



A STUDY ON EDUCATION

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Abstract:

India is now in transition. The 21st century is the "Knowledge Century era". A knowledge driven generation will be an asset for the progress and development of the nation. As the social and economic development should match the growth rates. As women are the dynamic promoters of social transformation. It is universally recognized that in the management of the household, in bringing up children, in the field of social service, in nursing and midwifery, in teaching, especially in elementary schools etc the individual aptitudes and ambitions, be confined to these few spheres. Identification of factors contributing to this problem is an important task of educationists. Since the country can make progress with equal participation of men and women, hence the status of women is to be brought at par with men. Therefore, this could be possible only by providing opportunities of education to the girl child and it depends upon the removal of biasness against her. An adult is the chief unit of the society. The advancement of a family depends on the adult members. Educated adults contribute effectively to population control in the family, community, State and Nation. Planning is an essential activity in all spheres of national life. It is as much essential for educational development as it is for the economic development of the nation. Educational guidance is concerned with every aspect of the student's education. It is an assistance given to the dynamic promoters of social transformation. India being a democratic country all the citizens of the country must attain some standard of education for the success of democracy. There has been visionary development over years centering around the educational attainment at primary level. However the present chapter is very specific that provides an empirical light on gender bias in attainment of primary education. The factors associated with non-enrolment and drop out at primary level with special reference to sex bias are studied in detail. The effectiveness of learning experiences to achieve the objectives depends upon the

methods and materials of health instruction adopted by the teacher of health instruction. Early childhood is a preparatory stage for the realisation of Universalisation of Elementary Education. In order to provide a healthy and enriched early childhood to young learners the early childhood education programme is to be sensitized to the needs and developments of children during these formative years.

Key words:Health instructions, Elementary education, Educational Guidance

Introduction:

Factors associated with Non-enrolment and drop out with special features

Primary Level : It refers to the classes from I – V in context of this study.

Sex Bias : Sex bias in education refers to a difference in people's attitude towards boys and girls in regards to their education.

Non-enrolment : The process of student's Non-registration in the primary school refers to as non- enrolment.

Drop out : The term of dropout refers to the category of the students who enroll for the primary course but withdraw before the completion of the primary course at any level.

In addition to the problem of non-enrolment, the problem of dropout is also magnificent one. The number of children who enter the school, somehow or the other fail to continue the school. The problem of dropout is a general problem in primary education but its incidence is very high in case of girl students or the bias towards girl child's education posed by the society resulting in withdrawl of girl child from school. Indian Eductation Commision (1852) strongly recommended to publicize the elementary education of massess, its provision, extension and improvement as a part British Govt's privilege package. As per the provision of Government of India Act 1935, autonomy was granted to states and it was hoped that elementary education would expand and make rapid progress. A legal framework within which women's rights can be protected exists in India. Human rights jurisprudence has constitutional status and a great deal of religious law was codified soon after India achieved independence.

Objectives :

Enhancing the participation of girls at the elementary stage by provision of support services, provision of women teachers and effective education programmes. Setting up of literacy centres as places for education, recreation and the forum for an understanding of the process of development to enable women to actively participate in it. Education will be used as agent of basic change in the status of women. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development. The content and processes of education are being modified to introduce the value of women's equality at all stages of education, in formal as well as non-formal education. The general purpose and objective of women's education cannot, of course, be different from the purpose of education. Women should be their individual aptitudes and ambitions be confined.

Scope of the Study/Importance of the study:

The National Commission for Human rights was established under the protection of Human Rights Act, 1993. 'Human rights are defined in the act as those rights relating to life, liberty, equality and dignity of the individual guaranteed under the constitution or embodied in the International Covenants i.e. the International Covenant on Civil and Political Rights and the International Covenant on economic, social and cultural rights adopted by the General Assembly of the United Nations on December 16 1966-and enforceable by Indian Courts. There are number of different factors which have contributed to the status of women in contemporary Indian Society including Hindu scriptural injunctions, Islamic influences brought to India by rulers, Western ideology which the British were largely responsible for bringing into the country, globalisation and contemporary socio-legal theory.

