CHAPTER VII
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CONCLUSION AND SUGGESTIONS

The hypothesis-wise conclusions which may be drawn from the present research are:

1. The analysis of relevant data regarding the first hypothesis that "there is a disparity in status of education between rural and urban areas of the Mazandran province", leads to the conclusion that the percentages of enrolled students in most of the fifteen districts and province as a whole to the total population of school-age children at all the three levels of school in the urban areas are higher as compared to the enrolled percentages of students in rural areas. Though the differences in percentages of enrolled students at primary level of school between rural and urban areas are negligible, yet at lower secondary and particularly at higher secondary level the differences are extremely high in favour of urban areas of the province. This means that the status of school education in rural areas of the province is lower than it is in the urban areas. Thus the hypothesis has been proved true.

2. Under the second hypothesis of the present study, it is assumed that "a disparity is there in status of school education between males and females in rural and urban areas of the province". To test it, relevant data was
collected and analysed. It reveals that the differences in percentages of enrolled male students in most of the districts and the province as a whole in both rural and urban areas are higher as compared to the percentages of enrolled females at all the three levels of school. The differences are higher in rural areas mainly at higher secondary level and it is in favour of males. The result also reveals that the percentages of enrolled male and female students fall as the level of school rises from primary level to lower secondary level and then to higher secondary level. The rates of fall is more deep in rural areas than it is in urban areas and particularly more so in the enrolled female percentages. Therefore the second assumption under study stands verified.

3. The analysis of relevant data regarding the third hypothesis that "there is a disparity within male education in rural and urban areas of the province" leads to the conclusion that though the percentages of enrolled male students in rural areas are slightly higher at primary level of school as compared to the percentages of enrolled male students in urban areas, yet at lower secondary level, higher secondary level and overall at all the three school levels combined, the rates are lower comparatively, particularly at higher secondary level of school, the differences are very wide. The differential in the enrolled male figures is in favour of urban areas as compared to the rural areas.
The result also points out that as the level of school rises from primary to lower secondary and then to higher secondary, the percentages of enrolled male students falls. The rate of fall is much more deep in rural areas as compared to the urban areas of the province. So the third hypothesis also has been found true.

4. The fourth hypothesis in the present study is that "a disparity is there within female education in rural and urban areas of the province*. The result of the analysis of relevant data leads to the conclusion that the percentages of enrolled female students in urban areas of the fifteen districts and the province as well at all the three levels of school are higher than it is in rural areas. Though the differences in enrolled percentages are negligible at primary level between rural and urban areas, yet it is very high at lower secondary level and especially at higher secondary level. The result also indicates that as the level of school rises from primary level to lower secondary and then to higher secondary in both rural and urban areas of the province, the percentages of enrolled female students fall. The rate of fall is much more deep in rural areas particularly at higher secondary level. Therefore the fourth hypothesis has been found valid.

5. Under the fifth hypothesis of the present study it is assumed that "there are various causes of disparity in
status of school education in the rural and urban areas of the Mazandran province." To test this assumption, four causes were hypothetically assumed to exist and being responsible for the disparity, namely; administrative cause, economic cause, social cause, and curricular cause. The results of the analysis of the relevant data on the four causes lead to the conclusion that the subjects of the three groups namely; parents, students and teachers have positive opinion with regard to administrative cause, economic cause and social cause as being a serious cause and a responsible factor of the disparity whereas on curricular cause all the groups considered it not a much serious cause as the other three causes. The conclusion is that all the four hypothetically assumed causes are responsible factors of disparity but curricular cause is less responsible than the other three causes. The rank-wise sequential order of the responsible causes in the whole province faced by all three groups are economic cause at the top followed by administrative, social, and curricular cause respectively so the hypothesis is proved true.

6. According to the sixth hypothesis, "the causes of disparity are considered more serious in rural areas than in urban areas." The results of the analysis of the relevant data on 80 educational problems under four basic causes that is administrative cause, economic cause, social cause, and
curricular cause as well as all the causes together leads to the conclusion that all the four basic causes as well as all causes together are considered more serious by the rural group of the sample as compared to the urban group.

This indicates the seriousness of the problems in rural areas. The rank-wise sequential order of the causes in rural areas faced by rural group of sample are administrative cause at the top followed by economic, social and curricular cause respectively, whereas in urban areas economic cause is the most serious followed by social, administrative, and curricular cause respectively. The results also present that the educational problems exist in both rural and urban areas, but their level of seriousness are higher comparatively in rural areas, which leads to disparity. Thus the last hypothesis is also approved.

**Overall Conclusion of the Study**

The overall conclusion of the study is that the status of school education as a whole, status of male and female education, status of education within males, and status of education within females is higher in urban areas as compared to rural areas, that is why there is disparity. This disparity is due to a number of educational problems out of which 80 problems were classified under four basic causes and were hypothetically assumed to exist, namely; administrative cause, economic cause, social cause, and curricular cause, and they have been found
responsible for the situation. If these causes can be eliminated the disparity will be eliminated too. The status of school education in the rural areas is lower than in urban areas because all the mentioned problems are more serious in rural areas.

