

**"A comparative study of urban and rural primary schools in the context of enrolment and drop-outs with special reference to Duliajan, Dibrugarh."**

*A Dissertation  
Submitted to the Periyar University in partial fulfillment  
for the degree of*

**MASTER OF PHILOSOPHY IN EDUCATION**

*By :*

**MRS. ANKITA BARUAH M.A.**

Enrolment No. : 6MED14250029

Registration No. : 06DCCM3823

*Under the Guidance of :*

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Assam Institute of Advanced Studies (Code : 1425)  
**PERIYAR INSTITUTE OF DISTANCE EDUCATION (PRIDE)**  
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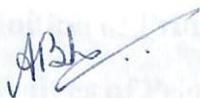


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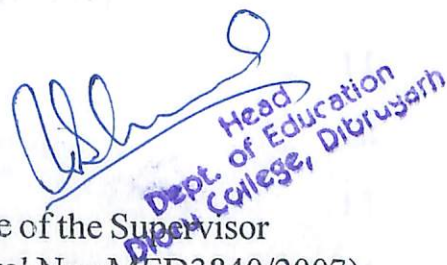
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PERIYAR UNIVERSITY  
SALEM - 636011  
JUNE - 2008**

# CERTIFICATE

This is to certify that the Dissertation entitled "A COMPARATIVE STUDY OF URBAN AND RURAL PRIMARY SCHOOLS IN THE CONTEXT OF ENROLMENT AND DROP-OUTS WITH SPECIAL REFERENCE TO DULIAJAN, DIBRUGARH." is a bonafide record of research work done by **MRS. ANKITA BARUAH**, Enrolment No. : 6MED14250029, Registration No. : 06DCCM3823 during 2006-07. Submitted to the 'Periyar Institute of Distance Education (PRIDE), Periyar University in partial fulfillment of the requirement for the award of Degree of **MASTER OF PHILOSOPHY IN EDUCATION** and that the dissertation has not previously formed the basis for the award of any other Degree, Diploma, Associateship, Fellowship or other title and that the dissertation represents independent and original work on the part of the candidate under my guidance.



Signature of the Candidate



Head  
Dept. of Education  
Dibrugarh College, Dibrugarh

Signature of the Supervisor  
(Guide Approval No : MED3840/2007)

Signature of the Co-ordinator

DIRECTOR

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# ACKNOWLEDGEMENT

I take the privilege with immense pleasure to express my deep thanks of gratitude and appreciation to the Supervisor Dr. (Mrs.) Runuma Bhattacharjee (Sharma), Head of the Department of Education, Dibru College, Dibrugarh for her inspiring guidance and valuable suggestions.

I express my sincere thanks to the Head of the institutions of the sampled schools for allowing me to collect data from their schools.

I am grateful to Mrs. Sangita Baruah, Primary Block Officer, Tengakhat Block, Dibrugarh for her cooperation and valuable responses.

I am thankful to the librarians of Lakshmi Nath Bezbaruah Library, Dibrugarh University, Duliajan College Library, Duliajan Public Library.

I am highly obliged to Dr. Satyakam Borthakur, Lecturer, Dept. of Assamese, Duliajan College for his help and encouragement.

I appreciate and acknowledge the full cooperation extended by my husband, Mr. Mrinmoy Kumar Boruah, Lecturer, Dept. of Economics, Duliajan College during the time of my investigation.

Open hearted thanks also due to my father-in-law, Mr. Gonesh Chandra Boruah for his gracious assistance and encouragement during the study.

I am also thankful to Sri Lohit Dutta, Sri Santa Pratim Baruah & Sri Samir Sharma for their effort in neatly typing my thesis in time.

Last, but not the least, I convey my heartfelt thanks to my family and all other people who helped me in various stages of this research but who have not been named individually.

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## ABBREVIATION

CABE	:	Central Advisory Board of Education
Deptt.	:	Department
DIET	:	District Institute of Education and Training
DPEP	:	District Primary Education
Edn.	:	Education
EGS	:	Education Guarantee Scheme
e.g.	:	for example
Fig.	:	Figure
Govt.	:	Government
HRD	:	Human Resource Development
i.e.	:	that is
NPE:	:	National Policy on Education
OBB	:	Operation Black Board
Program	:	Programme
POA	:	Programme of Action
&	:	and
SSA	:	Sarva Siksha Abhiyan
UEE	:	Universalisation of Elementary Education
Viz	:	namely

## **CHAPTER - I**

### **INTRODUCTION**

# CHAPTER-1

## INTRODUCTION

### 1.0 INTRODUCTION

Primary education is the first formal stage of education that comprises from 6 to 11 years of age. This is called Primary stage of education in the sense that the child so formally introduced to disciplinary rules of education, which is socially recognized. Child at this stage of 6 years is expected to attain necessary Pshyco-physical maturity to undergo formal training in a primary school.

Education plays an important role in human life. Education has long been recognized as the muscles of an overall national development. Any comprehensive approach to development underlines the significance of education in the three related ways, as a basic human need, as a means of meeting other basic needs and as an activity that sustains and accelerates overall development naturally. "One must think of education, not only as a sector development parallel for example to agriculture-or industry, but also a pervasive element that must be integrated horizontally and vertically into all developmental efforts".

The term primary education is understood as a basic stage of education, which is either a self contained phase or which forms a part of a longer cycle of general education.

Primary education constitutes the most important part of the entire structure of education. J.P Naik an eminent educator of our country has

very aptly observed, "The progress of Primary education is an index of the general, social and economic development of the country as a whole". Primary education is a process, which provides a minimum standard of education to every boy and girl. It included Classes I to IV (6 to 11 years). All sort of growth and development of a child depends on elementary education. It plays an important role in laying the proper foundation of a child's physical, mental, emotional, intellectual, moral, social, and cultural and spriritual development. Primary education contributes to national development also. It helps to increase and develop the traits of democratic citizenship and to strengthen national integrity. It is the gateways of secondary then to higher education. Strong structure of higher education requires a strong foundation of primary education. Various studies have clearly demonstrated that countries which have made proper provision for primary education are far ahead from those with inadequate provision.

In an educationally developing country like India with its 64.8% literacy (according to 2001 census) primary education, on a mass and universal scale, provides the fundamental basis on which could be erected the future edifice of entire national development. In the context of the establishment of democratic traditions and values it is all the more necessary to give opportunity for literacy to all the children of school-going age.

Realizing the need and importance of primary education, article 45 of the Indian constitution lays down under the Directive Principle of the State Policy that the state shall endeavour to provide free and compulsory Primary education within ten years of the commencement of the constitution

9. A. Anon. 72/10/16. Literacy p. 10/16  
state  
10/16  
2

in 1950 for all the children between the age-group of 6-14 years. Unfortunately, it has not been able to attain those objectives because of various factors and it was found that nearly one-third of the total population is still illiterate.

### **1.1 DEVELOPMENT OF ELEMENTARY EDUCATION IN PRE-INDEPENDENCE ERA**

Elementary education, in the Hindu period of Indian History, was confined to boys of the Brahmin families and somewhat to the boys of Kshatriya or Vaishya families. It was banned for Surdas and for women. (Tol or pathshala was the Hindu school of learning).

In the Muslim period, Maktabas provided Primary education to the Muslims. These corresponded to the pathshalas of Hindus. Primary education, in both these types of institutions was confined to 3'Rs and to the study of religious scriptures.

On the eve of the British, there was a network of pathshalas and Maktabas all over India. But education was banned for women and scheduled castes. Usually the children of well to do families got the benefit of education.

The existing system of elementary education did not arise from the indigenous elementary school. It developed slowly and gradually from the system evolved first by the East India Company. The East India Company was not keen about education at all. But some attempts were made by the Christian Missionaries, though their objective was to convert the Indian masses to Christianity.

In the beginning of the 19th century, the indigenous system suffered a set back due to lack of finances. The company made an enquiry about the indigenous education, but did nothing to encourage it. In 1813, one lakh rupees were remarked for education but the sum was not disbursed. Just a few vernacular schools were opened.

The indigenous system suffered the greatest blow when Macaulay presented his Minute. The government patronized English schools only. Consequently, primary schools on the English pattern were opened all over India, with view to spread English education. But the greater share was accepted by the Missionaries. In 1854, the missionary schools enrolled about 72,000 children.

The first clear-cut policy for the spread of primary education was proposed by Wood's Despatch of 1854. The policy adopted by the Despatch was to improve the indigenous school, to open new government schools and to provide grant-in-aid to private agencies for the spread of elementary education. The Despatch accepted that the medium of education at the elementary stage should be the vernacular languages.

Although the Despatch laid down a clear-cut policy, but there was no immediate fruit. A number of difficulties and problems still remained to be solved. It was undefined, how much help the government should take from the private agencies, and whether the govt was justified to levy an educational rate (Tax) or not. Some held that the indigenous schools should be adopted as the basis for the spread of elementary education, but others opposed the ideas. But the trend during the later period was in favour of



English. Secondly, the grant-in-aid system did not prove successful, and the government experienced difficulty in allocating more funds for elementary education.

In 1871, education was transferred to the control of provincial governments. But the state governments were asked to spend only one half of the aggregate contribution from other sources. This too did not help much. In 1859 Lord Stanley recommended that the elementary education should be financed by local bodies, who are authorized to levy taxes for this purpose.

According to the recommendations of Hunter Commission (1882), primary education became an important charge of local bodies. The commission recommended encouragement of indigenous schools. The commission emphasized the role of vernacular languages in the education of the masses. It considered Primary education as a part of the total educational system.

By the end of the 19th century, elementary education was in a deplorable condition. No attempt was made at making it compulsory, nor were sufficient funds allocated to it. In 1904, Lord Curzon found four out of every five Indian villages to be without a school. Only one-sixth of the school-going population attended the elementary school- going population attended the elementary schools.

### **GOVERNMENT OF INDIA'S RESOLUTION OF 1904**

Lord Curzon declared that resolution that 'extension of primary education is one of the important duties of the state.' He raised the

government grant considerably and allocated 35 lakhs to the provincial governments for the assistance to be given to the local bodies and private agencies. Some improvement takes place during the next two decades.

Gopal Krishnan Gokhale was the first individual who moved a resolution in the council in 1910 for making elementary education free and compulsory. But his bill was rejected.

In 1913, a Resolution was passed by the government for 'widest possible extension of primary education on voluntary basis'. Provincial governments were asked to make education free for the backward and the poor.

In 1918-20, all the provincial governments passed Acts for introducing compulsory education.

From 1921 to 1937, the form of government that was established in the provinces was dyarchical- reserved (under the control of the governor) and transferred (under the control of ministers who were responsible to the legislature). Education being a transferred subject, there was a large scale expansion in elementary education during this period. The enrolment increased from 7 millions (in 1921) to 9 millions (in 1926).

In 1928-29 Hartog committee was paid more attention on qualitative improvement of primary education.

Provincial Autonomy (1937): In 1935, Govt of India Act was passed and accordingly popular ministries were formed. Here was an opportunity for an Indian ruling authority to prepare plans for mass education in India. Consequently Mahatma Gandhi presented his scheme of Basic education and soon it was put into practice.

Sargent Report (1944) laid importance on universal, compulsory and free education for all boys and girls between the ages of six and fourteen should be introduced as speedily as possible.

## **1.2 DEVELOPMENT OF PRIMARY EDUCATION IN THE POST- INDEPENDENT PERIOD**

After independence, the people of India get the first fullest opportunity to mould their educational policy according to the needs of the nation. The newly formed National Government took active and sincere steps to make the primary education free, universal and compulsory.

The constitution of free India (1950) has therefore laid down in article 45 under the Directive Principles of state policy that, "The state shall endeavour to provide, within a period of ten years, from the commencement of the constitution for free and compulsory education for all children until they complete the age of fourteen years".

Earlier, the free and compulsory education for children of 6-14 years was only a Constitutional Directive to the states. Now, after the 86th Constitutional Amendment, the education of children of age 6-14 years has become a Fundamental Right. As a result, the central and state government have over a period of time evolved strategies to check dropout rates and improve the levels of achievement in the schools.

The education commission (1964-66) considers primary education as a highly significant stage in national reconstruction. It emphasizes the

importance of the fulfillment of Directive Principle contained in article 45 of the constitution. But due to various difficulties Constitutional Directive has not been achieved even today (2007). So, the commission had also recommended the following Practical measures:-

1. The provision of a school within easy distance from the home of every child.
2. The enrolment of every child of the prescribed age into class I of a school through propaganda, persuasion and even panel action, if necessary; and
3. The retention of every enrolled child in school till he reaches the prescribed age or completes the prescribed course.

National policy on education (1968) observes; "Strenuous efforts should be made for the early fulfilment of the Directive Principle under article 45 of the constitution seeking to provide free and compulsory education for all children up to the age of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in schools successfully completes the prescribed course."

