

CHAPTER – V

SUMMARY, CONCLUSIONS AND SUGGESTIONS

Education is an important input both for the growth of the society as well as for the individual. Properly planned educational input can contribute to increase in the national gross products, cultural richness, build positive attitude towards technology, increase efficiency and effectiveness of the governance. Education opens new horizons for an individual, provides new aspirations and develops new values. It strengthens the competencies and develops commitment. Education generates in an individual, a critical outlook on social and political realities and sharpens the ability to self – examination, self –monitoring and self – criticism.

Great philosophical thinkers like Swamy Vivekananda, Mahatma Gandhi, Sankaracharya, and Guru Nanak have contributed quite a lot towards the development of an indigenous system of education. The indigenous system means the uniqueness associated with Indian, through culture and the Indian way of life (*Lyer, R. N., (1995)*). The Rig-Veda regards Education as a force which makes an individual self-reliant as well as self-less. The Upanishadads regard education, “It is that whose end product is salvation”.

India lives in its village. It is there that our producers live, voters live, the poor and illiterate live. It is the villages that hold the key to the country’s problems. So vision of future India can be greater than to rebuild its half a million

villages. The irony is that in terms of the teaming millions inhabiting these villages our developments, our democracy, and our education have all become irrelevant.

All States in India have compulsory secondary education Acts except Manipur, Meghalaya, Nagaland, Sikkim and Tripura of the union territories Andaman and Nicobar, Islands Chandigarh and Delhi have such legislation. However even where such legislation exists penal classes are seldom enforced, because of social & economic reasons, Instead, incentive such as mid day meals, free books and uniform are provided to attract children to school perhaps, the best achievement of the last three decades is the respect of the universal provision of facilities for secondary education.

The secondary school has been introduced in the village not only to bring in minimum literacy to the rural population, but also as the central institution for the development of villages. Its secondary objective is to teach the basic skills of communication. The high proportion of dropouts and increasing number of illiterates indicate that even the basic aims of formal schooling are not being achieved. Consequently, there is a growing concern among educators and planners that existing secondary education does not provide a particularly helpful or relevant experience for those who do not progress to higher levels.

It is suggested that the secondary school curriculum is irrevocably tied to the requirements and values of the urban sector. The school is influenced to a large extent by the certification needs of a small minority of pupils who will continue in secondary schools and possibly enter university, and not by the

requirements of those who will not. The argument then challenge a major premise of education in the form that it exists at present is needed for its own sake. Therefore, in the present situation, there is a lower secondary school within walking distance from the home of every child. The provision of upper primary schools is so universal in all part of the country and secondary schools in almost all the villages wherever the population is more than one thousand.

5.1 Secondary School Education

During 1970s the Government secondary schools were 51 per cent of the total secondary schools in India. But later a large percentage of secondary schools were under local bodies but the trend again shifted in 20th century, in which the percentage of Government secondary schools was higher than local bodies. Government and local bodies put together continued to own more than 90 per cent of secondary schools. The contribution of private agencies has been small through increasing over the years and was highest in beginning of 20th century (9.08%). The percentage of secondary aided schools has been slowly decreasing over the years while the percentage of unaided schools has been increasing.

The secondary education is the foundation for the child. The child's attitudes change after receiving secondary education. It is the most crucial stage of education, spurning these year of schooling and laying the foundations for the personality, attitudes, social confidence, habits, learning skills, and communicating capacities of pupils. The basic skills of reading, writing and

arithmetic are acquired at this stage. Values are internalized and environmental consciousness sharpened. This is the stage where sports and adventures can be roused, and manual desiderate can also be developed.

The secondary stage of education covers the age range 12 to 14 years and the class VI to X. This is the period has been observed as universal, compulsory free education. This period, especially the early years, play a crucial role in the life of the child. The child in this stage is spontaneous, curious, creative, and active. In the sphere of cognitive development, It is the crucial stage for income formation and the learning of principals. Thinking continues to be initiative and then develop in an increasing way capabilities of inductive and deductive thinking. In that, order children move from wonder to utility and precision and then to generalisation and system in respect of knowledge. For large section of children, this stage of education may be terminal after which they enter the world of work.

