth Amendment) Act, 2002.

Clause (5) of Article-15 of the Constitution reads as follows:

Nothing in this Article or in sub-clause (g) of clause (1) of Article-19 shall prevent the State from making any special provision by law for the advancement of any socially and educationally backward classes of Citizens or for the Scheduled Castes or the Scheduled Tribes such special provisions relate to their admission to Educational Institution whether aided or

unaided by the state other than the Minority Educational Institutions referred in clause (1) of Article-30.

The Constitutional validity of clause (5) of Article-15 of the Constitution enables the state to make special provisions relating to admission in Educational Institutions. *Ashoka Kumar Thakur Vs Union of India and Others*<sup>42</sup> in this case the Constitution Bench held that clause (5) of Article-15 is valid and does not violate the 'Basic Structure' of the Constitution. But this bench of write petitions has been filed by Private Unaided Educational Institutions.

Article-21A provides a free and Compulsory Education to all children of the age of six to fourteen years. The Parliament has made Law contemplated by Article-21A by enacting the Right of Children to Free and Compulsory Education Act 2009. The Constitutional validity of the 2009 Act was considered by a three Judge Bench of the Supreme Court of India.

*The Society for Unaided Private Schools of Rajasthan Vs Union of India and Others*<sup>43</sup> two of the three Judges have held that the 2009 Act to be Constitutionally valid. They have also held that this Act is not applicable to unaided minority schools protected under Article-30 (1) of the Constitution. Both clauses of Article-15 and Article-21A were inserted in the Constitution by Parliament by exercise of its power of amendment under Article-368 of the Constitution.

The Supreme Court held that, it will be clear that the 2009 Act intended to achieve the Constitutional goal of Equality of opportunity through inclusive Elementary Education to all. That the private schools which did not receive Government aid should also take the responsibility of providing free and compulsory education of satisfactory quality to the children from disadvantaged and weaker sections. When we examine the 2009 Act it is found that under section 12(1)(c) read with section 2(n)(iv) of the Act an unaided school not receiving any kind of aid or grants from the Government. At least 25% seats shall be reserved to the weaker sections of the society.

The Supreme Court held that Constitution (Ninety Third Amendment) Act, 2005 inserting clause (5) of Article-15 of the Constitution and the Constitution (Eighty Sixth Amendment) Act, 2002 inserting Article-21A in the Constitution which do not alter the basic structure or frame work of the Constitution. The RTE Act, 2009 Act is not applies to minority schools aided or unaided covered under clause (1) of Article-30 of the Constitution is ultra-virus to the Constitution.

*State of UP and Others Vs Shiv Kumar Pathak and Others*<sup>44</sup> Supreme Court held that the crucial role of Universal Elementary Education which strengthens the social fabric of democracy through the provision of equal opportunities to all has been accepted. Since the inception of Republic Court held that when a child is educated the Nation marches towards civilization.

Almost two thousand years back Kautilya had stated that the parents who do not send their children to have the teachings, deserves to be punished. Similar was the climate in England almost seven Centuries back. The significance of education can be well recognized.

*Shikshan Prasarak Mandal, Pune Vs State of Maharashtra*<sup>45</sup> Article-21A now imposes a Constitutional duty on the part of the State to provide schools, infrastructure, trained teachers, curriculum and teaching-learning material including mid-day meal facilities.

*Shafeek S. Manager Vs State of Kerala*<sup>46</sup> the courts are cautious in the abuse of the right guaranteed when it ruled that managements of unrecognized schools cannot claim this right to protect their private interest and to run the schools unauthorized.

*Bharatiya Seva Samaj Trust Tr Pres and another Vs Yogeshbhai Ambala Patel and other*<sup>47</sup> educational opportunities to children for their promotion and welfare, is now an indispensable mandate which the state has to discharge the obligation to give effect to Article-21A of the Indian Constitution.

*State of Tamil Nadu Vs K. Shyam Sunder*<sup>48</sup> the Apex Court stated in this case-

- a) Education is the most important and effective means to create an egalitarian society.
- b) Earnest effort being made to bring education out of commercialism.
- c) Right of the child should be extended to quality education without any discrimination on economic, social and cultural grounds.
- d) Basic education should be qualitative, trained and eligible teachers as per norms fixed by the legislature should be appointed strictly adhered to.

*Avinash Mehrotra Vs Union of India and Others*<sup>49</sup> in this case Supreme Court held that the Right to Education included that the Right to the provisions of a safe environment in School and imposed an obligations on Schools to comply with certain fire safety precautions etc.

In this chapter the entire scenario of Primary Education has discussed. Earlier days the education started under the supervision of Guru. When Britishers came in India they obtained the Diwani powers and interested in administration to expand their business. They showed that they are really interested in welfare of people and continue grant to educational institutions but Primary Education was neglected during this period. Even after independence not much developed. Constitutional framers were well aware of problems of Indian that's why education added in chapter IV Directive Principles of State Policy. But Government was not serious about the implementation of Article-45 of Constitution.

But the Supreme Court has taken active steps for its implementation and gives the direction to the Government. Then the Government was serious and made amendment and inserted Article- 21A in our Constitution. For effective implementation of this Article the Right to Free and Compulsory Education Act, 2009 was passed by the Government

### STATUS OF PRIMARY EDUCATION IN KHANDESH IN KHANDESH REGION

#### 4.1. Introduction:

Education is an instrument to bring a peaceful and social revolution in the Country. According to thinkers in an Ancient India Vidya, knowledge, learning or education is the third eye of man which gives the correct insight into all affairs and teaches him how to act. So, education gives the correct insight to a men and women it determines the level of prosperity, welfare and the security of the people. Education is a unique investment in the present and future generation. It is complete development of the individual can make original contribution to the human life to his best capacity. Education transmits the culture of one generation to another generation. This is nothing but growth and growth never stop.

Education of an individual has begins from the conception and continues till the cremation. It goes on from womb to tomb or cradle to grave. In wider sense life is education and the education is life.<sup>50</sup> The wider meaning of Education includes all the meanings attached to formal, informal and non-formal education. It is said that the pupil gets one-fourth of his education from his teacher and another fourth on his own and another fourth from his fellow students and the rest in the course of time through life and experience.

#### 4.1.1. Types of Education:

Following are the types of education.

- a) **Formal Education:** Formal education is imparted in an Educational Institution or School or in Colleges. In ancient time it was imparted at the residence of the teacher also. School is the most important agency of the formal education.
- b) **Informal Education:** Informal Education takes into its orbit all indirect influences of the home and the society. The press, libraries, films and other agencies are included as agencies of informal education.
- c) **Non-formal Education:** Non-formal education is an arrangement wherein flexibility is the key word. The system is open and with regards to various aspects of education i.e. admission, curriculum, place of instruction, mode of instruction and time and duration of instruction. Open-university, open learning, the correspondence courses and distance education are the various examples of such system.<sup>51</sup>

#### 4.1.2. Aims and Objectives of Education:

The ignorance of right object in education adversely affects its contents, curriculum, methodology of teaching discipline and entire education process. A sound knowledge of aims and objectives in education is very helpful for the individual as well as the society.

- a) It is only after fixing our objectives of education that we can formulate curriculum, methodology of teaching and determine the nature of discipline.
- b) The objectives guide us to set up a suitable organization to achieve them.
- c) The objectives enable us to determine the nature of work and ethics.
- d) The objectives provide the motivation to achieve them.
- e) The knowledge of objectives keeps the entire person engaged in educational activity.

#### **4.2. Status of Primary Education in the Maharashtra State:**

The name Maharashtra pronounced (Maharashtra), the land of the Marathi speaking people, which derived from the Sanskrit words '*Maha*' meaning '*Great*' and *Rashtra* meaning '*Nation*', the name Maharashtra literally meaning great Nation.<sup>52</sup>

Maharashtra is a State in the Western Region of India and India's third largest State by area. Total population of Maharashtra State as per 2011 census is 112,374,333 of which male are 58,243,056 and female population 54,131,277. Mumbai is its Capital and Nagpur is winter capital. A larger proportion of the population resides in rural areas. Maharashtra is one of the wealthiest and most developed states in India and contributing 25 percent of the country's industrial output.

Ancient and medieval Maharashtra included the Empires of the Satavahana Dynasty, Rashtrakuta Dynasty, Western Chalukyas, Mughals and Marathas. It spread over 118809 square meters. Its coastline is 330 miles along the Arabian Sea. It is bordered by the Arabian Sea to the Indian States of Karnataka, Telangana, Goa, Gujarat, Chhattisgarh, Madhya Pradesh and the Union territory of Dadra and Nagar Haveli. The major rivers of the State are Godavari, Krishna, Narmada and Tapi. Maharashtra is divided into five geographical regions. Konkan is the western coastal region between Western Ghats and the sea. Khandesh is the north-western region lying in the valley of the Tapi River. Marathwada was part of the State of Hyderabad until 1956 and located in the south eastern part of the State. The third important region is the Satpura hills along with northern border and Bhamragad-Chiroli-Gaikhuri ranges on the eastern border which from physical barriers preventing easy movement.<sup>53</sup>

##### **4.2.1. Primary Education in Maharashtra:**

Maharashtra is one of the developed States in India and progress has been done in many fields. The literacy rate in Maharashtra State is 82.34 percent which is highest in the country and more than the literacy average in the country. The difference between the school children enrollment in terms of gender is about lower than 6 percent but goes to 15 percent when it comes to the levels of higher secondary and secondary schools. In the State, there was no uniformity in the teaching of English before 1960. As the State of Maharashtra, prior to 1960, was divided into three main regions.

- a) Western Maharashtra, b) Vidharbha and c) Marathwada



These three parts of the State were poles apart in their educational practices. There were no common links at either the primary or secondary school levels each region followed a different pattern of classes and a separate syllabus structure. Even the administrative machinery in place for both primary and secondary education was widely different across the State.

Early 1960's there were no uniformity of syllabus followed in the three main regions of the State, nor was there any uniformity in the duration of school education at different stages. This resulted in an imbalanced growth of education in various regions of the State and also gave rise to administrative problems. Maharashtra Education and Social Welfare Department prepared a report called, 'Educational Development in Maharashtra State (1950-51 to 1965-66)' with the aim of providing a comprehensive basis of planning for future educational development. Information from this document has been used to provide an insight into the educational affairs of the State prior to the formation of Zilla Parishads in 1962. It resulted in implementation of the uniform syllabus at primary level, and from 1972 English as a compulsory subject was introduced from the V standard in the State. Again the syllabus for Primary Education 1968 was prepared in the State following the National Policy on Education 1986. The Textbook Bureau has launched a new series of books for English as a third language, learning English for V to VIII standards based on the syllabus approved by the State Government. NCERT is also making a continuous effort to review and revise school syllabi from time to time.

Maharashtra has shown a remarkable growth in the field of Primary Education. Primary Education in Maharashtra has come a long way in the last two decades. According to the Census 2011, Maharashtra has the literacy rate of 82.34 percent keeping in pace with States like Kerala and Mizoram. Maharashtra Government has introduced several schemes and laws to encourage Primary Education in the State. Development of Primary Education has always been a top priority for Maharashtra State Government. In the year 1951, the Government initiated Primary Education in the rural areas in Maharashtra. Soon Primary Education was made compulsory in the State. Since then, there has been a steady rise in the number of students enrolling in primary schools. Free textbooks were given out to the students of first and second standard. Merit scholarships were introduced to encourage and support students. A plan was introduced to improve the Primary Education system in Maharashtra.

New methods of teaching were introduced and up gradation of courses and curriculum was initiated. Emphasis was given on more technical and professional ways of teaching. Teachers were encouraged to experiment and apply modern methods of teaching in schools. The format for examination was also changed.

The Maharashtra Government started the Pragat Shaikshnaik Maharashtra Programme on 22 June 2015 which announced new programme to raise educational standards and to

improve the quality of school education. The objective of this scheme is to ensure that not a single child remains below the expected norms and gains the proficiency in reading, writing and arithmetical concepts and operations. That they also hold baseline and competency tests in all school thrice a year to assess children. So many Programmes had conducted by Maharashtra Government i.e. to overcome the burden of school bag, to visit new schools which adopted the new scheme of learning, training to teacher, participation of teachers in school management, school adoption by the Government officers etc. The Zilla Parishad schools have undergone a complete transformation under this programme. Many schools are turning to digital means and adopting e-learning methods. To minimize the school absent ratio of children, Government had started SARAL means Systematic Administrative Reforms by Achieving Learning by Students this system for teachers online reporting and monitoring system which minimizes the student absentee in schools.<sup>54</sup>

One of the NGO 'Samarthan' had conducted survey in the 97,000 Primary School of Maharashtra State and found that the lack of playgrounds and electricity connections, inadequate teachers, no compound are some of the shortcomings in schools. A report stated that still facilities are absent in state schools even after the five years of implementation of the Right to Education Act. The situation has not changed even after the acceptance of RTE Act; 2009. It has been submitted to the State Government. The report also pointed out that the education departments expenditure on schemes has reduced marginally.<sup>55</sup>

#### **4.2.2. Category wise School in Maharashtra State:**

Table No. 4.1 shows that the category wise school in Maharashtra State, in year 2012-13, there are ten kinds of the category wise school in Maharashtra State. The primary (1-4) schools are nearby about 48.38 percent i.e. 50138 and primary with upper primary schools are 28.97 percent i.e. total 30015. Primary, Upper Primary, Secondary with HSC (1-12) are only 755. Only upper primary schools were 46. The Upper Primary, Secondary with HSC (5-12) was 5967. The Primary, Upper Primary with Secondary Schools was 1755. The Upper Primary with secondary (5-10) schools was 7552. The only secondary schools (8-10) were 5957. The secondary with HSC (8-12) schools were 943 and the last category of the schools were higher with the college attached (10-12) were 1497. It is concluded that the out of 103625 the 50138 were the primary schools. The total 67718 Primary Schools were established by the Government and Local Bodies. Only 659 schools were unrecognized schools in Maharashtra State. In brief, the maximum number of category wise schools is the Government and local bodies in Maharashtra State.

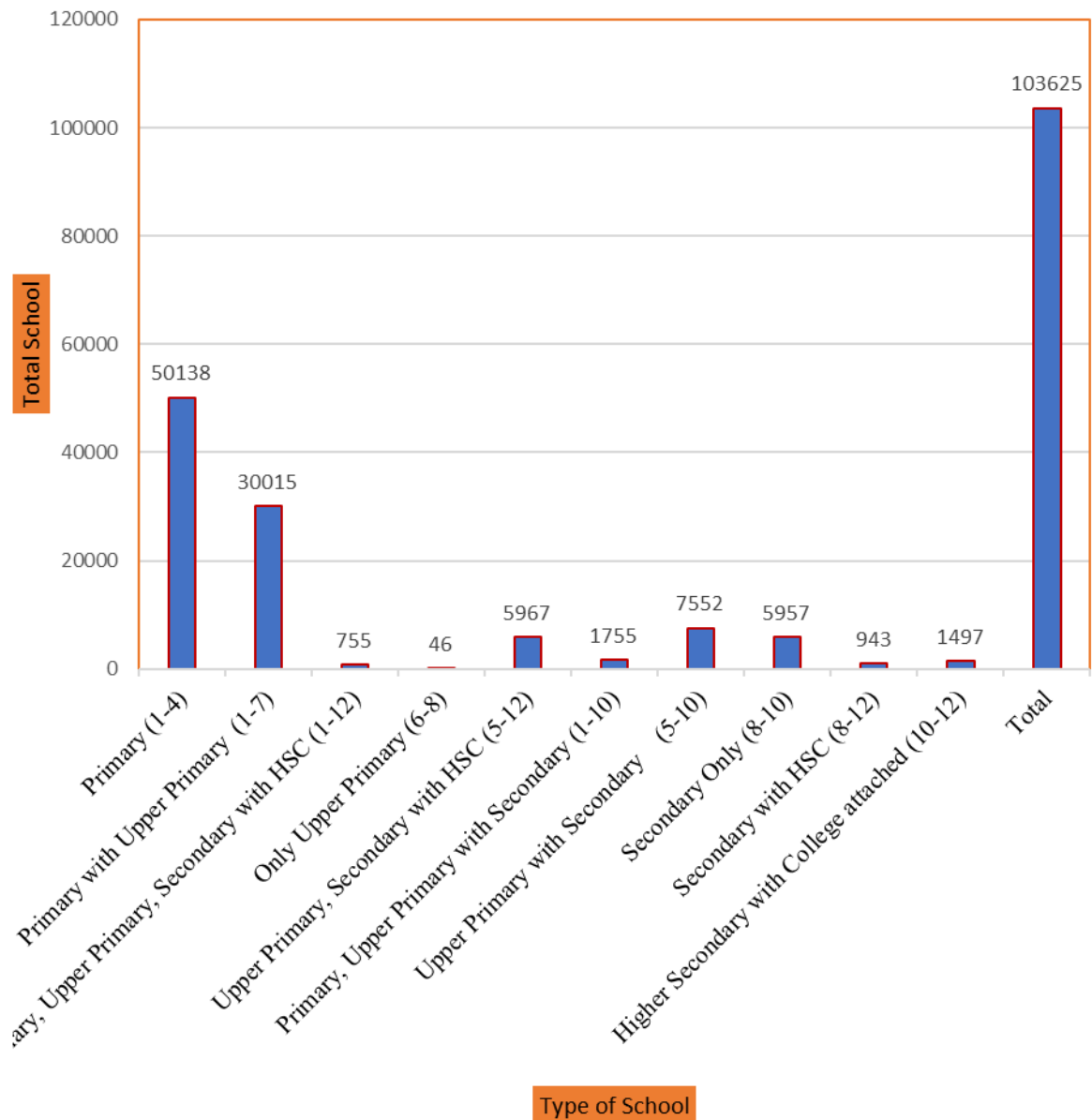
**Table No. 4.1****Category wise School in Maharashtra State, 2012-13**

Sr. No	Type of School	Govt. and Local Bodies	Private Aided	Private Unaided	Un Recognized	Total
1	Primary (1-4)	42921	2907	2915	395	<b>50138</b>
	%	85.61	5.80	5.81	0.79	<b>48.38</b>
2	Primary with Upper Primary (1-7)	22948	3468	3480	119	<b>30015</b>
	%	76.46	11.55	11.59	0.40	<b>28.97</b>
3	Primary, Upper Primary, Secondary with HSC (1-12)	226	239	287	3	<b>755</b>
	%	29.93	31.66	38.01	0.40	<b>0.73</b>
4	Only Upper Primary (6-8)	27	8	8	3	<b>46</b>
	%	58.70	17.39	17.39	6.52	<b>0.04</b>
5	Upper Primary, Secondary with HSC (5-12)	226	4356	382	3	<b>5967</b>
	%	3.79	73.00	6.40	0.05	<b>5.76</b>
6	Primary, Upper Primary with Secondary (1-10)	517	286	924	28	<b>1755</b>
	%	29.46	16.30	52.65	1.60	<b>1.69</b>
7	Upper Primary with Secondary (5-10)	445	5826	1158	23	<b>7552</b>
	%	5.89	77.15	15.33	0.30	<b>7.29</b>
8	Secondary Only (8-10)	281	2913	2686	77	<b>5957</b>
	%	4.72	48.90	45.09	1.29	<b>5.75</b>
9	Secondary with HSC (8-12)	17	583	340	3	<b>943</b>
	%	1.80	61.82	36.06	0.32	<b>0.91</b>
10	Higher Secondary with College attached (10-12)	10	673	809	5	<b>1497</b>
	%	0.67	44.96	54.04	0.33	<b>1.44</b>
	<b>Total</b>	<b>67718</b>	<b>21259</b>	<b>13989</b>	<b>659</b>	<b>103625</b>
	%	<b>65.35</b>	<b>20.52</b>	<b>13.50</b>	<b>0.64</b>	<b>100.00</b>

Source: State Profile, Based on UDISE, 2012-13.

**Graph No. 4.1**

**Category wise School in Maharashtra State, 2012-13**



#### 4.2.3. Medium-wise Schools in Maharashtra State:

Table No. 4.2 shows that the number of Medium-wise Schools in Maharashtra State in the year 2012-13. The total number of medium wise schools in Maharashtra State in 2012-13 was 103625. Ten types of medium-wise schools were found in Maharashtra. The highest number of school was in Marathi medium i.e. 87120 then English Medium 9130, Hindi medium 1693, Urdu Medium 4785, Bengali Medium 58, Gujarati Medium 327, Kanada Medium 347 and Sindhi, Tamil and Telugu Medium were 30, 50 and 85 respectively. It was

concluded that the total number of Government and Local Bodies' schools by Medium-wise were 67718 and unrecognized schools were 659. It is found more number of Schools is managed by Government and Local Bodies and very less number of unrecognized schools.

**Table No. 4.2**

**Medium wise School in Maharashtra State 2012-13**

Sr. No.	Medium	Govt. and Local Bodies	Private Aided	Private Unaided	Un Recognized	Total
1	Marathi	63625	18444	4843	208	<b>87120</b>
	%	73.03	21.17	5.56	0.24	<b>84.07</b>
2	English	321	541	7833	435	<b>9130</b>
	%	3.52	5.93	85.79	4.76	<b>8.81</b>
3	Hindi	676	638	375	4	<b>1693</b>
	%	39.93	37.68	22.15	0.24	<b>1.63</b>
4	Urdu	2533	1362	878	12	<b>4785</b>
	%	52.94	28.46	18.35	0.25	<b>4.62</b>
5	Bengali	54	3	8	0	<b>58</b>
	%	93.10	5.17	13.79	0.00	<b>0.06</b>
6	Gujarati	128	165	34	0	<b>327</b>
	%	39.14	50.46	10.40	0.00	<b>0.32</b>
7	Kannada	260	75	12	0	<b>347</b>
	%	74.93	21.61	3.46	0.00	<b>0.33</b>
8	Sindhi	7	18	5	0	<b>30</b>
	%	23.33	60.00	16.67	0.00	<b>0.03</b>
9	Tamil	44	4	2	0	<b>50</b>
	%	88.00	8.00	4.00	0.00	<b>0.05</b>
10	Telugu	70	9	6	0	<b>85</b>
	%	82.35	10.59	7.06	0.00	<b>0.08</b>
	<b>Total</b>	<b>67718</b>	<b>21259</b>	<b>13989</b>	<b>659</b>	<b>103625</b>
	%	<b>65.35</b>	<b>20.52</b>	<b>13.50</b>	<b>0.64</b>	<b>100.00</b>

Source: State Profile, Based on UDISE, 2012-13.

**4.2.4. Student Enrollment in Maharashtra State:**

Table No. 4.3 show that the student enrolled in Maharashtra State in 2012-13 was 21851843. The total Primary Schools student enrollment was 10284359. Upper Primary class students were 5942184. Secondary class students were 3420798. Total enrollment of the higher secondary schools was 2204502 and in all classes category only Government and Local Bodies

were 6897281. The lower number of unrecognized schools students were 58582. It is concluded that the as compared to boys, girls enrollment were less in Maharashtra State.

**Table No. 4.3**

**Student Enrolled in Maharashtra State 2012-13**

Sr. No	No. of Students Enrolled in	Govt. and Local Bodies	Private Aided	Private Unaided	Un Recognized	Total
1.	Primary Classes (1-5)					
	Boys	2630632	1445283	1342262	27342	5445519
	Girls	2572773	1275004	972314	18749	4838840
	Total	5203405	2720287	2314576	46091	10284359
2.	Upper Primary Classes (6-8)					
	Boys	699088	1933974	544287	4375	3181724
	Girls	701526	1674853	381066	3015	2760460
	Total	1400614	3608827	925353	7390	5942184
3.	Secondary Classes (9-10)					
	Boys	119683	1404887	328155	2320	1855045
	Girls	106738	1219321	237948	1746	1565753
	Total	226421	2624208	566103	4066	3420798
4.	Higher Secondary (11-12)					
	Boys	35666	963024	177410	553	1176653
	Girls	31185	872427	123755	482	1027849
	Total	66851	1835451	301165	1035	2204502
5.	All Classes (1-12)					
	Boys	3485059	5747168	2392114	34590	11658941
	Girls	3412222	5041605	1715083	23992	10192902
	Total	6897281	10788773	4107197	58582	21851843

Source: State Profile, Based on UDISE, 2012-13.

**4.2.5. Medium-wise Teacher in Maharashtra State:**

Table No. 4.4 reveals that the medium wise teacher in Maharashtra State in 2012-13. The total number of teachers in Maharashtra were 690977. The total number of Marathi medium teachers in Maharashtra was 526758 in 2012-13. The total English medium teachers were 104330.

**Table No. 4.4****Medium wise Teacher in Maharashtra State 2012-13**

Sr. No.	Medium	Govt. and Local Bodies	Private Aided	Private Unaided	Un Recognized	Total
1	Marathi	256170	240142	29326	1120	526758
	%	90.18	85.12	24.14	34.04	76.23
2	English	4622	12691	84925	2092	104330
	%	1.63	4.50	69.91	63.59	15.10
3	Hindi	6200	9482	2259	20	17961
	%	2.18	3.36	1.86	0.61	2.60
4	Urdu	14497	16348	4669	58	35572
	%	5.10	5.79	3.84	1.76	5.15
5	Bengali	290	21	3	0	314
	%	0.10	0.01	0.00	0.00	0.05
6	Gujarati	572	2482	162	0	3216
	%	0.20	0.88	0.13	0.00	0.47
7	Kannada	1070	766	59	0	1895
	%	0.38	0.27	0.05	0.00	0.27
8	Sindhi	18	141	31	0	190
	%	0.01	0.05	0.03	0.00	0.03
9	Tamil	341	18	10	0	369
	%	0.12	0.01	0.01	0.00	0.05
10	Telgu	289	41	42	0	372
	%	0.10	0.01	0.03	0.00	0.05
	Total	284069	282132	121486	3290	690977
	%	100.00	100.00	100.00	100.00	100.00

Source: State Profile, Based on UDISE, 2012-13

Out of these the total number of Marathi medium teachers was 76.23 percent. English medium teachers were only 15.10 percent and Hindi medium teachers were 2.60 percent. The Urdu, Bengali, Gujarati, Kanada, Sindhi, Tamil and Telugu medium teachers' percentage was comparatively very less. It is conclude that maximum teachers was working in Government, local bodies and private aided school in Maharashtra State

#### **4.3. Status of Primary Education in Khandesh Region:**

Khandesh Region is the northwestern portion of Maharashtra State. Originally the Khandesh State was founded and ruled by the Faruqi Dynasty with the capital at Burhanpur which is now in Madhya Pradesh. Khandesh State had covered the area of the today's Dhule, Jalgaon District and Nandurbar districts of Maharashtra State and Burhanpur District of Madhya Pradesh State. Khandesh lies on the Northwestern corner of the Deccan plateau in the valley of the Tapi River. It is bound to the North by the Satpura

range, to the south by the Hills of Ajanta belonging to the Marathwada region and to the west by the northernmost ranges of the Western Ghats and beyond them the coastal plains of Gujarat. After Independence, Bombay province became Bombay State which in 1960 was divided into the linguistic States of Maharashtra and Gujarat. During the formation of the States in India, Burhanpur became the part of the State of Madhya Pradesh and in 1960 East Khandesh became Jalgaon District and West Khandesh became Dhule of the Maharashtra State. Presently Khandesh Region includes the three district i.e. Dhule, Nandurbar , Jalgaon District and some tuluka's of Nasik district but the researcher confined this study only for three district and specifically Jalgaon District has selected for the study purpose.

#### **4.3.1 Number of Schools in Khandesh Region:**

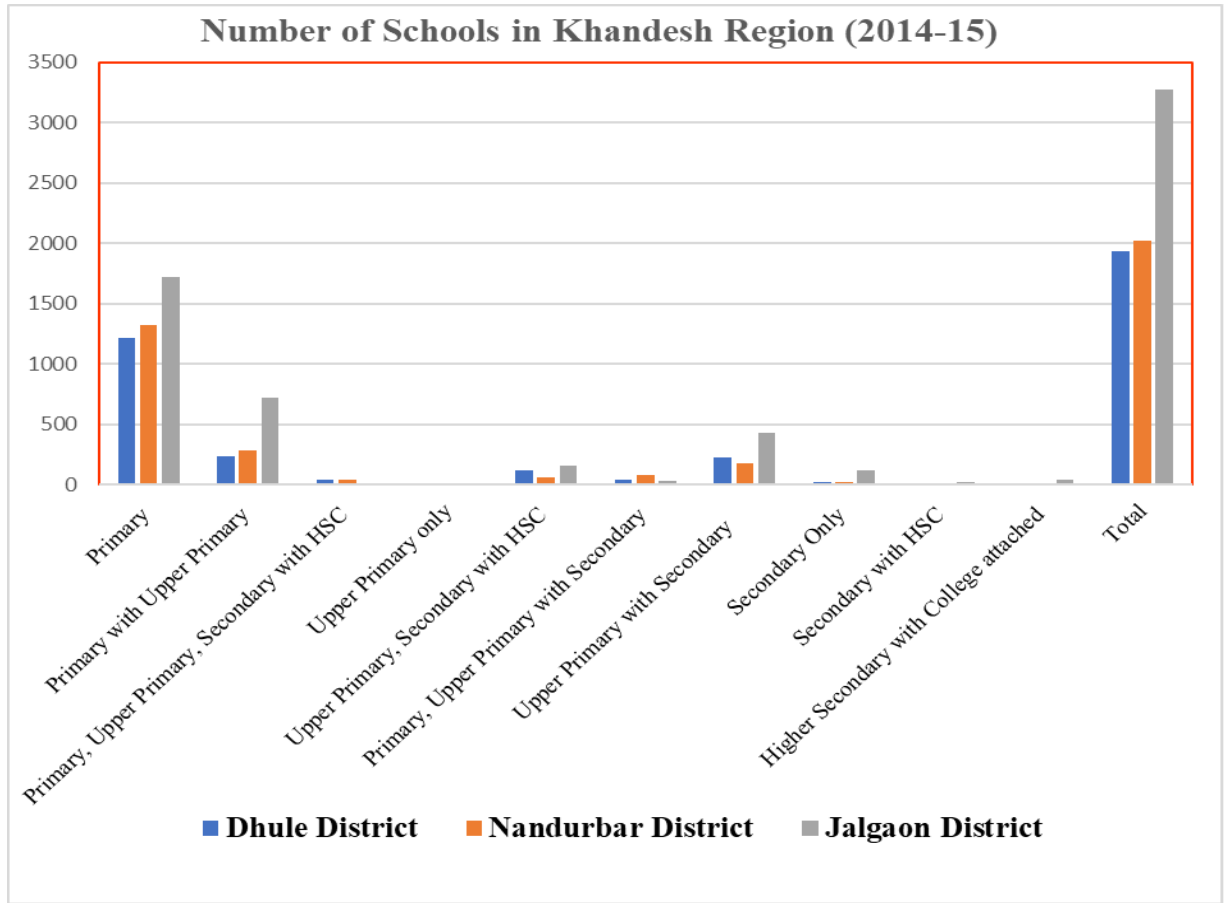
Table No. 4.5 reveals that the number of schools in Khandesh region in the year 2014-15. The total number of schools in Khandesh region was 7227 out of these 4263 were primary school (58.99 percent). Out of that the primary school of Jalgaon District was 40.32 percent and remaining schools from Dhule (28.62 percent) and Nandurbar (31.06 percent). Primary with Upper Primary Schools in Khandesh region were 1250 and highest schools in Jalgaon District and lowest schools in Dhule district. The number of Primary, Upper Primary Secondary with HSC schools was only 99 and highest in Dhule i.e. 46.46 percent and lowest in Jalgaon District i.e. 13.13 percent. Only upper primary schools were 8 in Khandesh region and there is no school in Dhule district. All types of schools in Khandesh region was 7227 out of these in Jalgaon District 3271 (45.26 percent) in Dhule 1938 (26.82) and in Nandurbar 2018 (27.92 percent) schools were in Nandurbar district. It is conclude that maximum number of school in Jalgaon District of Khandesh Region.



