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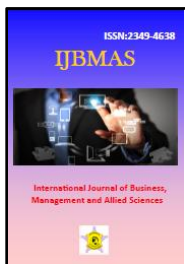
**A Theoretical Research & Study on
INTERGENERATIONAL CHANGE IN MANAGEMENT OF EDUCATION IN
INDIA**

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ABSTRACT

This paper explores the management & issue of intergenerational changes in education in rural India. This paper has a very modest scope, both in terms of the area investigated as well of the subject and depth of the enquiry. A series of interviews were conducted in various hamlets of the main village Dulawato Ka Guda- Udaipur. From these interviews some strong conclusions arose

The present study had three main objectives:

- To understand the evolution of education across three generations in a rural setting.
- To identify the main socio-economic influences conditioning intergenerational change in the evolution of educational achievements.
- To suggest policy interventions to improve the scope and quality of education in the chosen rural settings.

Key Words: Education, intergenerational change, quality, rural area, generation, school.

Introduction

The Duke Global Semester Abroad (GSA) for the spring 2012 semester-The GSA offers undergraduate students an exciting, in-depth exploration of development, environment, and global health issues in rural and urban settings in Udaipur, India. Students mix classroom learning with hands-on, community-based research and exploration.

The program is sponsored by Duke University's Sanford School of Public Policy Studies, Trinity College of Arts and Sciences, the Duke Global Health Institute, and the Global Education Office for Undergraduates. These two innovative programs send students to multiple locations during their abroad experience. The Global Semester Abroad splits the semester between India and China, while the Duke Semester in India explores the diversity of India via multiple sites in that country. For the first half of the semester, program students will join Global Semester Abroad students in course and field work in Udaipur, India, studying development and global health.

Being a researcher I worked with my foreign university partner by researching people of a few villages near by Udaipur (Rajasthan) India to find the management of education & its development in rural area.

Present education in India

India's education system is divided into different levels such as pre-primary level, primary level, elementary education, secondary education, undergraduate level and postgraduate level. The National Council of Educational Research and Training (NCERT) is the apex body for curriculum related matters for school education in India. The NCERT provides support and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies In India.

Rural Education

The administrative control was effectively initiated in the 1950s, when in 1952 the government grouped villages under a Community Development Block – an authority under national programme which could control education in up to 100 villages. The government continued to view rural education as an agenda that could be relatively free from bureaucratic backlog and general stagnation. Some ideas failed to find acceptability among India's poor and investments made by the government sometimes yielded little results. Today, government rural schools remain poorly funded and understaffed.

Literature Review

1. **R. Bovina, and N.V. Varghese (1993)** assessed the status of primary schools in regard to the facilities provided and the local environment in which they function, making comprehensive analysis of the quality of primary schools functioning in varying conditions ranging from urbanized locality to rural locality, measure the outcomes schooling in terms of achievement of levels of the learners with specified reference to literacy and skills and identify various inputs and process factors associated with students achievement.
2. **UNESCO (1995)** had stated that in the poorest regions of the world, women and girls are locked into vicious circles. Illiterate mothers produces illiterate daughters who are married off too early enters into another cycle of poverty, illiteracy, high fertility and early mortality rate. Most analysts and scholars have stressed out of-school factors i.e. the family and community is probably more important than in school factors. Among school factors in a global perspective, the educational participation of girls relative to that of boys certainly is correlated with the presence of female teachers.
3. **S. Sundara Rao and D. Rambabu (2004)** highlighted the variation of literacy rate in various Tribes living in plains, which was much higher than that of hilly areas and shows the changing attitudes of parents towards education i.e. rate of literacy of the children was much higher compare to adult rate. They suggested more emphasized on need of the Government and NGOs to promote both formal and informal education towards the hilly and remote areas where high dropout and literacy was low. They also pointed the potential of education to improve their social and economic life.

Research Methodology

Field research was undertaken over a week's time in the main village In order to explore these issues and accomplish the objectives. The total population of the main village and hamlets is estimated to be of about 230 families. In the course of the investigation a random sample comprising 38% of the dwellings in the main village and 20% of those in the surrounding villages was surveyed.

A structured questionnaire about the intergenerational education levels was used as well as the posing of related open questions prompted by the individual answers to the questionnaire.

In order to have clear boundaries for the three generations, the following guidelines were assumed according to the ages of the subjects observed: Grandparents (first generation) can be said to have been born before 1970. Husbands and wives (second generation) can be said to have been born between 1980 and 2001. Finally, children can be said to have been born between 1995 and 2007.

General Questions

The general questions included the hamlet's name and its distance from the main village; the total number of family members as defined as in those who were fed from the same "chulah" or family kitchen; and the family composition in terms of their place in the family tree, as well as their gender, caste and the land size of their holdings.

