

A Study Of Children Enrollment In Government Elementary School In Relation To Socio-Economic Status

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Abstract— This study has been attempted to know who goes to or who are enrolled in government elementary schools. This study based on the perception of parents explores the socio-economic status of children who are enrolled in government elementary schools. Information was collected by Self developed interview schedule or field observation. Findings of this investigation show that those children were admitted in government schools, Parents who has low income status, Parents who has low educational background or illiterate, Parents who work as labor in agriculture or as daily wage or artisan, Belong to backward or poor family, Parents who are not aware about 25% reserved seats, Parents who indifferent their child's education.

Index Terms— Government elementary school, Disadvantaged or weaker section, Socio-economic status of children.

INTRODUCTION

Indian society is completely divided into castes system i.e. Brahmins, Kshatriyas, Vaishyas, Shudras and these four castes are divided in sub – caste according their occupations in the modern Indian society. The Scheduled Caste population in India's most vulnerable group, estimated at 138 million people. These groups of people were lagged in every field as they were

Socially backward, educationally backward and economically backward and for these group of people term used '**Deprived classes**' or '**Backward classes**' were used. The Scheduled castes (SCs) also referred to as 'Untouchables' because to go to public places and to use them was strictly forbidden especially go to the temples, go to village wells for drinking water, go to the restaurants, to sit and read with other cast children in the educational institutes and use to other civic facilities i.e. these groups' people were socially excluded by Hindu society.

"Indifferentism is the worst kind of disease that can affect people" Dr. Babasaheb Ambedkar

The scheduled tribes (STs) term 'Adivasi' adopted self consciously by the tribal communities has a unique place in the Indian society. The sense of discrimination and deprivation with SCs, STs, BPLs or disadvantaged children is right now and these groups' people face the many problems of harassment and social exclusion from public places or poor access to all public resources. Private education sector also adopts the policy of discrimination against these disadvantaged or marginalized groups 'children especially in elementary or secondary school education. It is harmful to the development of a modern democratic prosperous Indian society. Considering the importance of Primary education makes it fundamental human right for all human beings by UDHR, 1948 declared Primary education as 'Human Right'. **Article 45** in the Constitution of India states "the state shall endeavour to provide free and compulsory education for all

children until they complete the age of 14 years." According to the Article 29(2) –"No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them." **Article 15**- Prohibit discrimination and Provides equal right to make use of public places. Many educational programmes i.e. Indian Education commission (1964-66), National policy on education(1986), Programme of Action , Ramamurti Committee report (1990) were adopt for the promotion of education of a Scheduled castes , scheduled tribes and other Educationally backward section. Overall the government policies and scheme has unsuccessful to destroy the socio-economic disparities in society. Today SC and ST population living in poor condition, they have no good education, no fix job or fix wages, no good health or good environment at home.

Indian Constitutional provisions for Disadvantaged Groups and Weaker Sections

The RTE Act, 2009 **section 2, Clauses (d) and (e)** define terms of "disadvantaged groups" or "weaker section". "A child belonging to disadvantaged groups" is "a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other fact, as may be specified by the appropriate Government, by notification". "A child belonging to weaker section" is "a child belonging to such parent or guardian whose annual income is lower than the minimum limit specified by the appropriate Government, by notification". RTE Act, 2009 give access to the children who belong to the weaker sections of the society through 25% seats reserved for them out of the total strength for Educational development of the ST & SC communities and improving access to educational facilities all private unaided primary schools. **Article 46**- "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation". These articles 330, 332, 335, 338 to 342 support article 46. RTE Act, 2009 facilitate of elementary education specifically for the children of disadvantaged groups such as Scheduled

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Castes.

