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Status and Pattern of School Education and Enrolment in Ajmer District

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ABSTRACT: One of the most crucial elements of progress is education. It significantly affects how prosperous the economy of a nation is. No country can advance its economy eventually without making significant investments in its human capital. People's perspectives on themselves and the world around them are widened by education. It improves their quality of life and offers a wide range of social advantages to both individuals and society. It is essential for assuring social and economic advancement. It promotes entrepreneurship, technical advancements, women's empowerment, social development, health awareness, and other areas where economic development can be accelerated. It also aids in the development of human capital, productivity, creativity, and poverty reduction. The present paper deals with the change in number of schools in various categories and their enrolment figures over the years in Ajmer district. This paper is based on secondary data.

KEYWORDS: Primary, middle, secondary education, and enrolment

I. INTRODUCTION

Education has always had the ability to transform a society from one that is hopeless to one that is moving forward. It is an essential instrument for fostering both social and economic development. The foundation of society is negatively impacted by superstitions, undesirable cultural practises, the dowry system, gender biases, and other social constraints. The way to get past these challenges is through education. In a developing nation like India, the rural areas are home to more than half of the population. The development of high-quality individuals is a precondition for national progress. Although the development of physical resources is crucial, it is only made feasible by the growth of human resources. For satisfying the demands of the nation and the difficulties of time, it is imperative that we build an army of qualified workers.

It is necessary to improve the workforce through the growth of skills, knowledge, and training. Traditional wisdom is therefore not necessary; rather, the introduction of scientific and technological information is what is urgently needed. As a result, a strong human resource base serves as the cornerstone of both national and economic development. Education is essential for understanding everything in life and is a fundamental right of every person. Even while the education system is quite advanced in metropolitan areas for those with solid financial sources, it still must be improved for those living in rural areas and those who are poor. Even if the government has already taken the lead and launched new initiatives to encourage people to pursue education, there are still many barriers standing in the way of their achievement. Some of the problems include a lack of awareness, poverty, inadequate infrastructure, and facilities, which cause many people to abandon or skip school.

Another factor in India's low literacy rate is Rajasthan's low percentage of female literacy. The literacy rate for men is 79.19%, while the figure for women is 52.12% in Rajasthan, which clearly demonstrates a disparity of 27.07% between the sexes. Women need to be made aware of the need to focus on education, encouraged to do so, and shown appreciation to close this gap and raise the female literacy rate. For an education system to be developed effectively, awareness-raising, dispelling stereotypes, and offering additional incentives to females to encourage them to attend school should be considered. Any nation's youth hold the key to its future. Youth will be better able to secure a bright future for both them and the nation if greater chances are provided and an effective education and learning system is established.



II.OBJECTIVES

1. To determine the geographic distribution of educational facilities to evaluate their current availability.
2. Determine the enrolment trends.

III. METHODOLOGY

To analyse the geographic distribution of educational facilities in Ajmer district, evaluation of their availability in all 9 tehsils of the study area, was mapped based on the data of 1984-85 and 2020-21. Similarly, enrolment was calculated, tabulated, and depicted on map. The data from directorate of economics and statistics publications along with data from district education office, Ajmer was used in the study. The unit of study is tehsil. The analysis has been done on primary, middle and secondary levels of school education.

