CHAPTER I

INTRODUCTION

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1.0 Introduction

The education of any society is incomplete if a comprehensive view of both the boys and the girls is not considered. Therefore in any scheme of educational survey, both the sexes are to be included. Many researches have been reported regarding the psychological bearings vis-a-vis the achievement of boys in India but due to paucity of adequate data, the dimension of girls' education was ignored. But nowadays the girls seem to be a dominant factor so far as achievement is considered. Still however, there are areas where girls' education is very much ignored, treating her importance as negligible. After independence, special provisions have been guaranteed to uplift the womanhood. Education is not an exception to this. In fact, education is the single most variable which is responsible for the progress of the woman folk. Equitable justice has been accorded to the cause of education of the woman and special enactments have been introduced for specific purposes.
1.1 National Development and Equity in Education

The major challenge in nation-building today is the optimal development of all segments of our society. This cannot be achieved without equity as pockets of under-development create social tensions thereby depressing the overall development of the country. Education, considered a vital instrument of national development, has laid emphasis on equity ever since independence. The 1968 Education Policy Resolution calls for strenuous efforts for equalisation of educational opportunities. The National Policy of Education 1986 lays emphasis "on the removal of disparities and to equalise educational opportunities by attending to the specific needs of those who have been denied equality so far". The policy identifies women, scheduled castes, scheduled tribes, other educationally backward sections and areas, minorities, the handicapped as the deprived groups needing special attention.

1.2 Woman Education After Independence

Inequities in any society cannot be studied without reference to gender dimension. Sex inequities, in fact, transcend class, caste, ethnicity and place of residence barriers. Gender is a category within any category. In the pyramid of inequity, females of any category have
lower literacy rates as compared to males of that category. At the lowest of the scale are, however, scheduled caste and scheduled tribe females living in rural areas.

The National Policy on Education is, therefore, categorical in making education as an agent of basic change in the status of woman.

Soon after attainment of independence in 1947, India committed itself to achieve an egalitarian order where equality in general and equality of opportunity in particular were taken as important elements of state policy. Further, under Article 46 of the Directive Principles of State Policy, the state was directed "to promote with special care the education and economic interests of the weaker sections of the society, and in the particular of SC, ST and Girls."

Planned efforts have been made since independence to achieve growth of all parts of the country and all the groups of population. Special allocation for the backward areas and incentives and facilities for different groups of disadvantage are all part of the strategy to achieve a more equitable distribution of opportunities.
1.3 Types of Disparities

Inequity in education is not purely an educational issue for it cuts across the entire social, economic and political fabric of a nation. The social disparities that show up in educational systems are in no small extent, reflection of deeply embedded inequalities in the whole society and economy. In most of the countries the disparities are tied to Sex, Geographical location and Socio-B Economic Status. The available evidence shows that inspite of efforts at large scale expansion, the disparities still exist literally in all the countries.

Indian society is one of the most inegalitarian society, the bases of disparities being mainly caste, sex, ethnicity and place of residence.

The caste inequalities are the most unique form of inequalities in Indian society and they draw their strength from ancient religious scriptures.

The other forms of inequalities are common to all the states of India though their magnitude differs from state to state. What makes the Indian situation most peculiar is the fact that there are layers and layers of disparities.
Thus there are disparities between males and females, between people living in urban areas and rural areas and between economically more advanced regions and less advanced regions. However, the most deprived is the SC/ST female living in rural areas of a backward region.

(i) Male-Female Disparities:

The most common form of disparities in the Indian society is male-female inequalities, wherein female was assigned a place in the home to bear children, look after her husband and otherwise to drudge for household. Even there she had no hand in decision-making.

Modernization has done little to improve the status of woman in Third World countries.

In India sex inequalities are rooted in religious scriptures. The 19th century reformers made conscious efforts to raise the status of women. However, even they were not interested in extending women's roles outside the domestic framework and they saw the education of women as an instrument of making them better mothers and wives, to bridge widening intellectual gap between husband and wife. As a result, the education of women made very little headway before independence.
At the time of independence the education of women as compared to men was very low. Their literacy rates were only 7.9 percent as against male literacy rate of 24.9 in 1951. In higher education, the total enrolment of female in 1950-51 was only 43,126 and they represented 10.9 percent of the total enrolments at this stage.

