

QUALITY EDUCATION IN URBAN AREA- THE STATUS OF RAJASTHAN]

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ABSTRACT

Education is the most important level for social, Economic and Political transformation- 12th five -year plan, Planning Commission, Govt. of India.

The assurance in Quality of education is the main priority of the policy agenda. The government should design mechanisms stimulating the socio- economic development of the education system. This is the era of change and the role and responsibility of the state have changed drastically. In the governance of the education, the availability has been met through the coming of the Right to Education Act, 2009, what matters is the quality of education being provided in the schools where the foundation of the future generation is placed. India's spending on education is 2.9% which is much lesser than South Korea which spends 8%, China 4% and Turkey 3.5%. As Education has become not only a universally recognized Human right but a medium to make the individual aware about several other rights and at the same time it helps in forming the capacity building of one's mind to claim the other rights. The transformation and day to day development in the area of urban education is taking it to another level.

Keywords- Education, Quality, policy, Human right

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INTRODUCTION

A strong educational structure is the basis of any country's growth and human development and the Literacy level is the basic indicator for mapping the level of development achieved by any society. As Literacy is an important part in the development of social, political and cultural environment, it also leads to greater awareness contributing in the improvement of economic and social conditions further acting as a catalyst for social upliftment.

Since the time of independence the government has launched various programmes for increasing literacy level, the Sarva Shiksha Abhiyan and the Right to Education Bill is the two influential steps in this direction. More recently there has been a growing demand for privatization and rise in the number of private institutions. This phenomenon is more strongly visible in the urban areas where there is a greater proportion of the literate population as well.

Over the last decade, India has made great strides in strengthening its educational system yet it has not achieved impactful learning outcomes for reasons that are as varied and nuanced as the country itself. The prime reasons are quality in an education system which itself is a big reason in shaping the future of the children's. India having the second largest education system in the world has put on many efforts to improve school quality by adding resourceful changes which have in time proven to be ineffective.

The Urban education has been affected by the surge of its urban population with the expanding cities. As Urban India is in the midst of a transformation through economic reforms, liberalization and globalization, the quality of education has also to be of that level of modernization. The call for the time is to actively promote the policy which calls for an approach that aims at optimizing the advantages of cities and towns and at the same time minimizing the negative impacts of urbanization.

In recent years quality management in learning has developed as a key issue in the delivery of learning process. The interest in quality arises from the need to combat the increasing competitiveness to have quality in education and from the need to have a global brand name among the leading educational institutions. Further to combat the issue of quality management,

the issue of teacher's training cannot be overlooked. The requirement for high-quality teachers cannot be combated without high-quality teacher training. There is a need for teacher's education institutions to make ways for continually improving the academic staff, design and delivery of curriculum, administrative procedures and support services. It is well-known fact that effective teachers can accelerate student learning, but often, too little is known about what makes a teacher effective.

The ideas of quality were originally developed by W, Edwards Deming-a statistician when he provided the answer of poor quality and the resulting approach is known as Total Quality Management (TQM).The word Quality means different things to different people and it is relative to the processes and outcomes. The challenge that the education environment faces is that to ensure that the quality of teaching and learning is maintained. One measure for improving the quality of education lies in the practice of the ideas of Total Quality Management (TQM) to the teaching and learning (T&L) process. In pursuit of attaining the quality, the educators and the learners both must continuously find ways to improve the system.

Nearly half a century ago, India's first education commission (1964-66; Kothari Commission) in its report, noted, "We should strive to allocate the largest proportion of gross national product (GNP) possible to educational development". The time was then opportune for the country that had transformed itself into an independent republic to assess critical gaps and address these concerns in right earnest. It was proposed that universal primary education is made a goal and recommended that the government increase its spending on education to 6% of the GNP in the next 20 years – by 1985-86. (Praveen Jha, APRIL 19, 2014)

In the field of elementary education, India has witnessed several monumental changes in the last decade. The endorsement of the Right of Child to Free and Compulsory Education Act in 2009 has changed the policy outlook and has opened up new ways for different stakeholders to have a series of opportunities to strengthen the quality of primary education system in India. However, given the size of the task, there is a lot to be done to improve the quality of in-service teacher training in rural India.

