Research Paper

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Geospatial Approach to Assess of Inequality in School Accessibility of Arnod Tehsil of Pratapgarh District

Geography

KEYWORDS : Geospatial Approach, School accessibility, spatial Unit

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ABSTRACT

Education constitutes the basis for enhancing the quality of a county's population. Schools on a widespread level are established during post independence period as one of the basic objective of welfare state. However, in terms of accessibility to these centres suggests significant variations. So many students need to cover a distance of more than 2 km. In this regard an attempt has been made in present paper to asses' disparity in Spatial Accessibility of school in Arnod Block of Pratapgarh District Using GIS.

INTRODUCTION:

Education constitutes the basis for enhancing the quality of a county's population, it is an important instrument for improvement in socio-economic condition and finally human development. No doubt we succeed in increase of education ratio but it is also true that different spatial unit are not at the same level of accessibility of school. Backward spatial units are far from these amenities.

Education has to be within safe physical reach, either by attendance at some reasonably convenient geographic location (e.g. a neighbourhood school) or via modern technology (e.g. access to a "distance learning" programme); transport facilities should be provided or residential facilities should be provided to children who do not have access to schools within their neighbourhood. There is clearly substandard provision of education services in rural areas if a child has to walk more than one km to get to his/her nearest elementary school, or if travelling to school is unsafe However, still these amenities are not effective to serve the people distributed in numerous settlements, particularly those in remote areas and of smaller size and thus inequality also persists in the distribution of school.

In this regard an attempt has been made in present paper to asses inequality in accessibility of school education between different spatial unites in Arnod Tehsil of Pratapgarh District using Arc GIS

OBJECTIVES

1. To calculate distance from Nearest school for each Gram-panchayat
2. To identify region specific critical factors impeding Educational service development and perpetuating disparities

METHODOLOGY

In this study to assessment of distance to nearest location of service/function point is calculated for each panchayat .Distance to nearest location of service/function point is calculated by using near commend of ARC/info In this study infrastructure are analysed in reference to physical linkage and amenities with an understanding that spatial development is regulated by their locational elements.

Software: ARC (info)GIS

STUDY AREA:

The present exercise is conducted in the context of Arnod tehsil of Pratapgarh district. It is also a sub divisional head quarter of Pratapgarh district with an area of 701 sq km and population of 1, 19,937 persons.

Administratively the tehsil is composed of 30 gram panchayats and 173 villages as on 2001 data. Educational and population data of this study are of up to 2001 when this tehsil was in chittaurgarh district. This area is also part of TSP area. In this tehsil schedule tribes population are 64.5% where schedule cast population are 6.0% and general population are 29.5%.

LITERACY: In terms of literacy status Arnod tehsil is not well placed. The average percentage of literacy is only 27.3%. the comparison of total literacy across different social groups revel a significant disparity in overall the tehsil .Among the schedule tribes it is as low as 12.9 % schedule cast population is better placed with 29.9 % but far behind the people of other category 56.3% . these ratio indicates that even in terms of group average there is an enormous disparities among different social groups. Among the male population, as experienced in other less developed regions, literacy rate is much higher than the total literacy. The average male literacy in the tehsil is 41.4 per cent against the total literacy of 27.3 per cent. The inequality in male literacy is found to be less than of total literacy (0.230). Similar to total literacy, male literacy also show disparity among social groups.

Literacy by Gender and Social Groups (%)			
	All	Male	Female
Average	27.3	41.4	12.8
General	56.3	75.9	35.5
SC	29.9	50.3	7.8
ST	12.9	23.3	2.3

If female literacy is compared with the male literacy then male dominance is revealed significantly. Female literacy is near to one third (12.8) of total literacy. A poor literacy rate among female population is also associated with the traditions as well as with the pre occupation of female population with agriculture, livestock rearing and other manual works in which no scope is left for schooling particularly among the less privileged people.

Its shocking ST female literacy is only 2.3 % suggests a differential attitude towards female education has been emerging over the space. A poor literacy rate among female population is also associated with the traditions as well as with the pre occupation of female population with agriculture, livestock rearing and other manual works in which no scope is left for schooling particularly among the less privileged people. As females in general are still at a low level of development, female tribal population in this respect suffers on multiple accounts and show a very poor literacy status.

Table :1 Population by distance from nearest School facility

Levels of school	Distance from Nearest school facility					Total Population
	Zero Distance	below 2.0	2-6	6-12	12& above	
Upper Primary	54.8	17.7	27.5	-	-	91,408

Secondary	20.0	3.5	62.4	14.1	-	
Sr.Secondary	10.4	10.5	55.1	20.0	4.0	

Conclusion and Suggestion

It is measured in terms incidence of schools, distance from the nearest school to avail the facility and enrolment of students, is quite revealing. I have computed accessibility to various levels of Schools. We can see in these different tables distance to nearest schools of upper primary, sec., and sr. sec level schools. It is significant to not that only 10.4% population has got the advantage of having sr. secondary level education facility in their own locality. However, 49.1% population has to avail it by traveling four to six km. In the case of secondary schools, population covering zero distance is 20.0 per cent and those covering four km are 36 per cent a substantially large proportion of populations (39.8 per cent) have to cover more than four km to get secondary level education. If we see in reference to upper primary level school 27.5% population have to travel more then 2 km to get upper primary level education.

As observed during the field work, villages with more than one service centre are not only of large size but also benefited by the politically enlightened leadership to get these facilities located in these villages.

It is significant to note that though necessary infrastructure for schooling exist in the district there exist wide gaps in literacy among places as well as among people and between the genders because of other socio-economic conditions. Thus it is not enough to open a school and ask the people to send their wards to get literate. People in such developing stage need more than that. They require alternatives to free their wards for schooling and before that they need some kind of social engineering to change the mind set particularly among the people wholly dependent on primary activities and have differential attitude towards female population. Thus education as a critical success factor of social development is not self-propelling but awaits initial ignition by way of better returns of work and change in social attitude.

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