VII. SUMMARY AND CONCLUSION
One of the major concerns of the Government of India, after independence has been to give increasing attention to education as a factor vital to national progress and security. In this regard, several commissions and committees appointed by the Government went into the problems of educational reconstruction. Based on the reports of the commissions the Government of India resolved to promote the development of education in the country in accordance with the following principles.

1) Free and compulsory education, as per the Directive Principle under Article 45 of the constitution, for all children up to the age of 14 years.

2) To accord an honoured place for all teachers engaged in teaching at all levels.

3) To develop the regional languages, and

4) To provide equal opportunities for education for all.

The various commissions have unanimously agreed that the aims of school education in India, are to make the educational system in the schools congenial for the development of the child's habits, attitude and qualities of character to help him to be a worthy citizen and carry the responsibility of the democratic citizenship in his adulthood and to counteract all those tendencies which hinder the emergence of a nation
and secular outlook in the country.

The first requisite in this connection needs the development of the pupil's capacities for a clear thinking and a receptivity to new ideas. The school should perhaps accord the highest priority to the cultivation of this quality, which is a distinguishing mark of an educated mind. The democracy of the people, who can think only confusedly can neither progress nor even maintain itself because it will always be open to the risk of being misled and exploited by demagogues who have within their reach the powerful media of mass communication and propaganda.

Closely allied to clarity of thought, these clearness in speech and in writing, a pre-requisite for successful living in a democracy is placed not on force but on pre-discussion, persuasion and peaceful exchange of ideas.

No education would be worth the name, which does not inculcate the qualities necessary for living graciously, harmoniously and efficiently with one's fellowmen. Amongst the qualities which should be cultivated for this purpose are discipline, co-operation, social sensitiveness and tolerance. Moreover, the main function of education should be to release the source of creative energies in the students so that they may be able to appreciate their cultural heritage.
to cultivate rich interests which they can pursue in their leisure and so contribute in later life to the development of this heritage.

No doubt, the Government has been trying its best to fulfill the laid down targets as mentioned above, but due to some vested interests and political forces we have not been able to reach the desired target (Naik, 1976).

It has been pointed out by some expert Committees like Kothari Committee 1964; Mudaliar Committee 1952, that the educational system in our country has not achieved the desired goals with all our efforts, because,

1). The education given in our schools is still isolated from life and the curriculum and teaching methods still happen to be based on traditional systems (as adopted by British Schools).

2). The school education continues to be narrow, one-sided and fails to train the whole personality of the student.

3). The English medium of instruction continue to occupy a privileged position.

4). The method of teaching has failed to develop in the Student either independence of thought or initiativeness in action.

5). The increase in the size of classes has considerably reduced the personal contact between the teacher and pupil.
6). The traditional system of examination has tended to promote mechanical and lifeless methods of teaching and discourage the spirit of experimentation, basic stress on wrong or unimportant things in education.

These comments by the experts are lucid enough to prove that the present system of school education is far from satisfactory and does not get the child a congenial atmosphere in the school setting to develop the personality which is required to make him a worthy citizen of tomorrow. Further, it is generally agreed by one and all concerned with the problem of rearing the children that the social class, the home and the social milieu have a direct bearing with the up-bringing of the child.

The most consistent finding reported in psychiatric literature relating to social class is that, among the children of poor families there is a high rate of educational deficiency, low intelligence-test scores, and delinquency than among the families from higher social classes; which applies even to the social milieu in which the child is brought up.

In respect of the family, jealousy of parents creates feelings of dissatisfaction and powerlessness that may affect their parenting function, Children may become easy
targets for the parent's discontent and anger. Childish behaviour and demands for attention are experienced as impositions. The irritable parents may actually inflict harsh corporal punishment on the child or withdraw from any interaction with him and thus neglect him. On the other hand, the perfectionist and overprotective attitudes of the parents may make the child much dependent upon them and later turning out himself to be a neurotic or an anti-social person.

When parents are satisfied with their lives, they impart a sense of pride and satisfaction to the children and they create family legends that are congruent with their own pride. They reinterpret the majority culture in harmony with their life experiences. They find heroes and retell their history in a manner that nurtures hope and optimism in their children. By the same token, parents hopelessness, their inability to change what they do not accept, and their own past and present status, with in the culture, adversely affect their children's outlook on life and create the conditions for their future failure.

In the present study, keeping the objectives of the study in mind, namely to detect the possible psycho-social problems of the young learners in the three different types of schools which are prevalent in our country, the efficacy
of the constructed parameter on Child Rearing Practices and the Rutter's scale to be used by the teachers, to detect possible abnormal behaviour of the students, certain statistical methods were used, details of which have been discussed in the foregoing pages.

