# Chapter V

**FINDINGS AND RECOMMENDATIONS**

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CHAPTER V

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5.0 INTRODUCTION

Having discussed at length, the methodology used in this study for collecting data, the investigator presents in this chapter a thorough analysis of the data. On the basis of the analysis, the important findings have been presented as per the scheme of analysis described as given under:

5.1 SUMMARY OF THE FINDINGS OF THE PRESENT STUDY

The section wise findings (as given in the scheme of analysis - chapter IV) are presented as follows:

SECTION A

GENERAL ANALYSIS ON THE SCHOOL ACHIEVEMENT OF THE CHILDREN OF STANDARD FROM VI TO VIII

1. The analysis of the two periods indicates that during the first period 1999-01 (Before SSA) rate of children reaching higher standards from VI to VII for male (83.35%) and for female (86.15%) and from standard VII to VIII for male (83.31%) and for female children (85.66%).

During the second period 2002-04 (After SSA) rate of children reaching higher standard from VI to VII for male (89.48%) and for female
children (92.55%) and from standard VII to VIII for male (90.96%) and for female children (92.12%).

The data analysis reveals that the rate of children reaching higher standard is higher during the period 'after SSA' programme than that of the period 'before SSA' programme.

GENERAL ANALYSIS OF DROPOUT RATE OF CHILDREN FROM STANDARD VI TO VIII IN TWO PERIODS

2. During the period (1999-01) 'before SSA' programme, the dropout rate in VI standard is 9.23% for male and 6.41% for female children. In the standard VII the dropout rate is 6.43% for male and 5.52% for female children. In standard VIII it is 5.25% for the male and 4.98% for the female children.

During the period (2002-04) 'after SSA' programme the dropout rate in VI standard is 7.66% for male and 5.65% for female children. In the standard VII the dropout rate is 4.58% for male and 4.13% for female children. In standard VIII dropout rate is 3.03% for the male and 3.21% for the female children.

From the analysis of the dropout rate of the two periods, it is generalized that dropout rate of both male and female children during the period, 'before SSA' programme is higher than that of the period, 'after SSA' programme.
3. During the period (1999-01) 'before SSA' programme, the stagnation rate in VI standard is 14.30% for male and 10.61% for female children. In the standard VII the stagnation rate is 13.61% for male and 10.46% for female children. In standard VIII stagnation rate is 2.64% for the male and 2.27% for the female children.

During the period (2002-04) 'after SSA' programme the stagnation rate in VI standard is 3.87% for male and 2.04% for female children. In the standard VII the stagnation rate is 1.53% for male and 0.62% for female children. In standard VIII stagnation rate is 0.89% for the male and 0.67% for the female children.

From the analysis of the stagnation rate of the two periods, it is generalized that stagnation rate of both male and female children during the period, 'before SSA' programme is higher than that of the period, 'after SSA' programme.

SECTION B

STANDARD WISE ANALYSIS OF DROPOUT OF CHILDREN OF 'BEFORE SSA' (1999-01) AND 'AFTER SSA' (2002-04) AND TEST OF SIGNIFICANCE

4. The general analysis of the dropout children of standard VI for the years from 1999 to 2004 reveals that the base year 2004-05 in which the SSA was implemented which shows the lowest dropout rate of
children (3.76%). The highest dropout rate (7.85%) is identified in the year 1999-00 and during this period SSA programme was not introduced.

The data analysis further reveals that in standard VI the average dropout rate of children 'before SSA' (1999-2001) is 7.79% and 'after SSA' (2002-04) is 5.31%. From this analysis, it is found that the dropout rate before the implementation of SSA was higher and it was reduced after the implementation of SSA.

5. Comparison of dropout rate of two periods namely, before SSA and after SSA programme in standard VI reveals that the calculated ‘t’ value (53.27) is greater than the table value at 0.01 level and it is found that there is significant difference between the mean dropout rate of the children of standard VI of ‘before SSA’ programme and ‘after SSA’ programme.

6. The general analysis of the dropout rate of children of standard VII for the years from 1999 to 2004 reveals that the base year 2004-05 in which the SSA was implemented which shows the lowest dropout rate of children (3.56%). The highest dropout rate (6.65 %) is identified in the year 1999-00 and during this period SSA programme was not introduced.

