CHAPTER: 5  
Summary

Education is one of the major segments of society like family, culture, religious order, political order, national economy and education. It is a social process of development of all those capacities which enable him to adjust in the development of a country. Taking in view, the importance of education, providing education to all the citizens is an important function of the state.

In India, the subject of providing education is a part of the concurrent list of the constitution. The formal education is divided into school education, higher education. School education is further divided into subparts: Elementary education (lower primary, higher primary), Secondary education, Senior Secondary education. Basic education plays important role in the development of any country. Elementary education is the most crucial stage of education spanning the first eight years of schooling. The basic skills of reading, writing and arithmetic are acquired at this stage. Values are internalized and environmental consciousness sharpened at this stage. The role of universal elementary education for strengthening the fabric of democracy through provision of equal opportunities to all was accepted from the very inception of our Republic in Article 45 under the Directive Principles of State Policy in the Constitution, which provides for free and compulsory education to all children until they complete the age of 14 years. At the time of Independence, there were inadequacies and deficiencies in education system both qualitatively and quantitatively. At that time there were only 1,85,504 primary schools in all over the country and number of pupils enrolled was 180 lakh. The task of the newly formed Indian Government was to

(i) Reduce the evils of the system of education so as to make it an instrument of national reconstruction.

(ii) Provide free, universal and compulsory education to all children under 14.

The different agencies like the Government of India, State Governments, local bodies and the voluntary educational organizations are making concerted efforts in the successful implementations of the national policies of education. The responsibility of providing education to all is distributed between the Central Government and the State Government. The Government has taken the education reconstruction problem into their hands and is making rapid strides towards the development of a national system of education.
The Directive Principle contained in Article 45 said that "the State shall endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years".

In independent India, The National Policy on Education (1968) plays historical role in education sector because this was the first attempt to give some direction to the country’s aimless and unplanned educational system. However, after 1976, a shift in policy appeared when more resources were made formal. The Govt. of India launched National Policy on Education (NPE) 1986 which has underlined the importance of elementary education. The new policy emphasizes two aspects:

(1) The state should achieve Universal enrolment and universal retention of children up to 14 years of age, and
(2) There should be substantial improvement in the quality of education.

The NPE has been described in detail in the Programme of Action. It made the way for programmes likes Operation Blackboard. All the States and Union Territories of India has adopted a uniform structure of school education i.e. 10+2 system. NPE (1986) was modified by government in 1992. This revised policy recommended that except all the facilities mentioned by NPE 1986, three reasonable rooms will be provided in schools and at least three teachers will be appointed in each school and 50% teachers will be women. The Central Government also directs the State Government to have their own state programmes of action for implementing the thrust areas of the policy, keeping in view local conditions.

Supporting to the national policy, Punjab set aims to achieve the goal of universalization of elementary education. For this, separate Directorates of education have been set up for Primary Education and Secondary Education. Punjab was reorganized to its present form in 1966. At that time (1966) approximate half of its educational institutes were goes to Haryana state. But it is fact that in Punjab more emphasis is given to primary (6-11 years) education than elementary (11-14 years) education. In 1968-69 the Akali Govt. upgraded many primary schools. Now, Punjab Government has introduced its new education policy in 2002. This policy has restructured the four levels of schooling into two levels i.e. elementary and secondary level and now elementary education consists of 1-8 classes. Primary schools will be merged to middle schools and called Elementary Schools. The secondary school system includes high and senior secondary schools.
5.1 OBJECTIVES OF THE STUDY:

For fulfilling the target of universalisation of elementary education, the Central Government has launched new policy of education ‘SARVA SHIKSHA ABHIYAN’. This abhiyan set up the following targets-

1) By the year 2003, to make sure the attendance of the children of 6-14 age group in schools.
2) By the year 2007, to enable the students of the 6-14 age group to finish their first five-year school education.
3) Upto 2010, to enable the students of the 6-14 age group to complete their eight year schooling.
4) To remove the drop outs from the 1st to 8th class school education.
5) And to remove all kind of discriminations as girls-boys, rural-urban and upper and lower caste and provide equal rights of education to all children without any discrimination.

