CHAPTER V

SUMMARY AND CONCLUSIONS

5.1 SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Disadvantaged is an omnibus category. It includes the scheduled caste, scheduled tribe and women. It also includes the socio-economically deprived groups, slum dwellers, and neglected minority groups. The physically challenged, the blind, deaf, dumb and mentally challenged also fall in this category.

The scheduled castes constitute 15.7 per cent of India’s population (1981). The spatial distribution reveals that it is fairly wide spread across all slates of the country. The distribution of the scheduled caste population shows its large concentration in rural as compared to urban areas. The multi-religious plural society in India has a further complexity in shape of a rigid social stratification based on a hierarchical caste system. While discrimination based on caste is publically denied by all, caste consideration continue to play a dominant role in many sphere of the polity. The situation is particularly depressing in rural areas as the scheduled castes and the other backward communities continue to be marginal farmers, agricultural labourers in rural India, their spatial distribution is fairly ubiquitous. Although untouchability was declared a sin against man and God by Gandhiji, and has been abolished by law, it is unfortunately practised in villages in different degrees. The social discrimination which these caste groups suffer from, in addition to economic deprivation, presents a more difficult barrier in obtaining benefits of any developmental efforts, including educational opportunities. Scheduled
Caste children, because of their socio-economic conditions find it hard to be in schools.

The scheduled tribes of India are the disadvantaged groups in the Indian society. Primitiveness and backwardness are the hallmark of a tribe. Since independence the tribal communities all over the country are provided many incentives by the central and state governments so as to fulfill the constitutional obligations of providing compulsory and free elementary education to the children in the age group of 6-14 years and bring them at par with the non-tribal children. But the tribal children have not been able to benefit fully inspite of all the facilities and incentives. Due to various reasons they are forced to leave the schools without completing even the primary education. The tribal people of Himachal Pradesh are mostly habitated in the districts of Kinnaur, Lauhal-Spiti, Chamba and Kullu. They are simple and straightforward people living in a state of isolation due to difficult geographical terrain. They have little means to utilise the vast resources they possess. The poverty forces their family members to send their children out from the homes for manual work for earning their livelihood and, hence the children are deprived of getting basic primary education. Moreover, adults, being illiterates, are not interested in sending their children to schools. Even if some of them go to school, they fail to attain minimum level of education.

After the formation of Himachal as a separate state, various specific programmes were launched for the education of children of different tribes. But inspite of all the efforts by the government and other voluntary agencies there are certain obstacles which came in the way in the effective implementation of the literacy programmes launched for the benefit of children in the tribal areas.
Gender disparity is a significant factor characterising the Indian society. Even though the woman play a very important role in agriculture, handicrafts and many other economic activities, they enjoy an unequal status in the family as well as the society. While there are several deprived sections in the Indian society, within these groups women happen to be doubly disadvantaged. Thus, this situation, combined with numerous complex socio-cultural and economic factors have made women the most deprived group as far as education is concerned. Despite facilities for education easily available for boys and girls, there is significantly lower level of utilisation of facilities by the girls and women. While this issue has started receiving serious attention of the society, a lot has yet to be done to enable women to achieve equality and play their legitimate role in the process of socio-economic development. It is wildly recognised that a change in the situation of the women hold the key to social transformation, including educational development in India.

Most of the groups subjected to social discrimination and also suffer from serious economic deprivation. Children of these poor families join the workforce at a vary early age in order to supplement the income of the family. The problem of the child labour is of a very large dimension. There are about 40 million child labourers in the country. This is particularly true in case of the girl child who is required to do a variety of household chores such as looking after young siblings, fetching water, fuel and fodder. Adults as well as children of poor families are not in a position to make use of educational opportunities for various reasons.

Himachal Pradesh is the small hill state of the Western Himalayas, where education is the norm for children. The earlier investment on elementary education is now paying off. It is at a stage now where the universalisation of elementary education is within its
reach including in its most difficult pockets. This is an enormous achievement for a state with such topography. Education is possibly one of the biggest empowering factors in Himachal society today enabling most people to reach a certain minimum level.