### **1.2.1 DISTRICT PRIMARY EDUCATION PROGRAMME**

The District Primary Education Programme (DPEP) is an effort to decentralize educational planning at the district level. It keeps in view to achieving universal primary education, not only in terms of number and coverage, but also in terms of retention and attainment of the desired levels of learning by the children.

The DPEP guidelines were formulated in April, 1993. Initially, district projects were prepared in 44 districts spread over eight states, viz; Assam, Haryana, Madhya Pradesh, Karnataka, Maharashtra, Orissa, Tamil Nadu and Kerala.

In 1994, the DPEP scheme was in operation in 44 districts spread over eight states. Now it is followed in 273 districts spread over 18 states. In Assam the DPEP scheme is going on in nine districts.

### **1.2.2 SARVA SIKSHA ABHIYAN**

The scheme of Sarva Siksha Abhiyan (SSA) was evolved from the recommendations of State Education Ministers' Conference held in October, 1998 to pursue UEE as a mission. SSA was approved in 2000.

Ever since its inception, the SSA Program has emphasized decentralized planning of education with a focus on district planning. It envisages achieving goal of universal primary education by 2007 and elementary education by 2010. All the States and Union Territories of the country are covered under SSA.

- **SSA IN ASSAM**

SSA was started in the state of Assam in the later part of 2001-02. All the survey and preliminary works for launching of the Abhiyan were completed. The major interventions were, therefore, launched from the middle of 2002-03.

For bringing the out- of- school children to school, various types of

bridge courses have been designed and initially short term bridge course of 45 days duration have been opened in 9 (Nine) districts still under DPEP.

Intervention of "Education Guarantee Scheme" (EGS) is a major concern for universal enrolment. To achieve this objective, a total of 3739 nos EGS centres are opened in those areas where there is no formal school within 1.5 Km radius, with a total coverage of 182,490 children in the age group of 6-10 years.

### **1.2.3 NATIONAL POLICY ON EDUCATION (1986)**

The national policy on education (NPE) 1986 states, "The national system of education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. In this 10 years, 5 years of primary education and 3 years of upper primary, followed by 2 years of high school."

The new thrust in elementary education will emphasize two aspects:

- I) Universal enrolment and universal retention of children up to 14 years of age ; and
- II) A substantial improvement in the quality of education.

### **1.2.4 PROGRAMME OF ACTION**

A Programme of Action (POA) was prepared by the Ministry of Human Research Development (HRD), Department of Education. Govt. of India, for implementing the NPE.

### **1.2.5 REVISED NATIONAL POLICY ON EDUCATION, 1992**

The Central Advisory Board of Education (CABE) appointed a committee with Janardhana Reddy to review the implementation of NPE.

On the basis of this Committee Report, a few modifications were made in the NPE, 1986. A Revised Policy Formulations were placed in the parliament in May 1992.

This revised NPE, 1992 laid emphasis on three aspects :-

- I) Universal access and enrolment
- II) Universal retention of children up to 14 years of age, and
- III) A substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

### **1.3 DEVELOPMENT OF PRIMARY EDUCATION IN ASSAM**

After independence of India, there is a great progress in the field of education in Assam, though compared to some other States of India, Assam is educationally backward. A few important landmarks in the history of educational development in Assam at the primary level are indicated below-

1. The Assam Primary Education Act, 1947
2. The Assam Basic Education Act, 1954.
3. The Assam Panchayat Act, 1959
4. The Assam Elementary Education Act, 1962.

All these acts were aimed at making Primary education free and compulsory and also aimed at enforcing compulsion for removal of illiteracy. But these Acts were remained unimplemented.

- **OPERATION BLACKBOARD**

For implementation of the NPE (1986) for expansion and improvement of Primary Education was made under the "Operation Black Board (OBB)" scheme. But corruption in the OBB scheme under taken by the Govt. cannot fulfill the objectives of expansion and improvement of Primary education.

#### **1.4 DEFINITION OF PRIMARY EDUCATION**

Elementary education has been described in *Encyclopedia Americana* (1988) as Elementary education, the period of formal schooling extending from admission to school- in kindergarten or 1st grade to completion of the 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade. Also known as primary education in many countries, it designates the range of schooling for children from about 6 to 12, 13 or 14 years of age.

A Survey conducted by *UNESCO* and report published in *Basic Education and Literacy: World Statistical Indicators* (1990) reveals:

1. 100 of 198 countries and territories have a duration of 6 years (grades) for primary education with different entrance ages.
2. With an entrance age of 6 years, 59 countries have duration of 6 grades for first level education and 27 countries, 5 grades.
3. In 26 countries an entrance age of 7 years together with duration of 6 grades observed.

*The Secondary Education Commission* 1952- 53 has recommended "four or five years of primary or junior basic education"



*The Education Commission* 1964-66 used the terms of primary (classes: I to VII or I to VIII) as detailed below :

- a. Lower Primary: classes I to IV or I to V
- b. Higher Primary: Classes V to VII or VI to VIII.

*The National Policy on Education* 1968 referred to the Directive Principle under 45 of the constitution seeking to provide free and compulsory education for all children up to the age of 14.

According to the *Ishwarbhai Patel Review Committee* (1971), primary education includes classes I to VII/ VIII divided into two parts: classes I to IV/V and classes V/VI to VII/VIII. It also used the terms lower primary stage and upper primary stage.

*The National Policy on Education*, 1986 states "The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. In this 10 years, 5 years of primary education and 3 years of upper primary, followed by 2 years of high school".

A publication of the NCERT entitled *National Curriculum of Elementary and Secondary Education: A Framework* (1988) has used the terms elementary education (8 years), divided into Primary stage (5 years) and upper Primary stage (3 years)

## **1.5 OBJECTIVES OF PRIMARY EDUCATION**

The main objectives of Primary education are –

1. Desirable physical development of children is the primary aim of this level of education.

2. To attain Proper mental development with the proper planning of curricular and co-curricular activities in the school environment.
3. Another main aim of primary education is the development of the three basic academic qualities of the child. They are: development of capacities and qualities of reading, writing and arithmetic.
4. Primary education emphasizes on the formation of good habits.
5. Formation of sound personality is another important aims of primary education.
6. This education emphasises on the development of the social aspect of the child's personality. It tries to know the social self of the child
7. Development of moral and spiritual values
8. Intellectual development is another important aim. So academic subjects should be systematically and properly planned so that the growing mental abilities of children find scope for expression and development.

### **1.6 ELEMENTARY EDUCATION AND FIVE YEAR PLAN**

In each successive Five year plans the outlay and expenditure on education showed on increase over the previous plan. Every Five-year plan lays special attention to achieve the goal of primary education to make free and compulsory.

In the First Five-year plan, the provision of the free and compulsory primary education, in the age group of 6 to 11 years is the first necessary step towards establishing equality of opportunity of every citizen.

In the Second and Third Five-year plan it has given more importance in expansion of primary education.

In the Fourth Five-year plan, priority has been given on construction of curriculum and teacher training programme.

The Fifth Five year plan also gives more importance to make primary education free and compulsory. It has also given more importance on curriculum reconstruction, work experience and teacher training.

In the Sixth and Seventh Five-year plan emphasis had been laid down to make primary education more effective.

In the Eight Five-year plan it is estimated that additional enrolment to be achieved to reach universalisation is approximately 5.61 crore children. These data are based on assumption of 15 percent incidence of both at the primary and the upper primary stage. Enrolment of 4.38 crores would be achieved through formal school, about 1 crore through non-formal centres and the rest through the open learning channel of upper primary stage. However within the realm of possibility, if the requisite will and mobilization of organizational and financial resources is brought to bear on the task and innovative schemes like voluntary primary schools and open education at the upper primary stage are introduced.

Of all these five-year plans, the 9th plan regarded education as the most crucial investment in human resource development (HRD). As regards the convergence of Basic Minimum Service for contributing to educational development, emphasis will be laid on providing all primary schools with clean drinking water, sanitary facilities, better nutrition for the pupils through

mid-day meals, health check up and primary health care facilities and a network of roads for making the schools easily accessible.

But of the magnitude and the complexity the task could not be finished by the end of this period.

In the 10th five year plan 'Education for all' is the primary objectives and the principal vehicle for this is the Sarba Shiksha Abhiyan, which is being launched in co-operation with State Governments and which aims at providing universal elementary education by the end of the Plan.

### **1.6.1 THE TARGETS OF THE TENTH FIVE-YEAR PLAN**

#### **1. Universal Access :**

- a. All children (age group 6-11 and 11-14) should have access to Primary schools, Upper primary schools or their alternatives within the walking distance of 1Km and 3Km respectively
- b. Universal access to early childhood care and education for all children of 3-6 years of age.
- c. Need based expansion of upper primary education facilities, particularly for disadvantage section there should one upper primary education facilities, particularly for disadvantage section. There should one upper primary school for every two Primary schools.
- d. All schools should have building, toilet, drinking water, electrification, playground, black boards and other facilities.
- e. Provision of one classroom for every teacher at elementary stage.

## **2. Universal Enrolment :**

- a) Enrolment of all children in schools or other alternatives by 2003.
- b) All children complete five years of primary schooling by 2007.

## **3. Universal Retention :**

- a) Universal retention in primary cycle by 2007.
- b) Dropout rate to be reduced less than 10 percent for grades VI-VIII by 2007.

## **4. Universal Achievement :**

Improve all aspects of quality of education (conduct and process) to ensure reasonable learning outcomes at elementary level, especially in literacy, numeracy and in life skills.

## **5. Equity**

- a) Bridge all gender and social gaps in enrolment retention and learning achievement in primary cycle by 2007. In upper primary it should be reduced to less than 5% by 2007.
- b) Special interventions and strategies to include girls, SC/ST children, working children, children with special needs, urban driven children, children from minority groups, children below poverty line, migrating children and children in hardest to reach groups.

### **1.7 NEED AND SIGNIFICANCE OF THE STUDY**

From the above discussion, Universalisation of Elementary Education has one of the most important goals in India since independence. The constitutional commitment, which has been made 60 years ago, has not been realised so far. At the time of independence in 1947, only 16.6 percent

of the population in India was literate. Even in 2001 the literacy rate was only 65.38% far below 100.

Drop out is very major problems in India. In India every child between the age group 6 to 11 years must be enrolled. Once a child joins in primary schools, he should be there till he completed all the classes. Unfortunately most of the student leaves the primary school before completing it. For this, compulsory legislation must be passed. Under legislation, parents can be fined for not sending their children to schools ; however, this provision has remained on paper only.

The economic survey of 20003-04 finds that out of the 193 millions children in the age group 6 to 14 years, government indicates that 8.1 million children are out of school as of September 2004, some NGOs indicate this figure as grossly inaccurate while other indicate that if we add to this number, the actual number of dropouts, then the number may go well up to 19 million is quite acceptable. Many studies reveal that primary school dropout before the 5th grade is 38%. There are various factors for dropouts.

So, 'Enrolment and Drop-Out'- this area is selected for study to know how many children are enrolled in Urban and Rural primary schools of Duliajan and what are the reasons of drop-outs or why they did not complete their primary education.

## **1.8 STATEMENT OF THE PROBLEM**

The problem of the present study is as follows :

"A comparative study of urban and rural primary schools in the context of enrolment and drop-outs with special reference to Duliajan, Dibrugarh."

## **1.9 OBJECTIVES OF THE STUDY**

Objectives of the studies are as follows :

1. To determine the level of enrollment and dropouts in urban and rural areas.
2. To find out the determinants of enrolment and dropouts level.
3. To suggest some remedial measures to reduce drop-outs and raised enrolment.

## **1.10 HYPOTHESIS**

The hypothesis is a powerful tool in research process to achieve dependable knowledge. Hypotheses are formulated only as the suggested solution to the problem, with the objective that the ensuring study may lead either to its rejection or its reiention. They enable the researcher to locate and identity the variables involved in the study and suggest methodological procedures that are to be employed. The hypothesis of the present study is as follows :

"The status of enrolment and drop-outs is better in urban areas than in rural areas. In urban areas, because of industrialization and prevalent competitive environment, people are more conscious about the education of their children. These are obvious reasons of low dropouts in urban areas."

## **1.11 DEFINITION OF THE IMPORTANT OPERATIONAL TERMS USED**

**Primary level :** According to *Oxford Dictionary*, primary level is relating to education for children between the ages of about five and eleven.

According to this study, the level of primary education covering classes I to IV.

**Enrolment :** According to *Oxford Dictionary*, enrolment means officially register or recruit as a member or student. All children between the age group 6 to 11 years must be enrolled.

**Drop-outs :** According to *Oxford Dictionary*, dropout means a person who has dropped out of society or a course of study.