Existing Schemes for Disadvantaged Groups to Provide Useful and Quality Elementary Education

RTE Act, 2009, proved the boon for economically weaker sections, Disadvantaged or minorities

Parents who were unable to educate their children due to the economically condition weak and wanted to teach their children and children who wanted to school to read. This program me has made it easy for Disadvantaged Groups and weaker section's children to getting elementary education because it remove the burden of money which is spent on education i.e. it claim to give free education .The programme RTE Act, 2009 has been successful to enroll all children age of 6-14 years in the neighbourhood Government and Private schools at the elementary level. Indian government has succeeded in enlisting 96% in schools at the elementary level. This programme supported by SSA programme which came after that. It was implemented to complete the incomplete objectives of SSA programme. SSA programme aim to universalisation of elementary for the age groups 6-14 years children by 2010. The main objectives of the programme were to focus on girls' education, to promote equitable learning opportunities to all students. Many other scheme or policy also implement to promote education of these categories i.e. District Primary Education Programme (DPEP), The National Policy on Education (1986) , Programme of Action (1992) , NPEGEL, KGBVS, Jan Shikshan Sansthan (JSS), Mahila Samakya, Lok jumbish in Rajasthan (1992), Mid-Day Meal scheme, Kendriya Vidyalayas (KVs) ,Navodaya Vidyalayas (NVs), etc has specific focus on providing quality elementary education and inclusion of these groups children 'Disadvantaged or minorities' education in educational institutes. Besides these programmes, alternative Schooling scheme also implement to bridge the gaps.

Schemes Adopted By The Government For Strengthening Elementary Education and uplift the educational level of disadvantaged group or weaker section

Education Commission (1964-66) opined about equalization of educational opportunity to all without any discrimination and advocated a common school system (CSS), providing free education to all, without discrimination on the basis of caste, creed or status.The first NEP 1968 recommend equalizing educational opportunities in order to achieve national Integration and greater cultural and economic development based on the recommendations of the Education Commission (1964-66). NLM emphasis on the removal of disparities and Equalization of educational opportunities of educationally backward social groups particularly Scheduled Castes, Scheduled Tribes and Educationally Backward Minorities . With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions, such as Operation Black Board, Shiksha Karmi Project, Lok Jumbish Programme, Mahila Samakhya, National Programme for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya KGBVs , District Primary Education Programme etc. Currently, Sarva Shiksha Abhiyan (SSA-RTE) is implemented as India's main programme for universalizing elementary education. Its overall goals include universal access and

retention, bridging of gender and social category gaps in education and enhancement of learning levels of children.

134-A -Inclusion Of Dalit Children Or Marginalized Children (EWS or Disadvantaged group)

The Right to Education Act is firmly rooted in the history of independent India. The first legal step forward in the education sector was achieved in the year 1992 when the Supreme Court of India upheld an important judgement with regard to the Mohini Jain v State of Karnataka 3 SCC 666 (1992) case. It stated that 'every citizen has a right to education under the Constitution'. It was of the view that that right to education is an inference drawn from Article 21 that guarantees right to life and personal liberty for a person cannot enjoy life with dignity, or realize other rights at their disposal, without appropriate levels of education.

Mohini Jain made an appeal to the Court that she had been offered an admission to an MBBS college at a private institution in Karnataka. Since she was a student who did not belong to the state, she was asked to pay a fee of Rs. 60000 for year one and she was also meant to provide a guarantee statement by the bank for the rest of the years she would be studying at the institution. She alleged the management of the institution has demanded a capitation fee worth Rs. 4.5 lakh; however, this allegation was denied by the management of the institution. She was of the view that charging a sum of Rs. 60000 was in itself a capitation fee for the students who were admitted to the institution against the government seats and the ones who were from the state of Karnataka were charged Rs. 2000 and Rs. 25000, respectively, in the same college. The Mohini Jain case judgement led to several controversies for it was not able to strike a balance in sustaining private institutions while also providing the aspect of excellent education delivery. The Court understood the perils associated with education being commercialized but it could not gain an insight into the policies formulated by the government which approved of them to prosper. Thus, the Supreme Court did not come to terms with the fact that unlike government institutions those private institutions were based on profits as a method to allow them to keep up in the longer run.

Thus, the controversies needed clarification. The private institutions contended that if the judgement so surfaced in the Mohini Jain were to be kept in mind then it would lead to the shutting down of all the private educational institutions.