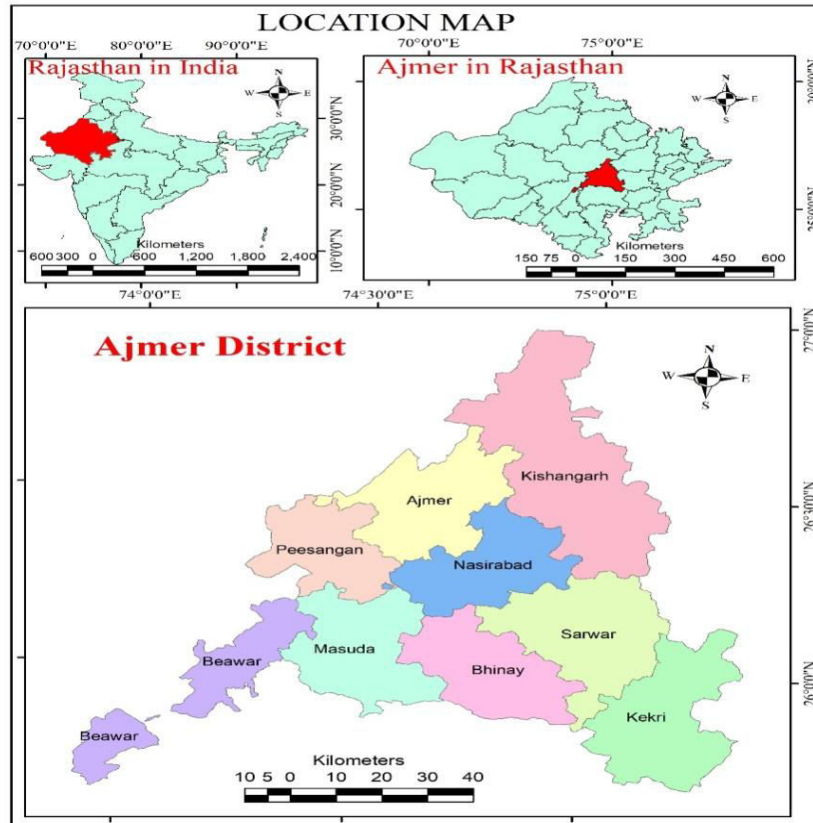
IV. REVIEW OF LITERATURE

J C Aggarwal (1991) on commenting on Rama Murti report found that despite efforts at social and economic development since attainment of independence, most of our people continue to remain deprived of education. It is also a matter of serious concern that our people comprise 50 per cent of the world's illiterate, and large sections of children must go without acceptable level of primary education. S. Banerjee (1992) in his paper analysed the performance of the national literacy mission in three districts of West Bengal throwing light on the possibilities as well as the limitations of the programme. P Acharya (1994) in his paper problems of Universal Elementary Education finds that people overlook the difference between physical access to school and equality in access to education. Hameed Ahmad (2008) cited Bahadur, S. and Ahmad, A. to evaluate regional disparities in the levels of education in Uttar Pradesh and assign plausible causes for the marked regional imbalances in the degree of educational level. S Dwivedi (2015) in a project A Comparative Study of Students of Government and Non-government Schools in Reading and Writing of Mother Tongue found that there are several factors which determine the quality of education, the most vital one that attracts the attention of all is the level of achievement. Yadav, Sandeep & Khan, Zuber. (2018) in their research paper educational status of Bundi district found out the decadal changes and highlighted the causes of regional variations. Yadav, Sandeep & Khan, Zuber & Sharma, Dinesh Kumar (2021) in their research work educational infrastructural disparities an analysis of Hadauti region studied male-female enrolments in each block in government schools at various levels, with the goal of determining the level of awareness and understanding. The criteria considered were the number of schools, the total number of males, and the total number of females enrolment in the year 2015. The research also served as a tool for understanding the situation of female education and their development awareness. Yadav, Sandeep & Khan, Zuber & Sharma, Dinesh Kumar (2021) in their research work spatial patterns of literacy differentials in Hadauti region tried to study the patterns and their differentials (Male female and urban- rural) of literacy in Hadauti region of Rajasthan. The study was based on data from the census of India 2011. There were remarkable gaps between male and female and between urban and rural rates in the region. B. Ali, S. Nadeem and H. Shafqat (2021) in their study social barriers to female education in district Dera Ghazi Khan identified the factors that are the hurdle for female education. The scattered population and school distance create a grave issue for education. The study revealed that higher the distance from the school the lower will be enrolment. Low income of parents also affects the enrolment of children. A Mishra (2022) studied educational status of women in Odisha to inspect various aspects of female education, such as the gender gap in literacy rate, differences in female literacy rates in rural and urban areas as well as among the social groups and women's access to education in terms of gross enrolment ratio (GER), drop-out rates etc. at various levels of education.

