Chapter - VII

The Summary of Conclusions and Suggestions
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First Chapter - Introduction and Methodology

Following the end of the colonial era around the middle of the previous century, education has taken on a new role in the developing countries, including India. Earlier known for its perpetuating role in cultural transmission, education has now come to be viewed as an instrument of social transformation. Soon after their liberation, the countries of Asia and Africa were confronted with the challenge of national reconstruction. Under the spell of the ideology of modernization, they took modernization as their goal and education as a means to attain the high culture of technology, organization and administration.

As in other developing countries, so in India, the planners and policy makers placed massive faith on education as an instrument of modernization. This faith is clearly reflected in the following statement of the Report of Education, 1964-68 - "The most powerful tool in the process of modernization is education based on science and technology".

For a proper appreciation of the role of education in modernization, it is useful to distinguish between two levels of modernization, institutional and attitudinal. Institutional modernization refers to the modernization of institutional structure of a society. Attitudinal modernization on the other
hand, is concerned with the modernization of the minds of the people. Needless
to say that education has the potential to influence both the elements of society:
institutions and attitudes. The significance of this distinction lies in the
possibility that a society may adopt modern institutions without modernizing
the attitudes of its members.

The major tasks ahead in India are: First we must redefine the
objectives of higher education. How do we make it an instrument of producing
trained competence with sharpened problem solving capabilities? Second, we
must revive confidence in the system of higher education. What must we do
to enable those who participate in it to have greater faith in it? Third, the
obsolescence of Indian education has to be attacked. What can we do to ensure
that our education partakes of the growth points in knowledge? Fourth, it has
to be made relevant to the changing contexts of life and to our national needs.
How do we shake off the high prestige Western models which do not suit our
realities? How do, we give our students a realistic feel for the science based,
rapidly changing society of tomorrow? And how do we convey to our younger
generation the grim realities of Indian life today and get them to join in the
adventure of building a self-reliant and prosperous nation? Fifth, we have to
take some hard decisions regarding the growing number of those unprepared
for, and unable to take advantage of higher education. What must we do to
divert them to useful vocations and make them employable? At the same time,
what must we do, within education and in the larger society to ensure that
selectivity in recruitment does not have regressive social consequences? Sixth,
we must evolve an effective strategy for the management of higher education.
And seventh, something must be done to invest values and commitment into the system lest it lead us into a void of anomic and drift.

Education is the backbone of development. Education is a life investment and not an expense. Education empowers the people and leaders to a conscious and literate society. In the developed countries the average literacy rate is 98.7 percent, whereas the literacy rate in India is as low as 68 percent (according to 2011 Census data, and that of Andhra Pradesh is still low at 60.69 percent).

In the first chapter the need for education in order to make betterment of society and people from all angles i.e. economic, social, political, institutional and cultural also. At the same time, the problem with particular reference to Andhra Pradesh is explained. Select review of literate in the present subject is made elaborately. The main objectives, hypotheses, the study area of Andhra Pradesh State, data collection, analysis organisation of the work and lastly the limitations of the work are also mentioned.

Second Chapter - General Features of the Study Area

Andhra Pradesh State is the fifth largest state in the country in size of population as well as area. It consists of 23 districts with three independent political regions known as coastal Andhra, Rayalaseema and Telangana. The State is having a very good historical back ground ruled by a number of kings before the entry of Britihers into the country. After the liberation of the country from the clutches of Britihers in 1947, the State has been formed on 1st November, 1956. Of the total 23 districts 14 districts have been declared
officially as backward. But this number may change from time to time, depending upon the rains received by the State. Now and then, due to heavy rains in some parts of the State, floods are also occurring in the State frequently. The State consists of good alluvial soil for cultivation, supported by rivers, canals and wells and there is a typical tropical climate in the State. The State is having a large forest area with good forest products useful for the development of the State. There is the possibility of developing the State through good irrigation potential for agricultural development. Due to insufficient water flows, the power generation in the State is not satisfactory and it affects the industrial and agricultural economy of the State.