Educational Planning can be traced back in an unofficial endeavour. In 1938 Indian National Congress appointed a National Planning Committee under the chairmanship of Pt. Jawaharlal Nehru. The committee was assigned the task of preparing a plan for the National Development. However, in independent India, National Planning Commission was appointed in 1951, the year in which first Five Year Plan was launched. In Tenth Five Year Plan (2002-2007) the preference was given to Women and Children (Education and Training). Tenth Plan is expected to solve the present problems of low rates of enrolment and retention besides high drop out rates, especially categories of SCs, STs, OBC and Minorities (Muslims) during the tenth plan.

Review of Literature:

Efforts will be made to expand/widen the scope of the development of children with necessary interventions related to empowerment of women, with a special focus on the girl child and the adolescent girl. Further to encourage more and more girls to enter into the mainstream of higher education, the tenth plan endeavours to put into action the governmental commitment of providing free education for girls upto the college level, including professional courses. It is recommended that the Department of Elementary Education & Literacy and the Department of School Education jointly constitute a separate “Sub Mission on Girls Education”. This could work like a national task force/apex committee and draw upon people with proven track-record and commitment towards promoting girls education

Lack of Educational Environment in the school:

Sample	Urban	Rural	Slum	Total
Boys	11.42	8.57	13.33	11
Girls	17.14	20	16.66	18
Parents	32.85	41.42	38.37	37.5
Teachers	7	5	8	6

Table No. 1 (A): Lack of Educational Environment in the school

Educational institutions should be widened and rate of scholarship should be higher for those who go for higher education in special institutions for the disabled. A National policy for the empowerment, development and welfare of disabled may be formulated by clearly defining the goals of the programmes, the measures required to meet these goals, the priorities to be laid in programme formulation, planning, review and coordination of the services and legislative and administrative support required to achieve the goals.

The main aim of education is to bring about the all-round development of the personality of the child. The term “All-round development” means two things: 1 Individual growth 2 Social development. Education is a product of experience. Technology of education is developed with two important aims-the first aim being to make education more widely available and the second being to improve the quality of education that is available. Education also is an acquired experience of any sort – intellectual, emotional or sensory motor. Educational system aimed at improving the effectiveness and efficiency of education at different levels. It requires the knowledge of subject content, method, techniques and teaching aids to be used

for making teaching interesting and effective. To be more specific and explicit educators tend to generate theories about learning that give the greatest prominence to particular learning goals and specific learning environment while neglecting other aspects of a learning situation. Compulsory school education has been a part and parcel of the whole civilized world. Education is the birth right of every child. Thus the State shall endeavor to provide elementary education to all children irrespective of caste, sex, religion, socio-economic status and place of birth or living. As per the direction of the Planning Commission a Working Group on Universalisation of Elementary Education was set up in September 1977 to recommend a policy to achieve the goal. An adult is the chief unit of society. The advancement of a family depends on the adult members. Educated adults contribute effectively to population control in the family, community, state and the Nation. Educated adults are in a better position to educate their children. Educated adults have better family life. Guidance is an integral part of education. Guidance is an integral part of education. It is only through training, practice and experience that the guidance worker gains skill and insight in picking up the relevant, accurate and objective information about the pupil.

Research Literature:

There have been a large number of studies centering around this topic, how ever studies concentrating around this topic. This also includes a large number of studies in order to develop an insight. The review would influence the researcher to bring out appropriate suggestions from the main findings those could be acceptable and implementable by the policy planners. On the basis of conclusion drawn from these studies the investigator has decided the variable chosen under the study. No student has ever been able to maximize his potentialities, achieve self-realization, self-direction and self-development, make appropriate career plans, get a suitable occupation, make satisfactory adjustments in the home, school or the community without the assistance of some individuals-parents, teachers, specialists or friends. Children should be helped to develop their ability to function while feeling anxious. This is possible by knowing more and more about the unknown threat of danger, achieving self-control and increasing self-confidence. The Education Commission (1964-66) observed "We are not in favour of fragmenting education and putting one part in the Concurrent List and the order in the State List. Education should, under any circumstances be treated as a whole."