V. STUDY AREA

Ajmer district is situated in the center of Rajasthan and surrounded by Jaipur and Tonk district in the East and Pali in the West. Nagaur district touches its north boundary while Bhilwara district is in the South. The shape of the district is triangular. The district lies between 26°25' North to 26°29' North latitudes and 74°37' East to 74°42' East longitudes. Total area of Ajmer district is 8481.40sq. Kms.

Ajmer district is sub divided into 4 sub-division namely Ajmer, Beawar, Kekri and Kishangarh and comprises of 9 tehsils Ajmer, Nasirabad, Masuda, Beawar, Bhinay, Sarwar, Peesangan, Kekri and Kishangarh. Overall population of Ajmer district is 2,583,052 in 2011. Rural and urban population of the district is 1,547,642 and 1,035,410 people. The literacy rate of Ajmer district as per 2011 census is 69.33 percent while male literacy is 83.93 percent and that of female is 56.42 percent.

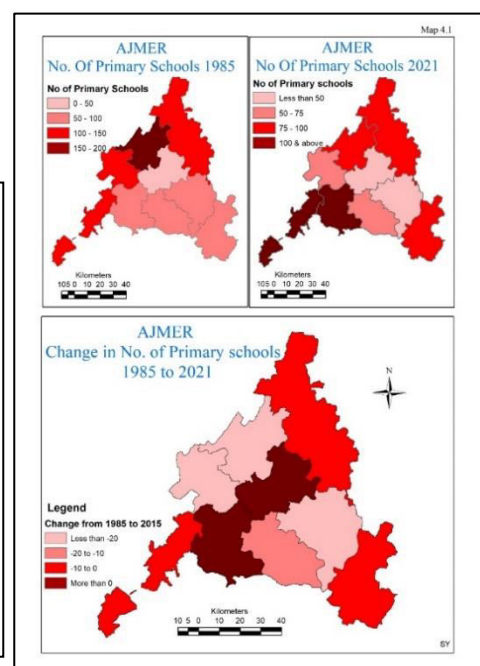


VI. ANALYSIS OF SCHOOL EDUCATION

There were 884 primary schools in 1984-85 which decreased to 666 in 2020-21. In all there was a reduction of 218 primary schools. Ajmer tehsil had maximum number of primary schools in 1984-85 followed by Beawar and Peesangan. In all four tehsils had primary schools above the district average of ninety-eight.

Table 1: Number of Primary Schools

Tehsil	1984-1985	2020-2021	Change
Kishangarh	102	95	-7
Ajmer	161	81	-80
Peesangan	109	56	-53
Beawar	145	118	-27
Masuda	91	114	23
Nasirabad	22	27	5
Bhinay	86	54	-32
Sarwar	89	45	-44
Kekri	79	76	-3
Total	884	666	-218





The map shows that Nasirabad tehsil had the lowest number of tehsils while four tehsils of Kekri, Bhinay, Sarwar and Masuda had primary schools ranging between 50 to 100. Three tehsils of Kishangarh, Peesangan and Beawar ranged between 100 to 150 while only Ajmer tehsil had primary schools above 150. There was drastic decline in 2020-21. Nasirabad and Sarwar had primary schools less than 50, while two tehsils Bhinay and Peesangan had primary schools between 50 to 75. Kishangarh, Ajmer and Kekri had primary schools between 75 to 100 while Beawar and Masuda had numbers above 100. Maximum reduction was seen in Ajmer tehsil and maximum increase was seen in Masuda tehsil.

Table 2: Number of Middle Schools

Tehsil	1984-1985	2020-2021	Change
Kishangarh	36	148	112
Ajmer	72	75	3
Peesangan	35	49	14
Beawar	42	119	77
Masuda	25	64	39
Nasirabad	15	27	12
Bhinay	27	43	16
Sarwar	21	41	20
Kekri	27	62	35
Total	300	628	328

Table 2 shows the number of middle schools in Ajmer district. In 1984-85 minimum number of middle schools was recorded in Nasirabad tehsil that is less than 20, while Masuda, Bhinay, Sarwar and Kekri recorded middle schools between 20 to 30. Kishangarh and Peesangan had the numbers between 30 to 40. Ajmer tehsil recorded the figure above 40. The figures increased in 2020-21 as many primary schools were upgraded to middle schools. In all we saw an increase of 328 middle schools in the district. Maximum increase was seen in Kishangarh tehsil.