5.2 Secondary Education in Rural Areas

The secondary system was studied by some British officials and scholars in the early nineteenth century. Even though their enquiry was restricted to British occupied territory, their reports serve to give quite a clear picture of the state of secondary education even after the British had imposed their rule on most parts of the Indian subcontinent. There was an enquiry into secondary education in Madras in 1822. An enquiry was conducted in Bombay Presidency in 1823 through the collectors of districts. In Bengal, Lord William Bethink ordered an

enquiry which was carried out by William Adam, a missionary who took a keen interest in Indian education. The Madras and Bombay enquiries were rather rough jobs. Adam, who studied only five districts out of nineteen in Bengal and Bihar, had an inadequate sample; but his work was thorough and his reports surprisingly unbiased.

The pupils were generally between the ages of ten and fourteen but many boys continued up to fifteen or sixteen. There was a large practice of domestic instruction, and the number taught at home was five times greater than that taught in schools. Children were taught at home by relatives or private teachers. The remark that the system had been better in earlier times shows the soundness of Gandhiji's judgment that more literacy and popular education prevailed in India before the British conquest.

5.3 Rural Poverty

Poverty has been the major focus of planning in India. The national planning committee of the Indian national congress proclaimed in 1938 that the aim of the planning was to ensure minimum standard of living to everybody through economic growth the equitable distribution of income and wealth. After independence, the Government of India resolution of March, 1950 stated that planning in India was intended to improve the standard of living of the people of efficient use of the resources and providing employment opportunities to all. Till the end of the fourth plan the planners felt that economic growth and employment generation can tackle the problem of poverty in India.

As there was no decline in the incidence till the end of sixties, it was realized that programmes for direct attack on poverty were needed, 'Garibi Hatao' became the main political slogan in the fifth five year plan period during which various antipoverty programmes have been introduced. During the half century after independence a lot of research has been undertaken on various factors of poverty.

5.4 Measure of Rural Poverty

The term rural poverty is the opposite of the term rural development. It implies lack of development, or underdevelopment, and therefore the knowledge of its measures also is as important for a student rural development as that of measures of rural development in this section we present some commonly used measures of rural poverty.

Rural poverty is a worldwide problem; it exists in both developing and developed countries of the world. Over one billion people in the world are estimated to be living in poverty. The incidence of poverty is highly uneven among the regions of the world, among countries within those regions as among localities within those countries. Nearly half of the world's poor live in south Asia, a region that accounts for roughly 30 per cent of the world's population. Alleviation of poverty has been an important objective of development policies and programmes all over the world, including India.

The independent India felt the great need of expansion of education. Therefore the national Government took active and sincere steps to make the secondary education free universal and compulsory. The principles of compulsory education were declared through article 45 of the constitution of India.

Secondary education constitutes a very important part of the entire structure of education. It is the stage that the child starts going to a formal institution and formal education starts. The education, which he receives there, provides the foundation of this physical, mental, emotional intellectual and social development. Sound elementary education gives a fillip to sound secondary and higher education, secondary education deserves highest priority not only on grounds of social justice and democracy but also for raising the competence of the average worker and for increasing national productivity. The provision of universal elementary education represents an indispensable first step towards the provision of equality of opportunity to all its citizens.

The Directive principles of state policy as enunciated in our constitution envisage that the state shall Endeavour to provide free and compulsory education for children up to 14 years of age within a period of 10 years. The constitutional directive has been spelt out unequivocally and emphatically in the National policy on education, 1986 and its programme of Action (POA), 1992.

The policy envisages that free and compulsory education of satisfactory quality should be provided to all children up to the age of 14 years before the

commencement of the twenty-first century. In keeping with the policy objectives, the targets for the five year plan have been defined under three broad parameters –Universal access, universal retention and universal achievement.

5.5 Rural Poverty and Education

The National survey data show a strong relationship between consumption levels and educational attainment of the household head. In both urban and rural areas, average consumption levels of households where the head had completed secondary education or higher are about twice as high as when the household head was illiterate. The share of household heads with some education rises steadily as one moves up the welfare distribution both in urban as well as rural areas, though the relationship appears to be much stronger in urban areas. The urban households where the household head had completed higher education were much more likely to be in the top income quintile than in the bottom two groups. Half the households in the top income quintile in urban areas had completed higher education in contrast to only about one-fifth in the urban population as a whole. By 20th century this had risen to 62 per cent of household heads in the top quintile with completed higher education relative to under 30% in the urban population as a whole.

