Chapter V

Findings and Their Implications
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The previous four chapters deal with the detailed methodology of the present investigation including identification and definition of the problem, review of the previous researches in this field, including those related to educational participation, details of the tools used and the methodology of data collection and analysis. After the interpretation of data is completed, the investigator is led to certain important conclusions and inferences with the help of statistical tests. The present chapter provides a comprehensive list of findings that have emerged as a result of this investigation. The implications of these findings for theory and practices of education and for further researches in this area have also been discussed.

FINDINGS

The study leads to the following findings.

There are wide disparities in the:

1. Participation rates of children at elementary level in Kashmir, Jammu and Ladakh regions with Ladakh
being at a lower stage of participation rate than Kashmir and Jammu regions.

2. Success rates of Kashmir, Jammu, and Ladakh regions. The Ladakh is at the lower stage of success rate than the Kashmir and Jammu regions.


4. Success rates of Male and Female children at elementary level in the Jammu and Kashmir state. The participation and success rate of male children is found to be more than the females.

5. Participation rates in Rural and Urban areas with urban area being at a much higher stage of attendance than rural ones.

6. Success rates in Rural and Urban areas with urban area being at a higher stage of success rate than rural areas.

7. Participation rates in rural and Semi-urban areas, with semi-urban area being at a higher stage of participation rate than rural areas.

8. Success rates in Rural and Semi urban areas.
9. Participation rates of Scheduled Tribes, Scheduled Castes and General population. The general population has the higher participation rate than the scheduled tribes and scheduled castes.

10. Success rates of Scheduled Tribes, Scheduled Castes and General children. The general children are at the stage of higher success rate than scheduled tribes and scheduled castes.


12. Success rates in Government and Private Schools. The participation and success rate of private schools were found to be more in comparison to the government schools.

13. Participation rates of Urdu and English Medium schools.

14. Success rates of Urdu and English Medium schools. The participation and success rate of English medium schools were found to be more in comparison to Urdu medium schools.

15. Participation rates of Adequate and Inadequate Facility schools.
16. Success rates of Adequate and Inadequate Facility schools. The participation and success rate of adequate facility schools were found to be more in comparison to inadequate facility schools.

PRACTICAL AND POLICY IMPLICATIONS

The investigator have examined the various aspects of the problem as extensively and deeply as possible. The findings of this study have some important implications for educational practices and some implications for further research study. The detailed discussion of these implications follows:

It has come out as a finding of the study that educational development in different parts of the Jammu and Kashmir state was uneven. A wide gap of participation and success rate has been perceived between the regions of Ladakh, Kashmir and Jammu. The cause of low participation and success rate in Ladakh region as compared to Kashmir or Jammu region is that the children in this region remains busy in helping their parents in farming and their home business. Ladakh is more hilly area than Kashmir and Jammu region. During winter heavy snow fall, land slides and road blocks disconnect this region from Kashmir near about five months. The heavy snow fall, cold, lack of transport are the causes of
low participation because due to lack of proper conveyance, the students get late in reaching the school. This result to de-motivation of the students towards their study which results in them remaining away from attending classes. The government should provide helicopter services to needy and desired students as well as teachers so that they can reach the school in time. A satellite as well as mobile phones should be arranged for the schools in less advanced areas for communication purposes. If technology is used for other purposes why not for education? If electricity is not available, the gas heaters should be arranged for class rooms so that the participation rate may not be affected. Therefore one of the major educational objectives of the state education policy in coming years should be to strive to reduce the existing imbalances to the minimum. In the larger interests of the state each district should be free to strive to its best and develop at its own pace. This necessarily leads to some inequalities but what should be brought about is a deliberate and sustained effort to assist the less advanced areas to come upto at least certain minimum levels so that the gaps between them and advanced areas are reduced. In the border areas of Ladakh, Kupwara, Poonch and Rajouri efforts should be made to bring about educational development.
The study indicates a disparity in attendance and success rates between the male-female populations of elementary schools. The female picture in rural and remote areas is not so bright. The same is the case with literacy and enrolment. Various committees in Jammu and Kashmir State have studied the causes of women education and state government must take into consideration these recommendations after examining their practicability and feasibility. Special schemes for female children at elementary education level may be prepared and funds provided on priority basis. There should be special machinery at the district, tehsil and block levels and other measures to raise the standard of female education. The provision of attendance scholarships, appointment of school mothers, construction of residential quarters for women teachers, urinal and toilet facilities and few more measures should be taken up. A massive programme of women education with scholarship, freeships, special coaching and reservation of seats in the institutions of higher learning and vocational education are some of the steps which may be taken up. It is the need of the hour to make parents aware about the importance of girls education through communication media also.
The wide gap of attendance and success rate has been perceived in the scheduled castes and scheduled tribes when compared to general population. The general population is at the higher stage of participation and success rates. The major beneficiaries of the facilities provided to scheduled castes are the urban middle class males and not the rural poor who really need them. During investigation most of the teachers opined that the major problem faced by the population of scheduled castes and scheduled tribes in sending their children to school is the poverty. On the one hand the family has to spend on the education of the child who goes to school and on the other hand it has to suffer the losses because when the child goes to school he becomes economically non productive. If education could compensate for the loss that the family might have incurred due to child’s absence from work motivation for education may be strong. However, all these disparities in education arise because of unequal economic background of the social groups. A more equalization of economic conditions would be conducive to equalization of educational opportunities.

