CHAPTER - V

CONCLUSIONS AND SUGGESTION

Drawing conclusions of a research project, article or other accomplishment is not merely a systematic and logical arrangement or ordering, arranging, deciding or setting. It needs special efforts to be undertaken while drawing out the conclusions. If the conclusions can not be drawn properly, the whole effort of research may go in vain. The conclusion of any study lays the gist of whole efforts done with respect to the research problem selected. In this regard the researcher has to go through the stages of staling problem, Deciding its objectives, assumptions, selecting data gathering tools, appropriate sampling, collecting the data, their tabularization, applying the suitable statistics, analyzing and interpreting the obtainable empirical results.

This chapter is based on drawing out the conclusion based upon analysis and interpretation of data in light of testing the formulated hypothesis/assumption by applying the statistical treatment which has been already been discussed in preceding chapter -4

The conclusions are the statements drawn on the basis of acceptance or rejection of assumptions proposed in conducting the research study. The trend if any type is observed has also been highlighted. At the end of the chapter few suggestions have also been made. Followings conclusions have been drawn as per objectives of study.

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 infra structure development, And Sensitization of community member under the scheme of DPEP played remarkable role in the universilization 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 in 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 (refer to table no.4.3)**

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 (refer to table no.4.5)**

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 (refer to table no.4.6)**

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 (refer to table no.4.4)**

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 6-11 year age group of girls.

**Participation of community in the activities of DPEP (refer to table no.4.9 and 4.10)**

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 (refer to table no.4.11, 4.12)

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.) (refer table no.4.13)**

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 assess Teacher's attitude and their extent of satisfaction towards the DPEP and its management. (refer to table no.4.8)

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-
Keeping in view the better class room situation and activity based teaching, compulsory 10 days training was imparted the entire primary school teacher. Simultaneously various type of seminars; workshops TLM fair were also organized under DPEP to provide innovative ideas of teachers.

Analyzing the results of table 4.8 it shows that teacher score is 22.77 to the total of 30 which indicate that DPEP has been very much successful in meeting the goal of universalization of primary education in the district as per the opinion of teacher in general working under DPEP.

Teacher perceive that DPEP played important role in reducing wastage and stagnation and played important role in the education of socio economic group like SC ST and OBC students and particularly in the education of girls.

Teacher also perceives that decentralization of primary education through DPEP, succeeded in upliftment of primary education in all the dimensions.

Perception of community members towards the effective and useful role of DPEP in their community. (Refer to table no.4.14)

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.

**General Comment**

The Study revealed that in general D.P.E.P. has contributed in over all upliftment of primary education in Tehri Garhwal.
Suggestions

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 universalization 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, Universalization 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-ordinators 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-ordinators 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, who are 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.

(139)