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Status of Educational Facilities in Ambedkar Nagar District

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Abstract: Educational facilities are primarily considered as the pivot of human resource development.

It is one of the most important means to attain the goal of sustainable development. Development of education facilities in any region not only helps in eradicating poverty and mental isolation but it has positive impact on the different attributes of population such as fertility, mortality, mobility, occupation etc. This paper is an attempt to evaluate the status of literacy, problem and prospects related with the education system and its role in the development of Ambedkar Nagar district.

Key Words: Educational facilities, population growth, regional development, sustainable utilization, status.

Introduction- Human resources are a country's most precious endowment. The success of a plan depends on the extent to which human resources are developed in terms of education, skills, health and well-being. Education is not only an instrument of enhancing efficiency, but also an effective tool of augmenting and widening democratic participation and upgrading the overall quality of individual and society. India has a vast population, to capture the potential demographic dividend and to remove the acute regional, social and gender imbalances, the government is committed to make concerted efforts for improving the quality of education. Mere quantitative expansion will not deliver the desired results in view of fast changing domestic and global scenario.

Location and Extent- The district Ambedkar Nagar is located in the north eastern part of Uttar Pradesh and holds an important position among 27 districts of Eastern Uttar Pradesh. Ambedkar Nagar district is part of the Great Northern Plains (Middle Ganga Plain). It extends between 2609' N 26040' N latitudes and 82012'E to 8305'E longitudes. It is surrounded by six districts viz. in the north by Basti, Sant Kabir Nagar and Gorakhpur districts and in the south by Sultanpur district. The district Faizabad lies in the west and Azamgarh in the east direction. The river Ghaghara (Sarju river) delimits district's northern boundary and separates Basti, Sant Kabir Nagar and Gorakhpur districts from Ambedkar Nagar district (Map No.1). Tons river is the main river of the study area which divides it into almost two equal parts flowing through the middle of the district headquarter (Akbarpur).





The district Ambedkar Nagar covers an area of 2350 sq. kms. The district is divided into 5 tehsils and 9 blocks. Total villages in the district are 1749 (Census 2011) generally divided into inhabited and uninhabited villages which are 1645 and 104 respectively (District census Hand book, 2011).

Table 1. Administrative Division of Ambedkernagar District (2011)

S.No.	Blocks	Total Area (sq.kms)	No. of Villages	Total Population
1	Bhiti	209.76	176	169251
2	Katehri	253.33	181	216398
3	Akbarpur	345.60	195	300237
4	Tanda	312.73	244	268393
5	Baskhari	204.57	122	200610
6	Ramnagar	322.80	190	237832
7	Jahangirganj	219.44	233	213122
8	Jalalpur	298.00	167	298761
9	Bhivaon	211.89	141	206254
	Total	2350	1649	2391588

District Statistical Magazine, 2011

Objectives-

- (1) To analyse the existing educational facilities and literacy levels in different blocks.
- (2) To asses the role and effect of literacy in the development of quality of life in the District.
- (3) To examine the problem and prospects related to the development of educational facilities in district.

Database and Methodology- In the present paper secondary data has been used to analyse the status of educational facilities. Literacy data has been collected from District Statistical Handbook, Administrative and Planning related district report Ambedkar Nagar (2014-15). To analyse the availability of educational facility a set of indicator has been selected, which are as follows:

- (a) No. of Primary School per lakh population
- (b) No. of Higher School lakh population
- (c) No. of Higher Secondary School per lakh population
- (d) No. of Degree Colleges per lakh population

On the basis of the above parameters the 9 blocks of the districts have been classified into various categories of development indices ranging from very low to very high level.

Status of Educational facilities- There are about four types of educational facilities available in district Ambedkarnagar viz-primary education, middle education, secondary education and higher education. In addition, various government sponsored programmes of informal and adult education and education for women are also running. The number and distribution of these facilities has been illustrated in Table 2 & 3 and Map 2 & 3.