Third Chapter - Education and Economic Development in India

There is a lot of discussion among the educationalists and economists with regard to the linkage between education and economic development. There are instances where education contributed for economic development and also vice versa. But in a country like India where there is lot of illiteracy among the large population particularly in Rural India, it is affecting economic and social development and also political development. Education is the base for all sides development of the country. In spite of the efforts made by the Government in the form of the planned economic development more than five decades, still most of the people are suffering from poverty, illiteracy, economic backwardness, ill-health, ill-clothed and various other issues. The Government is spending a little on the development of education and health which are crucial for the development of the country today. A number of studies outside and inside of the country on the relation of education and economic
development. A few among them in India are: the study of V.K.R.V. Rao on Delhi, P.R.Panchamukhi, Jandyal Tilak on Primary Education etc., They concluded that education is not an essential condition for economic development of India, but a sufficient condition for progress, to remove poverty and ill-health and ultimately to remove economic backwardness. Therefore, education is the essential pill for economic development particularly human resources development.

Fourth Chapter - Educational Development in Andhra Pradesh

Andhra Pradesh State is developing rapidly from the point of literacy and education. The literacy has been increased rapidly in all the districts due to the efforts made by the State Government in developing primary, secondary and higher education. This is explained in the form of total number of institutions increased from 1956 onwards upto 2000 AD. Thanks to the present State Government for transforming the State's economy towards the information technology and computer education starting from the 1st standard student itself. On par with the development of primary education, the secondary and collegiate education is developing in order to meet the demand of the society in the State. The technical and vocational education is spreading vigorously to train the youth to get the necessary skills to work either in a Government sector or in a Private sector. The Liberalisation, Privatisation and Globalisation (LPG) are having greater effects on the development of education and also to train the people suit to the requirements of the society. But still, there is a lot to do for the development of education in the State particularly to the rural masses to eradicate illiteracy. Then only the fruits of planned
economic development will react to the needy people. Otherwise the economic and social inequalities will widen farther and farther. In terms of the number of educational institutions, there is lot of improvement in the State, but in terms of quality still more efforts are to be taken to make the present students as the best future youth for the development of the State in particular and the country in general.

Fifth Chapter - Educational Planning in Andhra Pradesh

Educational planning is a part of general economic planning in any country/State. In India, economic plans were introduced in 1951 onwards. After the completion of nine Five Year Plans and a number of Annual Plans now and then, the country entered into the Tenth Five Year Plan recently. On par with the national plans, the educational plans were also implemented for the growth and development of educational sector at the national level in general and state level in particular. But Educational Planning is not having any magic power or it is not a miraculous drug to cure all the ills of the society/country. It involves the identification of objectives and available resources, examining the alternative uses of these resources and choosing the best out of them, examining the implication of alternative course of action and wisely choosing the best out of them, dividing the time limits for achieving the selected targets and finding out the best method to achieve the targets.

In order to tackle the issues of imbalances between supply and demand for education from various perspectives, different approaches to educational planning are developed. They are: (a) Social Demand Approach (b) Rate of
Return Approach; (c) Manpower Balances (or requirements) Approach; (d) Target Setting Approach and (e) Linear Programming Approach or Model. All the above approaches are having their own merits and demerits. There is no need to take up all the approaches at a time or separately. For a country like India mixture of some may be followed in order to satisfy the educational requirements of the country.

For a country like India 100 percent literacy or participation in primary education is needed. There is also an increased growth of secondary and higher education. Inspite of the targets set out by the nation, the costs and revenue calculations indicate that there is a good deal of progress with an optimistic view, the attainment of target would require a large increase in the proportion of GNP devoted to education plus a large expansion of aid from outside. There is a shortage of manpower of certain categories in the country. The priority is given to educate the most required types of manpower for economic growth, while making so many contributions by the educational planner for the problems were appeared and it has been gradually increased at a faster rate.

