

Education And Culture – A Review on Education Scenario In Andhra Pradesh

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Abstract

The paper makes a comparative study on Public Schools and Government Schools in the contemporary social and cultural scenario with the importance of the parental care and how they are maintained by private owners and government officials respectively. The paper also discusses the role and responsibility of the important individuals—the father, the mother and the teacher – towards the spiritual and moral development of their children. Public schools, which are called ‘Private schools’ in our country, are symbols of modern feudalism. Public schools can also be described as ‘private factories’. Teachers in private schools and colleges are under compulsion to show results to managements. Teachers campaign for admissions. When a teacher fails to secure admission, his job or his salary is under threat. There are popular Public (Private) schools but unfortunately there is no such popular government school. Under these circumstances, the question arises is how to create a good government teacher.

Key words: Education, Culture, Teaching, Private and Public Schools, Parental care, mental and moral development, Andhra Pradesh

‘Matru Devo Bhava, Pitru Devo Bhava and Acharya Devo Bhava’ (A Sanskrit Verse) which means the first divine teacher is mother, the second divine teacher is father, and the third divine teacher is teacher in the school, college and university. Mother who receives knowledge from traditional lore, used to teach or narrate moral lessons to her children as Kshetramuni taught to her three children, Toru Latha Dutt, Aru Latha Dutt and Abju Dutt. Toru Latha Dutt stories relating to the Ramayan, the Mahabharat, and the Vishnupuran from mother, turned them into ballads. Toru Dutt briefly known as the first romantic Indian English poet expressed the mind and soul of India in her poetry.

At present, mothers are no longer inclined to act as moral teachers. They rather, are giving up traditions and customs and accustoming to luxuries and strong passions. Fathers have no time to introduce

the children to the world because of their preoccupied thoughts of earning money, greed for power and recognition or identity in the society. Modern teachers take up jobs like politicians who join the profession as a last refuge of a scoundrel. Teachers show commitment in earning government jobs but never feel committed towards teaching. But, in private organizations, teachers are under compulsion to show responsibility. In fact, sense of responsibility between the father, the mother and the teacher towards spiritual and moral development of the children is marginal and insignificant. On account of people’s materialistic attitude, they want their children to good education which is offered by private institutions which promise- a certificate of excellence and placement which is the goal for the child. What is lost in between is filial love, traditional ties and moral human bondage. They are not interested to know the purpose

of education and its invisible power of transformation. Allen Tate (1958) says “The purpose of education is not happiness; it is not social integration; it is neither for democracy nor for aristocracy, nor for any other social or political system... Its purpose is, at once, the discipline of the mind for the vocations of life and the cultivation of the mind for its own sake; these ends are to be achieved through the mastery of fundamental subjects which cluster around language and number, the two chief instruments by which man knows himself and understands his relation to the world.” (“Educator Tate Backs Views of Spilhaus” by Herm, Sittard, *The Minneapolis Star*, Fri., April 11, 1958).

Significantly, since the union government formulated and implemented the family planning policy insisting the couple to deliver two or three children in late seventies and in later years, the government further reduced the number of children to one or two while offering political and economic amenities and privileges. For instance, a man with more than two children is not eligible to contest in elections. The government policy results in the removal of popular joint family system where in parents used to live with their sons and daughter-in-laws and sometimes with the daughter with her husband and children under one roof. The significance of joint family is that it is the symbol of unity and love.

Family planning policy of the government has led to the development of nuclear families, but government also drove the nail that maintaining small family is easy and comfortable. Nucleus families have their advantages and disadvantages: if the one and only child listens to the parents, he or she will shine; if he or she does not, they brought calamity upon themselves. As the parents have one or two children, they try to satisfy the child’s fancies and whimsies so that the child feels proud of himself and sometimes exploits the love of the parents.

