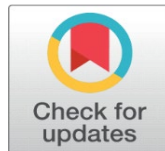
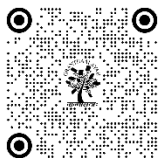


A STUDY OF INFRASTRUCTURAL FACILITIES FOR PRIMARY EDUCATION IN ANAND DISTRICT OF GUJARAT

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ABSTRACT

Education has been considered as at the core of development for any country or region and has been giving one of the highest return for developmental activities. Education brings gender and social equality by enriching the knowledge among the people about society and legislation. It is well proven fact that the higher female literacy ratio increases the contribution of women in economic as well as social life of the society. The present research endeavours to evaluate the infrastructural facilities for primary education in Anand district of Gujarat. The secondary data are analysed for this purpose. The results showed that there has been gradual increase in number of private schools resulting in an increasing trend in enrolment in these schools as well. This indicates that increasingly parents are willing to spend money to send their children to private schools as it is believed that private schools function much better as compared to government schools. The data analysis indicates that due to many initiatives taken by government at the national and state level, some improvement has taken place in the government schools as well. It has been found that most of the government schools across the district are now accessible by all-weather roads and they have their own building. Similarly, improvement has also been made in terms of availability of drinking water facility, toilets, classrooms, etc. Still, a large number of facilities like computer, play ground and library are not efficiently utilized in these schools of Anand. This has posed the serious concern for the government to frame appropriate policy for the efficient and better utilization of infrastructural facilities.

Keywords: Primary Education, Infrastructure, Public and Private Schools

JEL Code: I20, I240, I280

1. INTRODUCTION

Education has consistently been recognized as the cornerstone of development for any country or region and one of the highest return rewarding development activities. Education plays an important role in human development. If we see the composition of the Human Development Index, education is an essential element of it. The fundamental objective of human development is to create an efficient environment for the healthy, creative and long life of human beings. For achieving these goals, it is needed to ensure that all individuals have the necessary access to education and the resources to avail it. It is also a well-known fact that economic growth is a subset of the human development paradigm. Thus, education leads to economic growth through which choices of human beings are expanded. The famous welfare

economist, Mahboob-ul-Haq once stated that there are four pillars of human development; equality, sustainability, productivity and empowerment. Education brings gender and social equality by enriching the knowledge among the people about society and legislation. It also enhances the capacity of earnings which helps to bring economic equality by increasing productivity of the person. By educating individuals, their role and contribution to society and family can be increased. Thus, education is the essential aspect of human development as it helps individual to grow economically and socially by increasing productivity and understanding. In short, an overall development of human being is achieved through education. Improvement in quality of education leads to betterment in every aspect of human development.

Education outcome is influenced by a number of factors, infrastructure being one of them. School infrastructure, its design, quality and day to day management is significant in enabling school system to deliver improved education outcomes. It broadly encompasses land and building, quality of facilities and the overall design.

According to Fagerlind and Saha (1989); the role of education in the economy, generally considered for economic growth and to increase the productivity of human resources by providing training and enriching their skill of production. Authors stated that, "the implications for development policies of Rostow's stage of growth theory, particularly as related to the improvement and expansion of education". With the emergence of globalization, knowledge of human being and technology have earned special attraction for economic development. Knowledge dissemination and training of labour force are considered an important part of the development policy of any country. The authors also noted that higher education influences economic development through financial and non-financial benefits viz.; income generation, knowledge creation, skill development etc. They explained the impact of education using the study of economic growth of developed and less-developed societies and noted that those who were with extra schooling were getting significantly higher income.

Tilak J. B. G. (2003) studied the relationship between higher education and development in context of Asia-Pacific region. He noted that there was a general presumption that higher education is not necessary for economic development and this presumption was supported by the estimates on internal rate of return. Tilak refused this argument and prove that higher education also plays an important role in economic development. He measured correlation between higher education and various social development indicators viz.; Human Development Index, Gender Development Index, Gender Empowerment Index, Life Expectancy, Infant Mortality Rate, Total Fertility Rate and Poverty. He found significant relationship between higher education and these social development indicators. Thus, higher education has very vital role in the development of the country in terms of economic development, human development, gender empowerment and development, improvement in health and life expectancy, reduction in infant mortality and poverty alleviation. All though, most of the countries of Asia-Pacific region were spending less than one per cent of GNP on higher education.

Bloom, D.; Canning D. & Chan K. (2006) examined the relationship between the higher education and economic development in Africa. They noted that the main concentration was on primary and secondary education in assistance and the higher education was neglected in it. The authors advocate and prove the importance of higher education in economic development and poverty alleviation. Even though, they observed lack of emphasis on higher education in Poverty Reduction Strategy Papers (PRSPs) of the World Bank. Due to this approach of the World Bank many African countries were facing scarcity of funds which resulted in poor infrastructure for higher education. Some African countries were emphasized on higher education for economic growth as well as support higher education through special programs and establishing special institutions. In recent years, World Bank and Governments have appreciated the importance of higher education in economic development. They observed that with the increase in the higher education, the production possibility(productivity) also increased. The authors concluded that the higher education may be important in maximizing the economic output through faster technological catch-up and improving the efficiency of the country. They also noted that if the other barriers to development play a determinable (crucial) and negative role then the higher education may not make any significant difference(change) in economic development of the country.

Above mentioned studies clearly narrate and establish the importance of education in economic as well as social development. Public and private benefits of education lead to better opportunity of employment, higher salary, greater ability to save and invest. These benefits result in better health and improved quality of life. Thus, education plays a significant role as an important determinant of standard of living.

Several researches (Ajayi, 2002; Hallack, 1990; Kuuskorpi & Gonzalez, 2011) conducted in different international contexts specifically link availability of infrastructure facilities of school and school effectiveness. According to Asiabaka (2008, 10) "management of facilities is an integral part of the overall management of schools. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate management of the

facilities.” According to her “the physical environment of a school is a major determining factor in the attainment of its objectives (Asiabaka 2008, 10).”

Importance of availability of physical facilities in schools and its optimum use have been a matter of concern across the globe. Several studies have already been conducted in context of India to find out different determining factors of school effectiveness and efficiency and lack of physical facilities has been identified as one of the major problems across the states. An overview of some of these studies is being given in following paragraphs.

Despite considerable improvement in enrolment, many researches (Govinda & Bandyopadhyay, 2011a, 2011b, 2011c; De et.al. 2011; Pratham, 2012 etc) have constantly raised concerns that India will have to travel a long way to achieve the goal of Universalization of Elementary Education and implement the Right to Education Act, 2009. The Act has not only stressed on providing access to free and compulsory education for 6-14 years old children, but has also emphasized on regular and active participation of children in government schools and improvement in their learning levels.

