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## **Education a Prospect for Social Development: Critical study on Women Education**

*Mrs. Suman Singh, Prof. Kalika Yadav and Dr. S.K. Singh*

*Department of Continuous Education,  
Barkatullah University Bhopal, (Madhya Pradesh), INDIA*

*(Corresponding author: Mrs. Suman Singh)*

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**ABSTRACT:** This article wants to focus on human rights and education in Indian context and trying to put thought and philosophy of educationists, social reformer and Dr. B.R. Ambedkar thoughts and philosophy behind education and social justice. This article is trying to focus on education of deprived group of India specially focused on special provision of Scheduled Caste and Scheduled Tribe of India and women education that we called deprive group of the society. It is no doubt to say the key of development in the cave of education by educational development of any society the rudimentary door can open. According to Yanchan II(1452) the famous Chainise philosopher says "If you want to develop your Nation give emphasis on your system of education". Education is a nuclear part of social identification. In Indian context a number of different organizations and individuals have, in recent, raised their voices in protest against what they see to be the inclusion of ideologically motivated material in the school curricula. Whereas differences among political parties understandably lead to different intentions in the exercise of administrative power, the use of authority to rewrite history or to propagate particular religious expressions are clearly outside the realm of mere differences in policy. The text below raises these concerns in a letter to the prime minister of India. Right to education is the fundamental rights for all irrespective of all discriminations. This article wants to focus on human rights and education in Indian context and trying to put thought and philosophy of educationists, social reformer and Dr. B.R. Ambedkar thoughts and philosophy behind education and social justice.]

### **I. THE HUMAN RIGHTS**

Human rights abuse is 'normal' in most of our countries. Many people have been killed, maimed and tortured. Peaceful demonstrations are stopped with guns by the authorities [6]. Evidence abounds in most countries for everybody to see. The judicial system in most of our countries lacks the needed independence and fairness. Judges who do not kowtow to the whims and fancies of the government in power are either sacked or murdered under mysterious circumstances. Most suspects do not get fair trials in court and many unfortunate citizens are imprisoned even without trial. Political opponents are often the said victims of this abuse of human rights [8].

Most governments in our part of the world have monopolized state press and electronic media, and deciding on which news item is to be published/aired or not. Most often the parties of the other side of the political divide are prevented from benefiting from these facilities without censorship. They are never seen as alternative future governments but as political enemies. Due to the high cost of education, poverty and lack of materials and (school) structures, our cities are full of street children, who end their day sleeping on verandahs and Kiosks, not knowing where the next meal will come from.

### **II. DALITS EDUCATION IN INDIA**

Now it is a constitutional right for free and compulsory elementary education up to 14 years irrespective any discrimination of caste, colure and creeds. In Indian contest still the caste systems are prevailing with high discriminative ways even in urban areas [5]. The great social reformer, architect and father of Indian constitution Bharat Ratna Dr. Babasaheb Ambedkar [1] wanted to see Indian society imbued with highest democratic and social values. All the factors are interventions of right education. Education with social, moral and aesthetic values lead to reconstruction of the society. Dr. Ambedkar was identified the key factor for the developments of the contemporary deprived society through education [7]. Right to education and the quality of education can give social justice and can justify in the prevailing Democratic values in the society. The gape between the social systems can be reduced

through the right education. He has also tried to give his thoughts and philosophy towards education in general and Dalits education in particular [9].

The predictive validity of caste and its literacy rate in India is lagging behind half of the overall literacy rate of India. After fifty-seven years of independence unsociability, social discriminations are still prevailing in India due to low literacy rate [13]. Their voices of Dalits are smothered by the ignorance. So, there is need of reconstructions of facilities and facilitators working for elementary education in general and Dalits education in particular in India. If we want to see the development of our Nation without political ideologies, conflicts and discrimination every citizen of India should try to facilitate Dalits education.