The analysis of the data has brought to light, may be in a preliminary manner, based on the researcher's availability of the help and facilities, and his own ability, that the institutions differ markedly in regard to the following variables: education of parents, occupation, mother's education, income of the family, area of residence and number of family members. Families which have better education, higher income, residing in a good locality and having less number of children tend to send their children to the first type of school, namely, the convent. Whereas, the second type of school has mixed features of both the upper strata of the society as well as the lower strata of the society. The third school has again a clear cut demarkation, which denotes, that lower the status in socio-demographic factors, more is the chance for the parents to send their children to the slum schools.

In the same manner, the construction of the Inventory on Child Rearing Practices has brought to light that there are marked differences among the population studied in
the three different schools. The Inventory shows that the population in general of the first school has been reared more in the form of over-protection followed by esteem building and with an attitude of a disciplinarian.

In fact, for the researcher, it became difficult to draw a cut point in respect of all these three items as the parents of the first group of children being highly educated and belonging to the elite group, tried to answer in a polished way did not like to differentiate among the three items mentioned above. But for research purposes if one goes in different areas it is possible to get a clear cut, cut-point answer for all the three items.

The second school had a population which was of a mixed type. With meagre number of students taken for the study, because of the limitations, it has been difficult to mark clear cut variations of rearing practices in the population as to whether what number falls above the nor-malcy and what number falls below the narmalcy line.

The third institution has been able to get to us a clear cut idea as to the rearing practices of its population. The population falls below the line of normalcy as far as the Child Rearing Practices are concerned.

In regard to Rutter's scale, which has to a great extent universal validity, it was found out that the range of
psycho-social problems is more less similar in all the
three categories of schools, but neurotic manifestations
are more in the first group and anti-social manifestation
are more in the third group of population. Whereas, in
the second, a mixed picture is obtained.

Keeping the brief summary of the study described above in
mind, arbitrarily, it can be concluded from purely psychiatric
social work angle, that the rearing practices have a
definite bearing on the personality make up of the
individual which in turn may lead to certain abnormal
features based on situation reactions. Hereunder an
arbitrary table is given which is preliminary in nature
and subject to criticism.
REARING PRACTICES AND POSSIBLE RESULTANT FACTORS:

<table>
<thead>
<tr>
<th>REARING PRACTICES</th>
<th>PERSONALITY MAKE UP</th>
<th>POSSIBLE CHANCE FOR ABNORMAL BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over-Protection</td>
<td>Asocial</td>
<td>Severe psychiatric problems (like Schizophrenia, Psychotic Depression)</td>
</tr>
<tr>
<td>Disciplinarian</td>
<td>Perfectionist</td>
<td>Severe neurotic problems (like obsessions, phobias)</td>
</tr>
<tr>
<td>Esteem building</td>
<td>Unsocial</td>
<td>Mild neurotic problems, (Like Hysteria, Anxiety)</td>
</tr>
<tr>
<td>Normal</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Ridicule</td>
<td>Unsocial</td>
<td>Mild neurotic problem (like Hysteria, Anxiety)</td>
</tr>
<tr>
<td>Harsh</td>
<td>Personality problems</td>
<td>Personality disorders (like Passive Dependent personality)</td>
</tr>
<tr>
<td>Rejection</td>
<td>Anti-social</td>
<td>Psychopathic disorders (like Addicts, Criminals &amp; Sociopaths.)</td>
</tr>
</tbody>
</table>

The study in general proves that even in a country like India, there is a very good scope for social workers to work in schools. It is most unfortunate that we do not have full
time social workers employed in the schools throughout the country and moreover, no steps have been taken by the profession to develop this speciality. However, in the form of theoretical therapeutic intervention, the following part C gives various therapeutic interventive measures to develop a desire among the social workers to take up this field not only for practice but intensive teaching and research.

As has been pointed out earlier, we do not have alarming problems of divorce, nuclear family system etc., as yet, but the legacy of the West, which has already been pointed out, in the form of creation of different types of schools with different systems, may lead to various social problems, as there will be a cultural lag at least between two types of Indians, one acting as a Pseudo-Western and the other an Oriental.

However, as the study is basically a micro one, to find the psycho-social problems of young learners and to test the efficacy of the constructed Child Rearing Practices Inventory and Rutter's scale, a humble preliminary attempt is made to know the applicability of the parameters in the
Indian set up and suggest certain theoretical problem-solving approaches which are nothing but Westernised, so as to make the social workers interested in School Social Work and to be aware of the existing therapeutic system which have been briefly mentioned in Part 'C' and which can be applied to the children of our schools having psycho-social problems.