Dropout is also meant as wastage.

The most popular used of the word 'Wastage' in education means, the wastage of time, effort and money after those students who do not successfully complete the course of study undertaken by them.

According to *Hartog Committee*, "By wastage we mean premature withdrawal of children from Schools at any stage before completion of the primary courses".

**District :** The district is a part of a province or state for administrative convenience.

## **1.12 DELIMITATIONS OF THE STUDY**

The study has to be delimited in certain aspects. Because there is a limited period of one year M. Phil course.



1. The present study has to cover only primary schools located in Duliajan.
2. The present study is restricted to find the causes of dropouts and low enrolment.
3. The present investigation is restricted to the students of primary level only.
4. For the present study, data collection has been limited to the period from (2001 to 2007) 2014 - 2020

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## **CHAPTER - II**

# **REVIEW OF RELATED LITERATURE**

## CHAPTER - II

### REVIEW OF RELATED LITERATURE

#### 2.0 INTRODUCTION

A collective body of works done by earlier scientists is technically called the literature. Any scientific investigation starts with a review of the literature. A careful review of literature helps the researcher to conduct a successful study. A careful review of the research journals, books, dissertations theses and other sources of informations on the problem to be investigated is one of the important steps in the planning of any research study.

There are various types of sources which have to be located and studied, i.e. Primary sources and Secondary sources. Primary sources provides direct description of the study by the person who has actually observed or witnessed the occurrence and carried it out. Secondary sources include publications written by author who were not direct observers or participants in the events described. It is evident that primary sources have to be preferred over secondary sources.

The sources of information have also been classified as direct and indirect. The direct sources of information are available in the form of education literature, e.g. educational journals, books, monographs, dissertations and theses, government publications etc. The indirect sources are available in the form of encyclopaedias of education, education indexes, abstracts, bibliographies, bibliographical references and quotation etc.

For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the work which has already been done in the area of his choice. He needs to acquire up-to-date information about what has been thought and done in the particular area. He has to build upon the accumulated and recorded knowledge of the past.

The preliminary survey of previous studies, literature, discussions and experience related to the problem under investigation may accomplish a number of purposes. The search for related material is a time consuming but fruitful phase of any research programme. Its specific purposes are -

1. The review of related literature enables the researcher to define the limits of his field. It helps the researchers to delimit and define his problem. The knowledge of related literature brings the researcher up-to-date on the work which others have done and thus to state the objectives early and concisely.
2. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavours would be likely to add to the knowledge in a meaningful way.
3. A review of the literature helps the researcher in avoiding any duplication of work done earlier. It is no use to replicate a study when the stability and validity of its results have been clearly established.
4. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The

advantage of the related literature is also to provide insight into statistical methods through which validity of results is to be established.

5. A careful review of the literature enables the researcher in discovering important variables relevant to the area of the present research. When significant variables are discovered, the relationship among them can be identified.

6. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research which they have listed in their studies.

"Primary Education" is the foundation stone on which, lies the entire educational structure. The success of education, to a great extent depends on the kind of instructions provided at the primary level. Education is the birth right of every child. Universalisation of elementary education has been accepted by the government of India as a national goal

The framers of Indian constitution has suggested that children upto 14 years should be covered under free and compulsory education by 1960. Unfortunately even in 2007, i.e. after 57 years of constitutional declaration of the article 45, the target has not been practically reached.

✓ The researcher has studied the following articles, research works etc which has already done to make a foundation for the present study.

## **2.1 SURVEYS RELATED TO PRIMARY EDUCATION**

*BARUA, A.P., Wastage in Sibsagar and Golaghat Sub- divisions- A Comparative Study, SIE, Assam, 1971*

*The major objective of the study* was to compare the wastage and stagnation at the primary stage during a period of five years of pupils' schooling in the subdivisions of Sibsagar and Golaghat and to find out local factors affecting the wastage and stagnation of a particular place.

**The major findings were :**

1. For Golaghat, the percentage of boys and girls regularly reaching class III was 20.38 and 20.54, and for Sibsagar, the percentage was 30.87 and 31.59 respectively.
2. The wastage at primary stage for boys and girls in Golaghat sub-division 80.38 and 78.39 per cent respectively. In all, 79.50 percent of pupils failed to complete the course in the stipulated time. In Sibsagar sub-division, the wastage for boys and girls was 70.08 and 69, 02 percent respectively, and in all 69.60 percent of the pupils failed to complete the course regularly.
3. The level of educational wastage was affected by three factors, viz., drop-out and stagnated and transfer cases. The effect of transfer cases was comparatively small; stagnation in classes was of much more importance. Wastage was not uniform throughout the five years of the primary stage. It was highest at the first year of schooling. The wastage in the sample schools was 76.70 per cent for boys and girls together. Stagnation and dropout cases independently were higher in Golaghat sub-division than in Sibsagar.
4. The proportion of stagnation to drop-out in Golaghat was four whereas in Sibsagar it was five. A higher proportion of grade repeaters indicated parents' consciousness towards their children's education. Sibsagar had a

higher proportion in this regard, indicating a better educational environment and educationally conscious guardians.

5. Poverty, ignorance of parents, poor health of pupils, repeated failure, bad physical condition of the school, long absence from the school, bad family environment, attendance in social festivals, pupil's attitude towards education, rough and unsympathetic behaviour of teachers, multiple class teaching, overcrowded classes, single-teacher schools, faulty admission policy, etc., were the main causes of wastage. More or less the causes of wastage and stagnation were similar and sometimes the same. Repeated failure in a class was perhaps the only cause of wastage independent of stagnation. One important cause of stagnation was the pupils' attitude towards examinations. Lack of teaching aids contributed towards failure of a pupil. Under-aged for the class, lack of the reading habit, no room for study at home, irregular attendance due to bad communication, etc. were other causes. No special local factor was found to affect the wastage and stagnation in both the sub-divisions.

***BISWAS, N.B., A Study of the Curriculum for Primary Education in Bangladesh, Ph.D. Edu., MSU, 1986***

*The major objectives of the study were (i) to evaluate the primary education curriculum in Bangladesh in terms of its objectives and the criteria mentioned by the National Curriculum and Syllabus Committee of Bangladesh, (ii) to conduct a status survey of primary schools with regard to instructional inputs and other facilities, (iii) to study the assessment system,*

and (iv) to study the problems involved in implementing the curriculum.

**The major findings of the study were :**

1. A contextual gap existed between the framing of objectives by the National Education Commission and the National Curriculum and Syllabus Committee.
2. There was some gap between the curricular content recommended by the National Education Commission and that of the National Curriculum and Syllabus Committee.
3. Even though the National Curriculum and Syllabus Committee recommended inclusion of environmental sciences; the National Education Commission did not recommend adopting such studies.
4. The textbooks were mostly according to the contents included in the syllabus prescribed by the National Curriculum and Syllabus Committee.
5. The textbooks were very poor with regard to physical aspects.
6. The teachers' hand books were of high quality in terms of both content and production.
7. The schools did not implement the curriculum appropriately.
8. The questions set in the examinations were of the knowledge type and ignored other aspects like analytical thinking, logical reasoning, etc.
9. The problems were related to lack of physical facilities time-table, non availability of appropriate teaching aids and materials. The work-load was very high as perceived by the teachers.



*Das, R.C., A Comparative Study of Educational Wastage in Urban and Rural Areas, SIE, Assam, 1975*

*The major objective of the investigation was to find out the variation of educational wastage with regard to its extent at the primary education level in urban and rural areas in one of the districts in the plains of Assam.*

**The major findings were:**

1. The wastage (dropout) rates for urban, suburban and rural areas were 15.1, 7.0 and 14.5 per cent respectively, while the stagnation (grade repetition) rates were 48.1, 63.8 and 63.4 per cent respectively. The total educational wastage was 63.2, 70.8 and 77.9 per cent respectively for urban, sub-urban and rural areas.
2. The combined wastage and stagnation in rural area schools was significantly higher than that in the suburban area schools which was in turn significantly higher than that in the urban area. The same trend existed for boys and girls separately also.
3. The percentage of pupils regularly completing the primary course was highest in the suburban area compared to urban and rural areas. Wastage was lowest (7.0 per cent) in sub-urban area schools. But in the case of stagnation (failure in examinations) the rate was lowest for urban area (48.1 per cent). In rural areas wastage in case of girls was lower than that in case of boys whereas it was almost the same for boys and girls in urban and suburban areas. But in the case of stagnation, the percentage was lower for girls in urban area but higher in both the sub-urban and rural areas in comparison with boys.

*DAS, R.C., A Study of the Wastage and Stagnation at the Elementary Level of Education in the State of Assam with special reference to the Primary Stage, SIE, Assam, 1969*

*The main aim of the project was to study wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary stage.*

**Some of the major findings were:**

1. The rate of Wastage and Stagnation at the primary stage was high. The variation in the rate of Wastage and Stagnation among various classes was significant but the variation among years was not significant.
2. In spite of a rapid increase in educational expenditure, efforts and facilities, the rate of wastage and stagnation remained constant.
3. There had been a tremendous expansion of primary education during the post-independence period and it was still continuing. The rate of wastage and stagnation at the primary level was higher among girls than that of boys.
4. The mean rate of wastage and stagnation at the middle stage up to class VI was 9.96 per cent whereas up to class VII it was 38.45 per cent. Corresponding figures for boys and girls were 10.36 and 36.65 and 8.69 and 43.41 per cent respectively. The rate of wastage and stagnation in class VI for pupils was 28.49 per cent, for boys 26.29 per cent and for girls it was 34.72 per cent.
5. The total rate of wastage and stagnation from class IV to VI was 9.96 percent. A large percentage of pupils left schools after class VI and there

were various reasons for this. The rates of wastagnation at the primary level were much greater than that in the middle level.

6. The average rates of was stagnation were 77.12 per cent at primary and 38.45 percent at middle level for pupils in general.

7. The total rate of wastagnation for pupils at the elementary level as a whole lay between 80.56 and 86, 31 per cent.

8. The rate of was stagnation among girls was higher than that for boys.

*DAS,R.C.,Administration of Elementary Education in relation to the Programme of Universalisation, SIE, Assam, 1979*

*The main aim of the research* was to study the position of administration of elementary education in relation to the programme of universalization in Assam.

The study mainly revealed that the area of administration of education at the elementary level was full of problems. The Directorate of Elementary Education was a newly created department and was yet to be fully strengthened. In comparison with the tremendous expansion of elementary education, the expansion of the machinery relating to administration, inspection, supervision and management was inadequate. The state had 21559 primary schools, 3816 middle-level schools, 45387 primary school teachers, 20296 middle-level teachers, more than 22 lakh school children, 25 deputy inspectors, 16 additional deputy inspectors and 219 sub- inspectors and 62 assistant sub-inspectors of schools. The administrative machinery was not adequate even for administration at the current status of elementary education, let alone the expansion during the

Sixth Five Year Plan for universalization. Recommendations indicated the suggested additional machinery needed for achieving universalization. From all points of view, new recruitments of administrative personnel should be made from professional institutions.

***DAS, R.C., Impact of School Conditions on Primary Education, SIE, Assam, 1974***

*The purpose of the study* was to ascertain whether there was any impact of the physical conditions (facilities) of the primary school on the retentivity and regular educational progress of its children.

The study revealed that there was significant relationship between efficiency in education and physical facilities in schools. The school conditions definitely seemed to have a favourable impact on school education. Better physical facilities increased the attractive and retentive power of the school as well as provided situations conducive for effective education and, hence, contributed towards better education of the children of that school.

***DEVI, K.G., Problem of Dropouts in Primary Schools of Manipur with special reference to Imphal Town (1963-1970), Ph.D. Edu., Gau. U., 1983***

*The specific objectives of the study* were (i) to ascertain accurately the extent and nature of dropout in the primary course of education in Manipur, (ii) to ascertain accurately the incidence of dropout at the primary stage of education at Imphal town as well as in Manipur, (iii) to study variations in

the magnitude of the problem under various situations, (iv) to identify the causes and their relative importance, and (v) to suggest feasible remedial measures in the light of the findings.

**Some of the major conclusions were :**

1. There was no uniformity in the rate of dropout for the whole primary course. At the lower primary course, girls dropped out more than the boys'. The difference in rate between boys and girls was 14.76 per cent, which was highly significant. In the middle-school course the difference was not significant.
2. As a whole, girls had a higher rate of dropout than boys. The difference between the mean rate of dropout of boys and girls was 6.30.
3. The boys had a higher rate of stagnation than the girls.
4. The highest rate of stagnation following the cohort was at the junior high school stage. Class-wise stagnation was clearly visible at class VIII for boys and class VII for girls.
5. In Imphal town, stagnation started from class V.
6. The highest rate of dropout appeared in class A (48.48 per cent) and the lowest in class VI (4.79 per cent). The variation between the highest and lowest was 43.69.
7. Both dropout and stagnation were at a higher rate in schools in congested zones.
8. The first four important causes, according to the combined results, were poverty frequent transfer, repeated failure, and negligence of parents.