Himachal Pradesh has been moving towards Education For All for quite some time. In that sense the vision of children’s access to education has been shared by the Constitution makers as well as the state of Himachal Pradesh. Himachal has also followed programmes aimed at improving educational achievements. In 1979, it set up the National Adult Education Programme which aimed at providing literacy to the 15-35 age group. To achieve the aims of making all adults literate, the National Literacy Mission set up 2,300 adult education centres and over 300 Jan Shiksha Milayams in 1990-91. The total literacy campaign was started in 1992. It was aimed at the 9-45 age group. It planned to make the whole state literate by 1996. Out of school children in the age group were to be given top priority by getting them into the formal education system so as to achieve universalisation of elementary education. The Department of Welfare started residential schools for the benefit of disabled children. There were special schemes for SC/ST children. Free textbooks were to be provided to SC/ST children in classes 1-10 in all areas in the state. Tribal girls from classes 6-10 were given a scholarship of Rs. 50 per month apart from an annual grant of Rs. 2000. Girls all over Himachal were to be given free education up to university level. Non-formal education centres were to be opened in schools where enrolment was below ten, except in Lahaul & Spiti. More recently, physical education was to be promoted under community auspices. Five hours of extra-curricular activities per week were to be included in the school schedule. The people of Himachal therefore, have had enhanced opportunities to live life with dignity.
At the same time there have been several constraints. Access to school, both primary and upper primary, is a tremendous problem in Himachal Pradesh. About 20-25 percent of children do not have access to schools according to national norms. If we take into account the topography of the region, then the problem is even greater. Himachal’s educational progress has been hampered by the common ills of the Indian education system. One major problem, just as in plains, is school quality. The weight of the curriculum, for example, is an issue which plagues children, rich or poor, all over the country including Himachal Pradesh.

The research studies conducted by various agencies (PROBE, 1997, DE et al. 2002) provide an empirical evidence with regard to educability of children and adult population with special reference to the disadvantaged groups. However, the research studies conducted in educationally backward districts of the state covered under DPEP (Singh & Gautam, 1996; Koul, et al. 2000) highlight the problems of low achievement syndrome, lack of schooling facilities, inadequacy of in-service teacher education programmes, and low parental socio-economic status prevailing in these districts. The situation in other districts remains more or less the same. Since the problem of retention of children for universal elementary education, quality of elementary education and schooling facilities still remain unsolved and call for further exploration, it was thought worth to undertake the research study pertaining to the education of the disadvantaged groups at the elementary stage in Himachal Pradesh which is stated as under:

EDUCATION OF THE DISADVANTAGED GROUPS AT ELEMENTARY LEVEL IN HIMACHAL PRADESH: AN EVALUATIVE STUDY.
Objectives of the Study

1. To study enrolment pattern of girls, scheduled caste and scheduled tribe children in Himachal Pradesh since 1971.

2. To identify the causes of drop-out and non-enrolment among disadvantaged groups of children for universalisation of elementary education as perceived by school teachers.

3. To identify causes of drop-outs and non-enrolment among children in the age group 6-14 years with special reference to disadvantaged groups, namely, girls, scheduled caste and scheduled tribe children as perceived by parents of dropout children.

4. To identify causes of drop-outs and non-enrolment among children in the age group 6-14 years with special reference to disadvantaged groups, namely, girls, scheduled caste and scheduled tribe children as perceived by parents of school going children.

5. To study the differences in achievement among elementary school students belonging to different disadvantaged groups: girls, scheduled caste and scheduled tribe children.

6. To seek suggestions from parents and school teachers to improve status of education of the disadvantaged groups for the purpose of universalisation of elementary education.

Design of the Study

Descriptive survey method was used for the conduct of the present study in order to obtain the information as perceived by teachers at elementary school level, parents of school going, and drop-out children. Achievement of class V students of educationally advanced districts and educationally backward districts in Hindi,
Mathematics and EVS were compared gender-wise, category-wise and area-wise.