The relationship between education and poverty is far more complex than what is conveyed in a simple table linking consumption rankings to the education of the household head. Indeed, education is not only an important determinant of economic wellbeing but is a key dimension of wellbeing itself. A very important

set of questions thus pertains to the factors which determine education outcomes, and in the context of this note, the particular role that poverty might be playing in constraining access to education.

Education outcomes in Andhra Pradesh are considerable lower than in its neighboring states. While barely more than sixty percent of children between the age group of 6-14 years in Andhra Pradesh are enrolled at school. In fact, the figures for Andhra Pradesh are lower than for India as a whole. Looking at educational achievements, such as the proportion of the population aged 15-19 that has completed at least grade 8, indicates that the poor showing in Andhra Pradesh does not apply only to enrollment rates.

Again, Andhra Pradesh is alone among the south Indian states to fall under the all India average. In AP while barely less than fifty percent of 6-14 year olds in the bottom forty percent of the population are enrolled at school, more than ninety percent of the top twenty percent are. The gap between this richest group and the poorest forty percent is thus less than fifty percent, a larger gap than in any other South Indian state and once again larger even than at the all-India level. The pattern is unchanged when we consider education outcomes instead of enrollments.

An important gender gap in enrollments and in school attainment in Andhra Pradesh has counted by some studies, and illustrate that this gap is also greater among the less wealthy. The evidence shows that poor girls were still markedly less likely to be enrolled in school and had achieved sharply lower

education levels than rich girls, and the gap between boys and girls was particularly high among the poorer households in the population. One encouraging sign is that some additional recent evidence indicates that between 1986-87 and 1995-96, enrollment rates of girls in India as a whole, and certainly also in Andhra Pradesh, rose markedly. While there is still a considerable distance to go, it is encouraging to note that progress is being made in removing gender imbalances.

5.6 Problems in Secondary Education

To complete the picture of education as a whole in its micro-cosm it is pertinent there to discuss the various problems that have been facing in the implementation of the universal compulsory secondary education and are quite likely to persist in the foreseeable future also unless they are closely studied and right measures applied of the opportunism movement. The problems are of various types differing both in their nature and in the magnitude of force they exist on the scheme of Universal secondary education “unless these problems are nipped in the bud, no amount of effort and energy in the bloomless pi’ of secondary education will go to far to make the scheme a success”.

5.7 Secondary Education in Rural Area

The present system of education in India, from the preschool stage to higher education, has been imported from the West in bits and pieces over the last 200 years. The overall cultural contexts of Indian society and the cultural

specialties of its varied segments have been ignored by this system, with the result that it has never been fully accepted by the people. It hardly needs to be pointed out that the ecological inheritance, ethos and cultural commitment of Western societies have been quite different from those of oriental societies. The climate, natural environment, types of settlements, their historical evolution and the resultant goals and occupations, and the life-views of these societies have always been poles apart. This is the main cause of the continuing discord between education and society in India.

5.8 Secondary Schools Vs Rural Poverty

The secondary school has been introduced in the village not only to bring in minimum literacy to the rural population, but also as the central institution for the development of villages. Its secondary objective is to teach the basic skills of communication. The high proportion of dropouts and increasing number of illiterates indicate that even the basic aims of formal schooling are not being achieved. Consequently, there is a growing concern among educators and planners that existing secondary education does not provide a particularly helpful or relevant experience for those who do not progress to higher levels. It is suggested that the secondary school curriculum is irrevocably tied to the requirement and values of the urban sector.

Coincident with this trend is the realization that the type of education offered in the rural areas has very little relevance to their situations, problems and needs. Insofar as rural development is concerned, it has been claimed that

much of formal education is counter-productive since it has alienated the youth from their environment. This has led some critics to propose ruralisation of the secondary school curricula.

On the other hand, parent's aspirations and expectations, in accordance with the traditions inherited from the colonial past, view school as a stepping-stone to jobs in the organized sector. Furthermore, a school with a rural bias lends itself to polarization; not only would it isolate the rural community from the urban sector, but also create a dual system of kind and degree from those in the urban sector. The pattern of rural-urban imbalance basically reflects the pattern of inequality that exists between the two sectors.