Since independence women have been legally accorded a place of equality. The First Five Year Plan of the country went as far as to say that objectives of women education could not be different from men's education.

The Education Commission and committee on the status of woman carried these views further. But the latest official document on curriculum for 10 year school again resurrects the restrictive view about women's education. It is this great ambivalence regarding role of woman and purpose of women education that even today great disparities are observed in education of males and females not only in literacy rates and enrolment ratios at various levels, but more so in their preponderance in liberal courses which affect their status in the society. The disparity index of male-female literacy has however come down from 0.54 in 1951 to 0.33 in 1961.
(ii) **Scheduled Caste and Non-Scheduled Caste Disparities**:

Caste inequalities emanate from the unique system of social stratification that has since three millennia operated in India. Shudras (Scheduled caste) occupy the lowest position performing menial tasks. Ritually they were so low that their touch and in some cases their shadow defiled the caste Hindus. They were denied education. 'A Brahmin should not touch the plough and Shudra should not touch the Vedas.' The assumption that those who work should not think and those who think should not work ruled in the masses.

(iii) **Rural-Urban Disparities**:

In India there are rural-urban disparities of high order. The rural literacy rates being only 29.57 percent in 1981 as compared to urban literacy rates of 57.19 percent. The provision of schooling facilities in rural and urban areas are widely different in terms of availability of schools within the habitation or within the kilometre of walking distance. Disparities are larger in terms of infrastructural facilities.
Regional Disparities in Education:

This dimension embraces all the other forms of inequalities. The educational disparities in this context are part of marked disparities in socio-economic conditions across the region which help certain regions to acquire relatively greater importance than others and enable them to play a decisive role in the subsequent process of human capital formulation. Regional disparities are common to all the countries but these have diminished considerably in the developed countries. But in the developing countries however, the situation is far worse.

In India there are disparities between different states, between districts within the same state or region, between different blocks or talukas within a district.

In such conditions, girls are being constantly victimized by one way or the other. This is being reflected in their academic achievement.

1.4 The Problem

Looking to the above disparities, the education of girls should be critically examined. The affective domain of education is largely untouched. So only the
intellectual aspect needs to be evaluated. Therefore it was decided to inquire the various correlates of academic achievement of girls.

Besides, in Gujarat state, annual examinations in primary education are being removed from various grades and only periodical evaluations are made. So it was found difficult to evaluate achievement of girls at primary grades. Therefore, the achievement of girls studying in grades VIII, IX and X would be examined.

So far much of the work in regional disparities in India has taken "state" as the unit of analysis. This may hide more of differences than reveal. For any meaningful analysis of regional disparities including all other disparities embedded within, the district needs to be taken as the unit of analysis.

Hence it was further decided to concentrate on Kheda district. Many sporadic researches have been reported regarding the correlates of academic achievement. Some researches revealed superiority of boys to girls. While some contradicted this conclusion. Moreover, the past studies have been undertaken with one or two variables only.

Therefore a composite research having multiple variables was long overdue, so that the effect of each
variable and their interactions with other variables can be known. In order to probe deeper into the correlates of academic achievement of girls, the following topic was undertaken for study:

"A STUDY OF SOME PSYCHO-SOCIAL CORRELATES OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL GIRLS IN KHEDA DISTRICT."

1.5 Definitions of Some of the Terms

1.5.1 A Study:

C.V. Good in his dictionary of education defines it as follows:

(i) Application of the mind to a problem or subject.
(ii) A branch of learning.
(iii) An investigation of a particular subject.

Readers' Digest Great Encyclopaedia Dictionary (1970) defines the term 'study' as devotion of time and thought to acquisition of information of some branch of knowledge, careful examination or observation of subject or a question.

1.5.2 Psycho-Socio Correlates:

An individual's learning to think, feel and behave in an adult way is the function of socialisation, age, sex,
area and other physical make-up and basic mental poten-
tialities have an immense impact on it. This ultimately
results into a set of reactions, habits which is known as
a personal or individual traits. Hence the researcher
viewed that these Psycho-socio economic variables may
have some effect on the development of academic achieve-
ment. Some human behaviours have been classified and have been
named by exponents of different schools of Psychology.
There are still many to be classified and named. The
researcher accepted the trait theory of personality and
chose carefully a few apparently related traits with the
academic achievement.

