ROLE OF DISTRICT PRIMARY EDUCATION PROGRAMME IN UPLIFTMENT OF PRIMARY EDUCATION IN TEHRI GARHWAL: A CRITICAL STUDY

SUMMARY OF THE THESIS

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SUMMARY

CHAPTER – I

Introduction

The constitution of Indian republic was adopted in 1950. The article 45 of the constitution directs that the state shall endeavor to provide free compulsory education to all the children till they reach the age of 14 and it was proposed within ten years of adoption of the constitution.

There has been an unprecedented expansion and same qualitative improvement in primary education, but it has not been possible to achieve the target which the country had set at that time. Education can bring social change, to bring about an effective transformation in human outlook.

A very welcome modern trend among the nations of the world is to make a provision for universal education for every citizen without any distinction of class, colour or breed. Stress is laid for equal educational opportunities in the democratic countries. Educational facilities are being provided to every body so that they can get the equal scope for enamor up according to their natural ability.
**District Primary Education Programme (DPEP)**

Free and compulsory primary education is our constitutional commitment. During the British period and after independence attempts have been made in this regard, but the goal of free and compulsory primary education could not been achieved. Most of the educational committees and mission have strongly recommended adopting suitable measure to provide universal and quality education. National policy on education 1986, reform the national commitment of universal elementary education (UEE). It resolves that free and satisfactory quality education should be provided to all children up to 14\textsuperscript{th} year of age before we enter 21\textsuperscript{st} Century.

For universalization of primary education (UEE) several programmes and projects were conducted but none of them were successful in bringing Universal education of students, that's why need of a comprehensive and wide programme was felt and for this District primary education programme was launched in 1994 with a view to encompass all the section of society under education.

In 1994, under the first phase of DPEP, 52 Districts from the seven state of India (Tamil Nadu, Kerla, Maharashtra, Madhya Pardesh (MP), Karnataka, Assam and Haryana) were covered and under its Second phase (DPEP II) Programme expended to cover 272 districts of 18 states. In Uttaranchal (undivided Uttar Pardesh) DPEP was started in its phase III (DPEP III) with criteria of selection of state having low women literacy.

**District Primary Education Programme III in Uttaranchal**

The state government of Uttaranchal decided to achieve the constitutional commitment of universalization of education with the quality education. Before the establishment of new state Uttaranchal
Govt. of India decided to expand District Primary Education Programme in 38 other district who fulfills the criteria of selection of programme. It was named as third phase of DPEP (DPEP III). The criteria of selection of district under DPEP were to select those districts where female literacy rate was below the average of national female literacy rate. District Tehri of Uttranchal (undivided UP) was one of among them.

In this context, the World Bank mission visited Uttar Pardesh during 9-13 November 1998. Mission examined all the educational scenario capacity of academic infrastructure of academic institutions, condition and facilities in schools. The pre appraisal of the perspective plan was done by the Government of India during 25-31 March 1999, followed by the World Bank's per appraisal during 13-21 June 1999.

The project negotiation between the world bank, Govt. of India and Uttar Pardesh Government was held during the 18-27 October 1999 at world bank head quarter Washington and the minutes of negotiation were finalized subsequently, the project agreement and the development credit agreement for Uttar Pardesh District Primary Education Programme III (credit 3307-IN) were signed on Feb. 23,2000 between the government of state Memorandum of understanding between the UP education for all project board and the government of India (Ministry of Human Resource Development) was also signed on Feb. 26,2000. The state Government commissioned the project and issued a Government order on March 18, 2000 to this effect. The UP DPEP III became effective and was launched in 38 districts including 06 district of Uttaranchal (District Tehri was one among them) from April 1st 2000.
It was the month of Nov. 2000 when Govt. of India created a new state Uttaranchal, the state project director UPEFA, Lucknow sent a proposal to the Government of India that the Government of Uttaranchal should implement and monitor the DPEP running in all of district of newly created states of Uttaranchal.

On Nov. 27, 2006 a meeting was held in ministry of Human resource development, New Delhi to launch DPEP separately in Uttaranchal, Chattisgarh and Jharkhand effectively by their self. It was decided that states should create and register state project implementation society, set up project office, making budget provision and appoint state project director and other necessary staff and a DPEP cell should establish at state head quarter before April 1st 2001.

According to decision of meeting held on 27 Nov. 2000 an autonomous society "Uttaranchal Sabhi Ke Liye Shiksha Parishad" has been registered on Feb. 17, 2001 under the society registration Act 1860 for effectively implementation of DPEP in State. Uttaranchal Sabhi Ke Liye Shiksha Parishad became functional from April 1st 2001.