What happens many a time, children grow very sensitively and develop wrong egos but lack general or worldly knowledge – commonsense. Albert Camus (1942) says ‘people commit suicide when they do not find answer or meaning to their problem’. Albert Camus says, “There is but one truly philosophical problem and that is suicide. Judging whether life is or is not worth living

amounts to answering the fundamental question of philosophy...I have never seen anyone die for the ontological argument... I see many people die because they judge that life is not worth living” (Albert Camus, *The Myth of Sisyphus*, Pg. 11). Camus further says “Suicide is a repudiation”. (Ibid-Pg. 55) When children’s ego is hurt either by the parents or extenuating circumstances like failure in their examinations or job, they, wrongly sensing their future as bleak, take their own life. A girl committed suicide because she failed in Civil Services examination in her first attempt. In her suicide letter, she said that she never failed throughout her academic career. Another girl student hanged herself because her teacher hurt her feelings. A software employee has taken her life as her company had given her notice for termination of her services next year. A boy was made with a girl and wanted to marry her. She too gave him a temporary promise. When the boy finds her engaged to another boy, he burns her alive and ran against a running train. Such instances being abundant in modern Indian life, indicate the present education system that imparts only knowledge (text book confined teaching) but never looks into the moral, spiritual and cultural development. As a result, the student does not sustain himself and often yields to crisis. Modern education which is largely dominated by science and technology does not enlighten the student as to how to face the situation and especially as to how to live. When Maxim Gorky (2015) addressing the peasant audience and explaining the inventions and marvels of science, he encounters an angry retort by a peasant spokesperson ‘Yes, we are taught to fly in the air like birds, and to swim in the water like fishes, but how to live on the earth we do not know.’ (Quoted by Sarvepalli Radhakrishnan in *Kalki (The Future Generation)*, Pg. 243)

Public schools which are otherwise called in India as private schools are the symbols of the extension of feudalism; private institution heads are feudal lords and the teachers are slaves who work more and get less wages. Public schools can also be described as private factories; the owner of the private school is a proprietor; the teachers are workers or tools; students or pupils are the products; how best the sale of

the product decides the fate of the factory. Moreover, many times, the teachers are salesmen/saleswomen; students are customers. Teachers should go for campaign and get admissions. More admissions, more commissions; when teacher fails to get admissions, either his job or his salary is under threat. In this context, Andhra Pradesh school Education Regulatory and Monitoring Chairman Justice R. Kantha Rao 'warned private school managements against violating rules... there were reports of private managements sending teaching staff to the students' houses to mobilize admissions. He said that commission had received reports that in private schools and colleges, managements had the practice of linking the teachers' salaries to number of admissions they mobilized'.

Significantly, public schools are more popular than state run schools not only because they provide good facilitated class rooms including air-conditioned ones, but also they give disciplined education in English medium under heavy pressure and supervision with no or restricted recreation or play. Parents giving up their basic responsibility of educating their children at home are handing over them to the complete care of the private institutions by offering donations or shelling large amounts of money. Private schools boost their image at state and national levels by aggressive advertisements and open new branches everywhere and make millions of rupees. But, they never come forward to inform us of the students who failed in the examinations and students who hanged themselves from the fans or who jumped to death from top floors owing to the psychological distress.

Further, in the private institutions, if the teacher is angry with himself or with the management, he must quit the school or college; if he beats the student on a particular mischievous deed, the management often supports the student and shows door to the teacher. For private institutions, the student is the customer who is a God to bestow profits upon them. It is noticeable, that management can replace the teacher but not the student. Private schools have turned out to be one of the chief hubs of the commercial centers where human values have been jeopardized. To our regret,

private institutions highlight and give much publicity to the record breaks of their students when the results come out for certain crucial courses but the teachers who are responsible for the grand success of the students in achieving best ranks, remain unsung heroes. What the private institutions do is that they put on the photos of their expert teachers on hoardings and sometimes show them in showcases giving indication that these teachers have pledged their souls like a Faustus for a time-bound package. Moreover, private institutes even like laboratories do not make their scientists/academicians/experts in particular fields popular. Many a time, the owners/proprietors who declare themselves as Presidents/Chairmen often become come to light. For instance, Bharat Biotech Pharmaceutical Laboratory which is producing popular and more effective vaccine-COVAXIN never revealed its inventors/developers. But, when the Oxford professor Dame Sarah Gilbert who was instrumental in developing ASTRAZENECA vaccine (COVISHIELD) in Oxford University went to watch Wimbledon Tournament she was identified and recognized and given wide applause.