Therefore, planning in the field of education is very much essential to ensure success of the enterprise. It makes the goals and the means to achieve them clear and thus eliminate the chances of failure and ensures success of the activity. Efficient and effective planning saves time, effort and money. Planning helps in solving many problems in utilising the resources. It eliminates the trial and error method. So it is indispensable for the best utilisation of available resources. It checks wastage and failure and contributes to the smooth administrative functioning.
The establishment of National Planning Commission in India in 1951, gave new dimensions in the field of education. Every State and the Central Government has its plan.

After the formation of the State in 1956, there is a tremendous growth of education in all spheres. The enrollment in schools, colleges and other educational institutions has been increased tremendously. Andhra Pradesh State is one of the foremost states in implementing progressive educational policies and programmes. It has been responsive to the development, and has been implementing all the major recommendations made by several and International Commissions for the betterment of education in the State. Since the formation of the State, nine Five Year Plans were completed and now it is in the Tenth Five Year Plan to make education available to all and going for achieving the slogan "Education for All" at least by 2010 A.D though not by 2005 A.D. The Universalisation of Primary Education is the major goal of the State of Andhra Pradesh. The Government is taking a number of steps to reduce the drop out rate at the primary level and is planning to provide facilities to improve the quality of instructions such as teaching staff, teaching learning aids, accommodation, Audio Visual aids etc., It is also developing environmental consciousness and scientific attitude in the students through environmental orientation and science education. It is also providing vocational courses, for developing manual skills through exposure of students to technical trades at secondary stage in High Schools and to make education system more relevant and employment oriented. It is also trying is level best to equalise educational opportunities to minorities and weaker sections of the society.
Chapter VI - Educational Policy

The National Policy of Education (1968) emphasised on several important aspects of education like free and compulsory education for all the children up to the age of 14, adoption of regional languages as a medium of education at the University stage, implementation of three language formula in all the States and educational opportunity at the secondary stage in the areas denied in the past. Special emphasis is placed on development of education for agriculture and industry, development of part-time education and correspondence course on a large scale at the University stage and organisation of post-graduate courses with adequate training and research facilities. Among all other things a uniform educational structure of 10+2+3 system in all parts of the country was an important objective of the policy. This policy laid stress on the need for radical construction of the education system, to prove its quality at all steps and gave much attention to science and technology and a closer relationship between education and the life of the people. During the period 1968-1979, there was a considerable expansion of educational facilities all over the country in general and the State of Andhra Pradesh in particular. The National Policy on Education-1968, continued practically upto 1986 with some changes.

In 1986 the New Education Policy was implemented with the main features of: implementing the common educational structure of 10+2+3 in all States, special emphasis on the removal of disparities to the specific needs of those who have been denied equality so far; Universalisation of Elementary Education; Admit literacy for skill development and inculcation of values,
improvements in content and process of education, initiating Open University System of education for democratising education, giving priority for technical education in higher education, emphasis on research and development as a means of renovation and renewal of educational process to be undertaken at higher levels.

Besides the above, some new directions have been initiated in the New Educational Policy of 1986. They are: increased emphasis on vocationalisation of education; delinking degrees from jobs; decentralisation and accountability; development of autonomous colleges; creation of additional machineries for coordinate and development of higher education; management of educational sector, to improve the status of women; to give priority for the mass media etc.,

On par with the above, the State Government independently gone for a Vision-2020 for the development of the State from all angles. According to this document, by 2020 the State will be not just a literate but a knowledgeable society capable of meeting the challenges posed by the 21st Century. It will be a State in which every person will be able to realise his or her full potential through access to educational opportunities regardless of the class or region to which he or she belongs. Andhra Pradesh will offer its people a variety of opportunities to develop a rich base of skills that industry can draw upon to build a competitive economy. With a progressive and well managed education system and many institutions of learning and skill building, it will make an effective and complete transition into a knowledge society.
Suggestions

1. To achieve the primary goal of the State i.e. increasing the overall literacy levels of the population from the present 48 percent to 100 percent at least by 2007 though not by 2006.