The active presence of children and their imbibing of knowledge and skills in the classroom become important issues once they get enrolled in a school. The central characteristic of meaningful access (Lewin, 2007; Govinda & Bandyopadhyay, 2009; Little, 2008) to school education is the sustained and active participation of children in teaching learning processes and classroom activities. It has been found that students who attend school regularly score higher in their achievement tests than their peers, who remain frequently absent. Although the low attendance and low learning level of children is rampant across the country, many studies found these problems are more prominent in case of disadvantaged groups (Govinda & Bandyopadhyay, 2008; Pratham, 2012; Dreze & Kingdon, 1999).

Many researches have also indicated that effective management of system as well as schools can improve the quality of educational services that in turn, influences the access and participation of children (Govinda & Bandyopadhyay, 2011c, Bandyopadhyay & Dey, 2011 Dayaram, 2011, Dayaram, 2013). These studies have also emphasized on availability of adequate infrastructure facilities and its optimum use for improving the learning environment of the school which motivates teachers as well as students for regular participation and getting engaged in teaching learning process of good quality.

Another study conducted by Srivastava (2006, 63) has pointed out that in Uttar Pradesh “a greater proportion of government schools had pucca buildings compared to private schools, though the difference was lower in urban areas. Approach roads to rural schools were mostly kuchcha or semi-pucca for both private and government schools, although the proportion of semi-pucca roads for private schools was higher at the primary level (Srivastava, 2006, 64).”

In context of findings of above research studies, an attempt has been made in the following section to find out the extent to which the schools managed by government as well as private agencies are equipped with different physical facilities and what are the future challenges that remain to meet for its further improvement. This status paper only assesses the infrastructural situation with respect to elementary education in Anand District of Gujarat.

2. EDUCATION IN ANAND DISTRICT

Anand is well-known for education from the ruling of Gayakwad (English Government). Charotar Education society, Charutar Vidyamandal played an important role in educational development of the area in the beginning. After independence, Anand became an educational hub with the establishment of Sardar Patel University. Today, there are total Five universities– (i) Sardar Patel University, (ii) Anand Agriculture University, (iii) CVM University, (iv) Bhaikaka University, (v) Charotar University of Science and Technology and one well-known National level educational institution – Institute of Rural Management, Anand (IRMA) are providing better opportunities to learn for students of the state as well as country and abroad.

3. RURAL AND URBAN LITERACY IN ANAND DISTRICT

It is well proven fact that the higher female literacy ratio increases the contribution of women in economic as well as social life of the society. These changes lead to gender equality. It is also mentioned in the vision document of UNDP for development that the women participation in social and economic life increases the speed of development (instead of this can we write growth of the nation) of the country. In this context gender equality is a basic condition for increasing the economic growth rate. To fulfill this condition education for women is more important, because educated women

can contribute more in the economy. To achieve the higher growth rate and sustainable development goals of UNDP, Government of Gujarat and Union Government started many encouraging programs for girls' education. The effect of these promotional programs can be observed from the reduction in the gender gap in literacy rate. Rural development (the development of rural area) also equally important for economic development. Without the development of the villages of the country, economic development goals (the goal of economic development) cannot be achieved. In this context Governments encourage education in rural areas also. The effects of the promotional schemes for rural education can be observed in reduction of the regional gap in literacy between rural and urban areas. The following table depicts the gender wise literacy rate in rural and urban areas of Anand district of Gujarat.

Table 1 Gender wise Rural and Urban Literacy Rate in Anand District

2001					2011			
	Total	Rural	Urban	Regional Gap	Total	Rural	Urban	Regional Gap
Person	74.5	71.6	82.1	10.5	84.37	82.68	88.16	5.48
Males	86.1	84.8	89.4	4.6	91.82	91.27	93.07	1.80
Female	61.9	57.1	74.3	17.2	76.36	73.43	82.93	9.50
Gender Gap	24.2	27.7	15.1		15.46	17.84	10.14	

Source: Census of India (2001, 2011)

It is depicted in the table that the literacy among both the genders - male and female in rural and urban areas increased in 2011 over the year 2001. The regional gap in total literacy was 10.5 per cent in 2001 which declined to 5.48 percent in 2011. Similarly, the regional gap between rural and urban literacy among male declined to 1.80 percent in 2011 from 4.6 percent in 2001. The gap in female literacy rate between rural and urban areas of the district also found to be decreased from 17.2 percent in 2001 to 9.5 percent in 2011. Further, the gap in literacy between male and female was 24.2 percent in 2001 which decreased to 15.46 percent in the district. If we compare the gender gap in literacy of rural area, it also decreased from 27.7 percent to 17.84 percent between the period of 2001 to 2011. In urban areas of the Anand district the gap in literacy rate of male and female was 15.1 percent in 2001 which reduced to 10.14 percent in 2011. Thus, over a period of time the gap of literacy rate between the gender as well as areas of the district is found declined. These trends give good signals of reduction in inequalities in education between male and female as well as rural and urban areas of the district. Even though, the gap in literacy is exists.

4. FEMALE LITERACY RATE IN ANAND DISTRICT

It is observed by many researchers that the female literacy plays an important role in upliftment of family and social life. The following table includes the female literacy rate for Urban and Rural in all talukas (Blocks) of Anand district for last two censuses. It is depicted in the table that there was big gap in female literacy between urban and rural area in 2001, it was declined in 2011 in most of the talukas except Borsad taluka. In Borsad Taluka it was declined but the change was very small. If the gap between the literacy rate of female in urban area and rural area of all the talukas of the district with the same of Gujarat state, it is observed that the all talukas it was lower than the state in 2001 but in 2011 the same of Khambhat taluka was found higher than the state. (could not understand)

While looking to the following table, it shows there has been a substantial decline in the gap of female literacy rate (difference between Urban and Rural female literacy rate) as it was 16 for Umreth taluka for 2001 census declined to 6.2 for 2011 census, for Anand taluka it has declined from 15.2 to 6.73, for Petlad, it has declined to 14.3 to 6.17, for Khambhat taluka, 18.9 to 14.88, for Ankav 7.1 to 2.28. Borsad taluka has the lowest decline in the Urban and Rural female literacy gap for the census data of 2001 to 2011. The highest gap declined has been observed in Umreth taluka.