Table 3: No. of Senior Secondary Schools

Tehsil	1984-1985	2020-2021	Change
Kishangarh	12	89	77
Ajmer	59	96	37
Peesangan	16	44	28
Beawar	20	66	46
Masuda	10	51	41
Nasirabad	6	42	36
Bhinay	8	35	27
Sarwar	9	36	27
Kekri	13	51	38
Total	153	510	357

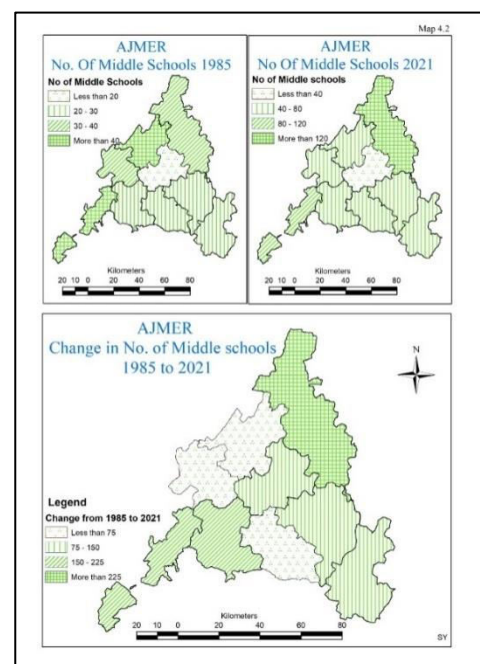


Table 3 shows the number of secondary and senior secondary schools in Ajmer district. In 1984-85 there were only 153 schools as compared to 510 in 2020-21. All tehsils saw an increase in numbers. In 1984-85 four tehsils of



Masuda, Nasirabad, Bhinay and Sarwar had secondary schools less than 10, while the Ajmer tehsil had the maximum number of schools which continued to be number one in 2020-21. Maximum change was seen in Kishangarh tehsil. There was enough change in the number of secondary schools because the state government merged secondary schools with senior secondary schools and set up these schools at all panchayat headquarters. The step was taken so the students do not have to travel far for studying.

Table 4: Enrolment status of Primary schools

Tehsil	1984-1985			2020-2021			Change
	Boys	Girls	Total	Boys	Girls	Total	
Kishangarh	13246	5752	18998	9506	11605	21111	2113
Ajmer	33060	19893	52953	11216	13348	24564	-28389
Peesangan	8409	2234	10643	5026	5346	10372	-271
Beawar	14216	6277	20493	10139	11042	21181	688
Masuda	8907	3068	11975	9548	10387	19935	7960
Nasirabad	4951	1583	6534	5256	5968	11224	4690
Bhinay	5486	1998	7484	5612	6133	11745	4261
Sarwar	5977	895	6872	4324	4653	8977	2105
Kekri	13030	3132	16162	6530	7080	13610	-2552

Table 4 shows the enrolment status of primary schools in 1984-85 and 2020-21 with change over the same period. The map shows comparison of enrolment in 1985 and 2021. There is remarkable decline in enrolment in Ajmer tehsil while certain tehsils like Kishangarh, Nasirabad, Sarwar, Bhinay and Masuda saw slight increase in enrolment during 2021. There is positive correlation between number of primary schools and student enrolment. Ajmer tehsil recorded a negative change of more than 25 percent. Peesangan and Kekri recorded a negative change between 0 to 25, Kishangarh and Beawar tehsils recorded a positive change of 0 to 25 percent, while the central tehsils of Nasirabad, Sarwar, Bhinay and Masuda recorded a positive change of over 25 percent. Except Ajmer tehsil all the tehsils saw an increase in enrolment of girls in primary schools which is due to increasing awareness campaign initiated by the anganwadi workers and state government. Mid-day meal scheme has also attracted the students' enrolment.