The Government of Uttaranchal nominated Director of Education, Uttaranchal as an ex-officio State Project Director for implementation of project. The State Govt. has sent proposal to the Government of India for the establishment of SPO (State Project Office) staffing pattern in SPO and Budget/Expenditure under project for continuing the programme in state.

A memorandum of understanding (MOU) was signed between Govt. of India and Govt. of Uttaranchal on 17th Feb. 2001. After that the State Government and society made necessary correspondence with the Govt. of India and World Bank to make necessary modification in the project agreement and credit agreement earlier
made with the "Uttarpardesh Sabhi Ke Liye Shiksha Pariyojna Parishad" in reference to DPEP Uttaranchal. It is now under the consideration of World Bank. In accordance with the expectation of the Government of India. The revised state project implementation plan of DPEP III was prepared and made available to Govt. of India for its approval.

Keeping the female literacy in mind district Tehri Garhwal of Uttaranchal was selected for launching this programme. But to what extent this programme played its role in quantitative upliftment of primary education in this district? This can only be judged by conducting an evaluative study. With this view the present research work was carried on and it has been represented in the thesis form.

The thesis consist of five chapters. Viz.

Chapter I As the “Introduction”
Chapter I As the “Review of the related literature”
Chapter I As the “Research design of the study”
Chapter I As the “Analysis and interpretation of the data”
Chapter I As the “conclusion and suggestions”

The chapter I includes the background of the study, its statement, objectives, assumptions, significance and operational definition of terms.
Statement of problem

The proposed study dealt with the evaluation of various activities under district primary education programme in district Tehri Garhwal. Thus it can be stated as “Role of District Primary Education Programme in upliftment of Primary Education in Tehri Garhwal: A critical study”.

Objectives of Study-

1. To study the performance of DPEP in respect of achievement on following points:
   
a. To assess the programme of universalization of education for the age group of 6-12 years in terms of enrollment in school in mentioned years.

   b. To study the dropout and enrollment rate of children in terms of gender, socio economic status (SES) and caste reservation (SC, ST, OBC) in the referred years.

   c. To evaluate the participation (co-operation) of community in the activities of District Primary Education Programme and universalization of education going in their respective areas (Block/Nyay Panchayat).

   d. To study the justification of opening new primary schools, alternative education centers, Vidhya Kendra’s etc. under DPEP in terms enrollment of pupils.

   e. To assess the teacher's attitude and their extent of satisfaction towards the DPEP and its management.

2. To study perception of community members towards the effective and useful roll of DPEP in their community.
Delimitations-
The study was delimited only to those schools where DPEP is running in Tehri Garhwal district. It was also delimited to enrollment of students, drop out, community participation, teacher's opinion and progress of alternative education centers and vidhya kendra's running under DPEP in Tehri Garhwal District.

Assumptions-
The study had to be conducted under following assumptions.

1. It is assumed that the rate of enrollment in primary schools remain unchanged for last three years before and after launching DPEP in District Tehri Garhwal.
2. There has been no change in drop out rate of children under schools of DPEP for the last three years in reference to different social classes.
3. The opinion of teachers working under DPEP has been normally positive towards the district primary education programme.
4. The perception of teachers regarding the participation and co-operation of community in the development of primary education seems to be normal in respective areas.
5. The role of new primary school, Vidhya Kendra's and alternative education centers proved to be positive for the development of primary education under DPEP in terms of enrollment.
6. As per opinion of community (members) the district primary education programme does have an effective and useful role in the growth, development of primary education.

Justification of study: - By studying the district primary education programme and its activities research scholar would be able to find out the important facts and figures about the Justification of running the
activities of D.P.E.P. in reference to the target groups. The study gave a clear picture of the functioning of DPEP and its relationship with the objectives as the programmes. The result of the study also highlighting the utility of project like DPEP to be launched in other district. The finding also helps in adopting the proper design for launching the programme of Sarv Shiksha Abhiyan (SSA). The study also gave the valuable information on wastage and stagnation as well as in minimization of its hurdle facing in the programme. The study points out the magnitude of Interest and cooperation of the community to DPEP. The study also gives clear information about use fullness of different training being given to primary school teachers, their interest and utility of such training under DPEP. The study may also increase the degree of motivation among the DPEP concerned personnel for its success.