The data analysis further reveals that in standard VII the average dropout rate of children ‘before SSA’ is 6.35% and ‘after SSA’ average dropout rate is 4.38%. It is found that the dropout rate before
implementation of SSA was higher. But it was reduced after the implementation of SSA.

7. From the year wise comparative analysis of the total period selected for investigation, it is identified that the average dropout rate of children of standard VII (5.37%) is less than the standard VI (6.55%).

8. Comparison of dropout rate of two periods namely, the period of before SSA and after SSA programme in standard VII reveals that the calculated 't' value (60.11) is greater than the table value at 0.01 level and it is found that there is significant difference between the mean dropout rate of children of standard VII of 'before SSA' programme and 'after SSA' programme.

9. The general analysis of the dropout children of standard VIII for the years from 1999 to 2004 reveals that the base year 2004-05 in which the SSA was implemented which shows the lowest dropout rate of children (3.12%). The highest dropout rate (5.12 %) is identified in the year 2000-02 and during this period SSA programme was not introduced.

The data analysis further reveals that in standard VIII the average dropout rate of children 'before SSA' was 4.69% and 'after SSA' average dropout rate was 3.71%. From this, it is found that the dropout before the implementation of SSA was higher. But it was reduced after the implementation of SSA programme.
10. From the general analysis, it is identified that the average dropout rate of the children of standard VIII (4.20%) is less than that of the standard VII (5.37%) and standard VI (6.55%).

11. Comparison of dropout rate of two periods namely, the period of 'before SSA' and 'after SSA' programme of standard VIII reveals that the calculated 't' value (30.44) is greater than the table value at 0.01 level and it is found that there is significant difference between the mean dropout rate of children of standard VIII of 'before SSA' programme and 'after SSA' programme.

SECTION C

STANDARD WISE ANALYSIS OF STAGNATION OF CHILDREN OF 'BEFORE SSA' (1999-01) AND 'AFTER SSA' (2002-04) AND TEST OF SIGNIFICANCE

12. The general analysis of the stagnation rate of children of standard VI for the years from 1999 to 2004 reveals that the base year 2004-05 in which the SSA was implemented shows the lowest stagnation rate of children (0.58%). The highest stagnation rate (12.82%) is identified in the year 1999-00 and during this period SSA programme was not introduced.

The data analysis further reveals that the in standard VI the average stagnation rate of children 'before SSA' is 10.63% and 'after SSA' is
1.68% and it is found that the SSA programme had an impact on reducing the stagnation rate of children of standard VI.

13. Comparison of stagnation rate of two periods namely, the period ‘before SSA’ and ‘after SSA’ programme in standard VI reveals that the calculated ‘t’ value (81.57) is greater than the table value at 0.01 level and it is found that there is significant difference between the mean stagnation rate of children of standard VI of ‘before SSA’ programme and ‘after SSA’ programme.

14. The general analysis of the stagnation rate of children of standard VII for the years from 1999 to 2004 reveals that the base year 2004-05 in which the SSA was implemented shows the lowest stagnation rate of children (0.52%). The highest stagnation rate (12.04 %) is identified in the year 2000-01 and during this period SSA programme was not introduced.

The data analysis further reveals that in standard VII the average stagnation rate of children ‘before SSA’ is 8.12% and ‘after SSA’ average stagnation rate is 1.11%. This reveals that the stagnation rate before implementation of SSA was higher. But it was reduced after the implementation of SSA.

15. From the general analysis, it is identified that the in standard VII average stagnation rate of the children of standard VII (4.61%) is less than that of the standard VI (6.14 %).
16. Comparison of stagnation rate of two periods namely, the period ‘before SSA’ and ‘after SSA’ programme in standard VII reveals that the calculated 't' value (79.47) is greater than the table value at 0.01 level and it is found that there is significant difference between the mean stagnation rate of children of standard VII ‘before SSA’ programme and ‘after SSA’ programme.