Therefore, in the Unni Krishnan J.P. vs State of Andhra Pradesh 1 SCC 645 (1993) case the Mohini Jain case judgement was reconsidered. The previous judgement which stated that the fundamental right to education is meant to be exercised at all the levels of education was revised and stipulated that the right would be granted to children up to the age of 14 years. This relieved the private institutions, considerably, for they no longer had to confer the right since it ceased to exist at all levels.

The court was; thus, of the view that "private sector should be involved and indeed encouraged to augment the much-needed resources in the field of education, thereby making as much progress as possible in achieving the constitutional goals in this respect."

In order to bring about a balance in the way of operation of the private institutions, a scheme was formulated by the Supreme Court which states:

1. A private college could; thus, be formulated by a society or a trust to ensure that profit-making is not the only driving force for them.
2. The reservation of 50 per cent seats for government in all private colleges would be termed as "free seats" and admission to these seats is to be based upon a common entrance test. The other seats will be filled on the basis of merit and the payment of the required fee.
3. All the colleges in the private ambit must be affiliated, to and must confer degrees which are granted by known universities.
4. Prior dissipation of information regarding the fees to be charged by the college and also mentioning that the maximum fee that is to be charged will be with respect to a ceiling affixed by a fee fixation committee, consisting of government officials.

This scheme was still in contrast with the operation of private institutions since the revenues they made were not sufficient to recover the costs that were being incurred. Also, sometimes the free seats were awarded to students who hailed from wealthy backgrounds because they had better resources to crack the entrance examinations. The institutions faced these issues for a long period, with petitions flying in to do away with the scheme.

The court ruled that the scheme formulated under the Unni Krishnan judgement is illegal and unconstitutional. The judgement also stated that:

1. Private institutions cannot be stopped from having a say in the selection of the students and in the affixation of the fee to be charged. The institutions can exercise autonomy as long as a small percentage of students are admitted to the school belonging from weaker sections. These students must not be charged any fee or must be admitted against a scholarship.
2. Affiliation must be made available to all the institutions which met the required conditions, to avoid inequality
3. Private institutions must be allowed to constitute a body of their own to elect teaching and non-teaching staff and also elect an apt way to ensure that capitation fee is not being charged in any form.

Following was what the court ruled:

1. The policy with regard to reservation formulated by the Supreme Court cannot be enforced by the state and neither can a percentage of admissions can be put into place by the state.
2. The two committees which were stipulated under the Islamic Academy's judgement can only function if there arises a need for regulation with respect to private institutions.
3. An entrance test can be arranged by a group of institutions who are going to run it for the same cause but it must be fair, non-exploitative and transparent. The admission must take place on a merit basis. However, the state is going to take over if the mentioned three criterions are not met. Also, the state is going to make arrangements in carrying these tests out.
4. Each institution is allowed the power to formulate its

own fee structure as long as no capitation fee is being charged. Seats extended to the NRIs will constitute at the most 15 per cent in all the institutions.

5. If a law is not stipulated in the constitution with regard to any issue being faced by the institutions, it is for the central and state governments to jointly come up with legislation with regard to the said matter.

Objective of the study

To know the socio-economic status of enrolled children in Government Elementary School.

To study the perception of parents regarding enrolled children in the Government Elementary Schools.