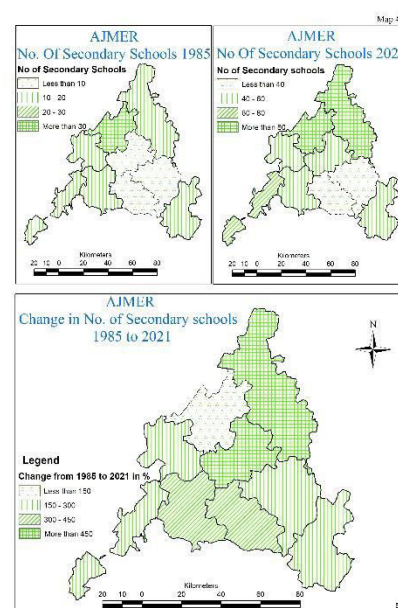
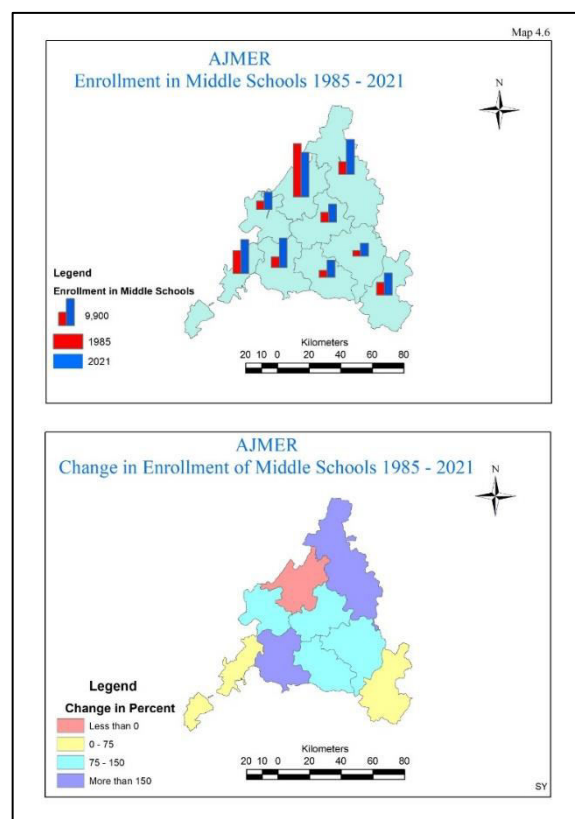
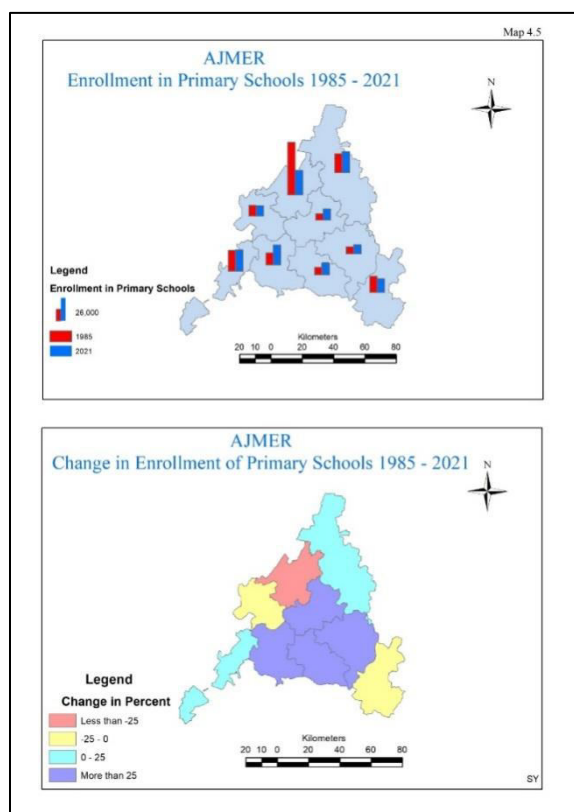




Table 5: Enrolment status of Middle schools

Tehsil	1984-1985			2020-2021			Change
	Boys	Girls	Total	Boys	Girls	Total	
Kishangarh	3767	887	4654	5766	7151	12917	8263
Ajmer	13891	5838	19729	7363	9052	16415	-3314
Peesangan	2102	969	3071	3060	3266	6326	3255
Beawar	6032	2416	8448	6070	6459	12529	4081
Masuda	2391	1543	3934	5408	5457	10865	6931
Nasirabad	2552	1093	3645	3071	3597	6668	3023
Bhinay	1954	690	2644	3182	3155	6337	3693
Sarwar	1659	373	2032	2387	2424	4811	2779
Kekri	3487	1220	4707	4061	4131	8192	3485