Keeping in view the objectives of “SSA”, the main Objectives of the present study were:

1) To study the progress of elementary education in Punjab.
2) To trace the changes in the curriculum.
3) To find out number of teachers (sex wise) in elementary schools of Doaba area.
4) To find out enrolment in primary and middle schools of Doaba area.
5) To find out number of students (sex wise) in elementary schools.
6) To find out number of drop outs (year wise) in elementary schools.
7) To assess the Pupil teacher ratio in Punjab.
8) To ascertain the progress of elementary education, it is also necessary to trace the amount spent by Punjab government on elementary education for providing facilities like furniture, library, physical education.
9) On the basis of data and its interpretation, it will be analyzed and discussed that how elementary education programme can be effectively carried on for elimination of illiteracy from Punjab?
5.2 HYPOTHESIS:
(a) The enrollment of girls is low as compared to the boys in schools.
(b) The rate of drop outs is very high in Punjab at elementary level.
(c) Government policies are sufficient for progress of education in Punjab.
(d) The number of elementary schools in the State is less as compared to increasing population.

5.3 SAMPLE:
The present study was confined to the state of Punjab. Four districts i.e. Kapurthala, Jalandhar, Hosiapur and SBS Nagar were selected to see the progress of elementary education in Doaba area of Punjab. The Number of schools in Punjab, Dropout Rate in Punjab, Pupil Teacher Ratio in Punjab, Number of Students in Punjab and Doaba region of Punjab and Number of Teachers in Punjab and Doaba region of Punjab, and Amount spent by the Punjab Govt. were the highlighted issues of the present research. The researcher tried her best to collect the data on the above mentioned areas of elementary education from 1966 to 2008.

5.4 SOURCE OF DATA:
In the present research data was gathered from the following sources:
- The Annual Reports of Punjab Education Department, The Statistical Branch of the Director of Public Instructions, Punjab (Chandigarh).
- Annual plans of Government of Punjab publishes by Dept of Planning.
- Report on Monitoring of the financial Management and Procurement Relating to Surve Shikhsa Abhiyan in Punjab, sponsored by Ministry of Human Resource Development, Govt. of India; Dept of Planning Economic and Statistical Organization, Govt. of India.
- Data and reports of various Commissions will be the major sources of collection of data

5.5 STATISTICAL TECHNIQUES USED
Data was represented and interpreted in the form of percentage and statistical graphs.
FINDINGS:

Significant findings of the study are given below:

5.6.1 SCHOOL-RELATED FINDINGS:

- The number of schools increased year by year from 1966-67. In 1966-67, number of institutes was 8803 whereas, in 2008-09 number reached 20829.
- It is also clear that percentage of Primary boy’s school is higher than Middle and High Institutes, whereas, in the case of girl’s school, from 1966 to 1977, number of Primary schools was less than the Number of Middle and High schools. From 1977 to 2009, number of Primary schools increased year by year and this number was always higher than that of middle and high schools.
- It is also found that percentage of girl’s middle schools is always less than percentage of high schools. In 2008-09, there were only 34 girls’ middle institutes in Punjab.
- It is further indicating that percentage of boys’ schools at three levels i.e. Primary, Middle and High is always higher as compared to percentage of girls’ institutes at corresponding levels. The difference between percentage of boy’s schools and percentage of girl’s schools increased year by year.
- Punjab has already achieved the norms set by Central Government i.e. one Primary School within one km radius, Middle School within two km and High School within 2.5 km radius of every inhabited village. We can say that in the case of Number of Institutes, satisfactory efforts have been made to improve the progress of elementary education in Punjab.

