Chapter - 8

Summary, Conclusions, Educational Implications and Suggestions for further Research

Primary education is the second largest educational system in the world, which has passed through different phases since its origin. Many committees and commissions have been constituted from time to time to strengthen and to make the primary education free and compulsory. The goal of universal elementary education was reviewed in World Education Forum (U.N World Conference) at Dakar, the capital of Senegal in West Africa in 2000 (10 years after Jomtien) when certain goals remained unachieved. Resultantly, Dakar set revised targets for the countries where the goals of EFA (Education For All) could not be achieved and made a commitment to achieve it by 2015 with certain objectives such as early childhood care and education, free and compulsory primary education by 2015, life skills for adolescents and youth, elimination of gender disparities and enhancement of educational quality. With the launching of DPEP in the country the network and performance of primary education has made a significant stride.

The objectives of Primary Education are multi-dimensional and broad-based. The primary stage is the foundation of the entire superstructure of education. Since independence and more prominently in recent past the emphasis has been given to universal elementary education (UEE) and especially universal primary education (UPE). The National Policy of Education (1992) has strongly emphasized the achievement of the objective of universal literacy by the beginning of this new century. This led to launching of NLM in 1988 to promote literacy drive and its impact on awareness for universal elementary education by the year 2020 AD. The launching of District Primary Education Programme (DPEP) in the country since 1990’s and in Himachal Pradesh since 1995 has given new impetus in this direction. This programme aims at to improve schooling facilities and enhance learning achievement of students with the objective to provide all children access to primary education through formal primary schools or its
equivalent alternatives; to reduce overall dropout rate at the primary level to less than 10%; increase achievement level by 25 points over and above the measured baseline levels; and to reduce disparities of all types to less than 5 per cent which is also confirmed by the Public Team in Public Report on basic education in India (1998) which states that the schooling revolution in Himachal Pradesh is one of the most enlightening developments of post-independence period in the field of elementary education.

The number of schools covered under DPEP has increased by 57.12 percent and 20.6 percent at national and state level, respectively. The toilets, drinking water facilities and share of OBC students and girl students in the total enrolment have shown very encouraging results. The share of SC and ST teachers to total teachers has increased by 12.43 percent and 8.88 percent during 1997-98 to 2000-01, respectively.

Himachal Pradesh also recognizes education as the most important tool to achieve human resource development. It is striving hard to discharge the onerous responsibility enshrined in the Article 45 of the Indian Constitution. It has already promulgated the H.P. Compulsory Primary Education Act, 1997, which has come into force from April 1998. In a landmark initiative, girls' education has been made totally free at all levels of education including technical and professional courses. There has been a significant progress in terms of spread of institutions, participation and equalization of educational opportunities. From a meager 261 primary schools in 1948 there were 10,887 primary schools in 2001-2002. The number of teachers has also increased from 278 in 1948 to 30839 in 1998-99. Schools have been made accessible to all and the state now comes to a stage where a primary school is available within walking distance of 1.5 km. Enrolment has also substantially increased from 8697 in 1948 to 615832 in 2001-2002. There has also been a significant increase in the literacy rates in respect of scheduled castes and scheduled tribes. The literacy rate for scheduled castes in Himachal Pradesh which was only 18.82 percent in 1971 increased to 53.20 percent in 1991; whereas the literacy rate for scheduled tribes jumped from 15.89 percent in 1971 to 47.09 percent in 1991. The budget outlays on primary education have also...
witnessed massive increases in successive budgets. From an outlay of mere Rs.70 crores in 1990-91 the budget outlay for primary education increased to nearly 262 crores in 1999-2000. An act to regulate the standards in private schools has also been passed and enforced in Himachal Pradesh.

Recognizing the adverse effect of uneven distribution of teachers in urban/semi urban and rural areas on the education of children in remote and difficult locations, the state government has taken up the rationalization of the teachers recently wherein 1275 teachers were shifted to primary schools located in remote and difficult areas in 2000-2001.

The state government has also recognized the importance of infrastructure facilities in the schools. A massive scheme namely Saraswati Bal Vidya Sankalp Yojna has been launched since April 15, 1999 to provide minimum of 3 classrooms in each primary school in the next three years in the state.

Himachal Pradesh had achieved a literacy rate of 63.84 percent in 1991 (which reached 77 percent in 1998 as per NSSO estimates). The literacy rate in 1991 for male and female population was 75.36 percent and 52.13 percent respectively. The literacy rate for scheduled caste population was 53.20 percent and that of scheduled tribes 47.09 percent. Though the female literacy rate for Himachal Pradesh as a whole is fairly promising, yet the female literacy rate in the districts of Chamba (28.57 percent); Kullu (38.53 percent); Lahaul-Spiti (38.05 percent) and Sirmaur (38.45 percent) was below the national average of (39.29 percent). Since these four districts were educationally backward, they were taken up for the improvement of primary education through MDM, which was introduced in Himachal Pradesh as a centrally sponsored scheme in 1996-97. As on June 2002, the number of primary schools in the state touched the figure of 10,887. The enrolment figure of students and strength of the teachers went up to the tune of 615832 and 26210 respectively during 2002.
8.1. The Problem

Evaluation of District Primary Education Programme in Sirmaur District of Himachal Pradesh

8.2 Objectives of the Study

The main objectives of the study were stated as under:

1. To study the scenario of primary education in India;
2. To examine the existing network and performance of primary education in Himachal Pradesh;
3. To analyze the students' perception regarding the performance of primary education including infrastructure facilities, standard of education, enrolment, attendance and dropout in DPEP district of Sirmaur, Himachal Pradesh;
4. To examine the opinion of teachers in respect of infrastructure, standard of education, basic facilities, enrolment, attendance and dropout after the launching of DPEP;
5. To find out the perception of parents, community leaders and DPEP authorities about the performance of DPEP in the state;
6. To make the comparison of pre-DPEP period with post-DPEP period in respect of certain indicators relating to the performance of primary education;
7. To identify the problems experienced at different stages and to advance suggestions to make the study more result oriented.