**Sampling**

Sampling for the present study was done using the appropriate sampling technique. Two educationally advanced districts and two educationally backward districts, on the basis of composite index of total and male/female literacy rates of 1991 census, were selected out of twelve districts of Himachal Pradesh. Further from each district one educationally advanced and one educationally backward block was selected randomly. From each of these educational blocks (one each belonging to educationally advanced and backward blocks from four districts), a cluster of 10-15 Panchayats was taken to cover all primary/middle/high schools having classes up to grade VIII.

Household survey was made to identify the dropout children in the age group 6-14. The parents of school going and drop out children were interviewed. From class V students a cluster groups of 20% students were selected randomly for making comparisons in achievement in Hindi, Mathematics and EVS – gender-wise, area-wise and category-wise.

**Tool Used**

Two Interview Schedule were developed and used for collecting information for the conduct of the study. One Interview Schedule was used for collecting information, from the teachers teaching primary classes, about the factors relating to primary education. This schedule sought information about the school factors which were helpful in increasing the enrolment of children, constraints in the promotion of elementary education among the school going children and causes of the drop outs. Another Interview Schedule was also prepared and used
for collecting information from the parents whose children were studying or had dropped out from the school before completing their elementary education. The main aim of the interview schedule was to seek information from the parents about their families, education of children, factors that are helpful in increasing the enrolment of children at elementary level and factors which prevent them from sending their children to schools.

Three norm-referenced achievement tests were also developed on the basis of the syllabus of class V students of Hindi, Mathematics and EVS prescribed for class V students. Achievement differences were computed area-wise; gender-wise and category-wise.

Data Collection

For collecting reliable and valid data, the researcher first of all contacted the school teachers and parents of school going and drop-out children and convinced them about the utility of the study. They were told about the purpose of the interview schedules given to them. Norm-referenced achievement test in Hindi, Mathematics and EVS were administered to Class V students of educationally advanced and educationally backward districts.

Analysis and Interpretation of Data

The information gathered through Interview Schedules from the teachers teaching at the elementary stage, parents of school going and drop-out students were tabulated item-wise in the form of frequencies for each item of the tools separately. The frequencies were converted into percentages and the data were analysed and interpreted item-wise. For the achievement tests mean, S.Ds and CR values were computed and interpreted area, gender and category-wise.
5.2 CONCLUSIONS

- The enrolment of children at primary and upper primary stages has considerably increased from 1970-71 to 1999-2000. The percentage share of enrolment at upper primary stage to primary stage has shown a significant improvement i.e. 31.84 to 54.12 per cent over the period 1970-71 to 1999-2000. However, it is not satisfactory, as it is evident that all the children enrolled at primary stage do not enter the upper primary stage for UEE.

- The enrolment of girls at primary and upper primary stages is considerably low. All the girls who enrolled in primary school cannot reach in the upper primary stage. The data indicated that rate of drop-out was high during 1970-76. There has been slow improvement in the percent share of enrolment at upper primary stage to primary stage. But yet the rate of enrolment of girls at upper primary stage is not satisfactory.

- The enrolment of scheduled caste students at primary and upper primary level is considerably low during the period 1970-71 to 1975-76. But there is rapid growth in the enrolment of scheduled caste students at primary to upper primary level from the period 1980-81 to 1999-2000 which seems to fulfill the requirement of UEE.

- The enrolment of scheduled tribe students at primary and upper primary stages was low during the period 1970-71 to 1975-76. There has been slow increase in the enrolment of scheduled tribe students. The enrolment of scheduled tribe students at primary and upper primary stages was not satisfactory during this period.

- The enrolment of scheduled caste girls students at primary and upper primary level was low during the period 1970-71 to 1980-
81. However, during 1985-86 to 1999-2000 there has been slow growth in the enrolment at primary and upper primary stages. The rate of drop-out at upper primary stage was high during 1975-76.

- The percentage of enrolment of scheduled tribe girls at primary and upper primary stage was comparatively low during 1970-71 to 1980-81. During this period the rate of drop-out was very high. After 1985-86, there has been slow growth in the enrolment of scheduled tribe girls at primary and upper primary level.