**Table No. 4.5****Number of Schools in Khandesh Region (2014-15)**

Sr. No.	Type of School	Dhule District	Nandurbar District	Jalgaon District	Total / Khandesh
1	Primary	1220	1324	1719	<b>4263</b>
	%	28.62	31.06	40.32	<b>58.99</b>
2	Primary with Upper Primary	241	288	721	<b>1250</b>
	%	19.28	23.04	57.68	<b>17.30</b>
3	Primary, Upper Primary, Secondary with HSC	46	40	13	<b>99</b>
	%	46.46	40.40	13.13	<b>1.37</b>
4	Upper Primary only	0	5	3	<b>8</b>
	%	0.00	62.50	37.50	<b>0.11</b>
5	Upper Primary, Secondary with HSC	120	65	163	<b>348</b>
	%	34.48	18.68	46.84	<b>4.82</b>
6	Primary, Upper Primary with Secondary	45	77	36	<b>158</b>
	%	28.48	48.73	22.78	<b>2.19</b>
7	Upper Primary with Secondary	225	177	434	<b>836</b>
	%	26.91	21.17	51.91	<b>11.57</b>
8	Secondary Only	22	22	116	<b>160</b>
	%	13.75	13.75	72.50	<b>2.21</b>
9	Secondary with HSC	8	10	20	<b>38</b>
	%	21.05	26.32	52.63	<b>0.53</b>
10	Higher Secondary with College attached	11	10	46	<b>67</b>
	%	16.42	14.93	68.66	<b>0.93</b>
	<b>Total</b>	<b>1938</b>	<b>2018</b>	<b>3271</b>	<b>7227</b>
	%	<b>26.82</b>	<b>27.92</b>	<b>45.26</b>	<b>100.00</b>

Source: Report Maharashtra, UDISE, 2014-15

**Graph No. 4.2**

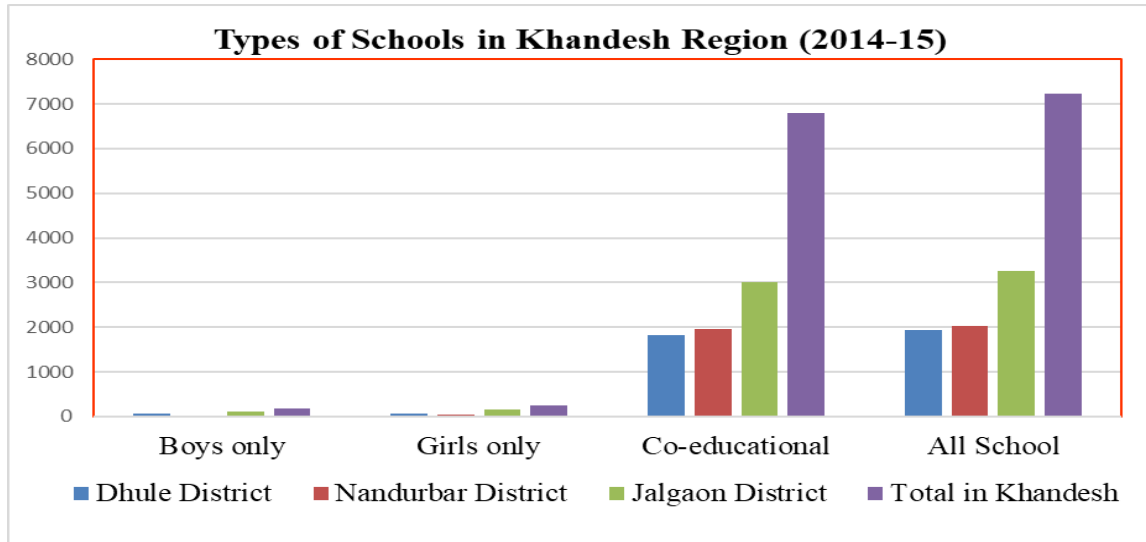
#### 4.3.2. Types of Schools in Khandesh Region:

Table No. 4.6 reveals that the types of schools in Khandesh region in the year 2014-15. There are four types of school in Khandesh region and the total number of schools is 7236. Maximum numbers of schools were co-educational school i.e. 6795 (93.91 percent), only girl's

**Table No. 4.6****Types of Schools in Khandesh Region (2014-15)**

Sr. No.	Type of School	Dhule District	Nandurbar District	Jalgaon District	Total in / Khandesh
1	Boys only	55	22	110	187
	%	29.41	11.76	58.82	2.58
2	Girls only	73	36	145	254
	%	28.74	14.17	57.09	3.51
3	Co-educational	1819	1960	3016	6795
	%	26.77	28.84	44.39	93.91
4	<b>All School</b>	<b>1947</b>	<b>2018</b>	<b>3271</b>	<b>7236</b>
	<b>%</b>	<b>26.91</b>	<b>27.89</b>	<b>45.20</b>	<b>100.00</b>

Source: Report Maharashtra, UDISE, 2014-1

**Graph No. 4.3**

education schools were 254 (3.51) and boys only 187 (2.58). The total number of schools were 7236 out of these 3271(45.20 percent) schools in a Jalgaon District, 2018(27.89 percent) in Nandurbar district and 1947(26.91) in a Dhule district. It is concluded that the 45.20 percent schools are in Jalgaon District which are highest in Khandesh region.

#### 4.3.3. Number of Schools in Dhule District:

**Table No. 4.7****Number of Schools in Dhule District (2014-15)**

Sr. No.	Type of School	Private Aided	Private Unaided	Mada rsha	Govt. Defined	Other	All School
1	Primary	79	0	0	1147	3	<b>1229</b>
	%	16.19	0.00	0.00	78.89	60.00	<b>63.12</b>
2	Primary with Upper Primary	57	0	0	183	1	<b>241</b>
	%	11.68	0.00	0.00	12.59	20.00	<b>12.38</b>
3	Primary, Upper Primary, Secondary with HSC	30	0	0	16	0	<b>46</b>
	%	6.15	0.00	0.00	1.10	0.00	<b>2.36</b>
4	Upper Primary only	0	0	0	0	0	<b>0</b>
	%	0.00	0.00	0.00	0.00	0.00	<b>0.00</b>
5	Upper Primary, Secondary with HSC	107	0	0	13		<b>120</b>
	%	21.93	0.00	0.00	0.89	0.00	<b>6.16</b>
6	Primary, Upper Primary with Secondary	23	0	0	22	0	<b>45</b>
	%	4.71	0.00	0.00	1.51	0.00	<b>2.31</b>
7	Upper Primary with Secondary	173	0	0	51	1	<b>225</b>
	%	35.45	0.00	0.00	3.51	20.00	<b>11.56</b>
8	Secondary Only	6	0	0	16	0	<b>22</b>
	%	1.23	0.00	0.00	1.10	0.00	<b>1.13</b>
9	Secondary with HSC	3	0	0	5	0	<b>8</b>
	%	0.61	0.00	0.00	0.34	0.00	<b>0.41</b>
10	Higher Secondary with College attached	10	0	0	1	0	<b>11</b>
	%	2.05	0.00	0.00	0.07	0.00	<b>0.56</b>
<b>Total</b>		<b>488</b>	<b>0</b>	<b>0</b>	<b>1454</b>	<b>5</b>	<b>1947</b>
		<b>100.00</b>	<b>0.00</b>	<b>0.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>

Source: Report Maharashtra, UDISE, 2014-15.

Table No. 4.7 shows that the number of schools in Dhule district in the year 2014-15. The Primary Schools in Dhule district was 1229 i.e. 63.12 percent. The Primary with Upper Primary Schools were 241 i.e. 12.38 percent. Primary, Upper Primary and Secondary Schools were 46 i.e. 2.36 percent. Only Upper Primary School was zero. The Upper Primary, Secondary with HSC schools were only 120 i.e. 6.16 percent. Primary, Upper Primary with Secondary, Upper Primary with Secondary, Secondary only, Secondary with HSC and Higher Secondary with college attached schools were very less in number. It is observed that the primary schools are more than the other schools by category in Dhule district.

#### 4.3.4. Types of Schools in Dhule District:

Table No. 4.8 shows that the types of schools in Dhule district. The total number of all schools by types in Dhule district was 1947 in 2014-15. Out of these Primary Schools was 1229 (63.12 percent). Only boys primary schools were 35 (2.85 percent), only girl Primary Schools 36 (2.93 percent) and co-education schools were 1158 (94.22 percent). The number of schools by category were 1947 out of these only boys 55 (2.82) schools, only girls schools 73 (3.75 percent) and the co-education schools 1819 (93.43 percent). So, it is concluded that majority schools which are co-educational schools i.e. 93.43 percent in Dhule district.

**Table No. 4.8**

#### Types of Schools in Dhule District (2014-15)

Sr. No.	Type of School	Boys only	Girls only	Co-educational	Total
1	Primary only	35	36	1158	<b>1229</b>
	%	2.85	2.93	94.22	<b>63.12</b>
2	Primary with Upper Primary	6	8	227	<b>241</b>
	%	2.49	3.32	94.19	<b>12.38</b>
3	Primary, Upper Primary, Secondary with HSC	1	2	43	<b>46</b>
	%	2.17	4.35	93.48	<b>2.36</b>
4	Upper Primary only	0	0	0	<b>0</b>
	%	0.00	0.00	0.00	<b>0.00</b>
5	Upper Primary, Secondary with HSC	7	11	102	<b>120</b>
	%	5.83	9.17	85.00	<b>6.16</b>
6	Primary, Upper Primary with Secondary	0	3	42	<b>45</b>
	%	0.00	6.67	93.33	<b>2.31</b>
7	Upper Primary with Secondary	6	11	208	<b>225</b>
	%	2.67	4.89	92.44	<b>11.56</b>
8	Secondary Only	0	1	21	<b>22</b>
	%	0.00	4.55	95.45	<b>1.13</b>
9	Secondary with HSC	0	0	8	<b>8</b>
	%	0.00	0.00	100.00	<b>0.41</b>
10	Higher Secondary only	0	1	10	<b>11</b>
	%	0.00	9.09	90.91	<b>0.56</b>
11	Other	0	0	0	<b>0</b>
	%	0.00	0.00	0.00	<b>0.00</b>
	<b>All School</b>	<b>55</b>	<b>73</b>	<b>1819</b>	<b>1947</b>
	%	<b>2.82</b>	<b>3.75</b>	<b>93.43</b>	<b>100.00</b>

Source: Report Maharashtra, UDISE, 2014-15

#### 4.3.5. Number of Schools in Nandurbar District:

Table No. 4.9 shows that the number of schools in Nandurbar District in 2014-15. The total number of schools in Nandurbar district was 2018 in 2014-15. Total number of Primary Schools was 1324 i.e. 65.61 percent. The number of Primary with Upper Primary Schools were 288 i.e. 14.27 percent. The Primary, Upper Primary and Secondary with HSC schools were 40 i.e. 1.98 percent. Only Upper Primary Schools were 5 i.e. 0.25 Percent. Upper Primary, Secondary with HSC 65 i.e. 3.22 percent. In Primary, Upper Primary with Secondary Schools were 77 i.e. 3.82 percent. Upper Primary with Secondary Schools were 177 i.e. 8.77 percent. Only Secondary Schools were 22 i.e. 1.09 percent. The Higher Secondary with College attached schools were 10 i.e. only 0.50 percent. Therefore it is concluded that the only Primary Schools are more in Nandurbar district.

**Table No. 4.9**

**Number of Schools in Nandurbar District (2014-15)**

Sr. No.	Type of School	Private Aided	Private Unaided	Madars ha	Govt. Defined	Other	All School
1	Primary	38	9	0	1277	0	<b>1324</b>
	%	15.90	30.00	0.00	73.22	0.00	<b>65.61</b>
2	Primary with Upper Primary	24	0	0	264	0	<b>288</b>
	%	10.04	0.00	0.00	15.14	0.00	<b>14.27</b>
3	Primary, Upper Primary, Secondary with HSC	15	0	0	25	0	<b>40</b>
	%	6.28	0.00	0.00	1.43	0.00	<b>1.98</b>
4	Upper Primary only	0	0	0	0	5	<b>5</b>
	%	0.00	0.00	0.00	0.00	100.00	<b>0.25</b>
5	Upper Primary, Secondary with HSC	50	3	0	12	0	<b>65</b>
	%	20.92	10.00	0.00	0.69	0.00	<b>3.22</b>
6	Primary, Upper Primary with Secondary	12	2	0	63	0	<b>77</b>
	%	5.02	6.67	0.00	3.61	0.00	<b>3.82</b>
7	Upper Primary with Secondary	88	16	0	73	0	<b>177</b>
	%	36.82	53.33	0.00	4.19	0.00	<b>8.77</b>
8	Secondary Only	5	0	0	17	0	<b>22</b>
	%	2.09	0.00	0.00	0.97	0.00	<b>1.09</b>
9	Secondary with HSC	2	0	0	8	0	<b>10</b>
	%	0.84	0.00	0.00	0.46	0.00	<b>0.50</b>
10	Higher Secondary with College attached	5	0	0	5	0	<b>10</b>
	%	2.09	0.00	0.00	0.29	0.00	<b>0.50</b>
	<b>Total</b>	<b>239</b>	<b>30</b>	<b>0</b>	<b>1744</b>	<b>5</b>	<b>2018</b>
	%	<b>11.84</b>	<b>1.49</b>	<b>0.00</b>	<b>86.42</b>	<b>0.25</b>	<b>100.00</b>

Source: Report Maharashtra, UDISE, 2014-15.

#### 4.3.6. Types of Schools in Nandurbar District:

Table No. 4.10 shows Types of Schools in Nandurbar District in the year 2014-15. The total number of schools by school category was 2018. Total number of Primary Schools was 1324 i.e.65.61 percent. The maximum number of Co-educational Primary Schools are 1290 (97.43 percent), only girl's education schools were 16 (1.21) and boys only 18 (1.36). The total number of schools were 2018 out of these 1960 (97.43 percent) schools were the co-educational schools, only girls 36 (1.78 percent) and only boys 22 (1.09 percent). Therefore it is concluded that number of co-educational schools are 1960 i.e.97.13 percent which are highest number of schools in Nandurbar district.

**Table No. 4.10**

#### Types of Schools in Nandurbar District (2014-15)

Sr. No.	Type of School	Boys only	Girls only	Co-educational	Total
1	Primary only	18	16	1290	<b>1324</b>
	%	1.36	1.21	97.43	<b>65.61</b>
2	Primary with Upper Primary	0	0	288	<b>288</b>
	%	0.00	0.00	100.00	<b>14.27</b>
3	Primary, Upper Primary, Secondary with HSC	0	3	37	<b>40</b>
	%	0.00	7.50	92.50	<b>1.98</b>
4	Upper Primary only	0	0	5	<b>5</b>
	%	0.00	0.00	100.00	<b>0.25</b>
5	Upper Primary, Secondary with HSC	2	4	59	<b>65</b>
	%	3.08	6.15	90.77	<b>3.22</b>
6	Primary, Upper Primary with Secondary	0	2	75	<b>77</b>
	%	0.00	2.60	97.40	<b>3.82</b>
7	Upper Primary with Secondary	2	11	164	<b>177</b>
	%	1.13	6.21	92.66	<b>8.77</b>
8	Secondary Only	0	0	22	<b>22</b>
	%	0.00	0.00	100.00	<b>1.09</b>
9	Secondary with HSC	0	0	10	<b>10</b>
	%	0.00	0.00	100.00	<b>0.50</b>
10	Higher Secondary only	0	0	10	<b>10</b>
	%	0.00	0.00	100.00	<b>0.50</b>
11	Other	0	0	0	<b>0</b>
	%	0.00	0.00	0.00	<b>0.00</b>
	<b>All Schools</b>	<b>22</b>	<b>36</b>	<b>1960</b>	<b>2018</b>
	%	1.09	1.78	97.13	<b>100.00</b>

Source: Report Maharashtra, UDISE, 2014-15.

#### **4.4. Development of Elementary Education in Jalgaon District:**

The Jalgaon District is located in the north-west region of the State of Maharashtra. It is bounded by Satpuda mountain ranges in the North and Ajanta Mountain ranges in South. Little was known about the pre-history of Jalgaon District but recent surveys of the Tapi and the Girna valley have brought to light a mass of material which is in keeping with the adopted norms in the evolution of material culture and the history of man. In the 18<sup>th</sup> century Khandesh was captured by British troops from the Holkar regime and Dhule was the Head Quarter. According to some Ancient sources the name comes from the Khandava forest of Mahabharata. During the British Rule in 1906, the district was divided into East Khandesh and the West Khandesh for the administrative convenience. In 1956 with the reorganization of States, it was included in the Bombay State and with the formation of Maharashtra in 1960 and Jalgaon District became a district of the State. In Parola, remains a fort believed that those belong to the father of the great Rani of Jhanshi.

The district consists of 15 Talukas i.e. Jalgaon District, Jamner, Erandol, Dharangaon, Bhusawal, Bodwad, Yawal, Raver, Muktainagar, Amalner, Chopda, Parola, Pachora, Chalisgaon and Bhadgaon. Presently there are 11 Vidhan Sabha Constituencies in the district. In Jalgaon District Tapi River is flowing from the northern most side. The major rivers flowing from the Jalgaon District are i.e. Tapi and Girana. Other than that Vaghur, Aagnavati, Anajani, Bori, Mora, Aaner, Suki, Hivara, Bhavula and Manyad are the other rivers. The World famous Heritage site Ajanta Caves is only 55 km from Jalgaon District. This is one of the major World Heritage place. The District has excellent rail and road connectivity and is a central destination to reach out to major places in India. The Jalgaon District market is mainly known for gold, pulses, wholesale tea, agriculture and grain trading. Banana and Cotton are the main crops of Jalgaon District. Bannans grown in the district are exported outside the State and other countries far and wide. This is largest Banana growing district in India. Jalgaon District is also growing up as a premier Educational place with many colleges in the field of Engineering, Management and Computer Science.

#### 4.4.1. Growth of Population in Jalgaon District:

Table No. 4.11 reveals that the total number of Taluka's in Jalgaon District

**Table No. 4.11**

#### Growth of Population in Jalgaon District

Year	Rural / Urban	Population			Decadal Growth Rate in %
		Male	Female	Total	
1961	Rural	695124	672702	1367826	36.25
	Urban	206877	190344	397221	-15.02
	<b>Total</b>	<b>902001</b>	<b>863046</b>	<b>1765047</b>	<b>19.96</b>
1971	Rural	827895	793080	1620975	18.51
	Urban	261945	240201	502146	26.41
	<b>Total</b>	<b>1089840</b>	<b>1033281</b>	<b>2123121</b>	<b>20.29</b>
1981	Rural	1001694	958323	1960017	20.92
	Urban	341269	316988	658257	31.09
	<b>Total</b>	<b>1342963</b>	<b>1275311</b>	<b>2618274</b>	<b>23.32</b>
1991	Rural	1187625	1125340	2312965	18.01
	Urban	455248	419421	874669	32.88
	<b>Total</b>	<b>1642873</b>	<b>1544761</b>	<b>3187634</b>	<b>21.75</b>
2001	Rural	1357031	1272865	2629896	13.70
	Urban	548462	504332	1052794	20.36
	<b>Total</b>	<b>1905493</b>	<b>1777197</b>	<b>3682690</b>	<b>15.53</b>
2011	Rural	1500514	1386692	2887206	9.78
	Urban	696851	645860	1342711	27.54
	<b>Total</b>	<b>2197365</b>	<b>2032552</b>	<b>4229917</b>	<b>14.86</b>

Source: Socio- Economic Survey – 2012, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra.

The total population in the year 1961 was 1765047 Lakhs out of these the male population is 902001 Lakhs and female population is 863046 Lakhs. As per census 2011 the total population is 4229917 Lakhs out of these male population is 2197365 Lakhs and female population is 2032552 Lakhs. As compared to 1971 the decadal growth rate was 18.51 percent and in 2011 it is decreased to 14.86 percent. As compare to urban population growth in villages are less.



#### 4.4.2. Rural and Urban Population in Jalgaon District:

Table No. 4.12 reveals the percentage of rural and urban population since 1961 to 2011 in Jalgaon District. In 1961, the rural population in

**Table No. 4.12**

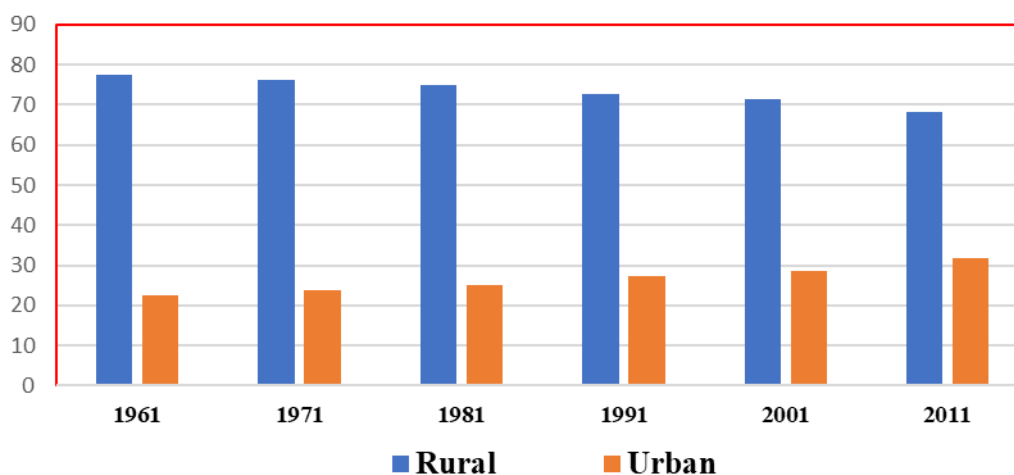
**Percentage of Rural and Urban Population in Jalgaon District**

Sr. No.	Population	1961	1971	1981	1991	2001	2011
1.	Rural	77.49	76.34	74.85	72.56	71.41	68.20
2.	Urban	22.50	23.65	25.14	27.44	28.59	31.80
3.	Total	100.00	100.00	100.00	100.00	100.00	100.00

Source: Socio- Economic Survey – 2012, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra.

**Graph No. 4.4**

**Percentage of Rural and Urban Population in Jalgaon District**



Jalgaon District was 77.49 and urban population 22.50 percent. In 2011 the rural population of Jalgaon District is 68.20 percent and the rural population was 31.80 percent. Therefore it is concluded that the rural population of the Jalgaon District is decreasing and the urban population is increasing due to the urbanization.

#### 4.4.3. Taluka-wise Population in Jalgaon District:

Table No. 4.13 reveals that the total number of Taluka's in Jalgaon District are fifteen. As per census 2011, total population of Jalgaon District

**Table No. 4.13****Talukawise Population in Jalgaon District (Census 2011)**

Sr. No	Taluka	Rural / Urban	Area in Sq. kmt.	No. of Vallages/Town	Population			Density of Population	Male-Female Ratio
					Male	Female	Total		
1	Chopda	Rural	781.65	119	123976	116056	240032	307	933
		Urban	6.48	1	37601	35182	72783	11232	929
		<b>Total</b>	<b>788.13</b>	<b>120</b>	<b>161577</b>	<b>151238</b>	<b>312815</b>	--	--
2	Yawal	Rural	654.27	91	107343	101591	208934	319	944
		Urban	7.38	2	32638	30670	63308	8578	933
		<b>Total</b>	<b>661.65</b>	<b>93</b>	<b>107343</b>	<b>132261</b>	<b>239604</b>	--	--
3	Raver	Rural	664.76	116	136669	127790	264459	398	934
		Urban	4.30	2	24480	23143	47623	11075	947
		<b>Total</b>	<b>669.06</b>	<b>118</b>	<b>161149</b>	<b>150933</b>	<b>312082</b>	--	--
4	Muktai nagar	Rural	629.78	84	84599	78845	163444	260	937
		Urban	0.00	0	0	0	0	0	0
		<b>Total</b>	<b>629.78</b>	<b>84</b>	<b>84599</b>	<b>78845</b>	<b>163444</b>	--	--
5	Bodwad	Rural	379.74	53	47588	44211	91799	242	923
		Urban	0.00	0	0	0	0	0	0
		<b>Total</b>	<b>379.74</b>	<b>53</b>	<b>47588</b>	<b>44211</b>	<b>91799</b>	--	--
6	Bhusawal	Rural	390.76	51	58443	54332	112775	289	926
		Urban	55.29	3	127108	119578	246686	4462	936
		<b>Total</b>	<b>446.05</b>	<b>54</b>	<b>185551</b>	<b>173910</b>	<b>359461</b>	--	--
<b>Table No. 4.13 Continued.....</b>									
7	Jalgaon District	Rural	733.59	87	112866	102947	215813	294	913
		Urban	62.29	1	240590	219638	460228	7389	909
		<b>Total</b>	<b>795.88</b>	<b>88</b>	<b>353456</b>	<b>322585</b>	<b>676041</b>	--	--
8	Yarandol	Rural	477.06	65	70304	65146	135450	284	923
		Urban	3.28	1	16000	15071	31071	9473	929
		<b>Total</b>	<b>480.34</b>	<b>66</b>	<b>86304</b>	<b>80217</b>	<b>166521</b>	--	--
9	Dharangaon	Rural	569.03	96	72232	65840	138072	243	909
		Urban	5.88	1	18211	17164	35375	6016	932
		<b>Total</b>	<b>574.91</b>	<b>97</b>	<b>90443</b>	<b>83004</b>	<b>173447</b>	--	--
10	Amalne	Rural	768.24	147	99029	92826	191855	250	927

	r	Urban	9.71	1	49564	46430	95994	9886	917
		<b>Total</b>	<b>777.95</b>	<b>148</b>	<b>148593</b>	<b>139256</b>	<b>287849</b>	--	--
11	Parola	Rural	784.70	116	83335	75862	159197	203	914
		Urban	4.22	1	19552	18114	37666	8926	928
		<b>Total</b>	<b>788.92</b>	<b>117</b>	<b>102887</b>	<b>93976</b>	<b>196863</b>	--	--
12	Bhadgaon	Rural	484.21	63	65176	60499	125675	260	927
		Urban	0.00	1	19334	17880	37214	0	927
		<b>Total</b>	<b>484.21</b>	<b>64</b>	<b>84510</b>	<b>78379</b>	<b>162889</b>	--	--
13	Chalisgaon	Rural	1237.97	143	160956	145742	306698	248	903
		Urban	18.59	1	56425	51756	108181	5819	913
		<b>Total</b>	<b>1256.56</b>	<b>144</b>	<b>217381</b>	<b>197498</b>	<b>414879</b>	--	--
14	Pachora	Rural	791.30	128	119638	110170	229808	290	919
		Urban	5.04	1	31078	28742	59820	11869	923
		<b>Total</b>	<b>796.34</b>	<b>129</b>	<b>150716</b>	<b>138912</b>	<b>289628</b>		
15	Jamner	Rural	1328.60	160	158360	144835	303195	228	914
		Urban	0.00	1	24270	22492	46762	0	929
		<b>Total</b>	<b>1328.60</b>	<b>161</b>	<b>182630</b>	<b>167327</b>	<b>349957</b>	--	--
<b>Jalgaon District</b>	<b>Rural</b>	<b>10675.66</b>	<b>1519</b>	<b>1500514</b>	<b>1386692</b>	<b>2887206</b>	<b>270</b>	922	
	<b>Urban</b>	<b>182.46</b>	<b>17.00</b>	<b>696851</b>	<b>645860</b>	<b>1342711</b>	7359	922	
	<b>Total</b>	<b>10858.12</b>	<b>1536</b>	<b>2197365</b>	<b>2032552</b>	<b>4229917</b>	--	922	

Source: Socio- Economic Survey - 2013, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p 176-177.

District is 4229917 out of this rural population is 2887206 and urban population is 1342711. Total density of population in urban area is 7359 and rural area is 270. The total sex ratio of Jalgaon District is 922. The total number of villages in Jalgaon District is 1536. The total area of Jalgaon District is 10858.12 sq. km. out of these 182.46 sq. km in urban area and 10675.66 sq. km. in rural area. As per the census of 2011, the lowest population ratio in rural area of Chalisgaon Taluka is 903 and the highest population ratio in urban area of Bhusawal Taluka i.e. 936. Jalgaon District Taluka was highest in total population i.e. 676041 out of these 460228 is the Urban population and 215813 is rural population and very less population in a Bodwad Taluka i.e. 91799.