It is hoped, the findings of the study will be useful to the administrators, researchers and social members working in the field of education and particularly in primary education programme.

**Operational Definition of the Terms:**

**DPEP (District Primary Education Programme)**

DPEP stands for the programme sponsored and financed by the World Bank for the development of primary education in Tehri Garhwal district of Uttaranchal state.

**Critical:** The merit and demerits and suggestion on the functioning of DPEP.

**Upliftment:** It was assessed in terms of Increase in enrolment of pupil’s states of wastage, perception of teachers and opinion of community members.
CHAPTER– II

Review of Related Literature

For conducting the present study research scholar consulted following types of studies, conducted by various researchers.

- Wastage and stagnation at elementary education.
- Impact of physical conditions on primary education.
- Effect of stay of teachers at head quarters on the enrolment and retention of pupils.
- Administration of elementary education in relation to the programme of universalization.
- Programme of universal elementary education.
- Scholastic-Achievement of primary class pupils.
- Teacher’s involvement in the programme universal elementary primary education.
- Stress and strain in implementing universal free and compulsory primary education.
- Tracing the disparities in elementary education.
- Impact of primary education curriculum on school functioning.
- Curriculum for primary education.
- Problem of dropout and failure in primary schools.
- Development of Pre-primary and primary education.
- Research needs in primary education.
- Evaluative study of the facilities available in primary schools in the Development of primary education.
- Critical study of single teacher primary school.
- Elementary Education for All in India.
• Barriers in the primary education of Scheduled case students.
• Importance and role of local bodies in the development of primary education.
• Status of primary education facilities in the schools.
• Mother tongue is essential for full-fledged Primary Education.
• Various studies Under DPEP (District Primary Education Programme.)
• Learning disabilities of primary school children.
• Progress reports of district project office (DPEP) Tehri Gargwal.

In this way the rational of the selecting the present problem has been established
CHAPTER III

Research design of the study

Since the purpose to be served and the condition to be met present study was carried out with a broader goal in view. So the best suited method for this study was considered "The Normative Survey Method".

In the present research work it was proposed to carry on an analytic study about the development of primary education under DPEP in district Tehri Garhwal of state of Uttarakhal. For this purpose normative research method with survey test procedure has been adopted. Since the prevailing status of DPEP in district has to be assessed per objective of the study.

Population

In the district Tehri Garhwal the DPEP has been started in all the parishdiya primary schools, about 1000 in number. These schools constituted the population of study. These schools are situated in all the Nyaya panchayats of nine Blocks of District.

Sampling Procedure

To conduct the present study ten percent of the total primary schools of the every block were selected for the sampling purpose. The selection of the school is done from every Nyaya panchayat of each Block so that it may reflect the complete reflection of the population. The number of such schools taken for study is 100 (10% of population), and 250 Teachers/Shiksha mitra /shiksha acharyas in these schools are selected by random sampling method and 50% member of Block Education Committee and all the 25 members of District Education committee are also taken in the sample of study.
**Actual Structure of Sample**

Investigator covered following actual structure of the sample

<table>
<thead>
<tr>
<th>Primary schools in No.</th>
<th>Teachers of primary school in No.</th>
<th>Vidhya Kendras in No.</th>
<th>Acharyaji of vidhya Kendra in No.</th>
<th>Members of Block Education Committee</th>
<th>Members of District Education Committee in No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>250</td>
<td>20</td>
<td>20</td>
<td>135</td>
<td>25</td>
</tr>
</tbody>
</table>

**Procedure of collecting data**

Procedure of collecting secondary data as well as primary data have been elaborated in detail. Its concerned tools have been described by following the norms of tool-standardization.

**Tools Used For Collection of Data**

In the present study the primary and secondary data were collected by using following tools.

**(A) Information Scheduled**

An information Scheduled was prepared for collecting the informations (Secondary data). From offices of block resource centers, District project office (DPEP) i.e. Basic Shiksha Addhikari office and State Project office Dehra Dun. The information Scheduled covers the following aspects.

1. No of Schools/E.G.S./Vidhya Kendra opened under D.P.E.P. year wise.
2. Students Information: year wise (from 1998 onward) and Class wise enrollment, drop out, retained; in caste Categories (general, S.C., S.T., O.B.C)
3. Teachers Information: working male and female teachers in schools.
4. Infrastructure Information: Building constructions, Drinking water and other facilities.

5. Participation and cooperation of community: In terms of training and no of trained persons.

(B) Opinionnaire

For primary data collection work an opinionnaire was constructed.

