SUMMARY, FINDINGS AND CONCLUSIONS

5.1. Summary :-

Education is one of the major life processes of human individual and primary education is the initial step of knowledge which constitute a very important part of the entire structure of education. This initial formal education provides the foundation of physical, mental, emotional, intellectual and social development of the child. Primary education is of utmost importance for spreading mass-literacy which has now been considered as the education of the masses.

Primary education has been considered as a basic requisite in a democracy because success of democracy demands that its every citizen must have knowledge in 3 Rs which is necessary for understanding the significance of his vote as well as his rights and obligations. So, to achieve the cherished dream of successful democracy in India, the principle of free and compulsory primary education to all children within the age group of 6-14 years by 1960 was declared through the Article No-45 of the constitution of India in 1950, which has not been fulfilled inspite of tremendous expansion. Government has taken various measures but result had not been found to be satisfactory. The biggest intervention in the field of primary education has been the introduction of District Primary Education Programme (DPEP) which is an externally aided project mainly funded by the World Bank. The programme is structured to provide additional inputs over and above the provision made by the State Governments for expenditure on elementary education. The programme fills in the existing gaps in the development of primary education and seeks to revitalise the existing system. DPEP is contextual
and has a marked gender focus. The programme components include construction of classrooms and schools, opening of non-formal/alternative schooling centres, appointment of teachers, setting up of Block and Cluster Resource Centres, teacher training, development of teaching learning material and special interventions for education of girls, disabled children, Scheduled Caste/Scheduled Tribe children, etc.

DPEP is a decentralised programme where plans are prepared at district-level through participatory process involving district and sub-district functionaries, teachers, parents and community members. It also seeks to strengthen the capacity of national, state and district level institutions and organisations for the planning, management and evaluation of primary education.

DPEP strategy has been to constitute and empower grass-root community organisations and implement its programmes through decentralised planning. Various capacity building activities has been undertaken to create and strengthen capacity of these organisations. In the village level, Village Education Committees (VEC) are formed which have been participating along with DPEP officials in planning, implementation, management and monitoring in varying degree in different states. There are also Cluster Resource Centres (CRC) and Block Resource Centres (BRC) to help in recurring teachers training, encouraging collaboration and mutual support for teachers. In the present study, an attempt has been made to study the activities of these organisations.

DPEP lays emphasis on universalisation through reform and innovation. The child centred teaching—Joyful learning is one of the most important components in DPEP intervention as it helps in ensuring better retention and attendance of children. Stress has been given on teacher's in-service training programme and development of new designs for such training.
Stress has also been given on formation of Special Focus Groups comprising char area inhabitants, tea-garden labourer community and tribal population to enhance education among them. As the tribals are lagging far behind the other communities, in the present study an attempt has been made to study the impact of DPEP on tribal population with regard to enrolment and teacher training.

**Statement of the problem :-**

The title of the present study is “Impact of DPEP on the Tribal Population of Morigaon District of Assam with special reference to Mayong Block.”

**Objectives of the study :-**

1. To study the impact of DPEP in respect of enrolment of students among tribal population in the primary level of education in the Mayong block.

2. To Study the impact of DPEP in respect of teacher training in the Mayong block

3. To study the activities taken by Block Resource Centre (BRC), Cluster Resource Centres (CRCs) and Village Education Committees (VECs) in the Mayong block specially for the tribal people.

4. To study the opinion of the teachers towards DPEP.

**Delimitation of the study :-**

The study was strictly delimited to the Mayong block of Morigaon District. As specia
emphasis has been given on tribal population, the study was also delimited to the tribal people of the area only.

Research Design :-

The details of the steps taken to carry out the research work is given below:-

Sample :-

The sample for the study was selected by using the simple random sampling procedure. Attempt has been made to cover 20% schools of the area. From each school, the Headmaster and two assistant teachers were selected to serve the purpose. The sample population also consisted of 20% DPEP activists of the area which included members and president of Block Resource Centre (BRC), Cluster Resource Centres (CRCs) and Village Education Committees (VECs). Informal interviews with parents and guardinas were also conducted by the investigator to know their opinion.

Tools :-

The tools for the study consisted of two sets of self structured questionnaires – one for the Headmaster/Teacher and other for the DPEP activists. They were prepared in such a way that they could meet the objectives of the study.

Data Collection :-

So far as possible, the investigator personally visited the schools for collection of data. But she could not meet the entire sample population personally and in that case the investigator (107)
gator collected data by sending the questionnaire.