5.6.2 ENROLMENT-RELATED FINDINGS:

- The enrolment of students was 17.68 lac in 1966-67 and increased to 26.21 lac in 1975-76. In 1980-81 total no. of enrolment of students was 20.39 lac. The enrolment in 1990-91 was 30.2 lac. In 2008-09 enrolment was decreased to 29.01 lac in Punjab.
- The total enrolment at elementary level in Doaba Region in 1966-67 was 5 lac, which increased to 5.22 lac in 1971-72. In 1981-82 total no. of enrolment of students was 6.14, which was less as compared to that of 1975-76. The enrolment in 1990-91 was 4.25 lac. From 2003-07, the enrolment is decreasing year by year. The number of students in 2006-07 was 3.14 lac, whereas in 2008-09, 4.98 lac students enrolled at elementary level in Doaba.
The study about Punjab reveals that the enrolment at primary level is higher than that of middle level. From 1967-2002, the difference between percentage of enrolment at primary level and middle level was very high as compared to 2002-2009.

It is also find out that from 1972-85 enrolment at primary level was high as compared to other academic sessions. In 1975-76, the highest number of students was enrolled at primary level. 4.64 lac students enrolled in said academic session. In 1985-86, 3.81 lac students enrolled. In 1995-96, the number of enrolled students decreased to 3.50 lac. In 2008-09, 2.88 lac students enrolled in schools of Doaba Region.

In Punjab, the enrolment ratio of male students is always higher than the female students. In 1967-1968 the enrolment of boys was 62% while the enrolment of female students was only 38%. In 1970 the enrolment of boys was 60% while the girls were only 40%. In 1980 the admitted number of boys was 55% while the admitted number of girls was 46% which is quite lesser than the enrolment of boys. In 1990 the boys admitted in the schools were 55% while the girls admitted in the schools were 45% only. In the year 2000, the number of male students admitted in the schools was 53% while female students were only 47%. In 2009 also, it was found that the boys enrolled in the schools were 55% while the number of enrolment of girls was found 45%. This clearly shows that from 1969 to 2009 the enrolment ratio of boys is higher than the girls in Punjab.

The enrolment ratio of male students is higher than the female students in Doaba Region. In 1967-1968 the enrolment of boys was 61% while the enrolment of female students was only 39%. In 1979-80 the admitted number of boys was 55% while the admitted number of girls was 45%. In 1990-91 the boys admitted in the schools were 53% while the girls admitted in the schools were 47% only. In the year 2000-01, the number of male students admitted in the schools was 52% while female students were only 48%. In 2007-08 the enrolment of boys was 54% and the enrolment of girls in the schools was 46% only. In 2008-09 also, it was found that the boys enrolled in the schools were 54% while the number of enrolment of girls was found 46%. This data clearly shows that from 1969 to 2009 the enrolment ratio of boys is higher than the girls in Doaba Region.

The study also reveals that in Doaba Region the enrolment at primary level is higher than that of middle level. From 1967-2007, the difference between percentage of enrolment at primary level and middle level is very high as compared to 2007-2009.
The study of enrolment of boys as compared to enrolment of girls at Primary and Middle level separately; reveals that the percentage of enrolment of boys is high as compared to girls’ enrolment at Primary as well as at Middle level in Punjab.

The data about Doaba Region reveals that from 1966-85, the enrolment increased year by year. From 1985-2007, situation is different than other years. In these academic session number of enrolled students is varying year by year. In 2007 the situation changed and enrolment at middle level increased from 2007-09.

The study of enrolment of boys as compared to enrolment of girls at Primary and Middle level separately in Doaba region of Punjab reveals that the percentage of enrolment of boys is high as compared to girls’ enrolment at Primary. Whereas, at middle level percentage of boys was high from 1966-93. From 1993-2008, percentage of girls was either equal or likely to equal to boys enrolment. In 2008-09, percentage of girl’s enrolment decreased to 47%.

At high level in Punjab and Doaba Region of Punjab, the situation is different than that of at middle and primary level. At this stage the number of male and female students is not stable from 1966-2009 and is varying year by year.

