AN EFFECT ON HOLISTIC LEARNING DUE TO EDUCATION STRATIFICATION AT PRIMARY AND SECONDARYEDUCATION: A REVIEW

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ABSTRACT

India is a country that excels in both cohesion and variety. There are a number of states in India, each of which is home to a distinct population, culture, language, and set of religious practises. Before or after independence, a great number of Indians were unaware of the need of education. They were either forced into job or company that was based on their caste, or they continued to work for a wage each day. They were obliged to work in the occupation associated with their caste. In this way, people living in rural areas and metropolitan areas are uninformed, and their knowledge of the necessity of education varies greatly from one another. Caste, poverty, caste-based professions, or the absence of teachers at schools are only some of the social factors that can have an impact on a person's educational opportunities, which is what the concept of "education stratification" refers to.

In order to perform this thorough assessment, substantial research was carried out by examining several sources of primary material and reading a variety of different papers. According to the findings of the study, the concept of educational stratification is merely a fancy word, and there should be equal access to education for all students. Because of educational stratification, I discovered a variety of elements that have an effect on schooling.

KEY WORDS: *Education stratification, Effects on education, necessity of education.*

1. INTRODUCTION

India is a country that excels in both cohesion and variety. There are a number of states in India, each of which is home to a distinct population, culture, language, and set of religious practices. Before or after independence, a great number of Indians were unaware of the need of education. They were either forced into job or company that was based on their caste, or they continued to work for a wage each day. They were obliged to work in the occupation associated with their caste. In this way, people living in rural areas and metropolitan areas are uninformed, and their knowledge of the necessity of education varies greatly from one another. Caste, poverty, caste-based professions, or the absence of teachers at schools are only some of the social factors that can have an impact on a person's educational opportunities, which is what the concept of "education stratification" refers to. In developing nations, where public resources are limited, education must compete with other essential requirements such as healthcare or infrastructure. As a result, acquiring adequate public resources is a significant obstacle to overcome. In India, a significant portion of the funds allocated for education come from the respective state governments, which results in a great deal of pressure being placed on the state funds. Aside from the fact that education funding needs to be analyzed and effective measures implemented, it is also essential to have an understanding that successful learning outcomes are dependent, to a significant extent, on enabling environments such as those found in schools, homes, workplaces, and other places. This is true even though education funding needs to be analyzed and effective measures implemented. The development of cognitive skills can take place in a classroom setting, but in many cases, children also pick up these abilities from their families, friends, and the society in which they are immersed, among other sources. However, the benefits of obtaining a quality education can vary greatly from one circumstance to the next. There is a vast gap in educational standards across the various states and between the many sorts of schools that exist within each state. It is widely acknowledged that for growth to be inclusive, access to excellent education needs to be expanded. This is necessary to ensure that the benefits of development, which include productive work, higher salaries, and improved standards of living, are accessible to all segments of society. Although secondary education and its expansion have become more important in India since the implementation of the Eleventh Five Year Plan, efforts to improve the education's overall quality have not kept pace with these developments. Although a significant amount of research has been carried out in other parts of the world to investigate methods by which the standard of secondary education can be raised, academics in India have not paid a great deal of attention to this field as of yet. As a result, there is an urgent requirement to carry out a substantial amount of research work in this field, work that can investigate these problems and make suggestions for policy. This paper is an attempt to address this vacuum and provide insights into the quality difficulties that are plaguing India's primary & secondary education system.

This research is distinctive in that it examines the problems facing primary and secondary education in India from both a quantitative and a qualitative point of view. With the help of this study, an effort has been made to clarify the meaning of the term "Education stratification," as well as its roots and the many different models and techniques that have been used up to this

point. In addition to this, it will also provide a comprehensive discussion on the literature that is available all over the world, as well as what has been accomplished in India up to this point. Not only does this work talk about quality principles.

2) OBJECTIVES

To review on the education system both primary and secondary education, to understand why schools divided on basis of different education stratifications, to know what factors are effecting parents to send a child to different types of schools.

3) METHOD

systematic literature review and narrative search. The articles from 2016 to 2022 were pulled from our first search of studies published in PubMed, Sage publications, and other online resources for the analysis of education stratification.