- The percentage enrolment of girls in general, scheduled caste and scheduled tribe was not satisfactory during 1970-71 to 1999-2000. It is below the requirement of UEE. There has been slow growth in the enrolment of girl students in all categories. The enrolment of schedule tribe girls students was comparative low during 1970-71 to 1980-81.

- All the girls who enrolled at primary stage cannot reach the upper primary level. The rate of enrolment at upper primary stage in all categories i.e. general, SC and ST girls has been low as compared to the girls of same group at primary level.

- In the early decade i.e. 1971-81 the share of enrolment in scheduled caste and scheduled tribe girls students was low as compared to general group. There has been positive trend in the growth of enrolment of girls at upper primary stage from 1970-71 to 1999-2000. The percentage of enrolment of scheduled tribe girls was low as compared to scheduled caste girls.

- The enrolment of scheduled caste girls vary at the primary and upper primary stage. All the scheduled caste girls who enrolled at primary stage do not reach at upper primary stage. There was slow increase in the enrolment of scheduled caste girls at
primary and upper primary stage and hence did not fulfill the requirement of UEE.

- A large number of parents of drop-out students are farmers and labourers. They require the help of their children in their household and agricultural work and hence under this constraint the parents are not able to spare their children for school.

- Due to low income of parents a large number of drop-outs children are required to provide assistance to their parents in the agricultural and other domestic works. This has been one of the reasons which compel children to drop-out from the schools.

- The phenomenon of drop-out is more amongst large and medium families. It is less evident in case of small families. This may be attributed to the fact that in case of small families, parents seem to take care of the children to be regular in the schools which enhances chances of increased enrolment and retention.

- The parents of drop-out children are either illiterate or less qualified. Majority of fathers of drop-out children are illiterate and a very few have qualification below primary.

- None of the fathers of the drop-out children are matric and above matric. A large number of parents of drop-outs have illiterate and less qualified mothers.

- The results indicate that the phenomenon of drop-out is more where the parents have 5 or more than 5 children. In such conditions parents can neither pay personal attention nor fulfill the needs of their children including their educational need.

- Parents of drop-outs girls mostly feel that educated girls hesitate to perform household and agricultural work and they find it difficult to find a life partner for their educated girls. The parents
of drop-out girls have no special status in the village. Most of them believe in the caste system.

- Majority of parents of drop-outs are from scheduled tribe, scheduled caste of both educationally advanced and educationally backward districts and their children mostly faced difficulty in their studies.
- A large number of drop-out children faced financial problems and their school is far off from their village.
- All the drop-outs children faced difficulties in their education. But their parents hesitate to meet the teachers of their children to discuss their academic problems.
- In majority of cases, the drop-out children had no provision of schools in their respective village, as a results the students get tired and do not get spare time to study as the school is located at a distant place from their villages.
- Major reasons of drop-outs from the schools are the economic problems and repeated failures. The parents of such children feel disheartened and disappointed when their children left the schools.
- A good number of students faced difficulty because adequate instruction was not provided to them in the initial stage of their education and most of the students have had their early education in the primary schools of poor quality. Hence while these students had to study alongwith the other students, they found it difficult to cope up in their classroom work and this led them to leave the school.
- A large number of drop-outs felt difficulties in Mathematics and English. The parents of such children have no rapport with the teachers because they hesitate to meet the teacher.
A large number of parents of school going students of educationally backward districts, scheduled caste of both educationally advanced and educationally backward districts and scheduled tribe are farmers and labourer whereas majority of parents of educationally advanced districts of general category are employees and small businessmen.

The annual income of a large number of parents of school going students of educationally backward district and scheduled caste of both educationally advanced and educationally backward districts is upto Rs. 1000/- whereas parents of educationally advanced districts of general category and parents of scheduled tribe are in the income range of Rs. 1500 to Rs. 3000.