#### 4.4.4. Literacy Ratio of Population in Jalgaon District:

Table No. 4.14 shows, the literacy rate of population in Jalgaon District. The total male and the female literacy in 1961 was 34.01 percent out of which the male literacy was 49.32 percent and female literacy was 18.02 percent. In same year, the urban literacy population in

Jalgaon District was 46.26 percent and the rural population literacy was 30.46 percent. The total literacy of Jalgaon District was increased in 2011 i.e.79.73 percent out of that the 87.97 percent male literacy and the 70.92 percent female literacy. In the same year, the urban population literacy rate was 87.51 percent and the rural was 76.04 percent. It is concluded that since 1961 to 2011 the male literacy was highest and increasing as compared to male literacy the female literacy is very less. As compared to total literacy rate of the Jalgaon District the urban literacy is higher than the rural literacy.

**Table No. 4.14**

**Literacy Rate of Population in Jalgaon District**

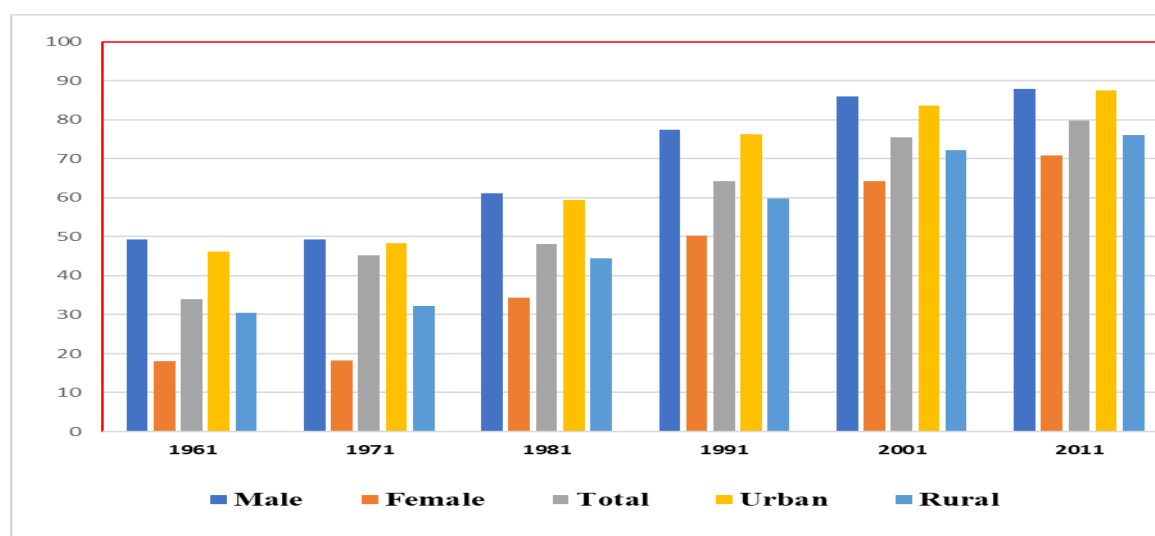
(Fig. in %)

Sr. No.	Type	1961	1971	1981	1991	2001	2011
1.	Male	49.32	49.32	61.19	77.46	85.90	87.97
2.	Female	18.02	18.26	34.39	50.34	64.30	70.92
<b>3.</b>	<b>Total</b>	<b>34.01</b>	<b>45.24</b>	<b>48.14</b>	<b>64.30</b>	<b>75.40</b>	<b>79.73</b>
4.	Urban	46.26	48.30	59.37	76.18	83.60	87.51
5.	Rural	30.46	32.21	44.37	59.73	72.10	76.04

Source: Socio- Economic Survey – 2012, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra.

**Graph No. 4.5**

**Literacy Rate of Population in Jalgaon District**



#### 4.4.5. Taluka-wise Literacy Ratio in Jalgaon District:

Table No. 4.15 reveals the Taluka-wise Literacy Ratio in Jalgaon District as per Census-2011. The total number of Taluka's in Jalgaon District. Districts are fifteen. The literacy ratio is divided as Rural, Urban and total literacy in the Table.

**Taluka-wise Literacy Ratio in Jalgaon District (Census 2011)**

**Table No. 4.15**

Sr No	Taluka	Rural / Urban	Literary %			Sr No	Taluka	Rural / Urban	Literary %		
			Male	Female	Total				Male	Female	Total
1	2	3	4	5	6	1	2	3	4	5	6
1	Chopda	Rural	77.47	60.15	69.05	9	Dharangaon	Rural	84.44	67.26	76.17
		Urban	88.97	77.92	83.6			Urban	86.28	74.23	80.39
		<b>Total</b>	<b>80.18</b>	<b>64.33</b>	<b>72.48</b>			<b>Total</b>	<b>84.81</b>	<b>68.69</b>	<b>77.03</b>
2	Yawal	Rural	85.11	68.93	77.2	10	Amalner	Rural	83.72	66.08	75.13
		Urban	86.29	77.5	82.02			Urban	89.85	80.29	85.19
		<b>Total</b>	<b>85.39</b>	<b>70.91</b>	<b>78.32</b>			<b>Total</b>	<b>85.78</b>	<b>70.86</b>	<b>78.51</b>
3	Raver	Rural	84.07	68.8	76.64	11	Parola	Rural	81.89	63.09	72.85
		Urban	85.98	76.76	81.48			Urban	90.26	78.88	84.73
		<b>Total</b>	<b>84.36</b>	<b>70.01</b>	<b>77.38</b>			<b>Total</b>	<b>83.49</b>	<b>66.17</b>	<b>75.15</b>
4	Muktainagar	Rural	83.22	66.39	75.05	12	Bhadgaon	Rural	83.69	65.55	74.89
		Urban	--	--	--			Urban	86.47	73.68	80.29
		<b>Total</b>	<b>83.22</b>	<b>66.39</b>	<b>75.05</b>			<b>Total</b>	<b>84.33</b>	<b>67.41</b>	<b>76.12</b>
5	Bodwad	Rural	87.17	70.95	79.32	13	Chalisgaon	Rural	81.05	61.58	71.74
		Urban	--	--	--			Urban	90.81	81.28	86.22

		<b>Total</b>	<b>87.1 7</b>	<b>70.95</b>	<b>79.3 2</b>			<b>Total</b>	<b>83.6 3</b>	<b>66.83</b>	<b>75.5 8</b>
6	Bhusawal	Rural	88.3 4	75.55	82.1 4	14	Pachora	Rural	83.4 6	63.53	73.8 3
		Urban	91.6 8	84.4	88.1 3			Urban	86.5 2	77.24	82.0 3
		<b>Total</b>	<b>90.6 3</b>	<b>81.67</b>	<b>86.2 7</b>			<b>Total</b>	<b>84.1</b>	<b>66.39</b>	<b>75.5 4</b>
7	Jalgaon District	Rural	85.9 5	69.42	77.9 8	15	Jamner	Rural	83.3 2	63.11	73.5 8
		Urban	90.9 1	83.36	87.2 8			Urban	87.5 5	78.26	83.0 5
		<b>Total</b>	<b>89.3 4</b>	<b>78.95</b>	<b>84.3 4</b>			<b>Total</b>	<b>83.8 8</b>	<b>65.16</b>	<b>74.8 6</b>
8	Yarandol	Rural	82.8 2	63.65	73.5 1	Jalgaon District	Rural	<b>83.3 1</b>	<b>65.62</b>	<b>74.7 6</b>	
		Urban	81.9 2	71.12	76.6 6		Urban	<b>89.7 1</b>	<b>81.01</b>	<b>85.4 9</b>	
		<b>Total</b>	<b>82.6 6</b>	<b>65.06</b>	<b>74.1 1</b>		<b>Total</b>	<b>85.3 7</b>	<b>70.56</b>	<b>78.2 0</b>	

Source: Socio- Economic Survey – 2013, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p 176-177.

The total highest literacy is in Bhusawal Taluka i.e. 86.27 percent. The total highest male literacy in rural area is in Bhusawal Taluka i.e.90.63 percent out of these the rural literacy is 88.34 percent and urban literacy is 91.68 percent. The total female literacy is 81.67 percent out of these 75.55 percent in rural area and 84.4 in Urban area. The lowest total male population is found in a Chopda Taluka i.e.80.18 percent and out of these 88.97 percent is urban population and 77.47 percent is rural male population. The lowest female population found in ChopdaTaluka is 64.33 percent out of these 77.92 percent is urban population and 60.15 percent female population in rural India. The total literacy in a Jalgaon District is 78.20 percent out of these male population is 85.37 percent and female population is 70.56 percent.

#### 4.4.6. Educational Growth of Jalgaon District:

Table No. 4.16 reveals that the educational growth of Jalgaon District. The primary schools were in 1961 i.e.1439 which increased to 2333 in 2011-12 and decadal growth shown is 10.15 percent. The students were 241 thousands which increased 405 thousand but as compared to last decade it shows minus 7.95 percent educational growth. Teachers were 5.48 thousand which increased to 11.4 thousand and highest decadal growth shown in 1971 is 73.54 percent. The number of students per teacher was 44 which decreased in 2011-12, 35 i.e. minus 10.26 percent. The secondary and higher secondary schools in 1961 were 87 and which increased to 750 and the highest decadal growth shown i.e.134.48 percent. The students were 31

which increased till to 437 thousand which is the highest growth shown in 1971 i.e.138.71 percent.The number of colleges in 1961 were 2which increased to 98 the highest decadal growth shown in 1971 i.e.350 percent. The number of teachers in 1961 were 21 which increased to 28 but as compared to last decade the negative growth shown minus 28.21 percent.

**Table No. 4.16**

**Educational Growth of Jalgaon District**

Sr. No.	Type	1961	1971	1981	1991	2001	2011-12
<b>Primary School:</b>							
1	Number of School	1439	1657	1774	1906	2118	2333
	Decadal Growth %	--	15.15	7.06	7.44	11.12	10.15
2	Students (000)	241	325	384	422	440	405
	Decadal Growth %	--	34.85	18.15	9.90	4.27	-7.95
3	Teacher (000)	5.48	9.51	10.66	10.95	11.24	11.4
	Decadal Growth %	--	73.54	12.09	2.72	2.65	1.42
4	No. of students per Teacher	44	34	36	39	39	35
	Decadal Growth %	--	-22.73	5.88	8.33	0.00	-10.26
<b>Secondary and higher Secondary:</b>							
1	Number of School	87	204	246	346	614	750
	Decadal Growth %	--	134.48	20.59	40.65	77.46	22.15
2	Students (000)	31	74	133	234	398	437
	Decadal Growth %	--	138.71	79.73	75.94	70.09	9.80
3	Teacher (000)	1.1	2.73	4.76	7.09	10.07	11.57
	Decadal Growth %	--	148.18	74.36	48.95	42.03	14.90
4	No. of students per Teacher	0	0	0	0	0	38
	Decadal Growth %	--	0.00	0.00	0.00	0.00	0.00
<b>Colleges:</b>							
1	Number of College	2	9	18	24	58	98
	Decadal Growth %	--	350.00	100.00	33.33	141.67	68.97
2	Students (000)	2	7	26	32	48	65
	Decadal Growth %	--	250.00	271.43	23.08	50.00	35.42
3	Teacher (000)	0.09	0.26	0.79	1.07	1.21	2.31
	Decadal Growth %	--	188.89	203.85	35.44	13.08	90.91
4	No. of students per Teacher	21	26	25	25	39	28
	Decadal Growth %	--	23.81	-3.85	0.00	56.00	-28.21

Source: Socio- Economic Survey – 2012, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, P. No.34.

#### 4.4.7. Villages and Primary Schools of Jalgaon District:

Tables No.4.17 reveals that the number of Primary Schools in villages of Jalgaon District in 2011-12. The total number of Taluka's in

**Table No. 4.17**

#### Number of Villages and Primary School of Jalgaon District 2011-12

Sr. No.	Taluka	No. of Villages	No. of Villages having Primary School	No. of Villages without Primary School	No. of Villages having Anganwadi
1	Chopda	112	106	06	112
	%	100.00	94.64	5.36	100.00
2	Yawal	89	85	04	89
	%	100.00	95.56	4.49	100.00
3	Raver	114	109	05	114
	%	100.00	95.61	4.39	100.00
4	Muktainagar	79	79	00	79
	%	100.00	100.00	0.00	100.00
5	Bodwad	51	45	06	51
	%	100.00	88.23	11.76	100.00
6	Bhusawal	51	47	04	51
	%	100.00	92.16	7.84	100.00
7	Jalgaon Dist.	86	82	04	86
	%	100.00	95.35	4.65	100.00
8	Yarandol	64	56	08	64
	%	100.00	87.50	12.50	100.00
9	Dharangaon	88	75	13	88
	%	100.00	85.23	14.77	100.00
10	Amalner	152	134	18	152
	%	100.00	88.16	11.84	100.00
11	Parola	114	99	15	114
	%	100.00	86.84	13.16	100.00
12	Bhadgaon	62	62	00	62
	%	100.00	100.00	0.00	100.00
13	Chalisgaon	143	134	09	143
	%	100.00	93.71	6.29	100.00
14	Pachora	127	115	12	127
	%	100.00	90.55	9.45	100.00
15	Jamner	158	152	06	158
	%	100.00	96.20	3.80	100.00
<b>Jalgaon District</b>		<b>1490</b>	<b>1380</b>	<b>110</b>	<b>1490</b>
<b>Percentage</b>		<b>100.00</b>	<b>92.62</b>	<b>7.38</b>	<b>100.00</b>

Source: Socio- Economic Survey – 2012, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 37.

Jalgaon District is fifteen. The total numbers of villages are 1490. The numbers of villages having primary schools are 1380 and the number of villages without primary schools is 110. The numbers of villages having Anganwadi are 1490. The highest number of villages in Jamner



Taluka are 158 and lowest number of villages in Bodwad and Bhusawal Taluka. In Jamner Taluka villages having the highest number of primary schools is 96.20 percent and lowest in Dharangaon Taluka is 85.23 percent. The number of villages without primary schools are more in Dhargaon Taluka i.e. 13 (14.77 percent) and lowest in Muktainagar and Bhadgaon Taluka i.e. zero. The more number of villages having Anganwadis are in Jamner Taluka are more in number i.e. 158 and lowest number in Bodwad and Bhusawal.

#### **4.4.8. Primary Schools in Jalgaon District:**

Table No. 4.18 reveals that the number of primary school in Jalgaon District in the year 2012-13. The total number of Taluka's in Jalgaon District are fifteen. In all these Taluka's four types of schools are found i.e. Government Primary Schools, Local Self-Government Primary School, Private -aided Primary School, Private Un-aided Primary School. The total number of Primary Schools in Jalgaon District is 2356. The number of Government Schools are more in a Bhusawal Taluka i.e. 4, 3.01 percent and in Raver, Muktainagar, Bodwad, Jalgaon District, Dharangaon, Amalner, Parola, Bhadgaon and Jamner Taluka zero in number. In Jalgaon District more number of schools worked under the Local Self-Government Primary Schools in 1940 i.e. 82.34 percent and very less number of schools worked under the Government Primary Schools i.e. 10, 0.42 percent. The highest number of Private-aided Primary School found in Jalgaon District are 53 i.e. 21.29 percent and lowest number of schools found in a Bodwad and Muktainagar Taluka are 4 i.e. 6.56 percent and 3.31 percent respectively.

**Table No. 4.18****Number of Primary School in Jalgaon District 2012-13**

Sr. No.	Taluka	Government Primary School	Local Self Govt. Primary School	Private Aided Primary School	Private Un-aided Primary School	Total Primary School
1	Chopda	2	135	19	18	174
	%	1.15	77.59	10.92	10.34	100.00
2	Yawal	1	138	14	7	160
	%	0.63	86.25	8.75	4.38	100.00
3	Raver	0	156	11	15	182
	%	0.00	85.71	6.04	8.24	100.00
4	Muktainagar	0	110	4	7	121
	%	0.00	90.91	3.31	5.79	100.00
5	Bodwad	0	53	4	4	61
	%	0.00	86.89	6.56	6.56	100.00
6	Bhusawal	4	87	24	18	133
	%	3.01	65.41	18.05	13.53	100.00
7	Jalgaon District	0	153	53	43	249
	%	0.00	61.45	21.29	17.27	100.00
8	Yarandol	0	82	6	10	98
	%	0.00	83.67	6.12	10.20	100.00
9	Dharangaon	0	93	6	5	104
	%	0.00	89.42	5.77	4.81	100.00
10	Amalner	0	141	22	9	172
	%	0.00	81.98	12.79	5.23	100.00
11	Parola	0	124	9	9	142
	%	0.00	87.32	6.34	6.34	100.00
12	Bhadgaon	0	94	6	4	104
	%	0.00	90.38	5.77	3.85	100.00
13	Chalisgaon	2	205	21	9	237
	%	0.84	86.50	8.86	3.80	100.00
14	Pachora	1	159	15	13	188
	%	0.53	84.57	7.98	6.91	100.00
15	Jamner	0	210	10	11	231
	%	0.00	90.91	4.33	4.76	100.00
<b>Jalgaon District</b>		10	1940	224	182	2356
<b>%</b>		0.42	82.34	9.51	7.72	100.00

Source: Socio- Economic Survey – 2013, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 159-161.

The total number of Un-aided Primary Schools in Jalgaon District is 182 out of these; highest number of schools is 43 i.e.17.27 percent and the lowest number of schools found in a Bodwad and Bhadgaon Taluka 4 i.e. 6.56 percent and 3.85 percent. The highest number of total Primary

Schools found in a Jalgaon District Taluka i.e. 249 and the lowest number of schools found in a Bodwad Taluka i.e. 61.

#### **4.4.9. Teachers in Primary Schools of Jalgaon District:**

Table No. 4.19 shows that the number of Teachers in primary schools of Jalgaon District in the year 2012-13. In all these Taluka's four types of Schools are found i.e. Government Primary Schools, Local Self-Government Primary Schools, Private- aided Primary School, Private Un-aided Primary Schools. The total number of Teachers in Primary Schools of Jalgaon District is 12146. More number of teachers are working under the Local Self Government Schools are 8773 i.e.72.23 percent out of these, highest number of Schools are found in a Chalisgaon Taluka i.e.1019, 74.43 percent and very less number of teachers in Primary School of Bodwad Taluka 252 i.e. 83.17 percent. In Jalgaon District very less number of teachers working in a Primary Schools are 85 i.e.0.70 percent out of these zero number of Primary School teachers were found in Raver, Muktainagar, Bodwad, Jalgaon District, Yarandol, Dhargaon, Amalner, Parola, Bhadgaon and Jamner Taluka. The highest number of Government schools found in a Bhusawal Taluka 40 i.e. 4.73 percent and zero number in Raver, Muktainagar, Bodwad, Jalgaon District, Yarandol, Dhargaon, Amalner, Parola, Bhadgaon and Jamner Taluka. The total number of Private- aided schools is 2124 i.e.17.49 percent out of this highest number of teachers in Primary Schools of Jalgaon District are 480 i.e. 28.69 percent and very less number in Bhadgaon 36 i.e. 8.09 percent. The total number of teachers in Private Un-aided Primary School in Jalgaon District is 1164 i.e. 9.58 percent and very least number of teachers in a Yawal Taluka i.e. 4.95 percent.

**Table No. 4.19****Number of Teacher in Primary School of Jalgaon District in 2012-13**

Sr. No.	Taluka	Government Primary School	Local Self Govt. School	Private Aided School	Private Un-aided School	Total Primary School
1	Chopda	14	650	151	114	929
	%	1.51	69.97	16.25	12.27	100.00
2	Yawal	7	544	102	34	687
	%	1.02	79.18	14.85	4.95	100.00
3	Raver	0	709	88	84	881
	%	0.00	80.48	9.99	9.53	100.00
4	Muktainagar	0	397	53	35	485
	%	0.00	81.86	10.93	7.22	100.00
5	Bodwad	0	252	30	21	303
	%	0.00	83.17	9.90	6.93	100.00
6	Bhusawal	40	390	252	164	846
	%	4.73	46.10	29.79	19.39	100.00
7	Jalgaon District	0	886	480	307	1673
	%	0.00	52.96	28.69	18.35	100.00
8	Yarandol	0	394	49	48	491
	%	0.00	80.24	9.98	9.78	100.00
9	Dharangaon	0	434	58	19	511
	%	0.00	84.93	11.35	3.72	100.00
10	Amalner	0	570	226	47	843
	%	0.00	67.62	26.81	5.58	100.00
11	Parola	0	530	91	72	693
	%	0.00	76.48	13.13	10.39	100.00
12	Bhadgaon	0	380	36	29	445
	%	0.00	85.39	8.09	6.52	100.00
13	Chalisgaon	15	1019	283	52	1369
	%	1.10	74.43	20.67	3.80	100.00
14	Pachora	9	684	142	69	904
	%	1.00	75.66	15.71	7.63	100.00
15	Jamner	0	934	83	69	1086
	%	0.00	86.00	7.64	6.35	100.00
<b>Jalgaon District</b>		85	8773	2124	1164	12146
	%	0.70	72.23	17.49	9.58	100.00

Source: Socio- Economic Survey – 2013, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 159-161.

#### **4.4.10. Secondary School in Jalgaon District:**

Table No. 4.20 shows that, the total number of Taluka's in Jalgaon District is fifteen. In all these Taluka's four types of schools found i.e. Government School, Local Self-Government Schools, Private-aided Schools and Private Un-aided school. The total numbers of Secondary Schools found in Jalgaon District are 566 and out of it 431 are Private- aided Schools i.e. 76.15 percent. Out of this highest number of schools were found in a Jalgaon District Taluka 51 i.e. 61.45 percent and least number of schools in Bodwad Taluka 6 i.e.85.71 percent. In Jalgaon District less number of schools worked under the Local Self-Government 10 i.e.1.77percent out of these zero number of school found in Yawal, Muktainagar, Bodwad, Yarandol, Dhargaon, Parola, Bhadgaon, Chalisgaon, Pachora and Jamner Taluka. The highest number of Government school found in Pachora Taluka are 3 i.e. 5.66 percent and zero number of school found in Parola and Bhadgaon Taluka. The total number of Private Un-aided schools is 110 i.e.19.43 percent out of that highest number of schools are in Pachora 17 i.e. 32.08 percent and zero number of school in Bodwad Taluka. The highest number of schools are in Jalgaon District Taluka 83 and least number of schools in Bodwad Taluka i.e.7.

**Table No. 4.20****Number of Secondary Schools in Jalgaon District in the Year 2012-13**

Sr. No.	Taluka	Government School	Local Self Govt. School	Private Aided School	Private Un-aided School	Total Secondary School
1	Chopda	1	1	37	4	43
	%	2.33	2.33	86.05	9.30	100.00
2	Yawal	1	0	30	3	34
	%	2.94	0.00	88.24	8.82	100.00
3	Raver	1	1	30	11	43
	%	2.33	2.33	69.77	25.58	100.00
4	Muktainagar	1	0	13	2	16
	%	6.25	0.00	81.25	12.50	100.00
5	Bodwad	1	0	6	0	7
	%	14.29	0.00	85.71	0.00	100.00
6	Bhusawal	0	2	29	9	40
	%	0.00	5.00	72.50	22.50	100.00
7	Jalgaon District	0	5	51	27	83
	%	0.00	6.02	61.45	32.53	100.00
8	Yarandol	1	0	19	1	21
	%	4.76	0.00	90.48	4.76	100.00
9	Dharangaon	1	0	25	1	27
	%	3.70	0.00	92.59	3.70	100.00
10	Amalner	2	1	42	10	55
	%	3.64	1.82	76.36	18.18	100.00
11	Parola	0	0	31	6	37
	%	0.00	0.00	83.78	16.22	100.00
12	Bhadgaon	0	0	20	2	22
	%	0.00	0.00	90.91	9.09	100.00
13	Chalisingaon	1	0	45	7	53
	%	1.89	0.00	84.91	13.21	100.00
14	Pachora	3	0	33	17	53
	%	5.66	0.00	62.26	32.08	100.00
15	Jamner	2	0	20	10	32
	%	6.25	0.00	62.50	31.25	100.00
<b>Jalgaon District</b>		15	10	431	110	566
<b>%</b>		2.65	1.77	76.15	19.43	100.00

Source: Socio- Economic Survey – 2013, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 162-164.

**4.4.11. Teachers in Secondary Schools in Jalgaon District:**

Table No. 4.21 shows that, the number of Teachers in Secondary Schools of Jalgaon District in the year 2012-13. In these Taluka's there are four types of schools found i.e. Government Secondary Schools, Local Self-Government Secondary School, Private Aided

Secondary School, Private Un-aided Secondary School. The total number of Teachers in Secondary Schools of Jalgaon District is 5909. Most number of teachers are working under the Private-aided Secondary Schools are 4777 i.e. 80.84 percent out of these the highest number of schools found are in Jalgaon District Taluka, 601 i.e. 69 percent and least number of teachers in a Secondary Schools of Bodwad Taluka 69 i.e. 78.41 percent. As compared to other schools by category very less number of teachers are working under the Local Self-Government 102 i.e. 1.73 percent. The number of teachers working in Government Schools are 193 i.e. 3.27 percent. The total number of teachers working under the private Un-aided schools are 837 i.e. 14.16 percent. The highest number of teachers is working in Jalgaon District Taluka i.e. 871 and least number of teachers are working in Bodwad Taluka i.e. 88

**Table No. 4.21**

**Number of Teachers in Secondary Schools in Jalgaon District in the year 2012-13**

Sr. No.	Taluka	Government School	Local Self Govt. School	Private Aided School	Private Un-aided School	Total Primary School
1	Chopda	10	13	445	31	499
	%	2.00	2.61	89.18	6.21	100.00
2	Yawal	11	0	331	18	360
	%	3.06	0.00	91.94	5.00	100.00
3	Raver	13	22	322	68	425
	%	3.06	5.18	75.76	16.00	100.00
4	Muktainagar	13	0	151	20	184
	%	7.07	0.00	82.07	10.87	100.00
5	Bodwad	19	0	69	0	88
	%	21.59	0.00	78.41	0.00	100.00
6	Bhusawal	0	38	425	75	538
	%	0.00	7.06	79.00	13.94	100.00
7	Jalgaon District	0	22	601	248	871
	%	0.00	2.53	69.00	28.47	100.00
8	Yarandol	15	0	201	4	220
	%	6.82	0.00	91.36	1.82	100.00
9	Dharangaon	13	0	299	5	317
	%	4.10	0.00	94.32	1.58	100.00
10	Amalner	23	7	449	82	561
	%	4.10	1.25	80.04	14.62	100.00
11	Parola	0	0	313	46	359
	%	0.00	0.00	87.19	12.81	100.00
12	Bhadgaon	0	0	177	15	192
	%	0.00	0.00	92.19	7.81	100.00
13	Chalisingaon	10	0	425	41	476
	%	2.10	0.00	89.29	8.61	100.00
14	Pachora	48	0	364	106	518
	%	9.27	0.00	70.27	20.46	100.00
15	Jamner	18	0	205	78	301
	%	5.98	0.00	68.11	25.91	100.00
<b>Jalgaon District</b>		193	102	4777	837	5909
%		3.27	1.73	80.84	14.16	100.00

Source: Socio- Economic Survey – 2013, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 159-16

#### **4.4.12. Student in Primary and Secondary School of Jalgaon District:**

Table No. 4.22 reveals the number of students in Primary Schools of Jalgaon District in the year 2012-13. The total number of Taluka's in Jalgaon District are fifteen. In all these Taluka's four types of schools are found i.e. Government Primary School, Local Self-Government Primary School, Private aided Primary School and Private Un-aided Primary School. The total number of students strength of the primary school in a Jalgaon District is 396567 out of these 183027 are girls and 213540 are boys. The highest number of students is in Jalgaon District Taluka i.e. 63027 and least strength in Bhadgaon Taluka i.e. 12958. The total number of Government Primary School are 2853 out of these 1135 are girls and 1718 are boys. The highest student strength found in a Local Self-Government Primary Schools are i.e. 249085 out of these 125637 are boys and 123448 are girls. The total Private- aided Primary Schools are 102037 i.e. 25.73 percent out of these 59702 i.e. 15.05 percent are girls and 42335 i.e. 10.68 percent are girls. Total Private Un-aided Schools are 42592 i.e. 10.74 percent out of these boys are 26483 i.e. 6.68 percent and girls are 16109 i.e. 4.06 percent.