9. The study of the relative importance of causes revealed that out of 40 causes of dropout, 20 belonged to socio-economic, 17 to educational and three to miscellaneous categories. Socio-economic causes were the most important causes of dropout followed by educational and miscellaneous causes. There was complete unanimity among the three sets of judges regarding the contribution of major causes of dropout.

***DEVI, RAJPATI, Barriers in the Primary Education of Scheduled Caste Students (in Hindi), Ph.D. Edu., BHU, 1985***

A study of the educational factors affecting the academic achievement of scheduled caste pupils studying primary schools run by the Basic Education Department in Akbarpur division of Faizabad was undertaken with the objective of finding out if the level of achievement of these pupils differed from that of caste Hindu pupils, as also if the teaching methods, factors within these schools, home environment and health had deleterious effect causing poor academic achievement.

**The study revealed :**

1. There was no significant difference in the achievement levels of the pupils belonging to SC and the caste Hindu pupils in the type of schools studied. All were performing at very low level.
2. Conditions in the schools were far from satisfactory; the teacher-pupil ratio was very poor. The teachers had just minimum qualifications, and had poor training.
3. Methods of teaching were found to be defective and not suited to scheduled caste pupils. Teachers were not sincere in discharging their duties.

4. No discriminatory treatment towards SC pupils was noticed, though not much was done to induce them to achieve better than they were doing. These pupils were made to do work for others.
5. Home background conditions were found to be not encouraging for achievement. The homes had poor facilities, and there were very few persons there who were literate or educated.
6. Most of these pupils suffered from poor eyesight and poor general health.

***DHONGADE, U.D., A Critical Study of Non- enrolment, Wastage and Stagnation during the First Two Years of Primary Education of Scheduled Caste Boys and Girls in Soyegaon Taluka, Dist. Aurangabad, Maharashtra State, IIE, Pune, 1986***

*The objectives of the study were, (i) to find out non-enrolment, wastage and stagnation during the first two years of primary schools among scheduled caste boys and girls in Soyegaon Taluka, (ii) to study the causes of non-enrolment, wastage and stagnation, and (iii) to suggest measures to overcome non-enrolment, wastage and stagnation.*

**Some of the major findings were :**

1. SC/ST population in the three types of villages were 9.78, 15.22 and 31.68 per cent respectively. SC/ST population was more in smaller villages.
2. During the year 1981-82 the total enrolment of SC/ST students was 40.7 percentage of non-enrolment of girls was larger than that of boys. Non-enrolment was highest in villages with a population between 1000 and 2000.

3. Average percentages of absentees, failure and wastage were 10.7, 3.7 and 14.4 during the year 1981-82, and 8.7, 3.3 and 12.0 during the year 1982-83 respectively. Percentage of stagnation in addition to the failures during 1982-83 was 13.1.

4. The economic condition of scheduled caste families, lack of education of parents', lack of social mobility and lack of adequate communications were the important factors coming in the way of enrolment of SC/ST.

5. Teachers in rural areas, particularly in areas where SC/ST students were in large proportion, were not effective. Many of them were untrained, lacked social awareness and enthusiasm and frequently absented themselves from schools. Schools lacked minimum facilities.

***ESWARA PRASAD and SHARMA, R. Wastage, Stagnation and Inequality of opportunity in Rural Primary Education-A Case Study of Andhra Pradesh, ASCI, 1982 (Ministry of Education financed)***

*The objectives of the study* were (i) to assess the position of At provision of educational facilities at various stages of school education in respect of coverage of school-going population, the distance to be covered by a child to have access to a school, enrolment of children belonging to weaker sections of society and enrolment of girls etc., and (ii) to assess the availability of minimum basic facilities in high schools such as buildings, furniture, library, health and sanitation and incentives.



**The findings of the study were reported first of all for the Kurnool and Guntoor regions and then for Telengana :**

1. In Kurnool and Guntoor districts, (a) the incidence of stagnation was higher among girls than boys; (b) stagnation was much higher in lower class people (Harijans) than others; (c) the incidence of stagnation was disproportionately distributed across the various classes in both the districts. The Harijans, however, showed more cases of drop-out than others; (d) the drop-out rate was higher than that of stagnation in Kurnool while in Guntoor the incidence of dropouts was less than that of stagnation in all classes of people ; (e) for all the five years, the drop-out rate was systematically higher for girls than for boys; (f) when the extent of stagnation across the grades was considered, it was found that the rate of stagnation showed a progressive decline from Class I to V. This decline was higher for boys than for girls; (g) in Kurnool the rate of drop-out was considerably high in all the classes among boys while for girls it was concentrated at the point of entry and showed a decline from grades I to V.

2. In the case of Telengana, the findings were: (a) The educational wastage of scheduled caste boys at the primary stage was of the order of 94.74 per cent and for girls it was 87.26 per cent; (b) the average percentage of stagnation for boys and girls was 45.40 and 47.06 respectively; (c) there was no association between school quality and wastage in education; (d) the average number of children in schools per family was more than the number of drop-outs or children who never attended school. On the contrary, the number of girls in schools per family was less than the number of boys

therein; (e) level of income and caste were important factors in wastage and stagnation. Other significant factors were occupational status of the father, parental educational achievement and the number of illiterates in the family.

***KRISHNAMURTHY, R., A Study of Position of Enrolment of Children in the Age Group 6-13 years and Problems Involved in Their Enrolment, SCERT, Andhra Pradesh, 1985***

*The objectives of the study* were (i) to find out the enrolment ratio of children in the age-groups 6-11 and 11-13 years to the child population in the corresponding age groups, (ii) to identify the problems being faced in the enrolment of children, and (iii) to enquire into the measures taken so far for the effective enrolment of children.

**The findings of the study were :**

1. In the villages in which the sample schools were situated, there were 6255 children in the age group of 6 to 11 and out of them only 3329 were enrolled in schools. There were 1485 children in the age group of 11-13 years, out of which 780 were enrolled.
2. The enrolment of children of scheduled caste was 4.7 per cent and that of scheduled tribes was 5.1 per cent in the age group of 6 to 11 years. The position with regard to girls of scheduled castes and scheduled tribes in the same age group was quite poor.
3. Only 17.24 per cent and 18 per cent of children of scheduled castes and scheduled tribes respectively could be brought into the stream of upper primary education.

4. The regular attendance of children in the schools ranged from 60 to 75 per cent.
5. The attendance of the children before and after serving the mid-day meals did not show any difference.
6. The problems perceived by parents for non- enrolment of children were non-suitability of school timings, lack of adequate accommodation in schools, poverty, looking after younger ones at home, not having separate schools for girls and lack of women teachers in schools.
7. The problems envisaged by teachers causing non-enrolment were poverty, illiteracy, and orthodoxy of parents, lack of incentive to children in the form of books, lack of furniture in the school, etc.
8. The problems revealed by community leaders for non-enrolment were poverty of the parents and their feeling that education would not help in meeting the needs of life.
9. Measures taken for enrolment of children included visiting the houses of non- enrolled children, serving midday meals, supply of uniforms and textbooks and cash grants to scheduled tribe students.
10. Most of the teachers working in the schools did not reside at their place of work.

***SHARMA, R.C., Wastage in Education at the Primary Level in Rajasthan, SIERT, Rajasthan, 1982***

The aim of the study was to find out the position of wastage (i) at the primary level in Rajasthan from 1970-71 to 1980-81, separately in classes

one to five during the same period, and (ii) among Scheduled Castes and Scheduled Tribes during the last ten years.

**The findings were :**

1. In spite of a big increase in the number of schools and teachers, the state had been able to enroll only 56.6 per cent of the children in the age-group 6-11 in 1979-80, as against the national average of 81.9 percent.
2. The percentage of wastage was found to be higher in the case of girls than of boys.
3. The wastage rate for girls from scheduled castes was 72.30 per cent and for others it was 63.38 per cent.
4. It was higher in the case of boys of scheduled tribes.
5. The rate of wastage at primary level in the state from 1970-71 to 1974-75, 1971-72 to 1975-76, 1972-73 to 1976-77 and 1973-74 to 1977-78 was calculated and it revealed that the decrease in the rate as compared to that at the national level was greater in the first phase and less in the following phases.
6. During these four phases Rajasthan was ranked 15th, 13th, 16th and 14th as compared to other states in the country.

***SHARMA, V.S., Increase in Enrolment in Primary Schools: Efforts and Results, SIE, Rajasthan, 1976***

The study aimed at finding out (i) the utility of enrolment drives in primary and upper primary schools of Rajasthan and upgraded unit teaching system, (ii) the effect of various incentives given as parts of these drives,

and (iii) the effect of appointment of lady teachers in rural co-educational schools to boost enrolment of girls.

**It was found :**

1. So far as physical conditions were concerned, 44 per cent of primary schools had adequate facilities up to 1975-76, and 27 per cent lacked even basic facilities like a black board. In upper primary schools, there was shortage of everything except carpets.
2. The effect of the enrolment drive was positive. It was not as expected in the case of girls.
3. Incentives proved to be useful in boosting enrolment and out of them the most effective in descending order were free meals, textbooks and stationery, fee exemption, free uniforms and scholarships.
4. The percentage of wastage in classes I to III showed a declining trend from 1970-71.
5. Due to the introduction of the upgraded unit system, the percentage of stagnation went down but the decrease was not significant.
6. There was no considerable effect of appointment of lady teachers in co-educational rural schools on the enrolment of girls.

***SIE (U.P.), A Study of Dropouts and Failures in Primary Classes, Allahabad, 1986***

The major objective was to study the causes of dropout and failure among 6-14 age-group students and also to give suggestions and make recommendations concerning the removal of these causes.

**The main findings of the study were :**

1. In all the four developed blocks, the development trend showed that from 6-8 class, 15 per cent were dropouts and 4 percent were failures.
2. Maximum dropouts were seen among children coming from backward classes.
3. No significant difference was noted in the successful candidates and those who dropped out in class V.
4. The main causes for dropout were illiteracy of the parents, poverty, lack of interest, distance of school from home, unattractive environment of the school, indifference of teachers, irrelevant curriculum, lack of physical facilities like water and sanitation, etc. in schools.
5. The suggestions of the guardians were (a) Besides the curriculum children should be taught about the profession of their parents, and subjects related to the upliftment of life. (b) Schools should not discriminate between castes, religions, communities, rich and the poor, sex, etc. (c) Adequate physical facilities, a motivating school environment and teaching of craft should be provided.

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**CHAPTER - III**

**METHODOLOGY**

## ~~×~~ CHAPTER - III ~~✓~~ METHODOLOGY

### ~~✓~~ 3.0 INTRODUCTION

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it, the various steps are studied that are generally adopted by a researcher in studying his research problem along with the logic behind them. The researcher need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not. The researcher need to know the manner in which the problems are formulated, the definition of terms, the way of formulating hypothesis, selection of subjects for investigation, the types of data have been collected and particular methods has been adopted, particular technique of analysing data has been used and the process of inferences and generalizations. A systematic method is adopted in this research problem.

### 3.1 METHODS ADOPTED IN THE PRESENT STUDY

~~✓~~ To study this problem, comparative method is to be followed. The methodology for the present study will consist of determining the universe and selection of the field, selection of respondents, collection of data through different techniques, classification, tabulation and analysis of data and report



writing following the systematic procedure of chapterization. The main objective of comparative method is to determine the differences by comparing the circumstances associated with observed effects and by noting the factors present in those instances in which a given effect occurs or does not occur. It is a scientific method in which comparative data is collected with a specific purpose and analysed & specific conclusions are derived from its results.

### **3.2 COLLECTION OF DATA**

Data collection is essentially an important part of the research process. The task of data collection begins after a research problem has been defined and research design/ plan checked out. The following aspects have been considered at the time of collection of data.

- a. Population
- b. Sources of data
- c. Sampling procedure
- d. Area of study
- e. Tools used
- f. Data collection procedure
- g. Statistical technique used

#### **3.2.1 Population**

A population may be defined as the totality of a particular characteristic for any specified group of individuals or objects such as a population of

arts graduates, a population of science teachers, a population of medical books in the library, a population of university employees, a population of prices of wheat, a population of salaries drawn by individuals etc. Some statisticians call it universe.

For conducting the study, the researcher is going to select the primary school students from class I to IV of Duliajan area, under the Tengakhat revenue circle of Dibrugarh District, Assam as population

The reasons for selecting that field to make a comparative study of urban and rural primary schools in the context of enrolment and dropouts. Hence, the field is considered to be an appropriate one for conducting the present study.