Majority of fathers of school going children of educationally backward district of both categories of general and scheduled caste and scheduled tribe are illiterate and below primary whereas the parents of educationally advanced districts of both categories i.e. general and scheduled caste have the educational level above primary to above matric.

The large number of mothers of school going students of educationally backward districts of both categories i.e. general and scheduled caste and mothers of scheduled tribe students are illiterate and below primary whereas mothers of educationally advanced districts of both categories i.e. general and scheduled caste have the educational level above primary up to matric.

Majority of parents of school going students of educationally backward district of both categories i.e. general and scheduled caste and scheduled caste of educationally advanced districts and parents of scheduled tribe have 2 to 6 children whereas
parents of educationally advanced district of general category have 2 to 4 children.

- The large majority of parents of school going students of both educationally advanced and educationally backward districts of all categories are providing education to their children so that they are able to earn livelihood. In case of girls the parents provide them education to earn livelihood and to find suitable life partner. About 90 per cent parents of school going students are providing education to their girls. They want to provide education to their girls even up to M.A. level.

- Majority of parents of school going students of scheduled caste, scheduled tribe and OBC are of the opinion that no scholarship is provided to their children. They further explained that attendance scholarship is also not provided to them because of their irregularity in attending the school.

- All parents of school going scheduled caste and scheduled tribe students are of the opinion that their children faced the problems in case of lack of financial support and shortage of teachers in the schools.

- Most of the parents of both educationally advanced and educationally backward districts of school going students are of the opinion that their children faced problems in studies especially in the subjects of Mathematics and English as these subjects were not taught properly in the beginning by the teachers. The parents neither meet the teachers nor fulfill the demand in respect of help in home as suggested by the teachers because of poverty and illiteracy.

- The qualification of primary school teachers is matric. However, there are very few teachers whose academic qualification is B.A.
and M.A. Majority of primary school teachers have professional qualification.

- In educationally advanced districts, 80 per cent teachers are permanent whereas in educationally backward districts only 55 per cent teachers are permanent.

- 32.5 per cent teachers of both educationally advanced and educationally backward districts faced problem due to their temporary job.

- Majority of primary school teachers of both educationally advanced and educationally backward districts have teaching experience of 15 years or more, whereas 23 per cent teachers have teaching experience of 5 years or more than five years.

- Most of teachers of educationally backward districts have the fear of transfer.

- A large number of teachers of both educationally advanced and educationally backward districts are of the opinion that Hindi should be the medium of instructions whereas few teachers suggested Hindi and Regional language.

- A large number of primary school teachers i.e. 70 per cent of both districts do not devote any time for the preparation of their lessons and most of teachers adopt either reading or lecture method in teaching.

- Most of teachers of educationally advanced districts expressed that enrolment of students is satisfactory whereas majority of teachers of educationally backward districts are of the opinion that enrolment of students is not satisfactory because of illiteracy of parents, poverty, lack of facilities, household work and lack of interest in education by parents.

- Majority of teachers of educationally advanced districts are of the opinion that the enrolment of girls at primary level is satisfactory.
However, in case of education backward districts, majority of teachers are of the opinion that enrolment of girls is not satisfactory.

- A good number of teachers of educationally advanced and educationally backward districts are of the opinion that enrolment of scheduled caste and scheduled tribe students at the elementary level is satisfactory.

- A large number of teachers of educationally advanced and educationally backward districts expressed that government has made provision of schools within two Km., 2-3 classrooms in the schools, mid-day meal, scholarships for scheduled caste and scheduled tribe, audio-visual aids and games material. However, some teachers are not satisfied by these steps as there has been irregularity in providing mid-day meals to the children, lack of provision of separate toilet for girls, lack of teachers, insufficient classrooms and delay in awarding scholarship.

- Students of educationally advanced districts had significantly better performance in Hindi than the students of educationally backward districts across gender groups.

- Performance of the students of educationally advanced districts in Mathematics was better in comparison to the students of educationally backward districts.

- Boys of all categories have performed more or less equally in the subjects of Hindi, Mathematics and EVS.