Table 1 Taluka-wise Rural and Urban Literacy Rate of female in Anand District

Taluka/ District	Female Literacy Rate 2001			Female Literacy Rate 2011		
	Rural	Urban	Gap	Rural	Urban	Gap
Tarapur	51.8	--	--	72.75	--	--
Sojitra	56.4	--	--	77.69	81.40	3.71
Umreth	54.5	70.5	16	70.82	77.02	6.2
Anand	62.8	78	15.2	77.29	84.02	6.73
Petlad	60.1	74.4	14.3	78.15	84.32	6.17
Khambhat	53.7	72.6	18.9	68.2	83.08	14.88
Borsad	56.2	67.5	11.3	71.61	82.69	11.08
Anklav	52.7	59.8	7.1	69.33	71.61	2.28
Gujarat	61.29	81.84	20.55	71.71	86.31	14.60

Source: Based on Census of India (2001, 2011)

The overall trends are giving good signals that the female literacy rate in rural area is increasing faster with the urban female literacy.

5. AVAILABILITY OF TEACHERS IN SCHOOLS OF ANAND DISTRICT

Teacher is a prime factor to increase the literacy, in this context examination of availability and quality of teacher is important. The following table – 3 contains the total number of teachers in primary schools, high schools and higher secondary schools run by both private and government in Anand district during the period of 2012-13 to 2016-17. The Compound Average Growth Rate (CAGR) of total teachers in the district during this period was found very negligible, it was 0.03 percent only, it means there was no significant increase in the strength of teacher in terms of numbers in the district during this time period. In the schools where primary section is there, the number of teachers increased with 0.92 % CAGR, but in the schools having primary and upper primary sections the number of teachers shows negative with the CAGR of (- 0.63). It was also observed that in those schools which have upper primary and secondary sections, the number of teachers declined with the CAGR of (-20.47) between the period of 2012-13 to 2016-17. While looking to the highest positive CAGR for Only Upper primary school with 6.90, for Primary, Upper primary and secondary schools, it has been found to 3.85, Upper primary and Secondary and Higher secondary, it was observed to be 2.79. Considering negative CAGR, Government Upper primary and Secondary schools have highest declined with 100 CAGR for this period in Anand district. Most of the Schools of Government for various sections except Only Upper Primary schools have shown the negative CAGR. For Private Schools only Upper Primary and Secondary schools have negative CAGR, rest of the Private Schools have positive CAGR for this time period. Lower growth rate of increase in number of teachers might be hurdle in faster growth in literacy rate.

Table 2 Number of Teachers in Schools with Elementary Education in Anand District

School Category	2012-13				2013-14				2014-15				2015-16				2016-17				CAGR 2011-17		
	Govt	Pvt.	Total	%	Govt	Pvt.	Total	%	Govt	Pvt.	Total	%	Govt	Pvt.	Total	%	Govt	Pvt.	Total	%	Govt.	Pvt.	Total
OP	1133	371	1504	14.2	1126	460	1586	14.9	1142	454	1596	15.3	1087	469	1556	14.6	1047	513	1560	14.7	-1.95	8.44	0.92
P+UP	6503	119	7697	72.7	6429	129	7727	72.4	5996	143	7434	71.5	6111	153	7645	71.9	5977	152	7505	70.8	-2.09	6.36	-0.63
		4				8				8				4				8					
P+UP+S/ HS	24	807	831	7.85	11	729	740	6.93	13	710	723	6.95	13	754	767	7.21	13	861	874	8.25	-14.21	1.63	1.27
OUP	19	249	268	2.53	19	299	318	2.98	18	308	326	3.13	20	328	348	3.27	20	330	350	3.3	1.29	7.29	6.90
UP+S/HS	16	113	129	1.22	0	79	79	0.74	0	104	104	1	0	122	122	1.15	11	133	144	1.36	-8.94	4.16	2.79
P+UP+S	0	135	135	1.28	15	181	196	1.84	13	186	199	1.91	13	171	184	1.73	14	143	157	1.48	-	1.45	3.85
UP+S	4	16	20	0.19	9	18	27	0.25	11	9	20	0.19	11	0	11	0.1	0	8	8	0.08	-	-15.91	-20.47
																					100.00		
Total	7699	288	1058	100	7609	306	1067	100	7193	320	1040	100	7255	337	1063	100	7082	351	1059	100	-2.07	5.07	0.03
		5	4			4	3			9	2			8	3			6	8				

Source: Based on database of School report card.in (DISE)(2012-17)

Note:OP:Only Primary;P+UP:Primary with Upper Primary;P+UP+S/HS:Primary with Upper Primary,Secondary/Higher Secondary;OUP:Only Upper Primary;UP+S/HS:Upper Primary,Secondary / Higher Secondary.

Table 4: Taluka wise distribution of Schools by Category in Anand District (2016-17)

Taluka/ District	PO	P+UP	P+UP+S/HS	UPO	UP+S	P+UP+S/HS	UP+S	SO	S+HS	HSO	Total
Anand	96	196	18	30	3	7	1	25	43	11	430
Anklav	41	60	1	3	0	0	0	5	10	0	120
Borsad	98	153	6	14	3	0	0	13	32	2	321
Khambhat	73	102	1	5	1	1	0	9	23	2	217
Petlad	79	100	2	8	0	1	0	16	30	2	238
Sojitra	24	41	0	4	0	0	0	4	9	1	83
Tarapur	15	46	0	1	0	0	0	9	4	0	75
Umreth	59	72	5	3	2	2	0	12	11	1	167
District	485	770	33	68	9	11	1	93	162	19	1651

Source: Based on database of School report card.in (DISE)(2016-17)

Note: PO:Primary Only; P+UP: Primary with Upper Primary; P+UP+S/HS: Primary with Upper Primary, Secondary & Higher Secondary; UPO: Upper Primary Only; UP+S/HS: Upper Primary with Secondary & Higher Secondary; P+UP+S: Primary, Upper Primary & Secondary ; UP+S: Upper Primary &Secondary.SO : Secondary only ; S+HS : Secondary with higher secondary ; HSO : Higher secondary only .

The above table-4 is on the distribution of schools by Category in Anand district for the year 2016-17. The distribution of these schools has been in Primary Only schools, Primary and Upper Primary Schools, Secondary & Higher Secondary Schools, Primary, Upper Primary and Secondary Schools, Upper Primary and Secondary Schools and Secondary with higher secondary alike.

