



An Analytic Study of Elementary Education Development in Dhaulpur District

Manju Tiwari, Research scholar, Suresh GyanVihar University, Jaipur, Rajasthan

Dr. Jyoti Yadav, Research guide & Assistant professor, Suresh GyanVihar University, Jaipur, Rajasthan

Abstract- The present research paper analyses the status of elementary education in Dhaulpur District of Rajasthan State. This paper analyses the availability of Primary and upper primary schools, enrolment of students, and number of teachers in government and private schools in Dhaulpur District.

Keywords:- Educational Development

I. INTRODUCTION

“Education is the manifestation of divine perfection already existing in man. Further we want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one’s own feet.”

- Swami Vivekananda

Education makes a man right thinker and a correct decision maker. It brings knowledge from the external world, teaching one to reason and acquainting one with past history so that one may be a better judge of the present. Without education, man, is shut up in a window-less room, with education one finds in a room with all its windows open to the outside world. In other words, people who are not educated have less opportunity to do what they want to do than a person who gets a good education at will. The challenges of this era are not just to cultivate the ability and willingness to learn. It goes further.

The crux lies in learning fast, and learning new concepts and techniques efficiently. Learning is the nature of child. It is natural right of a child to receive proper education. Gandhiji said, “By education I mean all round drawing out of the best in child and man-body, mind and spirit” also in 1939, he said, “illiteracy is the highest sin, washing it away from the face of earth would be a pious deed.” So Education is the basic need of a child, an important instrument for unfolding his innate capacities in a more appropriate manner to bring about his all-round development

Education is the backbone for development of any society, state and nation particularly, higher education. It plays specific role in the process of economic development both of the developing and the developed countries at all levels of education. Several committees were formed for the development of education in the country from time to time. A number of schemes have been launched to make education accessible to the general public, in which 85% of the money is borne by the central government and 15% of the money by the concerned state government. Presently, the government has run many schemes for the promotion of education. Rajasthan is backward compared to other states due to being economically backward and not having basic facilities. After the creation of Rajasthan, the Directorate of Primary and Secondary Education was established in Bikaner in the year 1950 to provide systematic handing over of education and the State Educational Research and Training Institute was established in Udaipur in 1978 for qualitative upgradation of education. In order to make education accessible to the general public, the Sarva Shiksha Abhiyan, Operation Black Board, Rajiv Gandhi Yojana, Adult education, Abhinav Balika Shiksha Yojana, Anganwadi etc. program were launched. Even after these schemes, Dhaulpur district is very backward in terms of education.

II. REVIEW OF RELATED LITERATURE

Nadar (2018). Contemporary issues and challenges in the Indian education system. The finding is that the issues in the present education system that are daunting the growth of this country can be tackled effectively if constructive and committed action are taken by the government to resolve them. **Biswas and Krishnan (2017)**. A study on dropout of tribal students at secondary level in Hooghly district, West Bengal. The study found that dropout rate has been increased from 2014-15 to 2015-16 among tribal students at secondary level. It is also found that percentage of boys who had dropped out is more than

that of girls among tribal students. **Boruah (2017)**. A study on availability of educational facilities for the teachers and students in primary school with special reference to Nazira Sub-Division of Sibsagar district of Assam. The result was found that most of the primary school of Nazira sub-division are lacking of physical or educational facilities like boundary, head masters room, students common room, proper playground etc. and it could be contributory factor in the high students drop out rate in primary schooling. **Dar and Najjar(2017)**. Problems of teaching tribal children: a study of tribal schools of Khanshaib. The finding revealed that the biggest issue with teaching tribal children is the lack of adaptability of tribal children to nontribal conditions. There is a gap between school culture and family culture of children, creating a situation of cultural mismatch, resulting into creating discipline problems, management problems and poor responsiveness of tribal children towards academic achievement. **Mohamed (2014)**. The gender difference and education enrolment in Rajasthan. The result indicate that the gender difference plays a major role in education enrolment, the girl have less chance in education, while there is progress and increase in girl clubbing number during the last 10 years.

Objective

- 1 To study the enrolment of elementary students in Dhaulpur district.
- 2 To study the availability of the elementary school in Dhaulpur district.
- 3 To study the availability of elementary teachers in Dhaulpur district.