### **3.2.2 Sampling Procedure**

Sampling may be defined as a selected number from a population. Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analysed in order to find out something about the entire population from which it was selected.

In Duliajan, there are 29 schools. Out of 29 schools 18 schools as a sample are taken. All the heads of the institutions are taken as sample in order to make an effective assessment.

### **3.2.3 Sources of Data**

The sources of data for the proposed study are primary and secondary. The primary data are those which are collected afresh and for the first time.

and thus happen to be original in character. The secondary data, on the other hand, are those which have already been collected by someone else. The nature of data collection work is merely that of compilation.

Primary sources are the respondents themselves like the Head Master/ Mistress of the primary schools of Duliajan area. Secondary data are collected by examining the official data's of the schools and concerned departments

and from various books, journals etc. for which the following libraries were visited –

1. ✓ Lakshmi Nath Bezbaruah Library, Dibrugarh University
2. Duliajan College Library, Duliajan.
3. ✓ Education Department Library, Duliajan College.
4. ✓ Duliajan Public Library etc.

### **3.2.4 Tools Used**

In any kind of research, a researcher will require many data-gathering tools or techniques, which may vary in their complexity, design, administration and interpretation. Each tool is appropriate for the collection of certain type of evidence or information. The researcher has to select from the available tools which will provide data he seeks for testing hypothesis.

In the present study information schedule is used for collecting data. The main objective of the investigation is to study the status of enrolment and dropouts of primary schools in urban and rural areas of Duliajan. This

study also aims to study the reasons related with dropouts and low enrolment and necessary steps taken with regard to drop-out and enrolment.

- **Information Schedule**

Collection of data through schedule is very important and useful. Schedule is a device containing a set of questions to which responses are obtained from the respondent by the investigator in a face-to-face contact. The schedule is administered personally and therefore it provides opportunity to the researcher to establish rapport with the respondent. This helps the researcher to explain the nature and purpose of the investigation and to make the meaning of the questions clear to the respondents if they misinterpret a question or give incomplete or indefinite responses. The schedule also economises time and expense of the investigation. It ensures almost all complete and usable returns.

### ***Construction of Information Schedule***

To obtain the necessary information of the present study the investigator prepared a set of questions. This information schedule is meant for Head Master/ Head Mistress of the Primary Schools located in urban and rural areas of Duliajan.

The questions of information schedule are divided into 6 (Six) major heads, under which a number of sub heads. Most of the questions are closed ended, while some of the questions are open ended where respondents are required to give their own opinion.

The information schedule included following areas –

1. School Particulars: Name of the School, Location, year of establishment, Nature of the school, types of school, training of the

teachers, medium of instruction, cast of the students.

2. Enrolment of students.
3. Infrastructure facilities.
4. ~~X~~ Financial help. \
5. Problems faced in drop-out.
6. Suggestion for raised the level of enrolment and decreased the level of dropout.

The items of the information schedule were made with the help of expert's opinion. This way the schedule was prepared and made ready for administration.

### **3.2.5 DATA COLLECTION PROCEDURE**

In the present study a systematic procedure was followed in collection of the data. The investigator met the heads of primary schools and establish rapport with them. The investigator explained the nature and purpose of the investigation and requested the heads of the school to respond to the question put by the researcher. The investigator noted down the responses and opinion expressed by the heads of the schools.

### **3.2.6 STATISTICAL TECHNIQUES USED**

The different statistical techniques used in the present study are described below :

- **Frequency Curve :**

Frequency Curve is the smooth form of frequency polygon. That is why it is also known as a smoothed frequency curve. The curve is drawn

freehand in such a way that the area included under it is approximately the same as that of the polygon.

- **Bar Diagram :**

Bar Diagram is also called as One-Dimensional diagram. One dimensional diagrams are most commonly used. In these type of diagrams, it is only the length of the diagrams which matters and not its width. So, they are called as one-dimensional diagrams. Width is shown merely to attract readers' eye.

Multiple and sub-divided diagrams are the two important types of bar diagrams. The investigator used these two types of analyse the data.

Multiple Bar Diagrams are used when two or more than two sets of inter-related data are to be compared. All the bars of different variables are made together adjacently pertaining to a year or place. Since more than one variable is represented, shades, colours, dots or crossings are used to make a distinction between these bars.

Sub-divided Bar Diagrams are also known as 'Component Bar Diagram'. Such diagrams are used when various components of a variable are to be represented. In these diagrams, not only present the different values graphically but also compare parts of one with another.

- **Pie or Sector Diagram :**

In this type of diagram, various parts of a variable can be indicated by portioning a circle into various parts. Here, total of all the given items is equated to 360 degrees & the degree of angles representing different items are calculated proportionately.

## **CHAPTER - IV**

# **BRIEF SKETCH OF THE PRIMARY SCHOOLS IN URBAN & RURAL AREAS**

## **CHAPTER - IV**

### **BRIEF SKETCH OF THE PRIMARY SCHOOLS OF URBAN AND RURAL AREAS**

#### **4.0 INTRODUCTION**

In this chapter a brief sketch of the geographical and socio-economic background of the area under study has been presented. Meticulous care has been taken to furnish relevant particulars collected from the concerned schools after an on-the-spot study carried out for a comparative study of the primary schools in the context of Enrolment and Drop-outs with special reference to Duliajan.

#### **4.1 PROFILE OF THE AREA**

Duliajan is situated in the district of Dibrugarh in Assam in the North-Eastern part of the country. Rich in natural resources it occupies an important place on the industrial map of India. Duliajan is a prestigious industrial town where the headquarters of the Oil India Limited is situated.

Duliajan is a meeting place of people from different caste and community. The Rural Areas under study are mostly inhabited by the ethnic Assamese population representing OBC, ST, SC, General and Tea Tribes. The economy of the entire area is influenced by OIL and TEA Industry. Agriculture also plays a vital role in the economy of the rural people. People in the urban areas mostly belong to middle class and lower middle class



while a sizeable number of population in the rural areas is poor and below poverty line. In the urban areas, children of the migrate workers constitute a sizeable number in the schools under study. Because of the migratory nature of their parents these children leave school very often under compulsion increasing thereby the number of drop-outs in the urban schools.

Dibrugarh district comprises of seven numbers of Development Blocks, namely Barbaruah, Khuang, Jaypur, Lahowal, Tengakhat, Tingkhang and Panitola blocks. In each Development Block there is an Educational Block to look after and supervise the proper functioning of the primary schools under its jurisdiction. The present study is limited to an area under **TENGAKHAT EDUCATION BLOCK** in Dibrugarh district.

The area under study covers 18 schools (urban and rural) in and around Duliajan OIL township within a periphery of about 3 Km. It is needless to state here that Duliajan is an established centre of learning with renowned educational institutions like the central school, Delhi Public School in addition to other schools and colleges run by the state government and private organization.

There are 29 primary schools in the area under study. But for the purpose of this research work only 18 schools (both urban and rural) have been selected as detailed in table 4.1.1 and 4.1.2 below :

**TABLE - 4.1.1****NAME OF THE PRIMARY SCHOOLS IN URBAN AREAS**

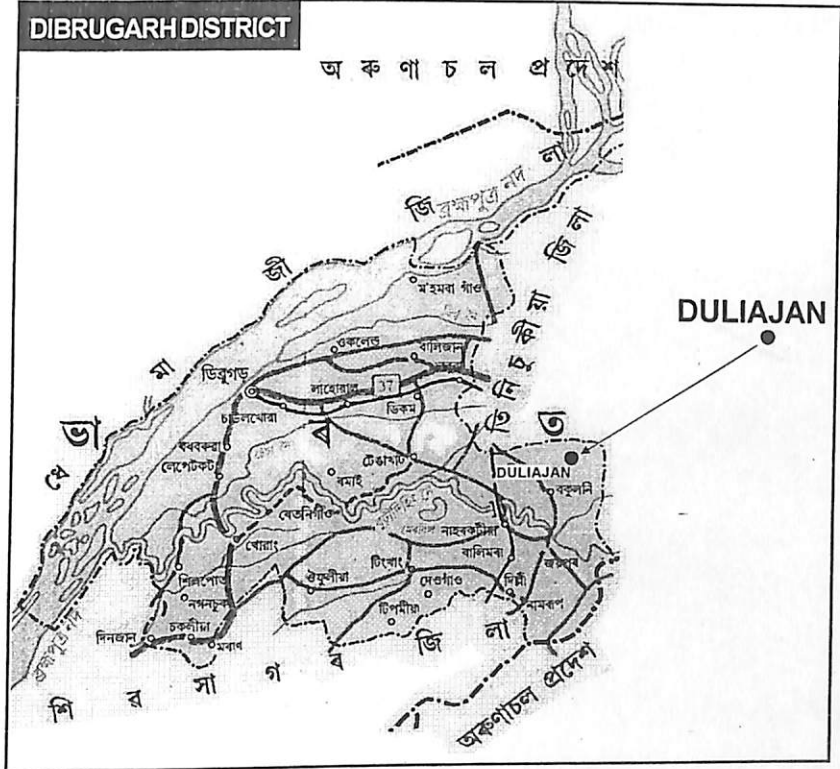
<b>Sl. No.</b>	<b>Name of Schools</b>	<b>Nature of Schools</b>	<b>Year of Establishment</b>
01	Adarsh Sishu Vidyalaya	Government	1972
02	Assam Gas Company L. P. Shcool	"	1976
03	Lal Bahadur Shastri Sisu Vidyalaya	"	1962
04	Madhya Zaloni Primary School	"	1975
05	No. 18 Duliajan L. P. Shcool	"	1958
06	Pub Zaloni Primary Vidyalaya	"	1975
07	Rashtra Bhasha Vidyalaya	"	1958
08	Sonapur Prathamik Vidyalaya	"	1979
09	Uttar Zaloni Primary School	"	1994

**TABLE - 4.1.2****NAME OF THE PRIMARY SCHOOLS IN RURAL AREAS**

<b>Sl. No.</b>	<b>Name of Schools</b>	<b>Nature of Schools</b>	<b>Year of Establishment</b>
01	Bam-Hukuta L.P. School	Government	1977
02	Da-Hukuta L.P. School	"	1986
03	Jeutipur L.P. School	"	1986
04	Milanjyoti L.P. School	"	1987
05	Nagaon Radhika Santi L.P. School	"	1969
06	Nepali Sishu Vidyalaya	"	1969
07	Pallymangal L.P. School	"	1957
08	Pragjyoti L.P. School	"	1983
09	Tipling L.P. School	"	1949

DIBRUGARH DISTRICT

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DULIAJAN

## **CHAPTER - V**

# **COMPARATIVE ANALYSIS AND INTERPRETATION OF THE PRIMARY SCHOOLS OF URBAN & RURAL AREAS**

## CHAPTER - V

# COMPARATIVE ANALYSIS AND INTERPRETATION OF THE PRIMARY SCHOOLS OF URBAN AND RURAL AREAS

### 5.0 INTRODUCTION

(In this chapter,) a comparative analysis of primary schools of urban and rural areas has been presented with a view to following purpose :

- a) Organization of data
- b) Analysis of data

This chapter deals with the organization of data in terms of editing, classifying and tabulating the information gathered through and administration of various tools on the selected sample or samples. This collected data needs to be analysed and interpreted for drawing sound conclusions and valid generalizations.

Analysis of data means studying the organized material in order to discover inherent facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for purposes of interpretation. It is a very important step in the procedure of research.

### 5.1 SOME SAILENT FEATURES OF URBAN AND RURAL PRIMARY SCHOOLS

- i) All the schools are lower primary schools.
- ii) All the schools are government schools.
- iii) All the schools are co-educational.
- iv) The data of enrolment and drop-outs are collected from urban and primary schools.

- v) The data of enrolment and drop-outs are collected for the period of 2000 to 2007: 2014 - 2020
- vi) The medium of instruction :
- Assamese -- 12 Schools
  - Assamese -- Bengoli -- Hindi -- 3 Schools.
  - Bengoli -- 1 School
  - Hindi -- 2 Schools.
- vii) The percentage of male teacher in urban primary schools is 24.2 percent and the female teacher is 75.8 percent. In rural primary schools, the percentage of male teacher is 33.3 percent and female teacher is 66.7 percent.