Table 2: No. of Recognized Education Institutions in Ambedkar Nagar-Dist.2014

Year/ Block	Primary School	Higher Primary School	Senior Secondary School	Degree College	Master Degree College	Industrial Edu. Institutes
2012-13	2009	955	265	55	9	5
2013-14	2107	959	295	55	9	5
2014-15	2110	1047	343	93	11	39
Blockwise 2014 - 15						
Bhiti	182	92	27	8	2	4
Katehri	230	98	31	6	0	3
Akbar Pur	318	154	40	10	1	4
Tanda	218	168	35	10	1	4
Baskhari	185	88	24	7	1	3
Ram Nagar	225	99	29	8	1	4
Jahangir Ganj	197	91	30	8	1	3
Jalalpur	275	126	38	10	1	3
Bhivaon	227	117	48	8	0	6
Total Rural	2057	1033	302	75	8	34
Total Urban	53	14	41	18	3	5
Total District	2110	1047	343	93	11	39



Source: 1. District Basic Education Officer, Ambedkar Nagar

2. District School Instructor, Ambedkar Nagar



(MAP No.2)

Table 3 : Blockwise No. of Education Institutions Per Lakh Population (2014-15)

Blocks	No. of Primary Schools Per Lakhs Population (2014-15)	No. of Primary Schools Per Population (2014-15)	Higher Schools Lakhs	No. of Secondary Schools Per Population (2014-15)	Higher Schools Lakhs	No. of Degree Colleges Per Lakhs Population (2014-15)
Bhiti	107.5	56.1		16.0		5.3
Katehri	106.3	43.9		15.2		2.8
Akbar Pur	105.9	51.3		13.3		4.0
Tanda	81.2	62.6		12.3		4.5
Baskhari	92.2	43.9		12.0		4.5
Ram Nagar	94.6	40.9		12.2		4.2
Jahangir Ganj	92.4	42.7		14.1		4.2
Jalalpur	92.0	42.2		12.7		3.7
Bhiyaon	110.1	56.7		23.3		3.8
Total Blocks	97.4	48.9		14.3		4.34

Source: Calculated on the basis of District Statistical Magazine

Table 3 (a): Spatial Distribution Pattern of Primary Schools in Ambedkar Nagar District

Range	Intensity	Name of the Blocks	Total
< 90	Low	Tanda	1
90 - 100	Medium	Baskhari, Ram Nagar, Jahangir Ganj, Jalalpur	4
100 - 110	High	Bhiti, Katehri, Akbarpur	3
> 110	Very High	Bhiyaon	1

Source: Calculated on the basis of District Statistical Magazine

(i) **Primary Education-** In the field of elementary education, the basic objective is to achieve universal elementary education as early as possible. As a result of various governments' initiative and programmes, there has been a considerable increase in the status of primary education in the recent years. The study area recorded a positive trend in total numbers of existing primary school which can be clearly seen from table 2. In the year 2013,

there were total 2009 primary schools which increased to 2110 in the year 2015. The spatial distribution pattern has been illustrated in the table 3(a), which clearly shows that the Tanda block lies in the low category while Bhiyaon lies in very high category. In general, the establishment of educational institutes (primary school) is affected by the activeness of local representatives as well as local administration. The Sarva Siksha Abhiyan, Mid-day Meal Scheme and Right to Education Act, which provides children in the 6-14 age group the legal entitlement to free and compulsory education have contributed much in changing and upliftment of Primary education in the study area (Map 2).