Questions specific to the first generation

In enquiring about educational levels of the first (grandparents) generation, an emphasis was placed on the general attitudes and mentality towards education at the time, whether there was a school nearby and whether other children of that age attended school. Additionally, for those who were educated, we investigated the reasons as to why their parents decided to send them to school, and what the circumstances were that allowed for this. For those who were uneducated, questions were focused on the circumstances that prevented them from obtaining an education, and on the activities that they engaged themselves in instead.

Questions specific to the second generation

The emphasis varied for questions targeted at the second generation (husbands and wives). A much greater number of children of these generations attended school. This fact made it advisable to further enquire on the reasons for change: why they deemed education to be important, to what extent they were influenced by the attitudes of other families and what education levels they wished for their children.

General Results

In general, the results showed three factors to be paramount in the decision to send children to school: gender, distance (accessibility) and cost. In relation to caste, another of the a priori factor considered, the number of observations was not enough to come to definite conclusions. It seemed, however, that whatever influence caste may have had on education levels in past generations, its present impact revealed, if anything, a reverse effect. A stark contrast materialized between the earlier higher education levels predominantly in higher castes and the formidable drive of tribal parents of the second generation prioritizing education.

On the other hand, land size seemed to be uncorrelated to education. It could be due to surveying an insufficient range of farm size not broad enough to have an influence on schooling decisions. Alternatively, while a small farm size may denote poverty and thus a higher opportunity cost for sending children to school, a large land size may also increase the need for hands to work the land and thus also place a high cost on schooling in terms of crop value foregone. In summary, both supply and demand factors were behind the big change in school attendances between generation one and generation two, as well as between generation two and generation three—the present generation of schoolchildren, in which school attendance is practically universal.

On the supply side, government school building in the main village made a world of change. The availability of free government education also seems to make a big impact on school attendance. The implied subsidy of free meals (Midday Meal program) has also proven its value in increasing school attendance. In terms of accessibility, distance is a very important factor in school attendance,

particularly for girls. Their parents estimate that long journeys to school are dangerous for little girls to undertake on their own.

On the demand side attitudes have experienced a drastic metamorphosis. Schooling is now perceived as an indispensable prerequisite to move to the towns and get better paying urban jobs. It is also perceived as practically the only available instrument for the lower social castes to escape previous social constraints and embark on their upward journey through society's strata.

CONCLUSIONS & SUGGESTIONS

An important focus needs to be paid to improving prospects of female education. In the case of main village one important supply intervention would mean increasing the school from 8th grade until 12th. The benefits of this renovation would be two-fold. Firstly it would ensure that the vast majority of girls would complete a high school education simply due to its accessibility and proximity. Secondly, and as a consequence of the first benefit, the age for marriage would be postponed until the completion of high school. Before, many girls stopped after 8th because further education would involve traveling outside the village and so they were married instead. Postponing marriage as a result of prospects of achieving a slightly higher-level education would serve to empower many women of the third and upcoming generations in ways that seemed almost impossible before. Higher education levels in women would mean that the requirement of women could be filled by those who could actually adopt an authoritative role. Such interventions would greatly close the gender disparity in the rural education sector.

Additionally, government incentive schemes that focus on rewarding stellar students to pursue higher education, should be extended to rural areas. The government Mid Day Meal program is a huge incentive for children to go to school, although in the main village many of the children went home for lunch because they said the food was very bad. This incentive targets the hamlet children whose parents may not have food security.

The quality of the schooling in rural areas needs to be improved, as many even uneducated parents were unsatisfied with the public school in the main village. Many reported high teacher absenteeism and little regard for the students during the lesson time such as talking on the phone, or reading their own newspapers. Incentives could be given to the headmasters and teachers. One way would be to implement standardized tests with a specified threshold. Teachers should then be rewarded according to an achievement of result above this level. One option would be to establish a points system in which teachers would receive some advantages such as choosing a larger town or city for relocation after consistent high performance levels. These promotion prospects could be effective in motivating teachers in rural areas to invest more energy and attention to their students. Other options could include prestige awards for the individual teachers as well as for the school's reputation or money incentives. The most difficult issue in dealing with public education is the tendency for complacency among the teachers, especially from what we saw in the rural areas, because of the permanency of their position. This could be addressed by placing responsibility and more importantly authority in the hands of the headmaster, giving him the power to fire inadequate teachers.

From the interviews it is also clear that some kind of transport system ought to be organized to address the concerns of parents who hesitate to send their children, especially girls, on unsafe journeys to school. Similarly, pools could be organized between the parents and children of the same hamlet to travel together to school.

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