6. AVAILABILITY OF TRAINED TEACHERS IN ANAND DISTRICT

Quality of teacher affects the quality and spread of literacy, in this context the study of quality of the available teacher is required. Share of trained teachers available in the schools of various talukas of Anand district is depicted in the table-5. When the overall picture of share of trained teachers in total number of teachers in Anand district in the years of 2012-13 compared with the year 2016-17, it was observed that there was very negligible change of about 4 % only. If the share of trained teachers in total number of teachers increased, it is well acceptable, but during the study period, it was observed that in most of the talukas it was declined. It was also observed that the share of trained teachers in total teachers was around 70 % in all the talukas of the district. Less number of trained teachers affects the quality of teaching, so, it is basic need to increase the number of trained teachers for quality education. Even though, in Anand, Borsad,

Khambhat, and Umreth talukas, the share of trained teachers in total number of teachers found to be declined in year 2016-17 compared to the year 2012-13. The average percentage share of trained teachers in total teachers has been found to be 53.28 percent, which shows on and average every year the number of trained teachers in total teachers has been increased with nearly 50 %.

Table 5 Number of Trained Teachers in Anand District

Taluka / District	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Total No. of Schools	Trained Teachers		Total No. of Schools	Trained Teachers		Total No. of Schools	Trained Teachers		Total No. of Schools	Trained Teachers		Total No. of Schools	Trained Teachers	
		Nos. of trained teacher	Percent age share in total Teachers		Nos. of trained teacher	Percent age share in total Teachers		Nos. of trained teacher	Percent age share in total Teachers		Nos. of trained teacher	Percent age share in total Teachers		Nos. of trained teacher	Percent age share in total Teachers
Anand	3822	1584	41.44	3865	1714	44.35	4005	1371	34.23	4122	1291	31.32	4130	1565	37.89
Anklav	869	641	73.76	872	745	85.44	880	447	50.8	884	613	69.34	897	667	74.36
Borsad	2419	1528	63.17	2501	1624	64.93	2449	1229	50.18	2466	1363	55.27	2432	1443	59.33
Khambhat	1631	1029	63.09	1700	1197	70.41	1533	608	39.66	1551	559	36.04	1586	975	61.48
Petlad	1668	973	58.33	1794	1185	66.05	1707	853	49.97	1740	1086	62.41	1681	989	58.83
Sojitra	616	418	67.86	611	436	71.36	599	405	67.61	606	419	69.14	550	378	68.73
Tarapur	556	378	67.99	524	384	73.28	501	325	64.87	514	364	70.82	517	353	68.28
Umreth	1037	669	64.51	1219	908	74.49	1174	623	53.07	1199	544	45.37	1188	552	46.46
Total	12618	7220	57.22	13086	8193	62.61	12848	5861	45.62	13082	6239	47.69	12981	6922	53.32

Source: Based on database of School report card.in (DISE) (2012-17)

7. AVAILABILITY OF FEMALE TEACHERS IN ANAND DISTRICT

It was observed that the share of female teachers in total number of teachers in schools was more than 50 % in Anand district. In Anand taluka it was found highest 60.47 % in 2012-13 and it was slightly declined to 60.12 % in 2016-17. The lowest share of female teachers in total number of teachers in schools was found in Tarapur taluka which was 34.17% in the year 2012-13 and it was increased to 35.59% in the year 2016-17, but it was still remain the lowest among all the talukas in the district.

Table 6 Schools with female teachers in Anand District

Taluka / District	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Total Teachers	Female Teachers		Total Teachers	Female Teachers		Total Teachers	Female Teachers		Total Teachers	Female Teachers		Total Teachers	Female Teachers	
		Nos. of Female teacher	Percentage share in total Teachers		Nos. of Female teacher	Percentage share in total Teachers		Nos. of Female teacher	Percentage share in total Teachers		Nos. of Female teacher	Percentage share in total Teachers		Nos. of Female teacher	Percentage share in total Teachers
Anand	3822	2311	60.47	3865	2338	60.49	4005	2432	60.72	4122	2487	60.33	4130	2483	60.12

Anklav	869	351	40.39	872	354	40.6	880	363	41.25	884	370	41.86	897	383	42.7
Borsad	2419	936	38.69	2501	980	39.18	2449	976	39.85	2466	975	39.54	2432	986	40.54
Khambhat	1631	664	40.71	1700	704	41.41	1533	621	40.51	1551	626	40.36	1586	653	41.17
Petlad	1668	933	55.94	1794	976	54.4	1707	917	53.72	1740	936	53.79	1681	898	53.42
Sojitra	616	294	47.73	611	294	48.12	599	288	48.08	606	294	48.51	550	282	51.27
Tarapur	556	190	34.17	524	174	33.21	501	161	32.14	514	178	34.63	517	184	35.59
Umreth	1037	443	42.72	1219	519	42.58	1174	496	42.25	1199	514	42.87	1188	509	42.85
Total	12618	6490	51.43	13086	6747	51.56	12848	6594	51.32	13082	6702	51.23	12981	6603	50.87

Source: Based on database of School report card.in (DISE) (2012-17)

8. GROWTH OF STUDENT ENROLLMENT IN ANAND DISTRICT

Increase in enrollment in school is a very good sign of social transformation. It is observed that with the change in mindset of the people the enrollment increases. The following table - 7 indicates grade wise growth of student enrollment in primary and upper primary schools of Anand district during the period of 2011-12 to 2016-17. It is clearly depicted that the gross enrollment of students in grade-1 to 7 was declined in the district during this period and the CAGR of that was found with negative (-1.72). It is also observed that the enrollment in all the grades of the primary and upper primary schools of the district was decreased during this period. Decrease in student enrollment is not a good sign for the district and has surely raised the concerned for the authority to uplift the situation.

Table 7 Growth of Enrolment in Anand District

Enrolment In	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	CAGR 2011-17
Grade 1	41886	40317	36645	33574	37037	38113	-1.87
Grade 2	40963	41921	39271	36319	33352	36528	-2.27
Grade 3	39987	41736	41138	39114	36206	32879	-3.84
Grade 4	39482	40813	41108	41021	38965	35905	-1.88
Grade 5	40966	40487	40310	41020	41055	38531	-1.22
Grade 6	40910	41335	39351	40101	40832	40466	-0.22
Grade 7	42043	41483	40013	39140	39802	40041	-0.97
Grade 1-7	286237	288092	277836	270289	267249	262463	-1.72

Source: Based on database of School report card.in (DISE) (2011-17)

Gender wise student enrollment in different grades of primary and upper primary schools in Anand district during the period between the year 2012-13 to 2016-17 is shown in table -8. It was found that the overall student enrollment in these schools was declined for both the genders(categories), but the enrollment of boys was declined higher compared to the girls in the district during the study period. This trend was observed in all the grades of the school in the district.

