



Study on changing scenario of Education in Vadodara

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Abstract

Gujarat is one of the prominent cultural hubs of India. Enriched with the rich heritage, Gujarat is also developing at an impressive rate since the last few decades. Presently the literacy rate of this state has increased markedly. The present literacy rate of the rural Gujarat is 62.06% while the literacy rate of the urban regions is 82.59%.

Education in Baroda is synonymous with education of Gujarat. The patronage of education started with Maharaja Sayajirao III and the city has built further on the academic infrastructure established by him. According to the 2011 India census, Vadodara metropolitan area had a population of 1,822,221. In Vadodara, 9% of the population is under 6 years of age. Gujarati, Urdu, Marathi, Hindi and English are the languages spoken in the city. Today Average literacy rate is 90.63% in which male is 93.83% and female 87.18%.

The present paper focuses on the detail history of growth and development in the field of Education, i.e. from Primary education to Higher education in Vadodara. It mainly talks about the journey of Vadodara from a princely state to Sanskari Nagri.

Keywords: *Development, History, Primary education, Tertiary*

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Introduction

Education is one of the most important indicators of development in the country (Degi, 2009). India was a great seat of learning since the Buddhist times or even earlier, when the students lived a disciplined life and learned various subjects under the guidance of *acharyas* in the *ashrams* and *niharikas*. This system of education continued unaltered till the British replaced it with the modern form (Joshi, 1979). This change in the system of education by the British in the 19th century is considered as one of the causes of decline of education in India (Pajankar and Pajankar, 2006 op.cit).

Gujarat is one of the prominent cultural hubs of India. Enriched with the rich heritage, Gujarat is also developing at an impressive rate since the last few decades. Presently the literacy rate of this state has increased markedly. The present literacy rate of the rural areas of Gujarat is 62.06% while the literacy rate of the urban regions is 82.59%. Ahmadabad is the capital of Gujarat, which possesses the highest rate of literate individuals across Gujarat.

Education System of Gujarat

The main aim of the education system of Gujarat is to educate each and every inhabitant of Gujarat. Like other states, the education system of Gujarat follows the 10+2 pattern of education. There are pre-primary, primary, secondary, higher-secondary and degree level education available in the state of Gujarat.

Education in Baroda is synonymous with education of Gujarat. The patronage of education started with Maharaja Sayajirao III and the city has built further on the academic infrastructure established by him. In 1917, Vithalbhai Patel was responsible for getting the first Law on Compulsory Primary Education in India passed by the Bombay Legislative Council. Among the princely States, Baroda was the first to Sayajirao III and the city has built further on the academic infrastructure established by him. In 1917, Vithalbhai Patel was responsible for getting the first Law on Compulsory Primary Education in India passed by the Bombay Legislative Council. Among the princely States, Baroda was the first to pass an Act

for compulsory education of boys from age 7-12 and girls from age 7-10, in 1906. **Vadodara education** plays a vital role in uplifting the social and economic condition of the city of Vadodara. Vadodara education is being highly improved by the ministry of education of the state of Gujarat. Serious measures are being taken to better the educational system of Vadodara. Curriculum of study is being gradually improvised and steps are being taken to focus more upon the overall development of the student. More and more number of colleges and schools are being established in order to provide education to the maximum number of individuals in Vadodara. Vadodara schools and colleges are also being established in the rural regions of Vadodara in order to uplift the social condition of the rural section of the Vadodara society.

Demographic structure of Vadodara

According to the 2011 India census, Vadodara metropolitan area had a population of 1,822,221. In Vadodara, 9% of the population is under 6 years of age. Gujarati, Urdu, Marathi, Hindi and English are the languages spoken in the city. Average literacy rate is 90.63% in which male is 93.83% and female 87.18%. Hinduism is majority religion in Vadodara city with 85.39 % followers. Islam is second most popular religion in city of Vadodara with approximately 11.40 % following it is , Christinity 1.22 %, Jainism by 1.32 %, Sikhism by 0.45 % and Buddhism by 0.45 %.