As India is in its transforming stage, the Right of Children to Free and Compulsory Education has come up with a gearing mechanism to increase the choice and to promote an inclusive education systems and classroom diversity.

One of the greatest assets of any education system is the teacher. They stand in the line between the transmission of knowledge, skills and values and are accepted as the backbone of an education system. The quality of a teacher, therefore, has to be crucial and has been globally accepted to be associated with the quality of education in general and in turn for the students learning outcomes in particular. The Education Commission (1964-66) of India highlighted this influence of teachers in powerful words, "No system can rise above the status of its teacher..."

The National Policy on Education (NPE, 1986) reflects this commitment by considering pre-service and in-service teacher education as a continuous process and two ends of a continuum. An analysis of the recommendations of various commissions, committees and the education policy of India reveals the efforts of policy planners to bring qualitative improvement in teacher education system along with the quantitative expansion of the facilities. Efforts have been made to make teacher education curricula responsive to the contextual needs of emerging society and break the isolation of teacher education institutions. ¹

Four National Institutes of Technical Teachers' Training and Research (NITTTRs) located at Bhopal, Chandigarh, Chennai and Kolkata were established in mid -1960s for the training of polytechnic teachers to undertake activities in the areas of Education, Planning & Management, Curriculum Development for implementation and Research etc. for overall improvement of polytechnic education. The Institutes offer long term training programmes of 12/18 months duration to degree and diploma level teachers of Polytechnic in addition to providing short- term training courses, designing of curriculum and providing consultancy services to the industry.

(Pandey)

CONTEXT OF PRIMARY EDUCATION IN INDIA- THE QUALITY OF TEACHERS

A series of programmes have been initiated by both the Central and State/UT Governments to foster quality and equality education and improve student learning outcomes. As these

programmes seek to bring about a shift towards schools and systems that are child-friendly and inclusive that are responsive to each child's learning needs and able to ensure student learning. Despite the planning's and resources spent on education in India for improving the quality of education, a lot of teacher's getting recruited are not qualitatively judged. There are several loopholes in the system, resulting in a lot of times incompetent teachers get recruited. Uplifting the standard of educations can be done by improving the quality of teachers. As a well-qualified teacher can make a huge difference to the life of children.

The classic problem of school education in India has been underfunding by the state. This was, of course, the case in British India right up to India's independence (when the British left India, more than four-fifths of Indians had not been touched by schooling), but it was followed by public policies of the newly independent India which continued gross underfunding despite rousing rhetoric claiming exactly the contrary, with such slogans as 'Education is our first priority.' (Dreze and Sen, 2013)

The education landscape in India has changed enormously since its independence. This difference was brought about in various forms and levels, impacting the scope and quality of both demand and supply sides of public primary education in India. Bolstered by the increasing evidence to prove a connection between education and development (Dreze and Sen, 2013).

The RTE Act contains several crucial provisions governing teachers' qualifications and duties. To be eligible for appointment as a teacher, a person would be required to possess the minimum qualifications laid down by an academic authority authorized by the central government. The concerned academic authority is the National Council for Teacher Education (NCTE), an entity constituted in 1993 for the coordinated development of teacher education in India. For teaching primary classes (1 to 5), a candidate is required to have a two-year Diploma in Elementary Education (DEEd) or the four-year Bachelor of Elementary Education (BEEd), and for this purpose, only a diploma/degree course recognized by the NCTE would be considered. Another mandatory requirement for eligibility is passing the TET conducted in accordance with NCTE guidelines. (Srinivasan, AUGUST 29, 2015)

The initial five-year window given to teachers for acquiring qualifications in accordance with the RTE Act has already come to an end on 31 March 2015.