III. RESEARCH METHODOLOGY:

The study is based on field survey. So, descriptive study method is used to collect data. In this study secondary data have been used. For the collection of secondary data and information researcher has visited Elementary Education office, Dhaulpur district and ShikshaSankul in Jaipur district. The sample of the present study included all the primary and upper primary schools of the Dhaulpur District of Rajasthan State.

Delimitation of study

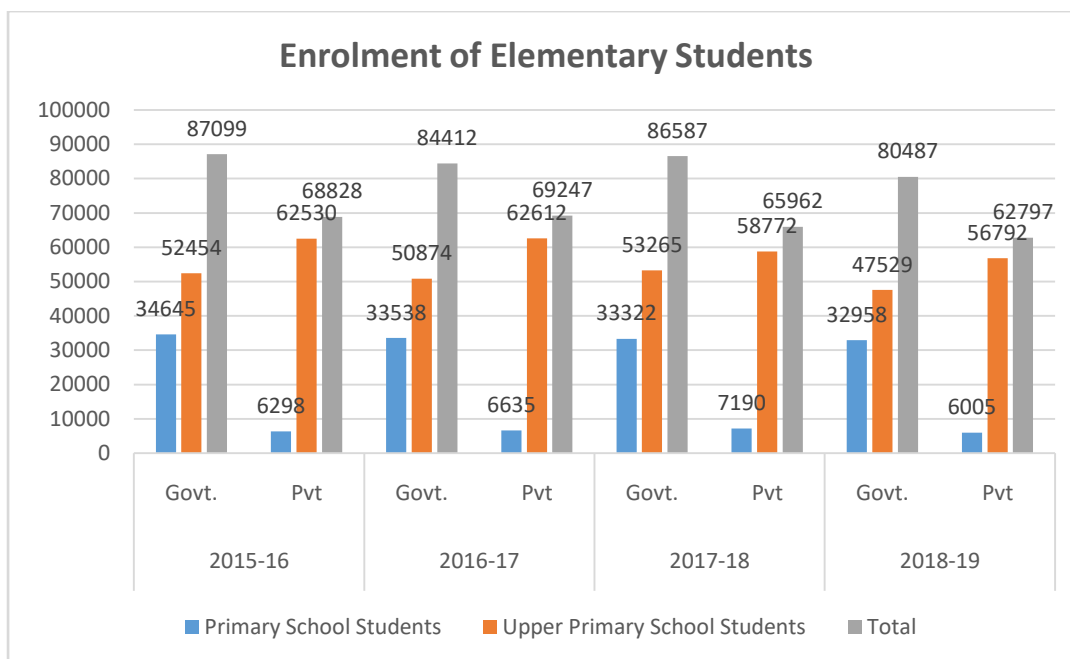
- The present research is confined to Dhaulpur District.
- The present research work is limited to elementary education.
- The present study confined to the year 2017-2020.

Analysis and Interpretation of Data:

Objective - 1 To study the enrolment of elementary students in Dhaulpur district.

Table :- 1

Year	2015-16		2016-17		2017-18		2018-19	
	Govt.	Pvt	Govt.	Pvt	Govt.	Pvt	Govt.	Pvt
Primary School Students	34645	6298	33538	6635	33322	7190	32958	6005
Upper Primary School Students	52454	62530	50874	62612	53265	58772	47529	56792
Total	87099	68828	84412	69247	86587	65962	80487	62797
	155927		153659		152549		143284	