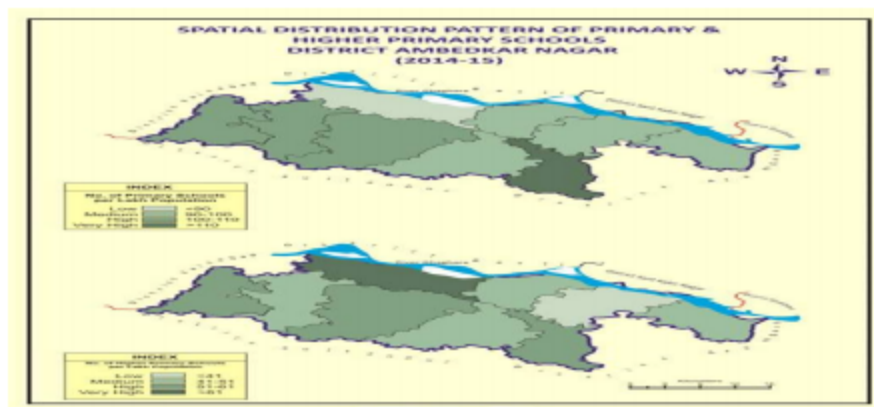
(ii) Middle Education- As a result of improved and better primary education at basic level, there has been considerable increase in the number of middle education schools in the last few years. There were total 955 middle schools in the year 2013 which increased to 1047 in the year 2015. (table 2)

Table 3(b): Spatial Distribution Pattern of Higher Primary Schools in Ambedkar Nagar

Range	Intensity	Name of the Blocks	Total
< 41	Low	Ram Nagar	1
41 – 51	Medium	Katehri, Baskhari, Jahangir Ganj, Jalalpur	4
51 – 61	High	Bhiti, Akbarpur, Bhiyaon	3
> 61	Very High	Tanda	1

Source: Calculated on the basis of District Statistical Magazine 2011

The spatial distribution pattern has been illustrated in the above table 6.2(b), which clearly shows that the Ramnagar block lies in the low category while Tanda lies in very high category.



(MAP No.3)

Above all these limitations, there has been considerable increase in total numbers of middle schools which is a positive sign of increasing educational level. (Map 3).

(ii) Secondary School- In continuation to primary and middle education the availability of secondary education facility is satisfactory and shows a positive trend in the increase of its numbers. In the year 2013 there were total 265 secondary schools which increased to 295 in the year 2014 and further 343 in the year 2015. (table 2).

Table 3 (c) Spatial Distribution Pattern of Higher Secondary Schools in Ambedkar Nagar

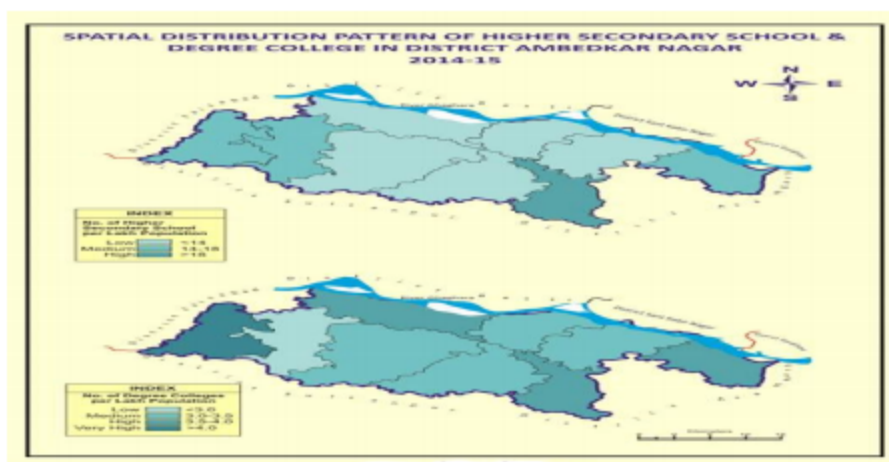
Range	Intensity	Name of the Blocks	Total
< 14	Low	Akbarpur, Tanda , Baskhari, Ramnagar, Jalalpur	4
14 – 18	Medium	Bhiti, Katehri, Jahangirganj	4
> 18	High	Bhiyaon	1

Source: Calculated on the basis of District Statistical Magazine 2011

The above table 3(c) shows that Bhiyaon block occupies the top position with maximum numbers of secondary schools while Akbarpur, Tanda, Baskhari, Ramnagar, Jalalpur lie in the lowest category (Map 4). There is a need to improve the quality of education being provided in most of the secondary schools in the study area as the standard and quality is not at par with the private institutions which is directly or indirectly affecting their sustenance and existence.

