

VERTICAL MOBILITY OF STUDENTS WITHIN THE EDUCATIONAL SYSTEM A CASE STUDY OF THE FARIDABAD DISTRICT IN HARYANA

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ABSTRACT

Education serves as a tool that facilitates the development of skills and knowledge, enabling individuals to become proficient in securing their livelihood. Education facilitates the development of human resources. It leads to hopeful transformation in the mindset of the people, amplifies awareness and gives a sense of duty. It also raises them up to tackle persecution and inequity. 'Education' denotes the attributes of both the sorts of knowledge, material as well as spiritual. Mahatma Gandhi stated that "education is a means for the comprehensive development of the best in both child and man—body, mind, and spirit." Literacy is not the end of the schooling or even the beginning. It is a method via which individuals can receive education. Therefore, Gandhiji's notion of education is necessary for balanced and harmonious growth needed for all the phases of human personality. Education is one of the key measures of human growth. It broadens an individual's perspective inside any civilisation. Therefore, it is essential for the fulfilling development of both genders. There exists a robust correlation between an individual and his social, cultural, economic, and political characteristics. Literacy differs from schooling, however it is regarded as the primary catalyst for the general advancement of humanity (Mayer and Sabar, 2010).

KEYWORD: Educational, Skills, Transformation, Humanity, Information, Faridabad, Development

INTRODUCTION

The education system that originated and evolved in ancient India is recognised as the Vedic system. The importance of education is widely recognised in India, as evidenced by the saying "Swadeshepujyate raja, vidwansaryatrapujyate," signifying that a monarch is revered exclusively in his homeland, but a learnt individual is esteemed globally. In ancient India, the primary objective of education was not the acquisition of information for earthly existence or the afterlife, but rather a comprehensive awareness of the self. The inaugural university in the world was founded in Takshila around 700 BC, while Nalanda University was created in the fourth century BC. In ancient and mediaeval periods, India engaged with science, technology, and all significant domains of human knowledge and activity. Indian scholars, including Aryabhata, Bhaskaracharya, Chanakya, Patanjali, and Vatsyayana, made significant contributions to global knowledge across various disciplines, including mathematics, civil engineering, architecture, astronomy, physics, chemistry, medical science and surgery, fine arts, mechanical and production technology, shipbuilding and navigation, as well as sports and games. The Indian education system safeguards our old culture, promotes cultural unity, and fosters a feeling of responsibility and social ideals. It is a source of stimulus to all education systems of the globe, notably to Asia and Europe. At the period of liberation fight, many leaders like Ram Mohan Roy and Gandhiji had made significant attempts for advancement of education of Indian people, primarily women. Despite their endeavours, India's literacy rate at the time of independence was at 12 percent. Subsequently, the education sector saw expansion and advancement, contrasting sharply with previous centuries characterised by stagnation and disregard. India has accomplished much in the seven decades following independence; nonetheless, many believe it has not attained its rightful status among other nations. Both inadequate education and substandard health have been the primary reasons for India's current position (National Policy on Education, 2016). "Education ought to serve as a catalyst for the nation's character development," remarked Shri Narendra Modi, the Honourable Prime Minister of India, in 2015. Education is fundamental to Human Resource Development, serving a vital and

corrective function in stabilising the nation's socioeconomic framework. The most important resource of India is its people and hence education is a must to create an exceptional quality of life for the people. The district of Faridabad has been selected for research. It is situated between 28° 10'50" and 28° 29'04" north latitude, and 77° 06'49" and 77° 33'23" east longitude. The district is situated in the south-eastern region of Haryana and shares its boundary with Delhi in the north, Gurugram (Gurgaon) district to the west, Uttar Pradesh to the east and Palwal district to the south (fig.1.1). It consists of virtually flat plains with an average height of one hundred ninety-eight meters, bordered by the River Yamuna to the east. Faridabad encompasses an area of 742.90 square kilometres and has a population of 1,798,954 (District Census Handbook 2011), constituting 7.10 percent of the state's population. Faridabad District is predominantly urbanised, with 80 percent of its population residing in urban areas. It is the most densely inhabited district in the state followed by Gurugram and Panipat. According to census 2011, Faridabad contains two tehsils are Faridabad and Ballabgarh. Faridabad Tehsil's urban region includes of Faridabad Municipal Corporation and Tilpat Census Town and Ballabgarh' surban area is Piala Census Town. Faridabad and Ballabgarh tehsil have sixty five and eighty four villages respectively.

OBJECTIVE

1. To examine the socio-economic profiles of students enrolled in 1985 and their parents.
2. To identify the variables contributing to school dropouts.
3. To analyse vertical mobility of students in educational sector.

