CHAPTER V

CONCLUSIONS

AND

SUGGESTIONS
➤ Major Findings and Conclusions
➤ Suggestions
➤ Suggestions for further Researches
CONCLUSIONS

In order to test total six hypotheses scientifically, the present research was conducted. The data collected were analyzed and interpreted and the conclusions were drawn there from. In this chapter all the major findings and conclusions drawn are mentioned hypothesis wise.

H₁) The combined passing provision causes insignificant enhancement in the passing percentage of students at S.S.C. examination.

Major findings:

1. Cpp causes insignificant enhancement in the passing percentage of both male and female students of Urdu medium high schools of Dhule, Malegaon, Bhiwandi and Mumbai at S.S.C. examination.

2. Cpp is ineffective in helping to pass those students of Urdu medium high schools of Dhule, Malegaon, Bhiwandi and Mumbai who score marks in the range of 38 to 52 (excluding 52), in mathematics, at S.S.C. examination.

3. There is no significant difference between the passing percentages of male and female students of Urdu medium high schools of Dhule, Malegaon, Bhiwandi and Mumbai, passing under combined provision, at S.S.C. examination.

4. There is no significant difference between the passing percentages of both male and female students of Urdu medium high schools of
Taluka and District places, passing under cpp at S.S.C. examination.

5. There is no significant difference between the passing percentages of both male and female students of Urdu medium high schools of Taluka and Metro places, passing under cpp at S.S.C. examination.

6. There is no significant difference between the passing percentages of both male and female students of Urdu medium high schools of District and Metro places, passing under cpp at S.S.C. examination.

Conclusion 1:

“Combined passing provision (cpp) causes insignificant enhancement in the passing percentage of the students of Urdu medium high schools, at S.S.C. examination”.

Conclusion 2:

“The students of Urdu medium high schools of Dhule, Malegaon, Bhiwandi and Mumbai, passing under cpp at S.S.C. examination, do not differ significantly with regard to sex”.

Conclusion 3:

“The students of Urdu medium high schools of Dhule, Malegaon, Bhiwandi and Mumbai, getting the benefit of combined passing provision at S.S.C. examination, do not differ significantly with regard to area”.

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H₂) Cpp causes low achievement of the students in mathematics at S.S.C. examination.

Major findings:

1. The achievement of the male and female students of Urdu medium high schools of Dhule in mathematics at S.S.C. examination is average.

2. Male and female students of Urdu medium high schools of Dhule do not differ significantly with regard to their achievement in mathematics at S.S.C. examination.

3. Achievement of the boys of Urdu medium high schools of Dhule in science is Good.

4. Achievement of girls of Urdu medium high schools of Dhule in science at S.S.C. examination is highly satisfactory.

5. Both male and female students of Urdu medium high schools of Dhule score significantly less marks in mathematics than in science at S.S.C. examination.

6. The achievement of male and female students of Urdu medium high schools of Bhiwandi in mathematics at S.S.C. examination is below average.

7. Male and female students of Urdu medium high schools of Bhiwandi do not differ significantly with regard to their achievement in mathematics at S.S.C. examination.

8. The achievement of male and female students of Urdu medium high schools of Bhiwandi in science is satisfactory.
9. Both male and female students of Urdu medium high schools of Bhiwandi score significantly less marks in mathematics than in science at S.S.C. examination.

10. Achievement of the boys of Urdu medium high schools of Malegaon in mathematics at S.S.C. examination is nearly satisfactory.

11. Achievement of the girls of Urdu medium high schools of Malegaon in mathematics at S.S.C. examination is satisfactory.

12. Female students of Urdu medium high schools of Malegaon achieve significantly better in mathematics than male students at S.S.C. examination.

13. Achievement of male and female students of Urdu medium high schools of Malegaon in science is Good.

14. Both male and female students of Urdu medium high schools of Malegaon score significantly less marks in mathematics than in science at S.S.C. examination.

15. Achievement of male and female students of Urdu medium high schools of Mumbai in mathematics at S.S.C. examination is average.

16. Male and female students of Urdu medium high schools of Mumbai do not differ significantly with regard to their achievement in mathematics at S.S.C. examination.

17. Achievement of the boys of Urdu medium high schools of Mumbai in science is satisfactory.

18. Achievement of girls of Urdu medium high schools of Mumbai in science at S.S.C. examination is highly satisfactory.
19. Both male and female students of Urdu medium high schools of Mumbai score significantly less marks in mathematics than in science at S.S.C. examination.

20. Large number of teachers agree that cpp is a good scheme of grace marks for passing mathematics at S.S.C. examination.

21. Large number of teachers agree that they very well acquaint their students about the idea of getting benefit of cpp.

22. Large number of teachers agree that they guide their students in taking the benefit of cpp.

23. Few teachers agree that cpp reduces the burden of teaching difficult topics of mathematics in the classroom.

24. Many a teachers agree that cpp helps to teach selective topics of mathematics in the classroom.

25. Considerable number of teachers guide their students in selecting topics for the study of mathematics so as to get the benefit of cpp.

26. Considerable number of teachers teach mathematics by targeting selective topics so as to enable all the students to pass.

27. A large number of teachers solve simple examples in the classroom so as to enable all the students to pass.

28. Many teachers agree that the students do not have to drill difficult examples due to cpp.

29. Large number of teachers assign simple examples to the students for their homework.

30. Very large number of teachers agree that by drilling upon simple examples students can pass easily in the examination.

31. Some teachers agree that cpp reduces the burden of extra classes.
32. Many teachers agree that due to CPP students do not devote adequate time for the study of mathematics.

33. Many teachers agree that due to CPP students devote more time to the study of science.

Conclusion 4:

“CPP causes low achievement of the students in mathematics at S.S.C. examination”.