The Research Setting Schools

The inquiry was conducted into ten different Government elementary schools of six villages (Jant , Pali ,Malra ,Dholi, Lawan ,Bhurjat)adopted by central university of Haryana, Mahendergarh district. Eight schools are providing co-education and one school up to lower primary, providing education only to boys and one school up to lower primary, providing education only to girl .Seven schools are elementary school and three are lower primary schools. All schools have Arts streams and provide Hindi medium instruction .All schools are closed on second Saturday and celebrate fourth Saturday as 'joyful Saturday' i.e. students come schools on fourth Saturday without bags. Different uniform has implemented for children of different schools. The teacher and headmasters has the degree of B.A, JBT and B.ED. Eight headmasters out of ten play dual role or duty i.e. they teaching with the official work. They accept that with the official work, they cannot to do good teaching. That is the reason of period are vacant and it has a bad effect on children or parents. The teachers and headmasters spend less time on teaching and more on other activities i. e. clerical work or maintenance of the records of various beneficial schemes(pay –bill , MDM report, fund management, books etc.).In 2018 overall there are around 792 children in lower or upper primary from different categories i.e. SC, OBC, BPL, GENERAL in all ten schools which is around 52 % SC children admitted. Others are admitted different class i.e. BC-B, BC-A, BPL, General. The numbers of children belong to the categories BC-B (20) and BPL (29) very less in number in these all ten schools. It show that those children enrolled in Govt. Elementary School who belong to or have to lower socio-economic status. These children's parents are illiterate and most of the children are 'first generation learners'. The parents of the most of the children work as labour that why parents cannot pay attention towards their children education, they send their children to government schools.

Research Method, Participants, and Data Collection

This study is based on primary data. A qualitative approach was used in this study to understand or getting information about this particular research problem. Qualitative methods are valuable or an appropriate method for conducting social science research which helpful in developing a theory, in evaluating a program or a case and to develop an intervention. It provides explanatory information and leads constructivist paradigm. The sample for the study consist 60 parents whose children were studying in government elementary school of six adopted villages by Central University of Haryana in

Mahendergarh district. Ten parents were selected purposively from each village. The focus of the investigation was to visit ten government primary or upper primary schools for the purpose of to observe or collect information about which children are admitted or studying in government elementary school, what is the strength of different categories children, Is number of children is decreasing or increasing in government primary or upper primary school. Here the researcher has used 'semi-structured interview method' for their research study is an important qualitative research tool or efficient method to collecting directly primary data or extracting more and more information about the concept or theme from participants. The researcher has used Self administered interview schedule to gather information on the present research problem. It consist general information i.e. Socio-Demographic variables and other part include few questions related to identify factors of admitting children in government school, Parent's awareness towards children's education, and parents awareness towards the rule of 134-A or 25% reserved seats in private schools. After preparing the interview schedule, the researcher conduct interview personally with parents and data were recorded from each participant. Question were asked and recorded in simple colloquial language and data collection was completed in one month during February, 2019. The collected data were analysed by using statistical technique i.e. Frequency, Percentage Analysis and Qualitative Interpretation.

TABLE -SAMPLE DESIGN

Particulars	Sample design
Population	Six adopted villages(Jant, Dholi, bhurjat, Malra, Lawan, Pali) by Central University of Haryana in Mahendergarh district
Sample size	60
Sampling technique	Purposive sampling approach
Measurement technique	Self-administered interview schedule
Type of data or data collection	Qualitative data (by interviews, field observation, documents)
Method of analysis	Frequency, Percentage Analysis, qualitative interpretation

FINDING AND DISCUSSION

Parent's Educational Background

Educational	Frequency	Percentage
Illiterate	28	47%
Up to 5 th	14	23%
Up to 8 th	15	25%
Up to 10 th	1	2%
Up to 12 th	2	3%
Total	60	100%

Source: Primary Data

Parent's who has low educational background and illiterate, not aware about the importance of elementary education (meeting the basic learning needs), send their children in government schools and not play their role and responsibility sincerely regarding to providing quality education to their children as per rule of RTE Act 2009. The study revealed the educational level of Parents (23% parents have the qualification Below 5th, 25% Up to 8th, 2% Up to 10th, 3% Up to 12th, 47% parents Illiterate)this data highlight that there are about half of parents are illiterate and their children are First generation learners. Due to illiterate of parents these First generation learners cannot have any parental support for their study and Children also become careless towards their studies result they cannot getting a particular class required knowledge or MLL. Parents who are illiterate, cannot check homework daily and ask what to do today in school, what to teach and visit the school to complain to the particular subject teachers to be weak in the particular subjects or studies. Mostly parents are illiterate and careless towards children's education to some extent to remaining low level learning is the reason behalf of parents i.e. not paying attention on their children's education.

