CHAPTER VIII
SUMMARY, FINDINGS AND CONCLUSION

Summary

Education enhances the inherent abilities of the individual and increases the capacity to engage oneself in useful and purposeful work which leads to increase in the earning capacity and help to overcome various economic and social crisis of an individual. Widening the basic education can play a powerful preventive role in reducing human insecurity of every kind. Therefore it is important to close the educational gaps, remove the disparities in educational access, achievement of inclusive education and achievement of the desired outcomes.

In order to achieve the aim of “Education for All” Tamil Nadu state government has implemented various programmes like providing access to primary education to all children, providing free nutritious meals, providing free text books, providing free uniforms, etc,. Even to-day the hundred per cent literacy is not achieved in the state and it stands behind some states like Kerala, Mizoram, Chandigarh and Goa in various educational aspects.
Similarly, the study area - Virudhunagar District - still have the problem of regional inequality, gender inequality, disparities in infrastructure facilities between private and government schools, disparities in getting quality education at affordable cost by the poor, problem in medium of instruction, etc. The present study has focused attention on “Economics of Primary School Education in Tamil Nadu – A case study of Primary Schools in Virudhunagar District”.

The present study aims to analyse the growth of primary school education in terms of number of primary schools and enrollment of the students in primary schools. It also analyses the level of disparity in terms of gross and net enrollment ratio and completion and dropout rate. Apart from these analyses this study studies about the present position of primary schools in terms of school related indicators, enrollment related indicators and infrastructure related indicators using primary data and also the prevailing inequality level of these indicators between two educational districts and between two categories of schools. The specific objectives of the study are;

1. To trace the growth of primary school education in Virudhunagar District during 2001-02 to 2009-10 in terms of
number of schools and enrollment of the students in lower primary and upper primary schools at educational block level and also at educational districts level.

2. To study the **disparity** in the performances of primary schools during 2000-01 to 2009-10 between two educational districts of Virudhunagar district in terms of the enrollment indicators namely gross enrollment ratio and net enrollment ratio as well as the performance indicators namely completion rate and dropout rate in lower primary and upper primary schools at educational block level and also at educational districts level.

3. To analyse the **inequality features** in primary school education in the study area, three types of indicators are taken into account. They are school related indicators namely the number of classrooms, number of teachers, size of enrollment, Student-Classroom Ratio and Pupil-Teacher Ratio. Other indicators are the enrollment related indicators namely girls enrollment ratio, communal category wise enrollment and enrollment in ‘Two-Teacher’ lower primary schools and ‘Five-Teacher’ upper primary schools and indicators of facilities namely the availability of compound wall, separate girls’ toilet, ramp and computer facilities.
4. To give suggestions from the findings of the study so as to enhance the status of primary schools in the Virudhunagar district.

The study has also framed the following three hypotheses to be tested.

- There is a positive association between increase in number of primary schools and increase in enrollment of students.
- There is an association between the repair and maintenance grant received by the school and condition of the school buildings.
- Increase in the number of women teachers increases the enrollment of girl students in upper primary schools.

Both primary and secondary data have been used for analysis in this study. Secondary data were used to analyse the first two objectives and collected mainly from Annual Work Plan and Budget published by ‘Sarva Shiksha Abhiyan’, District Project Office at Virudhunagar. Also, they were collected from District Hand Book of Statistics published by Assistant Director of Statistics at Virudhunagar, National Institute of Educational Planning and Administration at New Delhi, National Council for Educational
Research and Training at New Delhi, Centre for Developmental Studies at Thiruvanandhapuram, Madras Institute for Developmental Studies at Chennai, published and unpublished reports, handbooks, policy notes and pamphlets of Directorate of School Education of Tamil Nadu and various websites.

The sample schools were selected on the basis of Multi-Stage sampling method and the primary data were collected directly from the respondents; Headmasters / Headmistress of the sample schools, with the help of interview schedule. Out of 1208 primary schools 130 schools were selected as the sample schools.

With respect to analyse the growth trend of number of primary schools and their enrollment in Virudhunagar district the semi-log linear regression model was used. The second objective that is analysing the disparity level between the two educational districts on two enrollment related indicators and two performance indicators was done with the help of David Sopher’s Disparity Index model. Through calculating the co-efficient of equality value, various findings were derived pertaining to the extent of equality between two educational districts in respect of five school related indicators, three enrollment related indicators and four infrastructure related indicators.
Main Findings of the Study

The important findings, based on the above objectives, were presented in this section. As given in the first objective, the growth of number of primary schools and enrollment of students in these schools was analysed and the findings pertaining to these tasks are presented below.