The state government has claimed that it has provided lower primary school within a walking distance for every child under the scheme of Serva Shiksha Abhiyan and investigator
by his personal experience feels that it is factually proved, but due to inadequate facilities the enrolment and participation rates in these schools are proportionately low. It is desirable that the department of education should make quick surveys of the positions of school enrolment and dropout rate. In various areas identifying the general and local factors and making efforts to remove hindrances, particularly in far off areas, backward classes and backward areas. The provision of hostels for special classes has been made but it has been observed that the facilities are availed of by the cream of a particular class.

Within the overall school age population, the focus should be on educationally backward children and among adults the focus should be on women’s literacy, which has a beneficial impact on children’s participation as well as other national objectives like family welfare etc. In order to increase literacy rate among backward children, there is a need to establish attractive and better schools, which may help to increase participation and increase in their enrolment.

A comprehensive package of incentives and support services for girls, SCs, STs and children of the economically weaker sections of society should be provided. Scholarships should be given to students of weaker sections. Apart from
financial assistance, best efforts are needed for the creation of curiosity, interest and motivation and to develop healthy and positive attitude towards education to the parents of the weaker sections especially in backward areas. For this, adult education programme may prove to be of great advantage to create desired sense of curiosity, interest and motivation among weaker sections.

Another finding of the research study is the disparity in participation and success rates in rural and urban/semi-urban areas. Though the provision for education has been well for the rural areas in the state, it is evident that educational strategy so far adopted had benefited the urban middle class and rural development has been neglected. The rural areas lag behind urban areas for a wide variety of factors. The agricultural calendar and its incompatibly with the educational calendar, the difficult and inaccessible areas where even the teacher shirk to go and work, lack of motivation on the part of children, parents and a variety of other variables are responsible for under development of education in far-flung villages of rural areas. The most important factor is that education has not been able to bring required infra-structural changes in rural areas, resulting in further lack of motivation. Due to weak supervision anganwadies, mobile schools, district
level hostels for Gujjar and Bakerwal students have not succeeded to bring up desired results. Major changes are needed for this purpose. The government has taken a good step of appointment of Rahbari-Taleem Teachers at village level, so that the better results of participation and success rate will come out in rural and remote areas. But unfortunately the lack of attractive schools, infra-structural facilities, poor salaries of RT teachers and other problems are the main hindrances in their educational improvement in such areas. Therefore, it is the responsibility of the government to provide required facilities for these schools and make aware the parents about the importance of education through media and other communications.

