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PRIMARY EDUCATION AMONG THE SOCIALLY DISADVANTAGE GROUP



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Abstract: The present study on "Primary Education Among the Socially Disadvantage Group" is conducted in the Birbhum district of West Bengal. The sample consisted of 200 children of Birbhum district. The interview data indicates that, most of the children, who belong to ST/SC, OBC and General communities, have high expectation from school authorities regarding facilities they wanted to avail in school, such as adequate library, adequate furniture and equipment, and if possible, laboratories and workshops with reasonable facilities for vocational training like computer application. Yet they lack all the adequate facilities, which they supposed to get from the government.

Keywords: Primary, Education, Scheduled Castes, Scheduled Tribes, Socially Disadvantage.

INTRODUCTION

Free and compulsory education for all children upto the age of fourteen years in the Constitutional commitment in India (Article 45). At the time of the adoption of the Constitution in 1950, the aim was to achieve the goal of Universalization of Elementary Education (UEE) within the next ten years i.e. by 1960. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to achieve within a short span of ten years. At the time of Independence in the year 1947, India inherited a system of education, which was not only quantitatively small but also characterized by the persistence of large intra and inter-regional as well as structural imbalances. Only 14 per cent of population was literate, and one child out of three had been enrolled in the primary school. The need for a literate population and universal education for all in the age group of 6-14 was recognized as a crucial input for nation building and was given due consideration in successive five years plans.

NEED AND SIGNIFICANT OF THE STUDY

Elementary education is extremely important because not only does it make people literate it also provides the base with which an individual can attain higher education. The SSA also has focused on special groups such as Scheduled Castes, Scheduled Tribes and the Girl child, etc. Thus, the SSA introduced various incentives to counter the problem such as free education, scholarships, free books, mid-day meal and setting up of schools to serve the un-served areas. Still these children face many problems in their primary education. Therefore, looking in to the different factors the researcher felt the need of studying this group of children.

OBJECTIVE AND HYPOTHESIS

The main objective of the research is to know the difficulties in academic achievement of the socially disadvantage group.

Considering the objectives the hypothesis is formulated as
1. There is significant difference between the male and female children of the group in educational achievement and keeping them away from the school.
2. There is significant difference between the general and SC/ST children of the group in their interest in studies as well as participation in academic activities.

METHODOLOGY

Population

The population is taken from the children of socially disadvantages groups of Birbhum district. (W.B. India).

Sample

In the present study, the investigator had selected a sample of 200 children of school going children of age 6- 14 years from the different schools of Bolpur, Suri, Rampurhat sub-divisions of Birbhum district (W.B. India).

Tool used

The investigator himself prepared, self-developed Interview Schedule for the children, consisting of thirty (30) items or questions, both positive and negative, for the test. However the tool claims to have sufficient content validity. Every responded item is scored with different weights. The parents total perception score is obtained after all these weights are summated.

DATA ANALYSIS AND INTERPRETATION

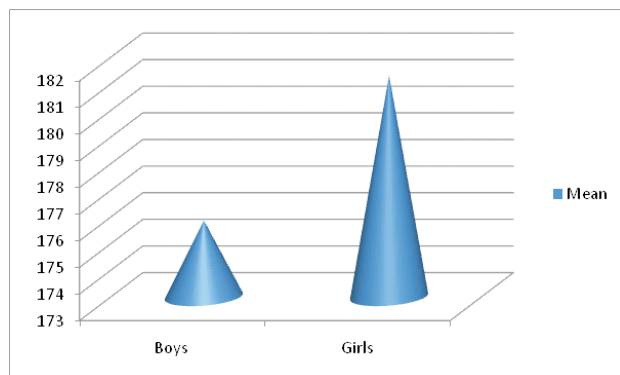
Table 1: Sample taken for the study

Area	No. of Boys	No. of Girls	Total
Urban	60	60	120
Rural	40	40	80

Table 2: The attitude of socially disadvantage (boys and girls) towards their education.