Beginning of Primary Education in Vadodara

Baroda state was the first state to introduce compulsory primary education in India. The history of Compulsory Primary Education in Baroda State is nearly 100 years old. The late Maharaja Sayajirao Gaikwad, took keen interest in educational matters introduced compulsion in education. In 1893 the experiment for compulsory education begin in Amreli division of the State. The experience gained was encouraging and compulsion was gradually extended till, in 1906, it became a general measure applicable to the whole State. A very interesting feature of the Baroda system was the holding of periodical enquiries to assess the progress made, to study the difficulties encountered and to suggest modifications in the organization of Compulsory Primary Education. After the introduction of compulsory education throughout the State in 1906, a Commission was appointed in 1909 to study the whole question and report on it. Similarly a second Commission was appointed in 1916 and a third in 1926. Finally Mr. Littlehailes, Educational Commissioner with the Government of India, was invited to Baroda in 1934 to study the whole educational system of the State and to make recommendations.

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Moreover, in 1921 the Diwansaheb had ordered that every Deputy Educational Inspectors to carry out an intensive study so that they can understand the achievement of the system. Thus, the studies were conducted in all the villages wherever the schools had begun in Vadodara state.

The Objective of the study was to find whether the system actually works in practice.

The objectives were listed as; (1) whether the lists of school-going children are complete; (2) the reasons for non-attendance; (3) the grounds on which exemptions are applied for and granted (vide Bombay Primary Education Act, Sec. 19) ; (4) the strengths of various classes and a detailed analysis of the reasons for the withdrawal of pupils before they have gone through all the four classes ; (5) how far literacy has increased among the communities in the village as the result of compulsory education; (6) the manner in which the system is ordinarily worked; (7) the extent of lapse into illiteracy of pupils who have been through the full compulsory course; and (8) the extent of appreciation of the system by the parents is a change for the better if any, noticed in recent years. The instructions laid down for the guidance of the Inspecting Officers for conducting these studies were very instructive. To begin with compulsory primary education the distribution of schools was done on the basis of the findings of studies.

Excluding cantonments and areas under foreign railway administrations, there are 49 towns and 2,920 villages in the Baroda State. Of these 1,580 villages have a population of less than 500 each. The population of these villages is 400,578 which is about 17 per cent of the total State population. In 1937-38, the State had 2,327 primary schools besides which there were 58 aided and 57 unaided institutions. Mr. Littlehailes, Educational Commissioner, had also suggested trained teachers in each village so that the motive of literacy would be achieved.

The universalization of elementary education had been adopted as a national goal so that the weaker strata of the society which has equal right towards education cannot be deprived of education which is the basic building block for further social development. This was the only way; government can bring in social equality amongst the people. Education for all was regarded as the international target and the national challenge for India for true empowerment and democratization. With this view, many schools run by the municipal corporation of vadodara, were started. There are about 120 primary schools governed by Municipal Corporation of Vadodara, spread out in different comers of the city to impart education to the deprived section of the society so that the children get quality education at affordable cost. Basically the government's policy to bring in social and economic equality amongst all had paved the way towards the state government ran or the municipal ran schools.

Thus, the primary education begin with one school in a village in 1906, and According to the progress report of Naik(1941), there were 9836 students studying in the Baroda district.

Secondary education

Vadodara the cultural capital of Gujarat is known for quality in educational practices. He opened several primary and secondary schools along with the first training college for women teachers in 1882. In 1875, there were just two schools in the state which rose to Eight in 1880. In 1892 primary education was made compulsory resulting in a significant rise in literacy levels for both boys and girls. Baroda became the first in not just native areas but in British India to implement this Act. The idea of establishing a University at Baroda had engaged the attention of the Government of the former State of Baroda and its educational advisors long before the question of regional universities and decentralisation, reorganisation and reconditioning of higher education to suit the cultural educational needs of particular areas had taken root in the country. The concept was first visualized by Dr. Jackson, when, as Principal of the Baroda College in the 1908, he advocated the establishment of a Science Institute at Baroda on an improved and independent basis. It was a consistent policy of the Government of Baroda to subject its educational system to periodical inquiries of an exploratory nature by educational experts of international fame, as a result of which the first Commission was appointed in 1909. The principle recommendation of that Commission was to expand the activities of the Baroda College by establishing additional chairs in new branches of knowledge. The principle recommendation of that Commission was to expand the activities of the Baroda College by establishing additional chairs in new branches of knowledge. As a result of this policy of chalking out untrodden paths in higher education and thereby evolving a university atmosphere in Baroda, chairs of Comparative Region and Household Science were instituted.