One of the important landmarks towards bringing qualitative improvement in education in general and teacher education, in particular, was the recommendations of Education Commission (1964-66) known as the Kothari commission. The commission comprehensively dealt with widely all stages of education, from pre-primary to higher level, including the vocational and technical education etc. The commission stated that, ‘The essence of programme of teacher education is quality and in its absence, teacher education becomes, not only a financial waste but a source of overall deterioration in educational standards’ (Para. 4.13; P.72)

The Yashpal Committee (1993) was appointed to analyze the academic burden on students and also the unsatisfactory quality of learning of the poor quality of teacher preparation programmes in the country which has led to unsatisfactory quality of learning in schools. The committee also suggested restructuring of the course content of teacher education programmes to ensure its relevance to the changing needs of school education, longer duration of training, emphasis on self-learning and independent thinking and making whole teacher education programme more practical-oriented (P 26-27)

The establishment of the National Council for Teacher Education (NCTE) as a statutory body by an Act of Parliament in 1993 and the ‘Curriculum Framework for Quality Teacher Education in 1998 and the 1978 teacher education curriculum framework developed on the backdrop of 1975 school education curriculum reform, the 1988 framework on the backdrop of NPE1986, the 1998 framework for teacher education preceded school curriculum framework which was developed by the National Council of Educational Research and Training (NCERT) in 2000.

The school quality is eventually enhanced when teachers possess high academic skills; they are trained and have experience, and participate in high-quality orientation and professional development programs. Students learn more from teachers when they have a strong academic skills and classroom teaching experience.

The Agasthya foundation reveals that India needs about 7-8 million primary/secondary teachers, versus the 3-4 million available today. It further states that the low quality in the education system is due to the missing link and the real tragedy of Indian education is the poor quality of its teachers which can be catered well through the training and development practices.

Reports of the Teach for India also depict that there is a vacancy for 523,000 teachers across our schools in India and what is even more alarming is the fact that we have the largest primary education system in the world. Thus, what we need is a flawless system that works for both quality of the teachers and further raising the quality of education.

MAPPING THE QUALITY OF EDUCATION IN RAJASTHAN THROUGH INDICATORS

To find out any nation's economic and social health the quality of its schools is the first step to be looked upon. As rightly said by Nelson Mandela that "Education is the most powerful weapon which you can use to change the world", and to prove this term what is required is that the students are taught the values and social skills necessary to become good citizens and to learn the academic skills necessary to be economically productive and excel in raising their standard of living. Educational indicators are statistics that enable educators and other stakeholders like policymakers, and/or the public to examine the condition of schools by providing aggregate measures of important system components further wiping off the ills.

Education is the second highest sector of budgeted expenditure after defense, and the outlay on education is woefully inadequate to meet the needs of the people. This has in turn provided opportunity to the private educational institutions to fill the gap, both in terms of meeting the need and more particularly in the matter of quality of instructions. If government school itself follows a universal model of education as they don't lack in the availability of financial support, things could work wonders.

LITERACY IN RAJASTHAN

According to 2011 Census, Rajasthan has traditionally been classified as a state ranking low on human development, though with the increase in the government policies and the initiatives taken by the state government itself, the condition is improving at a good scale. Rajasthan has

created vast infrastructure under education sector for schools, colleges and technical institutions to enhance the quality of education and the Government is determined to bridge gap between education and industry to raise the standard of living of its people. (Gov. of Rajasthan)

Across all categories Rajasthan stands below the national averages. The Overall literacy rate for India is 74.04 per cent but for Rajasthan it is 66 per cent. The male literacy rate for Rajasthan is 80.5% and the national is 82.14 % which is fairly good and near the national average. However, the women literacy rate is lower than the national average of 65.46 % at a very low 52.7 %.(Source ELEMENTARY EDUCATION REPORT CARD, 2014-15- U-DISE) The Development of quality education in Rajasthan can be mapped through indicators which are-

- **School related Indicators**
- **Facilities related Indicators**
- **Enrolment related Indicators**
- **Teacher related Indicators**