Table 8 Gender wise Students Enrolment in Anand District

Enrolment	2012-13		2013-14		2014-15		2015-16		2016-17		CAGR	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls

Grade 1	21385	18932	19325	17320	17864	15710	19541	17496	20062	18051	-1.58	-1.18
Grade 2	22621	19300	20747	18524	19067	17252	17652	15700	19244	17284	-3.96	-2.72
Grade 3	22636	19100	22294	18844	20641	18473	19080	17126	17440	15439	-6.31	-5.18
Grade 4	22284	18529	22375	18733	22211	18810	20626	18339	18896	17009	-4.04	-2.12
Grade 5	22346	18141	22064	18246	22363	18657	22282	18773	20430	18101	-2.22	-0.06
Grade 6	22899	18436	21837	17514	21935	18166	22324	18508	21988	18478	-1.01	0.06
Grade 7	23309	18174	22246	17767	21620	17520	21842	17960	21827	18214	-1.63	0.05
Grade 1-7	157480	130612	150888	126948	145701	124588	143347	123902	139887	122576	-2.92	-1.57

Source: Based on database of School report card.in (DISE) (2012-17)

9. TRENDS IN EDUCATION IN ANAND DISTRICT

Various trends in education sector indicate the level of society. The table-9 shows various trends viz.; repetition, dropout, promotion, transition, retention and gender parity in Anand district. It is seen from the table that in the year 2009-10 the repetition rate in schooling was 3.3% which was declined to 0.09 % in the year 2016-17. Decrease in repetition rate is a good sign, but it may be due to the Government Policy. The higher rate of dropout is not good for any economy. In Anand district the dropout rate was 2.7% in the year 2010-11 which declined to 1.23% in the year 2016-17. The repetition rate and dropout rate together affect the promotion rate. Higher the repetition and dropout rate reduce the promotion rate. Transition of all the promoted students in higher level of study is important phenomena. The transition rate of students from primary to upper primary school was slightly declined in 2016-17 over the year 2009-10 in the district. The transition rate was more than 98.5 percent in 2016-17 in the district, means most of the students enrolled in primary school continues their study after completion of primary schooling in the district.

Table 9 Trend in (Class 1 to 12) Flow Rate in Anand District

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Repetition Rate	3.3	8.0	4.7	0.3	0.0	0.01	0.02	0.09
Dropout Rate	-	2.7	2.1	-	2.0	0.45	0.33	1.23
Promotion Rate	-	89.3	93.1	-	98.0	-	-	-
Transition Rate (P to UP)	98.9	91.2	93.9	-	97.2	99.5	99.5	98.5
Retention Rate	88.4	85.8	91.2	97.2	94.3	-	-	-
Gender Parity Index (GPI)	0.83	0.82	-	-	-	-	-	-

Source: Based on database of Schoolreportcard.in (DISE) (2009-17)

10. INFRASTRUCTURE AND FACILITIES AVAILABLE IN SCHOOLS IN ANAND DISTRICT

Various facilities available in the school can be contribute to attract the students in the school. The facilities can motivate the students to come regular in the school. In this context availability of various facilities are very important to increase the literacy rate. These facilities are like well-developed campus, toilet, electricity, water, Library, computer, computer lab, mid-day meal, medical checkup, Anganwadi center etc. These facilities play an important role in increasing the attendance and decreasing the dropout rate of the students especially for girls and poor students. This part of the paper concentrate on this aspect. The table – 10 includes the schools having the prepared

campus plan in the district and change in it over a period of time. It is observed that there were only 39.94 % schools out of total schools in the year 2012-13 which have prepared campus plan and this has increased to 96.37 % in 2016-17 in the district. In the year 2012-13 the highest number of schools having campus plan in the district were found in

Tarapur taluka (66.22%) and the lowest were in Umreth taluka (22.73%). But in the year 2016-17 most of the schools of all the talukas were found having the campus plan. The lowest rate was 94.42% in Anand taluka forth year 2016-17.

Table 10 Schools having Campus plan prepared in Anand District

Taluka / District	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Total No. of Schools	Campus Plan		Total No. of Schools	Campus Plan		Total No. of Schools	Campus Plan		Total No. of Schools	Campus Plan		Total No. of Schools	Campus Plan	
		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools
Anand	404	201	49.75	411	411	100	419	408	97.37	428	408	95.33	430	406	94.42
Anklav	117	55	47.01	118	118	100	120	118	98.33	119	117	98.32	120	117	97.5
Borsad	309	93	30.1	315	315	100	315	312	99.05	321	312	97.2	321	311	96.88
Khambhat	208	56	26.92	214	214	100	216	214	99.07	217	212	97.7	217	210	96.77
Petlad	239	119	49.79	244	244	100	246	244	99.19	245	242	98.78	238	234	98.32
Sojitra	90	29	32.22	91	91	100	89	89	100	89	89	100	83	81	97.59
Tarapur	74	49	66.22	73	73	100	73	73	100	74	73	98.65	75	73	97.33
Umreth	154	35	22.73	161	161	100	163	160	98.16	166	159	95.78	167	159	95.21
Total	1595	637	39.94	1627	1627	100	1641	1618	98.6	1659	1612	97.17	1651	1591	96.37

Source: Based on database of Schoolreportcard.in (DISE) (2012-17)

Accessibility of separate girl's toilet play an important role in her education. Unavailability of separate girl's toilet has created many problems in the schools for girls studying in the school. So, the schools having separate toilets for girls and boys attract more girl students and encourage them the continue their study. The table – 11 describes the availability of separate toilets in the school. The data indicated are about the number of schools having girls' toilets. It is observed that there were 1545 schools having girl's toilets in 2013-14 which has increased to 1588 in 2016-17 in Anand district. The highest number of schools with girls' toilet were found in Anand taluka (382) in 2013-14 and in 2016-17 (405), on the other hand the lowest number of schools having girls' toilet were found in Tarapur taluka (71) in 2013-14 and (73) in 2016-17 in the district.