**Tools for primary data collection**

It is here important to mention that hundred percent enrollments, retention and achievement was the main objective of DPEP. And the teacher was main focus for quality improvement and retention. Thus to assess the attitude of teacher and their extent of satisfaction towards DPEP and its management opinionnaire was constructed, for constructing opinionnaire coordinators and experts working under DPEP were consulted by research scholar in consultation with his guide and supervisor, and few other experts working under DPEP.

Thus prepared opinionnaire was standardized for the purpose in following terms.
Chapter iv has been captained as analysis and interpretation of data. It has been performed by statistically testing the assumptions one by one.

**Testing assumption-1**

In the year of 1997-98 there were about 15% children out from the primary school. Under DPEP due to several enrollment drives rapid increase in the enrollment takes place and at the end of DPEP there were only 0.06% students were out of the schools. Thus the assumption I\textsuperscript{st} It is assumed that the rate of enrollment in primary school remain unchanged for the last three years before and after launching the DPEP in tehri garhwal district stand for not to be accepted i.e. rejected

**Testing assumption 2**

In the year of 1999-2000 (Base line year of DPEP) there were 3.83 percent student drop out from the school. Efforts were made under DPEP to reduce the drop out and at the end of project there remained only .29 percent student drop outed. This reduction in drop out occurred in case of scheduled caste student 3.02% to 0.32%, 3.04%to 0.30% in case of girls, 3.70% to zero in case of Scheduled tribe students and 5% to 1.02 % in case of O.B.C. students.

So the assumption II\textsuperscript{nd} There has been no change in drop out rate of children under the DPEP for the last three years in reference to different social classes could not be accepted.
Testing Assumption 3rd

This assumption was tested on the basis of opinion scores of teachers working under D.P.E.P. These scores were given weightage and mean & standard deviation values were calculated for four categories of teachers viz. general, male, female and Para teachers on their opinion towards D.P.E.P. The two groups were compared by applying t- ratio. Thus t- value were obtained

Analyzing mean scores, it shows that teacher in general shows high mean value i.e. 22.77 of total 30 which shows the positive opinion of teachers towards thee DPEP Comparing the mean value of scores of male, female, para teachers male teachers shows highest mean scores i.e.24.35 where as para teachers shows lowest mean value 20.32

Analyzing ‘t’ ratio there is significant difference in opinion in of male and female teachers and teachers (general) and para teachers.

Yet the overall opinion of teachers of all categories of teachers has been found to be very high positive in favor of DPEP. As such the assumption 3rd "The opinion of teacher's working under DPEP has been normally positive towards the district primary education programme" stand to be accepted applaudly.

Testing Assumption 4th

Decentralization of primary education was basic postulate under DPEP. So sensitization of community member for conducting the programmes was a intervention under DPEP. Data shows that community members took active participation in the training programmes.

Under the construction works community members played active role delegated to them and 1503 constructions were constructed under
DPEP through community participation. Community members also helped to establish Vidhya Kendra under education guarantee scheme and also performed well in appointment and distribution of remuneration of para teacher and E.C.C.E. worker.

Analyzing above facts regarding participation and cooperation of community under DPEP the assumption "that participation and co-operations of community in development of primary education seems to be normal in respective areas." May not be accepted as it was found to be beyond normal rather more active.

**Testing Assumption 5th**
Role of New primary schools, Vidhya Kendra and Alternative education centers proved to be positive for the development of primary education.

Universalization of primary education was the first and important objective under DPEP. To achieve this target access of Primary schools in the circle of 1 km to all children were taken under consideration by the planner of DPEP. So to provide the access of primary education to children of 6-11 year age group in some areas, villages and forest villages were identified at cluster level and 148 new primary schools were opened there 1587 children were directly benefited through easy access of primary schools.

There were some area where the norms to establish primary schools was not complete due to lack of children in forest villages so 263 vidhya kendras are established under DPEP and 4607 students were benefited through easy access of primary education.

Thus in the light of above facts assumption 5th," Role of new primary school, Vidhya Kendra and alternative education centers
proved positive for the development of primary education" stands to be applaudly accepted.

**Testing assumption 6th**

This assumption was tested by calculating the mean scores value of Block education committee and District education committee members.

Data indicates that mean value scores of community member is 12.08 to the total of 15.00 which confirms that DPEP had been very much successful in the growth, development (upliftment) of primary education in the district Tehri Garhwal. Hence forth, the above discussion leads to accept the assumption no. VI, that is, the opinion of community members favored the DPEP in having an effective and useful role in the growth & development of primary education in general.