Growth of Number of Primary Schools

- The growth of number of schools in Educational District-I comprising of all categories of schools had an increasing trend during the study period. It was 584 in 2001-02 and increased to 620 in 2009-10.
- In Educational District-I the growth of number of government and private unaided schools had an increasing trend and it was decreasing trend in private aided schools.
- There was an impressive improvement in number of private unaided primary schools than the other two types of management schools namely government and private aided schools in Educational District-I during the study period.
- It is observed that in Educational District-II as a whole the total number of primary schools was increased by 59 schools
between 2001-02 and 2009-10 irrespective of types of management.

- In Educational District-II there was an increasing trend in the growth of number of all types of management schools during 2001-02 and 2009-10. The intensity of improvement was very high in the case of private unaided schools and it was very lesser, by only one school, in the case of private aided school.

Thus, in general it is concluded that there was a declining trend in the growth of number of government and private aided schools. But in the case of private unaided schools there was an increasing trend in both educational districts of Virudhunagar district.

**Growth of Enrollment in Primary Schools**

- In Educational District-I the enrollment of students in lower primary schools in two blocks namely Aruppukottai and Sattur there was an increasing trend and other three blocks namely Kariapatti, Narikkudi and Thiruchuli had the decreasing trend, in terms of absolute value. The percentage of share to the total enrollment of this educational district from each block had also shown the same trend.
In the case of enrollment in upper primary schools of the Educational District-I there was an increasing trend in two blocks namely Aruppukottai and Thiruchuli during the study period and Kariapatti block had shown decreasing trend.

Overall observation had revealed that the enrollment of students in upper primary schools was increased in Educational District-I during the study period.

It was observed that in Educational District-I three blocks namely; Narikkudi, Kariapatti and Thiruchuli were still not attained the improvement in terms of enrollment of students in both categories of schools.

Among the six blocks in Educational District-II only the Sivakasi block has performed well in the case of enrollment of students in lower primary schools during the study period.

In terms of the enrollment of students in upper primary schools in Educational District-II there was an improvement in Rajapalayam and Sivakasi blocks.

It is concluded that there was a better performance in respect of the growth of enrollment in upper primary schools of Virudhunagar
district. But in the case of lower primary schools, it had the negative growth.

The **second objective** of this study is to assess the existing performance as well as the disparity aspects between the two educational districts in Virudhunagar district on two enrollment related indicators namely; gross enrollment ratio and net enrollment ratio and two performance related indicators namely; completion rate and dropout rate. The important findings in these aspects were;

**Gross Enrollment Ratio**

- It is found that in both educational districts the gross enrollment ratio was decreased during 2000-01 to 2009-10 in both categories of schools.
- The percentage of decrease in gross enrollment ratio was greater in Educational District-I than in Educational District-II.

**Net Enrollment Ratio**

- In Educational District-I and II as a whole the net enrollment ratio in both categories of schools was increased and this ratio in lower primary school was greater than in the upper primary schools during 2000-01 and 2009-10.
• The net enrollment ratio was greater in Educational District-II than in Educational District-I in both categories of schools.

• Regarding the net enrollment ratio, Virudhunagar district has performed well in the case of lower primary schools than in upper primary schools during 2000-01 to 2009-10.

It is concluded that in respect of gross enrollment ratio the Educational District-I has performed well than Educational District-II. The reason is that in Educational District-I there is more scope to reduce the gross enrollment ratio as this district has more number of non-enrolled and dropped out children.

Completion Rate

• In 2009-10 in Educational District-I the highest completion rate in both lower and upper primary schools was in Aruppukottai block and the lowest was in Narikkudi educational block in the case of lower primary schools and Sattur block in the case of upper primary schools.

• In Educational District-II the highest completion rate in lower primary schools was in Srivilliputhur block and the lowest was in
Vembakottai block in the year 2009-10 both in lower and upper primary schools.

- The completion rate in Educational District-II was greater than Educational District-I in both lower primary and upper primary schools during the study period. But the percentage of increase was high in later than in former.

- In Virudhunagar district as a whole the completion rate of lower primary schools was greater than in upper primary schools in 2009-10.

**Dropout Rate**

- In all educational blocks of the Educational District-I the dropout rate in lower primary and upper primary schools was decreased during 2009-10.

- Dropout rate was higher in upper primary schools than in lower primary schools in all blocks except in Aruppukottai block during the study period.

- The performance of Srivilliputhur block in terms of dropout rate in lower primary schools was not appreciable that it had highest (6.05 per cent) dropout rate in 2009-10. It was greater than three
times of the average dropout rate of Educational District-II in 2009-10.