Table 3 Schools having Separate Toilets for Boys & Girls in Anand District

Taluka/ District	2013-2014		2014-2015		2015-2016		2016-2017		CAGR 2013-17	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Anand	373	382	381	397	389	399	391	405	1.58	1.97
Anklav	114	113	116	115	115	115	116	115	0.58	0.59
Borsad	293	298	294	302	301	307	301	309	0.90	1.22
Khambhat	206	207	207	208	209	211	210	213	0.64	0.96
Petlad	229	233	231	234	229	235	224	232	-0.73	-0.14
Sojitra	81	83	80	83	80	81	75	77	-2.53	-2.47
Tarapur	71	71	70	69	73	72	74	73	1.39	0.93

Umreth	158	158	160	161	162	164	163	164	1.04	1.25
Total	1525	1545	1539	1569	1558	1584	1554	1588	0.63	0.92

Source: Based on database of School report card.in (DISE) (2013-17)

Table 12 Schools having water & electricity facility in Anand District

Taluka/ District	2013-14			2016-17		
	Total Schools	Water Facility	Electricity Facility	Total Schools	Water Facility	Electricity Facility
Anand	411	411	411	430	430	430
Anklav	118	118	118	120	120	120
Borsad	315	315	315	321	321	321
Khambhat	214	214	214	217	217	217
Petlad	244	244	244	238	238	238
Sojitra	91	91	91	83	83	83
Tarapur	73	73	73	75	75	75
Umreth	161	161	161	167	167	167
Total	1627	1627	1627	1651	1651	1651

Source: Based on database of Schoolreportcard.in (DISE) (2015-17)

Water and electricity are basic need for human being. So, availability of potable water and electricity affects the presence of students in the school. Table No. -12 contains the information regarding the availability of water and electricity facilities in the school in various talukas of Anand district. it is depicted in the table that all the schools of all the talukas in the district have water and electricity facility. Availability of these facilities in the various schools of Anand district shows a remarkable achievement so far fulfilling the basic infrastructural requirements of schooling.

Access to library and reading of good quality books always enhance the quality of education. It is said that, 'books are our best friends'. Free availability and accessibility of books develop the reading habits among the students. In this context we can say that the library facility plays vital role in education. Table - 13 represents the data about the schools having library facility in different talukas of Anand district. It can be seen from the table that the number of schools having library facility was increased from 1429 (89.59 % of total number of schools) in 2012-13 to 1651 (100% of total number of schools) in 2016-17 in the district. This is a very good indication that all the schools of the district achieved the goal of establishing library facility in the school. This feature of the school enhances the accessibility of good books for the students, which leads to quality education and increase the understanding of the students in the district. Again, having equipped with library facility in all the schools of Anand district considered to be a good sign of intellectual development of the students.

Table 13 Schools having library facility in Anand District

Taluka / District	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Total No. of Schools	Library facility		Total No. of Schools	Library facility		Total No. of Schools	Library facility		Total No. of Schools	Library facility		Total No. of Schools	Library facility	
		Nos. of Schools Having library	Percentage share in total Schools		Nos. of Schools Having library	Percentage share in total Schools		Nos. of Schools Having library	Percentage share in total Schools		Nos. of Schools Having library	Percentage share in total Schools		Nos. of Schools Having library	Percentage share in total Schools
Anand	404	360	89.11	411	381	92.7	419	391	93.32	428	398	92.99	430	430	100

Anklav	117	111	94.87	118	112	94.92	120	117	97.5	119	118	99.16	120	120	100
Borsad	309	270	87.38	315	292	92.7	315	295	93.65	321	300	93.46	321	321	100
Khambhat	208	199	95.67	214	206	96.26	216	210	97.22	217	210	96.77	217	217	100
Petlad	239	219	91.63	244	231	94.67	246	236	95.93	245	235	95.92	238	238	100
Sojitra	90	83	92.22	91	83	91.21	89	82	92.13	89	82	92.13	83	83	100
Tarapur	74	59	79.73	73	61	83.56	73	62	84.93	74	64	86.49	75	75	100
Umreth	154	128	83.12	161	145	90.06	163	151	92.64	166	153	92.17	167	167	100
Total	1595	1429	89.59	1627	1511	92.87	1641	1544	94.09	1659	1560	94.03	1651	1651	100

Source: Based on database of Schoolreportcard.in (DISE) (2012-17)

Computer can play vital role in record keeping and making work easier. The schools having computer can maintain the information about the school, staff and students. Computer can be helpful in preparing the results also. Thus, the computer facility reduces the time spend on these kinds of works and allowed the teachers to spare more time for students. The following table contains the data about number of schools having computer facilities for these purposes. It is depicted in the table that in 2012-13, there were only 60.63 % schools in Anand district which had computer facilities and in 2016-17 the number of schools having computer facility has increased to 75.35 % of total schools in the district. If we

Table 14 Schools having Computer Facility in Anand District

Taluka / District	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Total No. of Schools	Computer Facility		Total No. of Schools	Computer Facility		Total No. of Schools	Computer Facility		Total No. of Schools	Computer Facility		Total No. of Schools	Computer Facility	
		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools
Anand	404	276	68.32	411	316	76.89	419	339	80.91	428	350	81.78	430	355	82.56
Anklav	117	67	57.26	118	78	66.1	120	81	67.5	119	81	68.07	120	86	71.67
Borsad	309	162	52.43	315	205	65.08	315	212	67.3	321	230	71.65	321	234	72.9
Khambhat	208	118	56.73	214	145	67.76	216	152	70.37	217	155	71.43	217	153	70.51
Petlad	239	155	64.85	244	186	76.23	246	207	84.15	245	205	83.67	238	202	84.87
Sojitra	90	53	58.89	91	66	72.53	89	63	70.79	89	71	79.78	83	64	77.11
Tarapur	74	45	60.81	73	51	69.86	73	54	73.97	74	54	72.97	75	57	76
Umreth	154	91	59.09	161	118	73.29	163	118	72.39	166	115	69.28	167	93	55.69
Total	1595	967	60.63	1627	1165	71.6	1641	1226	74.71	1659	1261	76.01	1651	1244	75.35

Source: Based on database of Schoolreportcard.in (DISE) (2012-17)

look at the taluka wise data about the number of schools having computer facility in the district, it is found that in 2012-13, Anand taluka has the highest numbers of schools with 68.32% out of total number of schools having computer facility in the taluka and the lowest 52.43% of total number of schools were in Borsad taluka. In the year 2016-17 Petlad taluka got the first rank with 84.87 % schools out of total number of schools with the computer facility. Contrarily, in Umreth taluka the percentage share of schools having computer facility was declined from 59.09% in 2012-13 to 55.69% in 2016-17, while in all other talukas, such facility has increased notably. This trend needs to be kept in mind while planning the district.

Another thing about the computer facility which may attract the student is availability of computer aided learning lab. Easy access of computer for students is very important factor for student motivation. Computer aided learning lab can enhance the ability and capacity of the student to understand the many things of curriculum. The information regarding the schools in all the talukas of Anand district having the computer aided learning lab facility is given in the table- 15. It is observed that the number of schools having computer lab was very less in the district. There were only 592 (37.12% out of total number of the school) in 2012-13 having such facility, of course it was increased over a period of time but even though it was not enough, it has increased to only 949 (57.48 % out of total number of school) in Anand district. It means even in 2016-17 the students of about 50 % schools of the district have not access of computer in the school. In terms of percentage share in total schools, Petlad taluka secured highest rank with computer lab with 61.09% schools in 2012-13, but the number of schools having computer lab in the taluka has declined from 146 in 2012-13 to 122 in 2016-17. In all other talukas of the district the number of schools having computer lab increased during this time period. Decrease in number of schools with computer lab need to be attended and some promotional measures have to be implemented to solve this problem.