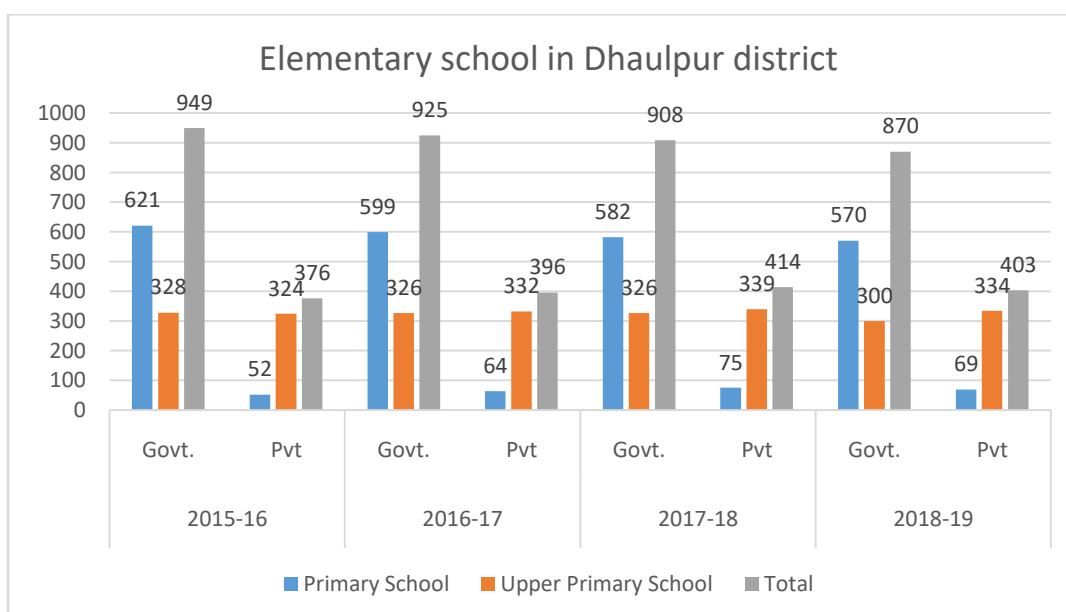


From the table can be noticed that there is continuous decline in the enrolment of elementary school (both government and private) student in the Dhaulpur district from the session 2015-16 to 2018-19. While the total number of primary and upper primary school was 155927 in the session 2015-16, it has come down to 143284 in the session of 2018-19. According to this it can be said that Enrolment in the last 4 years is not improving and continuously decreasing at elementary level in Dhaulpur District.

Objective - 2 To study the availability of the elementary school in Dhaulpur district.

Table :- 2

Year	2015-16		2016-17		2017-18		2018-19	
Type of school	Govt.	Pvt	Govt.	Pvt	Govt.	Pvt	Govt.	Pvt
Primary School	621	52	599	64	582	75	570	69
Upper Primary School	328	324	326	332	326	339	300	334
Total	949	376	925	396	908	414	870	403
	1325		1321		1322		1273	

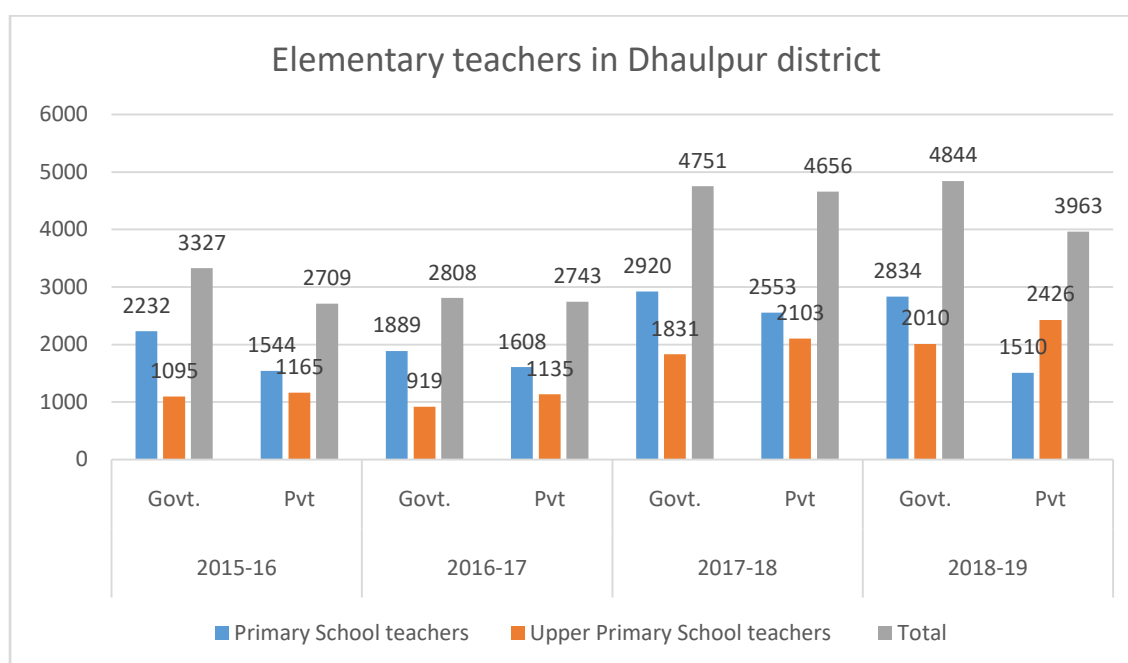


From the table can be noticed that there is continuous decline in the elementary school (both government and private) in the Dhaulpur district from the session 2015-16 to 2018-19. The number of elementary schools has decreased in Dhaulpur District from 1325 in 2015-2016 to 1273 in 2018-19. While the total number of government primary and upper primary schools are decreasing, on the other hand private primary and upper primary schools are significantly increase in Dhaulpur district.

