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## PROBLEMS OF RURAL PRIMARY EDUCATION IN GULBARGA

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### Abstract:

*The problem of universal, compulsory primary education requires. Universal provision of school facilities, universal enrolment of pupils universal retention of the enrolled children till they complete the prescribed course, and above all qualitative improvement of education. Hence, keeping in mind the situation leisured in the above paragraphs an attempt was made in this chapter to find out the prevailing distastes or still existed problems in the field of primary education despite the state Government making all the sincere efforts to improve the enrolment ratio on a sustainable manner. To understand the problems of rural primary schools. To understand the problem that teachers face in rural primary schools. Further as such four talukas in Gulbarga district are selected for the present study. Two schools form each taluka are selected and it will adds up to total eight schools as an study sample for the present study. Apart from this an information schedule is also framed to collect the data pertaining to the school information such as man power, infrastructure, finance and the problems faced by the schools concened persons. However, there are many un touched problem to be talked and the biggest problem human resource management in terms of staying within the duty head-quarter, the question raised with parents. Ideally there should be a co-operation and coordination between the SDMC and government must body to work as a team and achieve all the target oriented goals These days school managements became smart enough in monitoring the people and getting involve them into the school activities. Educational research suggests that schooling out are greatly influenced by family background. It is in the other way to state that, attitudes behaviour and perception of the parents influences on various aspects of education and schooling pattern.*

### KEY WORDS:

Primary , Education , SDMC , Behaviour , Literature .

### .INTRODUCTION

“If the poor boy cannot come to education, education must go to him. There are thousands of Single – minded, self –salrigicing Sanyasis in our country going from village to village, teaching religion. The directive principle contained in article 45 of the constitution enjoins that “The State shall Endeavor to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children unfit they complete the age of fourteen years”. Article 26 of the universal Declaration accords education the status of a human Right. Education shall be free, at least in the

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elementary and fundamental stages.

The attainment of the goal of universalisation of Elementary Education (UEE) up to class VIII has so far remained a dream only. The latest census data reveal that nearly 50 per cent of all the children of school going age and 66.3 percent of girls in the 6 to 14 age group are out of school children or dropouts in early primary school years.

Hence, keeping in mind the situation leisured in the above paragraphs an attempt was made in this chapter to find out the prevailing distastes or still existed problems in the field of primary education despite the state Government making all the sincere efforts to improve the enrolment ratio on a sustainable manner.

#### REVIEW OF LITERATURE

The educational studies of Karnataka Education Department (1985) revealed that in Karnataka state of the 23,514 lower primary schools (as on July 20, 1985) 16,017 were single teacher schools with a total enrollment in the state in lower primary schools. Deprivation states to build up of an early age for nearly 70 percent of Karnataka's children who were enrolled in rural schools. This progressively limits and eventually blocks their entry into mainstream of society.

Naik (1975) remarked that "the goal of primary education remains as elusive as ever before: "This remark epifomises the problem primary education in India in the four decades. The remarks also indicates Indians colossal failure to provide some workable educational resources to its people, especially to people belonging to socio-economically disadvantaged groups.

Seetaramu (1983) preliminary study a few children reported some problems that they face in either utilizing the special educational facilities provided by the Government of Karnataka or attending the school regularly. As such attempt was made to study some of these problems.

#### OBJECTIVES

Hence, the study addresses principally to the following objectives.

1. To understand the problems of rural primary schools.
2. To understand the problem that teachers face in rural primary schools.

#### STUDY AREA

The present study is confined to Gulbarga district. As Gulbarga Jurisdiction is having actic education activities with number of primary educational institutions. And as such, we find primary education institutions of different background, are chosen by applying suitable scientific methods.

#### STUDY SAMPLE

Further as such four talukas in Gulbarga district are selected for the present study. Two schools form each taluka are selected and it will adds up to total eight schools as an study sample for the present study. Further, it is to note here that, 100 parents from each taluka were considered as respondents for data pertaining to the present study. All In all these 400 respondents constitute as an total study sample group for the present study.

#### DATA COLLECTION

The data were collected by using the direct interview method, with the help of a structured interview schedule. The schedule consisted of pages pertaining to conceptual information on various important concepts. Apart from this an information schedule is also framed to collect the data pertaining to the school information such as man power, infrastructure, finance and the problems faced by the schools concened persons.

#### RESULTS AND DISCUSSION

**Table-1.1**  
**Problem of rural education and staying**

Problem of rural education	Staying of the teacher		Total
	Within village	Outside village	
Infrastructure	104 (26.0)	108 (27.0)	212 (53.0)
Manpower	05 (1.3)	50 (12.5)	55 (13.8)
Socio-cultural norms	41 (10.3)	92 (23.0)	133 (33.33)
Total	150 (37.5)	250 (62.5)	400 (100)

$X^2$  value = 33.54; df = 2 Significant at 0.01 level.