Except Ajmer tehsil all the tehsils recorded positive increase in total enrolment of students. Though the enrolment figures for boys fluctuated but there was uniformity in increase of girls' enrolment figure. The state government's decision of fee waiver for girls has favoured girl enrolment in the schools besides this mid-day meal is also acting as a catalyst. Ajmer tehsil saw a negative change while Kekri and Beawar tehsils recorded a change of 0 to 75 percent. Peesangan, Nasirabad, Sarwar and Bhinay recorded a change between 75 to 150 percent. Kishangarh and Masuda tehsils recorded maximum change of over 150 percent.

**Table 6: Enrolment status of Secondary schools**

Tehsil	1984-1985			2020-2021			Change
	Boys	Girls	Total	Boys	Girls	Total	
Kishangarh	2578	1428	4006	7873	8500	16373	12367
Ajmer	9739	12328	22067	10369	10941	21310	-757
Peesangan	921	417	1338	3312	3153	6465	5127
Beawar	4156	2311	6467	7896	7774	15670	9203
Masuda	1226	598	1824	5985	4808	10793	8969
Nasirabad	1110	679	1789	3861	3692	7553	5764
Bhinay	662	193	855	3270	2776	6046	5191
Sarwar	674	195	869	2746	2489	5235	4366
Kekri	2134	669	2803	5672	5535	11207	8404

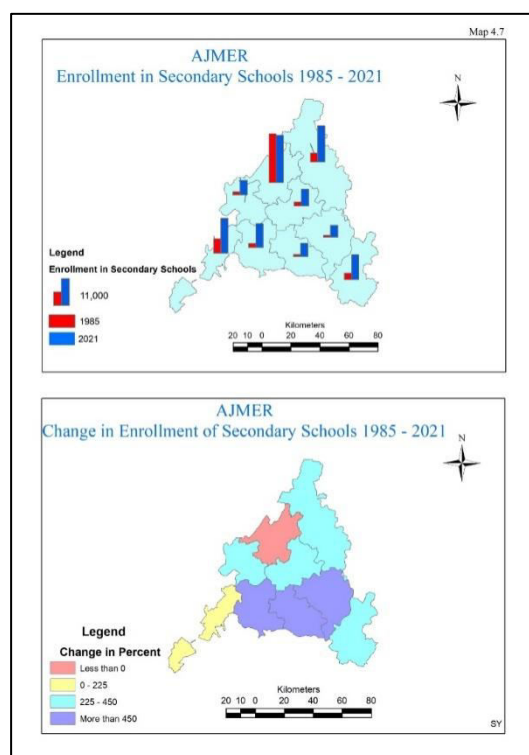
Except Ajmer tehsil all the tehsils recorded positive increase in total enrolment of students. Though the enrolment figures for girls fluctuated but there was uniformity in increase of boys' enrolment figure. The state government's decision of reservation for girls in jobs, fee waiver for girls and providing scooty in scholarship at higher education has all favoured girl enrolment in the schools besides this mid-day meal is also acting as a catalyst. Ajmer tehsil saw a negative change while Beawar tehsil recorded a change of 0 to 225 percent. Peesangan, Nasirabad, Kishangarh and Kekri tehsils recorded a change between 225 to 450 percent. Bhinay, Sarwar and Masuda tehsils recorded maximum change of over 450 percent.

VII. CONCLUSION

Ajmer district has a long colonial past and was once advance in education. After independence numerous factors have contributed to the decline in education and school enrolment. Political pressures of opening a school and their closure have displayed a picture of declining primary education in the district while the school numbers and the enrolment figures for middle and secondary education has seen a positive trend, which is essential for assuring social and economic advancement. This has promoted entrepreneurship, technical advancements, women's empowerment, social development, health awareness, and economic development of the Ajmer district has been accelerated.

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