

CHAPTER V

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5.0 OVERVIEW

The aim of the present study was to measure the Impact of SARVA SHIKSHA ABHIYAN (SSA) on Access, Enrolment, Retention, Dropouts and Achievement in Elementary Education at Dharmapuri District. The Data were collected through the tools developed by the investigator named QAERDA and Scholastic Achievement Test (SAT). After analyzing the data, the framed null hypotheses were accepted or rejected based on the results derived from the analysis. This chapter presents Findings of the Study, Discussion, Conclusion, Educational Implications and Suggestions for Further Study.

5.1 FINDINGS OF THE STUDY

Findings of the present study are presented below under section A, B, C and D.

5.1.1 Section A: Access, Enrolment, Retention, Dropout and Achievement.

A.1 FINDINGS ON ACCESS

1. From the 18 sample Schools, 6 schools were classified as High Access Schools, 10 schools were as Average Access Schools and remaining 2 schools were classified under Low Access Schools.
2. Among the 8 middle schools, 4 schools come under High Access and other 4 schools come under average access.
3. There is no Low Access Middle School in the sample.
4. Among 6 high schools 2 schools for each category like come under High Access, Average Access and Low Access.
5. Among 4 Higher Secondary Schools all the 4 schools come under the Average Access Category.

SSA Provided access to 89% of Schools in average and above average level.

A.2 FINDINGS ON ENROLMENT

6. Overall Enrolment rate was gradually increased from 96% to 99.75% during the Years 2001 to 2005 in the selected schools. The percentage of the girls Enrolment was higher than the boys.

Enrolment rate was increased during the period of SSA at 3.75%.

A.3 FINDINGS ON RETENTION AND DROPOUT

7. The retention rate was increase from 94% to 97% in different years from 2001 to 2005. The year 2004 the retention rate was very low. The next, year 2005 it was increased to 97%.
8. In Middle Schools the retention rates were gradually increased from 95%, 98% in the years of 2001-2005. At the same time the dropout rates decreased from 5% to 2% in the above said years.
9. In the High Schools the Retention Rate was increased 89% to 98% and the Dropout rate was decreased from 11% to 2%. In the year 2004, the dropout rate was very high (11%)
10. In Higher Secondary Schools the Retention rate was increased from 95% to 98% from the years 2001 to 2005. In the year 2003 and 2004, the retention rate was 95%. At the same time the dropout rate was decreased 4% to 2% in the above said years.

In High Schools Retention Rate were increased more than the Middle Schools and Higher Secondary Schools.

11. In the Multigrade Schools Retention rate was 95%, 95%, 93%, 90 and 95 in the years 2001, 2002, 2003, 2004 and 2005 respectively. The dropout rates were 5%, 5%, 7%, 10% and 5% in the above mentioned years. It is observed that in the year 2004 the dropout rate was very high (10%). But the following years it was decreased to 5%.

12. In the Monograde Schools, the Retention rate was 95% to 98% in different years from 2001 to 2005. The dropout rate was decreased from 5% to 2%.

There is an improvement of Retention in Monograde Schools than the multigrade Schools.

13. The Retention Rate was increased in High level Access Schools from 89% to 96% in the years from 2001 to 2005.
14. The Retention Rate was increased in Average level Access schools from 95% to 97%
16. The Retention Rate was decreased in Low Level Access Schools from 97% to 94%.

Retention Rates were increased notably in High Level Access Schools. So the Access has an influence in Retention and Dropout.

A. ACHIEVEMENT

17. The overall Achievement rate was gradually increased from the year 2001 to 2005 from 81% to 91%.
18. In Middle Schools the Achievement rate was increased from 91% to 96% in the above said years.
19. In High Schools the rate was increased from 73% to 93% in the years from 2001 to 2005.

20. In Higher Secondary Schools the rate was increased gradually from 80% to 86% from the years 2001 to 2005.
21. In multigrade schools the rate was increased from 80% to 96% in the above said years.
22. In monograde schools the rate was increased from 80% to 87% in the above said years.