The researcher also viewed that the some social and
psychological factors also play a part in shaping academic
achievement of girls. Hence she thought it proper to view
academic achievement in the context of social factors like
socio-economic status, family size, area etc.

Correlates:

Correlates are the variables which influence a
dependent variable. Correlates of academic achievement
are those variables which affect the academic achievement
of the pupils.

These correlates are many and varied. They may be
social variables or psychological variables. Any variable
which influences the personality of the pupils is also a correlate. So the word "correlate" encompasses broad category in which number of socio-psycho variables can be included out of which investigator may select relevant variables for the study.

1.5.3 Academic Achievement:

The word 'academic' relates to the various academical subjects, that is, school subjects. The academic achievement is the percent of the sum total scores achieved or obtained in the annual examination by the girl pupil in all the academic subjects of the grades VIII, IX ad X of the secondary school of the state of Gujarat.

1.5.4 Secondary Schools:

The educational meaning or concept of secondary schools is very vast and comprehensive, however, in terms of administrative language, secondary schools are those schools that follow the syllabus prepared by the Government of Gujarat, and have the standards from VIII to X, within the political boundaries of Gujarat state.

1.5.5 District:

The specific administrative unit of a state is considered as a district. State of Gujarat is divided
into nineteen districts. In order to have district-wise variabilities, a full-scale study of the district was thought to be essential. Hence investigator has taken Kheda district as a field of study.

1.6 Objectives of the Study

The following relevant objectives are listed for the study:

(1) To assess the reading ability of the girls studying in secondary schools of the Kheda district.

(2) To assess the study habits of the girls of different castes studying in secondary schools of the Kheda district.

(3) To assess the SES of the parents of the girls studying in secondary schools of the Kheda district.

(4) To assess the size of the family of the girls studying in secondary schools of the Kheda district.

(5) To compare the academic achievement of the girls of rural and urban areas of the Kheda district.

(6) To compare the academic achievement of the non BC and BC girls of the Kheda district.
To compare the academic achievement of the girls having high and low reading ability.

To compare the academic achievement of the girls having good and poor study habits.

To compare the academic achievement of the girls coming from large size family and the girls coming from small size family.

To compare the academic achievement of the girls having high and low SES.

To know the interactive effects between or among the various variables upon the academic achievement of the girls of secondary schools of Kheda district.

To assess the contribution of each of the variables and each of the significant interactions to dependent variable of academic achievement.

To suggest a comprehensive scheme of uplifting the academic achievement based upon the evidences obtained from the research study.
1.7 Limitations of the Study

There are certain limitations of the present study:

(1) The present study relates only to the girls studying in secondary schools of the Kheda district. Though a meticulous sampling has been resorted to, some lapses may have been there in the final selection of the sample.

(2) For the collection of data, the following tools have been used:

- Reading Ability Test: R.S. Trivedi and B.V. Patel
- Study Habits Inventory: B.V. Patel
- SES Inventory: C.C. Pathak

The data collected by using these tools are reliable and valid only to the extent of the tools being reliable and valid.

(3) This study is limited to the Gujarati medium schools of the Kheda district.

1.8 Scheme of Chapterization

The report of the present study is divided into six chapters.
The second chapter discusses the relevant correlates of academic achievement and gives pertinent details regarding pupil's reading ability, study habits, family size and their socio-economic status that affect their academic achievement. The variables having direct impact on population study are also included in the form of family size.

The third chapter reviews and evaluates the past studies on academic achievement.

The fourth chapter gives the full-scale planning and procedures of the research study. The hypotheses of the study and the research design are considered in this chapter.

The fifth chapter devotes to the analysis and interpretations of the data. The various hypotheses enumerated earlier would be tested and the relevant interpretations would be arrived at after rigorous testing.

The sixth chapter summarizes the research activity and gives the synopsis of the conclusions. The suggestions for further study would also be given.

Various graphs, tables and appendices together with up-to-date bibliography would also be given at the end of the report.
References:


