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A STUDY OF EDUCATIONAL AMENITY IN THE RESETTLEMENTS ESTABLISHED FOR REHABILITATED PEOPLE AFFECTED DUDHAGANGA IRRIGATION DAM IN KOLHAPUR DISTRICT (MH)



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ABSTRACT

The availability of civic amenities is criterion of development of any settlement either urban or rural. Civic amenities have been provided by concerned authority to the settlements. These amenities have been developed through long course of times. Economic growth and human development is strongly determined by the prevailing infrastructure and civic amenity is a part of infrastructure. Resettlements are established for the displaced people by the implementation developmental projects. The rehabilitation and resettlement procedure of displaced people is implemented by concern authority. The number of civic amenities and provision is a part of rehabilitation procedure.

Therefore, here an effort has been made study the situation of drinking water amenity of resettlements of Dudhaganga dam affected people in Kolhapur districts.

KEY WORDS: *Resettlements, Civic Amenity,*

1. INTRODUCTION:

Generally, resettlement sites must be well organized with essential needs either by their demands or act. But, it is found that in the field survey that many resettlements have not been provided required facilities. Where these have been provided, are insufficient and poor in quality. The camp is provided with a post office, a primary health centre and a lower primary school (Viegas, P. 1992). The authority also provided wells for drinking water, access to roads, primary schools at each centre (Sing, M. 1992). The resettlement of originally cohesive communities as non-viable social groups in different locations compounded by a lack of schools, health care, veterinary dispensaries, community halls and other amenities deprived people of very fundamental needs, and contributed to the impoverishment of the affected people (Parasuraman, 1999).

After experienced the- painful process of displacement, the project affected persons are hopeful about rehabilitation. The displaced people were promised by the government officials that all



assistance would be provided regarding rehabilitation. But all the amenities are not fulfilled by the concern authority. The satisfaction and standard of living of rehabilitated people depends upon the provision and access of basic amenities. "Easy accesses to basic amenities like schools and hospitals etc. have affected the quality of life after resettlements (Lacy Lobo, 2000 Pg. 230)".

2. Objective:-

The main objective of present research paper is to study the educational amenity of resettlements established of Dudhaganga irrigation dam affected people in Kolhapur district. The displaced people of submerged villages under reservoir have been resettled at twenty eight resettlements in command area.

3. Database and Methodology:-

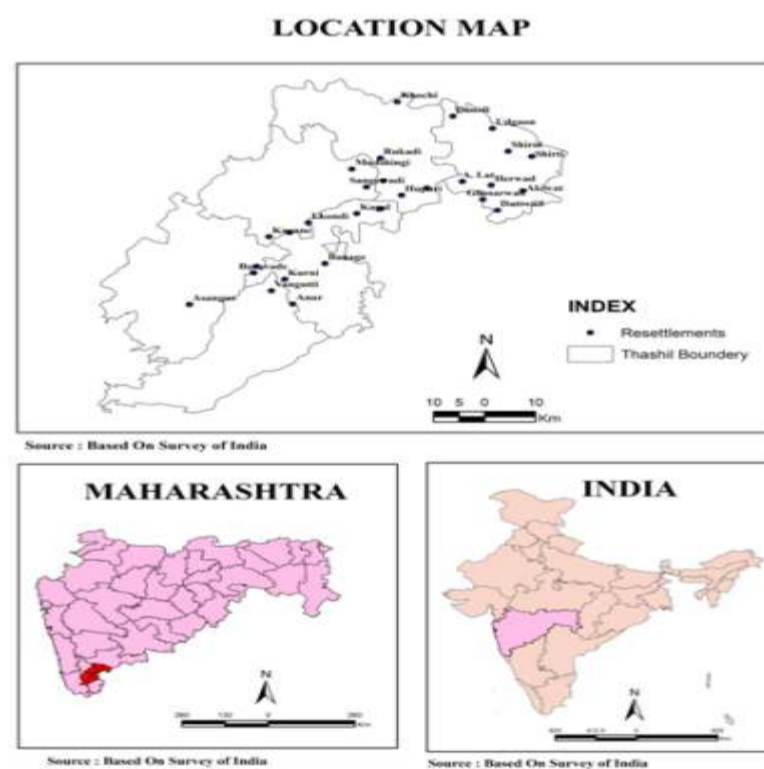
The present research work is mainly based on primary and secondary sources of data Collection. The primary data collected though the field works with the help of schedule and through the methods of observation, interview and discussion.