The overall Achievement rate was increased at 10% . In High School the Achievement rates were very high to compare with Middle and Higher Secondary Schools. Monograde Schools' Achievement rates were lesser than the Multigrade Schools

23. In High Access schools The rate was increased from 89% to 96% in different years from 2001 to 2005.
24. In Average Access schools The rate was increased from 78% to 94% from the years 2001 to 2005.
25. The rate was increased from 84% to 93% in Low Access Schools from the years 2001 to 2005.

Level of access has not an affecting factor in Achievement rate.

4.1.2 Section: B: Findings on Scholastic Achievement

26. The Scholastic Achievement Scores of girls was higher than the boys Scores.

Girls scored more than the boys in Scholastic Achievement Test.

27. High school students score more than the students of Middle schools
28. Standard VIII students studying in Middle schools were scored similar to Higher Secondary Schools.
29. Standard VIII students studying in High Schools were scored significantly more than the students of Higher Secondary Schools.

High School Students scored more than the Middle and Higher Secondary Schools' Students .

30. Middle School girls scored significantly more than the middle school boys.
31. Girls from High and Higher Secondary Schools have no any significant difference in their Scholastic Achievement scores with the boys scores.
32. There was no significant difference between the boys of Middle, High and Higher Secondary Schools in their Scholastic Achievement.
33. Students studying standard VIII in High Schools are scored significantly more in scholastic achievement test than the Students of the Middle Schools and Higher Secondary Schools.
34. Girls from Middle schools scored similar to High school girls in their Scholastic Achievement.

35. Girls from Higher Secondary Schools scored significantly lesser than Middle and High School girls.

5.1.3 Section C: Difference Between Different Levels of Access And Achievement

36. Students of high Access Schools were scored lesser than the Students of Average Access Schools.
37. Students of High Access Schools and Low Access Schools were score similar marks in their scholastic achievement.
38. The students of Average Access Schools and low access schools were not significantly different in their Scholastic Achievement scores.

High Access Schools' Students Scored lesser than the average and low Access Schools' Students.

39. Students of Average Access Middle Schools and High Access Middle schools are not significantly differing in their scholastic Achievement scores.
40. Students of Low Access High Schools scored Significantly lower marks than the Students of Average Access High Schools.
41. Students studying in Low Access High Schools score more than High Access High Schools.

42. Students of High Access High Schools scored significantly lower marks than the Students of Average Access High Schools.
43. Students of High Access Middle Schools scored significantly more than the Students of High Access High Schools.
44. The Students of Average Access High Schools scored more than the Average Access Middle Schools
45. Average Access Higher Secondary Schools and Average Access Middle Schools are not significantly different in their students Scholastic Achievement.
46. Students from of Average Access Higher Secondary Schools scored significantly more than the student of Average Assess Higher Secondary Schools.

5.1.4 Section D: Scholastic Achievement of Multi Grade and Mono Grade Schools

47. Students of Multigrade Schools scored significantly more than the Monograde Schools.
48. There is no significant difference between the Scholastic Achievement scores of standard VIII students in Multigrade Middle Schools and Monograde Middle schools.

49. Students Scholastic Achievement scores of Multigrade High Schools and Monograde High Schools were not significantly differed.
50. The Students scores of Multigrade middle schools were not differed from the students score of Multigrade high schools.
51. The Students of Monograde High Schools have higher level Scholastic Achievement scores than the students of Monograde Middle Schools.
52. The Scholastic Achievement scores of students in Monograde Higher Secondary Schools and Monograde Middle Schools are similar.
53. Students of Monograde High schools scored Significantly more than the Students of Monograde Higher Secondary school.

Students of Mutligrade Schools scored better than the students of monograde Schools.

5.2 DISCUSSION OF THE STUDY

The aim of the present study is to findout how for the SSA programme has made impact on Access, Enrolment, Retention, Dropout, and Achievement. The systematically developed tools were administered to collect the data and the data were analyzed by applying suitable statistical techniques.

The Salient findings have been discussed below.