When we look into the structure of the government schools, it is necessary to go back to missionary schools originally run by the British teachers. Although, missionary schools were managed by the Britishers, they had never been accused of forcing the students to convert to Christianity. In the later years, the British government established government run schools, colleges and universities with English medium as the chief communicative medium all over India. After India's independence, respective states have taken responsibility of maintaining both missionary and British governed educational institutions while opening more and more state run schools, colleges and universities which, flying the banner of freedom, natural growth, equality and fraternity, created the most illustrious people of India such as, Presidents, Vice-Presidents, Prime Ministers, Governors, administrators, Nobel Laureates in science and social scientists in humanities, artists, educationists, businessmen, social reformers and much more, Dr. B.R. Ambedkar, MK Gandhi, the Father of Nation, Tanguturi

Prakasam pantulu, Dr.Sarvepalli Radhakrisna, Dr.Abdul Kalam and so on.

Teaching is described as the noblest job in the world because it delivers not only knowledge but also develops the character of the student. This concept becomes popular not in private schools but in state run schools not only because teacher in state run school enjoys ample freedom of speech, but also he can inspire the student with his independent ideas and ideals. An ennobled teacher becomes a guiding principle to the student throughout his career. He prepares the student to be a man of future. Henry Adams (1918) says 'A teacher affects eternity; he can never tell where his influence stops.' (*The Education of Henry Adams, ch. 20, 1907*). It is the liberal teaching that is part of democracy has become a constant threat to the blind faiths, superstitions and irrational traditions and customs and obscure doctrines or perceptions that have kept India backward and India remains one of the socially least developed countries. Bestowed sense of liberty upon themselves, many teachers became social reformers and with a sense of scientific temper, enlightened not only their students but also the general public which is steeped in stupidity. Many teachers too became men of letters writing for a better civilized society. Moreover, he speaks truth which is visible unlike the religious truth of the priest, which is invisible and unfounded. Robert G. Ingersoll (1881) says 'one good school master is worth a thousand priests.' Therefore, the best place for a committed and responsible teacher is the government schools, colleges and universities which are as much as public places where teachers can become free thinkers, deliver the knowledge and wisdom with a sense of devotion and delight and apart from their independent ideas: where teachers can shine and become illustrious-Gurus. Guru (Teacher) is aspiration; Guru is inspiration (Lord Buddha). A happy teacher makes a happy and luminous student.

With the establishment of the public schools (Private Schools) and in late eighties (1980s) and in later days private colleges, and their mushrooming every nook and corner, the government schools and colleges have gradually declined in standards in all grounds and respective state governments' lackluster allotment of funds

to their development damaged the image of the government educational institutions. Parliamentary committee reported that 44 percent of schools in India have no electricity. Governments used to recruit teachers but never took care to provide basic facilities and the replacement of the dilapidated buildings. Government schools, colleges and universities have given impression that they are meant for the poor and middle classes and below and average students who join them.

India is the best place to be taken as an example for lack of public responsibility and people do not show sense of commitment to the development of any program. If any significant work is carried out successfully or half-heartedly, it is because of the fear of the official action by the higher ups. Our development is only imitation and partial. A popular saying 'Indians fight for rights but not responsibilities'. The unpleasant truth or root cause behind the irresponsible or non-committal behavior is the caste system which divided the people permanently into separated, sectarian, and parochial individuals who carry enmity with each or one another. Before Independence, people had one goal-INDEPENDENCE. Now, the phenomenon of the survival of the fittest happens by the use of caste, religion, political influence, money, muscle power or by the misuse of official status. Apart from all other institutions, the educational institutions are supposed to be incorruptible and unimpeachable because they are traditionally considered temples of gods. But, the situation in government organizations has indicated otherwise. In the past, government teacher is devoted to the development of both the students and the institution in which he worked. At present, Government teachers are admitting their children in private schools and travelling 50 to 60 kilometers to attend their schools, though they are supposed to be staying around 8 kilometers radius of the school. Political leaders' interference with the administration of the schools, colleges and universities not only polluted the academic atmosphere but also encourages some self-promoting teachers to get some benefits and sometimes the Best Teacher awards. Surprisingly, they get best teacher awards without the knowledge of the students. In