The secondary data collected from the district gazetteer, rehabilitation and irrigation offices of Kolhapur district. The collected data has been analyzed by various statistical procedures and represented by graphs and diagrams.

4. Study Region

The Kolhapur district is one of prosperous districts of Maharashtra. The study region comprises six talukas extended from 16, 23' to 16, 52' north latitude and 73, 57' to 74, 37' east longitude (Fig. 1). The western part of is undulating surface with hills and ranges, valleys whereas eastern part is rather plain with fertile soils. Some branches of western Ghat extended eastward. The slope of region is tilted toward east direction with some branches of western Ghat.

Fig.1



5. Analysis

The resettlements established for Dudhaganga Irrigation Project affected people have been supplied civic amenities as per Maharashtra rehabilitation act, 1986. According to this act 13 civic amenities have been supplied to the 28 resettlements. The field investigation on resettlements and rehabilitation illustrate the poor situation of basic facilities. Generally, resettlement sites must be well organized with essential needs either by their demands or act.

• Educational Amenity

The various efforts have been made to increase literacy level especially among developing and less developed countries. The geographical location affects on the literacy level. Generally the settlements those are located in remote and hilly region get poor availability of primary education facilities. Education in rural India is valued differently from that in an urban setting, with lower rates of completion as well as facilities available (Nayar Rashmi, 2015). The provision of school with playground is made according to the rehabilitation act. But all resettlements established by different developmental projects didn't get this amenity. Parasuraman, S. (1999) shows that, There were only four primary schools for 41 colonies in four tehsils. There were even fewer middle and high schools. Those who wished to study up to high school had to travel, to town, covering a distance of 15 to 20 km (Parasuraman, 1999). The School infrastructure in rural India needs a lot improvement (Kundu, S. 2015). The investigator has studied the situation of education among resettlements of study region.

A) Balwadi Education:-

The balwadi education amenity is implemented in recent years all over country. Primary and Anganwadi centers in the rural areas do not yet have toilets (Kundu, S. 2015). The following table shows the benefit of this amenity's getting to resettlements.

Table 1 Situation of Balwadi Education

Sr. No.	Balwadi Not Available Resettlements	Balwadi Available Resettlements	Average No. of Students	Average No. of Teacher	Teacher: Student Ratio
1	6	22	22.32	2	11.15

Source: Compiled by Author 2015.

The table 1 indicates that out of 28 resettlements, 22 have the availability of balwadi education. Only 6 resettlements have the absence of this amenity.

B) Primary Education:-

The provision of primary school with playground is one of the important amenities as per rehabilitation act. The numbers of classrooms are constructed as per rules education department. The availability of primary school with playground, standards, numbers of teacher, number of students has been studied.

Table 2 The availability of primary school at Resettlements.

No.	Name of Resettlement	Separate School Up to Std.	No. Teachers	No. of Students	Teacher-Students Ratio	Playground Available
1	Akiwat	2	2	13	1:7	Yes
2	Herwad	2	2	25	1:13	Yes
3	Udgoan	4	2	32	1:16	Yes
4	Shirati	2	1	12	1:12	Yes
5	Shirol	7	9	163	1:18	Yes
6	Dattwad	4	3	83	1:28	Yes
7	Ghoswad	4	2	26	1:13	Yes
8	Danoli	7	4	125	1:31	Yes
9	Abdullat	0	0	0	0	0
10	Pattan- Kodoli	7	4	132	1:33	Yes
11	Hupari	0	0	0	0	0
12	Rangoli	4	2	42	1:21	Yes
13	Khochi	7	7	135	1:19	Yes
14	Rukadi	4	2	28	1:14	Yes
15	Vhangutti	2	1	16	1:16	Yes
16	Kasaewada	0	0	0	0	0
17	Sangvdewadi	4	2	40	1:20	Yes
18	Mudsingi	4	2	43	1:22	Yes
19	Kawane	0	0	0	0	0
20	Ekondi	0	0	0	0	0
21	Kagal	0	0	0	0	0
22	K. Sangaon 1	4	2	38	1:19	Yes
23	K. Sangaon 2	4	2	32	1:16	Yes
24	Anur	0	0	0	0	0
25	Bange	0	0	0	0	0
26	Bachani	0	0	0	0	0
27	Borwade	0	0	0	0	0
28	Kurani	4	2	16	1:8	Yes

Source: Compiled by Author 2015.

