SUMMARY AND CONCLUSIONS

Summary:

In the main body of the thesis the problem has been studied critically from different angles and in a detailed manner. But here the author intends to give a summary of the study right from the beginning.

The political climate of a country sets the tone of economic and cultural life of the people and the system of education of that country. India is a democratic country. So education is a necessity for the perpetuation of democracy.

All the stages of education is interconnected. Nevertheless the secondary stage is definitely more important than the other stages of education for the reason that it is treated as the terminal stage for most of the students, and for the students seeking higher education it is the founding stage.

When equality is one of the main principles of democracy, when education is a great equalizer and elevator, education is very much needed for all classes people. The country cannot proceed ahead leaving these 70% of illiterate people. They cannot be kept in darkness and ignorance. As a balance wheel of social machinery the spread of education will break the present disquilibrium present in society now.

The fourth chapter is the part of the study and contains the presentation and interpretation of the data. This
Chapter has been divided into two sections 'A' 'B'. In section 'A' the statistical data collected from the schools through the proforma given in the Appendix, have been presented and analysed. At the beginning the data, collected from 50 schools included in the study, have been presented and analysed as one cohort. This has been presented in Table No. A and B their movement from class to class has been analysed and the extent of stagnation and wastage has been found out (Total and Classwise). In this Cohort the extent of stagnation is in class VIII 17.61% in class IX 25.67%. In class X there is not stagnation. In this Cohort percentage of wastage is 37%.

Table No. A and B present a comparative study of the extent of stagnation and wastage in the Urban and Rural Schools included in the study.

In the case of Urban Schools is less stagnation but in Rural Schools it is highest in class VIII and then come down up to class IX then is almost nil in class X. The percentage of wastage in Urban School is and in Rural Schools it is .

At the end of section 'A' of the Chapter Table No. A and B have been studied, analysed and interpreted with a view to compare the extent of stagnation and wastage in the old and newly established schools included in this study. It was found that in newly established schools the percentage of stagnation is less than the old schools. In the newly
established schools; the percentage of wastage is and in the old schools it is . The cause of high percentage of wastage have been clearly stated.

It has been seen in Table No. A and B that in the Urban schools the percentage of stagnation is less and the percentage of wastage is high in comparison to Rural Schools. Here also the same tendency is seen that in the old schools, the percentage of wastage is lower than the newly established schools. But regarding stagnation it is higher in old schools than that of the newly established schools.

Section 'B' of this Chapter starts with the presentation and interpretation of the questionnaires where the items of the questionnaire, both relating to causes and remedial measures have been critically studied and carefully interpreted. The interpretation is based upon findings of this study and has been substantiated by case study.

A correlation between the findings of Section 'A' and 'B' has been established after the interpretation of Section 'B'.

Conclusion:

Auditing the accounts the study of stagnation and wastage in the field of education is a study of the past and it can well be compared with the post-mortem of the dead bodies. Never the less, it cautions and guides us for future activity. As every scheme of action is followed by its
evaluation, this study helps the teachers, parents and administrators to analyse past, consolidate the present and plan for the future. The author never claims study to be wholly perfect. It was found out that the extent of stagnation and wastage is very high in economically backward people students. The most important reasons on this high percentage of stagnation and wastage are the illiteracy of the parents their poverty and lack of study atmosphere at home. The rate and irregular payment of the stipend are also very important factor.

**Recommendations:**

The problem has been widely studied and analysed in the preceding chapters. On the basis of the significant findings the remedial measures have also been stated as has been suggested by the respondents. Some of the solution are general in nature and the general solutions are also applicable to all students. Besides students have some specific problems for which specific solutions have also been forwarded.

1. The present system of education that is being in our schools is only of an academic type and suits only a minority of our student population. This can be done away with by providing an education having a vocational bias which will suit to the students of different abilities.

2. As the teacher is one of the three pillars of educational system, the strength of the educational system, i.e., the standard depends much on the teachers.
Therefore, the most effective programme for the reduction of stagnation and wastage is to increase the attractions and holding power of the Secondary Schools through the provision of better teachers. Nearly 90% of the problem in the school can be solved by a good teacher. It is expected that teachers having real love in teacher profession should be appointed as teachers.

3. Majority of parents in our society is illiterate and poor and hence they do not attach any importance to education. So, necessary steps may be taken to educate them and make them realise the importance of education. They may be made to realise that education is our investment and its output is boundless. Poverty is not the main obstacle on the way of education rather lack of education results in poverty. Their attitudes towards social change should be changed. The teachers should try to establish constant contacts with the parents and they should be invited to the school on every occasion. The teachers should visit students home at intervals in order to influence the parents and guide the students. This thing should be done with a view to minimise to the extent of stagnation and wastage in Secondary Schools. The parent-teacher association may be organised in schools.

4. The schools can be made attractive; so that the retentive power of the school will be increased and naturally the extent of stagnation and wastage will be reduced.
5. The school can provide with variety of co-curricular activities for the students.

6. The relationship among the teachers and students should be based upon love, affection and understanding. This will help a great deal to reduce the extent of stagnation and wastage among the students. Encouragement is a healthy atmosphere in the school.

7. The curriculum be diversified and classroom teaching should suit the abilities of different students.

Specific:

1. It is seen that majority of the students is generally of not high mental calibre. In order to help them cope-up with the curricular, extra-coaching classes or tutorial classes should be taken for such students.

2. The present rate of stipend if any granted in the Secondary School is quite insufficient for the maintenance of a student, so, if the Government has real sincerity in helping these students and improve them the rate of stipend may be increased keeping the present price index in view.

3. As the saying goes "A stitch in time saves nine", the Government may take prompt action for regular payment of the stipend to the students. Otherwise it is no use of giving stipend once at the end of the year when the students due to his poverty would have left the school.
4. It has been seen that nearly 67% of the students are wasted such alarming a percentage of students leave the school besides other reasons, because they are not awarded stipends if they are detained in a class. So in that case nothing is gained.

In spite of the Governments spending a lot for them neither the students could profit any thing nor the Government could achieve its target of educating the pupils. So, it is better and advisable too, to continue the stipend, atleast for one more year, if a student failed in one class. Such measure would help to retain 80% of students and many of them would come out successful.

5. The author's earnest suggestion is that the stipend should be given to the school. In turn the school will provide the stipend holder free reading and writing materials and free accommodation and lodging. In this way the stipend can be properly utilised and maximum benefit can be derived out of it.

Suggestion for Future Studies : 

The studies so far conducted on this problem so limited in their scope that they fail to give a comprehensive picture of it. So, the author likes to suggest some further studies on this problem.

1. As it is a national malady a nationwide project on this problem may be conducted. It may be both intensive and extensive.
2. The problem should be taken up at state level.

3. Studies on regional basis, such as developed and under developed, rural and urban, may be taken up.

4. Similar studies on boy and girl student may be taken up separately.

5. Studies on stagnation and wastage on Secondary Education may be taken up. The author has mentioned a few of the many studies that can be taken up on the problem.

6. Studies on curriculum, method of teaching, economic condition and attitude may be taken up of this region.

7. Another may be conducted on work-experience and social studies. The rate of failure in social studies is very much unsatisfactory.