Table 4 Schools having Computer Aided Learning (CAL LAB) in Anand District

Taluka / District	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Total No. of Schools	CAL LAB		Total No. of Schools	CAL LAB		Total No. of Schools	CAL LAB		Total No. of Schools	CAL LAB		Total No. of Schools	CAL LAB	
		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools
Anand	404	167	41.34	411	296	72.02	419	309	73.75	428	316	73.83	430	308	71.63
Anklav	117	36	30.77	118	76	64.41	120	76	63.33	119	77	64.71	120	78	65
Borsad	309	93	30.1	315	137	43.49	315	128	40.63	321	126	39.25	321	126	39.25
Khambhat	208	53	25.48	214	134	62.62	216	135	62.5	217	139	64.06	217	133	61.29
Petlad	239	146	61.09	244	156	63.93	246	150	60.98	245	151	61.63	238	122	51.26
Sojitra	90	35	38.89	91	67	73.63	89	66	74.16	89	66	74.16	83	59	71.08
Tarapur	74	22	29.73	73	52	71.23	73	52	71.23	74	52	70.27	75	51	68
Umreth	154	40	25.97	161	91	56.52	163	91	55.83	166	75	45.18	167	72	43.11
Total	1595	592	37.12	1627	1009	62.02	1641	1007	61.37	1659	1002	60.4	1651	949	57.48

Source: Based on database of School reportcard.in (DISE) (2012-17)

Food security is also one of the major factors affecting to the presence of students in the schools, especially in rural areas and for poor students. Even today about 18% people are living under the poverty line, for them food is more important than education. In such kind of situation food facility becomes a motivational factor for the students and for

their parents as well. Considering this, government had started the scheme of mid-day meal for the students. The following table no. 16 indicates taluka wise availability of mid-day meal facility and percentage share of schools providing mid-day meal in total number of schools of the talukas in the year 2016-17.

Table 16 Access to Mid-Day Meal in Anand District (2016-17)

Taluka / District	Status of Mid-Day Meal (No. of school)			Number of schools	
	Outside	Kitchen shed	Schools Having Mid-Day Meal Facility	Total Schools	% Having MDM
Anand	53	189	242	430	56.28
Anklav	3	94	97	120	80.83
Borsad	11	203	214	321	66.67
Khambhat	10	138	148	217	68.20
Petlad	9	151	160	238	67.23
Sojitra	1	52	53	83	63.85
Tarapur	5	49	54	75	72
Umreth	5	110	115	167	68.86
Total	97	986	1083	1651	65.60

Source: Based on database of School reportcard.in (DISE)(2016-17)

It is seen in the table that there were 65.60% (1083) schools which were providing mid-day meal to the students in Anand district as a whole in the year 2016-17. Out of these 1083 schools 97 schools had no kitchen shed and they were getting meal from outside the school. The highest numbers of schools providing mid-day meal were found in Anand taluka in the district. In terms of percentage share of schools providing mid-day meal to total number of schools in the taluka has been observed in Anklav taluka where 80.83% schools were providing mid-day meal to their students.

Health is another indicator important indicator of the human development. To improve the health of the students, it is necessary to have regular medical checkup regular of the students. Regular medical checkup increases health awareness among the students which leads to reduction in the absenteeism among the students. The below given table – 17 represents the data regarding the number of schools providing medical checkup facility to the students in Anand district.

It is seen that most of the schools were providing medical checkup facility. In all talukas more than 97% schools were providing this facility. All the schools of two talukas viz.; Petlad and Umreth were found providing 100 percent medical checkup facility to students in the year 2016-17.

Table 17 School Medical Checkup in Anand District

Taluka / District	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Total No. of School	Medical check-up		Total No. of School	Medical check-up		Total No. of School	Medical check-up		Total No. of School	Medical check-up		Total No. of School	Medical check-up	
		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools
Anand	404	389	96.29	411	410	99.76	419	412	98.33	428	413	96.49	430	423	98.37
Anklav	117	108	92.31	118	118	100	120	118	98.33	119	117	98.32	120	119	99.17
Borsad	309	302	97.73	315	314	99.68	315	313	99.36	321	314	97.82	321	319	99.38
Khambhat	208	198	95.19	214	211	98.6	216	212	98.15	217	210	96.77	217	215	99.08

Petlad	239	229	95.82	244	241	98.77	246	241	97.97	245	241	98.37	238	238	100
Sojitra	90	86	95.55	91	91	100	89	89	100	89	89	100	83	81	97.59
Tarapur	74	72	97.3	73	73	100	73	73	100	74	73	98.65	75	74	98.67
Umreth	154	151	98.05	161	158	98.14	163	160	98.16	166	162	97.59	167	167	100
Total	1595	1535	96.24	1627	1616	99.32	1641	1618	98.6	1659	1619	97.59	1651	1636	99.09

Source: Based on database of School reportcard.in (DISE) (2012-17)

In rural areas and also poor working people need child care facility and anganwadi centre are providing such kind of facilities to them. In poor population the elder brother or sister has the responsibility to taking care of his or her younger brother or sister. Due to this responsibility many children cannot go to school. In this context, Anganwadi Centers provide such children the opportunity to go to school and if the school have an anganwadi centre it becomes more convenient. The data about the schools having anganwadi centre is presented in table -18 for Anand district.