**Table No. 4.22**

**Number of Students in Primary School of Jalgaon District, 2012-13**

Sr. No	Taluka	Government Primary School			Local Self Govt. Secondary School			Private Aided Primary School			Private Un-aided Primary School			Total Primary School		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Chopda	366	209	<b>575</b>	9278	9494	<b>18772</b>	5166	2935	<b>8101</b>	2425	1246	<b>3671</b>	<b>17235</b>	<b>13884</b>	<b>31119</b>
	%	1.18	0.67	<b>1.85</b>	29.81	30.51	<b>60.32</b>	16.60	9.43	<b>26.03</b>	7.79	4.00	<b>11.80</b>	<b>55.38</b>	<b>44.62</b>	<b>100.00</b>
2	Yawal	152	111	<b>263</b>	7557	7556	<b>15113</b>	2906	2077	<b>4983</b>	643	408	<b>1051</b>	<b>11258</b>	<b>10152</b>	<b>21410</b>
	%	0.71	0.52	<b>1.23</b>	35.30	35.29	<b>70.59</b>	13.57	9.70	<b>23.27</b>	3.00	1.91	<b>4.91</b>	<b>52.58</b>	<b>47.42</b>	<b>100.00</b>
3	Raver	0	0	<b>0</b>	10478	10270	<b>20748</b>	2421	1780	<b>4201</b>	2550	1324	<b>3874</b>	<b>15449</b>	<b>13374</b>	<b>28823</b>
	%	0.00	0.00	<b>0.00</b>	36.35	35.63	<b>71.98</b>	8.40	6.18	<b>14.58</b>	8.85	4.59	<b>13.44</b>	<b>53.60</b>	<b>46.40</b>	<b>100.00</b>
4	Muktainagar	0	0	<b>0</b>	6269	5977	<b>12246</b>	1995	1117	<b>3112</b>	391	186	<b>577</b>	<b>8655</b>	<b>7280</b>	<b>15935</b>
	%	0.00	0.00	<b>0.00</b>	39.34	37.51	<b>76.85</b>	12.52	7.01	<b>19.53</b>	2.45	1.17	<b>3.62</b>	<b>54.31</b>	<b>45.69</b>	<b>100.00</b>
5	Bodwad	0	0	<b>0</b>	3174	3163	<b>6337</b>	1053	647	<b>1700</b>	116	47	<b>163</b>	<b>4343</b>	<b>3857</b>	<b>8200</b>
	%	0.00	0.00	<b>0.00</b>	38.71	38.57	<b>77.28</b>	12.84	7.89	<b>20.73</b>	1.41	0.57	<b>1.99</b>	<b>52.96</b>	<b>47.04</b>	<b>100.00</b>
6	Bhusawal	651	535	<b>1186</b>	4632	5020	<b>9652</b>	6812	5971	<b>12783</b>	4726	2527	<b>7253</b>	<b>16821</b>	<b>14053</b>	<b>30874</b>
	%	2.11	1.73	<b>3.84</b>	15.00	16.26	<b>31.26</b>	22.06	19.34	<b>41.40</b>	15.31	8.18	<b>23.49</b>	<b>54.48</b>	<b>45.52</b>	<b>100.00</b>
7	Jalgaon Dist.	0	0	<b>0</b>	12403	12818	<b>25221</b>	13439	10869	<b>24308</b>	7989	5509	<b>13498</b>	<b>33831</b>	<b>29196</b>	<b>63027</b>
	%	0.00	0.00	<b>0.00</b>	19.68	20.34	<b>40.02</b>	21.32	17.24	<b>38.57</b>	12.68	8.74	<b>21.42</b>	<b>53.68</b>	<b>46.32</b>	<b>100.00</b>

**Table No. 4.22 Continued.....**

<b>Table No. 4.22 Continued.....</b>																
8	Yarandol	0	0	<b>0</b>	6040	5749	<b>11789</b>	1321	911	<b>2232</b>	826	617	<b>1443</b>	<b>8187</b>	<b>7277</b>	<b>15464</b>
	%	0.00	0.00	<b>0.00</b>	39.06	37.18	<b>76.24</b>	8.54	5.89	<b>14.43</b>	5.34	3.99	<b>9.33</b>	<b>52.94</b>	<b>47.06</b>	<b>100.00</b>
9	Dharangaon	0	0	<b>0</b>	5635	5742	<b>11377</b>	2070	1083	<b>3153</b>	499	334	<b>833</b>	<b>8204</b>	<b>7159</b>	<b>15363</b>
	%	0.00	0.00	<b>0.00</b>	36.68	37.38	<b>74.05</b>	13.47	7.05	<b>20.52</b>	3.25	2.17	<b>5.42</b>	<b>53.40</b>	<b>46.60</b>	<b>100.00</b>
10	Amalner	0	0	<b>0</b>	7323	7011	<b>14334</b>	5482	3670	<b>9152</b>	659	635	<b>1294</b>	<b>13464</b>	<b>11316</b>	<b>24780</b>
	%	0.00	0.00	<b>0.00</b>	29.55	28.29	<b>57.85</b>	22.12	14.81	<b>36.93</b>	2.66	2.56	<b>5.22</b>	<b>54.33</b>	<b>45.67</b>	<b>100.00</b>
11	Parola	0	0	<b>0</b>	7233	6944	<b>14177</b>	2295	1436	<b>3731</b>	1056	468	<b>1524</b>	<b>10584</b>	<b>8848</b>	<b>19432</b>
	%	0.00	0.00	<b>0.00</b>	37.22	35.73	<b>72.96</b>	11.81	7.39	<b>19.20</b>	5.43	2.41	<b>7.84</b>	<b>54.47</b>	<b>45.53</b>	<b>100.00</b>
12	Bhadgaon	0	0	<b>0</b>	5805	5279	<b>11084</b>	879	629	<b>1508</b>	248	118	<b>366</b>	<b>6932</b>	<b>6026</b>	<b>12958</b>
	%	0.00	0.00	<b>0.00</b>	44.80	40.74	<b>85.54</b>	6.78	4.85	<b>11.64</b>	1.91	0.91	<b>2.82</b>	<b>53.50</b>	<b>46.50</b>	<b>100.00</b>
13	Chalisgaon	322	151	<b>473</b>	15614	14942	<b>30556</b>	6552	4489	<b>11041</b>	1356	998	<b>2354</b>	<b>23844</b>	<b>20580</b>	<b>44424</b>
	%	0.72	0.34	<b>1.06</b>	35.15	33.63	<b>68.78</b>	14.75	10.10	<b>24.85</b>	3.05	2.25	<b>5.30</b>	<b>53.67</b>	<b>46.33</b>	<b>100.00</b>
14	Pachora	227	129	<b>356</b>	9773	9676	<b>19449</b>	3496	2456	<b>5952</b>	1714	981	<b>2695</b>	<b>15210</b>	<b>13242</b>	<b>28452</b>
	%	0.80	0.45	<b>1.25</b>	34.35	34.01	<b>68.36</b>	12.29	8.63	<b>20.92</b>	6.02	3.45	<b>9.47</b>	<b>53.46</b>	<b>46.54</b>	<b>100.00</b>
15	Jamner	0	0	<b>0</b>	14423	13807	<b>28230</b>	3815	2265	<b>6080</b>	1285	711	<b>1996</b>	<b>19523</b>	<b>16783</b>	<b>36306</b>
	%	0.00	0.00	<b>0.00</b>	39.73	38.03	<b>77.76</b>	10.51	6.24	<b>16.75</b>	3.54	1.96	<b>5.50</b>	<b>53.77</b>	<b>46.23</b>	<b>100.00</b>
<b>Jalgaon District</b>		<b>1718</b>	<b>1135</b>	<b>2853</b>	<b>125637</b>	<b>123448</b>	<b>249085</b>	<b>5970</b>	<b>4233</b>	<b>10203</b>	<b>2648</b>	<b>1610</b>	<b>42592</b>	<b>213540</b>	<b>183027</b>	<b>39656</b>
%		0.43	0.29	<b>0.72</b>	31.68	31.13	<b>62.81</b>	15.05	10.68	<b>25.73</b>	6.68	4.06	<b>10.74</b>	<b>53.85</b>	<b>46.15</b>	<b>100.00</b>

Source: Socio- Economic Survey – 2013, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 159-161.

**Table No. 4.23**

**Number of Student in Secondary School of Jalgaon District 2012-13**

Sr No	Taluka	Government Secondary School			Local Self Govt. Secondary School			Private Aided Secondary School			Private Un-aided Secondary School			Total Secondary School		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Chopda	235	221	<b>456</b>	293	114	<b>1319</b>	7743	6885	<b>14628</b>	390	153	<b>543</b>	<b>8661</b>	<b>7373</b>	<b>16034</b>
	%	1.47	1.38	<b>2.84</b>	1.83	0.71	<b>8.23</b>	48.29	42.94	<b>91.23</b>	2.43	0.95	<b>3.39</b>	<b>54.02</b>	<b>45.98</b>	<b>100.00</b>
2	Yawal	271	80	<b>351</b>	0	0	<b>702</b>	4847	5579	<b>10426</b>	286	206	<b>492</b>	<b>5404</b>	<b>5865</b>	<b>11269</b>
	%	2.40	0.71	<b>3.11</b>	0.00	0.00	<b>6.23</b>	43.01	49.51	<b>92.52</b>	2.54	1.83	<b>4.37</b>	<b>47.95</b>	<b>52.05</b>	<b>100.00</b>
3	Raver	252	99	<b>351</b>	0	511	<b>1213</b>	6026	5651	<b>11677</b>	1609	759	<b>2368</b>	<b>7887</b>	<b>7020</b>	<b>14907</b>
	%	1.69	0.66	<b>2.35</b>	0.00	3.43	<b>8.14</b>	40.42	37.91	<b>78.33</b>	10.79	5.09	<b>15.89</b>	<b>52.91</b>	<b>47.09</b>	<b>100.00</b>
4	Muktainagar	276	156	<b>432</b>	0	0	<b>864</b>	3099	2863	<b>5962</b>	383	153	<b>536</b>	<b>3758</b>	<b>3172</b>	<b>6930</b>
	%	3.98	2.25	<b>6.23</b>	0.00	0.00	<b>12.47</b>	44.72	41.31	<b>86.03</b>	5.53	2.21	<b>7.73</b>	<b>54.23</b>	<b>45.77</b>	<b>100.00</b>
5	Bodwad	429	156	<b>585</b>	0	0	<b>1170</b>	1510	1340	<b>2850</b>	0	0	<b>0</b>	<b>1939</b>	<b>1496</b>	<b>3435</b>
	%	12.49	4.54	<b>17.03</b>	0.00	0.00	<b>34.06</b>	43.96	39.01	<b>82.97</b>	0.00	0.00	<b>0.00</b>	<b>56.45</b>	<b>43.55</b>	<b>100.00</b>
6	Bhusawal	0	0	<b>0</b>	638	493	<b>1131</b>	8045	7419	<b>15464</b>	2270	1164	<b>3434</b>	<b>10953</b>	<b>9076</b>	<b>20029</b>
	%	0.00	0.00	<b>0.00</b>	3.19	2.46	<b>5.65</b>	40.17	37.04	<b>77.21</b>	11.33	5.81	<b>17.15</b>	<b>54.69</b>	<b>45.31</b>	<b>100.00</b>
7	Jalgaon Dist	0	0	<b>0</b>	291	516	<b>807</b>	18997	12797	<b>31794</b>	5972	3807	<b>9779</b>	<b>25260</b>	<b>17120</b>	<b>42380</b>
	%	0.00	0.00	<b>0.00</b>	0.69	1.22	<b>1.90</b>	44.83	30.20	<b>75.02</b>	14.09	8.98	<b>23.07</b>	<b>59.60</b>	<b>40.40</b>	<b>100.00</b>

**Table No. 4.23 Continued.....**

**Table No. 4.23 Continued.....**

8	Yarandol	277	122	<b>399</b>	0	0	<b>798</b>	3920	3910	<b>7830</b>	30	39	<b>69</b>	<b>4227</b>	<b>4071</b>	<b>8298</b>
	%	3.34	1.47	<b>4.81</b>	0.00	0.00	<b>9.62</b>	47.24	47.12	<b>94.36</b>	0.36	0.47	<b>0.83</b>	<b>50.94</b>	<b>49.06</b>	<b>100.00</b>
9	Dharangao n	290	99	<b>389</b>	0	0	<b>778</b>	5753	4705	<b>10458</b>	77	39	<b>116</b>	<b>6120</b>	<b>4843</b>	<b>10963</b>
	%	2.65	0.90	<b>3.55</b>	0.00	0.00	<b>7.10</b>	52.48	42.92	<b>95.39</b>	0.70	0.36	<b>1.06</b>	<b>55.82</b>	<b>44.18</b>	<b>100.00</b>
10	Amalner	568	216	<b>784</b>	110	38	<b>1716</b>	8224	5816	<b>14040</b>	2276	1199	<b>3475</b>	<b>11178</b>	<b>7269</b>	<b>18447</b>
	%	3.08	1.17	<b>4.25</b>	0.60	0.21	<b>9.30</b>	44.58	31.53	<b>76.11</b>	12.34	6.50	<b>18.84</b>	<b>60.60</b>	<b>39.40</b>	<b>100.00</b>
11	Parola	0	0	<b>0</b>	0	0	<b>0</b>	6791	5425	<b>12216</b>	834	566	<b>1400</b>	<b>7625</b>	<b>5991</b>	<b>13616</b>
	%	0.00	0.00	<b>0.00</b>	0.00	0.00	<b>0.00</b>	49.88	39.84	<b>89.72</b>	6.13	4.16	<b>10.28</b>	<b>56.00</b>	<b>44.00</b>	<b>100.00</b>
12	Bhadgaon	0	0	<b>0</b>	0	0	<b>0</b>	4344	3364	<b>7708</b>	235	175	<b>410</b>	<b>4579</b>	<b>3539</b>	<b>8118</b>
	%	0.00	0.00	<b>0.00</b>	0.00	0.00	<b>0.00</b>	53.51	41.44	<b>94.95</b>	2.89	2.16	<b>5.05</b>	<b>56.41</b>	<b>43.59</b>	<b>100.00</b>
13	Chalisgaon	310	113	<b>423</b>	0	0	<b>846</b>	12224	1063 3	<b>22857</b>	1879	1258	<b>3137</b>	<b>14413</b>	<b>12004</b>	<b>26417</b>
	%	1.17	0.43	<b>1.60</b>	0.00	0.00	<b>3.20</b>	46.27	40.25	<b>86.52</b>	7.11	4.76	<b>11.87</b>	<b>54.56</b>	<b>45.44</b>	<b>100.00</b>
14	Pachora	615	240	<b>855</b>	0	0	<b>1710</b>	8032	6510	<b>14542</b>	1765	817	<b>2582</b>	<b>10412</b>	<b>7567</b>	<b>17979</b>
	%	3.42	1.33	<b>4.76</b>	0.00	0.00	<b>9.51</b>	44.67	36.21	<b>80.88</b>	9.82	4.54	<b>14.36</b>	<b>57.91</b>	<b>42.09</b>	<b>100.00</b>
15	Jamner	535	222	<b>757</b>	0	0	<b>1514</b>	5478	4513	<b>9991</b>	1577	989	<b>2566</b>	<b>7590</b>	<b>5724</b>	<b>13314</b>
	%	4.02	1.67	<b>5.69</b>	0.00	0.00	<b>11.37</b>	41.14	33.90	<b>75.04</b>	11.84	7.43	<b>19.27</b>	<b>57.01</b>	<b>42.99</b>	<b>100.00</b>
<b>Jalgaon District</b>		<b>4058</b>	<b>1724</b>	<b>5782</b>	<b>1332</b>	<b>1672</b>	<b>1456</b> <b>8</b>	<b>105033</b>	<b>8741</b> <b>0</b>	<b>19244</b> <b>3</b>	<b>1958</b> <b>3</b>	<b>1132</b> <b>4</b>	<b>3090</b> <b>7</b>	<b>13000</b> <b>6</b>	<b>10213</b> <b>0</b>	<b>23213</b> <b>6</b>
%		1.75	0.74	<b>2.49</b>	0.57	0.72	<b>6.28</b>	45.25	37.65	<b>82.90</b>	8.44	4.88	<b>13.31</b>	<b>56.00</b>	<b>44.00</b>	<b>100.00</b>

Source: Socio- Economic Survey – 2013, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 159-161.

Table No. 4.23 reveals the number of Students in Secondary School of Jalgaon District in the year 2012-13. The total number of Taluka's in Jalgaon District is fifteen. In all these Taluka's four types of schools found i.e. Government Secondary Schools, Local Self-Government Secondary School, Private-aided Secondary School and Private Un-aided Secondary School. The total number of student strength of the Secondary School in Jalgaon District is 232136 out of these 102130 are girls and 130006 are boys. The highest number of students is in Chalisgaon Taluka 26417 and least strength in Bodwad Taluka i.e.3435. The total numbers of Government Primary School are 5782 out of these 1724 are girls and 4058 are boys. The highest student strength found in Private Aided Secondary school i.e.192443 out of these 87410 are girls and 105033 are boys. The total number of Local Self-Government Schools is 14568 out of these 1332 boys and 1672 are girls. The total private un-aided schools are 30907 i.e. 13.31 percent out of these boys are 19583 i.e. 8.44 percent and girls are 11324 i.e. 4.88 percent.

#### **4.4.13. Primary Schools in Villages of Jalgaon District:**

Tables No. 4.24 reveals that the total number of Taluka's in Jalgaon District are fifteen. The total number of villages is 1490. The number of villages having primary schools is 1380. The number of villages without primary schools is 110. The number of villages having Anganwadi is 1490. The highest number of Primary Schools in villages of Jamner Taluka is 158 and lowest in Bodwad and Bhusawal Taluka i.e. 51. In Jamner Taluka villages, highest number of Primary Schools presented 152 i.e. 96.20 percent and lowest in Dharangaon Taluka i.e. 75 and 85.23 percent. The number of villages without Primary Schools are more in Dhargaon Taluka i.e.13 (14.77 percent) and lowest in Muktainagar and Bhadgaon Taluka i.e. zero. Jamner Taluka has more number of villages having Anganwadis i.e.158 and lowest number in Bodwad and Bhusawal.

**Table No. 4.24****Number of Primary School in Villages of Jalgaon District, 2011-12**

Sr. No.	Taluka	No. of Villages	No. of Villages having Primary School	No. of Villages without Primary School	No. of Villages having Anganwadi
1	Chopda	112	106	06	112
	%	100.00	94.64	5.36	100.00
2	Yawal	89	85	04	89
	%	100.00	95.56	4.49	100.00
3	Raver	114	109	05	114
	%	100.00	95.61	4.39	100.00
4	Muktainagar	79	79	00	79
	%	100.00	100.00	0.00	100.00
5	Bodwad	51	45	06	51
	%	100.00	88.23	11.76	100.00
6	Bhusawal	51	47	04	51
	%	100.00	92.16	7.84	100.00
7	Jalgaon Dist.	86	82	04	86
	%	100.00	95.35	4.65	100.00
8	Yarandol	64	56	08	64
	%	100.00	87.50	12.50	100.00
9	Dharangaon	88	75	13	88
	%	100.00	85.23	14.77	100.00
10	Amalner	152	134	18	152
	%	100.00	88.16	11.84	100.00
11	Parola	114	99	15	114
	%	100.00	86.84	13.16	100.00
12	Bhadgaon	62	62	00	62
	%	100.00	100.00	0.00	100.00
13	Chalisgaon	143	134	09	143
	%	100.00	93.71	6.29	100.00
14	Pachora	127	115	12	127
	%	100.00	90.55	9.45	100.00
15	Jamner	158	152	06	158
	%	100.00	96.20	3.80	100.00
<b>Jalgaon District</b>		<b>1490</b>	<b>1380</b>	<b>110</b>	<b>1490</b>
<b>Percentage</b>		<b>100.00</b>	<b>92.62</b>	<b>7.38</b>	<b>100.00</b>

Source: Socio- Economic Survey – 2012, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 37.

#### **4.4.14 Government Primary Schools in Jalgaon District:**

Table No. 4.25 reveals that the Government Primary Schools in Jalgaon District in the year 2011-12. It shows that there are total 11 Government Primary Schools in Jalgaon District. Out of 11 not a single school is for Girls only. The total number of teacher's in 11 schools are 96 who teach around 4,068 students. Out of which 2,353 are boys 57.84 percent and 1,715 are girls 42.16 percent. This shows gender gap in education of girls and boys. Chopda Taluka and Bhusawal taluka has highest number of schools i.e.3 each out of 11 Government Primary Schools. The lowest or zero schools are found in following Talukas- Raver, Bodwad, Jalgaon District, Amalner, Bhadgaon, Muktainagar, Pachora & Jamner. Out of total 96 teachers's highest number of teachers found in a Bhusawal Taluka i.e. 29. The highest numbers of students are in Bhusawal Taluka 1483 out of 4068 i.e. 36.45 percent out of which 796 i.e. boys 53.53 percent and 687 i.e. 46.47 percent are girls. It is concluded that the Government schools are very less as compared to Private Schools in Jalgaon District.

**Table No. 4.25****Government Primary School in Jalgaon District 2011-12**

Sr. No.	Taluka	Type	No. of School	No. of Teacher	No. of Students		
					Boys	Girls	Total
1	Chopda	Total	03	16	395	237	632
		Girls Only	00	00	00	00	00
2	Yawal	Total	01	14	189	148	337
		Girls Only	00	00	00	00	00
3	Raver	Total	00	00	00	00	00
		Girls Only	00	00	00	00	00
4	Muktainagar	Total	00	00	00	00	00
		Girls Only	00	00	00	00	00
5	Bodwad	Total	00	00	00	00	00
		Girls Only	00	00	00	00	00
6	Bhusawal	Total	03	29	796	687	1483
		Girls Only	00	00	00	00	00
7	Jalgaon Dist.	Total	00	00	00	00	00
		Girls Only	00	00	00	00	00
8	Yarandol	Total	01	08	238	105	343
		Girls Only	00	00	00	00	00
9	Dharangaon	Total	01	02	42	59	101
		Girls Only	00	00	00	00	00
10	Amalner	Total	00	00	00	00	00
		Girls Only	00	00	00	00	00
11	Parola	Total	01	12	287	188	475
		Girls Only	00	00	00	00	00
12	Bhadgaon	Total	00	00	00	00	00
		Girls Only	00	00	00	00	00
13	Chalisingaon	Total	01	15	406	291	697
		Girls Only	00	00	00	00	00
14	Pachora	Total	00	00	00	00	00
		Girls Only	00	00	00	00	00
15	Jamner	Total	00	00	00	00	00
		Girls Only	00	00	00	00	00
<b>Jalgaon District</b>		<b>Total</b>	<b>11</b>	<b>96</b>	<b>2353</b>	<b>1715</b>	<b>4068</b>
		<b>Girls Only</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>

Source: Socio- Economic Survey – 2012, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 149.



#### 4.4.15. Local Self Govt. Primary School in Jalgaon District:

Table No. 4.26 reveals the Local Self Government Primary School in Jalgaon District 2011-12.

**Table No. 4.26**

#### Local Self Govt. Primary Schools in Jalgaon District 2011-12

Sr. No.	Taluka	Type	No. of School	No. of Teacher	No. of Students		
					Boys	Girls	Total
1	Chopda	Total	135	613	9729	9934	19663
		Girls Only	06	56	00	1965	1965
2	Yawal	Total	136	538	8075	8053	16128
		Girls Only	11	70	00	2440	2440
3	Raver	Total	155	704	11067	10761	21828
		Girls Only	16	98	00	3203	3203
4	Muktainagar	Total	109	424	6654	6276	12930
		Girls Only	07	50	00	1447	1447
5	Bodwad	Total	53	225	3315	3274	6589
		Girls Only	01	16	00	440	440
6	Bhusawal	Total	87	364	5534	5567	11101
		Girls Only	09	59	00	1779	1779
7	Jalgaon Dist.	Total	153	822	12839	13363	26202
		Girls Only	19	128	00	4311	4311
8	Yarandol	Total	82	386	6251	5960	12211
		Girls Only	07	45	00	1341	1341
9	Dharangaon	Total	92	406	6309	6220	12529
		Girls Only	04	33	00	1090	1090
10	Amalner	Total	141	543	7810	7432	15242
		Girls Only	06	26	00	866	866
11	Parola	Total	124	512	7581	7170	14751
		Girls Only	07	48	00	1334	1334
12	Bhadgaon	Total	94	370	5963	5397	11360
		Girls Only	06	34	00	1061	1061
13	Chalisgaon	Total	204	995	15518	14541	30059
		Girls Only	08	53	00	1546	1546
14	Pachora	Total	159	707	10291	9793	20084
		Girls Only	06	40	00	1258	1258
15	Jamner	Total	210	910	15351	14404	29755
		Girls Only	08	73	00	2377	2377
<b>Jalgaon District</b>		<b>Total</b>	<b>1934</b>	<b>8519</b>	<b>132287</b>	<b>128145</b>	<b>260432</b>
		<b>Girls Only</b>	<b>121</b>	<b>829</b>	<b>00</b>	<b>26458</b>	<b>26458</b>

Source: Socio- Economic Survey – 2012, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 149.

The total number of schools run by Local Self-Government in Jalgaon District are 1934. Out of which are highest in Jamner taluka i.e. 210 i.e. 10.85 percent. Second highest in Chalisgaon 204 schools i.e. 10.54 percent. The total number of schools run for Girls Only in Jalgaon District by Local Self-Government is 121 i.e. 6.25 percent of total 1934. The highest number of schools only for girls are in Jalgaon District taluka i.e. 19 and second highest in Raver taluka 16. The lowest number of schools for girls is in Bodwad taluka i.e. one and second lowest in Dharangaon Taluka i.e. 4. There are 829 teachers at Girls Only schools out of 8519 teachers of which highest number of teachers are in Jalgaon District Taluka i.e. 995 and second highest 910 in Jamner Taluka. The lowest number of teachers are in Bodwad i.e. 370. The total number of students are 260432 and girls students are 26458. The number of children is highest in 30059 and lowest number of teachers are in Bodwad Taluka i.e. 6589.

#### **4.4.16. Private- Aided Primary Schools in Jalgaon District:**

Table No. 4.27 reveals that number of Private- Aided Primary Schools in Jalgaon District in the year 2011-12. Total number of Private-Aided Schools in Jalgaon District is 221. Out of that Girls Only Schools are only 3 in number. The highest number of schools is in Jalgaon District Taluka of Jalgaon District i.e. 51 schools and lowest number of private schools is in Mukatainagar, Bodwad, Yarandol, Dharangaon taluka of Jalgaon District i.e. each. Girls Only highest primary schools are in Jalgaon District Taluka i.e. 3. The total number of teacher in 15 Talukas are 2039 out of which 22 are in Girls Only Schools. The total of 2039 teachers in Private Aided Schools in Jalgaon District of which 59952 are boys and 43237 girls. The Highest numbers of students are in Jalgaon District Taluka is in Jalgaon District i.e. 25630 and lowest number of students are 1057 in Yarndol Taluka. The highest number of girl's students are in Private - Aided Primary Schools in Jalgaon District Taluka of Jalgaon District. The lowest numbers of girls are in all Talukas i.e. zero. The Highest number of boys student are 14121 in Jalgaon District Taluka of Jalgaon District and lowest number of boys student are in Yarandol Taluka i.e. 617 out of 59952. The total number of students including girls and boys are 103189.

**Table No. 4.27****Private - Aided Primary Schools in Jalgaon District, 2011-12**

Sr. No.	Taluka	Type	No. of School	No. of Teacher	No. of Students		
					Boys	Girls	Total
1	Chopda	Total	20	160	5234	3097	8331
		Girls Only	00	00	00	00	00
2	Yawal	Total	15	92	2638	1980	4618
		Girls Only	00	00	00	00	00
3	Raver	Total	11	91	2466	1808	4274
		Girls Only	00	00	00	00	00
4	Muktainagar	Total	04	43	1228	684	1912
		Girls Only	00	00	00	00	00
5	Bodwad	Total	04	30	975	557	1532
		Girls Only	00	00	00	00	00
6	Bhusawal	Total	25	259	7161	6341	13502
		Girls Only	00	00	00	00	00
7	Jalgaon District	Total	51	444	14121	11509	25630
		Girls Only	03	22	00	00	00
8	Yarandol	Total	04	29	617	440	1057
		Girls Only	00	00	00	00	00
9	Dharangaon	Total	04	45	1707	920	2627
		Girls Only	00	00	00	00	00
10	Amalner	Total	21	227	5874	4006	9880
		Girls Only	00	00	00	00	00
11	Parola	Total	07	67	2044	1504	3548
		Girls Only	00	00	00	00	00
12	Bhadgaon	Total	05	27	850	532	1382
		Girls Only	00	00	00	00	00
13	Chalisingaon	Total	27	279	7829	5048	12877
		Girls Only	00	00	00	00	00
14	Pachora	Total	14	140	3592	2697	6289
		Girls Only	00	00	00	00	00
15	Jamner	Total	09	106	3616	2114	5730
		Girls Only	00	00	00	00	00
<b>Jalgaon District</b>		<b>Total</b>	<b>221</b>	<b>2039</b>	<b>59952</b>	<b>43237</b>	<b>103189</b>
		<b>Girls Only</b>	<b>03</b>	<b>22</b>	<b>00</b>	<b>00</b>	<b>00</b>

Source: Socio- Economic Survey – 2012, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 149.

**4.4.17. Private Un-aided Primary School in Jalgaon District:**

Table No. 4.28 reveals the total number of Private Un-aided Primary Schools in Jalgaon District in 2011-12 are 167 out of which highest number of schools are in Jalgaon District Taluka of Jalgaon

**Table No. 4.28****Private Un-aided Primary Schools in Jalgaon District 2011-12**

Sr. No.	Taluka	Type	No. of School	No. of Teacher	No. of Students		
					Boys	Girls	Total
1	Chopda	Total	18	81	2334	1169	3503
		Girls Only	00	00	00	00	00
2	Yawal	Total	10	36	552	229	781
		Girls Only	00	00	00	00	00
3	Raver	Total	15	61	1520	773	2293
		Girls Only	00	00	00	00	00
4	Muktainagar	Total	03	09	197	109	306
		Girls Only	00	00	00	00	00
5	Bodwad	Total	02	04	64	39	103
		Girls Only	00	00	00	00	00
6	Bhusawal	Total	21	168	5829	3516	9345
		Girls Only	00	00	00	00	00
7	Jalgaon District	Total	44	214	7815	5293	13108
		Girls Only	00	00	00	00	00
8	Yarandol	Total	03	09	242	124	366
		Girls Only	00	00	00	00	00
9	Dharangaon	Total	04	06	70	23	93
		Girls Only	00	00	00	00	00
10	Amalner	Total	10	61	1989	1518	3507
		Girls Only	00	00	00	00	00
11	Parola	Total	06	25	621	337	958
		Girls Only	00	00	00	00	00
12	Bhadgaon	Total	02	08	179	89	268
		Girls Only	00	00	00	00	00
13	Chalisgaon	Total	08	03	59	28	87
		Girls Only	00	00	00	00	00
14	Pachora	Total	08	29	890	349	1239
		Girls Only	00	00	00	00	00
15	Jamner	Total	13	32	591	355	946
		Girls Only	00	00	00	00	00
<b>Jalgaon District</b>		<b>Total</b>	<b>167</b>	<b>746</b>	<b>22952</b>	<b>13951</b>	<b>36903</b>
		<b>Girls Only</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>

Source: Socio- Economic Survey – 2012, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 150.

