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**Title:** “Vertical Mobility of Students in Educational Sector – A Case study of Faridabad District of Haryana.”

**Key Words:** Vertical mobility, Educational level, Selected Students, Socio-economic condition, Drop-out and continuing schooling

### **Abstract**

An attempt has been made to find out the processes involved in the vertical mobility of students in educational sector in Faridabad District. The study is based on students enrolled in class I in 1985 and investigates their educational development over a period of time. The study also examined the socio-economic profile of the students of this cohort with their parents because it played a very important role in the vertical mobility of the students. If the socio-economic condition was good then the level of education would be better and vice versa. An attempt has also been made to study the variations among students pertaining to their area, caste, occupation etc., and the reasons for drop-out, and the various policies and programmes initiated by central and state government.

In this study both primary and secondary data has been used and the former pertained to the students who were enrolled in class I in 1985 in both the selected rural and urban area by means of a questionnaire and secondary data was collected from the Census Handbook of Faridabad for 1981, 1991, 2001 and 2011. Maps of Faridabad district and villages were collected from District Census Handbook of 1981, 1991, 2001 and 2011. Faridabad urban maps (for 1991, 2001 and 2011) were collected from Faridabad Municipal Corporation, Faridabad district. Both quantitative and qualitative methods had been used and various statistical methods, cartographic techniques and ARCGIS was used. The list of students who were registered in 1985 (Enrolled in Class I) from selected schools was collected with the help and co-operation of Government officials such as Principal and head of the institutions. The attendance registers and records gave information pertaining to student's registration.

On the basis of large size of population, two different areas of Faridabad District, namely Ward 14 from Faridabad as urban indicator and Chhiansa village from Ballabgarh Tehsil as rural was chosen to make a comparative analysis. Government schools from rural and urban areas were chosen for the selection of students because these schools were well established in

both areas prior to 1985. For the primary survey only those students were selected who had joined class I in 1985 in government schools of Chhiansa village and Ward 14, Faridabad on the basis of the list given by these schools.

In both the areas, the total enrolled students were three hundred twenty five out of which only one hundred and forty four students were interviewed who were around five years in 1985 and thus, thirty six in 2016. One hundred and eighty one students' families shifted and settled elsewhere unknown to anyone in the locality.

In village Chhiansa, both male and female literacy was continuously increasing from 1981 to 2011. Amazingly, female literacy rate was increasing at a faster rate as compared to male and as a result, the gap between them was reducing, but female literacy lagged far behind male.

In ward 14, literacy rate increased from 52.99 percent in 1991 to 70.71 percent in 2011. Male and female literacy also increased and gap declined and urban female literacy rate increased at faster rate as compared to male. Thus, in both the study areas female literacy increased at a faster rate.

Both urban fathers and mothers were more literate than rural. Urban fathers reached up to matric, but urban mothers studied only till primary. From the field survey, it was found that rural parents had not achieved higher education due to lack of interest, awareness and lack of educational facilities.

Among the selected students enrolled in 1985, urban boys and girls attained more education as compared to rural. The drop-out rate is higher among girls as compared to boys and the situation is grave in rural area due to lack of awareness, interest, educational facilities and helping parents at home etc. Drop out of rural girls and boys were high in below primary and urban girls in under and after matriculation whereas urban boys after matriculation and higher secondary.

Irrespective of caste drop-out rate was higher and earlier in rural areas as compared to urban. Main reasons of discontinuing education among schedule castes in rural and urban area were poor financial and economic condition, early marriage, earning member of family and parents not interested in their study.

The percentages of educational attainment at every level increased from parents to grandchildren showing vertical mobility of students in educational sector in Faridabad district. Central and state government also contributed a lot in the field of education by means of institutions and policies which have created greater awareness regarding the relevance of education. Secondly, vertical mobility occurred even in economic terms as there has been an increase in the annual income and better housing conditions from parents to children. Thirdly, with increasing education there has been a subsequent decrease in family size as parents prefer to have smaller families, to provide better facilities to their children, but rising economic burden and search for better opportunities have led to the disintegration of the age old joint family system.