(iv) Higher Education- The role of higher education can't be undermined in the overall development of any society. It forms the backbone for youth education, who can be considered as true nation builders. But, due to increasing population, scarce resources and uncertainty in employment generation in the study area the students after completing their intermediate studies prefer to migrate to other states in search of job opportunities.

The table 2 shows that there were 55 degree colleges in the year 2013 which increased to 93 in numbers in the year 2015 and likewise there were 9 master degree colleges, which increased to 11 in numbers in the year 2015. Akbarpur, Tanda and Jalalpur each have 10 Degree Colleges followed by Bhati, Ramnagar, Jahangirganj and Bhiyaon having 8 degree colleges in each block, Baskhari 7 and Katehri 6 degree colleges.



(MAP No.4)

Table 3 (d): Spatial Distribution Pattern of Degree Colleges in Ambedkar Nagar District

Range	Intensity	Name of the Blocks	Total
< 3.0	Low	Katehri	1
3.0 – 3.5	Medium	Akbarpur, Baskhari, Ramnagar, Jalalpur	4
3.5 – 4.0	High	Tanda, Bhiyaon, Jahangirganj	3
> 4.0	Very High	Bhati	1

Source: Calculated on the basis of District Statistical Magazine 2011

The above table 3(d) shows that Katehri block lies in the lowest category while Bhati falls in very high category. The remaining blocks lie in medium to high category.(Map 4)

(v) Master Degree College- Bhati block has maximum 2 numbers of master degree college, rest every block has 1 master degree college except Katehri and Bhiyaon, which don't have even a single master degree college which is a matter of great concern for the future of the youths in these blocks, which has been clearly illustrated in the table 2. This slow increase in the master's degree college gives a clear message that the students after completing their intermediate studies and graduation are leaving their studies and migrating to western states in search of job.

(vi) Industrial Education Institutes- In the past years, there was severe scarcity of industrial education



institutes as a result the youths of the study area were forced either to join in the neighboring districts or to quit their ambition of technical education. But, with the passage of time and increasing popularity, many new industrial education institutes have been established in the study area. As a result, there were 5 such institutions in the year 2013, which increased to 39 numbers in the year 2015 (table 2). This sharp increase is a clear indication of the increasing demand for technically skilled youths in the various parts of the state with the rapid industrialization.

Bhiyaon block occupies the top position with the maximum numbers of 6, followed by Bhati, Akbarpur, Tanda and Ramnagar each having 4 institutions in each block and Katehri, Baskhari, Jahangirganj and Jalalpur each having 3 institutions. This increase is a good sign which will have long term benefit in the near future in terms of training more technically skilled youths. This blockwise increase can be clearly seen in the table 2.

Thus, we can conclude that although there has been a considerable increase in the overall education facility but, what is more important and relevant is to maintain the quality and standard of education being imparted to the students of various institutions in the study area. The viability of education should be maintained in terms of making youths self - dependent and employment oriented, this will further curb the migration of the technically, skilled population to other states and will contribute in better development of a self - dependent educated society.

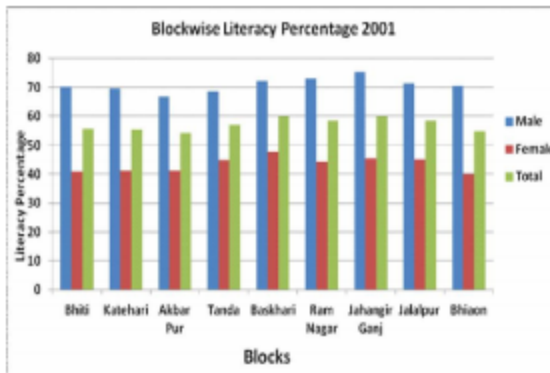
6.4 Status of Literacy- Literacy is an index of human development and quality of human life. According to the census of 2011, literacy has been defined as any person above the age of 7 years, who can read and write with understanding in any language is treated a literate. Literacy reflects the socio-economic and cultural set-up of a nation, ethnic group or community. The main advantage of literacy is that it provides relatively more opportunity of employment. The literate and educated persons have better personality and can interact with the superiors and inferiors in a better and more confident way. The rate of literacy is largely determined by a large number of socio-cultural, political and physical factors.

