CHAPTER -5

FINDINGS AND SUMMARY

FINDINGS AND SUMMARY

5.0 FINDINGS

As indicated in chapter no.3 the study was based on the broader objective enriched in the study to look into the different aspects of ele.edu like enrolment, retention and achivement among the tribal and disadvantaged children residing in the urban and rural areas of Balaghat Distt.

To persuite the study in the scientific manner certain Hypothesis were formaulated to be tested statistically. In this chapter each and every Hypothesis is interpreted after the applicatin of relevant statistical technique on the collected data.

5.1 HYPOTHESIS NO.1

The Enrolment ratio of children belonging to disadvantaged group is lower than those belonging to the general group in rural and urban areas of Balaghat District.

Since , the mean value of enrolment data regarding disadvantaged group is higher than the mean value of general group; the hypothesis is bot accepted.

The difference between both groups is due to more

population of disadvantaged group in the particular area which was selected for the study.

The enrolment ratio of the disadvantaged group is a remarkable finding. Hence it leads to universalization of Primary education.

5.2 HYPOTHESIS NO. 2

The retention rate of disadvantaged group is lower than those belonging to the general population group of Balaghat district.

It is find out that the difference of retention rate is non-significant. So this hypothesis is not accepted. It meand the retention rate of disadvantaged group is not much lower than the general group of Balaghat district.

5.3 HYPOTHESIS NO.3

There is no difference in the achievement level between total children belonging to disadvantaged agoup and general population of Balaghat district.

After applying some achievement test and statistical techniques it is find out that there is a significant difference in achievement level between total children belonging to disadvantaged group and total children belonging to general group of urban and rural Balaghat district.

So, thus this hypothesis (Ho.3) is not accepted.

5.4 HYPOTHESIS NO.4

There is no significant difference in the enrolment ratio between total children belonging to disadvantaged group and total children belonging to general group of urban Balaghat district.

It has find out that there is a significant difference in enrolment ratio between children belonging to disadvantaged group and children belonging to general group.
Thus this Hypothesis (Ho-4) is not accepted.

5.5 HYPOTHESIS NO.5

There is a significant difference in retention rate between total children of disadvantaged group and total children of general group in urabn areas of Balaghat.

But the findings are indicating that there is not a significant difference, so this hypothesis is not accepted.

5.6 HYPOTHESIS NO.6

The achievement level between total students belonging to disadvantaged group and the total students belonging to general group and the total students belonging to general group is significantly different in urban areas of Balaghat district.

This hypothesis is accepted because the study has indicate a significant difference between achievement level of children belonging to general group and total

children belonging to disadvantaged group of urban area of Balaghat.

5.7 HYPOTHESIS NO.7

There is a significant difference in enrolment ratio between total children belonging to disadvantaged group and total children belonging to general population of rural Balaghat district.

But study has find out that there was not a significant difference. It means the ratio of enrolment of children belonging to disadvantaged group is as the enrolment ratio of children belonging to general group.

5.8 HYPOTHESIS NO.8

The retention rate of disadvantaged group is significantly different thatn those of belonging to general population residing in rural areas of Balaghat district.
With the help of some techniques it is find out that there is no significant difference in the retention rate.
So this Hypothesis is not accepted.

5.9 HYPOTHESIS NO.9

There is no significant difference in the achievement level between boys and girls belonging to disadvantaged group and total children of general population in rural area of Balaghat district.

The study shows there is no difference in achievement level between total children of disadvantaged group and total children of general group.

So this hypothesis is accepted.

5.10 CONCLUSIONS

1.Educational Status

After interpretation of the data it is found that the enrolement ratio of the school going children belonging to the disadvantaged group and the children belonging to the general population group is found to be if the same status. Statistically it is evident that there is no any significant difference on this point between these two refered group.

2. Socio-economic Status

The socio-economic status of S.C. and S.T. children of Balaghat district was lower, due to lack of awarness about education. The parents of most of them was primary school passed or illiterate. And their occupation mostly find out construction work, worker in farm house and dairy.

3.Awareness about Primary education

This study has find out about parents perception on utility of education was the education helps in increasing earning of household, and it improve social status of a family only. Most of them were disagree with the per-

ception of improvement of social status, standard of living, etc.

4. Educational Achievement

The achievement level of children belonging to Scheduled Caste and /scheduled tribe is lower than the achievement level of other groups in urban area. But in rural area there is no significant difference in achievement level between S.C. and S.T. children and other groups. It means in the urban areas the educational achievement level of disadvantaged group is very poor.

5. Educational Achievement of Rural and Urban area

The achievement level of rural areas children is lower than the children of urban area. The main reason of this difference is the school and home environment which effect them.

6. Remedial Measures

Some suggestions for improvement of Educational status:-

-There should be provision of mid-day meals daily. Because for the better achievement they need a good health.

-Children should taught about impact of cleanliness for their better health.

-There should be a provision of games and sports material with the help of local aids.

-Scholarship and uniform facilities should be provided to the intelligent children and good learners.

-Parent - Teacher meeting should be arranged monthly and efforts should be done for parents to realising the importance of education.

SUMMARY

5.11

As the 21st century is approaching fast, concern for improving quality of education at primary stage as well as universalization of primary education is attracting attention of educationists.

In the present context there has always been a gap between what majority of learners achieve and what is expected from them to achieve. This is more significant in the rural as well as in slum areas. Despite of large inputs in terms of money, time and efforts neither the level of achievement has increased nor achievement gap amongst the children have been paved.

These levels of achievement and achievement gaps vary from school to school due to school climate. Other factors like parental education, parental occupation, social environment and family construction, etc. also con-

tributes to these gaps. So the achieving the universalization of education depends not only upon the establishment of greater relevance of educational methodology but also on the perception of parents, about the value of education. A massive programme for the involvement of the adult population in functionality relevent education will therefor have to be launched.

Keeping the above concern in view the following topic was taken for our study:

" A STUDY OF ENROLMENT, RETENTION AND ACHIEVEMENT OF CHILDREN STUDYING IN PRIMARY SCHOOL OF BALAGHAT DISTRICT."

5.12 RESEARCH METHODOLOGY

Objectives

1. To study the educational status of S.C. and S.T. children.

2. To study the socio-economic status of S.C. and S.T. children of Balaghat district.

3. To study the awareness about primary education in parents of S.C. and S.T. children.

4. To compare the educational achievement of S.C. and S.T. children of Balaghat district.

5. To compare the educational achievement of rural and urban areas of Balaghat district.

6. To suggest the remedial measures to improve the educational status of S.C. and S.T. children.

DELIMITATION

-This study was confined to the children belonging to S.T. and S.C. population.

-Study was also confined to children fo primary school of Balaghat district.

SAMPLE

The children of primary school of urban area and rural area of Balaghat district. For urban area the B.T.I school of Balaghat cith was selected by using random method. For rural area the primary school of Jagpur village was selected by random method.

B.T.I (Basic Training Institute) - 50 students from
(In present DIET)   2nd to 5th (ran
                                            domly selected)

Govt. Primary School,Jagpur -50 students from
                                2nd to5th (radomly se
                                lected)

TOOL USED

In this study self constructed and official documants tools was used.

Questionnaire was made for Interview of parents of selected children. School's Documents were used for studying the enrolment and retention rate.

SUGGESTED RESEARCH

1. This study can be replicated on a larger sample.

2. A comparative study can also be done between sched uled caste children and scheduled tribal children.

3. A study based on the socio-economic status in relation with these problem can also be taken up.

4. Study of parents on these side will also be of the use.

5. Few more variables as Gender, age and ambition can be included for the study.