*(ALL THE DATA SHOWN HAVE BEEN TAKEN FROM ANALYTICAL REPORT 2014-15, ELEMENTARY EDUCATION IN INDIA- WHERE DO WE STAND- NUEPA)

SCHOOL RELATED INDICATORS

The condition of a school in urban area is much better in terms of the performance index. One of the most frequently cited attribute of schools with high levels of student learning and consistent positive student growth is that schools emphasize to promote positive academic endeavor. The availability of schools is considerable in number and also the enrolment. What matters is the student-teacher ratio that has to be fulfilled.

	Primary only	Pri.with Upper Primary	Pri. with U.P.& Sec. and Higher Sec.
URBAN AREAS			
SCHOOLS	3409	6938	3135
ENROLMENT	902230	190274	160891
TEACHERS	26239	5235	11128

Figure 1.1 (Source: ANALYTICAL REPORT 2014-15, ELEMENTARY EDUCATION IN INDIA- WHERE DO WE STAND- NUEPA)

The status of school buildings are also desirable in number with more of private buildings and less in dilapidated conditions, the conditions of classrooms are also good with less than 4 percent need minor repair and less than 2 percent needs major repair. The data is fairly a good indicator of the infrastructural development in urban areas of Rajasthan

PERCENTAGE SCHOOLS BY BUILDING STATUS AND DISTRIBUTION OF CLASSROOMS BY CONDITION (Figure 1.2, 1.3)

BUILDING STATUS	Primary only	Pri.with Primary	Upper	Pri. with U.P.& Sec. and Higher Sec.
PRIVATE	55.53	78.25		85.33
RENTED	3.93	2.36		0.89
GOVERNMENT	25.87	17.83		13.49
GOV. SCHOOL IN RENTED BUILDINGS	12.17	1.33		0.16
NO BUILDING	1.41	0.12		0.00
DILAPITATED	0.23	0.09		0.03
UNDER CONSTRUCTION	0.85	0.01		0.03
NO RESPONSE	0.00	0.01		0.10
CONDITIONS OF CLASSROOMS	Primary only	Pri.with Primary	Upper	Pri. with U.P.& Sec. and Higher Sec.
GOOD CONDITION	95.20	95.95		99.01
NEED MINOR REPAIR	3.48	3.05		0.72
NEED MAJOR	1.32	1.01		0.27

REPAIR			
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PERCENTAGE DISTRIBUTION OF CLASSROOMS BY NO.OF TEACHER'S(Fig 1.4)

NO.OF TECAHERS	Primary only	Pri.with Primary	Upper	Pri. with U.P.& Sec. and Higher Sec.
0	0.03	0.06		0.10
1	15.14	0.50		0.13
2	26.43	2.85		0.19
3	15.25	4.41		0.32
4	11.38	8.55		1.15
5	10.74	12.11		1.50
6	6.04	14.04		2.23
7	4.49	12.96		2.55
8	4.19	16.20		6.28
9	1.79	8.46		4.47
10	1.26	6.72		10.08
>10	3.26	13.42		71.00

• **FACILITIES RELATED INDICATOR**

This is one of the most basic elements necessary to ensure access to education. School classrooms are the most common place in which structured learning takes place with groups of children. A good infrastructural development of school promotes positive teaching learning environment. The School infrastructure isn't only about the physical structure available to the teacher to teach but also to make the environment conducive for learning. A pleasant atmosphere goes a long way to encourage school participation. Further, initiatives taken by the motivated teachers and staff are essential for the meaningful schooling experience. In urban areas the infrastructure is well below the acceptable standards because of the rise in the private sector involvement in education. Even a small private school in an urban area tries to provide the basic facility in comparison to government school whose situation is certainly much inferior in rural areas. The percentage of schools without building is much lower in urban areas which shows that in these areas there is an availability

PERCENTAGE OF SCHOOLS WITHOUT BUILDING(Figure 2.1)