Data analysis :-

Attempt has been made to use both qualitative and quantitative methods for analysis and interpretation of the collected data. The findings of the study was noted down after proper analysis and interpretation of the questionnaires which were presented in Appendix-I and Appendix-II.

5.2.1. Findings and observation on Headmaster/Teacher's questionnaire :-

1. The main objective of DPEP is universalisation of primary education with special emphasis on universal access, enrolment and retention. The present study reveals that DPEP is successful to some extent in achieving this objectives in the sample area as enrolment in the sample schools is found to be increasing gradually after intervention of DPEP. Attendence is also found to be regular and not a single case of drop-out is found for the last three years in the sample schools.

2. The study reveals that there is no equality in distribution of teachers in the sample schools. Some schools were found where the No. of teachers was less compared to the Nos of students enrolled. Altogether 8 single teacher schools and 36 two teacher schools were found in the area. In the two teacher schools also, if one teacher goes on leave, the other teacher is to take all the four classess which has greatly hampered the teaching learning process.

3. To achieve MLL (Minimum Level of Learning) different groups of members from dis
strict level to grass-root level, with different motivated programmes are found to visit frequently the different areas and supervise the schools, particularly the areas where the socio-economic condition is poor, the areas with low literacy rate and the areas where women literacy is very poor. In this case, VECs (Village Education Committees) are the main agents and give the report to the co-ordinator of BRC (Block Resource Centre) and the Co-ordinator report it to the members of Academic Resource Group (ARG). If necessary the ARG (Academic Resource Group) members visit the areas and mobilise the people as well as the guardians. Cluster Resource Centres (CRC) are also found to play an active and important role to prevent drop-out and attain Minimum Level of Learning. They even visit the house of the students to motivate the parents and try to solve the problems.

4. DPEP has made provision for training of teachers to motivate them to transact child centric activities. The study reveals that 91.60% teachers are already given training on different topics under DPEP for two to twelve times. Only 8.40% teachers left untrained as they are newly appointed. The study also reveals the fact that such type of training is very much important for developing one's skill of teaching.

5. Block Resource Centre (BRC) was the major agency for imparting training to the teachers Cluster Resource Centres (CRCs) and DIET (District Institute of Educational Training) also played an important role in organising large No. of training in the area.

6. Although majority of the teachers (94.96%) are found to be satisfied with the content of the training programmes, one teacher of Bhomoraguri L.P. School and one from Deosah L.P. school need more training on Drawing. According to them Drawing has not been given proper place in the training programmes. Simplified method of Drawing should also be included in the content of the training programme as they have to take drawing classes in the
school. One teacher from Markangkuchi L.P. school needs more training on science subjects. One teacher from Deoshal L.P. school has expressed his view that as monetary problem is always there, training should also be given on subjects like doll making, candle making etc. so that they can earn some money for their school. One teacher from No.2 Palahguri L.P school and one from kumoi Binapani L.P. school need more training on mathematics. According to them, mathematics is a tough subject and students are generally not at-all interested in it. So, some easy techniques of mathematics, which can make the subject a fun should be included in the content of the training programmes.

7. Regarding the methods of teaching, the study reveals that the new teaching learning methods, developed by DPEP has a good effect on the students. Teachers are also found to be very much enthuziastic about the new joyful activity based teaching learning method. Students can also learn better through group activity as it helps in understanding the abstract concepts in a non abstract manner. In the sample schools, group activity is generally found to be used for teaching of alphabets and numbers, teaching of mathematics to make the students understand the concepts relating to addition, subtraction, multiplication and division, science and social studies etc.

8. However, some teachers face certain problems in using these methods in the classroom. According to them, these Joyful teaching-learning methods are time-consuming. As they have to cover the whole course within a stipulated time, it is not possible for them to teach all the lessons through these methods. Moreover, enough space is required for conduction of such group-activities which is not available in all the schools. These methods are also not appropriate for-teachers of higher age as teaching is to be done through songs and dances in these methods.
9. These methods are also not appropriate for the schools, where a multigrade situation exist. A multigrade situation is one where a teacher has to take simultaneously more than one class at a time. Such situation has greatly hampered the teaching-learning process in the class-rooms. In such a situation the teacher becomes unable to use the available teaching-learning materials to the desired level. Certain schools were found where members of Village Education Committee (VEC) and Cluster Resource Centre (CRC) come forward to help the teacher in such a situation.