The study reveals that the drop-out rate in Punjab was 28.6% in 1969-70. The data from 1970 to 1991 is not available. 1992-93 DOR was high i.e. 45.38% as compared to 36.9% in 1990-91. From 1993-97, it shows variation in between 33% to 41% during different academic sessions. From 1997-2000 DOR remained almost stable; it was 27% to 30%. In 2002 Punjab Government adopts SSA. After that DOR shows decrease continuously. DOR, in 2008-09 decreased and comes 14.5% respectively. Although, the rate of drop out is decreased continuously, even than this is not an end. To find out the UEE, it is compulsory that DOR should be zero.

5.6.3 TEACHER-RELATED FINDINGS:
• It is found that PTR at primary stage is higher than VI-VIII Grade. In 1966-67 PTR was 40 at primary stage and 30 at VI-VIII Grade. From 1968-70 it increased and reached to 44 and 32 respectively at primary and VI-VIII Grade. In 1980-81, there was no much changes has been observed at primary stage i.e. PTR was 43 at primary stage where as PTR at VI-VIII Grade showed high declination i.e. 25. In 1985-86, PTR decreased to 39 and 18 respectively at primary and VI-VIII Grade. After that, upto 1994-95, no much change was observed in PTR at primary stage, but at middle stage, it increased. From 1995-2007 the PTR at primary level was above 40, which was not good indication. At middle stage during this period PTR was satisfactory. In 2008-09, 34, 23 PTR was calculated at primary and VI-VIII Grade respectively. That shows much better condition than earlier years.

• The study reveals that number of teachers in Punjab increased in 2008-09 i.e. 92952 as compared to number of teachers in 1966-67 i.e. 51371.

• The study reveals that from 1966-90, the percentage of male teachers was higher than that of female teachers. From 1990-93, the percentage of male and female teachers was equal i.e. 50%-50%. After that i.e. from 1993-2009, percentage of female teachers was always higher than that of male teachers in Punjab.

• The study also reveals that percentage of male teachers in Punjab continuously decreased whereas, the percentage of female teachers increased. The percentage of male teachers was at its lowest level in 2008-09 i.e. 36%.

• The study indicates that from 1966-77 at primary level in Punjab, the percentage of male teachers was higher than that of female teachers. From 1977-2009, the percentage of female teachers was high as compared to male teachers. The difference between number of female and male teachers increased year by year.

• About Doaba region, the study reveals that number of teachers varies from 1966-2009. In 1966-67 number of teachers was 13170. This number increased in 1980-81 and reached 23832. In 1990-91, the number of teachers decreased and reached 20829. In 2000-01, there were 18179 teachers in schools of Doaba Region of Punjab, which were lesser than the total number of teachers in 1990-91. The study clearly manifests that there were 18230 teachers in schools of Punjab in 2007-08. This number increased in 2008-09, and reached to 29725.
It is found out that from 1966-90, percentage of male teachers was higher than that of female teachers. From 1990-93, the percentage of male and female teachers was equal i.e. 50%-50%. After that i.e. from 1993-2009, percentage of female teachers was always higher than that of male teachers in Doaba Region of Punjab.

The study reveals that in Doaba Region percentage of male teachers continuously decreased whereas, in case of female teachers the percentage increased from 1993-2009. In 1993-94, percentage of male teachers was 47% and percentage of female teachers was 53%. The percentage of male and female teachers was 38%, 62% respectively in 2007-08. The percentage of male teachers was at its lowest level in 2008-09 i.e. 38%.

The study shows that from 1966-74 at primary level, the percentage of male teachers was higher than that of female teachers. From 1977-2009, the percentage of female teachers was high as compared to male teachers. The difference between number of female and male teachers increased year by year in Doaba Region of Punjab.