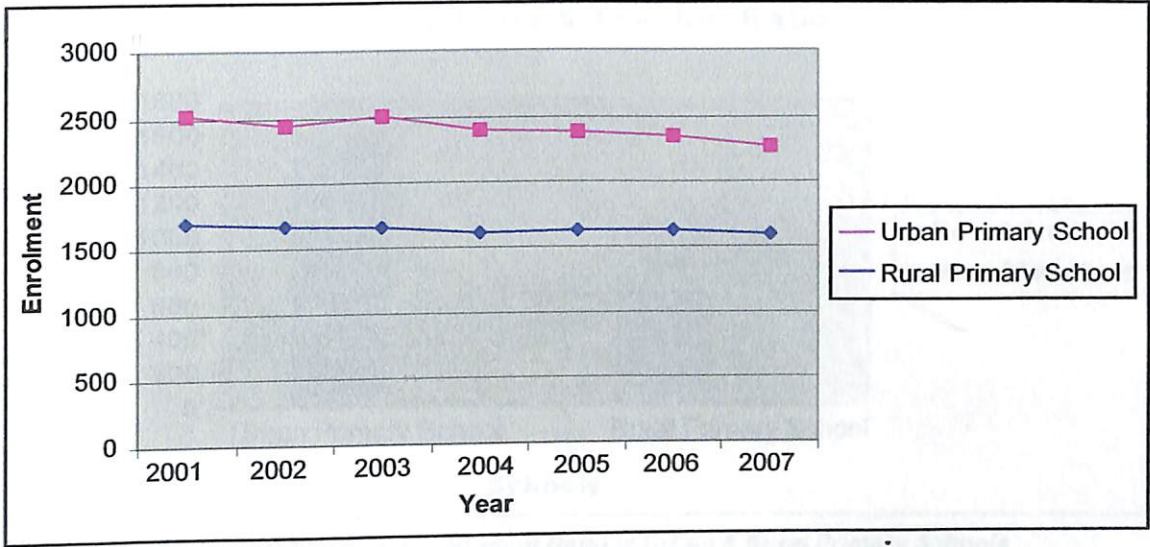
**5.2 COMPARATIVE ANALYSIS OF THE DATA COLLECTED FROM THE HEADS OF THE URBAN AND RURAL PRIMARY SCHOOLS ARE MADE BELOW:**

**5.2.1 *TOTAL ENROLMENT OF URBAN PRIMARY SCHOOLS IN COMPARISON TO RURAL PRIMARY SCHOOLS FROM 2001 TO 2007***

**TABLE - 5.2.1**

***Total enrolment of urban primary schools in comparison to rural primary schools from 2001 to 2007***

Sl. No.	Year	Total Enrolment in Urban Primary School	Total Enrolment in Rural Primary School
01	2001	1700	820
02	2002	1666	787
03	2003	1653	855
04	2004	1604	793
05	2005	1627	757
06	2006	1626	722
07	2007	1600	666



*Fig. 5.2.1 : Enrolment of Urban and Rural Primary School*

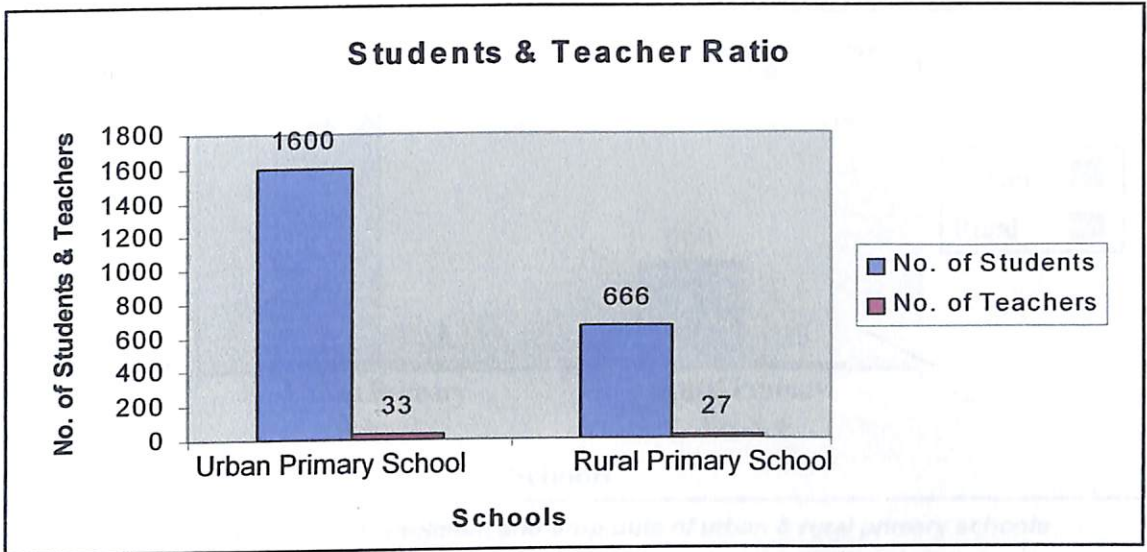
From the above table it has been seen that the enrolment level in the government primary schools in urban areas has marginally declined. It was 1700 in 2001 and it has fallen to 1600 in 2007. The enrolment level in rural primary schools has also declined. It was 820 in 2001 and it has fallen to 660 in 2007.

### **5.2.2 TEACHER-STUDENT RATIO IN URBAN & RURAL PRIMARY SCHOOLS IN THE YEAR, 2007**

*TABLE - 5.2.2*

#### *Teacher - Student Ratio in Urban & Rural Primary Schools*

Sl. No.	Location of the School	Total Number of Student	Total Number of Teacher	Teacher-Student Ratio
01	Urban Primary School	1600	33	1 : 49
02	Rural Primary School	666	27	1 : 25



**Fig. 5.2.2 : Teacher-Student Ratio in Urban & Rural Primary Schools**

From the above table it has been seen that teacher-student ratio in Urban Primary School is 1 : 49. However, in rural primary school, the teacher-student ratio is 1 : 25. But, according to SSA norm it should be 1:40. So, the teacher-student ratio in rural primary schools satisfy the SSA norm. *(It is an important fact that teacher-student ratio in urban primary school is more than SSA norms)*

### **5.2.3 RATIO OF ENROLMENT AND DROP-OUTS OF URBAN AND RURAL PRIMARY SCHOOLS IN 2007**

**TABLE - 5.2.3**

***Ratio of Enrolment and Drop-outs of Urban & Rural Primary Schools in 2007***

Sl. No.	Location of Schools	Total Enrolment	Total Drop outs	Ratio of Enrolment & Drop outs	Percentage of Dropouts
01	Urban	1600	37	43.2 : 1	2.31
02	Rural	666	28	23.8 : 1	4.20



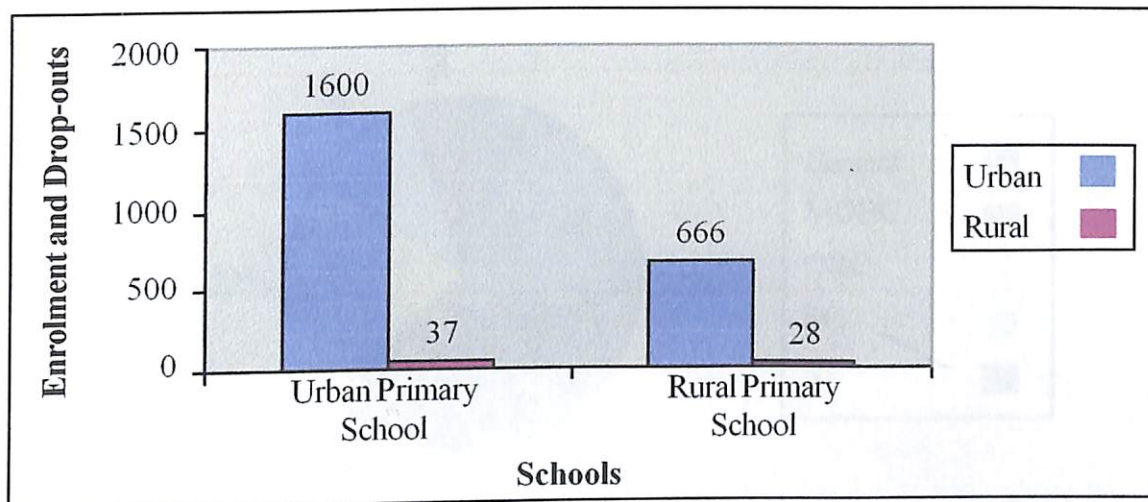


Fig. 5.2.3 : The ratio of enrolment and drop-outs of urban & rural primary schools

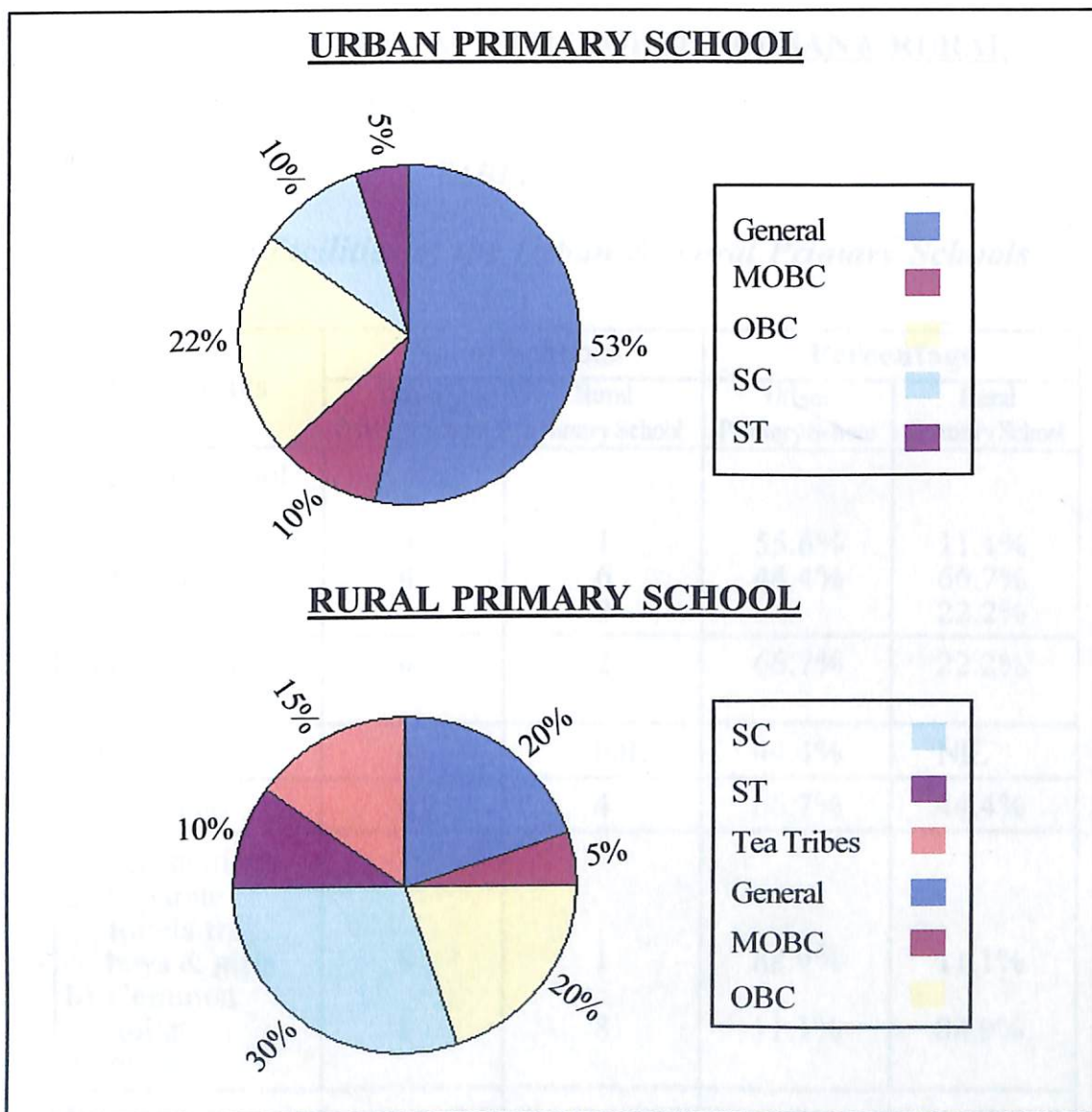
Table - 5.2.3 and Fig. 5.2.3 reveals that, the ratio of enrolment and drop-outs is higher in rural primary school than the urban primary school. Moreover, from the table it becomes clear that the percentage of drop-outs in rural primary school is higher than that of the urban primary school. This testifies the hypothesis taken by the investigator.

#### 5.2.4 CASTEWISE BREAK-UP OF STUDENT IN URBAN AND RURAL PRIMARY SCHOOLS (IN PERCENTAGE)

TABLE - 5.2.4

##### *Castewise Break-up of Students in Urban & Rural Primary Schools*

Sl. No.	Caste	Urban Primary School (In %)	Rural Primary School (In %)
01	General	53	20
02	MOBC	10	05
03	OBC	22	20
04	SC	10	30
05	ST	05	10
06	Tea Tribes	NIL	15



**Fig. 5.2.4 : Caste-wise Break-up of Students in Urban & Rural Primary Schools (in %)**

From the above table 5.2.4 and Fig. 5.2.4, the investigator found that more than 50% of the students enrolled in urban primary schools belong to General Caste, while 22% belong to OBC and 10% each to MOBC and SC.

