



To Study the Causes of Non Enrolement of Children at Elementary School Level of Ferozepur Distt.in Punjab

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ABSTRACT

Man is the best creation of God but without education man is just like animal. Only education can make him responsible and the useful member of the society. In the past education was considered to be a religious and social necessity. While in the modern democratic and industrial era, it is linked with political and economic necessity. Development of any nation concern not only of it material needs but also the improvement of social condition of life and board human aspirations. No country can claim to be a developed nation unless its population is fairly educated. It is very much true in the case of a developing country like India. The very first step ought to identify the factors which contribute to the non-enrolment of children. It would be of interest as well as utility to go into the reasons of the existing situation. The present study was an attempt in this direction. The framers of our constitution accepted this hypothesis and consequently set up the goals of providing free and compulsory education but still India could not achieve its goals.

KEYWORDS

2.Introduction

During the last few decades, Indian society has been undergoing social and economic change. Apart from industrialization and urbanization, education has been one of the important agents of change. Till recently education in India was confined to a certain section in the urban areas did not have access to it for various reasons. After independence of India in 1947 the government set goals of universal and free education for the children up to the age of fourteen. This provision lies in the Article 45 of "the directive principles of the state policy". According to Article 45, "the state shall endeavor to provide with a period often years from the commencement of the constitution for free and compulsory education for all children, until they complete age fourteen years". Education is the indispensable condition for strengthening the foundation of democracy. Democracy provides constitutional right to everybody to be educated because education is supposed to be powerful medium to being about desired change in the man. India has been a land of learning throughout the ages, not in the sense that education has been universal, but in that learning has always been very highly valued here. It is interesting to watch the pageant of India education move from ancient forest school to the modern and fully equipped school of today. Howell has rightly pointed out "Education in India under the British government was first ignored, now universally admitted to be erroneous and finally placed on its present footing". Education must be for everybody as only education can produce enlightened, rational, intelligent ad skilled persons essential for the upliftment of a nation. No country, therefore, can claim to be developed unless its population is fairly educated. It is essential that very citizen of India must attain some minimum standard of education.

In accordance with our constitution, it has been made obligatory on the part of state and union Territory to provide free, compulsory and universal education up to age of 14 years. Its main purpose is to prepare an individual into a responsible and usual citizen. After independence of country, it was felt that elementary education is being neglected the directive principle embodied in article 45 of an Indian constitution that the state shall endeavor to provide within a period of ten years from the commencement of the constitution, free and compulsory education for all children until the complete the age of 14 years. Since 1950 concerted efforts have been made to achieve this goal. There has been enormous increase in the number of school over the years. However, the goal of achieving universalisations of elementary education has eluded

us so far. But elementary education is being neglected. A progress has been made, but we have yet to go further to reach the target. The problem is becoming more and more acute due to the explosion of population, mingling of rural and urban areas and urbanized education. The existing position of elementary education is not so good. There is less expenditure on elementary education. Elementary school is overcrowded, ill equipped, inadequately accommodated and poorly managed. Elementary education is considered as an instrument for all round development of child. No stage of education is as important as elementary education. A child gets elementary education in the age group in the age of 6-14 years and this period makes one of nodal points or stages in the human body. Elementary education is the pre-requisite for a child because it is a generation, which will ultimate decide the future of India society. So, besides the academic growth of child, it is the responsibility of the government of help the child to grow into a unique and responsible citizen.

There are two dimensions of universalization of elementary education:-

One is quantitative aspect and another is qualitative aspect. One of two dimensions is that the percentage of students, who enter the school, has gone up, but has failed to keep pace with the ever-increasing child population and this bring down the percentage of out of school children. Qualitative dimensions either temporarily or permanently that effects the internal working of the school.

3.Related studies

Bharga, S.M (1990) in his work 'A study of the growth of education facilities and enrolments at elementary stage in India' has explored that there are proper facilities in school, so the percentage of enrolments of students both in rural and urban.

Buch M.B and sudane, G.R (1990) in his study " urban primary education of Gujarat". They revealed the surprising facts to non enrolled that the unspotted schools, hired building, the educational system, school factors family and individual related factors were responsible for the phenomena of non enrolled.

Murralidharan, R and Saini (1991) in 'child to child approach has come out with conclusion that the teachers are responsible for the shrinking their work and duty to take all children to schools.