The study indicates towards a wide disparity in the participation and success rates in Government and Private schools. Majority of the government schools are located in rural areas. These schools are bound to give admission to every Tom, Dick and Harry. Even the imbeciles, morons, feeble minded and retarded get admission. On the other hand the cream and the gifted children are admitted in private schools. Unfortunately it is expected that the government schools should compete with private schools which is not only difficult but totally impossible. The parents who send their
children to private schools are very much careful and particular about the progress and improvement of their children. They remain in close contact with the schools and the teachers. On the other hand the parents of the children reading in government schools are very much negligent. They take more care of their cattle rather than their children. These schools also lack basic facilities like classrooms, blackboards, drinking water, toilet and playgrounds etc. It is the responsibility of the state government to provide basic facilities and make regular inspection in these schools. The incentive schemes like mid day meals which exist only in papers should be implemented in letter and spirit so that better results of attendance and success rate show.

The significant gaps of participation and success rates have been perceived in English Medium and Urdu Medium schools. Though the secondary education commission (1952-53), Indian education commission (1964-66) and the committee of members of parliament recommended that Indian languages or mother tongue should be the medium of instruction at all stages of education. But during investigation it was observed that english medium schools have higher standard of education than the urdu medium schools. So the economically well off people send their children to these
schools as there is every type of facility available. The majority of these schools are private and are located in urban areas and even students are not allowed to speak to each other in any other language except English. On the other hand, the Urdu medium schools are located in far-flung areas where poor and educationally backward children are enrolled. So the better participation and success rates have been found in English medium schools than the Urdu medium schools.

It has been observed during investigation that the attendance/success rates are satisfactory in schools having adequate facility. The schools having adequate facility are mostly private and are located in the main towns and cities of the state. On the other hand the schools having inadequate facility are located in the remote and tribal areas where mostly backward, scheduled castes, scheduled tribes and poor students are enrolled. Their participation rate is low due to poverty and lack of educational environment.

The people of border areas due to disturbance in Kashmir suffer from economic constraints and can not provide basic educational opportunity to their children. Inadequate infrastructural facilities play an adverse effect on educational achievement of these children. Large number of primary/elementary schools of rural and remote areas suffers
from poor housing conditions. Number of class rooms available in these schools is less than what is needed. Students of different classes are taught in the same room. As a result, chaos and noise become inevitable in the classroom crowded by many pupils. Basic teaching aids like blackboards are inadequate for classes. A considerable proportion of the population suffers from undernourishment. Notably, situation in rural sector is not good as compared to urban. So the government should plan such type of institutions in rural areas which can fulfill the needs and demands of students as well as parents.

The situation presented in this study requires to be considered in the context universalisation of elementary education. It may be noted that universalisation of elementary education is a fundamental right and constitutional obligation in India. It is presumed that the similar situations prevail in most of the other states in India.

**SUGGESTIONS FOR FURTHER RESEARCH**

The present investigation was carried on with certain limitations of resources; further research may therefore be carried on following lines.

1. Studies may be taken up to identify the areas where educational growth has not taken place as desired, even
if provision is universal and causative factors may be investigated.

2. Comparative studies of participation may be taken up with other educationally backward states of the country i.e. Bihar, Jharkhand, and Rajasthan etc.

3. Studies regarding impact of SSA scheme and ICDS on educational growth at elementary level may be taken up.

4. Studies regarding need of implementation of mid day meal and other schemes at elementary level may be taken up.

5. Studies of participation at secondary and higher levels may be taken up, as the present study was limited to class I and class VIII only due to limitation of time and resources.

6. Case studies of those who avail privileges and incentives as under privileged classes may be taken up.

7. A study of educational inequalities arising out of basic economic inequality may be taken up.

8. A study of educational benefits in productivity gains may be taken up.
9. Studies of per-capita income and literacy rate may be taken up at micro and macro level.

10. A study of problems of elementary school children in disturbed and border areas in J & K state may be taken up.

11. Studies of school enrolment from different socio-economic strata in quality institutions may be taken up.

12. The other under privileged classes not included in this study like handicapped may be brought under study.

13. Comparative study of boys and girls at elementary level with respect to psychological variables may be taken up.