

## **CHAPTER-VIII**

## **SUMMARY AND CONCLUSIONS**

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Development of educational resources in a country or region is of paramount importance for economic development of the country or region and also for enhancing the quality of life of the people, inhabiting in rural urban areas, i.e., the changing structure will provide more opportunities for the individuals to develop. Coping with changes in market conditions, rising expectations of the employees, development in technology and changes in management systems have necessitated increased emphasis on human resource development.

Human resources are the critical factors in economic development and we can ill-afford to let them remain unutilized and under-utilized. The basic reason, our society is being plagued by pressing problems like: poverty, unemployment, malnutrition, illiteracy etc., are precisely due to the poor upgrading and improper and availability of educational opportunities. A clear indication of gross misutilisation of the valuable human resources is seen in keeping a reservoir of able skilled adults, without putting them into any economic use. If there is proper development and utilization of skills and expertise of people at the grassroot level, they would strive towards reducing the regional imbalances and raising the level of living through exploitation to the fullest extent of the available natural resources. Educational resources should be utilized in a balanced way among varied sectors of the economy to reduce the inequality of wealth and income of the society and thereby increasing welfare of the people.

Human resources are the energies, skills, talents and knowledge of people, which potentially can and should be applied to the production of goods and services for the welfare of the society. The essence of educational development is to bring out the best in man, means better performance of the working force at all levels in the job, they hold.

The development of education is the basic and the pre-requisite for the overall development of the country. The common man in India leads a sub-human life due to the lack of opportunities to develop his personality traits. Whereas the economic development of the country largely depends upon the provision of incentives and motivating factors to the common man. The development of the material resources will not suffice the purpose of an all round development, but there is growing need for the development of educational resources and also for the optimum utilization of the material resources.

## **CHAPTER-I INTRODUCTION AND METHODOLOGY**

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 these distinctions 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 Weston models which do not suit to 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 advantages 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 consequence? 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 anomie 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 averages literacy rate is 98.7 percent, whereas the literacy rate in India

is as low as 65 percent (according to 2001 Census data) and that of Andhra Pradesh is still low i.e., 60.11

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. Selective review of literature in the present subject is made elaborately. The main objectives, hypothesis, the study area of Andhra Pradesh State, data collection, analysis organization of the work and lastly the limitations of the work are also mentioned.

## CHAPTER-II PROFILE OF THE STUDY AREA

Chapter six discusses profile of the study area Thus, Tirupati, "the gateway of seven hills", occupies an important place in the historical, political, social, cultural and educational development of Chittoor district. It is not only a famous pilgrim centre but also a place of academic excellence and a platform for key political events.

Many factors are responsible for the accelerated growth of the town since 1951. The chief among them is the establishment of Sri Venkateswara University in 1954. Prior to the establishment of the University there were only two Degree Colleges in the town run by the Tirumala Tirupati Devasthanams (TTD). After the establishment of the University many professional Colleges like Engineering, Medicine, Agricultural and Veterinary Science Colleges were located in Tirupati to cater to the needs of the Rayalaseema region of Andhra Pradesh consisting of the districts of Anantapur, Kurnool, Kadapa, Chittoor and also Nellore.

The established transport links has not only increased the flow of pilgrims but also due to the improvement of trade and commerce.

Tirupati was brought on the air map of India in 1972. This enabled many dignitaries from within and outside India to visit Tirupati. The regular visit of dignitaries to the town almost every day made the state government to station large police force and other officials in the town to look after the security arrangements and other comforts of the dignitaries. Hence, although Tirupati is not the head quarters of the district it attained premier position not only in Chittoor district, but in Rayalaseema region also.

### CHAPTER-III EDUCATION AND ECONOMIC DEVELOPMENT IN INDIA

Discussions have been wide and extensive among the educationalists and economists about the link between education and economic development. Additionally there are several instances where education contributed to economic development and vice versa. In India, particularly in rural areas, illiteracy has a large impact on economic, social and political development. Education is the prime factor for all-round development of the country. Despite the several efforts made by the Indian government in terms of planned economic development for more than five and a half decades now, there is still a large population suffering from poverty, illiteracy, ill health, economic backwardness and various other issues. This suggests that the government of India is spending little on the development of education and health facilities which are crucial for the development of any country. There has been an extensive study on the relation between education and economic

development both in the country and also outside the country. A few studies by Indian scholars are those of V.K.R.V. Rao from Delhi, P.R Panchamukhi, Jandyala B.G. Tilak on Primary education etc. their studies concluded that Education is not just an essential condition that promotes the growth of Indian economy but also a sufficient condition for progress, to eradicate poverty, ill-health and ultimately to remove economic backwardness. Hence we can conclude that Education remains as a principle factor for the promotion of economic development particularly that of human resources.

#### **CHAPTER-IV EDUCATIONAL DEVELOPMENT IN ANDHRA PRADESH**

There is rapid development in the state of Andhra Pradesh from literacy and education point of view. Basic literacy is being provided through out all the districts of the state due to the increase in the number of primary, secondary and higher education schools. There is steep rise in the total number of institutions which increased from 1956 to 2000. Besides basic literacy education there has been a marvellous progress in transforming the State's economy towards the information technology and computer education starting from the 1<sup>st</sup> standard of schooling. On par with the development of primary education, the secondary and collegiate education has been developing with a view to meet the demands of the society in the State. There has been a vigorous growth also in the technical and vocational education sectors where the youth are being trained to acquire the necessary skills to work either in a government sector or a private sector. Liberalisation, Privatisation and Globalisation (LPG) have greater effect on the development of education

and also in training people in a way to make them suitable for the requirements of the society.