Standardized tests of ability, aptitude, achievement and personality also find use in business, industry and the military services. The idea is an education fitted to the individual, and not to the individual to a set programme of education.

Lack of educational environment in the school

Sample	Urban	Rural	Slum	Total
Boys	11.42%	8.57%	13.3%	11%
Girls	17.14%	20%	16.66%	18%
Parents	32.85%	41.42%	38.37%	37.5%
Teachers	7%	5%	8%	6%

Table No. 1 (B): Lack of Educational Environment in the school

Research Methodology:

The above factor is significantly exhibited by the parents sample subjects only when total sample subjects or locality wise variable are considered. 37.50% total parents were considering it as a cause of leaving studies in between. Consistent findings were obtained, when the study was extended area wise. It might be parents inability to assess the school environment considering both strengths and weakness. The parents must have decided by perceiving the weak factors. Other reason might be inadequate awareness among parents due to poor school and community link. Further 18% girls were agreeing with their parents on this point. Rural girls were supporting findings obtained for the parent sample. Whereas, teacher's sample agreeing on this statement was low whether considered total or locality wise. The State Council for women education should function with district councils. Mahila Mandals voluntary bodies of the town and village levels to mobilize the community effort and creating public opinion to promote girls education as their main and primary responsibility.

Data Analysis:

It is clear from the above discussion that education is a potent means to achieve emotional integration and national unity. The development of the individual, the development of society also takes place side by side. It is one in which individual and society both develop together side by side and thus, achieve total development it and maximum welfare. To achieve this aim children should be provided with various and varied opportunities of diverse interest. These methods of teaching make children investigators, researchers and speakers of truth. The per capita income would increase and the standard of living of the people would

rise. This process of cultural growth and development has been going on since the very dawn of human civilization. In the creation and maintenance of a community the essential elements are two or more people, a definite piece of land, community feelings, common life and some rules and procedures acceptable to all members. Education promotes the economic efficiency of individuals who achieve their own economic prosperity as well as the prosperity of the society of which they happen to be integral parts.

Interpretation : The ministry of Social Justice and Empowerment, Government of India and other welfare organisations and associations should give wider publicity through mass media to various welfare and rehabilitation schemes for the disabled for their education and training. Voluntary organizations should be provided financial support for mobilizing community to change for social attitude. The use of technology in special education should receive attention. It involves modification, adjustment and adaptation of the equipment and material and programmes through the T.V, video and computers so that handicapped persons also utilise the opportunities available for other children. The child should be helped to take an assertive approach to cope with stress whenever there is a reasonable possibility of success. Children should be guided properly to be independent of others and to tolerate criticism, disappointment and rejection.

Special facilities have to be provided for meeting the special needs of girls above the age of eleven who, owing to social and economic conditions, are not free to remain in schools even if they want to do so. The task of arousing the consciousness of parents to the need of educating their children particularly their daughters, should form an integral part of a campaign of social education. The State Council for women education should function with district councils, Mahila Mandals, voluntary bodies of the town and village levels to mobilize the community effort and creating public opinion to promote girls education as their main and primary responsibility. Many educationists held the view that education as a whole should be included in the concurrent list. The University Education Commission (1948-49) remarked, “ Education should be the responsibility of both the centre and its constituents.

Conclusion:

The Government of India has been trying to check the population growth through population policy and giving stress. Education helps in establishing equality and ensuring social justice but the system of education itself can add to the existing inequalities of educational opportunities. No primary, secondary or collegiate educational institutions exist

children do not get the same opportunity as those who have all these in their neighbourhood. Today educationalists and child right activists from all over the globe are struggling at the level of social intervention. The importance of education as a powerful instrument of social, economic and cultural transformation for the realization of the national goals, the Education Commission recommended, "Education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values. The science and technology facilitate development of essential scientific and technological attitudes and skills among children that would form the foundation for their future growth.

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