- All students of educationally advanced districts including boys and girls performed better in EVS than the boys and girls of educationally backward districts.

- Girls and boys of general category performed better in Mathematics than the girls of scheduled caste and scheduled tribe students. The performance of boys of scheduled caste,
scheduled tribe and general group in Mathematics was more or less the same.

- Students of general category and scheduled caste students of educationally advanced districts performed better in Hindi than the general students of educationally backward districts, scheduled caste students and scheduled tribe students of educationally backward districts.

### 5.3 EDUCATIONAL IMPLICATIONS

The findings of the study have the following implications for the education of the children at the elementary level in Himachal Pradesh which may be of immense use to the educational planners, administrators, teachers, parents and community members in the context of the goal of Universalisation of Elementary Education (UEE) and Education for All (EFA):

- The parents of the disadvantaged groups, being illiterate and poor, cannot afford to send their children to schools. Due to economic necessity of the family, the children of these poor families are forced to work as labourers and to attend household work like cattle grazing, wood cutting, farming etc. in order to help their families in terms of some economic benefits. Moreover, due to the illiteracy the parents do not develop favourable attitude towards the education of their children. To improve upon the situation it is suggested that government should provide some monthly financial assistance to such disadvantaged children who are engaged in those activities which bring some economic benefits to the poor families. It is also suggested that the illiterate parents of such children should
also be given some financial incentives so that they can also
attend the adult education centres.

- Adequate staff should be provided in the primary schools
  situated in the tribal and remote areas of educationally backward
districts. Moreover, the schools should seek the help of voluntary
organisations like Panchayats and Mahila Mandalas operating in
these areas. The services of the retired educated tribal people
may also be sought in educating the tribal children and the
illiterate parents.

- Since there is no provision of games and co-curricular activities
  in the primary schools, some activities in the form of indoor
games, film shows both for educational and recreational
purposes may be made in the schools. In every primary schools
one post of physical instructor should also be created.

- Nourishment Programme like mid-day meal should also be made
  on regular basis in the schools. This incentive will be helpful in
  retaining the children, especially those belonging to the low
  socio-economic status for the stipulated school hours through
  out the session.

- The curriculum for the tribal children and the children of remote
  areas of educationally backward districts should be related to the
  occupational needs of their families. They should also be
  educated about their environment and culture alongwith the
  normal courses of study so that these children may not feel cut
  off from the needs of life in their educational process.

- Efforts should be made to establish community centres in the
  tribal and remote areas of educationally backward districts with
  the facilities of radio, televisions, news papers and other ready
  materials covering variety of content in the form of information
  and recreation so as to compensate for the poor home
environment. These facilities may also prove helpful in creating awareness among illiterate parents about the education of their children.

- More and more non-formal education centres should be opened in tribal and remote backward districts/areas so that the children who drop-out from the schools due to poverty, illiteracy of parents and household work etc. may be able to attain minimum level of education as envisaged in the Constitution.

- More and more Balwadi and Anganwadi centres should also be opened in all the districts of Himachal Pradesh so that the parents may send their younger children to these centres for pre-schooling education which is essential for the development of the children. This will also give some relief to mothers who are to perform various duties like farming, cattle rearing etc.

- Some instructional strategies have been found helpful in better learning of the children. The teachers working in tribal and backward areas of Himachal Pradesh be oriented through certain refresher courses for getting an understanding of these strategies so that they are able to apply them in teaching the children to overcome the phenomenon of poor achievement which significantly contribute in drop-out problem.

- Trained and permanent teachers should be recruited at the primary level to get the better results.

- Government should make the provision of separate classrooms, separate toilet for girls, and playground in the primary schools especially in the rural areas.

- Attendance scholarship should be provided to all the scheduled tribe and scheduled caste students, girls and the students of educationally backward districts/areas to achieve the 100 per cent enrolment.
The achievement levels of the students can be considerably enhanced with use of various mastery learning strategies which need extra efforts on the part of the teachers and no financial implications are involved.

