

*Chapter-8***SUMMARY AND CONCLUSION**

8.1: Summary:

The present study is focused on testing the hypothesis of the existence of inequality in education provided by the different categories of school. The study is an attempt to unearth the diversity of sources that is responsible for these inequalities and one of the most important sources of this inequality is the school itself.

In the present study, we can observe from the data that two different categories of schools that are selected for the study are catering to diverse socio-economic backgrounds people. The findings establish that the parents of private school students are higher educationally qualified, holding more secured jobs and also earning much more than the government school parents. Moreover, out of the mothers who are working women are also mostly the parents of private school students.

The study is also focused on unearthing the different facilities and environment related to schooling provided by these two different categories of schools to find out the status of stratification in education. The findings related to physical facilities in the guise of infrastructure as classroom infrastructure, quality of labs and library infrastructure, size of the playground, toilet, and urinal facilities, auditorium, security, teacher-student ratio, proper drainage and sanitary system, proper lightening and ventilation, school environment reveals that private schools are doing visibly better than the government schools apart from charging high fees. Hence it confirms the unequal environment where education is provided to the students who are also socio-economically unequal. Moreover, the perspective of the teachers regarding the syllabus shows that the CBSE syllabus which is mostly followed in the private school is termed as more extensive, rational and covers the diverse aspects of education in the society. Hence the entire debate of education as a

potential tool for bringing equality and positive social change based on equality is revealed to be far from reality in the study area.

The quality of the provisions made for the academic and all-round development of the students with more involvement of teachers in the process of delivery of education can be easily observed in the private schools than the government schools where teacher's involvement with the students outside the class is comparatively far lesser. The school's administrative structure, the personal attributes of the principals, and their perceptions and handling of their school environments also reveal a superior status of private schools. Teachers and the character of teaching and the student's impressions of their school life and home life ultimately affects the kind of schooling that the students receive which is reflected in their overall personality and the findings of the present study show that the different teaching methods together with the engagement of students in extracurricular academic activities as debate, essay writing, and assignment presentation are yielding positive results for the students of private schools. The quality of academic performance of students in the selected schools and their participation and performance in the extra-curricular activities offered by the school, their aspirations and plans for their future also reveals similar findings where the private schools are exhibiting better administration by even involving parents in realizing better performance from the students and also providing the environment for engaging students in different extra-curricular activities together with inculcating moral values of cleanliness, gender equality, nonviolence, etc. for the overall development of the students, which is reflected in their expectation and performance. Moreover, in a country where command over the English language (which is the medium of instruction in all the private schools studied) is given importance in accessing and also performing in higher education, the students of private schools have a visible advantage over the government schools studied here. The selection process as practiced in the two categories of schools also through light on the ultimate performance of the students. As in government schools don't reject students, but private schools are using different filters as entrance tests, parents' interviews, interviews of the students,

parents' qualifications to choose the best students (Hopper 1971). Hence it is comparatively easier in a private school to confirm better performance from students and more challenging in government schools to make students perform very well. Moreover, it has been found in the study that the evaluation process in private schools is far more rigorous with more involvement of the teachers and the parents which is reflected in their performance. The study also highlighted the close relationship of the teachers with students which can be gauged from the number of students that can be recognized by the teacher by name or their family background. Moreover, though the study also confirms that most of the teachers of government schools are attending or getting time to attend students' problems during the school hours, but a significant number of teachers reported that they attend students' problems even after the school hours as they find the school hours too hectic. One of the important findings of the study is also the size of the class which is very visibly bigger in the case of government schools in comparison to private schools which restricts the possibility of individual attention of the teachers towards the students.