Primary only	Pri.with Primary	Upper	Pri. with U.P.& Sec. and Higher Sec
1.41	0.12		0.10

More than the constrain on demand, there are supply constraints that obstruct access in formal education. Unless some infrastructural development is created, it would be infeasible to expect children, especially girl children, to maintain themselves in schools as there is a very strong relationship between literacy level and the existence of primary school with adequate manpower and facilities. The critical impediments on which data is presented include only availability of drinking water, electricity, playground girls' toilet and other facilities in schools. The data listed in Figure 2.2 reveals that the traditional drinking water techniques are less and electricity is also more or less available in almost all the schools. Figure 2.3 shows the availability of toilets for both Girls and boys in school which shows stark development and more than 90% schools have these facilities.

DISTRIBUTION OF SCHOOLS BY TYPE OF DRINKING WATER FACILITY, ELECTRICITY AND PLAYGROUND(Fig 2.2)

	Primary only	Pri.with Primary	Upper	Pri. with U.P.& Sec. and Higher Sec
HANDPUMP	11.67	7.25		4.08
WELL	4.17	3.43		7.88
TAPWATER	48.58	51.54		51.45
OTHERS	31.83	32.27		36.33
NONE	3.67	0.43		0.26
NO RESPONSE	0.09	0.07		0.00
ELECTRICITY	73.75	93.08		99.23
PLAYGROUND	38.84	58.75		78.31

The need of the hour is to forge innovation in education. The aim of incorporating innovation in education is to match pace with the changing need of the economy. As education is the priority of priorities, the assurance in Innovation of education has become the main priority of the policy agenda. Figure 2.3 shows the percentage of availability of library and computer facility which is of not great number in only primary school and is gradually rising in schools having upper primary, secondary and higher secondary.

PERCENTAGE OF SCHOOL HAVING GIRLS/BOYS TOILET, LIBRARY AND COMPUTER FACILITY (Fig 2.3)

	Primary only	Pri.with Primary	Upper	Pri. with U.P.& Sec. and Higher Sec
GIRL'S TOILET	92.03	98.75		99.52
BOY'S TOILET	95.96	99.74		99.84
LIBRARY	47.40	74.78		93.84
COMPUTER FACILITY	28.42	51.17		80.13

ENROLMENT RELATED INDICATORS-

School participation and the enrolment rates in India are considerably affected by factors such as place of the residence, gender, and the economic status of the family. The National Family Health Survey (NFHS) data reveals that enrolment rates are much higher for males, urban children, and those who are economically better off. The living standard in urban area affects the type of schooling the parent's wants to give to their children's, the higher the standard of living, the higher is the capability to send them to a good school. The percentage of enrolment of girls is much lesser in the primary education system and the average enrolment indicators are also not so appreciable.

PERCENTAGE OF GIRLS ENROLMENT(Fig 3.1)

	Primary only	Pri.with Primary	Upper	Pri. with U.P.& Sec. and Higher Sec
	46.69	44.46		42.91

AVERAGE ENROLMENT INDICATORS (Fig 3.2)

	Primary only	Pri.with Primary	Upper	Pri. with U.P.& Sec. and Higher Sec
	66	138		295

TEACHER RELATED INDICATOR

The pupil-teacher ratio plays the main role in the quality of education children are receiving. The smaller the ratio, the more attention children get, which surely advances and upgrade their learning. Ensuring quality education is the minimal we can do to transform the society, the right to quality education is the perfect path to bridge the gap between different groups. As without such a right the true values of equality justice and liberty will have no meaning. The positive aspect is that female teachers are almost the same or more in number in almost all the three primary schools.

DISTRIBUTION OF TEACHERS (Figure 4.1)

	Primary only		Pri.with Primary		Upper Pri. with U.P.& Sec. and Higher Sec	
	M	F	M	F	M	F
	4428	8874	19449	32070	25777	25123

The qualification of teacher's is the main debate going on as learning is complex activity. Therefore "good teachers" needs to be there for an effective class, they need much more than to be a subject expertise and intellect. As skilled and qualified teachers are able to facilitate learning through the use of formative strategies in class and know when to step back, to allow for enhancing student's reasoning, application and self-discovered, independent learning. the date

shows that in the urban Rajasthan there are qualified teacher's with also PhD and post doctoral positions.

