



Role of Distance Education in the Implementation of the Right to Education (With Special Reference of Uttar Pradesh)

KEYWORDS

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ABSTRACT *This research addresses the roles of distance education in the implementation of the right to education and its impact on student's. The right to education is a universal entitlement to education, recognized in the International obligation on Economic, Social and Cultural Rights as a human right that includes compulsory primary education for all, an obligation to develop secondary education accessible to all and as well as an obligation to develop equitable access to higher education ideally by the progressive.*

Mukhopadhyay (1998) stated that distance education "reminds the incidence of the five blindmen describing an elephant."

Introduction

1.1 Scope of Distance Education

In developed countries 30% of students go for higher education after high school. In India the figure is 6.5% only. After food, it is education that has posed as the second greatest challenge for modern India. It is a sector where the government should have pumped in more funds.

Many author and researcher give their views on distance learning not in India but in abroad also. Every year number of research conducted worldwide. Education play a vital role in development of any country, soits take more attention of people of any country. India is a big country; youth population in India was 41.05% in 2001,so to provide good education to everyone distance learning plays a significant role.

1.2 Research Objectives

The aim of this study is to analyze the Role of distance education in the implementation of the right to education in India. This research is an endeavor towards to analyze the attitude of the students towards distance education.

The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these accesses to education provisions, the right to education encompasses the obligation to rule out discrimination at all levels of the educational system to set minimum standards and to improve quality of education. Although gender cannot be a constraint in any educational participation, there are issues relating to accessibility and relatively lower participation rates among women. This constraint particularly applies to the traditional face-to-face mode of education. During this research work we will make a survey among the youth of Uttar Pradesh in order to verify the roll and impact of distance education for the implementation of right to education. We investigated the challenges of effective distance learning system and on the basis of our study we will recommend suggestions.

1.3 Research Methodology

I have used the conclusive Research Method in this study. As our project deals with the study of distance learning education so we need to meet the student. Our primary aim was to find the psychology of student for what they think about the distance learning education. We had interacted with students of different areas and came out with some conclusions, for that we had framed fifteen questions.

1.4 Area of Research

For our convenience we have selected many area of dis-

trict of Uttar Pradesh (East) as a research area that includes Faizabad, Lucknow etc. for the research project.

1.5 Sample Unit

Sampling unit contains the particular units being studied and which generally reflects the desired response that is most of the traits that the universe has.

My sampling units were students of different district of Uttar Pradesh (East). I have taken 150 respondents for my study.

1.6 Technique Used In Our Research

1. Questionnaire design Process
2. Data collection by Survey method

1.7 Source of Information

1. Primary sources
2. Personal survey was conducted in various area.

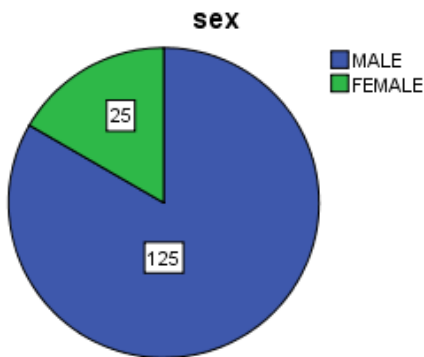
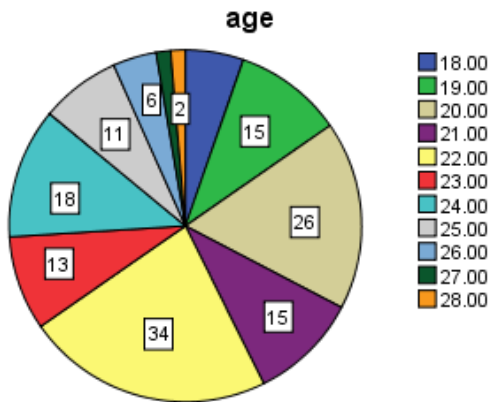
1.8 Statistical Analysis

| Age | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 18.00 | 8 | 5.3 | 5.3 | 5.3 |
| | 19.00 | 15 | 10.0 | 10.0 | 15.3 |
| | 20.00 | 26 | 17.3 | 17.3 | 32.7 |
| | 21.00 | 15 | 10.0 | 10.0 | 42.7 |
| | 22.00 | 34 | 22.7 | 22.7 | 65.3 |
| | 23.00 | 13 | 8.7 | 8.7 | 74.0 |
| | 24.00 | 18 | 12.0 | 12.0 | 86.0 |
| | 25.00 | 11 | 7.3 | 7.3 | 93.3 |
| | 26.00 | 6 | 4.0 | 4.0 | 97.3 |
| | 27.00 | 2 | 1.3 | 1.3 | 98.7 |
| | 28.00 | 2 | 1.3 | 1.3 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

Sex

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | MALE | 125 | 83.3 | 83.3 | 83.3 |
| | FEMALE | 25 | 16.7 | 16.7 | 100.0 |
| | Total | 150 | 100.0 | 100.0 | |

Source-Primary data



Source-Primary data

1.9 Findings

During my research I have found many facts related to distance education. As we know India had impressive success in improving its education system. India is one of the few countries that adopted the distance education both at secondary and higher level. In year 2013 India's population cross level of 1.27 billion. Literacy rate of India is about 74.04 percent. 150 students given his opinion on distance education system. During research we asked 15 question to students (both male & female)

On the basis of research result we have many fact and figure those are-

1. About 74.4% of male and 72% of female told that distance learning courses offers convenient alternatives to those students who want to be a part of regular & formal education.
2. About 54.4% of male and 52% of female told that they are satisfied with the flexible time period of distance Learning Courses.

3. About 48% male and female told that Distance Learning courses more popular in rural areas than urban areas.
4. About 44% of male and 52% of female told that Distance Learning degrees should be provide equal values as on-campus degree.
5. About 64% of male and 82% of female respondent told that companies should accept Distance Learning degree for jobs.
6. About 57% of male and 44% of female believes in the authenticity of degree awarded by these universities.
7. About 75.2% of male and 84% of female told that there are no difference in knowledge between regular and Distance Learning education student.
8. About 48% of male and 32% of female rely on the examination procedure and transparency of the Distance Learning System.

We can say that distance education play a significant role in implementation of right to education. Now day's students who don't have time to go regular class room study adopt distance education.

We were enjoying this situation because every new situation was course of learning for us. One major thing we felt that this research project was helpful to remove ego problem and it was also helpful to make the people more communicable. At the end we can say that it was a great opportunity and we enjoy this opportunity.

1.10 Conclusion

Distance Learning Courses are very popular and people are much interested in distance learning courses because this is cheaper than the regular courses but we found that some of people do not believe in this system because they think this will not help in grooming the personality of the executive.

So we found that some people were satisfied with distance Learning System but still some people believe in regular studies. So at last we want to say that Distance learning has opened doors for many students, especially for those who cannot afford to pay for the high fees of full-time courses.

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