The involvement of the parents can also be seen in their knowledge of their children attendance, the status of homework, performance, participation in the extra curriculum, and their expectation towards the child and their school, which reveals that private schools parents are not only ready to spend money for their children's private tuitions and participate in the parent-teacher meeting but also keep a keen eye to their performance and participation at every level which is mostly lacking among the government school parents. The infrastructure provided in the house to students as separate seating arrangement, newspapers, magazines and books, etc. together with the environment provided to the students by supervising them either by themselves or any other family members, taking them out and discuss their educational problems is also significantly more visible in the house of private school students in comparison to government schools. The government school students are further held back with more shares of children from large families. In addition to the infrastructural differences, the findings of the study also

establish different parental educational and occupational aspirations which are again favoring the private school students. Hence, the study of the home background of the students reveals that the inequality of education provided in the schools is further reinforced by what the home provides towards the schooling of their children.

The present study also confirms that the inequality of education that is provided to both the categories of schools affects their mobility to both the quality of jobs and institutions to continue their further studies. The feedback of parents and teachers reveals that both in case of expectation and achievement, the private school students are motivated to go for further studies whereas the government school students are encouraged to go for jobs. In the case of students who are opting for higher education, again we can see disparity among the private students who are mostly getting admission in elite government colleges, followed by elite private college whereas most of the government school students get admission in lesser-known government colleges and lesser-known private and government colleges. Moreover, the study also reveals that the poor intellectual capacity of the students as the main reason for not getting admission in best colleges and also not absorbed by the best employers of the country. Therefore, the poor intellectual capacity of the students mostly in government schools who are handicapped by the less competitive selection procedures of the students and also lack of involvement of teachers and administration to positively effects the performance of the students is emerging as in the present study as the potent cause affecting the mobility of the students to both higher education and jobs that they are doing.

8.2: Positives for government schools: Though the overall picture of government schools as reflected by the findings of the study is dismal, but there are also some encouraging pieces of evidence captured in the findings of the study. The present study establishes the superiority of teaching qualification and experience of the teachers and the principals in government schools. All the teachers are found to be trained teachers with B.Ed. degree. Moreover, all the teachers of government schools are drawing a higher

salary than the private school teachers making their job more stable and secure. We can also observe good performance in government schools in sports even though they are suffering from infrastructural lacuna. The study also confirmed the inclinations of the government students to join the school after holidays, which shows that they enjoy schooling more than the private school students who mostly find it more hectic. Furthermore, the government school seems to inculcate the moral of brotherhood whereas private schools are mostly propagating competitiveness from the ways schooling is provided to them.

8.3: Conclusion:

The study confirms that a student who experiences inequalities based on the socio-economic background is again reinforced in the school where he/she attains his/her schooling through the diverse levels of schooling provided which suits the different categories of students belonging to different socio-economic strata. It is materialized by devising a partial system of selection in these different types of schools promoting a different quality of school (Blackledge and Hunt, 1985;76). This inequality chases them in accessing the quality of higher education, the quality of the future occupation, and life that they opt for themselves. So, a student is a recipient of inequality three times in his/her life pushing him/her to the worst possible extent of marginalization. Hence school which is perceived as an agent of bringing positive social change by molding the behavior of the students according to the society's expectation as Durkheim prescribed (Durkheim, 1956), but in reality reinforce the inequalities of the society and rather act as an agent of fortifying the exploitative hegemony of the dominant class (Gramsci, 1971). Therefore, in the present scenario where unjust social structure, creating a stratified society based on one's socio-economic status, it is furthermore expected from the institution of education to identify and segregate the students according to their potentiality to continue their education or not, or opt for which job (Wallace and Wolf, 1986) and in the process reduce this gap by providing quality education equally to everyone. The existence of successful

students in school does not depend on whether they attend public or private schools but is related in complex ways to the abilities, attitudes, and problems they bring to school; the skills and expertise of their teachers; and the quality of the learning environment, which is the joint responsibility of students, teachers, school administrators, parents, the larger communities in which the schools are located, and policymaking at the local, state, and federal levels. Hence, in the light of the findings of the present study and the theoretical perspectives used to appreciate the realities depicted by data, it is found appropriate to propose for an alternative education model fundamentally different in content, form, methods, and purpose which could provide an effective answer to the question of equality to which can be appropriately addressed in further study and research.