17. The general analysis of the stagnation rate of children of standard VIII for the years from 1999 to 2004 reveals that the base year 2004-05 in which the SSA was implemented shows the lowest stagnation rate of children (0.78%). The highest stagnation rate (4.39 %) is identified in the year 2000-01 and during this period SSA programme was not introduced.

The data analysis further reveals that in standard VIII the average stagnation rate of children ‘before SSA’ is 3.23% and ‘after SSA’ average stagnation rate is 1.08%. This reveals that the stagnation before the implementation of SSA was higher. But it was reduced after the implementation of SSA.

From the analysis, it is identified that in standard VIII the average stagnation rate of the children of standard VIII (2.16%) is less than that of the standard VII (4.61%) and standard VI (6.14%).

18. Comparison of stagnation rate of two periods namely, the period ‘before SSA’ and ‘after SSA’ programme in standard VIII reveals that the calculated 't' value (35.6) is greater than the table value at 0.01
level and it is found that there is significant difference between the mean stagnation rate of children of standard VIII of ‘before SSA’ programme and ‘after SSA’ programme.

SECTION D

GENDER-WISE ANALYSIS OF DROPOUT OF CHILDREN FOR SIX YEARS IN TWO PERIODS ‘BEFORE SSA’ (1999-01) AND ‘AFTER SSA’ (2002-04)

19. The gender wise analysis of the dropout of the children of the standard VI for six years (1999 -2004) reveals that the lowest rate of dropout for male (4.13%) and female (3.35%) is identified in the year 2004-05. The highest rate of dropout for male (9.23%) is identified in the year 1999-00 and for female (7.51%) in the year 2000-01.

The data analysis further reveals that in standard VI the average dropout rate for the period, ‘before SSA’ is 8.42% for male and 7.12% for female children and ‘after SSA’ average dropout rate is 6.21% for male and 4.36% for female children. This reveals that the dropout rate before the implementation of SSA programme was higher than that of the period of after SSA programme.

From the general analysis, it is identified that in standard VI the average dropout of the female children (5.74%) is less than that of the male children (7.32%).

20. The comparative analysis of dropout rate of the children of standard VI as per the variable gender reveals that the calculated ‘t’ value (21.81) is greater than the table value at 0.01 level and it is found that there is
significant difference between the dropout rate of male and female children of standard VI for six years (1999-2005).

21. The gender wise analysis of the dropout of the children of the standard VII for six years (1999 -2004) reveals that the lowest rate of dropout for male (4.07%) and female (3.02%) is identified in the year 2004-05. The highest rate of dropout is identified for male (7.61%) and female (5.72%) in the year 1999-00.

The data analysis further reveals that in standard VII the average dropout rate of children during the period ‘before SSA’ is 6.91% for male and 5.79% for female children and during the period ‘after SSA’ average dropout rate is 5.02% for male and 3.71% for female children.

From the general analysis, it is identified that in standard VII the average dropout of the female children (4.75%) is less than that of the male children (5.97%).

20. The comparative analysis of dropout rate of the children of standard VII as per the variable gender reveals that the calculated ‘t’ value (18.95) is greater than the table value at 0.01 level and it is found that there is significant difference between the dropout rate of male and female children of standard VII for six years (1999-2005).

21. The gender wise analysis of the dropout of the children of the standard VIII for six years (1999 -2004) reveals that the lowest rate of dropout for male (3.03%) and female (3.21%) is identified in the year 2004-05. The highest rate of dropout for male (5.25%) is identified in the year
The data analysis further reveals that in standard VIII the average dropout rate of children during the period 'before SSA' is 4.48% for male and 4.88% for female children and during the period 'after SSA' average dropout rate is 3.56% for male and 3.86% for female children. This reveals that the dropout before the implementation of SSA was higher for both male and female children. But it was reduced after the implementation of SSA programme.

From the general analysis, it is identified that in standard VIII the average dropout of the male children of standard VIII (4.02%) is less than that of the female children of the standard VIII (4.38%).

22. The comparative analysis of dropout rate of the children of standard VIII as per the variable gender reveals that the calculated ‘t’ value (7.42) is greater than the table value at 0.01 level and it is found that there is significant difference between the dropout rate of male and female children of standard VIII for six years (1999-2005).