Ambedkar Nagar district exceeds the literacy rate of Uttar Pradesh in 2011. It has total 72.20% literacy placing the district on sixteenth rank in Uttar Pradesh. In 2001 the situation was quite different, when the district represented only 58.43% literacy. A significant variation was reflected in between male and female literacy with a difference of almost 26% in 2001. The yawning gap between male and female literacy was slightly covered by some government initiative and awareness of people in 2011. Female literacy rate with exceedingly high growth, reached to 62.63% in 2011 from 45.30% in 2001, which has been illustrated in the table 4 and graph 1.

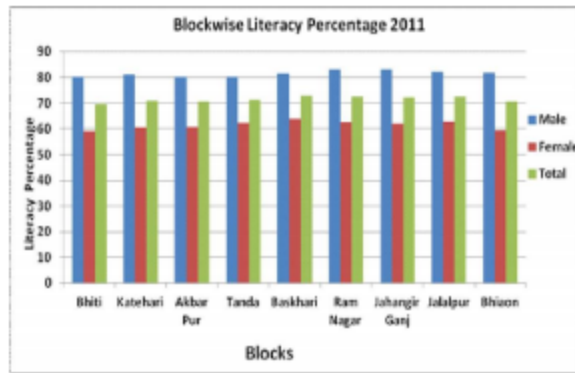
Table 4. Block Wise Literacy Pattern in Ambedkar Nagar District (2001-2011)

Blocks	Literacy Percentage					
	2001			2011		
	Male	Female	Total	Male	Female	Total
Bhati	70.20	40.95	55.66	80.21	59.22	69.69
Katehari	69.53	41.24	55.41	81.11	60.67	70.91
Akbar Pur	66.92	41.22	54.28	80.35	60.77	70.58
Tanda	68.73	44.73	57.06	80.19	62.12	71.37
Baskhari	72.26	47.79	60.07	81.76	63.84	72.94
Ram Nagar	72.83	44.30	58.36	83.07	62.39	72.64
Jahangir Ganj	75.13	45.40	59.98	83.07	61.95	72.42
Jalalpur	71.55	45.14	58.46	82.23	62.77	72.62
Bhiyaon	70.49	39.89	54.95	81.79	59.56	70.60
Total District	71.37	45.30	58.43	81.64	62.63	72.20

Source: Based on data obtained from of District Statistical Magazine (2001-2011).



Graph 1 : Blockwise Literacy Percentage in Ambedkar Nagar District 2001



Graph 2: Blockwise Literacy Percentage in Ambedkar Nagar District (2011)

While taking into account block-wise literacy pattern, it is revealed that there is no uniformity in literacy distribution in the year, 2001 and 2011. In 2001 the male literacy varies between 69.53 and 75.13%, whereas female literacy varies between 39.86 and 47.79%. Jahangirganj block recorded highest literacy in male category and Baskhari in female category. The table 4 shows that the literacy rate in 2011 reached a situation where male literacy was more than 80% in each block, but the female literacy, though it recorded a high increase in 2011, yet it was comparatively very low than male literacy. Ramnagar and Jahangirganj both recorded highest and equal percentage (83.07%) in 2011 and Baskhari recorded highest growth in female literacy (63.84%) which was also a record in 2011 in this category. Female literacy calls for greater emphasis in order to empower the weaker sections of the society.