10. The study reveals that a multi-lingual situation in the class-room hampers the teaching learning process to some extent. There are some interior schools, where the language of the students, the text-book and the teacher is different. In some schools, although most of the students are of Tiwa Community the problem is found with a lesser intensity as they have assimilated sufficiently into Assamese society and are able to converse and understand the Assamese language well.

11. Although infrastructural facilities play an important role in improving the teaching learning process, the study reveals that most of the schools are yet to get the proper facilities for the improvement of the academic environment. Some schools are found running without school bell. However black-board and charts are found in all the schools. In some schools charts are prepared by the teachers themselves. Safe drinking water and toilet facility is found to be very poor in majority of the schools. A few schools are found where chairs and tables are also not available.

12. Similarly availability of game equipments is also found to be very poor in the surveyed schools. But this aspect should be given due importance because game equipments are considered as essential items for the present day play way method of educating the
13. The study reveals that DPEP’s effort in providing competency based text books, work books, teacher's handbooks and teaching aids to all schools remained far from the target as only a few number of schools were found where these competency based teaching learning materials were available.

14. The study reveals that there is a positive relationship between DPEP and learning achievement of students. Various activity based joyful methods of teaching and learning developed by DPEP are found helpful in drawing the attention of the students for their better learning.

15. The study also found DPEP helpful in solving various problems of schools and contributed towards increasing educational consciousness among the people of the area.

5.2.2 : Findings and observation of the questionnaire for DPEP activists :-

1. As DPEP seeks to implement its programme through decentralised planning, Village Education Committees are formed in the Village level. It is found that creation of Village Education Committees (VECs) has established an active involvement and a feeling of belongingness of the community towards the school.

2. Majority of the Village Education Committees are found to have organised meetings regularly once a month. Most of the members found these meetings very useful. However, to make these meetings more useful, some members have put forward certain suggestions which include :-

(112)
(i) Facilities like honorarium should be provided to the VEC members for their presence in the meetings.

(ii) Meetings should be held in rotation and on holidays for their convenience.

(iii) Higher Officer from DPEP should be present.

3. Regarding the training of the members, almost all the members are found to be satisfied. However, some members have pointed out certain inadequacies and defects which are as follows:

(i) Duration of the training programme is inadequate.

(ii) Lack of trained and dedicated resource persons.

(iii) Inappropriate method of teaching.

(iv) Communication problem because of differences in mother tongue and medium of instruction.

(v) Clash of training period with the time of religious ceremonies.

(vi) Illiteracy of some members which make it difficult for them to follow some areas of the training programme.

4. Almost all the Village Education committees (VECs) are found to become aware (113)
towards their local schools and tried their best to develop the educational atmosphere in the village. Most of the VECs have tried to bring their local schools as a model one regarding school beautification, sanitation, and regular attendance of children and teacher.

5. All the VECs are found to have already done house to house educational survey to identify the children between 3 to 14 years of age which reflected the school going and non-going children of the village. They also used to observe enrolment drive week during the first week of January every year.

6. Few of the Village Education Committees are found to have taken rightful initiative regarding construction of school building. They successfully completed the building construction as per specifications and saved certain amount of the fund sanctioned for the purpose and done some additional works for the school such as additional class-room, iron gate, boundary wall, tube well etc.

7. Certain Village Education Committees are found to have come forward to organise health check-up camps for the school children. Some of them also extended their hands for construction of school approach roads, village roads, low-cost toilets, smokeless stoves in their respective villages.

8. Being at grass root level, Clustar Resource Centres (CRCs) are the key functionaries for successful implementation of DPEP programmes. Allmost all the programmes at cluster and grass-root level are found to have organised and conducted by Cluster-Resource Centres. They have been working as resource persons in almost all the training programmes such as teacher’s training, training on preparation of teaching-learning materials and training for the members of Village Education Committee (VEC).
9. The Cluster-Ressource Centres (CRCs) are found to have been empowered through vigorous training on Activity Based Teaching, Minimum Level of Learning (MLL) content based teaching, multi-grade teaching, teaching learning materials making, training on leadership skill development, community participation etc.

10. The Block Resource Centre (BRC) is also found to be a very active unit for implementation of DPEP activities. Most of the programmes are co-ordinated from the block level. The co-ordinator of the Block-Resource Centre (BRC) is found to be oriented at the state level and had been sent to out-side the state for training programme.