Having done all this, there is still a lot to do for the development of education in the state particularly among the rural masses to eradicate illiteracy. The outcome of a planned economic development will be directly enjoyed by the poor and needy of the country. Where there is no planned economic development there prevail economic and social inequalities. In terms of the number of educational institutions, there is a lot of improvement in the state but in terms of quality, there is still room for more efforts to make the current students turn out to be the best personnel to build a good future for the development of the State and also the country in general.

#### CHAPTER - V EDUCATION AND ECONOMIC EQUALITY

Fifth chapter discuss as a social institution, education does not exist in isolation from the other social institutions in society. It exists in constant interaction with them and performs its functions in the context of its relationship with them. In the process, education affects, and is affected by, the other social institutions. The major social institution that is in interaction with education is economy. Economy stratification refers to the division of society into hierarchically differentiated higher and lower income groups, on the basis of the possession of societal resources. Inequality arising out of the unequal distribution of resources has been a source of social concern most of the societies. As a function of economy stratification towards educational system, every society faces the phenomenon of inequality in access to, and achievement in education. In view of the functions of social placement and social mobility attributed to



education, education is looked upon as one of the means of achieving the goal of equality. Thus there are efforts made towards equality in and through education. The relationship between education and stratification may look paradoxical in the sense that the stratification system produces inequality education, and at the same time, education is expected to contribute to reduction in inequality.

## **CHAPTER-VI EDUCATION AND ITS IMPACT ON ECONOMIC EQUALITY IN THE STUDY AREA**

In this chapter an attempt to assess the overall impact of education and economic opportunities of different groups of teaching faculty has been made. It has been well studied that Education acts as an instrument of economic equality. In order to prove this, I have chosen 100 samples from S.V. University. Of these 100 samples, 50 are from SC and BC background and those from OCs 25 in number. Here BCs and OCs are considered non SCs. I collected the data through questionnaire and concentrated mainly on the economic background of the samples and its impact on economic equality

Most of the respondents originated from rural areas spread over different districts and different regions in Andhra Pradesh. SC respondents were mostly from rural areas but very few belong to urban area. Parents of those respondents coming from rural areas either had primary education or were illiterates. Only few of them possessed secondary and higher education. On the other hand, parents of those respondents originating from urban area had higher education and were also employed. The families of rural area respondents did not have proper financial status, because their parents' income levels were very

low level as their major earning drew from agricultural works. These families were economically and socially disadvantaged groups in the rural area. Respondent fathers' income table shows that at 1 % level of significant income between groups. In the rural areas, parents are not in a position to encourage their children towards higher education due to their poor economic status due to low income levels that they incur from farming and agriculture. Hence these respondents utilized reservations and scholarships offered by the government in securing education and at the same time they migrated from rural areas to urban areas and could finish their higher education with the help of reservation and scholarships.

In these analysis non-SCs respondent fathers' income shows 1 % level of significance. By this we know, non-SCs respondents fathers' income is better than the SCs, these respondents did their higher education without facing (or facing less) income problems. There is better chance to secure higher education in these families as their parents encouraged their children to do higher education. In the same way the SCs respondents who belong to urban area their father income was most favorable for their children to complete their higher education because their fathers had higher education and good jobs.

## CHAPTER VII 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 area 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 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 up to 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; Adult 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 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. There are increased emphasis on

vocationalisation of education; delinking degrees from jobs; decentralization 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.,

#### **SUGGESTIONS:**

1. The primary goal of the State i.e. increasing the overall literacy levels of the population from 61.11 cent percent to 100 percent at least by 2010 must be achieved.
2. The State Government must make education a dynamic and vibrant sector, keeping pace with the changing needs of the State's economy and society. This may care for the strengthening, transforming and expanding elementary and higher education, including the revamping of their management, curricula and teaching methods. The emphasis should be on providing higher 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 emphasise on secondary and higher education in building marketable skills.
5. To achieve active involvement of the private sector in education.
6. To be able to manage and fund education more effectively, particularly through community participation.

The fact that there is direct relationship between education and economic growth is emphatically seen in the advanced countries. 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 analysis of growth, structure, development and investment in education in India has been made in general and Andhra Pradesh in particular. The main findings about experience of educational development in general and Andhra Pradesh in particular are as follows:

1. The goal of universalisation of education was not achieved even after five decades of planning, owing to financial, structural and organisational constraints.
2. Due to infrastructural inadequacies, the state of primary and secondary as well as higher secondary schools is highly deplorable.
3. The drop-out rate on the whole is declining. Yet the drop-out rate exists and therefore it has to be reduced to zero by improving social and economic status of the rural poor.
4. 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 education output to meet the growing requirements of the expanding economy will be possible.

5. The internal financing of education in a highly confusing and complex pattern has emerged since independence in India. Fees have remained low in the case of general education and on the other hand, donations and capitation fees have become rampant in the private institution. Therefore, it is necessary to end this highly distressing situation by rationalising the 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 is essential and beneficial to analyse the impact of severe 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 centralised vs decentralised educational administration may be attempted. Such an analysis may be helpful for resolving the present controversy and implement cost-effective measures.

5. An analysis of education to economic growth should be attempted with a view to study Andhra Pradesh in particular. Such an analysis may 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 or State.
6. An investment analysis on the job-training and its impact on the workers' productivity and improvements in the working conditions may be attempted which would develop appropriate adjustments in regard to workers' training and involvement of workers in management.
7. An analysis on the impact of adult education and other types of non-formal education on the income and employability of adult population, their attitude towards their own childrens' education and massive savings and work attitudes and non-economic but socially motivated community development activities, is also necessary.
8. Attempts may be made to improve social accountability of the private educational institutions. For this, 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 educational 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. Finally, it is also necessary to make a periodical study of finances and administration of the Universities and the UGC and the relationship between higher educational institutions and government.