Establishment and growth of higher education in Vadodara

The Maharaja Sayajirao University of Baroda (MSU), has its origin from Baroda College established in 1881, which became an University in 1949. Pratap Singh Gaekwad of Baroda (1908–1968) (the last Maharaja of the erstwhile Baroda State) founded the university in 1949 on the wishes of his grandfather, Maharaja Sayajirao Gaekwad III (1863–1939). This was the first public University in Gujarat. After becoming the University it was renamed after its benefactor Maharaja Sayajirao Gaekwad III, the former ruler of Baroda State belonging the royal Gaekwad dynasty of the Marathas. It was the beginning of establishment of Higher education in Baroda.

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The Maharaja Sayajirao University of Baroda, originally founded in 1881 as the ‘‘Baroda College’’, is a premier unitary residential University, established on 30th April, 1949. It is the state University with English as its medium of instruction, having 13 Faculties, 3 Constituent Colleges, 2 Institutions and 8 Centers of Specialized Studies.

Vadodara follows the different policies and programs adopted by Central and state government for upliftment of standard of higher education. Gujarat government has begun with the Mission Mode Implementation (MMI) Quality Enhancement Programme through Cascade Model for Higher Education. The main function of the MMI is to plan, implement, monitor and regulate all State Government initiatives in an efficient and effective manner. Vadodara public and private universities have adopted the aim and are struggling hard build a Quality Higher education Institution.

Changing scenario of education in Vadodara

Vadodara has become a hub of education today. It is also called as a sanskar Nagari. The growth and development of Education sector in Vadodara can be precisely observed through the literacy rate that has gone up from 54% in 1961 to 88% in 2001, and to 90.63% in 2011. the sex ratio has increased during the last decade to 909 from 899, indicating decreasing single male migration in the city in the last decade.

Today there are about 5047 schools in vadodara(Dise: 2015-16). There is one Public university and 4 private universities in vadodara. There are 4 colleges affiliated to The Maharaja Sayajirao University and 4-5 institutes affiliated to Gujarat Technological University and Gujarat University in and around Baroda.

The Maharaja Sayajirao University itself has 37,295 students pursue higher studies, under the care and supervision of 1112 teaching (662 Permanent) and 1190 permanent supporting staff members. It houses 89 departments spread over 6 campuses (2 rural and 4 urban) covering 275 acres of land including a built up area of 418500 sq. mt. There are 16 hostels (12 Boys & 4 Girls) which accommodates about 4103 students. There are 475 residential quarters too for teaching and non-teaching staff. The University offers 98 PG courses, 66 Ph.D programmes, 39 PG Diploma courses and 88 UG courses with an option from 347 programmes in 92 subjects. It also offers 11 certificate programmes and 3 post diploma certificate programme. As many as 205 students are currently enrolled in Ph.D. programme, out of which 33% of the students are from outside Gujarat State.

Even in Parul University there are more than 25,000 students studying in one roof in different faculties. Parul University has 33 institutes in the campus. The University has come up as one of the best private university in Gujarat.

Conclusion

It can be noticed that the development in education is not an easy process. Actually it is an reformist activity where the society changes leaving its traditional ways of leaving and accepting the reforms. Vadodara has become a Sanskar Nagari today and a cultural hub. The Education in vadodara has given Laurals like Noble award winners, musicians, artists, mathematicians and technicians to the world. People feel proud and privileged to be the part of Vadodara.

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