District i.e.44 and the lowest number of schools are in Bodwad Talukas having two schools each. There are total 746 teachers in Private Un-aided Primary Schools in all 167 Private Un-aided Primary Schools. Out of which highest number of teachers are in Jalgaon District Taluka of Jalgaon District i.e.214 and lowest number of teachers in Bodwad Taluka of Jalgaon District i.e. 4 teachers. Total numbers of students in all 167 Private Un-aided Primary Schools in Jalgaon District are 36903 out of 22952 are boys and 13951 are girls. Highest

number of boy's student are in Jalgaon District Taluka of Jalgaon District having 7815 Private Unaided Primary Schools. The lowest number of boy's student are in Bodwad Taluka of Jalgaon District i.e.64 and only two Private Un-aided Primary Schools. The highest number of girl's students are in Jalgaon District taluka i.e.5293 and lowest number of girl students are in Dharangaon Taluka of Jalgaon District i.e.23. So it is concluded that the very less number of Private Un-aided Primary Schools are in Jalgaon District.

#### **4.4.18. Taluka and Gender -wise Primary Schools in Jalgaon District:**

Table No. 4.29 reveals that the Taluka and gender-wise Primary Schools in Jalgaon District 2011-12. The total number of Taluka's in Jalgaon District are fifteen. The total number of schools are 2333. Out of that the highest number of school in Jalgaon District taluka i.e.248 and lowest number of schools are in Bodwad taluka i.e.59. The total girl's schools are 124. The number of teacher are 11400 out of which the highest teachers available are 1480 and lowest teachers in Bodwad Taluka i.e.259. The total number of students are 404592 out of that boys are 217544 and girls are 187048. The highest number of students found in Jalgaon District Taluka 64940 and lowest number of students found in Bodwad Taluka 8224.

**Table No. 4.29****Taluka and Gender - wise Primary Schools in Jalgaon District, 2011-12**

Sr. No.	Taluka	Type	No. of School	No. of Teacher	No. of Students		
					Boys	Girls	Total
1	Chopda	Total	176	870	17692	14437	32129
		Girls Only	06	56	00	1965	1965
2	Yawal	Total	162	680	11454	10410	21864
		Girls Only	11	70	00	2440	2440
3	Raver	Total	181	856	15053	13342	28395
		Girls Only	16	98	00	3203	3203
4	Muktainagar	Total	116	476	8079	7069	15248
		Girls Only	07	50	00	1447	1447
5	Bodwad	Total	59	259	4354	3870	8224
		Girls Only	01	16	00	440	440
6	Bhusawal	Total	136	820	19320	16111	35431
		Girls Only	09	59	00	1779	1779
7	Jalgaon Dist.	Total	248	1480	34775	30165	64940
		Girls Only	22	150	00	4311	4311
8	Yarandol	Total	90	432	7348	6629	13977
		Girls Only	07	45	00	1341	1341
9	Dharangaon	Total	101	459	8128	7222	15350
		Girls Only	04	33	00	1090	1090
10	Amalner	Total	172	831	15673	12956	28629
		Girls Only	06	26	00	866	866
11	Parola	Total	138	616	10533	9199	19732
		Girls Only	07	48	00	1334	1334
12	Bhadgaon	Total	101	405	6992	6018	13010
		Girls Only	06	34	00	1061	1061
13	Chalisingaon	Total	240	1292	23812	19908	43720
		Girls Only	08	53	00	1546	1546
14	Pachora	Total	181	876	14773	12839	27612
		Girls Only	06	40	00	1258	1258
15	Jamner	Total	232	1048	19558	16873	36431
		Girls Only	08	73	00	2377	2377
<b>Jalgaon District</b>		<b>Total</b>	<b>2333</b>	<b>11400</b>	<b>217544</b>	<b>187048</b>	<b>404592</b>
		<b>Girls Only</b>	124	851	00	26458	26458

Source: Socio- Economic Survey – 2012, Jalgaon District, District Statistical Office, Commissionerate of Economic and Statistics, Govt. of Maharashtra, p. 151.

**4.4.19. Type of Schools in Jalgaon District:**

Table No. 4.30 shows the Type of Schools in Jalgaon District in 2014-15. The total number of Primary Schools was 1719 which was highest in Jalgaon District i.e. 52.55 percent. The Primary with Upper Primary Schools were 721 i.e.22.04 percent. Primary, Upper Primary Schools were 13 only 0.40 percent. The only Upper Primary Schools were very less and only

0.09 percent. Upper Primary with Secondary with HSC Schools were only 163 and 4.98 percent. Primary, Upper Primary with Secondary Schools were 36 only 1.10 percent. Upper primary with the secondary schools were 434 only 13.27 percent Only secondary Schools were 116 and the 3.55 percent. Secondary with HSC schools were 20 only 0.61percent. The higher secondary with college attached schools were 46 and only 1.41 percent. The total number of schools was 3271. It is concluded that the more than 50 percent were the Primary Schools.

**Table No. 4.30**

**Type of Schools in Jalgaon District (2014-15)**

Sr. No.	Type of School	Private Aided	Private Unaided	Madarsha	Govt. / State Defined	Other	All School
1	Primary	93	0	0	1622	4	<b>1719</b>
	%	12.13	0.00	0.00	65.09	33.33	<b>52.55</b>
2	Primary with Upper Primary	78	0	0	640	3	<b>721</b>
	%	10.17	0.00	0.00	25.68	25.00	<b>22.04</b>
3	Primary, Upper Primary, Secondary with HSC	1	0	0	12	0	<b>13</b>
	%	0.13	0.00	0.00	0.48	0.00	<b>0.40</b>
4	Upper Primary only	0	0	0	1	2	<b>3</b>
	%	0.00	0.00	0.00	0.04	16.67	<b>0.09</b>
5	Upper Primary, Secondary with HSC	147	0	0	16	0	<b>163</b>
	%	19.17	0.00	0.00	0.64	0.00	<b>4.98</b>
6	Primary, Upper Primary with Secondary	2	0	0	33	1	<b>36</b>
	%	0.26	0.00	0.00	1.32	8.33	<b>1.10</b>
7	Upper Primary with Secondary	375	0	0	58	1	<b>434</b>
	%	48.89	0.00	0.00	2.33	8.33	<b>13.27</b>
8	Secondary Only	38	0	0	78	0	<b>116</b>
	%	4.95	0.00	0.00	3.13	0.00	<b>3.55</b>
9	Secondary with HSC	6	0	0	13	1	<b>20</b>
	%	0.78	0.00	0.00	0.52	8.33	<b>0.61</b>
10	Higher Secondary with College attached	27	0	0	19	0	<b>46</b>
	%	3.52	0.00	0.00	0.76	0.00	<b>1.41</b>
	<b>Total</b>	<b>767</b>	<b>0</b>	<b>0</b>	<b>2492</b>	<b>12</b>	<b>3271</b>
	%	<b>23.45</b>	<b>0.00</b>	<b>0.00</b>	<b>76.18</b>	<b>0.37</b>	<b>100.00</b>

Source: Report Maharashtra, UDISE, 2014-15.

**4.4.20. Gender-wise Schools in Jalgaon District:**

Table No. 4.31 shows the Gender- wise schools in Jalgaon District in year 2014-15. The total number of schools by school category was 3271. As compared to the total number of schools the Only Primary Schools were 1719 i.e. 52.55 percent. The maximum number of Co-educational Primary Schools were 1592 (92.61 percent), Only Girl's Primary Education

Schools were 63 (3.66 percent) and boys only 64 (3.72 percent). The total number of schools were 3271 out of these 3016 (92.20 percent) schools were Co- educational schools, only girls 145 (4.43 percent) and only boys 110 (3.36 percent). It is concluded that the Primary Co-educational Schools were highest in Jalgaon District i.e. 92.20 percent.

**Table No. 4.31**

**Gender-wise Schools in Jalgaon District (2014-15)**

Sr. No	Type of School	Boys only	Girls only	Co-educational	Total
1	Primary only	64	63	1592	<b>1719</b>
	%	3.72	3.66	92.61	<b>52.55</b>
2	Primary with Upper Primary	35	45	641	<b>721</b>
	%	4.85	6.24	88.90	<b>22.04</b>
3	Primary, Upper Primary, Secondary with HSC	0	1	12	<b>13</b>
	%	0.00	7.69	92.31	<b>0.40</b>
4	Upper Primary only	0	0	3	<b>3</b>
	%	0.00	0.00	100.00	<b>0.09</b>
5	Upper Primary, Secondary with HSC	2	7	154	<b>163</b>
	%	1.23	4.29	94.48	<b>4.98</b>
6	Primary, Upper Primary with Secondary	0	0	36	<b>36</b>
	%	0.00	0.00	100.00	<b>1.10</b>
7	Upper Primary with Secondary	7	23	404	<b>434</b>
	%	1.61	5.30	93.09	<b>13.27</b>
8	Secondary Only	2	2	112	<b>116</b>
	%	1.72	1.72	96.55	<b>3.55</b>
9	Secondary with HSC	0	0	20	<b>20</b>
	%	0.00	0.00	100.00	<b>0.61</b>
10	Higher Secondary only	0	4	42	<b>46</b>
	%	0.00	8.70	91.30	<b>1.41</b>
11	Other	0	0	0	<b>0</b>
	%	0.00	0.00	0.00	<b>0.00</b>
	<b>All School</b>	<b>110</b>	<b>145</b>	<b>3016</b>	<b>3271</b>
	%	<b>3.36</b>	<b>4.43</b>	<b>92.20</b>	<b>100.00</b>

Source: Report Maharashtra, UDISE, 2014-15.

This chapter focuses on the Primary Education in Maharashtra State, Khandesh region and Jalgaon District. By taking into consideration the entire scenario of education, it is found that still primary education is facing the problems of inadequate facilities in schools. Even after the implementation of Right to Education Act the situation has not improved. In Jalgaon District only 168 schools having 'A' grade and 1016 schools having 'B' grade, 661 schools are there having 'C' grade. In rural area teacher student ratio is not maintained by the schools. The data has been collected from socio-economic survey of district and different reports on education and shown in table and graphs. This information is very much helpful to know the position of primary schools in Jalgaon District.



## EMPIRICAL ANALYSIS OF STATUS OF RIGHT TO EDUCATION IN SLUM AREAS OF JALGAON CITY

### 5.1.Introduction:

It deals with the analysis of data which has been collected through questionnaire. The data has been processed by using MS-Excel and for the analysis of data statistical tools has been used. The result has been drawn and shown in appropriate graphs. The main objective of the study is to examine the status of school buildings, drinking water facilities, student teacher-ratio, student classroom ratio, toilet facilities, sports facilities, library facilities and computer facilities in the schools of Jalgaon city and whether the slum area schools of Jalgaon city following the norms of Right to Education Act,2009.

### 5.2. Profile of Jalgaon City:

Jalgaon is a major City in Western Region of India, located in the North of Maharashtra State within Khandesh region. It is an administrative Head Quarter of Jalgaon District. Jalgaon has connected by National Highway number 6 as well as Railway and Airport. It is 55 km from Ajanta Caves. The City having industrial areas, Schools, Hospitals, Shopping malls and has communications and transport infrastructures. Jalgaon City known as Banana City, it contributes about half of Maharashtra's Banana production and also export to Western World.

As per 2011 census, population of Jalgaon City was 460468; males were 52 percent of the population and females 48 percent. Literacy rate of Jalgaon is 76 percent which is higher than the national average of 59.5 percent. Male literacy is 80 percent and female literacy is 71 percent. Thirteen percent of the population is under six years of age. Jalgaon City consists of 15 Talukas or Tahsils these are Amalner, Bhadgaon, Bhusawal, Bodwad, Chalisgaon, Chopda, Dharangaon, Erandol, Jalgaon, Jamner, Muktainagar, Pachora, Parola, Raver and Yawal. The languages spoken in Jalgaon include Ahirani, a dialect of Khandeshi with approximately 780000 speakers.

The Jalgaon is educationally developed District having all professional colleges. City having number of private, local Self Government and Government Schools are there. Now a day so many Local Self Government Schools are facing the problem of basic facilities and quality education. It is found that very few schools from Jalgaon district having 'A' Grade i.e. 299 schools out of 3 thousand 320 schools. By observing the questionnaire the actual status of schools come to know. As per the Right to Education Act every school has to follow certain norms of student teacher ratio, trained teachers, 25 percent reservation to weaker and disadvantaged group etc.

### 5.3. Analysis of Questionnaire:

To study the slum area of Jalgaon city randomly from slum areas 100 samples have been selected for the study purpose. The ideal questionnaire has been prepared. In this questionnaire total 49 questions are there. The entire questionnaires have been filled by the head of the family. The questionnaire is a feedback that has taken from stakeholders about how much awareness is there among the people and the status of implementation of Right to Education Act in the slum areas of Jalgaon City. The following tables and graphs are shows the analysis of questionnaire.

#### 5.3.1. Occupation-wise Sample Families in slum area of Jalgaon City:

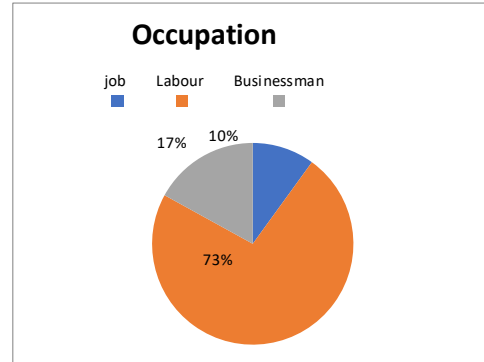
Table No.5.1 reveals the occupation-wise Families in Jalgaon City. The first question relates to the primary information of the family i.e. name, age, education, address, occupation and income. There are three types of occupation-wise families found in slum area of a Jalgaon City. These are Public Servant, Labour and Businessman. Out of total 100 samples 10 are public servant i.e.10 percent. Labour families are very large in number 73 i.e. 73 percent and Small Businessman families are 17 i.e.17 percent.

**Table No. 5.1**

**Graph No. 5.1**

**Occupation-wise Sample of Families in slum area of Jalgaon City**

S No	Type	Sample	Percentage
1	Job	10	10.00
2	Labour	73	73.00
3	Businessman	17	17.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>



#### 5.3.2. Family Members size in slum area of Jalgaon City:

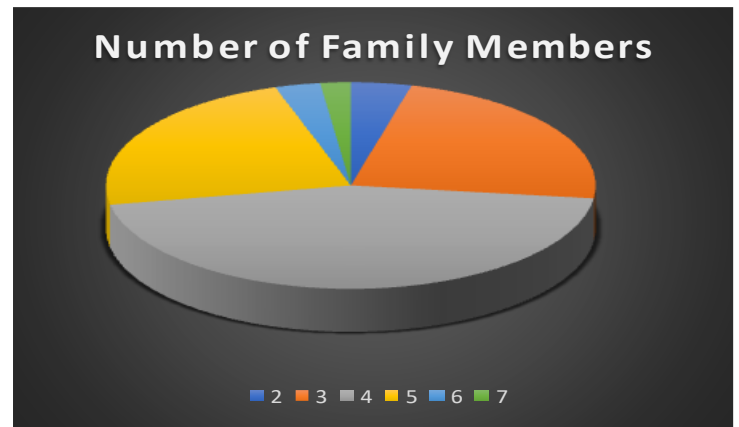
Table No. 5.2 shows that, the size of Family in slum area of Jalgaon City. The second question related to the number of family members. Out of 100 family only 04 families was having 2 members i.e.04 percent. 23 Family having only 3 members are there i.e. 23 and 45 families having 4 members i.e. 45 percent. 23family have 5 members i.e. 23 percent. In 03 families 6 members are there i.e.03 percent. In 02 family seven members are there i.e. 02 percent. The average size of the family is approximately 4 members.

**Table No. 5.2**

**Graph No. 5.2**

### Size of Family Members in Jalgaon City

Sr.No	No. of Member	Family	Percentage
1	2	4	04.00
2	3	23	23.00
3	4	45	45.00
4	5	23	23.00
5	6	03	03.00
6	7	02	02.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>



#### 5.3.3. Standard-wise Neighborhood School of Families in slum area of Jalgaon City:

Table No 5.3 shows the Standard-wise Neighborhood School Families in slum area of Jalgaon City. Question No.4 relates to how many families having neighborhood schools in Jalgaon City. The Right of Children to Free and Compulsory Education Act, 2009 section 3 state that the neighborhood school. The Right to Education is the only Right to take the admission in the neighborhood school would necessarily mean the neighborhood within the Municipality in which the residence is situated. The 20 families having a neighborhood school from I to IV standard school i.e. 20 percent.05 families having neighborhood school from I to VII standard i.e.05 percent. Out of 100 families' 75 families having neighborhood school from I to X standard i.e.75 percent.

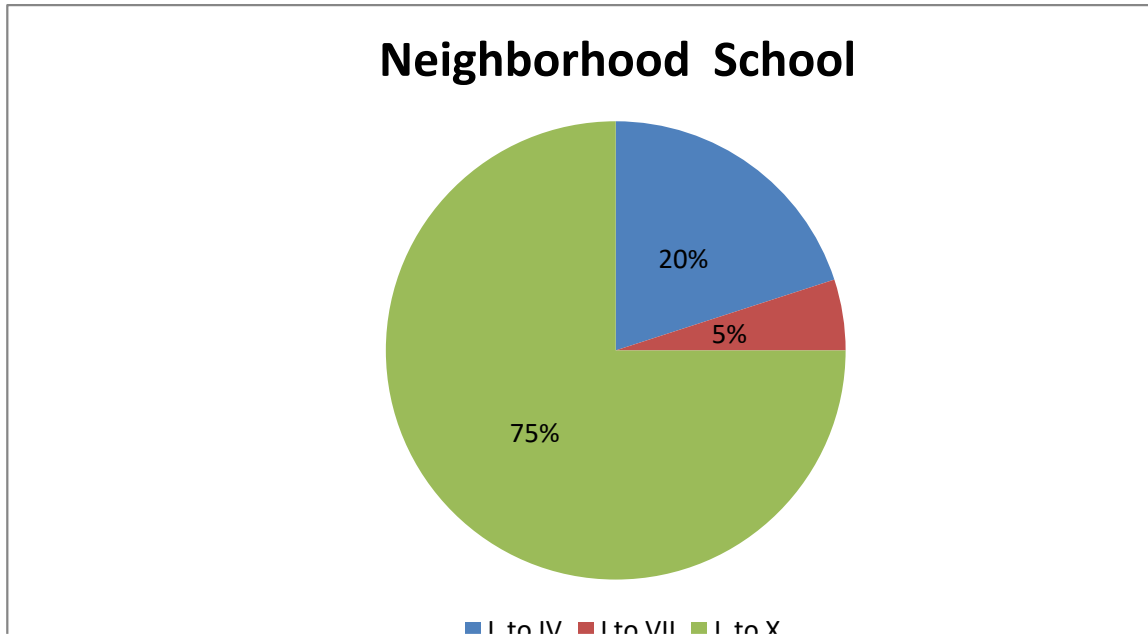
**Table No. 5.3**

#### Standard-wise Neighborhood School of Families in slum area of Jalgaon City

S. No.	Standard	Sample	Percentage
1	I to IV	20	20.00
2	I to VII	05	05.00
3	I to X	75	75.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>

**Graph No. 5.3**

**Standard-wise Neighborhood School of Families in slum area of Jalgaon City**



**5.3.4. Status of School Buildings in slum area of Jalgaon City:**

Table No.5.4 reveals the Status of School Buildings in slum area of Jalgaon City. Question No.5 relates to the status of school buildings in slum area of Jalgaon City. Right to Education Act, 2009 state that building consisting of at least one class-room for every teacher and an office-cum-store-cum-head teacher's room. Barrier free access, separate toilets for girls and boys, safe and adequate drinking water facilities to all children, kitchen where mid-day meal is cooked in the school, a playground, and arrangements for securing the school building by boundary wall or fencing. The RTE Act, 2009 states that every school has its own and separate building. Out of 100 only 40 schools were Kaccha building i.e.40 percent and 60 schools were Pacca building i.e.60 percent

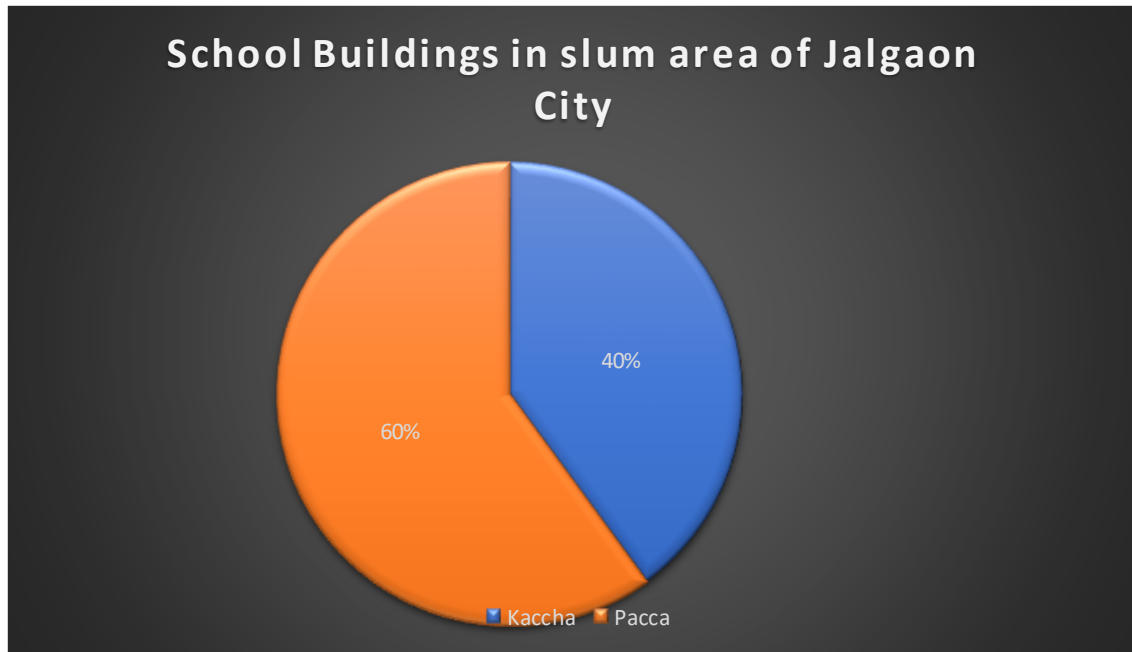
**Table No. 5.4**

**Status of School Buildings in the slum area of Jalgaon City**

S. No.	Building Status	No. of School	Percentage
1	Kaccha	40	10.00
2	Pacca	60	90.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>

**Graph No. 5.4**

**Status of School Buildings in the slum area of Jalgaon City**



**5.3.5. Opinion about Teachers, Facilities, and School Timing in the slum area of Jalgaon City:**

Table No. 5.5 shows the Opinion of the head of the family about teachers, facilities, and school timing in the slum area of Jalgaon City. The question has been asked to parents about whether teachers, student ratio is proper. Is there the infrastructure facilities adequate? Section-25 of the RTE Act, 2009 states, that within six months from the date of commencement of this Act, the appropriate Government and the local authority shall ensure that the pupil-teacher ratio as specified in the schedule is maintained in each school. The ratio in I to V class should be 60:2 teachers.

For sixth class to eight class at least one teacher each, for science and mathematics, social studies and languages at least one teacher for every thirty-five children. The opinion of head of the family about teachers out of 100 samples, 83 families' i.e. 83 percent are satisfied about the teacher's student ratio. Only 17 people are not satisfied with the ratio i.e. 17 percent. The opinion of head of the family about the facilities in schools were taken and out of 100 people 80 people are satisfied about the facilities available in school i.e. 80 percent and 20 schools i.e. 20 percent families are unsatisfied. 84 people i.e. 84 percent people are satisfied about the school timing and only 16 i.e. 16 percent persons are unsatisfied about the school timings.

**Table No. 5.5****Opinion about Teachers, Facilities and Timing of School in the slum area of Jalgaon City:**

S. No.	Opinion	Teachers		Facilities in School		School Time	
		Sample	%	Sample	%	Sample	%
1	Yes	83	83.00	80	80	84	84.00
2	No	17	17.00	20	20	16	16.00
<b>Total</b>		<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>500</b>	<b>100.00</b>

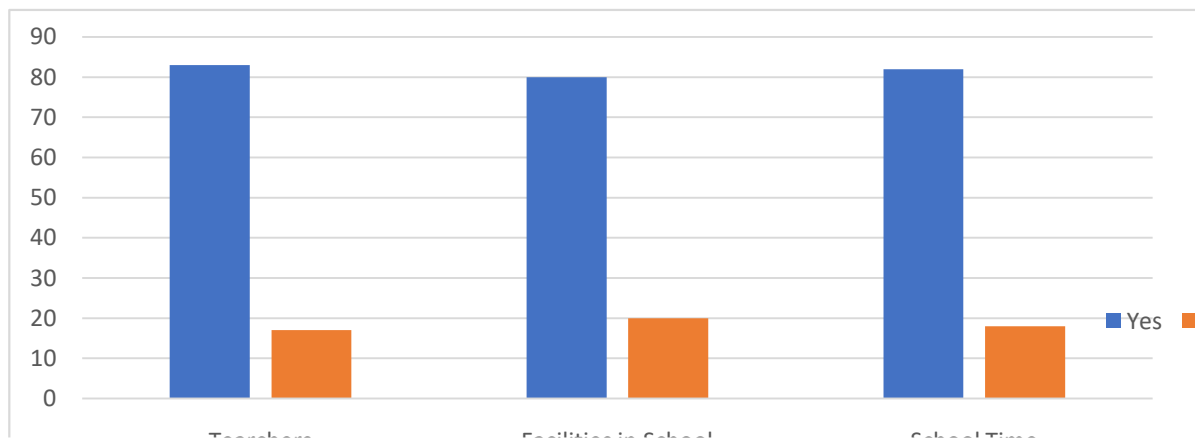
**Graph No. 5.5****Opinion about Teachers, Facilities and Timing of School in the slum area of Jalgaon City:****5.3.6. Information about Child Enrollment to School in the slum area of Jalgaon City:**

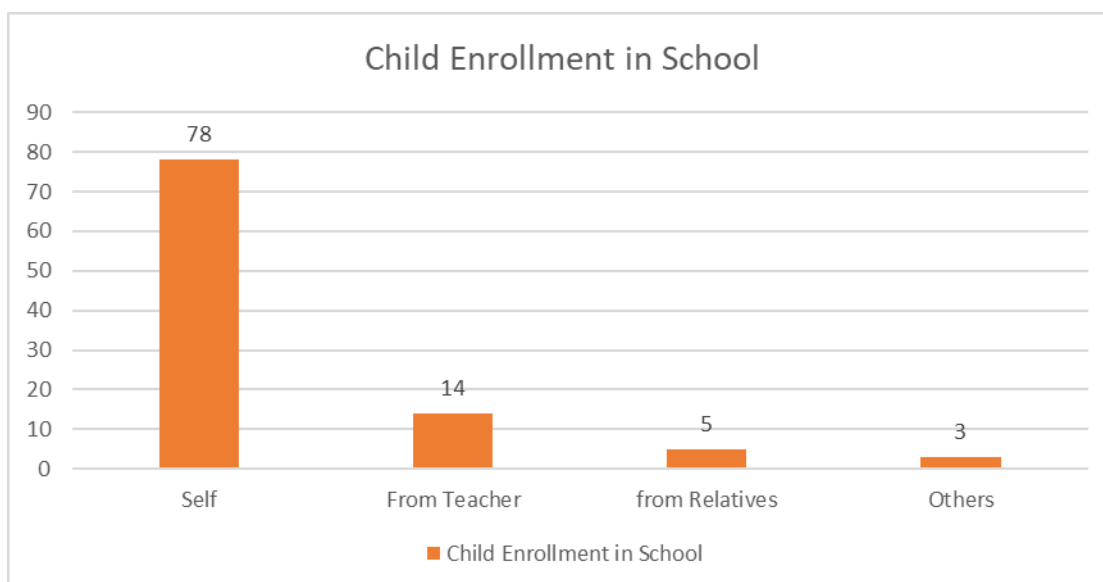
Table No. 5.6 Question number nine of the questionnaire relates to who gives the information that a child shall be enrolled in school. There are four sources of information. These sources are from self, teachers, from relatives, and from others. Total of 100 samples were investigated out of these 78 persons getting information on their own i.e.78 percent. 14 people got information from teachers i.e. 14 percent. 05 people got information from relative's i.e.5 percent and 03 people got information from other sources i.e.03 percent.

**Table No. 5.6****Information about child Enrollment in the slum area of schools of Jalgaon City**

S. No.	Sources	Sample	Percentage
1	Self	78	78.00
2	From Teacher	14	14.00
3	From Relatives	05	05.00
4	Others	03	03.000
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>

**Graph No. 5.6**

**Information about child Enrollment in the slum area of School of Jalgaon City**



**5.3.7. Information about the Right to Education Act 2009 in the slum area of Jalgaon City:**

Table No. 5.7 reveals the information about the Right to Education Act, 2009. Question number ten of the questionnaire relates to the Right to Education Act, 2009 by whom they get the information about the Act. Out of 100 samples 10 persons i.e.10 percent people have information and awareness about Right to Education Act, 2009. 90 people still are not aware about the Right to Education Act, 2009. It is concluded that after the passing of Act since 2009 presently near about 90 percent people are not aware about the Right to Education Act, during the investigation.

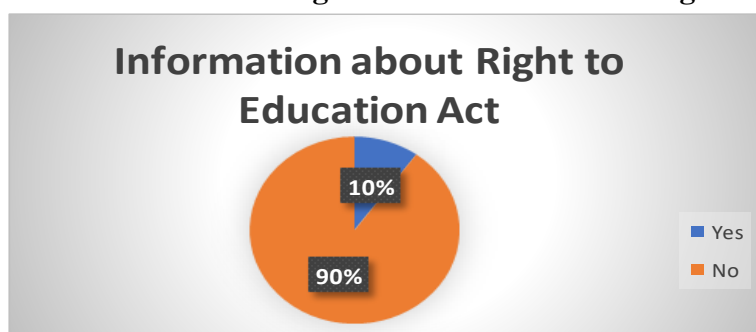
**Table No. 5.7**

**Information about Right to Education Act in the slum area of Jalgaon City**

S No	Opinion	Sample	Percentage
1	Yes	10	10.00
2	No	90	90.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>

**Graph No. 5.7**

**Information about Right to Education Act in Jalgaon City**



### 5.3.8. Awareness among Parents about Enrollment of Children Age between 6-14 years:

Table No. 5.8 reveals that awareness of child enrollment to school after completion of 6 years to enroll in 1<sup>st</sup> standard. Question number 12 of questionnaire relates that awareness among the people about the enrollment of children in the age of 6 to 14 year. Section-3 of the RTE Act states that every child of the age of six to fourteen years shall have right to free and compulsory education in a neighborhood school till completion of elementary education. For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the primary education. Out of 100 samples Only 12 i.e.12 percent people were known that the child between the ages of six to fourteenth shall be enrolled in school. 88 that the 88 percent people having no information about the provisions of this Act.