11. The Co-ordinator of Block Resource Centre (BRC) is found to be involved in activities like monitoring of Cluster Resource Centres (CRCs) through holding fortnightly meetings with the co-ordinators of Cluster Resource Centre, organising Village Education Committee forum meeting, organising block level Education Committee meetings, monitoring of teaching-learning activities in schools, conducting training of teachers, collecting feedback and disseminating information to other levels, developing academic inputs for schools and teachers.

12. A few informal interviews with parents, guarians and villagers revealed that DPEP activists have become successful to make the people satisfied with their work. People are found to have highly appreciated the activists for the role they have played for the improvement of academic environment of the area.

5.3. Conclusion :-

Mass illiteracy is one of the burning problems of our country which stands in the way of
successful democracy. In the post independence period a lot of emphasis has been given to primary education, but the result has not been found to be satisfactory. Various efforts have been made under the Universalisation of Elementary Education (UEE) to fill-up the gaps in the literacy, but the result is much behind the goal. The biggest intervention in the field of primary education has been the introduction of District Primary Education Programme (DPEP) which is an externally aided project mainly funded by the World Bank. DPEP is basically an additional input to supplement the programmes and activities under various centrally sponsored and state educational plan schemes. DPEP wants to redesign primary education with emphasis on gender perspective in all its planning and implementation, and is specially directed to improve the educational status of the tribal and backward population with a gender bias.

In Assam, there are quite a good number of tradition bound tribal and backward population. As per 1991 census the male literacy of the scheduled tribes stands at 47.04 percent while the female literacy is only 30.93 percent. There are various causes like poverty, illiteracy of parents, lack of suitable infrastructural facility and inadequacy of academic atmosphere in rural areas, heavy domestic duty imposed on the school going children, inefficient teacher, inadequate school facility etc. There are considerable school related causes also which contribute largely towards low enrolment, low retention and high drop-out. There are instances where teachers come late to the school after completing their house-hold activities. Even after coming to school, they prefer to take rest than to attend to the class teachings. The learning process is so much one sided that the students very often dare not ask questions to the teachers. Examining the home task is simply not done. Besides most of the schools in the rural areas do not have partition walls inbetween the classes and the teaching learning process is seriously hampered in such an atmosphere. Most of the schools don’t have teaching aids like maps, globes, charts etc. Even the basic items like desk and benches
chairs and tables etc. are not existent in some of the schools.

In such a situation DPEP was introduced in four backward districts of the state - Darrang, Dhubri, Morigaon and Karbi Anglong for improving primary education in December 1994 for a period of 7 years. In the mean time, a large number of interventions were under taken to improve the academic environment. DPEP intervened schools were provided with teaching aids and better infrastructural facilities which can attract the students to school. Steps were taken to improve the method of teaching also. The child centred teaching - joyful learning was intended to enhance the learning capacity of the students as well as to maintain an upward trend in retention also. Books for primary education were also revised under DPEP. The project period for DPEP in Morigaon was over in 2003 and now Sarba Siksha Abhijan is going on in the district. The present study was made with a view to assess the impact of interventions of DPEP on enrolment, attendance, and teacher training in the tribal dominated Mayong block of the district. The important findings of the study are as follows:-

1. DPEP had the provision of various incentive schemes like free textbooks, Mid-day Meal, Competency based text books, work book, teaching aids etc. which seemed to have a positive effect on enrolment and attendance as enrolment was found to be taking an upward trend after the intervention of DPEP in the sample schools.

2. Attendance was also found to be regular and according to the teachers, this regular attendance was the result of DPEP interventions.

3. Not a single case of drop-out was found for the last three years in the sample area.

4. It was found that the DPEP, Morigaon, conducted various teacher training programmes for the teachers of primary schools. Its objective was to help the teachers to create an attractive...
child friendly atmosphere in the schools through the child centred-activity based method of teaching and also to improve the qualitative aspect of teaching. The sample teacher were found to be very much enthusiastic and interested in taking part in such training programmes. Almost all the teachers (91.60%) except a few newly appointed (8.40%) were found to be trained under DPEP for two to twelve times.

5. The child centred teaching-joyful learning was one of the most important components of the DPEP interventions as it helped in ensuring better retention and attendance of children. The various activity based, Joyful teaching-learning processes, developed by DPEP were found to be useful for better learning and understanding of the contents of the lessons and also to make the students more attentive towards their studies. However, some teachers (28.57%) faced certain problems in adopting these in the class-room.