SECTION E

GENDER-WISE ANALYSIS OF STAGNATION OF CHILDREN FOR SIX YEARS IN TWO PERIODS ‘BEFORE SSA’ (1999-01) AND ‘AFTER SSA’ (2002-04).

23. The gender wise analysis of the stagnation of the children of the standard VI for six years (1999 -2004) reveals that the lowest rate of stagnation for male (0.75%) and female (0.38%) is identified during the
period 'after SSA' programme (2004-05) and the highest stagnation rate for male (16.11%) is identified in the year 2000-01 and for female (10.61) in the year 1999-00. Both these periods are in ‘before SSA’ programme.

The data analysis further reveals that in standard VI the average stagnation rate during the period ‘before SSA’ programme is 12.81% for male and 8.37% for female children and during the period ‘after SSA’ programme average stagnation rate is 2.05% for male and 1.23% for female children.

From the general analysis, it is identified that in standard VI the average stagnation of the female children (4.80%) is less than that of the male children (7.44%).

24. The comparative analysis of stagnation rate of the children of standard VI as per the variable gender reveals that the calculated ‘t’ value (10.77) is greater than the table value at 0.01 level and it is found that there is significant difference between the stagnation rate of male and female children of standard VI for six years (1999-2005).

25. The gender wise analysis of the stagnation of the children of the standard VII for six years (1999-2004) reveals that the lowest stagnation rate for male (0.5%) and female (0.55%) is identified during the period ‘after SSA’ Programme (2004-05) and the highest rate of stagnation for male (12.25%) and female (8.58%) is identified during the period ‘before SSA’ Programme (2000-01).
The data analysis further reveals that in standard VII the average stagnation 'before SSA' is 9.31% for male and 6.95% for female children and 'after SSA' is 1.46% for male and 0.76% for female children.

From the general analysis, it is identified that in standard VII the average stagnation rate of the female children (3.86%) is less than that of the male children (5.39%).

26. The comparative analysis of stagnation rate of the children of standard VII as per the variable gender reveals that the calculated 't' value (6.39) is greater than the table value at 0.01 level and it is found that there is significant difference between the stagnation rate of male and female children of standard VII for six years (1999-2005).

27. The gender wise analysis of the stagnation of the children of the standard VIII for six years (1999 -2004) reveals that the lowest rate of stagnation for male (0.89%) and female (0.67%) is identified during the period 'after SSA' Programme (2004-05). The highest rate of stagnation for male (5.31%) and female (3.53%) is identified during ‘before SSA’ Programme (2000-01).

The data analysis further reveals that in standard VIII the average stagnation rate of children ‘before SSA’ is 3.68% for male and 2.81% for female children and ‘after SSA’ the stagnation rate is 1.25% for male and 0.94% for female children.
From the general analysis, it is identified that in standard VIII the average stagnation of the female children (1.88%) is less than that of the male children (2.45%).

28. The comparative analysis of stagnation rate of the children of standard VIII as per the variable gender reveals that the calculated 't' value (4.48) is greater than the table value at 0.01 level and it is found that there is significant difference between the stagnation rate of male and female children of standard VIII for six years (1999-2005).

SECTION F

ANALYSIS OF THE DROPOUT RATE OF CHILDREN DURING THE PERIOD “AFTER SSA” (2002-2004) - STANDARD WISE AND TEST OF SIGNIFICANCE

29. The general analysis of the dropout rate of children of standards from VI to VIII shows that the dropout rate decreases as standard increases. From the status of dropouts from the year 2002 to 2005, it is identified that the rate of dropout gradually decreases from 2002. It is generalised that the SSA has an impact on reducing the drop out rate of children of middle schools.

30. The comparative analysis between the dropout rate of children of standards VI and VII reveals that the calculated 't' value (16.68) is greater than the table value at 0.01 level and it is found that there is significant difference between the dropout rate of children between the standards VI and VII during the period after SSA.
31. The comparative analysis between the dropout rate of children of standards VI and VIII reveals that the calculated 't' value (26.85) is greater than the table value at 0.01 level and it is found that there is significant difference between the dropout rate of children between the standards VI and VIII during the period after SSA.

