



EDUCATIONAL SYSTEM IN HOSHANGABAD

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ABSTRACT

The different educational concepts related to special training and skill development should be begin with broad bared spectrum in the region of Hoshangabad which facilitates horizontal and vertical articulation within the education system and between schools. Different policies were applied which include. focused on minorities education the special focused on girls and woman education, provision and Residential school and applied different excellence program which enhances the activities of students. these newly applied policies helpful for overcome the problems of illiteracy the newly adopted courses will give opportunities of under predetermined conditions, for professional growth, career improvement and lateral entry into courses of general technical and professional education through bridge course

Keywords: - Illiteracy, professional growth, technical education, bridge course, Education in Hoshangabad.

INTRODUCTION:

Education is the most important factor for social economic and political transformation. A well educated population equipped with the relevant knowledge attitude and skill is essential for economic and social development in twenty first century. Education is the most potent tool for socio economic mobility and a key instrument for building an equitable and just society. Education provide skill and competence for economic well being education strengthens democracy by imparting to citizens the tool needed to fully participate in the governance process. education also act as an integrative force in society imparting values for that foster social cohesion and national identity recognizing the importance and education in national development the twelfth plan place an unprecedented focus on the expansion of education on significantly improving the quality and education imparted and on ensuring the educational opportunities are available to all segments of the society.



Recognizing the importance of education public spending on education increased rapidly during the eleventh plan period. Education Expenditure as a percentage of gross domestic product rises from 3.3 percent in 2004-05 to over 4percent in 2011-12 per capita public expenditure on education increased from Rs. 888 in 2004-05 to Rs. 2,985 in 2011-12 the bulk and public spending on education is incurred by the state government and their spending grew at a robust rate of 19.6 percent year during the eleventh plan. Central spending on education increased even faster at 25 percent year during the same period. The Hoshangabad district is bounded by district of Shajapur districts to the northeast and east Indore to the south dewas to the South east dhar to the southwest and Ratlam to the west and northwest. The total over of district is 6091 sq.km with population of 17,09,886 with a population and 17,09,885 with population density of 281/sq.km. having District literacy rate 71.2% with 597 female and about 83% and father of the index children were literates about 45% had an education level of 8-10th class 14% had schooling up to 5th class, about 8% were studied up to 6-7th class and 5% were studied up to intermediate, while 9% had an education level of graduation and above 6-7

About 60% of the mothers of the index children were literates. About 23% had an education of 8-10th class 22% had schooling up to 5th class 7% were studied up to 6-7th class and 6% were educated upto intermediate and above.

School Education and Literacy.

The country has made significant progress in improving access to education in recent years the mean years of schooling of working population increased from 4.25 years in 2005 to 5.65 years in 2015 enrolment of children at the primary education stage has now reached near universal level the growth of enrolment in secondary education accelerated from 4.3 percent per year in the decades ending 2009-10 the youth literacy increased from 60 percent



in 1983 to 91 percent in 2009-10 and adult literacy improved from 64.8 percent in 2001 to 74 percent in 2011.

A good progress has also been made in bridging the equity gap in education has decreased from 0.72 in 1984 to 0.53 in 2010 indicating a large reduction in inequality the gender gap in elementary education has declined with the female /male ratio for years of education and literacy reaching over 90 percent 2010-12 a significant reduction in socio economic inequality in access to education and a narrowing of the gap between SCS/STS and other social groups has been achieved.

Targeting Out of -School Children

In order to achieve universal elementary education in a planned and time-bound manner better targeting of uncovered and unclear-covered children is necessary concerted and flexible efforts are needed to reach out all OSC in region and Hoshangabad including children with special needs and street children bridging the social and gender gaps in enrolment with regards to SCS, STS, and minority girls should receives special attention Residential programmes for 11-14 age group need continued support as do the efforts to ensure sustained mainstreaming into the regular school system the option of open schooling needs to be strengthened so that rural labour artisans and others in petty jobs in Hoshangabad and urban area and slums in this region achieve same learning equivalency in order to enable them to continue in community poly technique part-time community college and accredited skill knowledge providers to pursue secondary education and acquired upgraded vocational skills those who have dropped out before completing the elementary stage need opportunities for education and certification to the learning levels of their counterparts in school has to be important part of strategy for main streaming teachers would required special training for accelerated learning of Oosc to be mainstreamed into age-appropriate class.



- 1) Ensure universal access and in keeping with letter and spirit of RTE Act, provide good quality free and compulsory education to all children in the age group of 6 to 14 years.
- 2) Improve attendance and reduce dropout rates at the elementary level to below 10 percent and lower the percentage of OoSC at the elementary level to below 2 percent for all socioeconomic and minority groups in region of Hoshangabad
- 3) Increase enrolment at higher level and education and raise the gross enrolment ratio. at the secondary level to 90 percent at the senior secondary level to over 65 percent
- 4) Increased the overall literary rate to 80 percent and reduced the gender gap in literacy to less than 10 percent.
- 5) Provide at least one year of well-supported pre-school education in primary school to all children specially those in educationally backward blocks.
- 6) Improving learning outcomes that are measured monitored and reported independently at all levels of school education with a special focus on ensuring that all children master basic reading and numeracy skills by class 2 and skills of critical thinking, expression and problem solving by class 5

Special Focus on Education of Girls:

Promoting girl's education is a critical issue during the different applying program in Hoshangabad special attention will given on girls education should be a transformative force build women's self-confidence and improve their position in society Interventions in the programme will be guided by the principle that gender equality in the elementary education is both a quality issue and an equity issue special focus needs to be placed on developing gender sensitive curricular, pedagogical practices, teacher training and evaluation school should be developed to be inclusive and safe places specific modules on issues such as sexual



harassment and violence will need to be developed and integrated into the teacher training design other specific initiatives to improve girls education

Focus on Educationally Backward Minorities:-

Even though there has been significant improvement in enrolment and retention of Muslim children in elementary education the gap between Muslim and non-muslim continues to be high in minority school and expanding facilities for former education of minority children over 100 minority institutions have been assisted during the applied programme there is a need to be ensure that all efforts for inclusion also result in improve learning outcomes for children from educationally backward communities which is essential for sustained mainstreaming of such children and their continued progress through the education system.

Provision of Residential School-

Residential school are particularly useful to reach out to children from vulnerable section of society the RTE enabled SSA envisage the provision and residential school for children in areas and civil sterife, children of migrating population and tribal children special thrust is needed for children at risk that include orphan, run away platform children, children and sex workers and so on it also requires that transport be provided for children in area of civil sterife for children with disabilities and for children of most marginalised ST and SC groups

Residential schooling opportunities are also excellent for accelerating learning among children Residential facilities for children should be provided by

- a) Redeploying existing government buildings and underutilised schools.
- b) constructing new buildings where redeploying existing buildings are not possible



School Excellence Programme-

- 1) Programme taken up by Hoshangabad municipal authorities with technical support to enhance learning outcomes and school targeting across 537 schools
- 2) Involved systematic tracking and school children baseline assessment of learning levels of children development of pedagogy and training and teachers in more inclusive and interactive teaching and learning process, training of head masters on school leadership and partnership development.

CONCLUSION

In the present study the it is observed that in Hoshangabad region a society changed from full filling the basic needs of all round development to empowerment in education the education system instead of going by text-book teaching needs to be promoted by skills based teaching learning pedagogy it is also seen that in the present era the vocational education, training and skill development has become an integral part of our general education system but is also true that there is necessity for establishing new relationship between education and the education system of lifelong learning adapted to the needs of local community.

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