- In both educational districts the dropout rate of both lower primary and upper primary schools was decreased year after year and it was lower in Educational District-I than in Educational District-II during 2009-10 in both categories of schools.

- Regarding the dropout rate, Educational District-I performed well than Educational District-II in terms of both categories of schools during the study period. Similarly, the lower primary schools were in better position than the upper primary schools in 2009-10 in terms of dropout rate.

Thus regarding the two performance indicators namely completion and dropout rate, the lower primary schools were performed well than the upper primary schools. Educational district wise analysis showed that the Educational District-I has achieved greater in terms of dropout rate because it had more dropped out children than Educational District-II.

**Disparity Analysis**

- The disparity was very low, in general, between the two educational districts in terms of four indicators namely; gross and
net enrollment ratio, completion and dropout rate, but in the case of net enrollment ratio particularly in lower primary schools it was high (the differential value was 0.52) during the study period.

- Among these indicators much equality was attained or in other words the disparity was lower between two educational districts in the case of gross enrollment ratio and dropout rate.

The third objective of the study namely analysing the existing status of infrastructure in primary schools and the equity aspect between two educational districts on these indicators the following findings were observed.

**School Related Indicators**

- In both educational districts there were sufficient numbers of classrooms in both categories of schools. However, comparatively, it was higher in upper primary schools than in lower primary schools.

- Regarding the number of teachers, the upper primary schools were in better position than lower primary schools in both educational districts.
• In terms of the size of enrollment of students and number of teachers, Educational District-II had better position than Educational District-I in both categories of schools.

• Student-Classroom Ratio was poor in Virudhunagar district because more than forty percent of the primary schools in both educational districts had less than or equal to twenty students only per class.

• Virudhunagar District was not performed well in terms of the Pupil-Teacher Ratio because still 26.04 per cent of the lower primary schools was with the ratio of less than or equal to twenty and it was further worse in the case of upper-primary school where this percentage was higher (29.41 per cent).

• Among the five school related indicators namely number of classrooms, number of teachers, size of enrollment, Student-Classroom Ratio and Pupil-Teacher Ratio there was perfect equality between the Educational District-I and Educational District-II only in the case of number of classrooms and there were inequality in the case of other four indicators.
Enrollment Related Indicators

- The enrollment size of boys and girls students in both categories of schools was more or less equal, roughly 50 per cent in each gender, in Virudhunagar district. The difference was very less and it was in favour of boys in the case of lower primary schools and for girls in the case of upper primary schools. In the case of lower primary schools the girls’ enrollment ratio was greater in Educational District-II where as in the case of upper primary schools Educational District-I had better performance. The girls’ enrollment ratio was greater in upper primary schools than in lower primary schools of Virudhunagar district.

- In both categories of schools the ratio of enrollment of scheduled class students was greater in Educational District-II. In Virudhunagar district as a whole it was greater in upper primary schools than in lower primary schools.

- Percentage of enrollment of Most Backward Class students was greater in Educational District-I than in Educational District-II in both categories of schools. In Virudhunagar District as a whole Backward Class students’ enrollment was greater in lower primary schools. But in the case of upper primary schools
Scheduled Class students’ enrollment was greater than other two categories, though the difference was very small.

- In lower primary schools more equality between two educational districts was found in girls’ enrollment ratio than in other enrollment indicators. On the contrary to this, least equality was found in the enrollment of “Two-“Teacher” lower primary schools.

- In the case of upper primary schools greater equality was found in two indicators namely girls’ enrollment ratio and enrollment in “Five-Teacher upper primary schools” than the other indicators. Least equality was found in the enrollment ratio of Most Backward Class students in upper primary schools.

- There was more inequality between two educational districts in the enrollment of Most Backward Community students in both categories of schools.

**Infrastructure Related Indicators**

- Still more than 50 per cent of the primary schools in Virudhunagar District had no compound wall facilities. The number of schools with pucca compound wall was greater in
Educational District-II than in Educational District-I. However the difference in percentage was very less.

- In Virudhunagar district, 37.69 per cent of the primary schools were without separate girls’ toilet and also the condition of existing toilets was not in good condition. Educational District-II had more number of schools with separate girls’ toilet than Educational District-I.

- Still 24.62 per cent of sample primary schools were without ramp facility in Virudhunagar district. Educational District-II had the better position than Educational District-I regarding the schools with ramp facilities.

- Only 29.23 per cent of total sample schools in Virudhunagar district had the computer facilities. Regarding the percentages of schools with computer facilities Educational District-I was in better position than the Educational District-II.