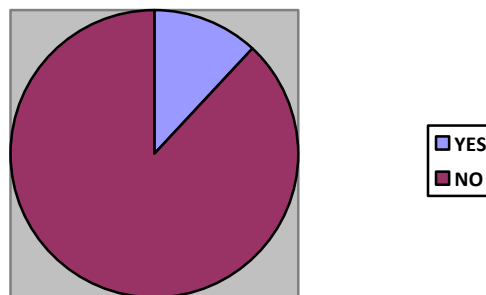
**Table No. 5.8**

#### Information after Six Year Age of Child Enrolled 1<sup>st</sup> Standard

S. No.	Opinion	Sample	Percentage
1	Yes	12	12.00
2	No	88	88.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>

**Graph No. 5.8**

#### Information after Six Year Age of Child Enrolled 1<sup>st</sup> Standard



### 5.3.9. Which Activities have taken place to promote RTE Act in the slum area of Jalgaon City?

Table No. 5.9 reveals the schemes implemented by the authority to promote the RTE, Act. Section-6 state that establishment of Neighborhood School within the area and limits of neighborhood within 3 years from the commencement of the Act. This table is related to the



question number 14, 15 and 16 of the questionnaires. Question number 14 discusses about the implementation of different schemes by the Government, by Municipal Corporation and by neighborhood school. Out of 100 samples 17 i.e. 17.00 percent people gave information that the government schemes has been implemented in their respective area and 83 people i.e. 83 percent gave negative opinion about the implementation of government schemes. Question number 15 relates to whether any activity had been taken place from Municipal Corporation. Out of 100 samples 14 i.e. 14 percent people are aware that the schemes has been implemented in their respective area and 86 i.e. 86 percent people are not aware about the schemes. The question number 16 states that implementation of schemes from neighborhood school. 12 i.e. 12 percent people knows about the schemes which implemented by the neighborhood school and 88 i.e. 88 percent people are not aware about the schemes.

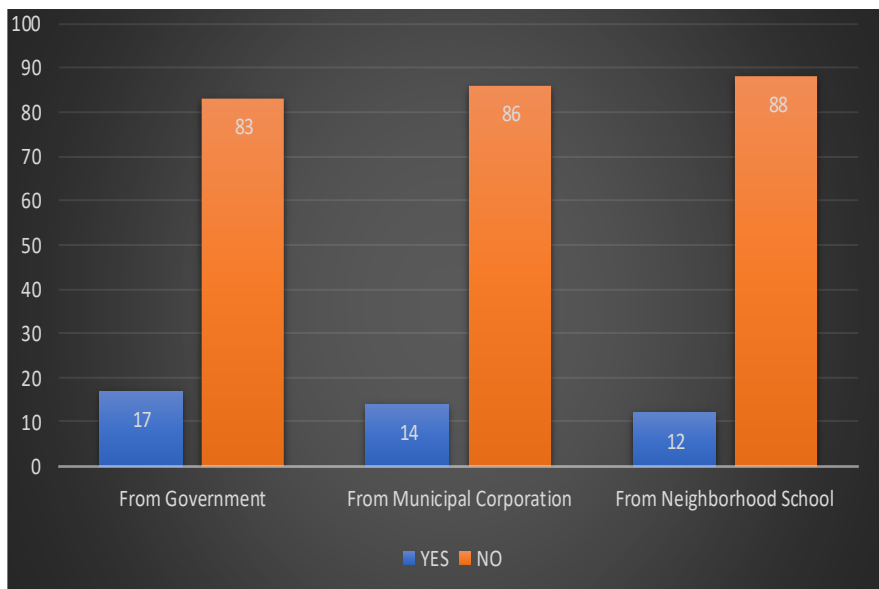
**Table No. 5.9**

**Which Activities have been taken place to promote RTE Act?**

Sr. No	Opinion	From Government		From Municipal Corporation		From Neighborhood School	
		Sample	Percentage	Sample	Percentage	Sample	Percentage
1	Yes	17	17.00	14	14.00	12	12.00
2	No	83	83.00	86	86.00	88	88.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

**Graph No. 5.9**

**Which Activities have been taken place to promote RTE Act?**



### 5.3.10. Provisions of Right to Free and Compulsory Education Act 2009:

Table No.5.10 reveals the Passing of Free and Compulsory Education Act 2009 in India and its Provisions. The question number 17 of the questionnaire relates to awareness among the people regarding the Right to Education Act, 2009. Only 24 i.e. 24 percent people know the information about the Right to Education Act 2009 and 76 i.e. 76 percent people are unaware about this law. The question number 19 relates to the awareness regarding the Right to Education Act, 2009. Out of 100 people the 22 i.e. 22 percent people are aware about the Act and 78 i.e. 78 percent people have no knowledge about the Act. It has concluded that maximum people know about the Act but they have no knowledge about the provisions of Act.

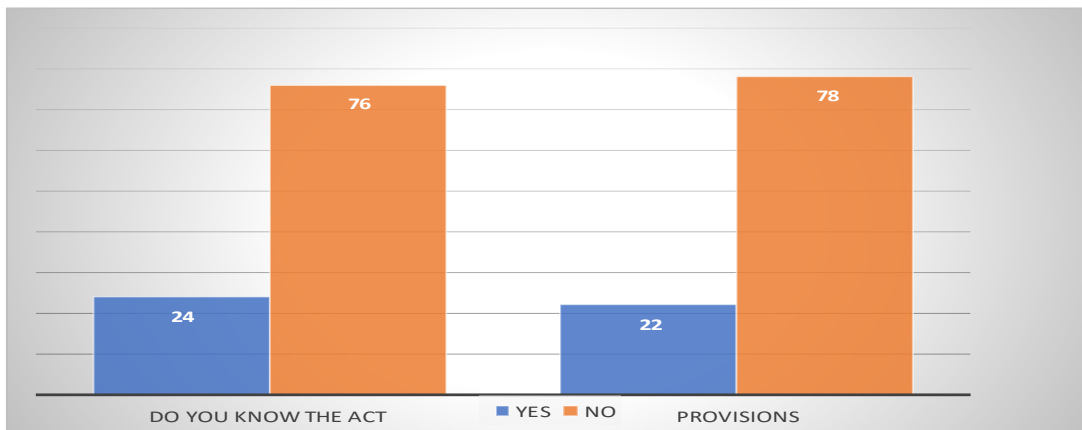
**Table No. 5.10**

**Right to Free and Compulsory Education Act 2009 and its Provisions**

Sr. No	Opinion	Do you know the Act		Provisions	
		Sample	Percentage	Sample	Percentage
1	Yes	24	24.00	22	22.00
2	No	76	76.00	78	78.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

**Graph No. 5.10**

**Right to Free and Compulsory Education Act 2009 and its Provisions**



### 5.3.11. Provisions of RTE Act:

Table No.5.11 shows the Provisions of RTE Act, 2009. The question number 20, 21, 22 of the questionnaires relates to how many people know the provisions that every child between the ages of six to fourteen years shall have a right to free and compulsory education

in a neighborhood school till the completion of Elementary Education. For the purpose of sub-section (1) said that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. The neighborhood school would necessarily mean the neighborhood within the municipality limits where their residence is situated. It is provided that a child suffering from disability, as defined in clause (i) of section 2 of the Persons with Disabilities (Equal Opportunities, Protection and Full Participation) Act, 1996 shall have the right to pursue free and compulsory elementary education in accordance with the provisions of Chapter V of the said Act. Out of 100 samples, 26 i.e., 26 percent people know that they have the right to enroll their ward in a neighborhood school and only 74 i.e., 74 percent people have no knowledge about the provision. The opinion of the people taken about no child shall be liable to pay any kind of fees, 11 i.e., 11 percent people know about the provisions and 79 i.e., 79 percent people don't know about this provision. In special protection category to be provided to the children with disabilities provision, 30 i.e., 30 percent people know about this provision and 70 i.e., 70 percent people don't have any information about this provisions.

Question number 23 of the questionnaire relates to whether child shall be enrolled in an appropriate class. Section-4 of the Act states that, special provisions for children not admitted to, or who have not completed, Elementary Education. Where a child above six years of age has not been admitted in any school or though admitted could not complete his or her elementary education, then he or she shall be admitted in the appropriate class to his or her age. Provided that where a child is directly admitted in a class appropriate to his or her age, then he or she shall have a right to receive special training in such manner and within such time-limits as may be prescribed. Further provided that a child so admitted to Elementary Education shall be entitled to free education till completion of Elementary Education even after fourteen years. Out of 100 samples 26 i.e. 26 percent people know about the provision of this Act that child shall be enrolled in appropriate class and 74 i.e. 74 percent people have no knowledge about this provision. The question number 24 and 25 of the questionnaires relating to admission to other schools and admission to State or out of State schools.

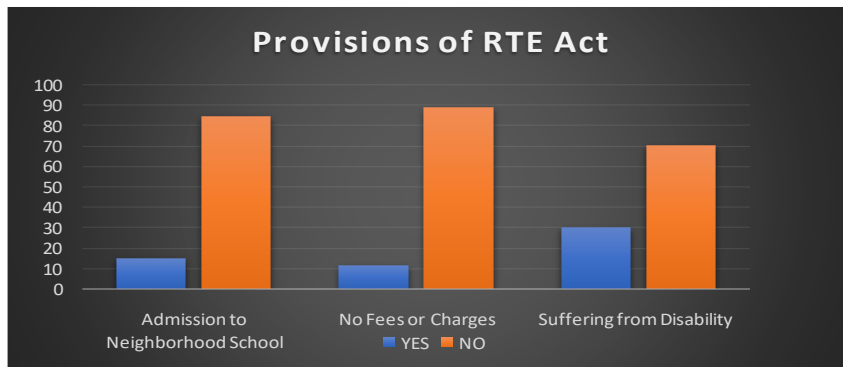
**Table No. 5.11**

**Provisions of RTE Act**

Sr. No.	Opinion	Admission to Neighborhood School		No Fees or Charges		Suffering from Disability	
		Sample	Percentage	Sample	Percentage	Sample	Percentage
1	2	3	4	5	6	7	8
1	Yes	15	15.00	11	11.00	30	30.00
2	No	85	85.00	89	89.00	70	70.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

**Graph No. 5.11**

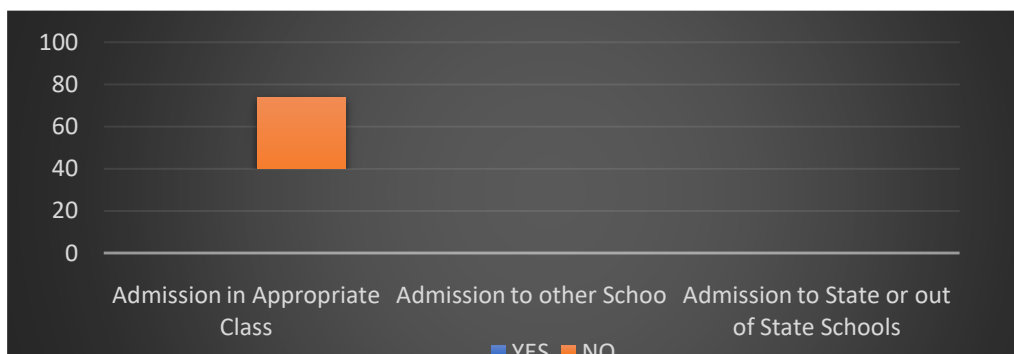
**Provisions of RTE Act**



**Continue ... Table No. 5.11**

Sr No	Opinion	Admission in Appropriate Class		Admission to other School		Admission to State or out of State Schools	
		Sample	Percentage	Sample	Percentage	Sample	Percentage
		9	10	11	12	13	14
1	Yes	26	26.00	23	23.00	21	21.00
2	No	74	74.00	77	77.00	79	79.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

**Continue ... Graph No. 5.11**



Section-5 right to transfer other school, where in a school, there is no provision for completion of elementary education, a child shall have a right to seek transfer to any other school, excluding the school specified in sub-clause (iii) and (iv) of clause (n) of section 2, for completing his or her Elementary Education. Sub-Clause (2) where a child is required to move from one school to another, either within a State or outside, for any reason, such child shall have right to seek transfer to any other school excluding the school specified in sub-clause (iii) and (iv) of clause (n) of section 2 for completing his or her elementary education. 23i.e.,23 percent people know that it is binding on Head Master to give admission to other school and77i.e.77 percent people don't know about the provision.

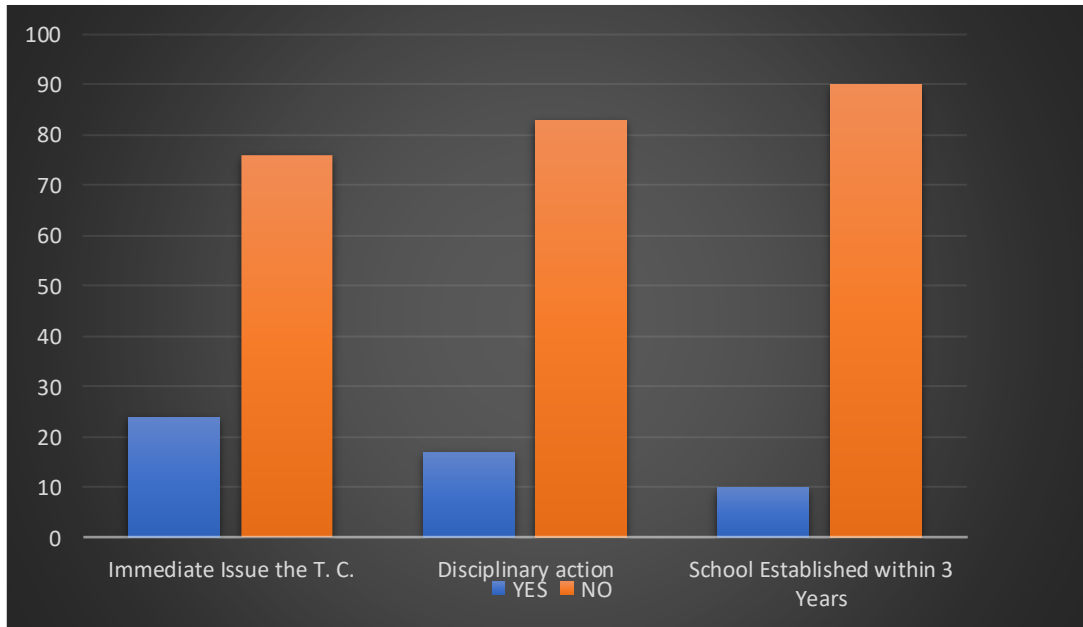
Out of 100 parents 21 i.e. 21 percent people know about the provision of Admission to State or out of State Schools and 79 i.e.79 percent people don't know about the provision. The table shows that there is less awareness in people about the law. The question number 26 of the questionnaire related to the transfer of school is a Right of Child. Section- 5 for seeking admission in such other school, the Head teacher or in-charge of the school where such child was last admitted, shall immediately issue the transfer certificate. If there will delay in producing transfer certificate shall not be a ground for either delaying or denying admission in such other school out of 100 parents24i.e.24 percent people know about the provision and76i.e.76 percent people don't.

The question number 26 and27 of the questionnaire related that whether it is compulsory for Head Master to issue the transfer certificate? If the Head teacher or in-charge of the school make delay to give transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her out of 100 parents17i.e.17 percent people know about the provision and83i.e.83 percent people don't. The question number 28 is related to the provisions of the section 6 of the Act that the duty of appropriate Government and Local Authority to establish the school. It is mandatory to Government within a period of three years from the commencement of this Act to establish schools. Sample 10i.e.10 percent people know the provision and90 i.e.90 percent people are not aware about the provision that within three years of period the school shall be established. It is concluded that still people are not aware about the provision of this Act.

**Continue....Table No. 5.11**

Sr No	Opinion	Immediate Issue the T. C.		Disciplinary action		School Established within 3 Years	
		Sample	Percentage	Sample	Percentage	Sample	Percentage
		15	16	17	18	19	20
1	Yes	24	24.00	17	17.00	10	10.00
2	No	76	76.00	83	83.00	90	90.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

**Continue ... Graph No. 5.11**

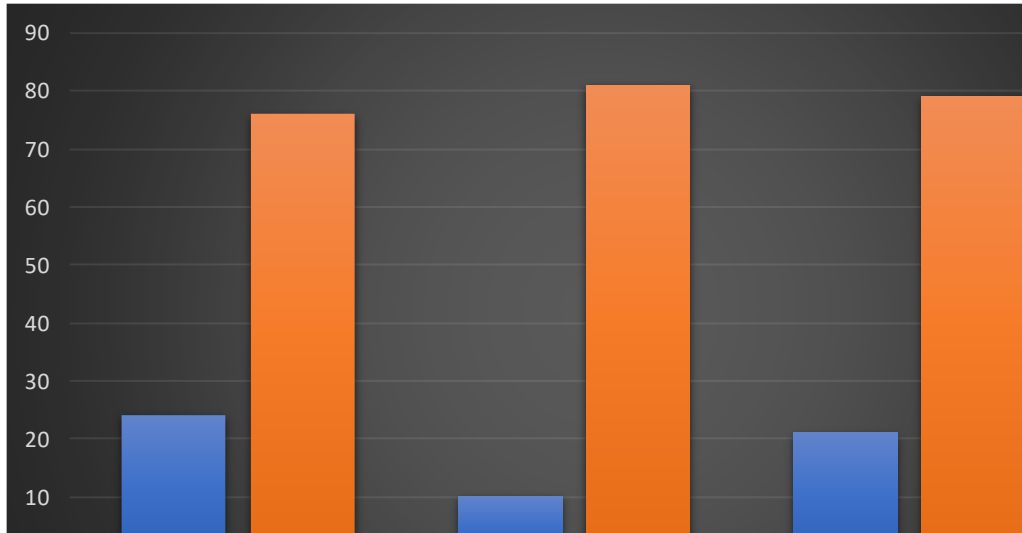


Question number 29 of the questionnaire relating to the whether people know about the provisions that Central and State Government provides the fund for the Primary Education. The section 7 of the Act states that the sharing of financial and other responsibilities. (1) The Central Government and State Government shall have concurrent responsibility for providing funds for carrying out the provisions of this Act. (2) The Central Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provisions of the Act (3) Central Government shall provide to the state Governments, grants-in-aid of revenues, for effective implementation of this Act by consulting with State Governments. 24 people i.e., 24 percent people know about the provision and 76 i.e., 76 percent people are not aware about the provision.

**Continue.....Table No. 5.11**

Sr. No	Opinion	From Govt. Providing Funds		From Finance Commission		Curriculum Update	
		Sample	Percentage	Sample	Percentage	Sample	Percentage
		21	22	23	24	25	26
1	Yes	24	24.00	19	19.00	21	21.00
2	No	76	76.00	81	81.00	79	79.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

**Continue ... Graph No. 5.11**



Question number 30 relates to whether the Central Government may make a request to the President to make a reference to the Finance Commission under sub-clause (d) of clause (3) of Article 280 to examine the need for additional resources to be provided to any State Government If any State Government having need of additional funds for its implementation. This provision is known to 24 i.e.,24 percent people and 76 i.e.76 percent people not knowing this provision in our investigation. Question number 31 relates to curriculum updating. The sub-clause (6) related that the Central Government shall (a) develop a framework of National Curriculum with the help of Academic Authority specified under section 29(b) to develop and enforce standards for training of teachers. Section 29 (c) provide technical support and resources to the State Government for promoting innovations, researches, planning and capacity building. Out of 100 samples 21i.e.21 percent people know about the provision and79 i.e.79 percent people do not know about the said provision. The section-8 of the Act imposed obligation or duty on the appropriate Government. The section -8 sub-clauses (a) of the appropriate Government shall provide the free and compulsory elementary education to every child. Question number 32 of the questionnaire relates to the provision of Act that the

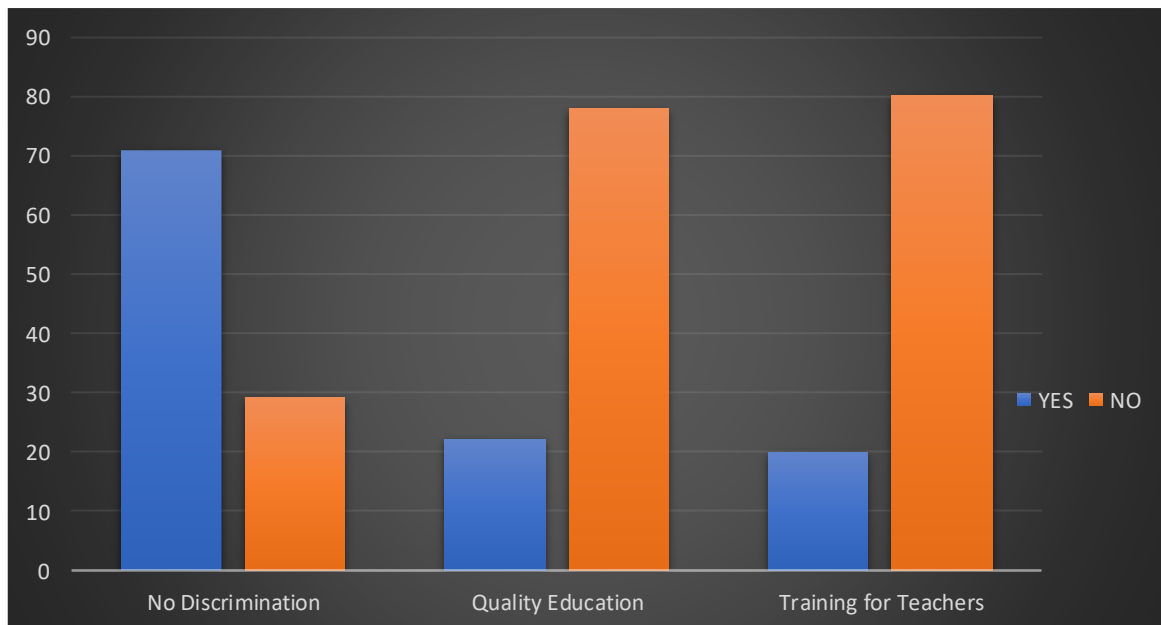
child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing Elementary Education on any grounds out of 100 parents 71 i.e.71 percent people know about the provision and 29i.e.29 percent people don't.

Question number 33 relating to the provision of good quality education elementary education inSection-8 sub-clause (g) it is a duty of Appropriate Government to ensure the good quality Elementary Education conforming to the standards and norms specified in the Schedule. 22 i.e., 22 percent people know the provision and78i.e.78 percent people are not aware about the provision of this Act. The question number 34 of the questionnaire relates to the appointment of trained teachers. Section-8(i) provide training facility for teachers. Out of 100 samples 20i.e.20 percent people know this provision and80 i.e.80 percent people do not know about this provision of this Act. It is concluded that lack of awareness among the people about the provisions of this Act.

**Continue.....Table No. 5.11**

Sr. No	Opinion	No Discrimination		Quality Education		Training for Teachers	
		Sample	Percentage	Sample	Percentage	Sample	Percentage
		27	28	29	30	31	32
1	Yes	71	71.00	22	22.00	20	20.00
2	No	29	29.00	78	78.00	80	80.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

**Continue ... Graph No. 5.11**



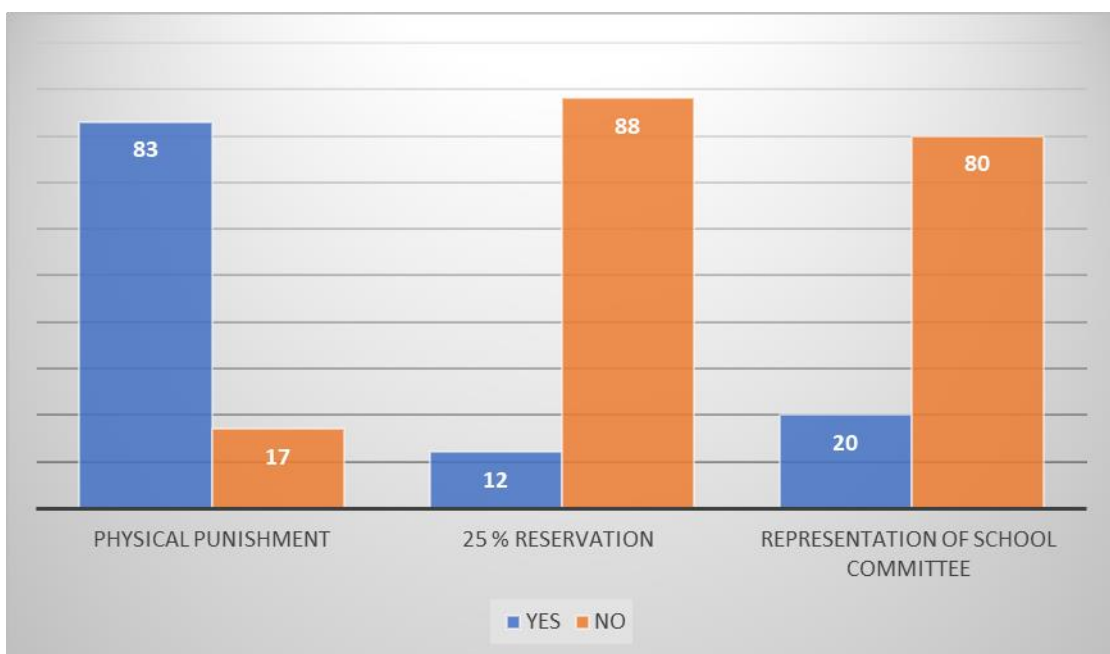


The question number 35 of the questionnaire relating to provision of no physical punishment to the child. The section 17 of the Act related to the Prohibition of physical punishment and mental harassment to child. Section-17 (1) No child shall be subjected to physical punishment or mental harassment. Section-17 (2) whoever contravenes the provision of sub-section (1) shall be liable to disciplinary action under the service rules applicable to such person out of 100 samples 83 i.e.83 percent people know the provision and 17 i.e.17 percent people are not aware about this provision of the Act. The question number 36 of the questionnaire relating to the provision of 25 percent of reservation in school. Section-12 extent of schools responsibility for free and compulsory education, the clause (1) sub-clause (c) related to at least twenty-five percent of the total strength of family belonging to weaker and disadvantaged group in the neighborhood school and they have to provide free and compulsory elementary education. Out of 100 parents 12 i.e.12 percent people know the provision and 88 i.e.88 percent people not knowing provision.

**Continue.....Table No. 5.11**

Sr No	Opinion	Physical Punishment		25 % Reservation		Representation of School Committee	
		Sample	Percentage	Sample	Percentage	Sample	Percentage
		33	34	35	36	37	38
1	Yes	83	83.00	12	12.00	20	20.00
2	No	17	17.00	88	88.00	80	80.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

**Continue ... Graph No. 5.11**



The question number 37 relates to the representation of the parents and guardian in the School Management Committee. The section 21 of the RTE Act, 2009 relating to the establishment of School Management Committee clause (1) A school, other than a school specified in sub-clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardian of children and school teachers. At least three-fourth of members of Committee shall be parents or guardians.

Further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section. This provision is known to the 20 i.e., 20 percent people and 80 i.e.80 percent people are not aware about this provision. The table shows that the maximum number people are not aware about this provision of RTE Act, 2009.

The question number 38 relating to the functions of School Management Committees that is to prepare and recommend school development plan. Section 21 clause (2) of the Act related to the School Management Committee shall perform the following functions, (a) monitor the working of the school (b) prepare and recommend school development plan, (c) monitor the utilization of grants received from the appropriate Government or local authority or any other source. Section- 21 (d) performs such other functions as may be prescribed. The out of 100 people 13i.e., 13 percent people know the provision and87i.e.87 percent people do not know about this provision.

The question number 39 of the questionnaire reveals that the provision of teacher-student ratio. The section 25 relates to the pupil-teacher ratio. Clause (1) within six months from the date of commencement of this Act, the Appropriate Government and the Local Authority shall ensure that the pupil-teacher ratio as specified in the schedule is maintained in each school. In the schedule it is mentioned that for the first class to fifth class up to 60 student, two teachers shall be appointed, between 61 to 90, three teachers shall be appointed and between 91 to 120, four teachers, between 121 to 200, five teachers shall be appointed and above 150, 5 plus one Head teacher shall be appointed. Above two hundred children pupil-teacher ratio shall not exceed forty. For 6<sup>th</sup> to 8<sup>th</sup> class at least one teacher per class for social sciences, social studies and languages. At least one teacher for every thirty-five children per class. Where admission of children is above one hundred a full-time head teacher and part time instructors for Art Education, Health and Physical Education and Work Education shall be appointed this provision knows to only 10 percent of people & not knowing to 90 percent of people.