However, there are many un touched problem to be talked and the biggest problem human resource management in terms of staying within the duty head-quarter, the question raised with parents, out of total respondents 53.0 percent of them said that most of the schools one facing the Infrastructural problem. despite government is recruiting more oftenly 14.0 percent of the respondent explained that there is shortage of man power in village (rural) schools. follow by 33.3 percent. how respondents role that many a times villagers are struggling with socio-economic and cultural norms prevailing in there are a emerging as an obstacle in between their desive of providing modern education to that kids and the achievable goals. The chi-Square valves also suggest that thence is a significant co-relation between variables like infrastructural Development and staying of the government supplies within the duly place.

**Table-1.2**  
**Problem rural education and School building**

Problem of rural education	Type of School building		Total
	Pacca	Mixed	
Infrastructure	196 (49.0)	16 (4.0)	212 (53.0)
Manpower	42 (10.5)	13 (3.3)	55 (13.8)
Socio-cultural norms	112 (28.0)	21 (5..)	133 (33.33)
Total	350 (87.5)	50 (12.5)	400 (100)

$X^2$  value = 12.30; df = 2 Significant at 0.05 level.

Evon the finding from the current study reveals from the table No 1.2 only 40.0% of the school building in a (villages) rural areas were having pucca own Buildings But despite there is a steady increase in the five years educational budget 62.5 percent of the school buildings are cutcha or Mixed sort of things. Money is going? the chi-square taste was carried out and the person  $X^2$  value at a o.5 significant level strongly support that there exist strong co-relation between the independent variable like type of school Building and the dependent variable problems of rural education.

**Table-1.3**  
**Problem of rural education and Co-operation of SDMC**

Problem of rural education	Co-operation of SDMC		Total
	Not satisfactory	Satisfactory	
Infrastructure	123 (30.8)	89 (22.3)	212 (53.0)
Manpower	35 (8.8)	20 (5.1)	55 (13.8)
Socio-cultural norms	92 (23.1)	41 (10.3)	133 (33.33)
Total	250 (62.7)	150 (37.7)	400 (100)

$X^2$  value = 30.91; df = 6 Significant at 0.05 level.

Ideally there should be a co-operation and coordination between the SDMC and government must body to work as a team and achieve all the target oriented goals table No.1.3 also suggested that major channel of the (62.7%) respondents expressed their un-satisfactory towards the working style of the SDMC whereas an average 40.0% of the respondents settled that they were satisfied with the way the SDMC is working and taking after the school Developmental works. Since they feel it is their own school, their own village and their own children are studying. Hence they are intentionally taking extra interest in the Developmental, as well as academic work of the school.

**Table-1.4**  
**Problem of rural education and Public participation in School programmes**

Problem of rural education	Public participation in School programmes		Total
	Active	Not active	
Infrastructure	120 (30.0)	92 (23.0)	212 (53.0)
Manpower	22 (5.5)	33 (8.3)	55 (13.8)
Socio-cultural norms	58 (14.5)	75 (18.8)	133 (33.33)
Total	200 (50.0)	200 (50.0)	400 (100)

X<sup>2</sup> value = 15.31; df = 4 Significant at 0.01 level.

These days school managements became smart enough in monitoring the people and getting involve them into the school activities. unreal that out of total four hundred respondents exactly 50.5% of them were showed the interest of actively participating in local school activities where as, similar sort of percentage . Not shown any sign of being actively participating in the developmental activities of rural schools. Never the less the chi-square value too suggest that them is a insignificant co-relation between these two variables i.e. financial problems. Faced by the rural education sector and the local peoples participation in the developmental activities village level schools.

**CONCLUSION:**

Educational research suggests that schooling out are greatly influenced by family background. It is in the other way to state that, attitudes behaviour and perception of the parents influences on various aspects of education and schooling pattern. And it was observed from the analysis that 55.0 percent of the respondents were happy with old traditional educational system compared to new educational system. As for as accessibility of education is concerned 47.3 percent did mentioned that schooling facilities are within their villages. However, 46.3 percent of the parents are happy with the type of curriculum they are teaching in the schools, in comparison to the earlier days.

The attainment of the goal of Universalization of Elementary Education up to the class VIII standard has so far remained a dream only. The dropout of children in early primary school years become biggest problem and through's a challenge to the research to dig out the social realities of this field. And the results suggest that the educational backwardness was found to be rampant and factors mentioned by the respondents, that is 53.0 percent of the respondents stated Unavailability of infrastructural whereas, (13.8) percent of them have mentioned lack of man power was the reason for school drop out, and 33.3 percent have of the opinion that it is the socio-cultural norms becoming the obstacle in the field of rural education.

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