**Demerits of District Primary Education Programme**

District primary Education programme was an important programme to uplift the quality and expansion of primary education financed by World Bank. This programme brought remarkable improvement in the primary education of district. Although it brought outstanding improvement in primary education of district and succeeded to reduce the dropout at maximum level but due to lack of suitable monitoring system and adverse geographical condition there remain some shortcomings in programme mentioned follows.

1- Although DPEP succeeded in enhancing enrollment and reducing drop out but in comparison to the enrollment drive, there was less focus on the quality improvement of
education. Training were provided to the teachers to improve the classroom teaching learning process but the implementation of training in the real classroom situation did not have a better impact on the primary education.

2- There was not a suitable strategy for evaluating the impact of programme and Monitoring system was not developed properly in the beginning to overcome the possible short coming.

3- Schools were graded under DPEP in respect to the physical and academic dimensions. Physical improvement in schools was seen effective but academic improvement was not found at the desired level.

4- Although students with special needs were brought in the main stream of education through enrollment drive but there were no suitable measures to provide the education to these students according to their need.

5- It has been seen that there were various training programme for teachers to develop their skills but before providing training to teachers training needs were not identified and same type of trainings were provided to all the teachers at block level.

6- Norms to appoint Para teachers were at village panchayat level, due to this norm it has been seen that in some schools competent and efficient candidate could not get appointment which results the adverse impact on the quality of primary education in some primary schools.

7- A lot of emphasis has been given on the education of girls and students of weaker section of society, under DPEP but
this was based mainly to enrollment and other quantity indicators like distribution of books free of cost. There was less focus on the quality improvement due to weak monitoring system, especially in remote areas.

8- Decentralization of primary education through community participation was main concept under DPEP. Financial and non financial powers were delegated to community members but it has been noticed that in some areas there were misuse of these powers. It was seen mainly in construction works in some schools.

9- There was liberty to introduce innovative programme in primary education but it has been seen that due to reluctance of management system and implementers, innovative programmes like Kunjapuri pattern, Bal Sabha, Bal Sarkar could not get popularity as expected.

Thus it is concluded that DPEP brought remarkable change and improvements to upgrade the quality of primary education by providing academic and physical support and programme has succeeded to achieve its objectives to maximum level. Some short comings mentioned above can be removed under Sarv Shiksha Abhiyan mission.
CHAPTER - V
Conclusions and Suggestion

The first objective was to assess the programme of universalization of primary education for the age group of 6-11 years children. DPEP played an effective role in the universalization of primary education. On observing the data in table no 4.1 as in the year of 1997-98 near about fifteen percent students were out from the access of primary education which is now reduced to the end of DPEP to .06 percent. One can said proudly that several enrollment drives like school Chalo Abhiyan, Distribution of books free of cost to S.C. S.T and girl children, School infrastructure development, And Sensitization of community member under the scheme of DPEP played remarkable role in the universalization of primary education. Figures are showing that district Tehri Garhwal is now only .06 percent far away from universal primary education.

So far as universal primary education of girls is concerned there is no significant difference between the Net Enrollment Ratio of the boys and girls. So it can be said boldly that DPEP succeeded in achieving its goal of nearly hundred percent enrollments.

The second objective was to study the dropout and enrollment rate of children in terms of Gender, Socio Economic Status (SES) and caste reservation (SC, ST, and O.B.C.)

By observing table no 4.2 we find that in the base line year of DPEP i.e. 1999-2000 there were total 3.43 percent drop out which was more among boys than girls. After launching DPEP provisions have been made for achieving the goal of total reduction of drop out. Several programmes have been started to achieve the hundred percent
enrollments and retention which proves its utility and drop out reduced gradually year by year. Findings are showing that first three year of DPEP Seems very effective in reducing drop out.

It is a matter of immense pleasure for educational planner specially member associated to DPEP that now in the closing year of DPEP there are 0.14 percent children out of school of total population of student in District Tehri Garhwal.

**Drop out rate of rate of Scheduled caste children.**

Weaker section of society always remains out from the access of education. Under DPEP provisions have been made for the universal enrollment and retention. Distribution of books free of cost, scholarship, special drive to bring these students in school brought effective impact on universal enrollment and retention of these students in school.

Figures shows that in the base line year total 3.02 percent students were out from the access of school which reduced gradually through DPEP interventions and at the end of DPEP only 65 students, 0.32 percent of total population is out of school.