METHODOLOGY

This study included both qualitative and quantitative methodologies. The collecting of main and secondary data proved to be challenging due to various challenges encountered. Secondly, the researcher needed to make revisions to the maps because to legal changes between census years, and the data also required recalibration and calculations appropriately. Then only maps could be generated with the assistance of ARCGIS software and numerous cartographic and statistical approaches.

REVIEW OF LITERATURE

Education is one of the major concerns of all developing countries and plenty of research has already been done both nationally as well as internationally of which some has been done on the education of women, children, disabled, schedule castes and schedule tribes in India and abroad. These studies aid various countries in elevating their educational standards and support policymakers in formulating diverse schemes and programs aimed at the advancement of education and the reduction of the male-female literacy gap. Numerous research have identified factors contributing to the low literacy rates among females. The subsequent literature review is categorised as follows: Global educational development. Advancement of education in Asia, Educational advancement and literacy levels in India.

Advancement of education in Asia

Woo (1990) examined the influence of education on women's status in South Korea, asserting that lower educational attainment correlated with longer working hours, and conversely, better education levels resulted in reduced working hours. The majority of women believed that education facilitated the acquisition of an appropriate life mate. Informed couples together make decisions concerning family planning, children's education, careers, and marriage. An optimistic and large change in the social ideals and attitude of males in South Korea was also seen and attitude of males in South Korea

was also seen. Tsui and Rich (2002) examined the one-child policy and its impact on the urban population of China. The implementation of this policy prompted parents to allocate a significant portion of their monthly income towards their children's education, regardless of gender, and many were willing to incur debt for higher education, as the Chinese government did not offer any subsidies at the college level, necessitating that all expenses be covered by parents. In fact, parents of females expended more funds and engaged in more academic tutorials than parents of sons. The majority of parents opposed their children working while college, since it would disrupt their studies; over time, this policy contributed to the elevation of women's position and educational attainment.

Education progress and literacy rate in India

Talik (1983) asserts that female literacy in certain Indian states is significantly poor due to elevated dropout rates resulting from conventional socioeconomic constraints and prejudice. Female literacy rate then was low in Rajasthan and Bihar and high in Kerala, Delhi and Chandigarh. On analysing national and international policy and programmes for the development of women's education Rani (2010), found that poor social and economic conditions, gender inequality, low enrolment, high dropout rate, distance of school and transport cost and lack of female teachers and engaging girls in household work as the factors contributing to the low levels of female literacy in India.

CONCLUSION

An investigation has been conducted to identify the factors influencing the vertical mobility of students within the educational sector in Faridabad District. The research focusses on pupils enrolled in class I in 1985 and examines their educational progression over time. The study also evaluated the socio-economic profile of the children of this cohort with their parents since it played a very important influence in the vertical mobility of the kids. If the socio-economic conditions were favourable, the degree of education would improve, and vice versa. An effort has been undertaken to examine the disparities among students related to their region, caste, occupation, and the factors contributing to drop-out rates, as well as the different policies and programs implemented by national and state governments. Faridabad district was chosen for the study due to its status as the most populous district among the 21 districts of Haryana in 2011, and it also ranks top in population density with 2,442 individuals per square kilometre. The district possesses a remarkable geographical position regarding terrain and proximity to the National Capital of India, New Delhi, and is part of the National Capital Region. It saw rapid expansion over the past decade in educational institutions, economics, infrastructure, transportation, communication, industries, healthcare, and the real estate sector. An extensive review of many studies conducted by scholars and experts in the field of education determined that female literacy significantly lags behind male literacy, and those from marginalised communities exhibit higher levels of illiteracy. The Socio-economic circumstances and infrastructural amenities, distance of school, drinking water and bathroom facilities etc. have a key effect in the drop-out rate.

Majority of children from both rural and urban communities pursued their education as opposed to selected students (their parents) and grandparents. The drop-out rate reduced from parents to grand children at different level of school in both locations due to better knowledge, increased availability of facilities, improvement in income and growth of interest in education.

Despite the adoption of several policies and programs by the Government of India, there remains a significant need to enhance literacy and educational standards in India. The percentages of educational attainment at each level rose from parents to grandchildren, indicating vertical mobility among students in the educational sector in Faridabad district. The central and state governments have significantly contributed to education through institutions and policies, fostering greater awareness of its importance. Secondly, vertical mobility transpired in economic terms, shown by a rise in yearly income and improved living circumstances 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 dissolution of the longstanding joint family arrangement.

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