32. The comparative analysis between the dropout rate of children of standards VII and VIII reveals that the calculated 't' value (17.47) is greater than the table value at 0.01 level and it is found that there is significant difference between the dropout rate of children between the standards VII and VIII during the period after SSA.

SECTION G

ANALYSIS OF THE STAGNATION RATE OF CHILDREN DURING THE PERIOD “AFTER SSA” (2002-2004) - STANDARD WISE AND TEST OF SIGNIFICANCE

33. The general analysis of the stagnation rate of children of standards from VI to VIII shows that the stagnation rate decreases as standard increases. From the status of stagnation from the year 2002 to 2005, it is identified that the rate of stagnation gradually decreases from 2002. It is generalised that the SSA has an impact on reducing the stagnation rate of children of middle schools.

34. The comparative analysis between the stagnation rate of children of standards VI and VII reveals that the calculated 't' value (6.27) is greater than the table value at 0.01 level and it is found that there is
significant difference between the stagnation rate of children between the standards VI and VII during the period after SSA.

35. The comparative analysis between the stagnation rate of children of standards VI and VIII reveals that the calculated ‘t’ value (7.41) is greater than the table value at 0.01 level and it is found that there is significant difference between the stagnation rate of children between the standards VI and VIII during the period after SSA.

36. The comparative analysis between the stagnation rate of children of standards VII and VIII reveals that the calculated ‘t’ value (0.57) at 0.01 level and is less than the table value and it is found that there is no significant difference between the stagnation rate of children between the standards VII and VIII during the period after SSA.

SECTION H

OVER ALL COMPARATIVE ANALYSIS OF DROPOUT AND STAGNATION RATES DURING THE PERIODS ‘BEFORE SSA’ AND ‘AFTER SSA’. – YEAR WISE AND GENDER WISE

37. From the overall comparative analysis on the basis of periods (years) and gender, it is observed that both stagnation rate and dropout rate have been gradually decreasing after the implementation of SSA and the stagnation rate of the female children is less than that of male children during the period after SAA programme. It is found that in the
year 2004-05 for both male and female children the stagnation rate becomes less than one percentage.

38. ‘Before SSA’ period the dropout rate for both male and female children were less than that of the stagnation rate and ‘after SSA’ period the stagnation rate for both male and female children were less than that of the dropout rate.

39. The test of significance difference between the periods ‘before SSA’ and ‘after SSA’ programme, on the dropout rate for the standards from VI to VIII, it is identified that the calculated ‘t’ value (51.33) is higher than the table value at 0.01 level and which indicates that there is significant difference between the mean dropout rate of the period ‘before SSA’ programme and ‘after SSA’ programme for the children of standards from VI to VIII.

40. The test of significance difference between the periods ‘before SSA’ and ‘after SSA’ programme on the stagnation rate for the standards from VI to VIII, It is identified that the calculated ‘t’ value (78.73) is higher than the table value at 0.01 level and which indicates that there is significant difference between the mean stagnation rate of the period of ‘before SSA’ programme and ‘after SSA’ programme for the children of standards from VI to VIII.
SECTION I

ANALYSIS OF DROPOUT AND STAGNATION RATE ON THE BASIS OF THE INFRASTRUCTURE FACILITIES OF THE SCHOOLS AND TEST OF SIGNIFICANCE.

41. From the test of significance difference between the mean dropout rate of ‘A grade’ schools and ‘B grade’ schools, it is identified that the calculated ‘t’ value (18.69) is greater than the table value at 0.01 level and which indicates that there is significant difference between the mean dropout rate between the ‘A Grade’ and ‘B Grade’ schools and it is generalized that the infrastructure facilities have an impact on the dropout rate of children of standards from VI to VIII.

42. From the test of significance difference between the stagnation rate of ‘A grade’ schools and ‘B grade’ schools, it is identified that the calculated ‘t’ value (3.11) is higher than the table value at 0.01 level which indicates that there is significant difference between the mean stagnation rate between the ‘A Grade’ and ‘B Grade’ schools and it is generalized that the infrastructure facilities have an impact on the stagnation rate of children of standards from VI to VIII.
PART – II

PERCEPTION OF TEACHERS ON SSA PROGRAMME

I. The Responses of Teachers to Teachers’ Questionnaire on SSA Programme

The following 16 statements included in the Teachers Questionnaire as the merits of SSA programme under the open ended items and which were accepted as true by more than 80% of the teachers.