**Drop out rate of Scheduled tribe students.**

Although there is no Scheduled tribe habitation in District Tehri Garhwal but students which are studying under the shelter of there relatives and Govt. employee of these castes working in district Tehri Garhwal formed some population for the study.

Results show that in the year of 1999-2000 there were 3.70 percent students out from the school. Drop out rate reduced gradually and the target of hundred percent enrollment and retention was achieved in the year of 2003-04.
**Drop out rate of Other Backward Class Students.**

In District Tehri Garhwal Before the launching the DPEP five percent children of total OBC children population were out of school. Special enrollment drives, back to school campaign and other interventions of DPEP played effective role in reducing the drop out rate of socially backward class students.

It is here important to mention that still one percent students of this class are out from the school. This situation can not be said to be satisfactory because still some effective steps are required to bring these students to school.

**Drop out rate of Girls.**

Universal elementary education for girls was one important aim of DPEP. It was decided by educational planner that a society can get better result by reducing the gender gap. It is here important to mention that selection of districts for launching DPEP was lower female literacy rate compared to the national level. In the base line year of DPEP there were 3.04 percent girl children out from the access of primary education. Various provisions were made under DPEP to bring these children to school like sensitization of community members, teachers. Special shell for girls education were established under this programme at district and state level and at the end of DPEP the goal is achieved by missing a slight difference of 0.03. This result can be said satisfactory for reducing gender gap and providing universal primary education to 6-1 I year age group of girls.

**Participation of community in the activities of DPEP.**

Provision of universal primary education with the help of community member was main theme of DPEP It was thought by educational planner that the concept of qualitative and quantitative
primary education is impossible without the participation of community member, data show that 148 new primary school buildings, 138 reconstructions, 117 extra class rooms, 76 coordinators offices, 350 toilets, 208 drinking water connections, 90 maintenance works and 76 E.M.I.S. rooms are constructed by the participation of the community.

There can arise many problem like land transfer, distribution of water between villages and school, appointment of Para teacher when govt. direct take these work in her own hand, which can become hurdle in the way of govt. planning and construction. Under this programme all these works are handed over to community members and results are showing that DPEP succeeded to meet the goal of decentralization of education through community participation. Community members were not only involved in construction work but they were also involved in appointment of Para teacher and financial matters of school, like distribution of remuneration of Para teacher and E.C.C.E. worker. Thus it can be said that DPEP succeeded in her goal of active participation of community members regarding the primary education.

**Justification of opening New Primary School, Alternative education centers and Vidhya Kendra.**

**New primary School**

Before the launching the DPEP in District Tehri Garhwal there were several remote areas where the facility of primary school was not available. Ensuring the access of primary education to all children of 6-11 year age group with in the circle of one kilometer was main activity under DPEP. figures are showing that 30 schools were
established immediately by identifying the area of unavailability of school, and 1050 student in the same year got benefited immediately. Stronger decisions are taken in the next year and number of new primary school was doubled keeping the view of access of easy primary education to all the children and 2220 students in that year benefited immediately. Finally at the end of DPEP there were 148 new primary schools established in the district under this programme. Here it is important that there were immense problem due to adverse geographical problem of this district. Children were feeling problem in school going, in some areas children have to walk more than one hour to reach the school, forest and river like barriers were hurdle in there way thus to provide education to all the children of target group new primary School played positive role. New primary school not only play remarkable role in easy access of primary school but they also played positive role in reducing drop out

**Vidhya Kendra and alternative Education centers (E.G.S.).**

As it have mentioned above that to provide access of primary education to all the children of 6-1 I with in the circle of one kilometer was under the policy of DPEP. But there were some areas like Forest villages and Non revenue locality and due to less number of students these areas does not fulfill the norms to establish the primary school, So under the education guarantee scheme, Vidhya Kendras and alternative education centers were established there for first and second class students by affiliating these centers from nearest school. Data shows that in the first year of DPEP 72 Vidhya Kendras were established in district, taking effective steps in second year 129 centers and 25 centers in next year and in the year of 2004-05 20 other areas were identified to establish the Vidhya Kendras. Data
shows that at the end of this programme i.e. in the year of 2005 total 4607 students were enrolled in these centers.

Same steps are taken in the areas of children who were out from the access of primary education due to their domestic works and alternative education centers were established in these areas. Under the Education Guarantee Scheme Total 14 centers are established in district and according to District project office sources 375 children at the end of this programme were enrolled in these centers. Thus above summary concluded that establishing new primary schools, Vidhya Kendras and alternative education centre shows their significant and usefulness in access of primary education to all and also in reduction of dropout in respected areas.