Table 18 Schools having Anganwadi Centre in Anand District

Taluka / District	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	Total No. of Schools	Anganwadi Centre		Total No. of Schools	Anganwadi Centre		Total No. of Schools	Anganwadi Centre		Total No. of Schools	Anganwadi Centre		Total No. of Schools	Anganwadi Centre	
		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools		Nos. of Schools	Percentage share in total Schools
Anand	404	28	6.93	411	42	10.22	419	109	26.01	428	106	24.77	430	69	16.05
Anklav	117	6	5.13	118	2	1.69	120	4	3.33	119	4	3.36	120	4	3.33
Borsad	309	125	40.45	315	38	12.06	315	30	9.52	321	32	9.97	321	36	11.21
Khambhat	208	25	12.02	214	35	16.36	216	38	17.59	217	37	17.05	217	38	17.51
Petlad	239	9	3.77	244	15	6.15	246	16	6.5	245	16	6.53	238	12	5.04
Sojitra	90	12	13.33	91	8	8.79	89	8	8.99	89	8	8.99	83	9	10.84
Tarapur	74	24	32.43	73	21	28.77	73	28	38.36	74	27	36.49	75	26	34.67
Umreth	154	11	7.14	161	13	8.07	163	13	7.98	166	13	7.83	167	13	7.78
Total	1595	240	15.05	1627	174	10.69	1641	246	14.99	1659	243	14.65	1651	207	12.54

Source: Based on database of School reportcard.in (DISE) (2012-17)

According the table-18, only 240 schools (15.05% out of total number of schools) in Anand district were found to have anganwadi centre in 2012-13 which were declined to 207 schools (12.54% out of total number of schools) in 2016-17. In Anand, Khambhat, Petlad, Tarapur and Umreth talukas, the number of schools with anganwadi centre have increased in 2016-17 over the year 2012-13. Contrarily, the declining trend has been observed in Anklav, Borsad and Sojitra talukas of the district during the same time period. In Anand district, the highest number of schools with anganwadi centre were 125 in Borsad taluka in 2012-13 which has declined to 36 in 2016-17.

Some of schools of Anand district were found to have an additional land for class rooms available in the schools. The following table depicts these information talukas wise as per the status of the year 2016-17. There were 1026 schools in the district which have a land to build up an additional class rooms if required.

Table 19 Availability of land for Additional Class Rooms in Anand District (2016-17)

Taluka / District	Rooms	Taluka / District	Rooms
Anand	294	Sojitra	51
Anklav	76	Tarapur	55
Borsad	185	Umreth	97
Khambhat	126	Total	1026
Petlad	142		

Source: Based on database of School report card.in (DISE) (2016-17)

The highest number of schools having this kind of land are found in Anand taluka in the district which were 294 followed by Borsad taluka with 185 schools. In all the talukas there were schools which have spare land for extra class rooms which will be helpful in future development.

The brief database about the infrastructure and amenities available in schools in different talukas of Anand district is given in the following box.

Box: Infrastructure and Amenities in Schools of Anand (2016-17)

Anand	Only Primary Schools: 96(19.79%)	Borsad	Only Primary Schools: 98(20.21%)
	Primary+U Primary Schools: 196(25.45%)		Primary+U Primary Schools: 153(19.87%)
	Schools having CAL LAB :308(32.45%)		Schools having CAL LAB :126(13.28%)
	Schools with Separate Girls Toilet: 405(25.50%)		Schools with Separate Girls Toilet: 309(19.46%)
	Schools with Electricity: 430(26.04%)		Schools with Electricity: 321(19.44%)
	Schools with Computers: 355(28.54%)		Schools with Computers: 234(18.81%)
	Schools with Library: 430(26.04%)		Schools with Library: 321(19.44%)
	Schools with Water facility : 430(26.04%)		Schools with Water facility: 321(19.44%)
Sojitra	Only Primary Schools: 24(4.95%)	Tarapur	Only Primary Schools: 15(3.09%)
	Primary+U Primary Schools: 41(5.32%)		Primary+U Primary Schools: 46(5.97%)
	Schools having CAL LAB : 59(6.22%)		Schools having CAL LAB :51(5.37%)
	Schools with Separate Girls Toilet: 77 (4.85%)		Schools with Separate Girls Toilet: 73(4.60%)
	Schools with Electricity: 83(5.03%)		Schools with Electricity: 75(4.54%)
	Schools with Computers: 64(5.14%)		Schools with Computers: 57(4.58%)
	Schools with Library: 83(5.03%)		Schools with Library: 75(4.54%)
	Schools with Water facility: : 83(5.03%)		Schools with Water facility : 75(4.54%)
Anklav	Only Primary Schools: 41(8.45%)	Khambhat	Only Primary Schools: 73(15.05%)
	Primary+U Primary Schools:60(7.79%)		Primary+U.Primary Schools: 102(13.25%)
	Schools having CAL LAB :78(8.22%)		Schools having CAL LAB :133(14.01%)
	Schools with Separate Girls Toilet:115(7.24%)		Schools with Separate Girls Toilet:213(13.41%)
	Schools with Electricity: 120(7.27%)		Schools with Electricity: 217(13.14%)

	Schools with Computers:86(6.91%)	Schools with Computers:153(16.12%)
	Schools with Library: 120(7.27%)	Schools with Library: 217(13.14%)
	Schools with Water facility :120(7.27%)	Schools with Water facility: 217(13.14%)
Petlad	Only Primary Schools: 79(16.29%)	Only Primary Schools: 59(12.16%)
	Primary+U Primary Schools: 100(12.99%)	Primary+U.Primary Schools:72(9.35%)
	Schools having CAL LAB :122(12.85%)	Schools having CAL LAB :72(7.59%)
	Schools with Separate GirlsToilet:232(14.61%)	Schools with Separate Girls Toilet:164(10.33%)
	Schools with Electricity: 238(14.41%)	Schools with Electricity:167(10.11%)
	Schools with Computers:202(21.28%)	Schools with Computers:93(9.80%)
	Schools with Library: 238(14.41%)	Schools with Library: 167(10.11%)
	Schools with Water facility: 238(14.41%):	Schools with Water facility:167(10.11%)
Umreth		

Source: Based on database of Schoolreportcard.in (DISE) (2016-17)

11. CONCLUSIONS

The above discussion reveals that there has been gradual increase in number of private schools resulting in an increasing trend in enrolment in these schools as well. This indicates that increasingly parents are willing to spend money to send their children to private schools as it is believed that private schools function much better as compared to government schools. However, the above data analysis indicates that due to many initiatives taken by government at the national and state level, some improvement has taken place in the government schools as well. It has been found that most of the government schools across the district are now accessible by all-weather roads and these have its own building. Similarly, improvement has also been made in terms of availability of drinking water facility, toilets, classrooms, etc. However, the situation is not that satisfactory if we look at availability of some other facilities such as boundary wall and playground and it is more challenging in case of availability of computer facility and CAL. It is heartening to see that majority of schools government as well as private have library facility in it. However, it is difficult to understand to what extent this library facility is being utilized by learners and their teachers. It is also a matter of concern that schools without playground, boundary wall, computer and CAL constitute a large proportion of enrolment at the primary as well as other levels indicating that a substantial proportion of learners are not accessing these facilities and that may have impact on their learning level. It is in this context further challenge still remains to provide a conducive learning environment to all students by equipping all government schools with essential infrastructure facilities and to reduce the dichotomy between public and private education system in Anand District of Gujarat.

CONFLICT OF INTERESTS

None.

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