4) FINDINGS

According to NUEPA (2014), there is a growing concern regarding the quality of education that the education system in India is able to give. This concern is centered on the Indian context. The inequality that exists on a number of different levels is proving to be malignant for the nation. According to the Education for Free website, according to the Education for All (EFA) 2014 report, one of the most significant obstacles that the Indian education system must overcome is the presence of quality-related problems at each stage of education, which results in an inadequate level of student learning. The occurrence of low academic accomplishment among students is illustrative of the quality-related shortcomings of the current educational system. The results of a number of studies indicate that children do not have the cognitive and linguistic skills necessary to be ready for school. This indicates that the curriculum is of poor quality, that there are flaws in the teaching and learning process, and that there are not enough qualified teachers. If children's primary education is lacking when they enter school, there is a risk that the benefits they receive from subsequent educational interventions will be diminished. For this reason, it is critical that appropriate educational interventions be developed and put into practice in order to eliminate quality-related deficiencies in elementary and secondary education. It is clear that there is a significant disparity between quality pupils and quality educational institutions. Children who come from low-income homes are unable to gain access to schools of the same caliber as those attended by pupils from more affluent backgrounds, who make up a significant portion of the student population at prestigious educational institutions. It is essential to have a firm grasp on the idea that all students should have access to the same educational resources. Every qualified student has the right to an education of the highest caliber. It is helpful to make a distinction between the procedures that lead to educational results and the educational outcomes themselves when attempting to define what constitutes quality education. Although the various educational approaches differ from one another in ideology, many of them have made attempts to analyses the idea of quality in education. epistemology, in addition to the composition of different disciplinary areas (EFA Global Monitoring Report 2005).

The Humanist approach: This method places a greater emphasis on the learning process itself as a social practice than it does on the individual's role in the process of learning itself as a result of individual involvement. Curriculum that is standardized and controlled is not acceptable. The educational curricula continue to be adaptable to the specific conditions and requirements of each learner. Both self-evaluation and peer assessment are encouraged as valuable methods for cultivating a more profound knowledge of students' academic progress. The function of the teacher is more similar to that of a facilitator than it is to that of an instructor.

The quality of the behaviorist approach: This method is seen in the fact that it endorses standardized and controlled curricula that are constructed on the basis of predetermined goals. The term "assessment" refers to an objective measuring of previously taught behavior in comparison to previously established assessment standards. Many people believe that the most important aspects of the educational process are tests and examinations. Learning is guided by the instructor, who is regarded as the subject matter expert and is in charge of determining what causes what responses.

Quality in a Critical Approach: This method is used by Sociologists and critical pedagogues have a tendency to equate good quality education with one that encourages social change; includes a curriculum and teaching methods that encourage critical analysis of social power relations and ways in which formal knowledge is produced and transmitted; and involves the active participation by learners in the design of their own learning experience. This is because good quality education prompts social change, includes a curriculum and teaching methods that encourage critical analysis of social power relations and ways in which formal knowledge is produced and transmitted.

Indigenous approach: This method reaffirms the significance of education's relation to the socio-cultural circumstances of the nation and the learner, which is a quality that may be found in indigenous approaches. They are of the opinion that all students have rich sources of past knowledge that they have acquired via a wide range of experiences, and that it is the job of educators to unearth and cultivate these sources. Learners ought to take part in the process of formulating their own educational programmer. Learning should not be confined to the four walls of a classroom and should instead take place in informal settings and continue throughout one's life.

Approach to Improving the Quality of Adult Education: In this method the adult education tradition, experience as ll as critical thought on the subject of learning plays a significant role in determining quality. Learners are viewed as socially positioned individuals who have the potential to use their experiences and what they have learned as a basis for social action and social change by radical theorists.

5.CONCLUSION

In conclusion, it is possible to declare that this paper provides a conceptual perspective on the quality of education by evaluating the numerous ways in which it has been understood and addressed in various areas of the world. This can be said

since the article examines the various ways in which it has been understood and addressed in various countries. There is a significant amount of There is a lot of variety in the history of the quality notion in education, as well as in the models and techniques that have been established for it. Although the term "education Stratification " has been understood in a wide variety of ways by educators, the most applicable definition of "educational quality" would include a combination of "inputs," "processes," and "outcomes," as well as their interrelationships with one another. Despite the fact that the term "education Stratification" has been assigned multiple meanings, educators continue to view it in a wide variety of ways. Therefore, even though the learning outcomes of students are the primary criterion for determining the quality of education, the quality of the inputs and processes that are used to achieve better learning outcomes are also extremely important.

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