**Continue....Table No. 5.11**

Sr. No	Opinion	School Development Plan		Pupil Teacher Ratio	
		Sample	Percentage	Sample	Percentage
		39	40	41	44
1	Yes	13	13.00	10	10.00
2	No	87	87.00	90	90.00
<b>Total Sample</b>		<b>500</b>	<b>100.00</b>	<b>500</b>	<b>100.00</b>

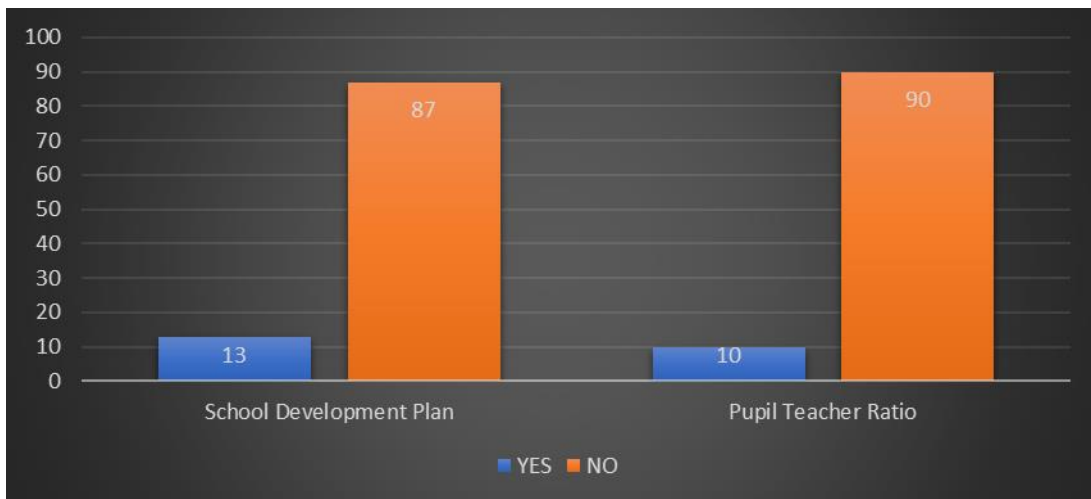
**Continue ... Graph No. 5.11****5.3.12. Government Schemes Related to Elementary Education:**

Table No. 5.12 shows the Government scheme for Elementary Education. The Government is providing sufficient fund for schools as well as running different welfare scheme for the welfare of the society. Since 2001 the Government is running Sarva Shiksha Abhiyan one of the flagship programme of Central Government for achievement of Universalization of Elementary Education in a time bound manner, as mandated by the 86<sup>th</sup> Amendment to the Constitution of India Article -21A of Constitution of India by making free and compulsory education to the children between the age of 6-14 year as Fundamental Right. It is being implemented in partnership with the State Government to cover the entire country and address the needs of public at large. Sarva Siksha Abhiyan has to provide the quality Elementary Education including life skills out of 100 samples 23i.e.23 percent people know this scheme and77 i.e.77 percent people don't know about this provision.

The question number 41 of the questionnaire relating to the mid-day meal scheme. This scheme has been launched from 15<sup>th</sup> August 1995 to give boost to Universal Elementary Education. out of 100 parents 90 people know about this provision and10i.e.10percent do not know about this provision. It is concluded that the number of people having knowledge about the schemes of Government.

**Table No. 5.12****Government Schemes Related to Elementary Education**

Sr. No	Opinion	Sarva Shiksha Abhiyan		Mid-day Meal	
		Sample	Percentage	Sample	Percentage
1	Yes	23	09.00	90	90.00
2	No	77	91.00	10	10.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

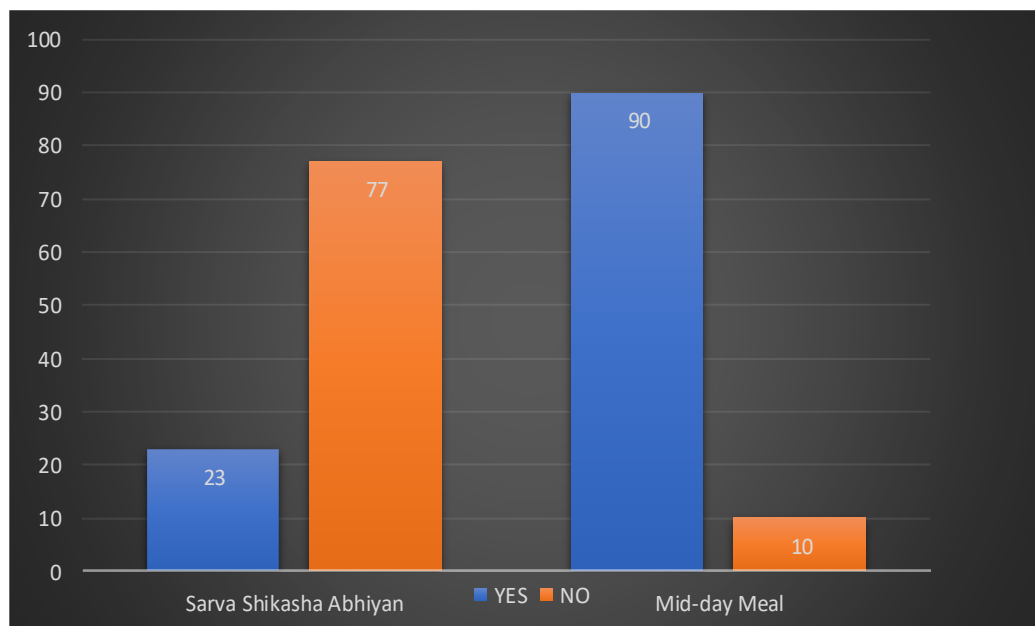
**Graph No. 5.12****Government Schemes Related to Elementary Education****5.3.13. Opinion of Parents about Elementary Education:**

Table No. 5.13 reveals the opinion of parents about Elementary Education. Question number 42 related to the opinion of parents about the Elementary Education in the slum area of Jalgaon City. Out of 65 i.e. 65 percent people are satisfied about the Elementary Education, 30 i.e. 30 percent people are not satisfied, 05 i.e. 05 percent people said that Elementary Education is good and 00 i.e. 00 percent people said that the Primary Education is better.

Question 43 related to opinion of parents about the education department. Out of 100 samples 56 i.e. 56 percent people are satisfied about the working of education department and 44 i.e. 44 percent people are not satisfied. Question 44 relating to elementary education and its quality in schools of Jalgaon City. Sample 58 i.e. 58 percent parents are satisfied that quality education provided in primary education and 42 i.e. 42 percent people are not satisfied.

**Table No. 5.13****Opinion of Parents about Elementary Education**

Sr No	Opinion	Elementary School		Education Department		Quality in School	
		Sample	Percentage	Sample	Percentage	Sample	Percentage
1	Satisfied / Yes	65	65.00	56	56.00	58	58.00
2	Dissatisfied/ No	30	30.00	44	44.00	42	42.00
3	Good	05	05.00	-	-	-	-
4	Better	00	00	-	-	-	-
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>	<b>100</b>	<b>100.00</b>

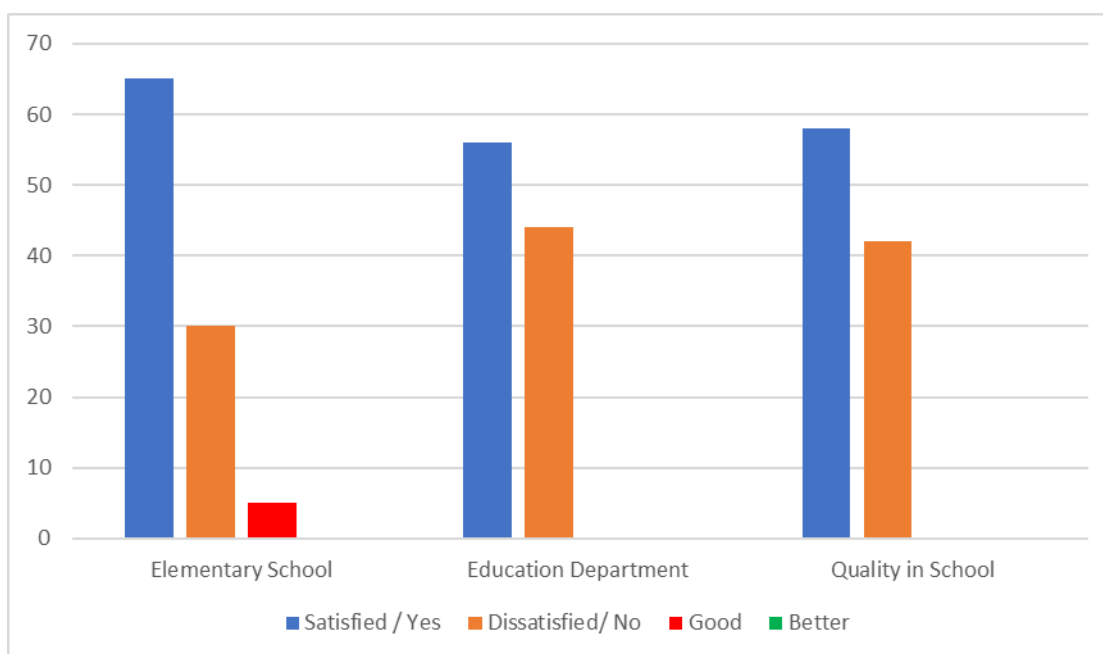
**Graph No. 5.13****Opinion of Parents about Elementary Education****5.3.14. Opinion about Implementation of RTE Act, 2009 in Jalgaon City:**

Table No.5.14 reveals that the opinion of implementation of RTE Act 2009 in Jalgaon City. The question number 45 of the questionnaire related to the opinion of parents about the implementation of RTE Act, 2009. Out of 42 i.e. 42 percent people are satisfied with the implementation of RTE Act, 2009 and 58 i.e. 58 percent people are not satisfied. Question number 46 of the questionnaire relating to the ratio of children in the slum area of Jalgaon City. 44 i.e. 44 percent of parents said that out of school children are in Jalgaon City and 56 i.e. 56 percent of parents said that the out of school children are not found in Jalgaon City.

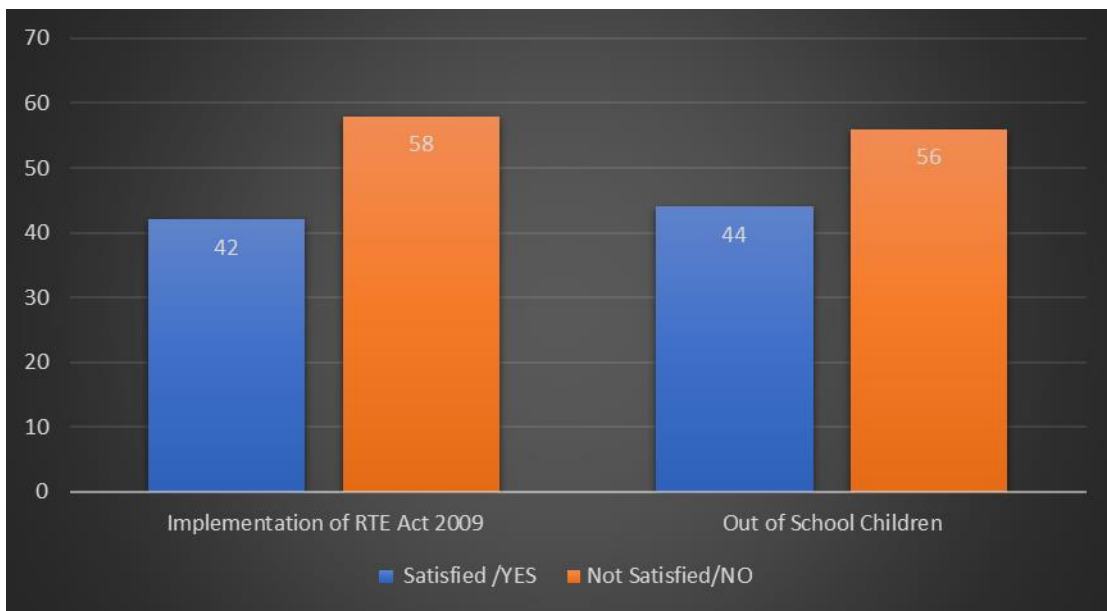
**Table No. 5.14**

**Opinion about Implementation of RTE Act 2009 in Jalgaon City**

Sr. No	Opinion	Implementation of RTE Act 2009		Opinion	Out of School Children	
		Sample	Percentage		Sample	Percentage
1	Satisfied	42	42.00	Yes	44	44.00
2	Not Satisfied	58	58.00	No	56	56.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>	<b>Total</b>	<b>100</b>	<b>100.00</b>

**Graph No. 5.14**

**Opinion about Implementation of RTE Act 2009 in Jalgaon City**



**5.3.15. Suggestions to Minimize the Out of School Children Ratio:**

Table No. 5.15 reveals the suggestions to minimize the Out of School Children Ratio in Jalgaon City. Question 47 of the questionnaire is to minimize the Out of School Children Ratio in Jalgaon City. The first suggestion, is to create educational awareness among the parents given by 30 i.e. 30 percent parents. The second suggestion is the prohibition of child labour given by 2 i.e. 2 percent of parents. The third suggestion given by 10 i.e. 10 percent parents and said that Government shall implement various schemes to increase enrollment in school. The fourth suggestion given by parents that the effective implementation of Sarva Shiksha Abhiyan. 09 i.e. 09 percent parents had given this opinion. The fifth suggestion given by the parents to provide free of cost Books, Uniform, Meal and Hostel facility etc. to economically backward student 08 i.e. 08 percent people has given this suggestion. The sixth suggestion is to take help from NGO and only one i.e. 05 percent parents suggested it. Out of

100 sample the 36 i.e.36 percent parents did not answer this question. It is concluded that maximum number of people not interested to give suggestions to minimize the out of school children ratio.

**Table No. 5.15**

**Suggestions to Minimize the Out of School Children Ratio**

Sr. No.	Suggestions	Sample	Percentage
1	To Create Educational Awareness among the parents	30	30.00
2	Prohibition to Child Labour	02	2.00
3	Government shall Implement various Scheme	10	10.00
4	Proper Implementation of Sarva Siksha Abhiyan	09	09.00
5	To Provide Free of Cost Books, Uniform, Meal, Hostel etc. to Economically Backward Student	08	08.00
6	To take help from NGO	05	05.00
7	Not Answered	36	36.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>

**5.3.16. NGO's help for Effective Implementation of RTE Act:**

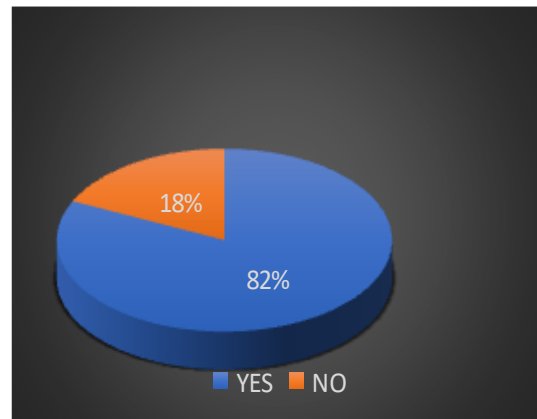
Table No.5.16 reveals the opinion of parents about the help from NGO's for effective implementation of RTE Act in Jalgaon City. Question number 48 relates to the opinion of parents about the help from NGO's for the effective implementation of RTE Act in the slum area of Jalgaon City. Out of 100 samples 82 i.e...82 percent of parents gave the positive answer and 18 i.e.18 percent of parents gave the negative answer.

**Table No. 5.16**

**Graph No. 5.15**

**Opinion about the help from NGO's for Effective Implementation of RTE Act, 2009**

Sr No	Opinion	Sample	Percentage
1	Yes	82	82.00
2	No	18	18.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>



### 5.3.17. Suggestions for Effective Implementation of RTE Act:

Table No. 5.17 reveals the suggestions for effective implementation of RTE Act in Jalgaon City. Question 49 of the related to effective implementation of RTE Act 2009, the first suggestion i.e. need to effective implementation of RTE Act the 21 i.e. 21 percent parents given this suggestion. The second suggestion is need to create educational awareness among the parents given by 38 i.e.38 percent parents. The third suggestion given by 09 i.e.09 percent parents said that it has provided free of cost admission and other facilities.

The fourth suggestion given by parents that the education department shall take quick action against those schools which are not admitted the economically weaker and disadvantaged students only 02 i.e. 02 percent parents had given this opinion.

The fifth suggestion is to take help from NGO and only 03 i.e.03 percent parent said that. The sixth suggestion given by the parents to stop no detention policy 2 sample i.e.02 percent people has given this suggestion. Out of 100 sample the 25 i.e.25 percent parents not answered this question.

**Table No. 5.17**

**Suggestions for Effective Implementation of RTE Act, 2009**

Sr. No.	Suggestions	Sample	Percentage
1	Effective Implementation of RTE Act	21	21.00
2	Create Educational Awareness among the Parents	38	38.00
3	To Provide Free of Cost Admission and Other Facilities	09	9.00
4	Education Department shall take quick Action against those School which are not Admitted the Economically Weaker and Disadvantaged Students	02	2.00
5	Help from NGO's	03	03.00
6	To Stop the No Detention Policy	02	02.00
7	Not Answered	25	25.00
<b>Total Sample</b>		<b>100</b>	<b>100.00</b>

This chapter is the core chapter of the study. It specifically focused on the physical infrastructure and status of Right to Education in the slum area of Jalgaon city. By observing the position of schools in the slum area of Jalgaon city it come to know that schools are not fulfilling the norms of Right to Education Act. The awareness about the Right to Education is very less among parents in the slum area of Jalgaon city. It is needed to create awareness in society. The private schools strictly not following the 25 reservations to children from weaker and disadvantaged group. The Education Department should take quick action against those schools which are not admitted to weaker and disadvantaged students.



## Chapter – VI

### FINDINGS AND SUGGESTIONS

Education plays a very crucial role in overall personality development of human being. Indian Education System is one of the largest education systems in the World. The young generation is the wealth of the Nation. If the children have provided the basic quality education then the Nation will develop.

The growth of society is not possible without education. Education is the pillar on which the entire fabric of Nation resides. The growth and development of the State is depending upon the quality of education that it gives to children. Indian Elementary Education system has been successful to some extent in achieving higher levels of funding, access, enrollment and infrastructure but still inequality is found in society. However, high drop-out rates, low attendance, universal, equitable and quality Elementary Education for all, continues to be a challenge. Illiteracy creates many problems in the society, so society is required to be literate. The Fundamental purpose of education is to transfigure the human personality into a pattern of perfection. So it is first and our foremost duty to provide free and compulsory education to all children of the age of six to fourteen years. The RTE Act is a path breaking Act in the history of India Education towards providing quality Elementary Education to all.

After making so many efforts the Right to Education is still in the words of Statute only. Primary Education is facing so many problems in India. The standard of any Country can be measured by the rate of its literacy especially the literacy of children between the ages of six to fourteen years. Enacting the Central legislation on right to free and compulsory education is not going to bring a revolution because before enactment of this legislation almost all the states were having their own legislation from 1950 on the same Right to Free and Compulsory Education Act but could not do much progress.

India becomes one of the 135<sup>th</sup> Countries to make Education a Fundamental Rights to every child since 1<sup>st</sup> April 2010. In all the Countries Chile tops the list of countries in providing free and compulsory education for a period of 15 years to a child. It gives the free and compulsory education to children in the age group of 6 to 21 years. There are seven Countries such as Germany, Belgium, Italy and Norway that have provision of free and compulsory education to children covering their entire schooling period.

By taking into consideration the international obligation to provide free and compulsory education, the Central and State Government have prepared many schemes to attract the children towards the education. The main Programmes are Sarva Shiksha Abhiyan, Mid-day-meal, Cess Tax collection for Elementary Education, dress distribution; scholarship etc. but all these efforts make little progress. In such a condition it can be said that the defect is within the system, implementation, and observation of the schemes. To make cent percent literacy, it is necessary that every one of us shall play a active role for effective implementation. There should not be any political, professional or academic greed. It is not only the States, educational institutions or Local Self Government bodies, but all of us should come together, hand in hand to fight against illiteracy of the Country.

### **Findings of the Study:**

By taking into consideration the entire scenario of Elementary Education from world to Jalgaon City the following main findings are as follows:

- It has observed that in 2010 the literacy rate in Asian Countries was 84.29 percent and highest literacy rate is in China 95.12 percent and lowest rate is in Afghanistan i.e. 31.74 percent.
- It has concluded that some extent Britishers paid the attention towards the education in order to show that they were really interested in the public welfare. The Charles Grant was an officer of Company and he had played very important role in the development of education. That's why the Charles Grant regarded as the father of Modern Education in India.
- It has observed that number of surveys carried out by the East India Company during the 1822 to 1838. It has found that the Primary Education was popular in the villages during the British India. Sir Munroe pointed out three main defects in Indian Education System i.e. inefficiency of the teachers, poverty of the people and negligence of the Government.
- Lord Ripon had appointed the Hunter Commission on 3 February 1882 to remove the defects of Primary Education in the Country. This is the first Commission of British Government on Primary Education.
- It has found that during the 1925-26 the Primary Education was not developed and 87 percent population was lived in villages they are facing the problem of poverty, illiteracy and conservatism.

- The Sergeant Report on Education 1944 recommended that Free and Compulsory Primary or basic education should be provided to children of the age group of 6-14 years.
- In 1964 under the Chairmanship of Dr. D. S. Kothari the Commission advises the Government on the general principles and policies for the development of education at all stages.
- National Policy on Education 1986 was framed to provide the scope for equal access to education irrespective of class, caste, creed or sex and areas including backward, hilly and desert.
- The Saikia Committee was appointed in August 1996. The Committee point out that, compulsion was not only to achieve the Universalization of Elementary Education but the Government had to motivate both parents and children to involve communities and build up public opinion in favour of education.
- In 1947 Maulana Azad was the India's first Education Minister envisaged strong Central Government control over education. He had suggested the Uniform Education System throughout the Country.
- It is concluded that to make a right to free and compulsory education a Fundamental Rights by way of 86<sup>th</sup> Amendment 2000 the new Article-21A added in our Indian Constitution. This confers to all the children in the age group of 6 to 14 the Right to Free and Compulsory Primary Education.
- It has observed that Kerala is the highest literate State and in Union territories Lakshadweep. The lowest literacy is found in Bihar and Maharashtra state secured 12<sup>th</sup>rank.
- The Government of India has launched the Sarva Shiksha Abhiyan for Universalizing the Elementary quality education to the children up to the age of 14 years.
- It is found that ten types of medium wise schools are in Maharashtra state. The highest numbers of schools are Marathi medium schools. The English medium schools are 9130 and total Hindi medium schools were 1693. The Urdu medium schools were 4785. Only 58 schools were the Bengali medium schools, Gujarati 327, Kanada 347, Sindhi, Tamil and Telgu medium schools were 30, 35 and 85.
- In slum areas of Jalgaon city 20 families having a neighborhood school from I to IV standard school i.e. 20 percent.05 families having neighborhood school from I to VII standard i.e.05 percent. Out of 100 families' 75 families having neighborhood school from I to X standard i.e.75 percent.

- In slum area of Jalgaon city it is found that 90 people still are not aware about the Right to Education Act, 2009.
- Out of 100 samples 88i.e.88 percent people were not aware that the child between the ages of six to fourteenth shall be enrolled in school. Only 12 that the 12 percent people having information about the provisions of this Act.
- Out of 100 people the 22i.e.22 percent people are aware about the Act and78 i.e. 78 percent people have no knowledge about the Act. It has concluded that maximum people know about the Act but they have no knowledge about the provisions of Act.

### **Suggestions:**

After pursuing the entire research scenario on Right to Education and the role of Legislature, Executive, Judiciary, NGO's and Society following recommendations preferred in this study.

- The Legislative Safeguards shall be strengthening particularly the Right of Children to Free and compulsory Education Act, 2009.
- Specific Standards primary education and Infrastructure should be improved.
- To make a compulsion on Government to strengthen the already existing Government schools instead of closing.
- New Policy should be adopted to Support Government Schools
- To Stop the Commercialization of primary education
- Government has to Control the Elementary Education
- Competent Authority should be Appointed by the Government to Monitor and Implementation of RTE Act 2009
- There is need of hour to focus on quality of Elementary Education instead of quantity of schools. It is required to maintain the student teacher ratio as well as use of information technology in primary schools.
- There is emerging need to create awareness among parents about Right to Education Act, in slum area of Jalgaon City.
- Active Participation of Society i.e.parenta and guardian is needed for Effective Implementation of Right to Education Act, 2009
- Judiciary has to take more and more active role towards Quality Education
- NGO should conduct the Special drive for street, domestic children and slum children for enrollment in primary education and effective implementation of RTE Act.
- Everyone has to take active participation in awareness of Right to Education Act and decide that each one and teach one.

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## RIGHT TO EDUCATION AND TRIBAL CHILDREN: A CRITICAL ANALYSIS

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"Education for all" declares that everyone has a right to education. Its aim is to give everyone a chance to learn and benefit from basic education – not as an accident of circumstance, or as a Privilege, but as a RIGHT".

### Abstract:

Education is important tool for the development of every nation. In India tribal or Adivasi communities are recognized as Scheduled Tribes. The Constitution does not define Scheduled Tribes. Adivasi communities are recognized as Scheduled Tribes under the Constitution of India. The Right to Education Act makes education a fundamental right of every child between the ages of 6 to 14 years. The ground reality is lack of effective implementation of law. Still education system cannot cope Tribal children. For the progress of the tribal community, there is a dire need to make awareness among parents and provide quality Primary Education.

**Key words:** Primary Education, Schedule Tribes, RTE Act, Children

### 1. INTRODUCTION:

Education is important tool for the development of every nation. Especially the Primary Education is base of education that's why the quality education is sin qua non. For all developing nations it is recognized that the achievement of national goals and purposes in the modern world are depend on the excellence

of education provided for children and youth. Without the education man is like animal. Education is very much important for overall development of human being. . It is well known that the education is the basic human right. For the success of democratic system of Government, education is one of the basic element, an educated people can choose the representatives who form the Government. Education gives a dignity to the human being. The present article focuses on the Right to Education and Tribal Children. Whether norms of RTE Act, 2009 fulfilling in schools of tribal area. In India tribal or Adivasi communities are recognized as Scheduled Tribes under the Constitution of India. The Constitution does not define Scheduled Tribes.

### 2. TRIBAL SCENARIO IN INDIA:

The tribal population in India is numerically a small minority and they represent an enormous diversity of groups. They vary among themselves in respect of language, dialects, physical features, size of the population, etc. They live in isolation, but they spread over the length and breadth of the country. Prior to the Constitution, the tribes were variously termed as originals, adivasis, forest tribes, hill tribes, primitive tribes, etc. Up to 1919, these groups were included in the 'Depressed Classes'. Later, the Indian Franchise Committee of 1919 had accorded a separate nomenclature for these groups for census reports and in 1931, they were recognized as primitive tribe. Only in 1951 order, they were identified as scheduled tribe. In 1951, number of schedule tribes was only 212, and their number has increased to 705 by 2011 census. In spite of their own language, they can speak in common language of the state where they live. Especially in the interior areas tribal's are facing so many problems. There is very poor transport facility. Teachers and students have to walk 5 - 6 km daily to reach their schools. These problems get more aggravated during

rainy season. Majority of the schools doesn't provide residential facility for the teachers and student. Boys and girls from these interior villages prefer to go for work instead of attending school.

### 3. RIGHT TO EDUCATION UNDER THE CONSTITUTION OF INDIA:

In the Constitution of India originally Article -45 is one of the Directive Principle of State Policy. According to this Article the state shall endeavor to provide the free and compulsory education to the children within a period of ten years from the commencement of the constitution. But the Government has not taken sincere efforts for the free and compulsory education of children between the ages of 6 to 14 years. But in following two landmark judgements Supreme Court has given the direction to the Government. In *Mohini Jain Vs State of Karnataka and others* (AIR 1992 SC P.1858) The Supreme Court declared that the Right to Education flows directly from right to life. Article 21 of the Constitution of India guarantees to all the 'Right to Life' which includes all those rights which are basic to the dignified enjoyment of life and the dignity of the individual can be ensured only when it is accompanied by the Right to Education. *Unnikrishnan J. P.Vs State of Andhra Pradesh* (AIR 1993 SC 2178) The Court emphasized that a child has a Fundamental Right to free education up to the age of 14 years. These obligations discharge by the Government either Government schools or private schools run by non-governmental bodies, aided and recognized by the State. Later on in the year 2002 the Government succeeded in enacting the Article-21A and Primary Education become fundamental right. The parliament has passed the constitution (86th amendment Act) 2002 by which it has inserted the Article 21-A.

### 4. TRIBAL CHILDREN AND RIGHT TO EDUCATION ACT:

Today, a number of tribes are residing in

the forests and the hilly regions. They are the original residents of this country. However, there is nothing much to say about their development. In the tribal regions, thousands of Adivasi children have not even entered the school premises, which itself is a massive violation of the Right to Education Act. The Constitution of India also contains provisions that have a bearing on education for SCs, STs, OBCs, weaker sections of the society, socially, economically and educationally backward classes and minorities. Some of the provisions are: Article 30 on right of minorities to establish and administer educational institutions and Article 46 on promotion of educational and economic interests of scheduled castes, scheduled tribes and other weaker sections. Still in tribal area students used to go schools by walking 4-5 km. In rainy seasons the situation is worst. In remote area still neighbourhood schools have not established. The norms of RTE Act not fulfilled by the schools. Teacher student ratio has not maintained. So many schools have only one teacher and he is handling all the classes. One of the social activists Heramb Kulkari had visited tribal area schools of Gadchiroli, Nandurbar and Nasik district where he found that schools without teacher. He had taken test of students that the 7th class students are unable to read fluently.

The Right to Education Act makes education a fundamental right of every child between the ages of 6 to 14 years and specifies minimum norms in elementary schools. However, the ground reality is implementation of the law, the education system still cannot cope Tribal children have limited contact with the State language, and tend to speak in their own local dialect. The medium of instruction in Government schools is the State language. The use of the tribal language in the initial years can develop a sense of comfort for the tribal child. It must be the first language and taught

as a means of acquiring knowledge of tribal culture, ethnicity, literature and the arts. The tribal children's are facing the problem of languages. They are unable to understand the state language. The introduction of tribal language has the advantages like it will lead to reduction in dropout rate in tribal areas and more and more participation of children in schools will be possible. Although the State as well as the Central Governments grant a huge amount of money towards education, most Government with the requirements of tribal children.

When a tribal child goes to school for the first time, he is invariably unaware of any language other than his mother schools in the tribal areas are still without proper classrooms, laboratory and lavatory facilities, benches and desks, blackboards and dusters, and other teaching aids. In the age of technology where computers are the basic requirements for students, there is no computer facility in most of the Government schools, particularly those in the interior and remote areas. Tribal children come from environments where there is hardly any background of education. This is due to poverty faced by the family of a tribal child. The tribal girl child is the most neglected member of society. Tribal communities give minimum importance to the education of girl child. In tribal areas, there is reliance on non-formal education which is perceived to be more useful than formal education, particularly to reach out to the hardest to reach group of children in remote areas. The Government, therefore, should target children who are dropouts from the formal system of education due to economic and cultural compulsions, or who have stayed out of the system, again for socio-economic reasons. A significant proportion of such out-of-school children are in areas where schooling facilities are available and who did not join the school system or left school before completing their schooling.