Suggestions

The parents, teachers and students have made certain suggestions for the removal of the disparity in status of school education in rural and urban areas of the Mazandaran province. Their suggestions have been pooled together in table 7.1.

Suggestions Evolved Through Observation During the Conduct of Research

1. Introduction of handicrafts and project method in rural schools to avoid dropouts.

School will be a more attractive place for children if they are given plenty of opportunities for making things. They will be much more willing to study in school if they find that there, they can satisfy their desire to be active, to do things and to make things. The introduction of handicrafts in schools, while having an effect on the attitude of children will also have an important effect on the attitude of their parents. While many village parents fail to see much use in the ordinary work of school, they can appreciate the value of a craft, especially if it is a craft that promises to be a means of alleviating the economic situation.
Suggestions given by Parents, Students, and Teachers

<table>
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<tr>
<th>Sr. No.</th>
<th>Parents</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The price of reading and writing materials and school uniform should be made cheap and if possible free.</td>
<td>Co-curricular activities should be encouraged in all the schools.</td>
<td>Education should be unconditionally free and compulsory for all the children in the province.</td>
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<tr>
<td>2.</td>
<td>Educated persons should be provided with jobs.</td>
<td>Audio-visual aids should be employed effectively in the schools.</td>
<td>People should be made clear in mind that investment on education is not a poor investment by providing them a profitable job.</td>
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<tr>
<td>3.</td>
<td>Medium of instruction should be the mother tongue.</td>
<td>There should be sufficient number of class rooms to accommodate all the students.</td>
<td>The people should be acquainted about the importance of education in national and economic development of the province and the country as a whole, through all available mass-media.</td>
</tr>
<tr>
<td>4.</td>
<td>Lower Secondary and higher secondary schools should be built in all the villages.</td>
<td>Educational facilities like, lab, library, sport equipments, and power and water facilities should be made available at all the schools.</td>
<td>Employment of the local teachers in the areas where the mother tongue is different from medium of instruction who can explain the students better.</td>
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<td>5.</td>
<td>The school curriculum should be locally relevant and according to the needs of the society.</td>
<td>Mid-day refreshment and medical care should be freely provided to all the students.</td>
<td>The salary of the teachers should be increased to rise their interest in effective teaching.</td>
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<td>6.</td>
<td>-</td>
<td>Hostels and mess should be made available in the cities for the students in rural areas who wish to continue beyond primary level.</td>
<td>The summer classes should be organized for the teachers to teach them the latest technique and methods of teaching.</td>
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<td>7.</td>
<td>-</td>
<td>Bus services should be provided to the students living in the villages near to the cities.</td>
<td>Old customs, traditions and beliefs which prevent rural female children from formal schooling should be abolished.</td>
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2. Wastage and leakage

A large percentage of those who start in the first class do not reach Class VI. This means waste of money and energy. It may be said that compulsory education is the solution. If compulsion is a real thing, then it would have the desired effect. But for even compulsion to be successful there must be public opinion behind it. There is little hope of bringing in a successful scheme of compulsory elementary education unless the great majority of villagers are in favour of it. The economic difficulty which faces the villagers should be kept in mind for which compulsion provides no solution. Many parents can ill spare the small amounts which their children can earn if they do not go to school.

3. Under mass approach, all available educated men and women in the country should be mobilized for raising a force to combat illiteracy, and the force should be utilized in a well-planned literacy campaign.

4. The student in the higher secondary and vocational schools and those in the undergraduate classes of the universities and colleges should be required to teach the adults as part of compulsory national service programme.
5. Investment on education is wasted. It is said that education is long term investment, but there are many educated young people which could not get into job. So it is waste of money, time, manpower and moreover negative effect on attitude of the people who want to educate their children. The government should adequately plan to provide jobs to the literates and make education job-oriented.

6. Curriculum should be directly related to the aims and objectives of education, (a) Adjustment to environment like skill, culture, home-membership, occupation, leisure and active citizenship, (b) Personal growth, like; physical development, aesthetic development, social development, spiritual development, intellectual development and moral development of the individuals.

7. Self reliance, women were considered parasites in society in rural areas of the province. This feeling should be removed and social machinery should be geared up to project a better image of women.

8. The privileged women must take the challenge of educating the illiterate women who constitute half of the total population in the country. They must be provided equal right with men in all the fields of life. The girls mind should be so liberated that would have a sense of equality with men. The continuous discrimination against women has led them to a feeling of inferiority which oppresses them mentally. Self-respect and self-confidence
should be injected in the women for improving their personality and bringing them to a stage of equality.

Suggestions for Further Research

1. The causes of disparity in status of school education in rural and urban areas should be further investigated in detail through factor analysis method.

2. Disparity in status of school education between different sub-societies, should be found out.

3. The province should get some studies conducted on the most obvious causes of disparity in literacy figures and solutions should be evolved with the help of the concerned parties.

4. To determine policies, programmes, targets and priorities for the expansion and improvement of status of education in different fields.

5. The causes of disparity in literacy figures of males and females in rural and urban areas should be investigated in detail.