- SSA gives top priority to the education of girls.
- The SSA opens the door to avoid the child labour.
- The SSA gives importance to the co-curricular activities and extra – curricular activities.
- The SSA gives opportunities to create/increase the infrastructure facilities of the school such as classrooms, lab etc.
- Toilet facilities are made available in many schools only because of the introduction of SSA.
- The dropout rate has become reduced to a large extent because of the implementation SSA in schools.
- The students so far not enrolled in schools are encouraged to attend the schools.
- The residential schools have been started by SSA for the economically backward children.
- The SSA has created enough teaching and learning materials for enhancing the effectiveness of teaching.
• The more training programmes have been given to the teachers under SSA scheme.

• The SSA programme has given opportunities for the teachers to know new methods and techniques in the teaching learning process.

• The SSA has given sufficient financial assistance to the newly upgraded middle schools under Blackboard Operation Scheme.

• The SSA emphasizes the new skills in learning.

• The day to day problems of teachers in teaching and learning are given immediate and due consideration by conducting in service courses for the teachers under SSA programme.

• SSA provides all learning facilities in addition to education.

• A comparative statistics on the status of different schools provided by the SSA creates awareness among the school management and motivates teachers to have quality control in schools.

II. Teachers’ suggestion to improve SSA programmes

• Physical Education teachers must be appointed in the middle schools.

• The government can give proper advertisement about the achievement of SSA.

• Science laboratory is compulsory in all the middle schools.

• SSA scheme can be extended up to secondary level.

• Special concentration is needed for the physically handicapped children.

• Importance should be given for the spoken English at middle school level.
• Scholarship should be arranged for the economically backward class children.

• More concentration should be provided for the schedule caste and tribal children.

• Work book can also be supplied free of cost for all the subjects along with the subject books.

• Schedule Caste children in the management schools should be treated (priority) as that of government schools.

• Educational tour related to social science can be arranged.

• Sufficient number of teachers should be appointed in the middle schools.


III. Teachers’ experience in teaching after the introduction of SSA

• Individual skills of the students have been improved.

• Avenues for Innovate strategies of teaching at the middle school level have been created.

• Rate of learning of the students rises.

• Student’s percentage of scoring has been increased.

• Provision of new teaching materials makes teaching easy and effective.

• Creativity of the teachers at the middle school level increases.

• There is a provision for continuous and comprehensive evaluation in the teaching and learning process in the SSA programme.
IV. Teacher's experience in In-service training programme after the introduction of SSA programme

- Demonstrations of model classes made by the resource persons are very effective.
- Proper planning takes place to enrich the teaching and learning.
- Doubts related to subjects are clarified in the special academic oriented guidance and counseling programmes.
- Introduces new techniques in teaching.

V. Teacher's experience on the role of SSA in the academic achievement of the students

- Infrastructure facilities are increased to high extent.
- Status of SC and ST children has been increased.
- Promotion rate increases due to increase of attendance.
- Quality of team teaching increases among the students.
- Some of the Tribal students are not able to achieve the attainment in the education.
- Controls the child labour.
- The usage of TLM increases more creative thinking among the students.
- Out of school children also get chances to reach education.
VI Responses of Teachers to Order of preferences (Refer to Appendix)

For the statement No. 1.

The rank 1 is given by 108 teachers, 2 by 120 teachers, 3 by 75 teachers, 4 by 34 teachers, 5 by 42 teachers, 6 by 31 teachers, 7 by 16 teachers, 8 by 7 teachers, 9 by 12 teachers and 10 by 7 teachers.

For the statement No. 2.

The rank 1 is given by 40 teachers, 2 by 40 teachers, 3 by 80 teachers, 4 by 81 teachers, 5 by 52 teachers, 6 by 40 teachers, 7 by 53 teachers, 8 by 34 teachers, 9 by 16 teachers and 10 by 16 teachers.