#### 5. STEPS TO IMPROVE THE TRIBAL PRIMARY

#### EDUCATION:

For the development and progress of tribal children following steps are very essential.

1. For the progress of the tribal community, there is a dire need of educational bodies that blend well with the tribal background and lifestyle.
2. In the initial stages, the medium of instruction should be one that is familiar to them and then gradually, they can be encouraged to take up regional languages. Tribal education should not be restricted to only learning but the responsibilities of the concerned individual towards his entire community. Students should be taught to safeguard their own rights as well as the rights of other.
3. The State must seek the support of the NGOs and private bodies for the betterment of the present position and system of Primary Education.
4. The willing participation and involvement of the local people in the administration and functioning of educational institutions is important. The Government must effectively tackle the problem of law and order. It is said that many teachers complain that they cannot go to their place of posting because of the bad law and order situation.
5. Before encouraging the education of tribal child, it is the parents of these children who are to be encouraged to send their children to school. The importance of education is to be explained to parents of tribal children who themselves might not be educated. Most importantly, they are the ones, who are to be taken into confidence.
6. The laws and the provisions regarding free and compulsory education i.e. Right to Education Act, 2009 for each and every child is to be widely publicized. Need to create awareness among tribal people and give



economical help to them. The success and reach of the law depends on how the State Government officials and administrators, the people concerned, student and civil societies understand the issue and find a solution to tackle the issue.

7. Education is the single most important means by which individuals and society can improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their wellbeing.
8. Recognizing that the education system is currently designed for the dominant group, there needs to be investment in creating support mechanisms that supplement the integration of tribal children into the formal education system.
9. It also touched other problems like poor economic condition and subsistence economy. In such a situation, children are seen as economic assets to supplement the family income by working with the parents and with others. In a situation of dire necessities of life, education becomes a matter of luxury for the tribal family. All these factors have contributed to work out a broader policy for tribal education.
10. In order to achieve the literacy rate among tribal, the Commission also suggested the need to educate parents simultaneously.

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❖ **Law and Protection of Tribal Women**

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## Tribal Women Education in India : A Study

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**"Women are the real architects of society"**  
—Harriet Beecher Stowe

### 1. INTRODUCTION-

India is the largest democratic country in the World where multi-religious, multi-linguistic, multi-cultural and multi-caste people are living. That's why India has accepted the secular state concept. Secular state has no religion of its own as recognized religion of state. It treats all religions equally.

In India the scheduled tribe population is 104.2 million, which is 8.6 percent of the total population of India as per Census 2011. Madhya Pradesh, Maharashtra, Orissa, Gujarat, Rajasthan, Jharkhand, Chhattisgarh, Andhra Pradesh, West Bengal, and Karnataka are the states having a large number of ST populations. India is the second country where 6.77 Crore tribal people are residing. Most of the tribal people are poor, illiterate and inhibited in inaccessible forests and hilly areas. They are lag behind in all spheres of life in comparison with other sections of the population. Still these people are deprived from basic facilities i.e. roads, electricity, water, hospital and education etc. The Government of India has launched a number of schemes for the promotion of education and welfare among the tribes. In spite of these efforts the rate of literacy has not been improved. Even they are deprived from quality basic education. Educationally they are very

backward. In case of the primitive tribes it is very poor and among women it is very low. As we know that the literacy is the key for socio-economic development of any section or region. Education is one of the means to bring the social transformation and social change in the society. Still these people are deprived from their rights. As far as tribal women education is concern they are far behind as compare to other women. The majority of population in tribal areas is backward due to the co-relation and least adoption of educational technology. The tribal societies are closed and isolated society living in compact groups. When these tribal groups are considered in case of educational field, the national average literacy rate in educational development among tribes is 29%, among which, the highest literacy rate of tribes is 36% in Gujarat (48% male and 24% female) and in Rajasthan literacy rate is just 19.44% (with female rate 4.22% and male rate 33.29%).<sup>1</sup> In such a situation the role of education for tribal develop becomes extremely significant.

### 2. The Constitution of India and Women

The women are considering as the weaker section of the society. That's why the Constitution of India guarantees equality to women but also empowers the state to adopt measures of positive discrimination in favour women and provide special protection. The Fundamental Rights as well as directive Principles of State Policy ensures equality before the law and equal protection of law and prohibits discrimination against any citizen on grounds of religion, race, caste, sex or place of birth and guarantee equality of opportunity to all citizens in matters relating to employment. Articles -14 guarantee the equality before law and equal protection of law, Article- 15, Article-15(3), Article-16, Article-39(a), Article-39(b), Article-39(c) and Article- 42 of the Constitution are of specific importance in this regard.

### 3. Tribal Women and Education

In India the Government has created so

many policies and plans of education and development for tribal women's but there are so many problems also occurred to implement these policies. About 93 per cent of them live in rural areas and are engaged in agriculture and allied activities. The socio-demographic figures clearly reveal the disadvantaged position of the STs compared to other category of population. As per 2011 census the total literacy of schedule tribe was 58.96 percent and out of that female literacy is 49.35 percent. As compare to male female literacy is very less in number.

In tribal society every girl that is born to them is seen as potential wage earner and is made to start working at a very early age. It is found that in a good number of families a girl is considered to be a helping hand in the family and also an earning source. In this regard, this system of the long progress of education and its long-term benefits seen like a farfetched dream for which they neither have the patience nor the resources to wait. It is true that the majority of tribal people belongs to poor families and under their compulsion of poverty, their girls have to work at home or on the family farm or anywhere in order to be helping hands and earning ways to their parents. The parents also depend upon their labour and send their girls to anywhere to earn something instead of sending them to schools. As a result, their schooling age are utilized in other ways for which the girls have to remain apart from receiving their education. The financial handicaps are the main responsible factors for the education of the tribal women. Because, the financial condition of the tribal people is so miserable. It is made for free education of the tribal women because the family unable to meet other expenses connected with the education, they may earn something to contribute to the meager income of their parents Besides they have always before them the question as to whether they should send their girls children to schools or work. The Financial condition of the tribal people is very poor and

majority of the rural areas are in so under developed condition that it is difficult for the people living there, to make arrangements for even the bare necessities of life. Since the parents are not able to collect even the minimum possible money to meet the bare necessities of life, the question of sending their girls to schools does not at all arise for them. In this case, if they will send than their male child will get preference.<sup>2</sup> The overall areas inhabited by the tribal population constitute a significant part of the underdeveloped areas of the country. Numbers of facilities are provided to girls at school as well as college level to encourage them.

#### Policies and programmes

Recognizing that the STs Count among the most deprived and marginalized sections of Indian society, a host of welfare and developmental measures have been initiated for their social and economic development. In this regard, particular reference has to be made to the tribal sub-plan approach which came into existence as the main strategy from the Fifth Five Year Plan. Along with core economic sectors, elementary education has been accorded priority in the tribal sub-Plan approach. Elementary education is considered important, not only because of constitutional obligation, but as a crucial input for total development of tribal communities, particularly to build confidence among the tribes to deal with outsiders on equal terms. A second important development in the policy towards educational of the tribal's came with recommendations of the National Policy on Education (NPE) in 1986 which specified, among other things, the following:

- Priority will be accorded to opening primary schools in tribal areas.
- There is need to develop curricula and devise instructional material in tribal languages at the initial stages with arrangements for switchover to regional languages.
- Promising ST youths will be encouraged to take up teaching in tribal areas.



4. Teacher buildup and maintain close relationship for the development of tribal schools/residential schools

5. Vocational institutes should be implemented for the tribal students for creation of new avenues.

6. Administration of incentives needs to be streamlined so that the students may avail all the facilities at proper time.

7. Higher level officials should check the functioning of schools frequently relating to the teaching methods, working hours, days of the school and attendance registers.

8. Establish separate residential school for each districts and extended up to PG level.

9. Residential facilities with all amenities should be provided to teachers and other staffs.

10. Merits scholarship, attendance scholarship, and more incentives in the form of grant allocated to uniform, books, learning materials, midday meals, supply of sports equipment.

11. NGO's should organize camps and guide to the parents they should send their girl child in school and colleges.

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Law and Protection of Tribal Women

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> Ashram schools/residential schools will be established on a large scale in tribal areas.

> Incentive schemes will be formulated for the STs, keeping in view their special needs and lifestyle.

The unique feature of the policy is its recognition of the heterogeneity and diversity of tribal areas. The policy also proposed the transformation of the structure of primary education with special emphasis on improving access in tribal areas.

The policy has also underlined the importance of instruction through the mother tongue for effective teaching and encouraged incorporating locally relevant content and curriculum, besides emphasizing the localized production of textbooks in local dialects.<sup>3</sup>

**4. Conclusion and suggestions**

Education to women is as essential as to men. It makes women to find the right way to development. Even today in most parts of the country, the tribal women remains steeped in superstitions and ignorance with men presiding over their destiny. The main aim of education is to change the cultural norms and patterns of life of tribal women to make them economically independent, to organize themselves to form strong groups so as to analyze their situations and conditions of living, understand their rights and responsibilities and to enable them to participate and contribute to the development of women and the entire society. Education is the most effective instrument for ensuring equality in the society. But the development of education is one of the important problems in the case of tribals.

1. Proper awareness campaign should be organized to create the awareness and the importance of education.

2. Educated tribal youth should be recruited as a teacher and posted in tribal areas.

3. The attitude of the tribal parents toward education should be improved through proper counseling and guidance.

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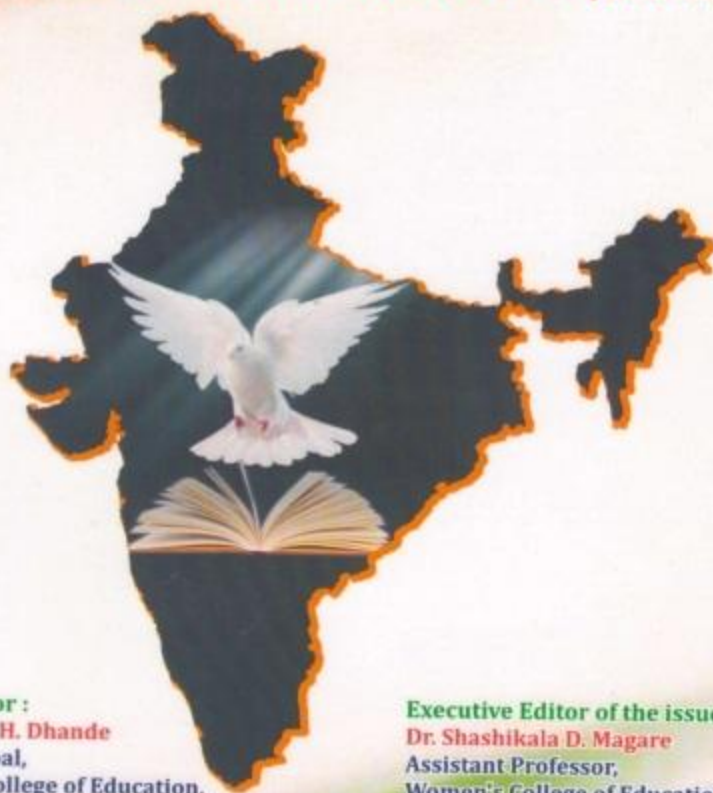
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## **Role of Education in Protection of Human Rights: an Overview**

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"Education is the most powerful weapon which you can use to change the world".  
-Nelson Mandela

### **Introduction:**

Indian is one of the biggest democratic country in the world. For the success of democratic system of Government, education is one of the basic elements. In democracy human rights are *sin qua non*. Our Constitution of India guaranteed the number of fundamental rights which are basic human rights. The term Human rights denotes that all rights which are available in society and without which we cannot live. These rights are available to each and every human being whatever nationality, place of residence, sex, national or ethnic origin, colour, religion, language or any other status. We all are equally entitled to our human rights without discrimination and without which we cannot live as a human beings. These rights are interrelated and guaranteed by the international law also. It is an international obligation to promote and protect the human rights of all.

### **Concepts and Meaning of Human Rights:**

Human rights are commonly understood as basic fundamental rights. The person cannot be denied by any individual or any government simply because he or she is a human being. They are universal and same for everyone. Human rights entail both right and obligation. It can be defined as the basic rights without which human beings cannot live in dignified life. Human rights are the foundation of freedom, justice and peace. We are equally entitled to our human rights without discrimination. These rights are all interrelated and interdependent and indivisible. These rights are essential for all the individuals. The concept of human rights developing from the natural rights and it entails the rights and duties.

### **Role of Education in Protection of Human Rights:**

In the development of human being education play very important role. Education regarded as a means of equality and potential instrument of social change. Education is one of the important tools to bring the social transformation in the society. Education has very important role to play for promotion and protection of Human rights. Education makes us aware about the civil and political rights which called as the first generation rights. Without proper education one cannot be introduced with these essential basic rights and obligation. The concept of expanding Human rights through the education is now very popular and called as the third generation right.

Education is very important tool to make awareness among people about their rights as well as the duties. Without the education the position of man like as an animal. Education is the tool for creation the real idea of human rights and making people known its importance in their day to day life. It is also a tool for eliminating the violations of Human rights. Mostly the gross violations of Human rights are found among the illiterate, indigenous, disadvantaged and weaker



section of the society. Through the education we can make awareness in the society about their human rights. From Primary level to Higher Education level there is immerging need to give Human rights education. Now a day to maintain peace and order in the world there is a need to give human rights education. When everyone will make aware about their rights at the same time they will protect the rights of others. It is also an international obligation. There are number of human rights problems, which cannot be solved unless the right to education is addressed as the key to unlock other human rights.

The right to education is clearly acknowledged by the United Nations in Universal Declaration of Human Rights adopted in 1948, Article 26 which states that "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit". According to Kofi Annan, former Secretary General of United Nations "Without education, we can see beyond ourselves and our narrow surroundings to the reality of global interdependence without education, we cannot realize how people of other races and religions share dreams, the same hopes. Without education, we cannot recognize the universality of human aims and aspirations UN mandates that education shall be directed to the strengthening of respect for human rights and fundamental freedoms. These entities have been chosen because one is an expert body responsible for monitoring states".

The International Covenant on Economic, Social and Cultural Rights Article- 13(1) imposes the obligation on Governments regarding the Human right education. It is very important to make each and every person to be literate just not orders to make them educated and capable of earning but also recognize their rights towards themselves and each other. An educated person only can stand for its right. Human right education is about empowering the individual to both recognize human rights abuses and to commit to their prevention. The core part of Human right education is the strengthening of respect for Human rights. It is the responsibility of every person and the Government to promote education and promote Human rights.

Taking into consideration the international obligation and importance of education framers of our Indian Constitution thought that to provide the free and compulsory education to the children. When the Constitutional framers gathered together at the Constituent Assembly, their desire to provide the free and compulsory education was well established. The real question in the debate was whether the right to free and compulsory education would make justifiable or not. Firstly placing in the fundamental rights and then moving to Directive Principles of State Policy under Article-45 of the Constitution. The framers of the Indian Constitution were of the view that right to education should exist in India, but at that time the position was different, so they had put it under Article-45. This Article states that the state was to make a provision within 10 years for free and compulsory education for all children until they complete the age of 14 years. The object of the directive was to abolish illiteracy from the country. Unfortunately some states failed to enact a law for free and compulsory education to the children below the age of 14 years. Even some states have taken steps towards free basic education, but they could not make it compulsory. Later on the Supreme Court of India has directed to central Government to provide the free and compulsory primary education. The Parliament by way of 86<sup>th</sup> amendment 2002 has added a new Article 21A and has made education for all children of the age of 6 to 14 as a fundamental right. It provides that "the state shall provide free and compulsory education to all children of the age of 6 to 14 years in such a manner as the State may by law, determine."



Article- 51A (1) of the Constitution imposes a duty on all citizens to develop scientific temper, humanism and the spirit of inquiry and reform. For the effective implementation of this duty there is need of Human right education and make awareness among people.

#### Conclusion and Suggestions:

There is no doubt that education has a major role to play for protection and promotion of human rights. Human Right Education is considered as one of the major tools to stop the violations against human rights. From the above discussion we saw the importance and how education can play a vital role in this regard.

It is very important aspect to bring the peace and harmony in society through the education of Human rights. Human rights education should be reframed time to time because inculcation of deep respect for human rights and fundamental freedoms are the supreme goals of education. Without the justice, liberty, equality and fraternity it is impossible to promote and cultivate the peace, tolerance and harmony in the society. At the international level as well as the national level continuous efforts have taken to make awareness among people about their Human rights. So education is also one of the effective means to bring the social transformation in the society. Still there is a need to make awareness among socially as well as educationally backward people.

So the following suggestion has suggested by the researcher-

1. Human rights education should be a part of every ones education from primary to higher education level. This may be leads to foster the development of human values.
2. The curriculum should be reformed and separate chapter should be added relating to human rights education.
3. Teachers should be well prepared to develop and inculcation human rights perspectives and skills among their students.
4. NGO's should take active participation in awareness campaign.
5. Seminars, workshops, symposium should be conducted for teachers how to inculcate the human rights values among students.

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## EDUCATION AS A HUMAN RIGHT WITH SPECIAL REFERENCE TO PRIMARY EDUCATION

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### Abstract

Education plays a very crucial role in overall personality development of human being. Education is one of the basic Human Right. If the children have provided the basic quality education then the Nation will develop. The growth of society is not possible without education. Education is the pillar on which the entire fabric of Nation resides. As far as Primary Education is concern which is base and foundation of Education, however, high drop-out rates, low attendance, universal, equitable and quality Elementary Education is the challenges. The RTE Act is a path breaking Act in the history of India Education towards providing quality Elementary Education to all. After making so many efforts the Right to Education is still in the words of Statute only. Enacting the Central legislation on right to free and compulsory Education is not going to bring a revolution because before enactment of this legislation almost all the states were having their own legislation from 1950 on the same Right to free and Compulsory Education Act but could not do much progress. India becomes one of the 135<sup>th</sup> Countries to make Education a Fundamental Rights to every child since 1<sup>st</sup> April 2010. In all the Countries Chile tops the list of countries in providing free and compulsory education for a period of 15 years to a child.

**Key words:** Primary Education, Human Right, RTE Act

### INTRODUCTION

India is one of the largest democratic country in the World and for the success of democracy there is a need of quality Education. Education is one of the means to bring the economic, political and social transformation in the society. The overall development of the nation and human being depends upon the education. Education is the means to acquire knowledge. Education is the basic human and Fundamental right guaranteed in our Constitution.

Children's are the wealth of the nation if they are properly educated and cared then only nation will develop. That's why quality Primary Education is necessary which is base and foundation of Education. Education plays an important role for the overall development of the Nation. That's why it is considered as the one of the basic human right. In India, Primary Education is still far away from its achievements. India is facing the grave problems of poverty, illiteracy and unemployment. We have obtained political democracy but social and economic democracy has not been achieved. These rights are highlighted in different International Convention as well as in the Constitution of India. All these Conventions imposed obligation on the signatory countries to provide free and compulsory Primary Education. Especially for the development of Primary Education, trained teachers should be appointed but unfortunately, that had not happen about the Primary Education.

### STATUS OF EDUCATION IN ANCIENT TIMES

The aim of Ancient Indian education was laid down by Vedas. According to Vedas the aim of education is liberation. East India Company came into India to expand their business but later on they established their Empire. During reign of East India Company, Primary Education was not much developed. For the achievement of this goal they mingled with the Bengal politics. They obtained the Diwani powers in Bengal and acquired full control over the Nawab. After acquiring the Diwani powers and the political grip over Bengal they showed that they were progressive and wanted the welfare of the people. They wanted to prove that they could control the affairs of the Government better than the Nawab. Some extent they paid attention towards the education in order to show that they were really interested in the public welfare. They continued the Government grants to educational institutions. They started the college at Calcutta, Madras and Banaras. The British Government wanted to win the sympathy and support of influential Hindu and Muslim people. Charles Grant was an Officer of the Company he came to India in 1773. He played a major role for development of education. Therefore he called as father of modern education<sup>1</sup> British Government formed many of the commissions for the progress of education but one of the important is Hunter commission.

<sup>1</sup> Sharma R. N. and R. K. Sharma: History of Education in India, Atlantic Publishers and Distributors Ltd. New Delhi, Page No. 74 to 78.

### Hunter Commission 1882:

Lord Ripon had appointed the Indian Education Commission i.e. Hunter Commission on 3<sup>rd</sup> February, 1882 to remove the defects of Primary Education. This year was considered as necessary to assess the development of Primary Education in the Country. The Commission was established under the Chairmanship of William Hunter known as Hunter Commission.

The Enforcement of Compulsory Education Act 1870 made education free and compulsory in England. Then demand was raised in India, to provide similar facilities in its colonies. Dadabhai Naoroji and Jyotiba Phule from Bombay Presidency demanded for laws to make Primary Education compulsory. They were made their evidence before the Hunter Commission in 1882. The Commission also recommended the transfer, control and administration of elementary education to local bodies as done in England. The first effective step in introducing compulsory Primary Education was taken only by Dadabhai Naoroji, in his evidence before the Hunter Commission put forward the demand that four years of compulsory education should be provided to all children. The demand for Universalization of Elementary Education was first put forward by Indians like Dadabhai Naoroji before the Hunter commission to make the local bodies elected by the Indians responsible for Elementary Education. Jotiba Phule also informed the Commission of his views in writing and suggested in his representation to the Education Committee that the responsibility for primary and secondary education should be handed over to the people.

### OBJECTIVES OF THE STUDY

- 1) To overview the Primary Education in India.
- 2) To study the role of Judiciary relating to Primary Education in India.
- 3) To analyze the Right to Education Act.
- 4) To give appropriate suggestions for development of Primary Education.

### MEANING AND DEFINITION OF EDUCATION

Education is a dynamic concept and its meaning changes from time to time. It has been interpreted differently by the different persons in accordance with their own backgrounds and ideas.

Etymologically the term 'education' is believed to have been derived from Latin word 'educare' or from another word in the same language 'educere' means 'to bring forth', 'to draw out' or propulsion from the internal to the external. There are still persons who believe that the word has been derived from the Latin word 'educatum' which itself is composed of two terms: 'E' and 'duco' 'E' implies a movement from inward to outward and 'duco' means developing or progressing. The meaning of these root words lead us to believe that the term education means to provide a nourishing environment that would facilitate or bring out and develop the potentialities of a child. Now a day education is used to refer both to a process and product.<sup>2</sup>

### INTERNATIONAL FRAMEWORK IN PRIMARY EDUCATION

Education is very sin qua non for the development of each and every country. Education is not only a means for development, it is development itself. There is very close relationship between the societal, economic development and education. In different international convention which put obligation to all countries that Primary Education should be free and compulsory.<sup>3</sup>

#### A. Universal Declaration of Human Rights 1948:

The Universal Declaration of Human Rights is also called as the Magna Carta of Human Rights. Specifically two Articles are there which contains children's rights to education. Education is one of the basic and fundamental human rights and without the education man cannot live dignified life.

**Article-26 Right to Education:** Particularly this Article of the Convention state about the right to Education. Clause first and second related to general right to education and clause third which gives right to the parents to choose the right kind of education for their children

- a) Everyone has the right to education - Education shall be free, at least in the elementary and fundamental stage. Technical and professional education shall be made available and higher education shall be equally accessible to all on the basis of merit.

<sup>2</sup> Pathak R. P.: Education in Modern India - Global Trends and Development, AtlanticPublishers and Distributor's Private Limited New Delhi, Page No.1.

<sup>3</sup> Jain Neeraj, Education under Globalization Burial of the Constitutional Dream: Aakar Books, Delhi. Page No. 3.

- b) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations.
- c) Parents have a right to choose the kind of education that shall be given to their children.

**B. Declaration of the Rights of the Child 1959:**

After Universal Declaration of Human Rights again in the U.N. Declaration of the Rights of the Child state about the rights of child. This declaration discusses not only the right to Education but overall rights for the development of child. Even before and after birth what protection is needed to the children.

**C. U.N. Convention on the Rights of the Child 1989:**

**Article 28: Right to Education:** All children have the right to a Primary Education, which should be free. Wealthy countries should help poorer countries to achieve this right to education.

**D. International Covenant on Economic, Social and Cultural Rights 1966:**

**Article 13(1))** - Provides for the right of everyone to education.

**Article 13(2a)** -Primary education shall be compulsory and available free to all.

**E. International Covenant on Civil and Political Rights 1966:**

**Article 24**-Every child shall have, without any discrimination as to race, colour, sex, language, religion, national or social origin, property or birth, the right to such measures of protection as are required by his status as minor.<sup>4</sup>

**HUMAN RIGHTS APPROACH TOWARDS THE PRIMARY EDUCATION**

Human rights are the birth rights which are inalienable rights, inherent in all the individuals irrespective of their caste, creed, religion, sex and nationality. These rights are essential for all the individuals as they are consonant with their freedom and dignity. They are necessary as they provide suitable conditions for the material and moral uplift of the people. Human rights are also referred as fundamental rights, basic rights, natural rights and birth rights.<sup>5</sup> These rights include right to life, equality before the law, freedom of expression, the right to work, right to social security, right to education, rights to development and self-determination, etc. Therefore as is evident human rights are inseparable, interrelated and interdependent. The improvement of one right makes the progress of the others possible. Correspondingly, the denial of one right has negating affects on the others. The basic right that is protected by the term human right is right to life with dignity. A human rights-based approach to education is therefore necessitated since it assures every child a quality education that respects and promotes her or his right to dignity and optimum development. The right to Education is marked priority on the agenda of the international community since right to Education is not only a human right in itself but also essential for the exercise of all other human rights. A number of human rights treaties accepted and recognized internationally, identifies right to education as a fundamental aspect for development and social transformation.

**RIGHT TO EDUCATION AND PROVISIONS IN THE INDIAN CONSTITUTION**

Indian Constitution is highest law of land. There are various provisions in Indian constitution. Some Provisions in fundamental rights and some in directive principles. They are as follows. Amendment in December 2002 which inserted the following articles in the Constitution-

- a) **Article 21A**- The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine."
- b) **Article 45** - State shall endeavor to provide early childhood care and education for all children until they complete the age of six years.
- c) **Article 51A (k)** - who is a parent or guardian to provide opportunity for education to his child or as the case may be, ward between the age of six and fourteen years.

**JUDICIAL INITIATIVES TOWARDS PRIMARY EDUCATION**

Following are the important judgments of Supreme Court which put the obligation on Government to make a Primary Education free and compulsory. Number of times through the judicial decisions the court take a positive step towards the right to education makes a fundamental right.

<sup>4</sup> <https://www.loc.gov/law/help/child-rights/international-law.php>.

<sup>5</sup> Dr. Agarwal H.O. International Law & Human Rights, sixteenth Edition 2009, Central Law Publications, Allahabad. Page no.730.

In a case *Mohini Jain vs. State of Karnataka*<sup>6</sup> the court held that right to education at all level is a fundamental right under Article-21A of the Constitution and charging capitation fee for admission is illegal and amounted to denial of citizens right to education .The education in India has never been a commodity. The court did not say up to what age citizen the right to Education has guaranteed by constitution.

Again the matter was raised in a case *Unni Krishnan vs. State of A.P.*<sup>7</sup>. In this case court specifically held that the right to education for the children of the age of 6 to 14 is a fundamental right. The court did not agree with the decision of Mohini Jains judgement that the children of the ages have the right to education but held that the right to free education is available only to the children of up to the age of 14 years and overruled the Mohoni Jains case on this point .The Article 21A makes it obligatory for the Government to enact a central legislation to give effect to the constitutional amendment. Even though the strong publics demand that the right to education a fundamental right still there was no improvement in situation after the number of years. But the question arises that how this project would be implemented.

### SALIENT FEATURES OF RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009

Following are the salient features of Act.

- a) Prohibition of any kind of fee and charges or expenses which may prevent children from pursuing and completing the Elementary Education.
- b) Every child of the age of six to fourteen years shall have a right to free and compulsory education in a neighborhood school till completion the completion of Elementary Education
- c) Provide free and compulsory Elementary Education to every child.
- d) Ensure availability of a neighborhood school.
- e) Ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated.
- f) Maintain records of children up to the age of fourteen years.
- g) Ensure and monitor admission, attendance and completion of Elementary Education by every child.
- h) Provide infrastructure including school building, teaching staff and learning material.
- i) Ensure good quality elementary education.
- j) Ensure timely prescribing of curriculum and courses of study for Elementary Education;
- k) Provide training facility for teachers.
- l) Ensure admission of children of migrant families.
- m) Monitor functioning of schools within its jurisdiction.

### CONCLUSION AND SUGGESTIONS

Now a day education is very much important for the development of human being as well as the development of the nation .But there is need of effective implementation of the Right to Education Act. Non - governmental organizations also takes initiatives to implement the Act itself. Government should take the initiatives to provide the quality education to the children then only people will attract to send their child in public schools. Rural and hilly area the government should establish the schools then only government will successful to provide the free and compulsory education to the children. Even the passing of Right to Education Act which were implemented from 2010 but still situation is has not been changed.

Day by day the population of the country has increased and the number of children of age from 6 to 14 years is in crore. The Government does not have money at present to run its own educational institutions. In the area of education it is emphasizing on privatization .Majority of higher secondary schools are run by private persons where there is no provision for free education. They charge high fee it means the only rich person is able to afford to send their children to these schools. When the education will become a fundamental right of a citizen would go for its enforcement. If there are no schools how the Government would implement it only making education compulsory would not solve the problem .The other alternative is to encourage the non-governmental organizations to come forward and to participate in it to fulfill the mandate of the constitution of India. The Government must help them and see that teachers and employees working in private educational institutions get minimum salary to survive and make the scheme successful. Now a day private school has become centers for exploitation. In absence of these initiatives, it is doubtful that the constitutional mandate to provide free Education to all children in order to become able citizen of the country would be successful.

<sup>6</sup> AIR 1992 SC 1858

<sup>7</sup> (1993)1SCC645