Impact of Rapid Urbanisation on the Residents of Udaipur City and its relation to the Management of School Education

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Abstract:

The title of the paper is “Impact of Rapid Urbanisation on the residents of Udaipur City and its relation to the management of school education.” The paper discusses the urbanisation which emerges mainly from rural-urban migration and area classification. It questions the concerns of chosen residents regarding the change in character of city ie. urbanisation and its impact on the school education of their child. The paper further with the help of data from district authorities place some points to handle the youth and finally the challenges of urbanisation in the concerned city.

Objective of the Study: To analyse the psyche of the residents of Udaipur City related to school education, their child’s future and its relation to the rapid urbanisation.

Introduction:

Urbanisation and its Components-

Urban growth can be attributed to mainly three components 1) Natural increase, 2) Net migration, 3) Areal reclassification. The natural increase, net rural-urban classification and rural-to-urban migration are components of urban population growth. The contribution of net rural-urban classification and rural-to-urban migration has increased from 42% in 2001-2011 (Census of India). The available data from the 2011 Census at the moment does not allow for the separation of these two factors, but it does show the emergence of a large number of new towns in 2011. On the other hand the contribution of natural increases to urban population growth has declined from a peak of 62% during 1981-91 to 44% during 2001-2011. Yet the natural increase added a huge population of about 40 million in the urban areas during 2001-2011. In the study of India's urbanization, the contribution of natural increases has not received as much attention as rural-to-urban migration. This has led to the popular belief that the urban population is increasing solely due to migration (Bhagat, 2011).

Urbanisation and Migration-

Domestic Migration: Two of the most momentous revolutions occurred in Neolithic terms: the domestication of animals and plants. The first created real nomadism, for it forced the owners of animal herds to move incessantly from one pasture to another. The domestication of plants, on the other hand, literally domesticated man because he had to stay put on his farm. Wherever man turned to agriculture, migrations came to an end but only for those who owned farm land. When land became scarce, the population surplus had to migrate in search of new farms. Although in due time more than nine tenths of the world population were engaged in farming, stability was never complete. The most varied motives – overpopulation, lack of land, famine, fear of enemies, expulsion, greed and lust for adventure repeatedly made people move in search of new homes. From the earliest periods of agriculture until the present time, we can observe irregular cycles of mass migrations and of relative stability. But even in the most tranquil periods a sizeable number of people shifted their habitat. (Lee, 1968).

Ravenstein was the first to evolve an elaborate theory of what he called “laws of migration”. Briefly Ravenstein believed in a constant population shift in installments. The migrants move, as a rule, only a short distance from rural areas to urban villages, from smaller towns to larger ones. Consequently, the
urban population is continually displaced and replaced. However Ravenstine also admitted the existence of long distance migration, in which case the migrant proceeds directly to the great industrial and trade centres. He also believed that rural people have greater tendency to migrate than town people. (Ravenstein, 1885, 1889).

Indian Context: During the colonial period, Indians have been described as a highly immobile population. Low levels of education, traditional values and other social factors have been often held responsible for the same. Since 1960’s there has been a decline in population mobility. The growth rate of migrant population picked up marginally during 1971-81 but was due to the women migrants and attributable to socio-cultural factors. As far as male migrants are considered, there was percentage decline during 1961-91, and this makes sense to look at the pattern of male migration only in order to focus attention on labour mobility due to economic reasons. (Pandey, 2006).

Udaipur City and Migration: The urbanisation due to rural-urban migration in Udaipur City is 30%. 80% of these migrants are intra-district migrants, another 10% come from other districts of Rajasthan and 10% are inter-state migrant workers from Gujarat, Madhya Pradesh and Bihar. Mostly the intra-district migrants have come along with their families in fancy for better quality of life and education. And they did almost rallied these two. But with increased urban phenomenon they have more expectation from the policy makers so they easily adjust to the changing character of the city (Census of India).

And of now Education is the only way, they think of. A look at the data of certain years will help in understanding the scene better.

**Table 1: Schools Per 10,000 Population.**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Schools per 10,000 Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher Sec./Inter/PUC/Junior College</td>
</tr>
<tr>
<td>1981</td>
<td>.09</td>
</tr>
<tr>
<td>1991</td>
<td>.49</td>
</tr>
<tr>
<td>2001</td>
<td>25</td>
</tr>
</tbody>
</table>

Source: Census of India, Various Issues

The Table 1 clearly compels the need to have more schools so there is a favourable area wise distribution of schools giving quality education, less over-burdening of certain schools and a more better teacher-student ratio, which ultimately highlights the objective of the study.

**Research Methodology:**

- **Population:**

Udaipur City and School Education: The Population under study is Udaipur city. As per provisional reports of Census India, population of Udaipur in 2011 is 4,51,735; of which male and female are 2,34,681 and 2,17,054 respectively. The sex ratio of Udaipur city is 925 per 1000 males.
In education section, total literates in Udaipur city are 3,66,598 of which 2,00,051 are males while 1,66,547 are females. Average literacy rate of Udaipur city is 90.66 percent of which male and female literacy was 95.56 and 85.39 percent.

Udaipur city had a total of 121 schools including all Public, Private and Government schools. (Census of India)

But we limited our study to the Government Upper Primary to High Secondary Schools that is Class sixth to twelfth, for the convenience sake. Their number ranging between thirteen to seventeen (DEO,E).