5.9 Review of Related Studies

A study of the related Literature implies locating reading and evaluating reports of research as well as reports of causal observation and opinion that are related to the individuals planned research project. A detailed review of the related studies has done to plan the present study, in selecting methodology, research tool, size of the sample, sampling techniques and statistics. For any specific research project to occupy this place in the place in the development of discipline, the researcher must be through families with both previous theory and research. To assure the familiarity, every research project in the behavioural sciences has as one of its early stage a review of the theoretical and research literature

5.10 The Problem

The central purpose of this study is to analyse how the system of secondary education in India actually works at the village level and how it interacts with other elements like poverty in rural development at north coastal districts of Andhra Pradesh state. The title is **“Rural Secondary School Education and Poverty Levels in East and West Godavari districts of Andhra Pradesh – A Study”**.

5.11 Objectives

1. To study the attitudes of school teachers and parents of school going children towards the school environmental conditions in connection with the improvement of secondary education in rural areas.
2. To study the perceptions and attitudes of teacher respondents towards secondary school education in rural areas.
3. To study the perceptions of parents of school going children towards secondary school education in rural areas.
4. To study the environmental conditions of the secondary schools in rural areas of East and West Godavari districts of Andhra Pradesh.
5. To study the significant difference in the opinions of teachers and parents of school going children towards the factors of secondary school education in rural areas.
6. To suggest measures for the effective implementation of the state policies that proper functioning of secondary schools in rural areas.

5.12 Hypothesis

1. There is no significant difference among teachers on the functioning performance of secondary schools in rural areas.
2. There is no significant difference among parents of schools going children towards the factors influencing the rural secondary school education.
3. There is no significant relation between rural poverty and rural secondary school education in the study area.

5.13 Sample of the Study

The size of the sample is 200 teachers, 200 parents, and 36 secondary schools. These samples were collected from two coastal districts of Andhra Pradesh state i.e. East Godavari and West Godavari.

In the light of the above statement and on the basis of the above teachers, parents of the school going children and Secondary Schools form sample two districts, the stratified teachers, parents and schools were identified and the required sample was drawn, Proportionately from each sub-group of the sample by random selection.

The researcher has conducted unstructured interviews with all the subjects for obtaining the necessary information, which is not covered in the questionnaire particularly. The interviews were conducted while distributing and collecting the questionnaire. Among other related questions, the researcher

collected information from the unlettered women in the village who cannot fill up the questionnaire.

5.14 Analysis of Data

The primary data entered in to computer by using SPSS software package and Uni-variate, bi-variate tables were generated. The F-tests and t-tests were carried out for testing the hypothesis.

5.15 Limitations

The main intention of the present investigation is to study the attitudes of different categories of teachers and parents of secondary school students towards rural secondary schools education and poverty levels. The teachers who are working in rural area secondary schools and the parents who are the residents of those study villages in East Godavari and West Godavari districts of Andhra Pradesh State are the subjects in the present study. The investigation has measured the poverty levels of the parents of school going children with some economic characteristics and their opinion towards the rural secondary schools education.

5.16 Major Findings of the study

a) Teachers

1. There is a significant difference between male and female teachers in educational and administrative factors but there not significant at economic and domestic factors.
2. There is no significant difference between married and unmarried teacher respondents in the educational, administrative, economic and domestic factors related to rural secondary school education.
3. There is no significant difference between rural and urban native teacher respondents in the educational, administrative, economic and domestic factors related to rural secondary school education.
4. There is no significant difference among different age grouped teachers in their performance regarding the educational, administrative, economic and domestic factors.
5. There is significant difference in the mean scores of teachers among different communities on educational, administrative, economic and domestic.
6. There is no significant difference among various community group teachers in their performance regarding educational, administrative and domestic factors. Where as in economic factors there is significant difference between different community teachers in their performance.

7. The analysis indicates that there is no significant difference among teachers with different professional qualifications in their performance regarding educational, administrative and domestic factors. But in economic factors there is significant difference between teachers by their professional qualifications.
8. There is no significant difference among different designated teachers in their performance regarding educational, administrative and domestic factors. Where as in economic factors there is a significant difference between teachers with different designations in their performance.
9. There is no significant difference among different levels of experienced teachers in their performance regarding educational, administrative and domestic factors. However, in economic factors there is significant difference between different levels of experienced teachers in their opinion on rural secondary school education.
10. There is no significant difference among teacher respondents working in different schools regarding educational and administrative factors. Whereas in economic and domestic factors there is significant difference between the teachers working in different management schools towards rural secondary school education.
11. There is no significant difference among teachers with different levels of experience in the present school towards their secondary school education regarding educational, economic and domestic factors.