Parent's occupation and low income status

Range of income (in rupees)	Frequency	Percentage
Below 5000	3	5%
Below 10000	51	85%
Below 15000	6	10%
Total	60	100%

Source: Primary Data

Parent's occupation and income decide the nature of school i.e. Private schools or Government schools. Poor families send their children in government schools. The study data showed that almost 85% parents earn the money in the range of 6000- 10000 monthly. Almost parents work as laborers earn by doing wages and wages which also do not meet the whole month the reason for earning less than 10000Rs monthly is to meet wages work sometime. These parents cannot afford the huge fee of private school. That's why those parents who earn the money less than 10000 they send their children in government school to getting free education and those children are admitted or studying in the government elementary schools whose parents have low income or belong to economically weak family. Those parents who earn the money above 10000 per month send their children in private school they work of driving or shopkeeper i.e. 10% parents send their boy to private school and do not send girl. The occupation of the parent usually determined the economical background of the family (Mataka, 2014).

Children who belong to backward or poor family

Almost all children who are enrolled in the Govt. elementary schools belong to poor families. Financially weak families cannot afford the expenses of private schools and to send the child to private school, both the child and Tiffin should be prepared before the school bus arrives. But these parents cannot do this because the work of the house has to be done quickly and they have to go to work of wages early in the morning. And there is no such a situation in the house or time that they makes different types of food every day for the child. The circumstances of poor families are such that they cannot

feed the child healthy food nor can they cook food at time. Yet in 2012, 22% of the Indian population was below poverty level. In 2003, Canada, one in every six children lived in poverty. In India, the ratio is much higher. Poverty affects a child's health, school life, and his overall personality. Therefore poor family prefer to Government school to admitting their child Because of everything is free. Government schools are giving mid day meals or incentives to economically weak or disadvantaged groups children along with free education, so poor families prefer to send their children in government schools. Education is directly or indirectly affected with economic status.

Parents who work as labor in agriculture or as daily wage or artisan

Parents who work as laborer, civic-sanitation workers with no educational background, earn small amount of money and their children also go to with their parent to earn some money for parental income support during the time of harvesting i.e. during the month of March, April and September or October and they continue absent from school for 20-25 days .When parents go to outside wages, children also go with them and children remains continue absent. During this time period, school, classroom, and teacher are all remain disturbed. The parents do not care that children education is being lost, will be left behind in studies. Parents totally indifferent their children's education does not give importance children's education that's why mostly children of economically backward family cannot receive good quality elementary education. But in private schools, there is a fear of being evicted from the school to remaining continue absent that's why those parents who are aware about 25% reserved seats in private schools of disadvantaged groups, not admitting their children in private schools due to rule & regulation of private schools. To getting help in household chores and family income, they admit their children in government schools.

Parental Socioeconomic Factors affect type of school Private or Government

Socioeconomic status having three dimensions: family income, parents' education level, and parents' occupational prestige. Low SES such as lower educational achievement, poverty, and poor health, ultimately affect society. Demographic variables determinants of deciding to enrolled a child in Private or Government school. These variables are occupation, low income status, low educational background of parents. During the field survey the researcher has found that almost all parents of those children who are studying in the government school has low socioeconomic status i.e. they have the occupation of labour have not fix income monthly or yearly and half of parents illiterate or low educational background, overall not having good condition that they can think to admit their children in private schools. Parent's occupation or income has direct affects on children's education i.e. regularity, Performance and type of school. If a parents having good economic status or educational background definitely he will make all facilities available for their children, results in better performance of the children. Therefore parents' socioeconomic factors decide the type of school that they admit their child in private or government school.

Parents who are not aware about 25% reserved seats for weaker or disadvantaged group's children in private schools.