6. 98.34% teachers found DPEP quite helpful in solving various problems of the school. 98.32% teachers did not find any draw-back of DPEP whereas 1.68% teachers pointed out certain limitations of DPEP.

7. 100% teachers and 100% DPEP activists of the sample area found DPEP totally helpful in improving academic environment and standard of teaching and also in increasing educational consciousness among the people.

8. In the sample area, the DPEP activists were found to be working whole heartedly for the success of DPEP. The teachers, parents and guardians were also very much satisfied with their work. In this regard the role of Mothers Group was highly appreciated by the people.

9. Regarding success of DPEP in achieving its goal, 89.91% teachers found DPEP totally successful. However, 10.09% teachers found DPEP successful to some extent as (118)
there were still some students with irregular attendance, though in small number.

10. At present, Sarba-Shiksha Abhijan is going on in the area. Almost all the teachers and DPEP activists (95.80% and 91.11% respectively) found Sarba-Shiksha Abhijan similar to that of DPEP. Only 4.20% teachers and 8.88% DPEP activists found slight difference between the two.

Thus, from the result of the study, all the Hypotheses put forward by the investigator has proved to be true. It was found that DPEP was successful in making full enrolment of the students among tribal population in the primary level of education in Mayong block. DPEP was also found successful in providing training to the teachers on various topics. The DPEP activists of the area were found to be enthusiastic and played a very active role in the implementation of various programmes of DPEP. The opinion of the teachers towards DPEP was also found to be positive.

In the area, the project period for DPEP was over and presently, Sarba shiksha Abhijan is going on. The following are some suggestions offered on the basis of the various shortcomings of DPEP noticed by the investigator during the study and are expected to be helpful for Sarba Shiksha Abhijan for achieving its goal:

1. Importance should be given on in-service training of teachers who are to play a pivotal role to achieve the desired objectives. Training should be topic-based and should be given to the teachers who have not undergone that training before.

2. The next area to be given importance is assessment and supervision in the schools. Supervision should be taken for the purpose of guiding the teachers in teaching learning and
not merely to find out faults.

3. So far as school buildings are concerned, a number of schools in the interior areas are found in bad shape. A large number of sample schools do not have partition walls in between the classes. Some schools are found running without school bells. Toilet and safe drinking water facility is also in a very poor state. Efforts should be made towards fulfilling these basic needs of primary schools on top-most priority basis.

4. Another aspect needs to be examined is the teacher preparation because a well-prepared teacher with proper planning can only make the class-rooms interesting. But the investigator observed lack of interest on the part of the teachers in the maintenance of a teacher’s diary or of lesson planning. So it is necessary to make the teachers understand the importance of lesson planning for better transaction of the lessons either through training programme or through discussions in the BRC/CRC level. The process of lesson planning and the detailed guide lines laid down for it also need to be reviewed and made less cumbersome.

5. A multigrade situation in the schools is another important area where steps need to be taken to remedy the situation. A multigrade situation is one where a teacher has to take more than one class simultaneously at the same time. Such a situation has affected the teaching learning process to a great extent. Efforts should be made to find out the schools with multigrade situation and to appoint and rationalise the teachers in such schools. Extensive teacher training on multigrade situation can also be organised to tackle the situation.

6. A multi-lingual situation was also found to hamper the class-room processes to some extent during the study. In the sample area most of the students were of Tiwa community. But almost all the teachers were of Assamese community and text books were also in Assamese.
This aspect needs proper attention from the authority.

7. Some of the teachers recommended that question answers and word meanings should be given in the text books. The language of the social studies text book also needs to be simplified, so as to be understandable to a child of primary level.

8. Some teacher also felt that teaching-learning materials should be provided as per the text book as a lot of time was wasted in making these aids.

9. Craft work forms an essential part of the modern curriculum of primary schools. Craft work has great educational potentiality as it helps in developing personality of the child by providing him with purposeful activities in which he has to use his own hands. Teaching through activity has been accepted as the best method of teaching and crafts form the basis of activities. In view of these considerations, simpler types of crafts such as clay-work, baboo work, coir work, mat-weaving, doll-making etc. on the basis of availability of raw materials in the locality may be introduced in the curriculum so as to develop the work culture in the young generation.

As DPEP has already completed its term in the sample area, now it is the turn of the Sarba Shiksha Abhijan to fulfill the cherished dream of Universal Elementary Education (UEE) by removing all the short-comings of DPEP. In this regard, the investigator hopes that this study will also help, to some extent, to achieve its desired goal.