For the statement No. 3.

The rank 1 is given by 104 teachers, 2 by 91 teachers, 3 by 33 teachers, 4 by 54 teachers, 5 by 41 teachers, 6 by 47 teachers, 7 by 38 teachers, 8 by 31 teachers, 9 by 8 teachers and 10 by 5 teachers.

For the statement No. 4.

The rank 1 is given by 9 teachers, 2 by 3 teachers, 3 by 6 teachers, 4 by 13 teachers, 5 by 38 teachers, 6 by 28 teachers, 7 by 53 teachers, 8 by 66 teachers, 9 by 94 teachers and 10 by 142 teachers.
For the statement No. 5.

The rank 1 is given by 42 teachers, 2 by 74 teachers, 3 by 77 teachers, 4 by 53 teachers, 5 by 70 teachers, 6 by 67 teachers, 7 by 31 teachers, 8 by 22 teachers, 9 by 10 teachers and 10 by 6 teachers.

For the statement No. 6.

The rank 1 is given by 94 teachers, 2 by 64 teachers, 3 by 62 teachers, 4 by 56 teachers, 5 by 32 teachers, 6 by 51 teachers, 7 by 43 teachers, 8 by 24 teachers, 9 by 13 teachers and 10 by 13 teachers.

For the statement No. 7.

The rank 1 is given by 18 teachers, 2 by 26 teachers, 3 by 67 teachers, 4 by 104 teachers, 5 by 86 teachers, 6 by 74 teachers, 7 by 45 teachers, 8 by 21 teachers, 9 by 6 teachers and 10 by 5 teachers.

For the statement No. 8.

The rank 1 is given by 2 teachers, 2 by 3 teachers, 3 by 3 teachers, 4 by 5 teachers, 5 by 16 teachers, 6 by 25 teachers, 7 by 47 teachers, 8 by 81 teachers, 9 by 140 teachers and 10 by 130 teachers.

For the statement No. 9,

The rank 1 is given by 21 teachers, 2 by 23 teachers, 3 by 37 teachers, 4 by 38 teachers, 5 by 37 teachers, 6 by 57 teachers, 7 by 91 teachers, 8 by 61 teachers, 9 by 43 teachers and 10 by 44 teachers.
For the statement No. 10.

The rank 1 is given by 11 teachers, 2 by 6 teachers, 3 by 12 teachers, 4 by 17 teachers, 5 by 39 teachers, 6 by 34 teachers, 7 by 35 teachers, 8 by 108 teachers, 9 by 110 teachers and 10 by 80 teachers.

5.2 RECOMMENDATIONS

In the light of the findings of the present study, the informal conversation with the subjects of the present investigation, the investigator has recommended the following:

1. Individual attention is necessary for making the teacher's job interesting and purposeful. This is possible only if the teacher pupil ratio should be minimised.

2. The parents should be involved in the educational programmes. Parent-teacher association should be encouraged and at least twice in a year the meeting of parents and teachers should be organised so that interaction can be made between them. This will facilitate the learning of the children in the schools.

3. Supervisors and inspecting authorities should make frequent visits to the schools and understand the problems in schools. They should work as the problem solvers rather than the fault finders.

4. Every school should have the basic infrastructure facilities to increase the quality and quantity of school education.
5. Pre-primary schools and nursery schools should be started nearest to the primary and middle schools.

6. Poverty is the most and primary reason for the dropout and so school uniforms, midday meals, text books, reading and writing materials should be provided based on the needs assessment of the children.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

The researcher has suggested the following for further researches.

1. This study was conducted middle school level only. This study can be conducted for the primary school level also.

2. A study can be done on the effectiveness of SSA on reducing dropout and stagnation in neighboring districts like Erode, and Nilgiris districts.

3. A study can be done on the effectiveness of Activity Learning Method which has recently been introduced by the government of Tamilnadu at the secondary level.