TEACHER'S PROFILE BY ACADEMIC QUALIFICATION (INCLUDING CONTRACTUAL TEACHERS) (Figure 4.2)

ACADEMIC QUALIFICATION	Primary only		Pri.with Upper Primary		Pri. with U.P.& Sec. and Higher Sec	
	M	F	M	F	M	F
BELOW SECONDARY	143	199	556	700	383	500
SECONDARY	191	440	757	1515	776	772
HR.SEC	597	1047	2345	3968	1365	1406
GRADUATE	2057	4079	9982	15548	11351	10233
POST GRADUATE	1396	2974	5622	9800	11312	11364
M.PHILL	11	25	55	96	147	144
PH.D	6	14	25	46	61	77
POST DOC.	4	2	3	11	15	23
NO RESPONSE	23	94	104	386	367	604
STATE TOTAL	4428	8874	194449	32070	25777	25123

The table showing teacher's profile by caste displays the fact that if the SC,ST, OBC and ORC classes are clubbed together ,than they form more in number than the general. The leading roles of female teachers can also seen clearly that they are considerably more in number than the male teachers and the male-female literacy gap is closing. The rate of involvement of teachers of different categories appears more inclusive when analysed with respect to socially deprived groups, i.e., SCs and STs. In the said incremental populations, SC/ST groups-despite the age-old discrimination and isolation have experienced a virtual equality in sharing a good profile as there is incremental change in the literacy of total population ratio among SC/STs.

TEACHERS PROFILE BY CASTE (INCLUDING CONTRACTUAL TEACHERS) (**Figure 4.3)**

CASTE	Primary only		Pri.with Upper Primary		Pri. with U.P.& Sec. and Higher Sec	
	M	F	M	F	M	F
GEN	1870	5598	8627	19221	12373	16815
SC	405	532	2529	2364	2589	1341
ST	166	208	929	954	1077	634
OBC	1898	2361	6983	8800	8950	5501
ORC	59	86	200	234	313	191
OTHERS	9	18	87	148	125	93
NO RESPONSE	21	71	94	349	350	548
STATE TOTAL	4428	8874	19449	32070	25777	25123

SUMMING UP

The government of India has tried funding massive expansion of infrastructure post-independence, in both rural and urban areas. This has contributed to the enormous increase in enrolment rates as also basic literacy. Ensuring quality education is the minimal we can do to transform the society, the right to quality education is the perfect path to bridge the gap between different groups. As without such a right the true values of equality justice and liberty will have no meaning.

In the development paradigm of the past years, the social sectors were the responsibility of the state. However, with increasing shortfall of the state agency to meet the demand due to fiscal squeeze, there has been a surge in private services of the social sectors, which people have preferred in due course of time but they have to be pay for it and hence has added a few more items in their expenditure list. Moreover, not all locales have these services. The picture, however, is not all that dull; there have been some innovative programmes that the government has been implementing and the Government of Rajasthan is forging the gap and trying to raise the standard, though the condition in urban areas are quite better ,yet a much more broader perspective have to be implemented for the making education inclusive.

Posts of the teachers and vacancy should be filled; the government should take prior steps to make up a monitoring agency that looks into the problems of individual schools, providing them speedy solution.

The training of teachers should be the most important and prior work every state government should do to reduce inequality among them, so that they can also stand with the private school teachers. People should also be aware of RTE and RTI as the information warrior and guaranteed education programme for the local needy children's.

An initiative can be made to develop a model of education system inspired by states that are doing well and further a world class parameters can solve many problems as the benchmark will work as a goal. Though the urban education is doing far better than the rural education, the public delivery system of the government should also be enhanced well.

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