However, administrative factors found to be significant between different levels of experienced teachers in their performance.

b) Parents

1. There is no significant difference between male and female parents towards educational, societal and economic factors regarding rural secondary school education and poverty levels.
2. There is a significant difference among different age grouped parents in educational and economic factors regarding rural secondary school education and poverty levels but in societal factor, there is no significant.
3. There is a significant mean difference among different community parents in their opinion towards economic factors regarding rural secondary school education and poverty levels.
4. There is no significant difference among different literacy levels parents in their opinion regarding the above factors. However, in all the factors the mean scores are increasing according to their literacy levels.
5. There is significant difference among different occupational group parents in their opinion regarding educational factors towards rural secondary school education and poverty levels.
6. There is a significant difference among different literacy levels of spouse's' of parents in their opinion towards economic factors regarding rural secondary school education and poverty levels.

7. There is a significant difference among different occupational groups of spouses of parents in their performance regarding educational factors in related to rural secondary school education and poverty levels.
8. There is no significant difference among parent responses in the different income levels regarding educational factors. Where as in societal and economic factors there is significant difference between different income level parents in their performance.
9. There is no significant difference among parent responses in the different income levels regarding educational factors. Where as in societal and economic factors there is significant difference between different income level parents in their opinion on rural secondary school education and poverty levels.
10. There is no significant difference among different groups depending on the number of school going children of parents in their opinion towards educational, societal and economic factors regarding rural secondary school education and poverty levels.
11. There is no significant difference between parents who are school committee member and non-school committee member on the opinion regarding rural secondary school education and poverty levels towards educational, societal and economic factors.
12. There is no significant difference among different types of school parents in their performance regarding educational and societal factors. Where as

in economic factors there is significant difference between different types of school parents in their performance.

5.17 Conclusions

(a) The school and the Child: In the process of growing up the child is helped by the various stake holders, parents, kin, neighbors and the community as a whole. The school teacher, being an outsider, is not a participant in this process of incidental but fairly well-organized cultural learning. For the rural child, therefore, the teacher in the formal school is a stranger and the school is a place where it has no protection from parents, older siblings, or relations and neighbors. School entry for the child is traumatic, an entry into insecurity, into a world of which the ways are quite different from what the child has experienced in its cultural milieu. This is often the reason for non-enrolment of rural children and of a large dropout rate.

(b) Village and the School: Most of the children and their parents are living distance from the schools, since it is only the teacher who is designated by the system to transmit education according to a state-prescribed curriculum. Through him only the education/ literacy transmitted from the text books to pupil. The textbook is the only tool of education, but the standardized, formal language it uses is far removed from the local vernacular. Its lessons deal with subjects with which the child has no cultural familiarity. The so-called co-curricular activities are also prescribed from a 'national' and 'international' standpoint about which the community, parents and children know next to nothing.

(c) Mid-day-meal and Children: Majority of the rural families are still in the below poverty levels. So the Government also introduced this Mid-day-meal Programme to attract not only the children to attend school but also poor parents to send their children to schools instead of sending them to domestic work (labor). This will encourage secondary education and curtail dropouts in the schools.

(d) Children and Parents: The parents do not know what the lessons/curriculum intends to do or what the textbook teaches their children in the schools. As a result, this education can receive hardly any support at home. The results of school learning fail to correspond with the parents' expectations of schooling and they withdraw their children from school at secondary level. The children, by and large, do not regret this withdrawal and happily return to the security of the culture imbibed by them before school entry. This picture has been seen in the two districts under investigation. It reinforced the overall research findings in this respect.

(e) Economic Transactions: All the two districts under investigation had a tradition of economic transactions, which cannot be monetized. The local economy is not controlled by bureaucratic procedures nor does it figure in the statistics of state bureaus of economics. For instance, the surplus development funds distributed by village elders to needy persons (who are under below poverty level) are part of the community's welfare activities and do not figure in government expenditure on welfare. Some government activities appear to

generate temporary contract jobs for village roads & buildings development, making leaf plates and bowls, collecting firewood, fetching large quantities of water, and so on. The milk contributed for the schoolchildren is non-monetary.