The study has found that the instructional and infrastructural facilities were provided to 89% of the schools in Dharmapuri district. It reveals that majority of the schools have the infrastructural and instructional facilities. At the same time these schools are coming under the Average and High levels of Access category. The facilities were provided based on the need of the schools. The schools which were having facilities already, less facilities were provided by the SSA. The higher percentage of the facilities were made by the following means. All the schools were provided TLM grant Rs.500/- per teacher per year, Maintenance Grant Rs.2000/- per year per school were given to all the schools. Training on innovative techniques were given by the SSA to all the Elementary Teachers in this district. Thus SSA has equipped the Schools Physically as well as academically. These facilities might have been the reason for the schools to get the higher degree of Access. At the sametime, the research conducted on 'External Evaluation of District Primary Education Programme' by Nayana Tara .S. and Nagadevara .V. (2002) revealed the controductory finding that infrastructural facilities in a majority of schools are poor. It is also found that sufficient studies were not made in recent years in this area.

The present study found that the Enrolment of the students during the year 2001-2005 had increased from 96% to 99.75%. Regarding girl children the Enrolment had raised to 100%. The significant enrolment during these years may be due to different measures of the SSA like Enrolment Drives,

Awareness campaigns, Opening of new schools Contribution of Village Education Committees etc. Because of the all above measures all the parents were made to feel the importance of Education. Hence the enrollment might have increased significantly. While reviewing related literature in the present study similar findings were reported by studies of Rath. K.B. (2000) and Mandal .G.L. (1980). At the sametime, Nayana Tara .S. and Nagadevara .V. (2002), have found that Enrolment have stagnated during the six-year period between 1995-96 and 2000-2001. It is to be noted that the above-related studies were conducted in different periods.

The present study has found that the percentage of Retention rate increased from 96% in 2001 to 97% in 2005. The one percent increase in the Retention rate may be due to different steps taken by the SSA like appointment of teachers to the Vacant places, introducing innovative techniques in teaching, Scholarship to the SC/ST girls, getting the support of Village Education Committee members by the way of conducting meetings regularly for consultation etc. From the identified related literature in the present study, findings are coincide with the Present study are Rath .K.B. (2000), Uma .L. (2005) and Nayana Tara .S. and Nagadevara .V. (2002).

Regarding the Dropouts, the present study has found that the Dropout rate had decreased in all categories from 6% to 3% during the year 2001-2005. It is also found that in High schools, the dropout rate decreased from 11% to 2% during this years. Moreover, it was found that the Dropout rate has decreased in Average and High Access Schools from 5 to 3 and 11 to 4.

It is to be noted that in Low Access Schools Dropout rate has increased from 3% to 6%. The Dropout rate was decreased in all categories of schools. Particularly in High schools the Dropout rate was decreased notably.

When reviewing the related literature it is understood that similar findings were also made from the large number of studies conducted by Nayana Tara .S. and Nagadevara .V. (2002); Dass .J.R. (1985); Venkatasubramanian (1980); Gango Padhyay .S.R. (1985); Rawat .G.S. (1987); Vyas .J.C. etal (1992); Yada .B.S. (1991); Pathy, (1990); Bombay Municipal Corporation (1967); Sharma .R.C. and Sapra .C.L. (1969); Das .R.C. (1969); Barua .A.P. (1971); Khandekar .M. (1974); Gupta .S.L. (1974); Punalekar .S.P. (1975); Masavi .M. (1976); Medhi .S. (1978); Raj .N.K. (1979); Das .R.C. (1979); Aiskara .J.(1979); Seetharamu, A.S. (1980); Sankar .B.M. (1980); Qureshi .A.M. (1980); Pillai .G.V, Benjamin .J. and Nayar K.R. (1980); Vatsala .S. (1981); Joshi .N.D. (1981); Sinha .A.N. (1981); Husain .M. (1982); Mathur J.S. , Jain . S.P., and Rahim .C.A. (1982); Khanna .K. (1983); Devi K.G, (1983); Dass .J.R. and Garg. V.P. (1985); Rather .A.R. (1985); Subramaniyam .S. (1986); SIE, U.P. (1986); Dianes, Kaplin .B., Mitchen Peck, Howard .B. Kaplan (1990);Stevanson .R.B. & Enworth .J. (1991); Mc. Caul, Edward, etal, (1992);