Barbra bruns, alain mingat and ramahatra rakotomalala (2002) have suggested a variety of measure including greater private provisions and grants to cost effective private prudes, multi-grade teaching, recruitment of local teachers can lessen the number of non-enrollment.

Sharma, N. (1992) in his work also studied the problem of following causes after comprehensive study. Involvement of the children in domestic and non-domestic work parental unawareness of the important of education, non congenial home environment, poor physical facilities in school are the crucial causes of non-enrolment.

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4.Need and importance of the study

Education is a process to bring about desirable behavioral changes in the individual. These changes should enable individual to solve their problems more efficiently and in the matured manner. The country for national reconstruction today needs these matured beings. In a science and technology based world, education is crucial to the entire development process of a country, its welfare, progress, and security. The Indian education commission (1964-66) mentioned, "Education science based and in coherence with Indian culture and value, can alone provide the foundation as also an instruments for the nation's progress, security and welfare. Government has realized the fact and to put it in to action some drastic efforts are being made at the center as well as at the state level. Keeping in mind the democratic structure and aims of Indian government to inculcate the values among the students for developing moral codes and for building high character and self realization that can help for developing a nation. In spite of our best efforts during 55 years, we have failed to provide universal, free and compulsory education to the children in the age group of 6-14 years. Hence, there was an urgent need to conduct research for finding out why we have failed to fulfill the constitutional commitment regarding elementary education. Research may help us to identify the qualitative aspects of elementary education and then on the basis of these finding, some new strategies may be planned to strengthen elementary education. To know the basic reasons, why our country in spite of all reasons is not progressing up to the level? Why children do not want to go to the school? Why parents are not willing to send their children to school? What is the attitude of teachers and heads?

For the purpose of present study it was envisaged to bring in to the focus of the extend of non-enrolment children in age group of 6 to 14 years in rural and urban elementary schools and then ascertain why do children show these tendencies.

5.Statement of the problem

To study the "Causes of non enrolment of children at elementary school level of district Ferozepur" in punjab.

6.Objectives of the study

1. To know the economic status of the parents of the children who are non-enrolment of age of group 6-14 years in educational block, Jalalabad.
2. To know the educational status of the parents of non-enrolment age of group of 6-14 years in educational block, Jalalabad.
3. To know the sex-wise composition of non-enrolment age of group of 6-14 years in educational block, Jalalabad.
4. To know the number of non-enrolment age of group of 6-14 years in educational block, Jalalabad.

7.Hypotheses of the study

The main hypotheses were:

That the economic status of the family determines substantially the rate of incidences of non-enrolments.

That educational status of the parents determines the possibilities of a child being enrolled school allowed to complete the full period of elementary education.

That as compared to boys the fewer girls, tends to enroll because their service are required home.

That in general the incidence of non-enrolments is greater in rural areas than that of urban.

8.Tools and techniques to be used

1. Inquiry Performa
2. Interview schedule of parents, teachers and community leaders.
3. Questionnaires.
4. Statistical techniques.

9.Sample of the study

Ten elementary schools were chosen through random probability sampling technique five each from urban and rural area.

To study the causes of non enrollment of elementary school children in age group of 6-14 years. 156 children in block Jalalabad (w) of Ferozepur district were chosen.

10.Delimitations

Study was conducted in to elementary school in both rural and urban areas of Jalalabad educational block of district Ferozepur.

Research was conducted in to the age group of 6-14 years.

11.Findings of the study

Following are the main findings of the study

These figures show that there are more cases of girls than that of boys in both rural and area. Which is 56% and 58% respectively. The percentage of boys in rural area is 44% and in urban area 42% that show the less number of boys candidate.

Table No 1

Area	Total cases	Sex	Frequency	Percentage
Urban	59	Boys	25	42%
		Girls	34	58%
Rural	97	Boys	43	44%
		Girls	54	56%

So 'far as the percentage of the non-enrolled boys and girls in rural and urban area is concerned, in urban area the non-enrolled boys and girls area 42% and 58% respectively. Whereas in rural area the percentage of non-enrolled boys and girls is 42% and 56% respectively.