(f) Rural Secondary School Education and Children: Children in the rural areas get habituated to go with their parents (father / mother/ other family members) to farm lands or work places. At there they will help their parents in their works and play for some times. This will make children in curtailing the habit of school going at their early age. On the other side the parents will not encourage their children to attend school because they are habituated the help from their children in the farms. In the school, the teachers are also not encouraging the children by supplying text-books/note books.

(g) Classroom Environment: The community is often asked by educational bureaucrats to construct school-rooms or give equipment to the school. But the immediate users of secondary education, i.e., the parents and the community, are never asked whether the curriculum, pedagogy, or economic aims of schooling correspond with their expectations and whether they could help make education culturally relevant. The gap between the economic concepts acquired by the children in the community and those adopted by the state in a bureaucratized school system being seriously at variance, the cultural confusion of the learning process gets exacerbated.

The aim of Westernized basic education being employment, and that of the cultural education of the children being collaborative interdependence for the

day-to-day business of living and growing, a clash between the two becomes inevitable.

5.18 Suggestions

India is rich in human resources. This has been amply demonstrated by what Indians have achieved in all fields of human endeavour, including science and technology what's needed now is a long term policy for development of human resources through education training, health care, and empowerment and creation of a congenial socio-economic institutional (including legal), and political environment for the fullest possible utilization of the vast, untapped reservoirs of human power and ingenuity. Human resources are inexhaustible and renewable, and hence the only resources which can sustain development forever, our axiom in the twenty-first century should be human beings are both the end and the means of development.

Strengthening the impulses of modernization for the achievement of economic and technological self-reliance is needed for reduction in the incidence of poverty and unemployment. There is a need of improvement in the quality of life of the people in several with special reference to the economically and socially handicapped population through a minimum needs programme. Hence, promoting policies to control the growth of population through voluntary acceptance of the small family volume should be implemented. Therefore, there is a need of active involvement of all sections of the people in the process of

development through appropriate education, communication and institutional strategies.

The validity of the Western model of schooling has been challenged not only by Gandhiji but in all the countries which were colonized, whether in the east or in the south. This model had ridiculed and devalued poverty-based systems of education with their culture-compatible organisation. The developmental ways of socialisation were condemned as primitive even in a country like India, which has evolved knowledge in its many branches over thousands of years. The wheel of educational thinking has, however, been turning full circle and academics are pointing out that the foundational education of children cannot ignore its cultural contexts, that it can be successful only when the parents and the community participate in fashioning its aims, content, pedagogy and organisation. Non-formal education, alternatives to the present unsuccessful schooling system, and going beyond Western modernism to post-modern thinking which insists that the hegemony of the state over education must end, are some of the indicators of the commencement of an educational renaissance in Third World societies. The enabling of the stake holders in education to assert their viewpoint on the fashioning of the future of society can be envisioned as the core of the educational scene in the post-modern era.

The configuration of education, particularly foundational education needs to consist of elements which are local and culture-friendly. At the same time, widening of the learners' horizons should be possible through multimedia

programmes, leaving their use not to state prescription but to the learners with their various goals and interests. Such widening of horizons is essential not only for literally developed states like Kerala but for the Andhra Pradesh as well. There could be programmes having diversified curricular offerings, taking the learner from the local level to the regional, national and even international levels of knowledge acquisition through a process of life-long learning. It is becoming clear that the very concept of school has to change, whether Western or Eastern. But whatever may be the learning opportunities opening out henceforth, they need to be shaped and used by people everywhere from their own cultural moorings, in the context of their integrated civilisational view. There would then be educational diversity which is essential for overcoming the control of the state and for handing back to the people the future of their cultures and their children's destinies.

5.19 Suggestions for Further Research

- 1) Investigate the effects of poverty levels on primary, upper primary and High schools in Andhra Pradesh.
- 2) There is need to further investigation how we can nullifies the effects of poverty levels on educational system.
- 3) Investigate the other factors other than poverty levels which influence the present educational system.
- 4) Investigate how hostels for Backward Class's, Schedule caste's, Schedule Tribes children and Andhra Pradesh State Residential school hostels minimizing effects of poverty levels on present educational system.