The study shows that at middle level from 1966-2002, the percentage of male teachers was higher than that of female teachers. From 2002-2009, the percentage of female teachers was high as compared to male teachers. In 2008-09, there were 71% female teachers as compared to 37% male teachers at middle level in Doaba Region of Punjab.

The study shows that from high level, in most of the academic sessions; the percentage of male teachers was higher than that of female teachers in Doaba Region of Punjab.

In Punjab, at middle level, percentage of female teachers was less as compared to male teachers from 1966-97. The situation totally reversed from 1997-2009 i.e. percentage of female teachers was higher than that of male teachers. The difference between percentage of female teachers and male teachers was very high in 2008-09 i.e. 24%.

5.6.4 EXPENDITURE RELATED FINDINGS:

In different five year plans, the expenditure is more than expected expenditure on general education in Punjab. Govt. of India launched Sarva Shiksha Abhiyan in 2000-01 with the
funding pattern of 75:25 divided between Government of India and State Government which was revised for the first two years of the 11th Five Year Plan i.e. 2007-08 and 2008-09 to 65:35. The present study reveals that the cost approved by GOI and the State Government is always high than the funds received. In 2002-03, the State received 11458.17 lac under SSA scheme and expenditure was 6690.47lac, which was lesser than received amount. In 2007-08, the Punjab Government occurred expenditure of 8182.04 lac upon elementary education. The amount received in same year was 8750.06 lac.

5.6.5 CURRICULUM:
After 1977, Punjab State followed the recommendations of the Curriculum Review Committee, and it adopted its scheme of education. Govt. of India has framed many policies to improve and modify standard of education such as National Policy on Education (1968), National Policy on Education (1986), Operation Black Board, Revised National Policy on Education, (1992). The target of all the policies is to educate all children of the age group 6–14. Now in 2000-01 Govt. launched Sarve Shiksha Abhiyan. These are center level policies, which are to be implemented in all states including Punjab. Punjab Govt. has introduced education policy in 2002. Computer education has been made compulsory in schools of Punjab from the lower standard. English has been introduced from class I in govt. schools. The scheme Operation Black Board has strictly been implemented in Punjab. There is shortage of teachers of primary level and middle schools are overstaffed. Lab and Library facilities are much better in middle schools. So, the Govt. has merged primary schools in middle schools for the proper utilization of facilities at middle level.

5.7 VERIFICATION OF HYPOTHESES:
- The first Hypotheses that the enrollment of girls is low as compared to the boys in schools stands proved. It was found that in Punjab state, in 1967-1968 the enrolment of boys was
62.14% while the enrolment of female students was only 37.86%. In 1980 the admitted number of boys was 55.42% while the admitted number of girls was 45.57% which is quite lesser than the enrolment of boys. In 2000, the number of male students admitted in schools was 52.91% while female students were only 47.08%. In 2009 also, it was found that the boys were enrolled in the schools were 54.79% while the number of enrolment of girls was found 45.22%. The condition in Doaba Region is also same i.e. the enrolment ratio of boys’ students is higher than the female students in Doaba Region. In 1967-1968 the enrolment of boys was 60.98% while the enrolment of female students was only 39.01%. In 1990-91 the boys were admitted in the schools were 52.71% while the girls admitted in the schools were 47.29% only. In the year 2000-01, the number of male students admitted in the schools was 51.57% while female students were only 48.43%. In 2007-08 the enrolment of boys was 53.69% and the enrolment of girls in the schools was 46.30% only. In 2008-09 also, it was found that the boys were enrolled in the schools were 53.72% while the number of enrolment of girls was found 46.28%.

- The second hypothesis that the rate of drop outs is very high in Punjab at elementary level is also proved. The study reveals that the drop-out rate in Punjab was 28.6% in 1969-70. From 1993-97, it shows variation in between 33% to 41% during different academic sessions. From 1997-2000 the rate of drop outs remained almost stable; it was 27% to 30%. In 2002 Punjab Government adopts SSA. After that the rate of drop outs shows decline continuously. In 2008-09 decreased and comes 14.5% respectively. Although, the rate of drop out is decline continuously, even than this is not an end. To find out the UEE, it is compulsory that DOR should be zero.