**The fifth objective was to asses Teacher's attitude and their extent of satisfaction towards the DPEP and its management.**

Under DPEP, the decentralization of primary education was an important aspect for the development of primary education. Teachers were main focus group with the can community and resource coordinators. It may be displayed as below-

**Perception of community members towards the effective and useful role of DPEP in their community.**

Community participation in primary education and meeting the goals of DPEP was focus point under the basic postulates of DPEP. Keeping this view in and resource group was developed at cluster, block, district and state level. Analyzing the mean value of scores of community members in table 4.13 it is clear that community members perceive that DPEP played an
effective role in the qualitative and quantitative development of primary education in district Tehri Garhwal under DPEP some financial power like distribution of remuneration of Para Teachers, E.C.C.E. workers, construction works, appointment of Para teachers were decentralized and power were delegated to community members in their respective Panchayat. So community member perceive that decentralization of primary education under DPEP brought an remarkable change in the primary education they also perceive that provision of reservation to women's in village education committee, sensitizing the women's in the village regarding gender and their participation in DPEP results good in the education of girl children.
Suggestions to future researchers

The present study was conducted on the topic Role of District Primary Education Programme in upliftment of primary education in district Tehri Garhwal, study is conducted on the critical way i.e. Merit and Demerit of the programmes are evaluated in terms of Qualitative and Quantitative improvement of Primary Education in District Tehri Garhwal, State of Uttaranchal.

During present Research, Investigator comes in contact with various experts, principals, teachers and students studying in primary schools. It is here remarkable that investigator himself is engaged with the programmes of DPEP. In context of the findings of the present study and investigator’s interaction with other persons, experts working under DPEP and his own experience, present investigator find it proper to mention few suggestions to the future research scholars interested to carry on their research studies pertaining to this vary area.

1. District Primary Education programme was launched in the six district of State of Uttaranchal, so a comparative study of this in all the six district of state of Uttaranchal can be conducted thus effect of programme can be observed in State of Uttaranchal.

2. The study can be conducted in comparing in the DPEP and Non DPEP Districts of Uttaranchal, so a clear image of functioning of DPEP can be observed in terms of its aims and objectives.

3. Regarding universilization of education of 6-11 years students a house hold survey, door to door survey is required to obtain reliable results. Present study is based on secondary and
primary both types of data, Universilization of education is studied on the basis of secondary data. So further research in this area, door to door survey for study of out of school children will be beneficial, especially in slum areas and areas of majority of S.C., S.T. and O.B.C. localities.

4. A depth study regarding the qualitative improvement on the primary education through DPEP is also necessary.

5. Decentralization of education through active participation of community was also under the planning policy of DPEP, thus role of community members, village education committee members and school management committee's members in quality improvement may also be a subject of further study.

6. All the programmes of DPEP were implemented through the co-operation and participation of DIETs (District Institute of Education and Training) situated in all the districts of Uttaranchal, so to an extent of satisfaction of faculty members working in DIETs can be studied.

7. District Primary Education programme was started in April 2000 and ended in March 2005 during this period co-coordinators and experts were appointed to conduct and manage this programme so status of management of DPEP and suggestion for better management can be made through conducting a study specially on covering the experts and co-coordinators appointed under DPEP.

8. Gender sensitization to the teachers. Community member was important aspect under DPEP. So a research study can also be conducted on this issue these findings of the study may be useful for planning of Sarv Shiksha Abhiyan (S.S.A).
9. To ensure hundred percent enrolment in the age group of 6-11 year children, Vidhya Kendra and alternative study centers were established under DPEP who proves their utility best to meet the goal of universal primary education. These centers are now conducted under Sarv Shiksha Abhiyan, so a study on status functioning and role of these centers in universalization of primary education may be carried out for further projects like SSA mission.

10. Early childhood care and education centers were also established under DPEP to strengthen infant education and to girl's education. So convergence of education department with other Govt. Dept. like ICDS, Health may be subject for further study.

11. Innovation like multi grade teaching (Kunjapuri Pattern) was adopted under DPEP. So a comparative achievement level of Kunjapuri Pattern students and non-Kunjapuri pattern school student can be carried out in future.

12. Inclusive education (education for physically disabled children) was focus point under DPEP. So there are various subjects like qualities of disabled children, status of disabled children in state, Problems of disabled children in Uttaranchal are main subjects for further study.