Group	N	Mean	SD	df	t- value	Level of significance
Boys	100	175.87	19.04	198	2.16	P < 0.05**
Girls	100	181.31	16.05			

** Significant at 0.05 level



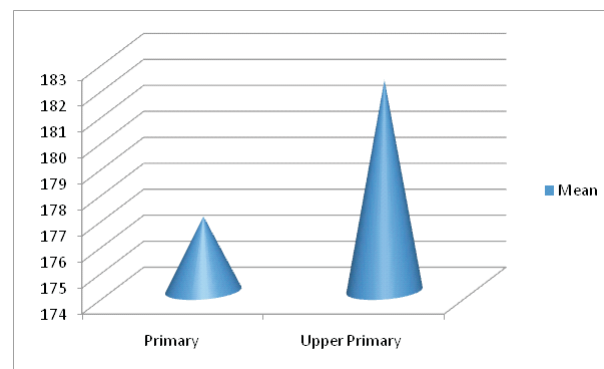
Interpretation:

The t- value for the degree of freedom 198 at .05 level is 1.97 and at .01 level is 2.60, there for here the result says that 99% of student are in favour of that there is no difference in their attitude towards education and 95% of the students are in the favour that there is significance difference in the attitude of the students towards their education. Hence we can say that the above result is significant at .05 level and not significant at .01 level.

Table 3: The attitude of socially disadvantage (primary and upper primary students) towards their education.

Group	N	Mean	SD	df	t- value	Level of significance
Primary	100	176.87	19.07	198	2.04	P < 0.05**
Upper Primary	100	182.13	19.21			

** Significant at 0.05 level



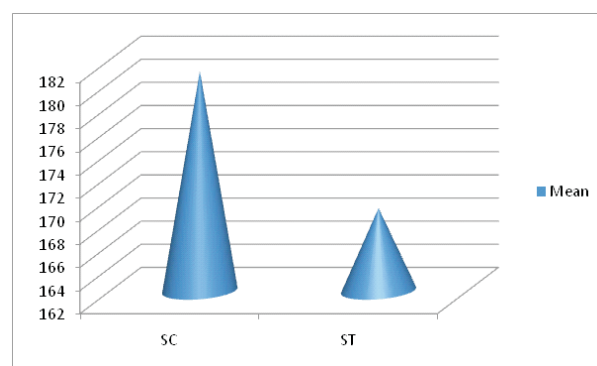
Interpretation:

The t- value for the degree of freedom 198 at .05 level is 1.97 and at .01 level is 2.60, therefore here the result says that 99% of the primary and upper primary student are in favour of that there is no difference in their attitude towards education and 95% of the primary and upper primary students are in the favour that there is significance difference in the attitude of the students towards their education. Hence we can say that the above result is significant at .05 level and not significant at .01 level.

Table 4: The attitude of SC and ST students toward their education.

Group	N	Mean	SD	df	t- value	Level of significance
SC	21	181.01	19.65	47	2.03	P < 0.05**
ST	28	169.14	20.29			

** Significant at 0.05 level



Interpretation:

The t- value for the degree of freedom 47 at .05 level is 2.02 and at .01 level is 2.69, therefore here the result says that 99% of the SC and ST student are in favour of that there is no difference in their attitude towards education and 95% of the SC and ST students are in the favour that there is significance difference in the attitude of the students towards their education. Hence we can say that the above result is significant at .05 level and not significant at .01 level.

MAJOR FINDING OF THE RESEARCH

It was very encouraging to note that the level of enrolment among the children of socially disadvantage group was very high and was close to 68 per cent in the Birbhum district of the sample selected. The socio economic status of the family had significant influence on the attitude of the boys and girls towards their education. The attitude of boys and girls in rural and urban areas with respect to their education has a significance difference.

CONCLUSION

The study indicates that the children of socially disadvantage group believe that 'education' is important as it helps an individual in their life. Education, however, is a broader process which includes higher levels of education. It is necessary for the efficient performance of activities not undertaken by these groups. The study negates the views that the children of these groups reject value of education. Respondents argued that education was important for both boys and girls. Thus, the value system theory cannot be accepted as an explanation of the low level of education.

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