- Equity analysis on infrastructure related indicators had shown that more equality between two educational districts was found in number of schools with concrete compound wall and the least equality was in number of schools with computer facilities.
Thus it is concluded that among the three categories of educational indicators analysed in the present study to assess the equality between Educational District-I and Educational District-II of the study area, relatively the performance of primary school education in Educational District-II was better than Educational District-I. Therefore it is observed that more attention has to be given for primary education particularly lower primary schools education in Educational District-I in Virudhunagar District.

Results of Testing of Hypotheses

The first hypothesis of this study namely “There is a positive association between increase in number of primary schools and increase in enrollment of students” was empirically verified and statistically tested and rejected. Therefore it is proved that there is no relationship between increasing number of primary schools and increasing in the enrollment of students in primary schools in the study area. It may be due to the decline in the rate of growth of population in this district.
The second hypothesis namely “there is an association between the repair and maintenance grant received by the schools and the condition of the school buildings” was rejected. Therefore, it implies that there is no association between receiving of repair and maintenance grant and the condition of the school buildings in the study area. The main reason was that the amount of grant is not adequate to maintain the condition of school building.

Application of statistical tools on the third hypothesis namely; “increase in the number of women teachers increases the enrollment of girl students in upper primary schools” proved that it was accepted. Therefore it is understood that there is positive correlation between the number of women teachers and the enrollment of the girl students in upper primary schools. It is true that parents are particular about the availability of women teachers in the school, when they admit their girl children in higher grade classes. Considering this fact, in May 2013, the government of Tamil Nadu has announced appointment of women teachers only in girls government schools.
SUGGESTIONS

The following suggestions were revealed from the analysis of this study to enhance the status of the primary school education further in the study area. These suggestions are classified into four namely the suggestions for the government, for the Department School Education, for the teachers and for the society.

Suggestions to the Government

- The primary education to be given more priority in the distribution of financial resource allocation of government than the secondary and higher levels of schooling.

- The secondary school education also to be given the subsidies to enhance the enrollment in primary schools because the cost of next level of education, that is the cost of secondary and higher secondary education also influences the enrollment of primary school education.

- It is suggested that whatever the elementary education policies are ultimately formulated and implemented in any region, they have to be incorporated in their structure features which are unique to communal/social group in that particular region.
• Government has to take the steps to wipe out the inequality status between the government and private unaided school systems.

• To reduce the dropout among the children, the government has to initiate the programmes to reduce the poverty in the society irrespective of the community.

• The state government has to go hand in hand with the central government to implement various educational schemes to achieve the target of “Universalisation of Primary Education” in the state.

• To achieve the objective “Universalisation of Primary Education”, strategies like mobile schools, need-base education etc. shall have to be adopted.

• It may be useful if the state prepares a sound long term financial plan for the education sector in general and elementary education in particular – both in terms of allocation of resources, and mobilisation of resources. Both these dimensions have to be based on realistic estimates of unit costs of education. The plan would help in ensuring a steady and guaranteed flow of resources to education, particularly to elementary education.

• It is very important that the educational resources to be matched with growing demand for education; otherwise it leads to
deterioration of educational outcomes such as grade attainment, student achievement, etc.

- Policy to be formulated in a manner that the educated pupil can get relevant, guaranteed and gainful employment that will promote the psychology of the parents to enroll their children without fail.

- Priority to be given to remove the gender gap. Parents are reluctant to educate their daughter since returns to investment in a daughter’s education will flow to her husband’s family. Therefore to enhance the girls’ enrollment, government has to enact strict policies to ensure the situation that pave the way to get the share in benefits of a girl child by their parents also.

- The situation that money as the most important determinant of education of a child to be abolished definitely. Like economic differences, the locality differences that is, either rural or urban, caste differences, gender differences also do not influence the education of a child.

**Suggestions to the Department of School Education**

- There are so many legislations to strengthen the educational sector, but these legislations are being only in paper, not at the
implementation level. Therefore this department has to take utmost care in implementing the laws relating to the education.

- The staff of the educational department has to act as the ladder to enhance the school system and to get rid of various hurdles faced by the teaching and non-teaching officials at school and at the same time it has to facilitate the parents to enroll their children without any hesitation. Therefore they should not act as the fault finding and punishment giving mechanism.

- The ‘Education Board’ to be formed not only at the state level but also at educational district level and block level, comprising of educationists, economists, socialists, representatives from teachers, local people, parents and students.

- Strength and weakness of the schools have to be analysed separately for all individual schools and they may be provided with autonomy to take the right decision accordingly.