13. Under the quality education under DPEP, the possibilities of distance education programme in primary education may also be studied in future, to be beneficial for development of primary education.

The present investigator is of the opinion that findings of the above suggested future researches may be certainly useful to
experts coordinators working in S.S.A, working teachers, head masters, principals of upper primary schools, school management committees, village education committees and DIET faculty ambers, besides of the satisfaction to the future researchers interested in this field. As such the quality of teachers will also be improved to a lot on their continuum of success.

**Recommendations:**

The results discussed in the research study are related to the role of district primary education programme in upliftment of primary education in Tehri Garhwal district. As it has already been discussed that DPEP was World Bank financed project for development of primary education. The main objective of the project was to ensure universal primary education to children of 6-11 year age group children the universalization of primary education is our constitutional commitment and after adoption of constitution various commissions and committees were established to meet this goal. So far as DPEP is concerned, it can be said boldly that this project succeeded to achieve its goal to the maximum level because it was a multidimensional project and planning process were local based.

The task of identifying the recommendations made in terms as related to particular study is not so easy to be mentioned. One base of making recommendations is the utility and implementations properly. So that, the purpose of study may be solved. It is a matter of great concern, so it has been tried to mention the recommendations in order to have their significance as well as the objectivity of findings for the purpose of educational and social
welfare. On the basis of the findings of the present study, the following recommendations may be made:

1. Although present study revealed that there are very less no of students who are still out from the school but, students who are enrolled in school their retention in school must be necessary, so to ensure proper retention facilities should be provided to students such as distribution of books and stationary free of cost. Mid day meal scheme should be launched effectively thus students will be present in their school to their maximum academic days.

2. School’s physical infrastructure should be attractive and there should be separate toilets for boys and girls. There should be play ground and sports material thus students can take interest in school.

3. Teachers should leave their traditional teaching methods. They should adopt innovative methods for adopting innovative methods and activity based teachers trainings should be imparted to teachers.

4. Community participation is very important for the upliftment of primary education so VEC/SMC members should be trained every year. Their meeting should be called monthly and micro planning of school should be adopted by their suggestions.

5. In service training programme was important intervention under DPEP which is new extended in SSA, so effective training should be provided to teachers by competent trainers. For preparing the training literature experienced teachers should be consulted form the various education levels.
6. As it is clear that project like DPEP are launched for a fixed period. So constant monitoring of activities and interventions are necessary. Hence currently when SSA is under process in whole over the country constant monitoring of programme is necessary.

7. Education of Physically disabled student through inclusive education should be focus point in the planning process of primary education. These students should be provided aids and appliances. Constant health check up of these students is also necessary.

8. Innovative and vocational courses are beneficial especially to the girls of Uttaranchal at upper primary level, by adopting these girls enrolment will be increased and it will be helpful for their future.

9. For improving students interest towards school co-curricular activities and Exposure visits of girls should be organized time to time.

10. Examination reforms are very necessary at primary level. There should be very low written work in first and second class. Question papers should be competency based. It is not important to construct question paper; the skill should be focused on framing a good question.

11. Technology should be introduced in primary classes through computer aided learning. Thus students can learn through self learning mode.

12. It is discussed in the chapter IVth that there is a Para Teachers are appointed in new established school under DPEP and EGS centers, which were mostly untrained. So they should be imparted training through distance mode. Psychological content should be important chapter under their training literature thus they can motivate students in learning process.
13. Teacher’s recruitment policies for primary schools need improvement. There should be competent and accountable teachers in schools. Proportion of female teacher must be increased to teach lower classes. There should be residential facilities for the female teachers in remote areas.

14. The finding of study may be utilized for planning in SSA because programmes and interventions are some in SSA as they were in DPEP.

15. In the last it is also recommended that many more purposes can be solved based on this study. Because the study is conducted to evaluate the impact of project so similar studies can be conducted on SSA and its interventions. It is my humble recommendation that it may be consulted for the purpose of references. It is worth mentioning that all the recommendations are based on the findings and may be quite useful for the aforesaid purposes from time to time. It is hoped that various recommendations may be going to serve as guidelines for its implementations as related to project evolutions in relation to their effectiveness.

At the end, a bibliography of related books, thesis, journals, reports and survey had been included. A list of reference has also been given at the end of the chapter I, II and III.

Appendices First format of Opinionnaire, Items analysis the Opinionnaire, Final format of Opinionnaire, Community Opinionnaire, List of Sampled School and all raw data have been enclosed at the end of bibliography.