**Sampling Unit:**

The main features of the sample unit are:

- Stratified Sampling was employed and the population is divided into characteristics of importance for the research that is migrated rural-urban.
- The parents who were questioned had migrated along with their children from nearby rural villages or districts for the sake of work.
- Some of had been living in the city from past five years and have witnessed the changes taking place in the city profile.
- They were sending their children to schools and were interested in getting them educated.
- They had certain expectations from these schools in view of urbanisation. (National Council for Teacher Education, 2010)
- They easily understood the term Urbanisation and identified as “Shahrikaran”.

**Sampling Framework:**

Area: The respondents questioned, had their children going to government schools in the following areas of the city ie. Paneriyon ki Madri, Fatehpura, Kanwarpada, PratapNagar, Savina Khera, GuruGovind Singh, Ambamata, Dhanmandi, Goverdhan Villas, Bhupalpura, Residency, Jagdish Chowk, Hiran Magri Sector 4 and 11 and Ayad. Two schools from Fateh Nagar and Sanwar were also included (DEO,S). So the following areas became the Framework for Research.

Time: It took almost three months to compile relevant data, both primary and secondary data.

**Sample Size:**

The sample size was 100.

**Findings:**

Analysis: A structured questionnaire was employed for data collection. The authors as well few voluntary enumerators helped in administering the same.

The questions were formed to analyse the psyche of the residents of Udaipur City related to school education, their child’s future and its relation to the rapid urbanisation.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Factors</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are you satisfied with the school your child is attending in terms of classroom teaching?</td>
<td>71</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>Do you expect more activities to blend them with the urbane culture?</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>Do you want the schools to run on skill providing lines for occupation?</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Are you able to help your child out in his/her studies and extra activities?</td>
<td>90</td>
<td>10</td>
</tr>
</tbody>
</table>
Interpretation:

The responses tail out that parents are satisfied with classroom teaching (71%) but want the school to run on occupational lines (85%). More than fifty-percent understand the importance of blending with “shahri” (Urban) culture i.e. 68% but 90% are unable to help out their children in any school or extra activity.

Conclusion:

Compiled from Jila Shiksha Nirdeshika ie. District Education Directory (DEO,S), the following are the figures of total number of schools, total enrolments, total number of Teachers and population of the City. The population of 2001 is taken as the base.

Table 2: Number of Government Schools, their Total Enrolment and Number of Teachers for the Upper Primary/Uach Prathmik Vidhalaya to Higher Secondary/Uach Madhyamik Vidhalaya for the Year 2004 to 2009 for Udaipur City.

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Schools</th>
<th>Total Enrolment</th>
<th>No. of Teachers</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>13</td>
<td>7541</td>
<td>400</td>
<td>389438</td>
</tr>
<tr>
<td>2005-06</td>
<td>13</td>
<td>7169</td>
<td>406</td>
<td>389438</td>
</tr>
<tr>
<td>2006-07*</td>
<td>17</td>
<td>8772</td>
<td>469</td>
<td>389438</td>
</tr>
<tr>
<td>2007-08**</td>
<td>15</td>
<td>7512</td>
<td>423</td>
<td>389438</td>
</tr>
<tr>
<td>2008-09***</td>
<td>16</td>
<td>7981</td>
<td>418</td>
<td>389438</td>
</tr>
</tbody>
</table>

Source: Compiled from various Issues of District Education Directories
Explanation as to Table 2:
* An increase in the year 2006-07 to 17 schools is due to inclusion of two schools of Fatehnagar and one of Sanwar to the urban Udaipur. Otherwise it comes to 14, the one more added being that of Goverdhan Villas and so total enrolment coming down to 7563, but number of teachers increased to 416.

** In 2007-08, after exclusion of Fathenagar and Sanwar the number comes to 15, which is due to the addition of Pratap Nagar School, but there is a fall in enrolments at Ambamata, Fatehpura, Kanwarpada and Jagdish Chowk.

*** In 2008-09 the addition is due to the school in Ayad area.

The above discussion can lead to certain conclusions that policy makers must assure the following points:

1. India is a Young country and national urbanisation due to rural-urban migration and net-rural classification (for the time being inseparable) being almost 40%, it should make sure to ensure its child and youth fruitful life.
2. Where their parents are bust meeting daily ends meet, the Government must ensure the skill development of their children, so they don’t suffer the same felony as their parents.
3. A classic example can be taken of the Mahindra Pride Schools, where the lives of many youth are being transformed from socially and economically disadvantaged communities by providing livelihood training.
   This is where the idea of blending rural youth with urbane culture emerges from. The culture blending shouldn’t become a dressing or language spoof. Productivity to the Nation will count.
4. Increase in Schools phase wise while ensuring their infrastructure and resource quality will be an
important step.
5. Area wise equality is another thing which is to be ensured.
6. While discussing with The Parents of the upcoming rural generation, it was learnt that they very well understands the importance of being and becoming urbane both for psychological and economic reasons. Its proper shouldering from now only will avoid future chaos and clash between two continuums.
7. In nut shell, proper Man Power Management from now onwards will stop us leading into more problems and lessen our urbanisation challenges.

References:


Abbreviation:

DE0, S: District Education Office, Secondary Education  
DEO, E: District Education Office, Elementary Education

Appendix:

Area of Residence:

<table>
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