The table 2 reveals that 35.71 percent resettlements are not provided this basic and important amenity. The students from these resettlements travel maximum up to two k. m. about neighboring villages. The resettlements those have provided this amenity shows the disparity. The another 35.71 percent resettlements have provided of primary school up to 4th standard class and percentage of resettlements those have up to 2nd and 7th standard class is same, that is 14.28 percent. The teacher student ratio is highest (1:33) in Pattan- Kodoli resettlement whereas lowest in the Akiwat (1:7). All the primary schools have available the playground. But while observation it found that some schools have large area and some have small area. There rough and irregular shaped playgrounds are in the Shirol,

Kasarwada, Akiwat, Ekondi resettlements whereas plane and square shaped playground seen at Kurni, Sangaon, Mudsingi etc, resettlements.

C) Secondary, Higher Secondary and Higher Education:-

There is no any resettlement which has secondary school or further institution to provide education facilities. The students of all the resettlements are depend upon neighboring villages. They travel to complete their concern education at convenient places by affordable means of transportation. The following table indicates minimum distance where secondary, higher secondary and higher education amenity is available.

Table 3 the Distance for Education Institutions from Resettlement

Sr. No.	Name of Resettlement	Distance in k. m. for		
		High School	Jr. College	Sr. College
1	Akiwat	3	7	7
2	Herwad	1	6	6
3	Udgoan	1	7	7
4	Shirati	2	5	5
5	Shirol	1	5	5
6	Dattwad	1	15	15
7	Ghosrwad	2	17	17
8	Danoli	0	5	5
9	Abdullat	0	1	4
10	Pattan- Kodoli	1	4	4
11	Hupari	0	1	1
12	Rangoli	1	9	9
13	Khochi	1	10	10
14	Rukadi	3	3	3
15	Vhangutti	2	8	8
16	Kasarwada	0	3	3
17	Sangevadi	2	7	7
18	Mudsingi	1	1	5
19	Kawane	1	13	13
20	Ekondi	1	11	11
21	Kagal	0	1	1
22	K. Sangaon 1	2	5	5
23	K Sangaon 2	2	5	5
24	Anur	1	12	12
25	Bange	2	5	10
26	Bachani	1	7	7
27	Borwade	0	2	2
28	Kurani	2	7	7

Source: Compiled by Author 2014.

The table 3 clearly exhibits that high schools are available less than 3 km distance from the

resettlements. Of 21.43 percent resettlements have availability of high school minimum less than one k. m. distance and 7.14 percent resettlements namely Akiwat and Rukadi have maximum 3 k. m. distance. The distance for Jr. College and Sr. College is nearly equal. The Kagal and Hupari resettlements have nearest distance that is one k. m. and Ghosarwad and Dattawad resettlements have farthest distance that is 17 and 15 k. m respectively for both Jr. and Sr. colleges. The distance and means of transportation controls access and development of education.

CONCLUSION

The availability education facility is a basic need of human being. The field investigation shows the situation of educational amenity provided by government to the resettlements. The availability of balwadi education to 78.57 percent resettlements, primary schools with different standards to 64.27 percent is a good sign of provision of educational amenity. The balwadi education to 21.43 percent resettlements and primary school to 35.71 percent resettlements have not been provided. There is practically inconvenient the provision of balwadi and primary school to these resettlements because of very small size of resettlements. Number of families residing in these settlements is less 20 families. There are rough and irregular shaped playgrounds in the Shirol, Kasarwada, Akiwat, Ekondi resettlements whereas plain and square shaped playgrounds have available in the Kurni, Sangaon, Mudsingi etc, resettlements. High school, junior and senior college education is available at the convenient distance from their resettlements which helps to increase the literacy level as compare to the situation of literacy before displacement.

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