4. A study can be done on the effectiveness of various programmes of the central and state governments in controlling the dropout in primary schools.
5.4 GENERALISATIONS AND DISCUSSION IN THE LIGHT OF THE FINDINGS OF THE PRESENT STUDY

The Dropout and Stagnation are the threats to the Elementary Education for a long time. In spite of all the efforts taken by the Government the condition continues. But the educationists and administrators are satisfied that the rate of dropout and stagnation are reduced gradually. The recent efforts taken by the government to arrest stagnation and dropout by introducing SSA gives the positive outcome. This was also referred by V. Narayanasamy in his Doctoral research (2006) on Dropout and Wastage at the Primary level. The analysis made in different dimensions of the variables selected for the present investigation reveals the common finding that the SSA programme has contributed significantly in increasing the quality of Education in the Middle School level. The following are some of the generalisations made by the investigator in the light of the findings of the present investigation.

- The general analysis of the rate of reaching higher standards (VI to VII) by the children gives the finding that the rate of children reaching higher standard is higher during the period ‘after SSA’ programme than that of the period ‘before SSA’ programme.

- From the analysis of the dropout rate of the two periods, it is generalized that dropout rate of both male and female children during the period, ‘before SSA’ programme is higher than that of the period, ‘after SSA’ programme.
• From the statistical analysis, it is identified that there is a declining rate of drop out during the second period and therefore it is interpreted that the SSA programme has a positive effect on reducing dropout rate of children.

• From the analysis of the stagnation rate of the two periods, it is generalized that stagnation rate of both male and female children during the period, 'before SSA' programme is higher than that of the period, 'after SSA' programme.

• From the year-wise analysis of the dropout rate of the children of the standards from VI to VIII, from the years 1999-2004, the following interpretations and generalizations is made by the investigator. The dropout rate of children reduces year after year and the rate of reduction is higher during the period 'after SSA' than that of the period 'before SSA' programme.

• From the year-wise analysis of the stagnation rate of the children of the standards from VI to VIII, from the years 1999-2004, the following interpretations and generalizations is made by the investigator. The stagnation rate of children reduces year after year and the rate of reduction is higher during the period 'after SSA' than that of the period 'before SSA' programme.

• Gender-wise analysis of the dropout rate of children of the standards from VI to VIII, from the years 1999-2004, comes out with the following
generalisation that the dropout rate of male and female children reduces continuously and constantly for the entire period and the rate of reduction is found higher during the period 'after SSA' than that of the period 'before SSA'.

- The investigator concludes that gender-wise analysis of the stagnation rate of children of the standards from VI to VIII, from the years 1999-2004, the stagnation rate of male and female children gets reduced in all the years for the entire period accounted for the present investigation and the rate of reduction is higher during the period 'after SSA' than that of the period 'before SSA'.

- From the general analysis of 'after SSA dropout rate' of children for the standards from VI to VIII it is found that the dropout rate started reducing significantly in all the years from 2002 to 2005.

- From the general analysis of 'after SSA stagnation rate' of children for the standards from VI to VIII it is found that the stagnation rate started reducing significantly in all the years from 2002 to 2005.

- From the Year wise, gender wise and standard wise comparisons through 't' tests (test of significance of the difference between the mean rates) of dropout and stagnation, the investigator generalises that there is a significant difference between the mean rate of dropout and stagnation and therefore it is concluded that the SSA programme has contributed significantly in reducing the rate of dropout and stagnation of children studying at the middle school level.
• The comparisons of the dropout and stagnation rates on the basis of the Infra Structure Facilities available in the schools offer the findings that, the Infra Structure Facilities contributed significantly in reducing the dropout and stagnation rates of the children at the middle school level.

5.5 CONCLUSION

For the present study, the investigator attempted to study the dropout and stagnation of the children of standards from VI to VIII for six years from 1999-2004 in Coimbatore district which consists of 22 blocks. The objectives of the study were fulfilled by testing the hypotheses framed for the present study. It is also true that the problem of dropout and stagnation were considerably reduced after the introduction of SSA. All the measures of the government should concentrate on the root cause of drop out and stagnation. Investigator had attempted to focus the present status of middle schools in dropout and stagnation. Besides the efforts taken by the government, the combined efforts of parents, teachers and the voluntary organizations would make it quite possible to arrest the drop out and stagnation rate of the children in middle schools.