On the otherhand, 30% of the students enrolled in rural primary schools belongs to SC, while 20% each to General Caste and OBC. In rural primary schools, 15% of the students are from the Tea Tribes community.

**5.2.5 INFRASTRUCTURE FACILITIES OF THE URBAN & RURAL**  
**PRIMARY SCHOOLS**

**TABLE - 5.2.5**

*Infrastructure facilities of the Urban & Rural Primary Schools*

Sl. No.	Particulars	No. of Schools		Percentage	
		Urban Primary School	Rural Primary School	Urban Primary School	Rural Primary School
1	Types of school building –				
	a) Pucca	5	1	55.6%	11.1%
	b) Partly pucca	4	6	44.4%	66.7%
	c) Kuchcha		2		22.2%
2	Adequacy of class room	6	2	66.7%	22.2%
3	Library facility	4	NIL	44.4%	NIL
4	Play ground	6	4	66.7%	44.4%
5	Toilet facilities –				
	a) Separate toilets for boys & girls	8	1	88.9%	11.1%
	b) Common toilet	1	8	11.1%	88.9%
	c) None				
6	Lavatory facility	6	NIL	66.7%	NIL
7	Drinking water –				
	a) Tube well	3	9	33.3%	100%
	b) Running water	6		66.7%	
	c) None				
8	Adequacy of desks and benches	7	4	77.8%	44.4%
9	Teaching learning materials	9	9	100%	100%

From table 5.2.5 it has been seen that –

1. 55.6% primary school buildings are pucca and 44.4% school buildings are partly pucca in urban areas. In rural areas, only 11.1% primary schools are pucca, 66.7% school are partly pucca and 22.2% are kuchcha.
2. In urban areas 66.7% primary schools have adequate number of class rooms. But, only 22.2% schools have adequate number of class rooms in rural areas.
3. Only 44.4% schools have library facilities in urban areas. However, no primary schools in rural areas have any library facility.
4. 66.7% schools have playground facilities for students in urban areas. But, in case of rural primary schools, only 44.4% have playground facility.
5. From the above table it has been seen that 88.9% schools have separate toilet facilities for both boys and girls and only 11.1% schools have common toilet facilities in primary schools of urban areas. But, in rural primary schools 88.9% have common toilet facilities while 11.1% have separate toilet facilities for boys and girls.
6. 66.7% schools have lavatory facility in urban primary schools. But, no schools in rural areas have any lavatory facility.

7. In urban primary schools, 66.7% have running water facility while the rests have tube-well facility. On the otherhand, all rural primary schools have tube- well facility.
8. In urban primary schools 77.8% have adequate number of desks and benches in comparison to that of 44.4% in rural primary schools.
9. All urban and rural primary schools have the required teaching-learning materials.

#### **5.2.6 TRAINING OF TEACHERS OF URBAN & RURAL PRIMARY SCHOOLS**

**TABLE - 5.2.6**

***Training of Teachers of Urban & Rural Primary Schools***

Sl. No.	Nature of Schools	Number of Teachers	Training Received	
			Under SSA	Under DIET
01	Urban Primary Schools	33	33	10
02	Rural Primary Schools	27	27	06

From the above table it has been seen that, all the teachers of both rural and urban primary schools received training under SSA. While, only 10 teachers of urban primary schools and 6 teachers of rural primary schools received basic training from DIET.

### 5.2.7 THE PERCENTAGE OF MALE AND FEMALE TEACHER IN URBAN & RURAL PRIMARY SCHOOLS

TABLE - 5.2.7

*Percentage of Male & Female Teachers in Urban & Rural Primary Schools*

Sl. No.	Percentage of Male Teachers	Percentage of Female Teachers
Urban	24.2%	75.8%
Rural	33.3%	66.7%

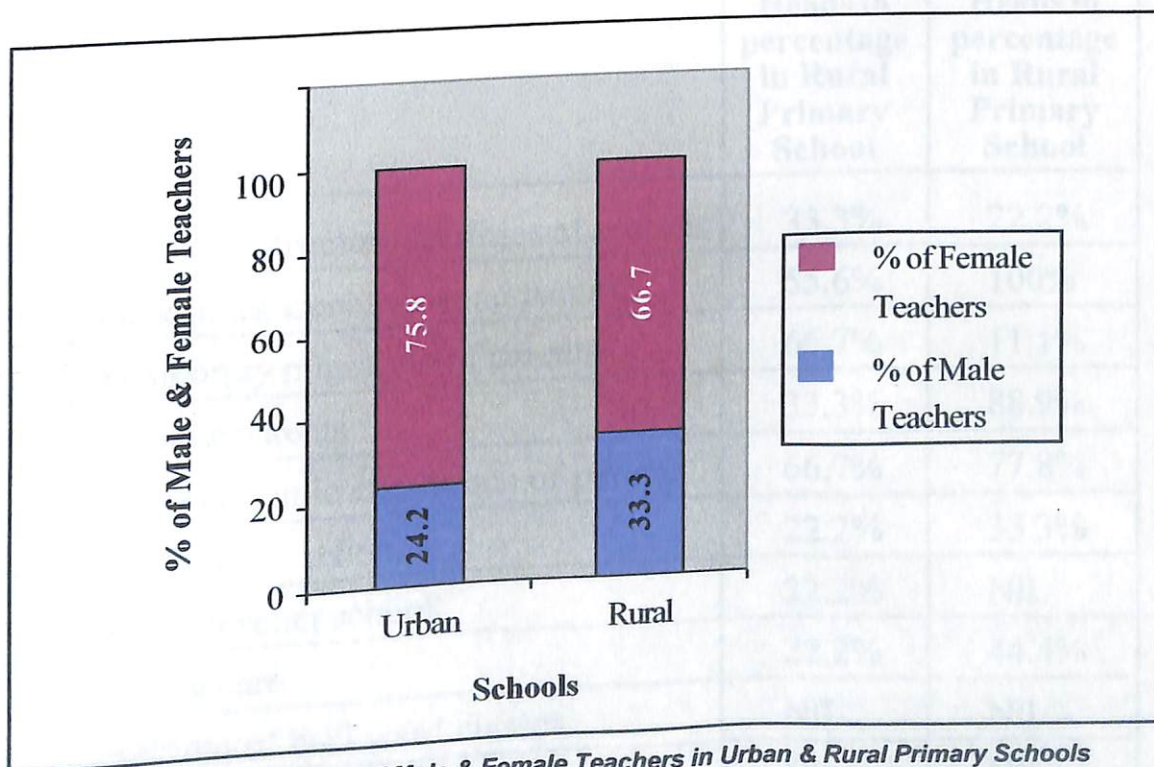


Fig. 5.2.5 : Percentage of Male & Female Teachers in Urban & Rural Primary Schools

From the above table and fig., it has been seen that the percentage of female teacher in both urban and rural primary school is much higher than that of male teachers.

**5.2.8 CAUSES RESPONSIBLE FOR DROP-OUTS & LOW ENROLMENT  
ACCORDING TO THE HEADS OF THE INSTITUTION OF URBAN  
& RURAL PRIMARY SCHOOLS**

*TABLE - 5.2.8*

*Causes responsible for Drop-outs & low enrolment in  
Urban & Rural Primary Schools  
(According to Head of the Institutions)*

Sl. No.	Problems	Responses from the Heads in percentage in Rural Primary School	Responses from the Heads in percentage in Rural Primary School
01	Poor infrastructure facilities of schools	33.3%	22.2%
02	Lack of awareness among parents	55.6%	100%
03	Temporary migration of parents	66.7%	11.1%
04	Illiterate parents	33.3%	88.9%
05	Poor economic conditions of parents	66.7%	77.8%
06	Unattractive school	22.2%	33.3%
07	Single teacher school	22.2%	NIL
08	Sibling care	22.2%	44.4%
09	Problem of backward classes	NIL	NIL
10	Problem of handicapped children	NIL	NIL

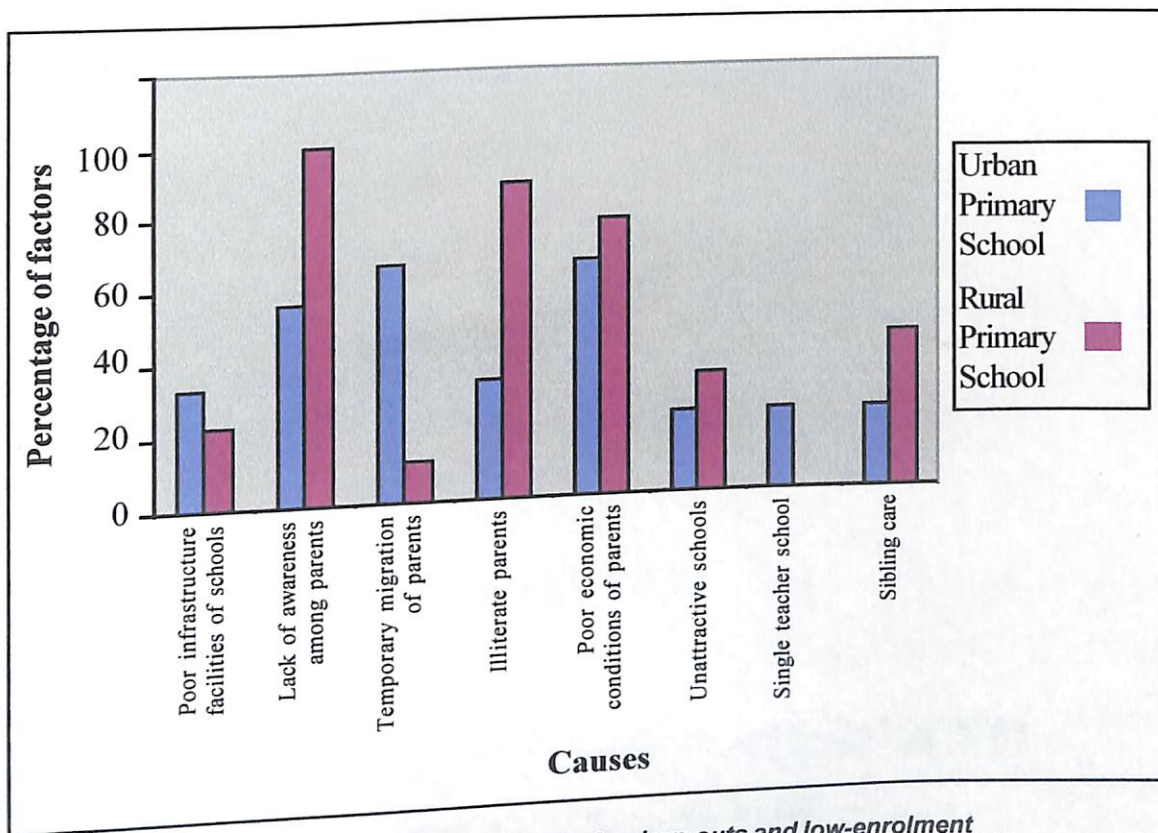


Fig. 5.2.6 : Causes responsible for drop-outs and low-enrolment

From the table - 5.2.8 and fig. 5.2.6, the investigator find that lack of awareness among parents, temporary migration and poor economic conditions are the major causes responsible for low-enrolment and drop-outs in the urban primary schools.

On the otherhand, most of the head of the institutions are of the view that illiteracy among parents, poor economic conditions and lack of awareness among parents are mainly responsible for low-enrolment and drop-outs in rural primary schools.

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## **CHAPTER - VI**

# **DISCUSSION, FINDINGS AND CONCLUSION**

## **CHAPTER - VI**

### **DISCUSSION, FINDINGS AND CONCLUSION**

#### **6.0 INTRODUCTION**

In this chapter, a brief re-statement of the problem, a description of the procedures used and discussion of findings, suggestions regarding enrolment and drop-outs and conclusions of the study has been made.

#### **6.1 DISCUSSION OF THE STUDY**

A study titled : "A COMPARATIVE STUDY OF URBAN AND RURAL PRIMARY SCHOOLS IN THE CONTEXT OF ENROLMENT AND DROP-OUTS WITH SPECIAL REFERENCE TO DULIAJAN, UNDER DIBRUGARH DISTRICT, ASSAM" is an attempt to make a comparative study of urban and rural primary schools of Duliajan in the context of enrolment and drop-outs. This study attempt to know how many children are enrolled in urban and rural primary schools and what are the reasons of drop-outs or why they did not complete their primary education.