- It is important to ensure greater supervision and participation by the local people.

- There was a strong relation between educational level of the parents and child educational level and therefore it is essential to improve the adult literacy rate in the educationally backward region.
• Social awareness campaigns have to be arranged in the areas where the non-enrolled and dropped out children live in large number which will motivate the parents to send their children to schools. Training programmes may be arranged for ‘Magalir Mandrams’ (A term in Tamil language denotes Women Forums), members of Mother Teacher Councils, Village Education Committees and Parent-Teachers Association.

• Teaching staff are not to be given over burden by allocating irrelevant clerical work, maintaining registers, etc. that is they do not involve in work other than teaching work.

• Staff of the School Education Department does not think over merely on the issues related to the teachers and guidelines of the government. They have to think over the students’ issues who are the ultimate beneficiaries of the educational system.

• There has to be one apex organization to co-ordinate all other departments which are providing various students’ welfare programmes.

• There is a need for transparency in existing rules and regulations of educational sector and its implementation.
• More powers have to be provided with the Village Education Committee provided that the member of this committee should not be motivated by their personal benefit and political gain.

• Lastly, the statistical information system on various educational indicators in elementary education has to be strengthened.

**Suggestions for the Teachers**

• Due to the pressure of meeting their targets under the government enrollment drives, overenthusiastic school teachers gather names of the children who are not enrolled and filled up the enrollment register sometimes even without the consent of the child or the parents. But they do not ensure that all enrolled children attend school. This kind of attitude to be avoided.

• Teachers have to adopt the student-friendly approach during the schools hours. They have to facilitate a learning process and an environment that ensures the child’s enjoyment while learning.

• Teachers to be at the easy access of parents of the students and the local people in a way to gain their confident that they are for the development of their children.
• Teachers have to facilitate the students and their parents to get awareness over the existing student welfare programmes and also help them to get the benefits of these programmes.

**Suggestions for the Society**

Based on the fact that greater the people participation in a programme means greater the success of a programme, this study recommended the following suggestions to the society.

• General public have to understand the practical difficulties in the implementation of various programmes due to various social and political hindrances that make the school structure not to move on the smooth track. By coinciding with the various forums existing in the school system they have to come forward to wipe out them at any cost.

• Every individual has to assure that there was not even a single non-enrolled or dropped out child in their region.

• Village Education Committee has to meet regularly and to monitor carefully the students’ progress in their career. Also they have to suggest the positive ideas on time based and need based manner to support the school staff.
Policy Implications

- Government financial allocation to elementary education has to be raised to the six per cent of its State Domestic Product to education.

- All government bodies including the village panchayats are collecting the educational cess (two percent) for every financial transaction. But there is no any regulatory body or system whether these collected fund are spent for the educational development activities or not. It is to be monitored carefully and immediately.

- In the backward region more number of government upper primary schools has to be started. It ensures more number of children to enroll in lower primary schools. Even in some developed regions there is the necessity of promoting the existing condition of both government and private aided schools.

- Village to village road inter connection have to be developed and transport facilities to be provided.

- Educational facilities, both in formal or non formal education, to be created for a cluster of villages to ensure a viable size for
providing schooling to children in 6-14 age groups in a particular region.

- Strict enforcement of Child Labour Law can automatically bring the children back to the schools
- Community mobilization and participation has a positive effect in a way to supporting the teachers and the students by involving the village community in taking responsibility for all educational activities of the village school, serving as a demonstration of how deeply rooted problems of education in particular village can be addressed.
- For the past decade many steps were taken towards to realize the goal of “Universalisation of Elementary Education”. The challenge, now, is to sustain and deepen current reforms in education and encourage local planning, participation and management of strategies for expanding and improving primary education in our country.

**Conclusion**

From the observations and findings derived from the present study the researcher has concluded the following. The achievement in primary schools of Virudhunagar district in quantitative terms was
good. But in respect of the qualitative terms still it has to go a long distance. Still many steps have to be taken to enhance the qualitative aspects like removal of urban-rural gap, performance gap between government and private school management, enhancing of adult literacy programmes to create awareness of the education of children, etc.. Schemes after schemes are being implemented since the independence of our country for bringing about hundred per cent enrollment and literacy by making desired changes in educational sector but the situation remains the same without any remarkable change. Therefore the situation has to be changed through strict implementation of rules and regulations which may pave the way for such achievement.

The development policies have to emphasize efforts to minimize regional disparities at the primary level of education between two educational districts and among the individual educational blocks within each educational district in order to sustain and probably to improve the overall levels of basic needs fulfillment and economic development in Virudhunagar district.