The Scholastic Achievement of the standard VIII students is found to be 75% in the year 2005. It is understood that the present study was find that the Achievement rates were increased from 81% to 91% during the years 2001 to 2005. It is interesting to note that in High Schools the Achievement

rate increased from 73% to 93%. The 20% increase in high schools may be due to the reason that the implementation of SSA is quite new to the High Schools whereas it was already practiced in Elementary schools. As a whole the 10% of increase in the Achievement is highly significant. The causes of significant improvement in Achievement may be due to the introduction of different systematic strategies by SSA such as Teaching Learning Material (TLM), Teaching Learning Equipments (TLE), Trainings on classroom transactions to teachers, supply of Books to Library, Appointment of Teachers, Innovating teachings like Joyful learning, Play way method, Self-Learning, Evaluation Strategies like Continuous comprehensive and Competency (CCC) based Evaluation etc. The above strategies might have helped to raise the Achievement.

It is to be noted that the Achievement rates were gradually increased in all types of schools generally. Particularly in High schools the Achievement rate was highly increased and the Middle and Higher Secondary schools were increased like Retention rate. In Multigrade Schools the Achievement rate was greater than the Monograde schools. The scholastic achievement of the standard VIII Students is found to be 75% in the year 2005.

At the same time it is understood that similar findings were made from the studies conducted by Santhanam. M.P. (2001); Bhalwanker, (1988); Banga, 1980; Das, 1974; Dave, 1988; 1985; Desarl, 1985; Lyndem, 1985; Mandal, 1980; Mohite, 1981; Dave. P.N. 1988. When reviewing the related

literature regarding Multigrade and Monograde Achievement, it is understood that contradictory findings were made from the studies conducted by Mohan .D.2003; Mali, 1984.

5.3 CONCLUSION

From the discussion of the above findings, it is concluded that SSA Programme has made significant development in different dimensions such as Access, Enrollment, Retention, Achievement and considerable reduction in the Dropout rate. It is also concluded that new strategies like, providing infrastructure facilities such as construction of classrooms and toilets, providing drinking water, maintenance grant and instructional facilities such as TLM grant, TLE, trainings to the teachers on innovative practices, providing books to Library etc have got overwhelming response from the teachers as well as students. Though many studies were not conducted in this area, some of the studies conducted in this area have reported similar and contradictory results. But most of the related studies identified were conducted in different years in different conditions. Hence the findings of the other studies need not be taken as it reveals. As a whole it is concluded that SSA has made a significant impact in the development of Academic as well as Non-Academic aspects.

5.4 EDUCATIONAL IMPLICATIONS

The scheme '*Sarva Shiksha Abhiyan*' provides so many facilities to schools. After implementing the programme, the Enrolment, Retention and

achievements rates were increased at the same time the dropout rate was decreased. Hence The SSA programme may be extended to Secondary and Higher Secondary Education also. The Government may increase the teacher posts and appoint adequate teachers in primary to Higher Secondary schools.

Teachers may be given training on innovative techniques to retain the children in schools and increase the Achievement level. SSA may give priority to academic aspect like MLL based teaching learning, Meaningful monitoring and need based training for teachers, parents and community.

Non-scholastic areas are also may be improved. Every school may have the Physical Education Teacher, Art teacher, Librarian and Counselor also. Inclusive Education may be improved for Disabled Children.

Teachers and students may be made to use the School Access like TLM, TLE Equipments, Library books, Play things, Resources rooms for disabled, play ground, toilet and drinking water facilities etc.

5.5 SUGGESTIONS FOR THE FURTHER RESEARCH

The suggestion for the further research in the field of SSA and Access, Enrolment, Retention, Dropout and Achievement are suggested below with reference to the findings of the present study.

1. Similar study may be conducted in other districts also.

2. Further researches may be taken up on the line of this present study by changing the sample as Primary Schools and Secondary Schools with the same variables.
3. A comparative study may be conducted between Districts and States also.
4. Studies may also be taken to find the causes of low Enrolment rate, low Retention rate and low Achievement rate also.
5. This kind of study may also be extended to other standards like fifth and Tenth also.
6. Qualitative studies may also be conducted in this area.
7. Research studies may be conducted to find out the impact of other schemes like impact of National Child Labor Project (NCLP), Impact of Alternative Innovative Education (AIE), Impact of X Five Year Plan in Teacher Education, Impact of new text books like Arivial Tamil, Impact of Adolescent Education Programme (AEP) etc.