H3) CPP causes teaching of selective portion of the syllabus of mathematics.

Major findings:

1. Majority of teachers agree that CPP reduces burden of teaching difficult topics of mathematics in the classroom.

2. Majority of teachers agree that CPP helps to teach selective topics in the classroom.

3. Moderate number of teachers teach mathematics by targeting selective topics so as to enable all the students to pass.

4. Large number of teachers solve simple examples in the classroom so as to enable all the students to pass.

5. Majority of teachers agree that CPP reduces the burden of extra classes.

6. Considerable number of teachers guide their students in selecting topics for the study of mathematics so as to get the benefit of CPP.
Conclusion 5:

"Cp causes teaching of selective portion of the syllabus of mathematics".

H₄) Teachers of mathematics assign inadequate homework to the students due to cpp.

Major findings:

1. Many teachers agree that the students do not have to drill difficult examples due to cpp.
2. Large number of teachers assign simple examples to the students for their homework.
3. Very large number of teachers agree that by drilling upon simple examples students can pass easily in the examination.

Conclusion 6:

"Cp tends the teachers of mathematics to assign inadequate homework".

H₃) Due to cpp students devote inadequate time for the study of mathematics.

Major finding:

1. Many teachers agree that due to cpp students do not spend adequate time for the study of mathematics.
2. Many teachers agree that the students do not have to drill difficult examples due to cpp.
3. Large number of teachers agree that they very well acquaint their students about the idea of getting benefit of cpp.

4. Large number of teachers agree that they guide their students in taking the benefit of cpp.

**Conclusion 7:**

“Cpp tends the students to devote inadequate time for the study of mathematics”.

H₆) Cpp causes examination oriented teaching-learning of mathematics.

**Major findings:**

1. Large number of teachers very well acquaint their students with the way of getting benefit of cpp.

2. Large number of teachers guide their students in taking the benefit of cpp.

3. Majority of teachers agree that cpp reduces the burden of teaching difficult topics of mathematics in the classroom.

4. Majority of teachers agree that cpp helps to teach selective topics in the classroom.

5. Moderate number of teachers guide their students in selecting topics for the study of mathematics so as to get the benefit of cpp.

6. Moderate number of teachers teach mathematics by targeting selective topics so as to enable all the students to pass.

7. Large number of teachers solve simple examples in the classroom so as to enable all the students to pass.
8. Moderate number of teachers agree that the students do not have to drill difficult examples due to cpp.

9. Moderate number of teachers agree that due to cpp students do not spend adequate time for the study of mathematics.

Conclusion 8:

"Cpp causes examination oriented teaching-learning of mathematics".
SUGGESTIONS

The findings of the present research work clearly reveal that combined passing provision badly affects teaching learning of mathematics. It weakens foundation of mathematical knowledge, which is essential for the students to go ahead on the path of mathematics education.

The poor learning of mathematics as a result of combined passing provision deviates the students from mathematics at the higher stages of education. The flow of students in the departments of higher education in mathematics is reducing at an alarming rate. Postgraduate departments of mathematics are being closed due to unavailability of students.

Apart from this, combined passing provision is proving to be an obstacle in the way of attainment of the very objectives of teaching mathematics. Examination oriented teaching can no longer cause development of intellectual powers and skills, mathematical outlook and scientific attitude in the students.

Keeping in view major findings and the conclusions of the present research work the researcher has to give following suggestions to the people who are directly or indirectly concerned with the problem of the present research work.

1) Suggestions to the Maharashtra state board of secondary and higher secondary education, Pune:

➢ Combined passing provision at S.S.C. examination should be abolished as early as possible as it enhances to a meager extent the passing percentage of students at S.S.C. examination. Cpp tends
mathematics teachers to teach selective topics and solve selective examples in the classroom and assign inadequate homework to the students. Thus cpp causes examination oriented teaching-learning of mathematics due to which quality of mathematics education deteriorates, which in turn causes low achievement of the students in mathematics and deviation of the students from mathematics at the higher stages of education.

➤ A below average student actually does not need grace marks rather he needs extra efforts, extra facilities, extra guidance and care. Difficulties of such a student should be diagnosed and remedial instruction should be provided to him through extra classes. Grace marks schemes like cpp keeps the teachers of mathematics at ease. They do not bother about the diagnosis of the difficulties of the students in mathematics and providing them remedial teaching. They start teaching selective portion of the syllabus just to enable the students to pass in the examination.

➤ Cpp may be replaced by some effective scheme, which may enhance the passing percentage of students at S.S.C. examination to a significant extent without affecting the quality of teaching-learning of mathematics.

2) **Suggestions to the teachers of mathematics:**

➤ Combined passing provision is for the students and not for the teachers. Teachers should not teach mathematics keeping in view the cpp. Teachers should not teach mathematics by targeting selective portion of the syllabus and adopting examination oriented teaching.
Teaching of mathematics should be done keeping in view the stipulated objectives mentioned in the prescribed syllabus. For average and below average students extra efforts and time should be devoted. The difficulties of the students should be diagnosed and remedial teaching should be organized for them. Effective methods and techniques of teaching should be adopted so as to uplift the standard of the students in mathematics.

3) Suggestions for further research:

- The present research work has been done taking in view the Urdu medium high schools of Dhule, Malegaon, Bhiwandi and Mumbai. The same research work can be done for the students of Marathi medium high schools, English medium high schools etc. so as to throw more light on the significance of cpp and its effect on the teaching learning of mathematics.

- The research work, to study the significance of cpp and its effect on teaching learning, for the subjects other than mathematics and science may also be carried out.

- A research work in order to determine the most effective combination of the scores of science and mathematics at S.S.C. examination, which results in the enhancement of the passing percentage of the students to an optimum extent, may be carried out. This study will help to frame the most effective cpp.