Table No 2

Sr. No.	Income	Fre-quency	Mean	S.D	S.E.	t-value	Levels of Significance
1	No. of children whose parents income is below Rupees 5000	120	24	7.94			Significant at 0.01 and 0.05 levels of significance
2	No. of children whose parents income is above Rupees 5000	36	7.2	2.48	1.24	13.54	

So far as the number of non-enrolled children regarding the income of their parents is concerned, the Mean value of economic status of parents ie. income below Rs. 5000/is 24 and

of the children whose parents income is above RS. 5000/- is 7.2. The difference between the two means is 1.24. The S D. is 7. 94 and 2. 48 of children having income of parents below Rs. 5000/- and above Rs. 5000/- respectively. The t-Value of both Means Is 13. 54.

Table No 3

Sr. No.	Educa-tion	Fre-quency	Mean	S.D	S.E	t-value	Levels of Signifi-cance
1	No. of children whose parents education is below +2	105	21	11.47	2.51	4.20	Result are sig-nificant at both .05 and .01 level signifi-cance
2	No. of children whose parents education is below +2	51	10.2	16.29			

So far as the education of the parents of non-enrolled children is concerned, the Mean value of education below +2 is 21 and of the children whose parents. education is above 2 is 10.2. The difference between the two Means is 2.51. The SD. is 11.47 and 16.29 of children having education of parents below +2 and above +2 respectively. The t-value of both Means is 4.20

Table No 4

Sr. No.	Area	Fre-quency	Mean	S.D	S.E	t-value	Levels of Signifi-cance
1	No. of non-enrolled children in rural area	97	19.4	13.86	1.67	4.55	Results are significant at both .05 and .01 level of signifi-cance
2	No. of non-enrolled children in rural area	59	11.8	7.07			

So far. as the number of non-enrolled children on the basis of rural and urban area is concerned, the Mean value is 19. 8 and 11.8 respectively. The difference between the two means is 1.67. The S. D. of both areas is 13.86 and 7.07 the t-value of both means is 4.55.

Table No 5

Sr. No.	Area	Fre-quency	Mean	S.D	S.E	t-value	Levels of Significance
1	No. of non-enrolled boys	68	6.8	6.04	.956	2.09	Results is significant at .05 levels and insignificant at .01 levels
2	No. of non-enrolled girls	88	8.8	5.79			

So far as the number of non-enrolled children is related on the basis of sex composition of the children, In both rural urban areas the mean value of number of non-enrolled boys and girls is 6.8 and 8.8 respectively. The difference between the two means is .956, S.D is 6.04 and 5.79 as the number of boys and girls are related. The t-value of both the Means is 2.09.

12.Conclusion of the study

On the basis of above findings the following conclusions can be drawn:

1. The results show that percentage of non-enrolled children does not lie very remote from each other on the basis of sex composition.
2. T-value of non-enrolled children belonging to low economic status families is 13.54 which is higher than values of 1.9 and 2.58 (Table D from Garrett's book) our t-value is economic status families are more enrolled than that of low economic status families.
3. T-value between non-enrolled children having education of parents below matric and above matric is 4.20. Which is more than the values of 1.97 and 2.58 (Table D From Garrett's book) our t-values is significant at both .05 and .01 levels of significance. The results show that children who belong to the parents has a great effect increasing the number of enrolment of children.
4. T-value between the non-enrolled children on the basis of rural an urban area is 4.55, which is more than the values of 1.97 and 2.58 (Table-1 from Grett's Book) our t-value is significant at both .05 and .01 levels of significance. The result show that there is effect on the enrolment of children on the basis of area.
5. T-values between the non-enrolled children on the basis of sex composition is 2.09, which is more than the value of 1.97 (Table-1 from Grett's Book). Our t-value is more than the value of significance. The results shows that there is significant difference on the basis of sex composition. More boys are enrolled in both rural and urban areas as compared to the girls.
6. The opinion obtained by parents, teachers and community leaders shows that the phenomenon of non-enrolment children occurs due to illiteracy, poverty, ignorance lack of girls school, illness of child, working of child etc.
7. The conclusions of the study shows that number of non-enrolled girls are more than boys and there are more cases in rural areas than that of urban area. Children who belong to low economic and educated families. Overall analysis of the result indicates that education of parents has a great role in decreasing the number of non-enrolment among the children.

13. Suggestions for further study

1. The following area is research may be explored.
2. The study may be conducted taking other variables, which effects the extent of non-enrollment such as working and non-working children etc.
3. The present study has been focused on children of 6.14 years age group. It's scope related to age group can be altered.
4. To make the results more reliable, the same study can be conducted on the large sample.
5. Similar comparative studies in relation to profession, different level of schools.

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