Major Problems of Education System & Spatial Planning Measures- Literacy in India is key for socio-economic progress in the field of education, quality and quantity is still a concern for the country, so far the study area. Although, immense improvement can be seen in this field, but the levels is well below the world average of 84 percent. Further, India currently has the largest illiterate population in the world. It is estimated that with current rate of progress, it would take until 2060 for India to achieve universal literacy. Therefore, in order to formulate a better and effective educational plan for an area, problems relating to educational system must be pointed out so that they can be eradicated or improved upon. Hence, certain educational problems observed in the region are illustrated below

with suggestive measures-

- (i) The most current problem of the modern education is its deteriorating quality which is the product of students' disconcertment with their studies and increasing trend of mass copying in examinations. For such a trend the government, teachers and students are equally responsible. This trend is more common among the institutions in the interior villages, which needs proper improvement in the standard and quality of education being provided with regular and frequent checking in such institutions.
- (ii) Although, in the recent years there has been considerable increase in the quantity of infrastructure needed in the various institutions of the study area, but still there is shortage of adequate and proper infrastructure especially in Bhiti, Baskhari, Jahangirganj, Ramnagar and Katehri blocks, which needs proper and timely assistance with adequate monetary help so that the gap can be bridged. Provision for basic infrastructural components like school building and child friendly classroom, blackboard, teaching learning materials, toilet especially for girls and water facilities etc. should be made available in sufficient and adequate numbers.
- (iii) Despite the serious efforts by Government and Civil Societies to integrate the entire population into the Indian education system, large numbers of boys and girls are still without schooling. Frequent absenteeism and irregularity of school teachers, as several of them do not stay in the same village, and the school parents' apathy and indifference towards education do not provide enough motivation for their children to attend school. To some extent still in interior rural areas taboo about girl child education still exists which is hampering the essential learning and overall



development of the society. This needs proper awareness and effort at grassroot level.

(iv) One of the reasons behind the failure to achieve the goal of universalization of Elementary education is that the plans which are formulated at higher levels i.e. national/ state levels were quite indifferent about the grassroots dynamics and realities of rural education. On the other hand, cross-country evidences indicate that the formulation of educational policy has not been done properly due to lack of democratic values and influence of powerful elites in administration and very often the policy-implementation process suffers from inefficient policy-administration, corruption, lack of political will and commitment. The rigid ideas of bureaucracy sometimes also hampers in policy implementation process which needs modern outlook.

(v) The policy makers should recognize the vicious circle of illiteracy and inadequacy of education with poverty, one reinforcing the other, both as causes and effects. Therefore, addressing the basic social barriers would help increasing enrolment and retention in schools especially in the rural areas.

(vi) In the field survey it was concluded that the student teacher ratio in most of institutions at all levels was not adequate. The practice of absenteeism is also common among the teachers, which further hampers the teaching process. Therefore, in order to ensure quality education, steps should be taken towards regular recruitments for filling up vacancies and proper/regular presence of teachers.

(vii) In spite of so much development in various fields, the study area lacks adequate and quality technical, professional and vocational educational institutions due to which the youths are unable to get modern technical training due to which their self-employment scope gets reduced. Therefore, provision for adequate technical and vocational institutions should be made for the overall development of the youths in the study area.

(viii) The Sarva Shiksha Abhiyan and various other programmes including the Adult Education Programmes are not functioning properly and most of the claims are not justified by the ground realities. It may be noted that due to distance and remote rural areas, total coverage for education was never provided until the launching of Sarva Shiksha Abhiyaan (SSA) in 2002-03.

Conclusion & Suggestions- Therefore, there is an urgent need for a new design for education. The approach to the Eleventh and Twelfth Plan have emphasized that one of the primary tasks is the harnessing of the country's abundant human resources and improving their capability for development with equity. It is recognized that programmes for alleviation of poverty, reduction of social and economic inequalities and improving productivity can and should be integrated with educational development. Further, the strategies for educational programmes and training and their organizational designs should particularly focus on women, youth and economically weaker groups so that they can make increasing contribution to the socio-economic development of the study area.

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