**The objectives of the study are as follows :**

1. To determine the level of enrolment and drop-outs in urban and rural areas.
2. To find out the determinants of enrolment and drop-outs level.
3. To suggest some remedial measures to reduce drop-outs and raised enrolment.

The study conduct in Duliajan Primary Schools in Tengakhat Block under Dibrugarh district. There are 29 Primary Schools in the area under study. The investigator has select 18 Schools (9 each of urban and rural) for the study.

Information schedule is prepared covering all the areas to collect relevant information of the study. The schedule is administered personally to the Heads of the Primary Schools and write down the responses.

In the present study, the raw data collected from the responses were analysed and tabulated. The interpretation of data was done in terms of sums ratio and percentages and the analysis was done on the basis of response made by the respondents, i.e. head of the institution.

## **6.2 FINDINGS**

On the basis of comparative analysis and interpretation of data collected from the Head of the Schools, the major findings of the study are summarized as follows:

1. Enrolment in urban and rural primary school has declined over the study period (2001 to 2007). But the rate of decrease in enrolment in rural primary school (19%) is higher than that of the urban primary schools (06%).
2. The teacher-student ratio in urban primary school is 1:49 whereas it is 1:25 in rural primary school. It is evident that the ratio of urban primary schools is higher than the norm set by SSA.
3. The drop-out rate in both urban and rural primary school has declined over the years. The drop-outs percentage in rural primary school is higher than that of urban primary school.

4. In urban Primary School more than 50% of the students belong to general caste, 22% constitutes other backward class (OBC) and 15% belongs to Schedule Tribe (ST) and Schedule Caste (SC). On the other hand in rural Primary School 40% of the students belong to ST and SC, 20% to General Caste, 20% to OBC and 15% to Tea Tribes.
5. In urban areas, 55.5 percent primary school buildings are Pucca and 44.4 percent buildings are Partly Pucca. But in rural areas, 11.11 percent school buildings are Pucca, 66.67% are Partly Pucca and 22.22% school buildings are Kuchcha.
6. In urban area, 66.7 percent primary schools have adequate number of classrooms. But in rural areas only 22.22% schools have adequate number of classrooms.
7. Only 44.4% urban primary schools have library facilities, but there are no library facilities in rural primary schools.
8. 66.7% urban primary schools have playground facilities for students. On the other hand only 44.44% rural primary schools have playground facilities.
9. 88.9% urban primary schools have separate toilet facilities for boys and girls and only 11.1% schools have common toilet facilities. On the other hand, an opposite picture has been seen in rural primary school 88.9% school have common toilet facilities and only 11.11% schools have separate toilet facilities for boys and girls.
10. In urban areas, 66.7 percent schools have lavatory facilities. But in rural areas no school have any lavatory facilities.

11. Regarding drinking water facilities, it was found that in urban areas 66.7 percent schools have running water and 33.3 percent schools have tubewells. But in rural areas all primary school have tubewell facilities.
12. 77.8% percent urban primary schools have adequate desks and benches. On the other hand, only 44.44 percent rural primary schools have adequate desks and benches.
13. Both urban and rural primary schools have adequate teaching learning materials.
14. All the urban and rural primary schools have received schools development grant from SSA.
15. 22.2 percent schools are single teacher school in urban areas. On the other hand, there are no single teacher school in rural areas. However, all the schools (both urban and rural areas) suffer from the shortage of teacher.
16. The percentage of male teacher in urban primary schools is 24.2% and female teacher is 75.8% and in rural primary schools, the percentage of male teacher is 33.3 and female teacher is 66.7%. Thus the percentage of female teacher in both urban and rural primary school is higher than that of the male teacher.
17. All the urban and rural primary schools have received free books from Sarva Siksha Abhiyan (SSA)
18. All the urban and rural primary schools have not collect any examination fees from the students.

19. There are no any disabled children in both urban and rural primary schools.
20. According to the Head of the Institution the main causes responsible for the low enrolment and drop-outs are lack of awareness among parents, poor economic conditions, temporary migration of parents, single teacher school etc.
21. The head of the institutions of the urban and rural primary schools did not take any steps of their own for the drop-out students. But they take those steps such as Long Term Bridge Course (LTBC), Short Term Bridge Course (STBC) etc. given by Sarva Siksha Abhiyan.

### **6.3 SUGGESTIONS BY THE INVESTIGATOR TO RAISED ENROLMENT AND REDUCED DROP-OUTS**

Following suggestions can be made after analysis and interpretation of the data to raised enrolment and reduce drop-outs.

1. Creating awareness among the parents (specially rural areas) with regard to importance of education.
2. Multiple entry system should be introduced so that children could be admitted at different points. The children should give opportunity to admit to the class for which they are fit.
3. The government should take steps to improve infrastructure facilities of all the lower primary schools of rural areas.
4. To maintain a uniform teacher-pupil ratio, more teacher should be appointed.

5. School buildings should be constructed specially in rural areas with the help of the local community.
6. Effective supervision of primary schools should be made by the Block Education Officer.
7. Single teacher school should be abolished for effective primary education.
8. Attendance scholarship should be given in order to reduce drop-outs and raised enrolment.
9. Non-government organization (NGO) and educated youths should be involved to achieve the hundred percent enrolments of the children.
10. Research programmes on various aspects of primary education should be taken up for the improvement of primary education.

#### **6.4 SUGGESTIONS FOR FURTHER STUDY**

All sincere efforts have been made to investigate the factors related to the subject-matter under study and highlight them in the right perspective in this paper. However, scope remains for further study in certain areas within the periphery of the subject-matter as mentioned below :

1. A comparative study of parents' attitude towards enrolment of boys and girls in primary schools.
2. An assessment of the schemes taken by the Sarva Siksha Abhiyan (SSA) to increase enrolment and to reduce drop-outs.
3. A comparative study to assess enrolment and drop-outs of boys and girls in primary schools.

## 6.5 CONCLUSION

From the above comparative study, the investigator finds that the enrolment in both urban and rural primary schools have declined. However, the rate of decline in rural primary school is higher than that of urban primary school. Moreover, regarding drop-outs also, there has been a declining trend in both urban and rural primary school. But the ratio of enrolment drop-outs in urban primary school is lower than the rural primary school. So, from the findings of the study the investigator can genuinely conclude that the hypothesis has been accepted.

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## APPENDIX - I

### TOTAL NUMBER OF STUDENTS ENROLLED IN URBAN PRIMARY SCHOOL FROM CLASS I TO IV (2001-2007)

Sl. No.	Name of Schools	Total number of students from 2001-07						
		2001	2002	2003	2004	2005	2006	2007
01	Adarsh Sishu Vidyalaya	135	126	132	132	160	176	173
02	Assam Gas Company L. P. School	127	128	129	132	131	129	121
03	Lal Bahadur Shastri Sishu Vidyalaya	172	170	161	150	153	155	161
04	Madhya Zaloni Primary School	283	276	269	266	274	251	264
05	No. 18 Duliajan L. P. School	58	84	64	69	75	69	69
06	Pub Zaloni Primary School	310	303	303	257	233	245	221
07	Rashtra Bhasha Primary Vidyalaya	186	173	186	179	172	172	171
08	Sonapur Prathamik Vidyalaya	87	91	88	88	105	107	105
09	Uttar Zaloni Primary School	342	315	321	331	324	322	315

## APPENDIX - II

### TOTAL NUMBER OF STUDENTS ENROLLED IN RURAL PRIMARY SCHOOL FROM CLASS I TO IV (2001-2007)

Sl. No	Name of Schools	Total number of students from 2001-07						
		2001	2002	2003	2004	2005	2006	2007
01	Bam Hukuta L.P. School	42	48	62	77	90	87	77
02	Da-Hukuta L.P. School	83	71	109	99	80	69	64
03	Jeutipur L. P. School	45	37	33	33	34	35	35
04	Milanjyoti L.P. School	99	83	82	83	83	60	68
05	Na-Gaon Radhika Santi L. P. School	86	75	72	81	73	69	70
06	Nepali Sishu Vidyalaya	42	46	46	45	48	57	48
07	Pollymangal L. P. School	149	167	166	154	137	109	91
08	Pragjyotish L. P. School	94	79	95	90	86	85	73
09	Tipling L. P. School School	180	181	190	131	126	137	140

## APPENDIX - III

### TOTAL DROP-OUTS OF URBAN & RURAL PRIMARY SCHOOL FROM 2001 TO 2007

Sl. No.	Year	Total Drop-outs in Urban Primary School	Total Drop-outs in Rural Primary School
01	2001	55	49
02	2002	47	61
03	2003	53	37
04	2004	50	37
05	2005	47	37
06	2006	52	32
07	2007	37	28

## APPENDIX - IV

### INFORMATION SCHEDULE FOR THE HEAD MASTER / HEAD MISTRESS OF THE PRIMARY SCHOOL

#### INSTRUCTIONS :

Below are given some questions related to your students' enrolment and drop-outs.

Please answer these questions. Be sure that your response will be kept strictly confidential and used for research purpose only.

#### A. SCHOOL PARTICULARS

1. Name of the School :
2. Town / Village :
3. Year of establishment :
4. Name of the Head of the Institution :
5. Number of staff in the school :
  - i) Male :
  - ii) Female :
6.
  - i) Have the teachers in your school received any training? Yes / No
  - ii) If Yes, please mention the number :
7. Nature of the school :
  - a) Government
  - b) Semi-Government
  - c) Private owned
  - d) Others



8. Types of school : a) Boys  
b) Girls  
c) Co-educational
9. Medium of Instruction : a) Assamese  
b) Bengali  
c) English  
d) Hindi
10. Caste of the students : a) General  
b) MOBC  
c) OBC  
d) ST  
e) SC  
f) Tea Tribes

## B. ENROLMENT AND DROP-OUTS OF STUDENTS

1. Total number of students from 2001-2007 session –

Classes	2001	2002	2003	2004	2005	2006	2007
Class - I							
Class - II							
Class - III							
Class - IV							

2. i) As there any drop-out student in your school ? Yes / No

ii) If Yes, please mention the number of such children in classwise

Classes	2001	2002	2003	2004	2005	2006	2007
Class - I							
Class - II							
Class - III							
Class - IV							

3. (i) Is there any disabled children in your school ? Yes / No.  
(ii) If yes, please specify the disability –
- Visual impaired
  - Hearing impaired
  - Locomotion
  - Mentally retarded

### C. INFRASTRUCTURE FACILITIES OF THE SCHOOL

- Types of school building:
  - Pucca
  - Partly Pucca
  - Kuchcha
- Does the school have adequate class room ? Yes / No.
- Does the school have playground ? Yes / No.
- (i) Does the school have library facility ? Yes / No.  
(ii) If yes, please mention the number of books.
- (i) Does the school have toilet facilities ? Yes / No.

(ii) If yes, mention the types :-

Types of Toilet	Condition	
	Usuable	Not Usable
a) Separate Toilet for Boys and Girls		
b) Common Toilet		
c) None		

6. Is there any provision of lavatory? *Yes / No.*

7. (i) Does the school have provision of drinking water? *Yes / No.*

(ii) If yes, mention the types :-

- a) Tube well
- b) Running water
- c) None

8. Are the following items provided in each class room –

a) Desks and benches for the students

(i) *Yes / No.*

(ii) *Adequate / Inadequate*

b) Teaching Aids

(i) Black Boards *Yes / No*

(ii) Chalks *Yes / No*

(iii) Dusters *Yes / No*

9. a) Do you think your school building is adequate and well maintained? *Yes / No.*

b) If no, mention the inadequacies.

#### **D. FINANCIAL HELP**

1. (i) Have your school received any grant from the government?

*Yes / No*

(ii) If yes, please mention the nature of grant.

2. Are you getting these grants regularly? *Yes/No*
3. Does your school get free books from the government? *Yes/No*
4. Do you collect examination fees from the students? *Yes/No.*

### **E. PROBLEMS FACED WITH REGARD TO DROP-OUTS AND LOW ENROLMENT**

1. Are the following obstacles faced in your area with regard to drop-outs and low enrolment.
  - a) Poor infrastructure facilities of schools.
  - b) Lack of awareness among parents.
  - c) Temporary migration of students.
  - d) Illiterate parents
  - e) Poverty of parents
  - f) Unattractive school
  - g) Single teacher school
  - h) Problem of backward classes
  - i) Problem of handicapped children
  - j) Sibling care
2.
  - a) Did you take any step for the drop-out students? *Yes/No*
  - b) If yes, please mention the nature of steps :  
\_\_\_\_\_
3.
  - a) Did you get result of it? *Yes/No*
  - b) If yes, what type of result you get ?  
\_\_\_\_\_

### **F. SUGGESTION**

Please give your suggestions for increasing enrolment and reducing drop-outs.

- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_