### **III. INEQUALITY OF EDUCATIONAL OPPORTUNITY**

The policy of protective discrimination in favour of the scheduled castes, we have to do away with the inequality of educational opportunity for all sections of society in our country. This goal cannot be achieved without adequate political organisation. We can understand the situation of particular sections of society in a comprehensive way if we put the same within the context of the total social phenomenon. We can stand on the shoulders of a giant like Baba Bheem Rao Ambedkar, and then look ahead at the broader perspective [2,3,4]. As things are, the elites in our country are well organised. The masses are unorganised. Politics is elite competition. In spite of some islands of ad hoc organisation, the masses have remained unable to articulate their interests and safeguard the same properly.

What is to be done? First of all, democracy is a fragile form of government. It can quickly break down under the weight of those at the top. We have to safeguard it vigilantly, and work hard for the proper implementation of the constitutional provisions. How? For this purpose, we have to do what Baba Bheem Rao Ambedkar had wisely advised us to do: educate, agitate, organise!

### **IV. RICH COUNTRY GOVERNMENTS AND**

#### **International Institutions Should:**

- (i) Increase aid to basic education, from the current low level of 2% of bilateral aid, to at least 10% of aid budgets.
- (ii) Commit the funds needed to back the Fast Track Partnership announced this June, which would enable high-performing countries to scale up and accelerate their own Education for All strategies, and ensure that realistic criteria are used to select and assess Fast Track countries, so that more countries can participate [10].
- (iii) Launch a financing framework to extend action to tackle the education crisis in countries beyond those included in the fast-track process.
- (iv) Clearly state their active opposition to fees and levies for primary education, and work with governments to find more equitable and sustainable ways to finance primary education.
- (v) Suspend efforts to promote greater private sector involvement in the delivery of basic education - such as the World Bank Private Sector Development strategy and the USA's Millennium Challenge Account - until the implications and impact of such policies in a developing country context have been thoroughly assessed [11].

### **V. SOCIAL DEVELOPMENT AND SUGGESTIVE FOR EDUCATIONAL DEVELOPMENT**

It is evident from the aforesaid discussion that education not only builds up knowledge and information but helps the people to understand the complexities of life and plays a crucial role for economic development. It is therefore suggested that:

- (i) Programme of free universal elementary education upto the age of 14 years should be implemented and requires an in-depth investigation into the role of NGOs. Attention should be paid to the context of education [14]. The courses of studies of gender equality, self-respect, courage, independence that would help, develop the personalities of women.
- (ii) School timings should be flexible and fixed to suit local conditions and needs of the working girl must be available within walking distance of the child. Girl should be encouraged to enter professional courses. The open school system should be expanded extending the facilities to all the girls in rural and backward areas [15].
- (iii) The relationship between parents, teachers, and children needs to be reviewed. Parent-teacher committees should be operationalized either by propaganda or by equipping it with some powers. Unless some powers are provided to the village education committee, the control of the community over educational system cannot be affected reasonably.
- (iv) Adequate training must be provided to teachers to make them capable. The seriousness of this issue can scarcely be overemphasized. In this respect, there is a need to recruit more teachers from the disadvantaged groups. This would ostensibly enable a better appreciation of the problems of the disadvantaged children on part of the teacher. It would possibly even lead to a better interaction between the teacher and the local community [12].
- (v) Entrepreneurship development programmes should be organised separately for primary educated women in the age group of 18-30 years. The objectives should be to make them aware of various opportunities for self-employment, motivate them to take up self-employment and impart skills and training as required.

## VI. CONCLUSION

Prior to the process of development and fundamental role of development based on educational policy, prospects and implementation. The quality of education and its reform according to the need of the society with global competition among inter and intra underdeveloped, developing and developed countries shapes the future of the country. Dr. B.R. Ambedkar pointed out when illiteracy and un-touch ability prevailing with social discrimination. He has proven as unique in the world education can lead a person with any type of social barrier. Without education and participation of all people in any country within their potentiality development cannot possible. Be educate, quality education, value education with national interest. Women education should be focus for the Nation building in specific and general for the deprived group women.

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