



To study the parental qualification of weak and underprivileged students in District Baramulla and Bandipora

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Abstract

The present investigation was to study the parental qualification of weak and underprivileged students. The present sample for the study was confined to the ST's and OBC students enrolled in 400 such schools in Baramulla district 200 schools of district Bandipora where these were studying, teachers working in these schools especially ST's and OBC teachers. The investigator collected the data with the help of information blank for parents in which their qualification and qualification of the weak and underprivileged students.

Keywords: underprivileged, ST and OBC, qualification of teachers

Introduction

Education is the most important lever for social, economic and political transformation. A well-educated and skilled population not only drives economic and social development but also ensures personal growth. The spread of education in society is at the foundation of success in today's globalised world, where the real wealth of a country or state is not in its tangible natural resources but in knowledge. The importance of education as the foundation and building block for achieving national objectives and for building a more inclusive, equitable and sustainable society is well recognized. There is also a constitutional obligation to make available free and compulsory education to all children in the age group of 06-14 years. The number of educational institutions in public sector reached to 24265 and those in private sector to 5292 in the State. The total enrollment has also increased to 27.41 lakh out of which the enrollment in primary classes is 10.97 lakh, in middle 7.06 lakh, in High / Higher secondary schools, 9.38 lakh. During the decade 2001-2011, literacy rate increased from 55.50% to 68.74% in the State as against 64.84% to 74.04% at the national level. The dropout rate in the state has declined to 11% in 2012-13. The access to Higher Education is measured in terms of Gross Enrolment ratio. The Gross Enrolment ratio for the state of J&K was 10.36% in 2007-08 which has increased to 18.2% (provisional) in 2011-12 which is higher than the national GER of 15%. Over the years, J&K has achieved many milestones in higher education. The number of colleges providing education in 1950-51 was just 07 out of which 01 college was for female students. Upto 1999-2000, the number of colleges increased to 33 including 07 women colleges. By the year 2013-14, the number of colleges has increased to 95 including 12 women degree colleges. Two Central Universities, one each at Jammu and

Srinagar, are functional in the State. Five universities, i.e. two State universities, two Govt. aided universities and one Private University with intake capacity of 11,400 students, are also functioning in the State. In addition, 15 offsite campuses of Universities of Kashmir & Jammu have been approved, out of which 9 campuses have been established, mostly in far-flung areas. The Sarva Shiksha Abhiyan (SSA) aims at universal access and retention, bridging of gender and social gaps in enrollment levels and enhancement of learning levels of all children. The SSA has programmes like National Programme for Education of Girls at Elementary Level (NPEGEL) and the residential school scheme, Kasturba Gandhi Balika Vidyalaya (KGBV), that have focus on girls' education. During 2014-15, 5032 children for nomadic seasonal centres approved by MHRD, 40 primary school approved for upgradation and 4076 girls enrolled in KGBVs during the current financial year. The special emphasis given on scheduled tribes by the government of India further led anthropologists to concentrate more on the problems of tribals. Their attention is mostly drawn towards various socio cultural aspects of tribal's and problems of welfare. Consequently, efforts were made in successive five year plans to uplift the poor tribals living in our country. In spite of all these efforts, desired results have not been achieved. There are several other constraints, which hamper the tribal development process in India.

Objectives of the study

1. To identify the ST and OBC schools of district Baramulla and Bandipora
2. To assess the parental qualification of weak and underprivileged students.

Sample

The present sample for the study was confined to the ST's and OBC students enrolled in 400 such schools in Baramulla district 200 schools of district Bandipora where these are studying, teachers working in these schools especially ST's and OBC teachers.

Tool Used

Analysis and Interpretation

In order to assess and analyse the access and equity in education for weak and underprivileged class of Kashmir. The investigator used the information Blanks for parents.

Statistical Analysis

The present study was descriptive in nature, so that percentage analysis treatment was used for the present study.

Table 1: Showing perennial education of ST student`s in district Baramulla

Guardian / Father			Mother		
Educational Achievement	Number	Percentage	Educational Achievement	Number	Percentage
Illiterate	4024	52.53	Illiterate	6280	81.0
Can read and write	1810	23.62	Can read and write	635	8.28
5 th	526	6.86	5 th	175	2.28
8 th	500	6.52	8 th	150	1.95
10 th	210	2.74	10 th	50	0.65
12 th	125	1.63	12 th	18	0.23
Under graduate	88	1.14	Under graduate	10	0.13
Graduate	18	0.23	Graduate	7	0.09
Post graduate	6	0.07	Post graduate	4	0.05
Professional	8	0.10	Professional	5	0.06
Orphan	345	4.50	Orphan	326	4.25
Total	7660	100	Total	7660	100.0

Table 2: Showing perennial education of OBC students in district Baramulla

Guardian / Father			Mother		
Educational Achievement	Number	Percentage	Educational Achievement	Number	Percentage
Illiterate	20100	77.64	Illiterate	22780	87.99
Can read and write	2400	9.27	Can read and write	1538	5.94
5 th	1360	5.25	5 th	510	1.97
8 th	780	3.01	8 th	220	0.84
10 th	176	0.67	10 th	135	0.52
12 th	135	0.52	12 th	73	0.28
Under graduate	86	0.03	Under graduate	23	0.08
Graduate	25	0.09	Graduate	18	0.06
Post graduate	40	0.15	Post graduate	9	0.03
Professional	05	0.01	Professional	6	0.02
Orphan	780	3.01	Orphan	575	2.22
Total	25887	100.0	Total	25887	100.0

Table 3: Showing perennial education of ST student`s in district Bandipora

Guardian / Father			Mother		
Educational Achievement	Number	Percentage	Educational Achievement	Number	Percentage
Illiterate	10023	75.19	Illiterate	11017	82.64
Can read and write	1812	13.59	Can read and write	1045	7.83
5 th	500	3.75	5 th	320	2.40
8 th	310	2.32	8 th	142	1.06
10 th	190	1.42	10 th	85	0.63
12 th	75	0.56	12 th	60	0.45
Under graduate	25	0.18	Under graduate	19	0.14
Graduate	12	0.09	Graduate	21	0.15
Post graduate	8	0.06	Post graduate	4	0.03
Professional	3	0.02	Professional	2	0.01
Orphan	366	2.74	Orphan	615	4.61
Grand total	13330	100	Total	13330	100.0

Table 4: Showing parental education of OBC students in district Bandipora

Guardian / Father			Mother		
Educational Achievement	Number	Percentage	Educational Achievement	Number	Percentage
Illiterate	4100	56.00	Illiterate	5132	70.09
Can read and write	1130	15.43	Can read and write	880	12.02
5 th	650	8.87	5 th	445	6.07
8 th	640	8.74	8 th	397	5.42
10 th	180	2.45	10 th	95	1.29
12 th	150	2.04	12 th	78	1.06
Under graduate	125	1.70	Under graduate	65	0.88
Graduate	110	1.50	Graduate	46	0.62
Post graduate	30	0.40	Post graduate	24	0.32
Professional	22	0.30	Professional	14	0.19
Orphan	184	2.52	Orphan	145	1.98
Total	7321	100	Total	7321	100.0

Conclusion

The study reveals that more than 70% parents were illiterate which become main cause of educational backwardness of these underprivileged classes. Most of the students from these categories were first generation learners. The family environment of these students does not suit to their education endeavour. The schools were not wholesome for their education these schools required highly professional teachers so that they can make up their parental care.

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