The teachers need sufficient practical orientation in the development and use of unit/interm tests in formative evaluation at the primary level. These tests are quite useful not only in diagnosing the difficult areas of the students but also helpful in planning the remedial measures for overcoming the difficulties and consequently in enhancing the learning outcomes of the students.

In order to measure the enrolment of children and also to reduce the phenomenon of drop-out among children at elementary stage the school in general and the teachers in particular can provide a congenial situations through joyful teaching-learning activities and friendly evaluation. It is suggested that the heads and the teachers of the elementary schools should be provided orientation in the measures which they may undertake in the actual school situations for making the overall climate of the school joyful and attractive. The dramas, morning prayers, celebrating the birthday of the students in the school, celebration of the national day, statehood day, birth anniversary of the great personality like Mahatma Gandhi, Jawahar Lal and Subhash Chander Bosh etc. and some of state political leaders and social activists need to be introduced in the school. While celebrating these functions parents should be invited to schools.

Village Education Committees (VECs) should be organised in every village of the state for the success of any educational programmes, especially in rural and tribal areas, by actively involving the community members.
Parents-Teachers Association should be formed in every primary school, in which mothers may be given more prominent roles. This will help in the increasing enrolment and retention among children.

It was usually found especially in the educationally backward districts that the number of teachers in the primary schools is very less and in some cases it is as low as one. Thus it becomes difficult for the single teacher to attend all the classes. Moreover, most of the vacancies in the primary schools in educationally backward districts are vacant whereas there are surplus teachers in the primary schools of educationally advanced districts. This practice needs to be stopped at the earliest. The primary schools in rural areas be provided teachers as per the sanctioned post/vacancy.

The finding of the study indicate that permanent teachers are scared of their transfers whereas the temporary teachers are scared of losing their job/station. This phenomenon adversely affect the enrolment and achievement of the students. It is suggested that government must form a transfer policy based on some reasonable rationale. Teachers should be recruited on regular basis, at the time of recruitment, preference may be given to the candidates who hale from the areas where the schools are located and preference must be given for the lady teachers who are well versed with the dialect of the area. This will also facilitate the communication between the teachers and the students and consequently help in enhancing their achievement levels.

To enhance the achievement level of the students at elementary level, the teachers need be given orientation in the use of innovative methods of teaching and evaluation. Practical
demonstrations should become an integral part of orientation programmes designed for teachers. Theory oriented programmes hardly serve the purpose of bringing qualitative and innovative changes in teaching, learning and evaluation strategies. Each DIET must adopt a couple of primary schools, where the teaching faculty of the concerned DIET should teach primary classes by demonstrating the use of new methodology and innovative techniques in actual school situation. This will help the concerned DIET in designing need based course content and employing desired teaching strategies during the orientation programme.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

- The present study was delimited to Kinnaur, Sirmour, Mandi and Hamirpur districts of Himachal Pradesh. Similar studies may also be conducted on the other districts of Himachal Pradesh.
- Studies similar to the present study may be taken up on samples drawn from secondary and senior secondary schools.
- Studies including various variables other than those included in the present study may also be undertaken.
- Experimental studies may be conducted to evaluate the effectiveness of new teaching learning strategies in the teaching of disadvantaged groups at the school level.
- Intensive studies of groups like scheduled caste, scheduled tribe and other socially backward communities as well as the economically weaker sections of the community (small and marginal farmers, labourers and those who fall below the poverty line) in terms of their participation in development programmes may be carried out to reduce disparities in rural and tribal areas.
Since achievement of students shows decline, research studies on the use of continuous evaluation. Students based on diagnostic remedial measures may be undertaken.

Role of voluntary agencies in promoting educability of children may be evaluated to bring better co-ordination between school and community.

Action researches and case studies may be undertaken to look into specific problems faced by school teachers, students and parents to provide data base to educational authorities for improving elementary school education.

Causal-comparative studies may be conducted covering both educationally advanced and educationally backward areas to look into school status, teachers effectiveness and learners’ performance within the state and the country as well, so as design educational programmes in terms of area specific and population specific contextual framework.