2. The State Government has to make education a dynamic and vibrant sector, keeping pace with the changing needs of the State’s economy and society. This will care for strengthening, transforming and expanding elementary and higher education, including the revamping of their management, curricula and teaching methods. The emphasis will be on providing high quality education to the poor to correct the current unequal situation in which a quality school and college education is available only to the better off in society.

3. To develop specific programmes to promote education for girls.

4. To focus secondary and higher education in building marketable skills.

5. To actively involve the private sector in education.

6. To manage and fund education more effectively, particularly through community participation.

The experience of advanced countries in regard to educational development clearly shows that there is an increasingly direct relationship between education and economic growth; general education is more labour intensive whereas technical, engineering and medical education is more
capital-intensive; though higher education could be privatised to a certain extent, such privatisation of education at all other levels of education may not be possible. Thus educational development has remained to a large extent the responsibility of the State. Therefore education has become a leading forum, of public good.

An attempt has been made to analyse the growth, structure, development and investment in education in India in general and Andhra Pradesh particular. The main findings about the experience of educational development in general and Andhra Pradesh in particular are as follows:

1. Modern educational development in India is very slow and geared to fulfill the clerical and supervisory staff requirements of the British colonial rule in India.

2. To overcome the problem of the imperialist influence of English, three language formula has been adopted in all the States.

3. Even after five decades of planning, India could not achieve the goal of universalisation of education owing to financial, structural and organisational constraints.

4. The state of primary and secondary as well as higher secondary schools is highly deplorable as there are various types of infrastructural bottlenecks and inadequacies.

5. The drop out rate on the whole is declining. But still more drop out rate is there and it has to be reduced to zero by improving the social and economic status of the rural poor.
6. In absolute terms, the total allocation for educational development has increased but in real and relative terms, it has decreased through the successive Five Year Plans. This is really a distressing trend. It has to be reversed immediately, otherwise neither the universalisation of education nor the further expansion of educational output to meet the growing requirements of the expanding economy will be possible.

8. A highly confusing and complex pattern of internal financing of education has emerged since independence in India. On the one hand fees have remained low in the case of general education whereas donations and capitation fees have become rampant in the private institutions. Therefore, it is necessary to end this highly distressing situation by rationalising the educational fee structures at all levels and fixing a ceiling on educational donations and capitation fees payable by the parents of potential students.

Some directions for Future Research

Some directions for future research in the economics of education in general and with reference to India are:

1. It is necessary to analyse the causes for the increasing drop out and failure rates at different levels of education and analysing this problem with reference to rural and urban areas, on the one hand and agriculturally progressive and backward areas of the country, on the other.
2. It would be highly beneficial to analyze the impact of several incentive schemes on the enrolment rates at different levels of school education. Such an analysis can guide the financial allocations for incentive schemes.

3. An analysis of educational costs by the source of funding i.e., public and private (individual) would be beneficial by different types and levels of education, since it would help planning educational investments in the public sector.

4. The economic and social costs and benefits of centralized vs decentralised educational administration may be attempted. Such an analysis would be helpful for resolving the present controversy and implement cost-effective measures.

5. In the Indian context in general and Andhra Pradesh State in particular, an analyses of education to economic growth should be attempted. Such an analysis should also assess the contribution of education to agriculture, industry and tertiary as well as quaternary sector growth and regional development in different parts of the country/State.

6. An analysis of investment on job-training and its impact on the workers' productivity and improvements in the working conditions may be attempted which would help to mark appropriate adjustments in regard to workers' training and involvement of workers in management.
7. It is also necessary to analyze the impact of adult education and other types of non-formal education on the income and employment level of the adult population, their attitude towards their own children's education and massive savings and work attitudes and non-economic but socially motivated community development activities.

8. To improve the social accountability of the private educational institutions, it is necessary to study their finances, investment pattern and quality of education, so that appropriate policy measures can be formulated on the working of the private sector in the education field.

9. The prevailing interaction between industry and technical educational institutions should be studied with a view to make necessary changes for the further benefit of both.

10. A periodic study of finances and administration of the Universities and the UGC and the relationship between higher educational institutions and government is also necessary.