- The third hypothesis that the Government policies are sufficient for progress of education in Punjab is partially proved. Although the number of schools increased from 1966 to 2008, number of female teachers also increased year by year, drop out rate decreased, pupil ratio at middle level decreased to 14.5% in 2008 are some positive indicators of government policies, even than less enrolment of girls student as compared to boys, less girls schools and drop out rate shows that government policies are not sufficient to achieve UEE.

- The fourth hypothesis that the number of elementary schools in the State is less as compared to increasing population is also proved. As the number of institutes increased year by year from 1966-67. In 1966-67, number of institutes was 8803 whereas, in 2008-09 number
reached 20829. But it is also found that number of middle institutes in these years is always less than number of primary and high schools.

5.8 RECOMMENDATIONS:

To prepare the child physically, mentally and spiritually for leading a quality life should be the main aim of education. The process of education prepares a child to attain the necessary competencies and skills to face the challenges in life to survive, and to make struggle for existence. The goal of achieving Education for All includes four important factors; that are Access to Education, Enrolment of children, Retention of the enrolled children and Achievement. Various schemes were implemented in the education sector by the Government to reach the disadvantaged population. The government starts many programmes to access the universalization of primary education; like Sarva Shiksha Abhiyan, however, despite this, a few children are still deprived of Primary Education due to inability of their parents to send them to schools because of their poor economical status.

Consequent to several efforts, Punjab has made enormous progress in terms of increase in institutions, teachers, and students in elementary education. The number of schools in the State increased from 8803 in 1966-67 to 20829 in 2008-09. At the upper Primary stage, the increase of enrolment during the period was 13 times, while enrolment of girls recorded a huge rise of 32 times.

After analyzing the data the investigator would like to recommend a few suggestions with the hope to improve elementary education in Punjab.

1. As the state has nearly achieved universal access to primary schools, the government should now be focused on achieving universalized accessibility at the elementary level. The government should make efforts to upgrade the maximum number of primary school to the elementary level instead of creating totally new infrastructure.

2. At present, a major portion of the expenditure on education is on salaries/state liabilities and very little is left for actual development in education. The state government should try to redistributed, restructured and rationalized the staff for the proper utilization for expenditure.

3. The teacher-pupil ratio is an important indicator of the quality of school education. In Punjab, the teacher- pupil ratio is 1:34 at the primary level, 1:23 at the middle level (2008-09). The teacher-pupil ratio is low at the middle level than at the primary level. The merging of the two
levels i.e. primary and middle will help in rationalizing the manpower required upto the elementary level. The convergence and merger of the four branches of education into two will help in reducing the workload of the education department and help in redistributing the number of teachers required at different levels.

4. The government should upgrade the primary schools to middle level, so that the shortage of teachers at the former is compensated by the excess at the latter. It will also help in reducing the workload of the education department. Non-academic burden of the teachers should also be lessened.

5. Transfer of teachers in Punjab is not merely an administrative problem but also hits at the very core of the quality of education. The single–teachers and teacher-less schools and persisting absenteeism are the reasons of non-enrollment/dropouts. Influential teachers get themselves transferred to their convenient locations. They leave behind a bunch of schools which do not see the face of a teacher for months/years. So there is a need of a rational and transparent transfer policy. The new education policy launched by the state should sets guidelines for teachers’ transfers for the first time. These guidelines, which are pragmatic and practical, must be adhered to and implemented by the state.

6. It is necessity of time to make the education system more transparent. An autonomous multimember academic authority should be set to undertake sample studies to collect data about the functioning of institutions and learning capabilities of students. Action-research and policy development should be other concerns of this council.