Parents, who are not aware about 25% reserved seats in

private schools, admit their children in Government school. As RTE Act, 2009, 93rd amendment upholds law to reserve provision 25% seats in private schools for poor or minorities children. During field survey the researcher has identify the idea of not aware parents i.e. almost all parents not know what is 134-A regarding RTE Act. Most of marginalized communities continue to remain unaware of the educational schemes and are unable to utilize all the provisions of the schemes. (Aiswarya Radhakrishnan.A., Pillai.N, Bhavan.R,2018)

SUGGESTIONS

1. There is need to aware parents about 134-A. Parents who work as laborer, civic-sanitation workers do not know about the beneficial schemes which are running i.e. 25% reserved seats in private schools for disadvantaged groups or weaker sections children. Therefore it is necessary to aware parents to take advantages about these types of schemes or policy, teachers should go door to door and mentioned about those schemes which are currently running for the welfare of disadvantaged group's family or school going children.
2. There is need to parents aware about the importance of education. Children remain continue absent from schools and children can be regular when parents understand the importance of basic education otherwise not possible. As per rule RTE Act, 2009, provide caste stiffened (amount of money i.e. 3500-5000Rs per annum) and allocation (uniform, textbooks, stationary) to weaker section and mostly children come in schools for the purpose of mid-day meal, allocation or stiffened .One side parents say that their children cannot read & write their name properly and other side parents do not send their children regular in schools. So to do regular a child in schools and to increase the level of learning, there is need to take appropriate action i.e. caste scholarship should be given according children's presence or absent in class and their learning level outcomes, particular required class knowledge.
3. There is need to adopt the National Curriculum framework parameters to making child-friendly classroom. These parameters are: students frequently ask questions without hesitation and they Practice of the work in small group what is taught by teachers in the classroom, Teachers teach syllabus content to relate their local context or surroundings.
Dr. APJ Abdul Kalam's words:
***“Learning gives creativity,
Creativity leads to thinking,
Thinking provides knowledge,
Knowledge makes you great.”***
4. Teachers need to play their roles and responsibility sincerely and need to play roles as a parents or as a teachers in the context of providing good quality elementary education or satisfactory learning outcome because daily wage parents and illiterate parents cannot pay attention towards children's education, cannot check homework.“Good quality education, provided by trained and supported teachers, is the right of all children, youth and adults,

not the privilege of the few.” UNESCO.

CONCLUSION

A lot of schemes adopted by the government to strengthening elementary education and uplift the educational level of disadvantaged group and weaker section. Currently, RTE-SSA is implemented as one of India's flagship programme for universalizing elementary education include universal access and retention, bridging of gender and social category gaps in elementary education, and enhancement in learning levels of children. The right to education is not only the right to access education but also the right to receive an education of good quality. After analyzing the collected information, it was concluded that some factors of SES (occupation, educational background, low income status, awareness about the importance of education) are responsible to decide that who are admitting, studying and further who will admit in government or private school. Daily wage laborers who earn the money of 10000-15000 Rs monthly, he would like to admit their child specially boy in private schools being economical condition week. If a child is fine or normal in studies then Parents would like to prefer to send their children in private school for bright future. Parents stated that government elementary schools are not properly running, there not good teaching-learning environment and even their children cannot read and write their name yet they send their children in government schools they stated that to send their children in government elementary schools is only their helplessness. If a child cannot read and write properly, if a child not having good quality elementary education then how a child can lead a better life or how he can earn his livelihood in future, how he can manage a sustainable life. 50% students from class 5 and 25% students from class 8 cannot read a simple text which has a difficulty of class 2 level. The students cannot read letters, words, or a simple paragraph or a textbook story of the lower level class (ASER 2018). Parents are worried about the future of their children how they will earn without quality elementary education in the time of 21st century i.e. technology era which demand a skilful person in every field of life. Thus Socio-economic status and education background are significant factors to admitting a child in government schools, not having good teaching-learning environment. **Dr Jim Yong Kim, President of the World Bank:**

“Every child should have the opportunity not only to go to school but to acquire the knowledge and skills she needs to lead a healthy, productive life, care for herself and her family, and become an empowered citizen. At the national level, countries need workforces with the skills and competencies required to keep farms and factories producing, create jobs, fuel innovation and competitiveness, and drive economic growth that benefits everyone.”

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