some places, for the sanction of the leave letters, teachers approach local MLA who holds sway on schools too. Much worse situation in universities, teachers use caste and politics or political clout, and regionalism to obtain extra-constitutional posts. Some teachers are using teaching job secondary and their primary aim is acquiring money by various means or businesses. Modern civilization which is descended from decadent families and degraded schools turned man into corrupt and cunning and cruel. The corollary is that he lost dignity and majesty.

Since, school education plays crucial and vital role in the life of the boy, it is necessary to pay more attention to it. Most usually; seeds of the future of the boy are sown in his school education. He and his parents decide his prospective career in his next phase of life. The bible says 'If you put the boy in the right course of life, he will never swerve from it.' Good teachers not only teach and delight the students but also love them. Students love and respect such teachers in return. Institutions are fortunate to have such teachers. Further, Teachers ought to play as role models by setting example. They should command but not demand respect.

As it is said earlier, teachers put extra-ordinary hard work to get qualified in DSC examination and for qualifying and securing required marks. They take some years to secure government jobs. But, once they earn job, they do not show the same seriousness in discharging their duties. They do not have fear and devotion towards their profession. The slogan 'work is worship' is fixed on the wall. People admit their children in one of the popular public (Private) schools but there is no popular government school. Under the circumstances, the question arises, how to create a good government teacher and school. Certain stipulations need to be implemented like college teacher, and university teacher. They should attend seminars and conferences twice a year and publish their papers, which they presented in conferences and seminars, in national and international journals. They should conduct seminars in the school premises on school curriculum involving the students by encouraging them to present the papers. Promotions may be considered to be given to

the teachers who show excellence in their academic career. Government should conduct strict supervision and inspection periodically or frequently to strengthen educational system. It is also necessary to get confidential report upon every teacher. There is a faith; if teacher is regulated and strengthened, their school will have a healthy atmosphere and earn good reputation in its locality. It is necessary to remember that Kerala state achieved 95 percent literacy 40 years ago because it is ideologically committed. But, the literacy rate of Andhra Pradesh is said to be below the national average literacy rate.

Nevertheless, the sincere and strenuous efforts being made by some or handful of government officers and academicians to improve the facilities and to enhance the quality of education in government schools, colleges and universities, it is the private organizations as a whole which try to provide better amenities and facilitates so as to impart better education and thus, perpetrate their domination. In India, as a whole, because of lack of public responsibility and commitment it is the private proprietors or owners of schools, colleges, universities or companies thrive and flourish with their commitment to their personal aggrandizement at the cost of public interest and at the same time damaging the moral values.

When Delhi Chief Minister, Arvind Kejriwal revived the school educational system and brought back in quality and standards and amenities on par with the private schools, many state governments have sent teams to study the tremendous success of it. When the Chief Minister of Andhra Pradesh, Sri Jagan Mohan Reddy with strong will and commitment, took decision and implemented to restore the lost glory of the government schools with a slogan 'Nadu Nedu' (Then-Now) Program and sanctioned thousands of crores of funds for the construction of new buildings, for renovation and providing basic facilities apart from the introduction of life-saving medium-English from the first standard, there is a wide spread appreciation and applause. But, Success of the government schools depends on sincere performance of the teachers. Splendid buildings and architectural creative grandeurs, artistic

paintings and sprawling lawns do not make schools.

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