7. There is no post of a headmaster in a middle school and primary schools. The present system of promotion for school headship is outdated. Teachers at the end of their service, get promoted to school headship. By that time they neither have the zeal nor the stamina to make any impact on the school under their charge.

8. There should be a special thrust to make education at elementary level useful and relevant for children. At present, it is highly regimented with uniform courses. The state has been blindly following the national curriculum without considering the special conditions at the local level of Punjab. Hence modernization of the syllabus with more flexibility in the choice of subjects is recommended. There should be active participation of child in the process of learning through observation, field studies, experiments and discussions. The more importance should be given to child’s individuality and creativity. Innovations in curriculum should be based on the needs of
the learners and related to the local environment. It is recommended that the subjects, which do not have practical value in day to day life could be listed as optional. There should be a continuous review of the utility of the curriculum from time to time. Further, there is need to emphasize on moral values and iterate their importance in everyday life.

9. The Govt. provides incentives on the basis of caste criteria. The various incentives being provided by the government should be for all children to achieve the goal of universalization of education.

10. The number of out-of-school children is also quite high. According to the survey conducted by the Directorate of Education, there are 1.69 lakh children in the 6-11 age group and 1.28 lakh children in the 11-14 age group in the state, who do not attend school. To reduce this figure more schemes like Education Guarantee Scheme (EGS) should be started.

11. Although Punjab has reduced the dropout figures to some extent, this rate is still alarming, as 14.5 per cent of the children dropout at the middle level. To reduce the drop out rate, the school should keep a day-to-day record of the attendance of the pupils. If a school finds that a particular pupil is not coming to school regularly, his parents should be persuaded to send the pupil regularly.

12. For the effective functioning and optimum utilization of resources Adult literacy programmes should be merged with SSA.

13. According to the new Education Policy of the state, the English language has to be started in class 3 in government schools (according to the latest Education Policy, 2002), it, however, seems that this will create more problems than solve them.

It is difficult for the child to bear the burden of an additional language at such a tender age. His understanding capacity is limited in the formative years and, therefore, it is strongly recommended that English should be started in class 6 and not in class 3. The English language cannot be avoided, but emphasizes needs to be given to the mother tongue, especially in the formative years.

14. To initiate a community-based approach, village should be the lowest unit for planning education. Village plans should converge to form the District Educational Plans.

15. The state government should take effective steps to encourage transfer of elementary educational institutions to the PRIs and urban local bodies, in a bid to empower the community and other stakeholders. It is essential that control of schools and teachers should be transferred to
local bodies, which have a direct interest in teachers’ performance. Efforts should be made to involve the community in education development through VEDCs. The state’s efforts at decentralizing powers to VEDCs for running the SSA programmes in villages should be replicated in other educational programmes too. Decentralization will actually be achieved only when the panchayats, VEDCs and UEDCs become fully autonomous, with full financial powers to plan, manage and control the school affairs.

16. The share of government schools in total enrollment in elementary classes is gradually decreasing. Whereas, the share of unrecognized schools in total enrollment is increasing, which has gained 24.50 per cent points (2000) from 19.24 per cent points (1996) (pp:461, Abstract, 2002). The reason behind this is the attraction of people towards the private schools. It reflects the diminishing confidence of the public in government-run schools. There is need to facilitate and encourage private bodies to share the responsibility with government.

18. At present not much research on education is being undertaken in Punjab, at the grassroots level. So, to identify the requirements of planning, measure the effectiveness of various schemes, evaluate the measures undertaken by the state to improve quality of education and curriculum, it is important to expand research, which will reveal the ground realities.

19. As the enrolment of boys is high as compared to girls’ enrolment at Primary as well as at Middle level. The NGOs and PRIs need to be associated effectively to initiate an attitudinal change in the parents of the girl child.

On the basis of the findings of the study many suggestions have been made for bringing improvement in the Elementary Education of the state. Still more remains to be accomplished which required more attention by the government, because the standard of education in our schools has to be uplifted for bringing quality in education.
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