Objective – 3 To study the availability of elementary teachers in Dhaulpur district.

Table :- 3

Year	2015-16		2016-17		2017-18		2018-19	
Type of school	Govt.	Pvt	Govt.	Pvt	Govt.	Pvt	Govt.	Pvt
Primary School teachers	2232	1544	1889	1608	2920	2553	2834	1510
Upper Primary School teachers	1095	1165	919	1135	1831	2103	2010	2426
Total	3327	2709	2808	2743	4751	4656	4844	3963
	6036		5551		9407		8807	



From the table can be noticed that during the session 2015-16 to 2018-19 the number of teachers in elementary schools has increased in Dhaulpur District. The number of elementary school teachers has increased in Dhaulpur District from 6036 in 2015-2016 to 8807 in 2018-19.

IV. CONCLUSION

The present study reveals that during the session 2015-16 to 2018-19 the enrolment of students and the number of schools at elementary level in Dhaulpur district are continuously decreasing, while the number of teacher are significantly increasing. Elementary education is the base of whole school education system so it is very necessary that the government must take steps to introduce softer aspects like 'smarter uniform' and greater discipline in the schools. It must ensure that each and every child gets a chance to participate in all the activities organized in the school. The physical presence of the teachers during teaching days must be ensured by the Education Department. The government should take steps to equip the classrooms with modern teaching facilities to make classroom teaching more attractive in its schools.

REFERENCES

1. Ahmed, Sahidul (2013). Quality of education in India: A case study of primary school of Assam. Bangladesh e-journal of sociology. 10(1), 71-78.
2. Anandha, Dr. A. and Meriam, A. Asha (2015). Sarvashikshaabhiyan and its impact on enrolment in elementary education in India: a comparative study. EPRA international journal of economic and business review. 2347-9671, 3(10), 102-105.
3. Babu, Ravi M. (2015). Educational status and its impact on development of scheduled castes: an overview. International journal of multidisciplinary research and development. 2349-4182, 2(1), 356-360.
4. Bhuvanewari, Mrs. A. (2013). Enrolment of differently abled in higher education. PARIPEX Indian journal of research. 2250-1991, 2(8), 268-271
5. Boruah, Pallabjyoti (2017). A study on availability of educational facilities for the teachers and students in primary school with special reference to Nazira Sub-Division of Sibsagar district of Assam. International journal of engineering development and research. 2321-9939, 5(4), 960-963.
6. Biswas, Gouranga and Krishnan, Dr.Dhanya (2017). A study on dropout of tribal students at secondary level in Hooghly district, West Bengal. International journal of applied research. 2394-7500, 3(6), 984-988.
7. Gakhar, Kamlesh (2012). Scenario of present education system: a comparative study of Haryana and its neighbouring states. International journal of social science & interdisciplinary research. 2277-3630, 1(8), 95-110.
8. Hasnain. (2004). Indian society and culture: continuity and change. New Delhi: Jawahar publishers & distributors.
9. Mohamed, IbraheimEldai (2014). The gender difference and education enrolment in Rajasthan. Doctoral thesis, Rajasthan: University of Rajasthan.
10. Nadar, Dr. R. N. (2018). Contemporary issues and challenges in the Indian education system. IOSR journal of business and management. 2278-487X, 86-91.
11. Nath, Shubhra (2014). Problems of school education in rural areas of West Bengal. International journal of educational research and technology. 2277-1557, 5(3), 64-67.
12. Pandita, Ramesh (2015). Enrolment & dropout percentage among boys & girls up to secondary level in India: A comparative study. International letters of social and humanities sciences. 2300-2697, 8(2), 123-124.
13. Suleman, Qaiser (2012). A study to investigate the availability of educational facilities at the secondary school level in District Karak. Language in India. 1930-2940, 12, 234-249.
14. Tejswani, K. and Sridevi, M. Lalitha (2012). Primary education in India: a case study of government- run primary schools in Rudraram. Journal of education and practice. 2222-288X, 3(14), 133-140.