8.3. Hypotheses

Based on the survey of literature as reported above, the following hypotheses were formulated for the study:

1. Impact of DPEP has been positive in making primary education more universal in Himachal Pradesh.
2. The disparities of gender, caste, economic status and residence in respect of enrolment of children in primary schools in DPEP districts have decreased.
3. After the launching of DPEP project in the Sirmaur district of H.P., the rate of wastage and stagnation has gone down in primary schools located in the said district.

4. Since the commencement of the said project, the drop out rate among the targeted primary schools has decreased significantly.

5. Under the impact of DPEP, school curriculum now includes components for children’s all-round development, namely, mental, physical, emotional and moral development.

6. The quality of teacher training for primary schools has positively improved with the intervention of DPEP.

7. The level of academic achievement including educational standard among the primary school children has improved in the district under study.

8. The involvement of education administrators at primary educational level has intensified under the impact of DPEP.

9. The perception of community and parents has become positive towards primary education in Sirmaur district of Himachal Pradesh under District Primary Education Programme.

10. The attitude of teachers and extent of their satisfaction regarding DPEP functioning is positive in the district under study.

11. Teachers working in the schools in DPEP district of Sirmaur have positive attitude toward the policies and programme of DPEP.

12. All types of respondents namely students, teachers, parents, community leaders and administrators perceive a number of problems pertaining to primary education vis-à-vis DPEP.

8.4. Delimitation of the Study

The present study was delimited in the following manner:

1. The study was limited to one district of Himachal Pradesh.

2. It was restricted to 500 students, 50 schools, 50 teachers and 50 parents, community leaders and DPEP authorities.

3. It was delimited to DPEP related aspects only.

Sample was confined to the district where the DPEP is in operation.
8.5. Methodology

For the present study descriptive survey method and historical method were employed to evaluate the District Primary Education Programme (DPEP).

8.6. Sample/Population

Out of four DPEP districts of Himachal Pradesh, only one district i.e., Sirmaur was taken randomly for the present study. At the second stage, out of 10 blocks, 5 blocks i.e. Nahan, Sarhan, Dadahu, Rajgarh, Nauradhar were selected randomly. At the third stage, 50 government schools from these five selected blocks in proportion to their number in each block were selected.

At the fourth stage, while adopting quota sampling 10 students studying in 5th class from these fifty schools were selected randomly. In order to evaluate the opinion of teachers and head teachers, a sample of 50 respondents, and to study the perception of parents, DPEP authorities and local authorities, a separate sample of 50 respondents was selected on the basis of purposive sampling. While selecting the sample special care was taken to accommodate demographic variables like block, rural urban background, gender, economic status, educational background and ethnic status.

8.7 Tools

The following tools were used for collecting the data for the present study:
1. Questionnaire for students studying in primary schools.
2. Questionnaire for teachers' and head teachers' teaching in these schools.
3. Interview schedule for combined group of respondents, which includes parents, community leaders, authorities of the education department and the DPEP.
4. Observation Schedule.

8.8 Conclusions

On the basis of analysis and interpretation of the primary data in the preceding chapters, the following conclusions can be drawn:
8.8.1 Perception of Students Regarding DPEP

1. Respondents perceived that major objectives of DPEP are to enhance the attendance, reduction in drop out, increase in enrolment and improvement in the infrastructure and education standard.

2. Major chunk of the respondents are found satisfied with the available basic facilities at school such as black board, drinking water, toilets and separate toilets for girls. After the introduction of DPEP, additional facilities have been provided in majority of the schools.

3. Before the commencement of DPEP, the basic facilities in schools were not adequate as perceived by 28 respondents. Sharma (1992), Chetan (1992), Gupta and Gupta (1992), Dhar (1993) and Sangwan and Meenakshi (1999) supported the findings of our study and admitted that primary schools are lacking in adequate physical facilities. Sharma (1992) concluded that 80 percent of the schools in the sample had single hall, 90 percent had no urinals or latrines and 60 percent had no facilities of drinking water.

4. 84 percent of the respondents admitted that gram pardhan inspected the schools regularly. In addition to gram pardhan, officials of the department of education and members of Block Development Committee made certain visits to inspect the functioning of the school. DPEP authorities have also visited the school for inspection as perceived by 4 percent of the respondents.

5. 93 percent of the students were satisfied with the availability of drinking water facility. Seven percent found no drinking water facility. Further 72.4 percent of the respondents availed the facility of toilets in the schools. Consistent with these findings, Nautiyal (1995) reported about the state of physical facilities and classroom infrastructure in government schools and stated that 48 percents of the schools do not have adequate classroom infrastructure.

6. Status of the playgrounds improved significantly after the introduction of DPEP in the areas under study.

7. Out of 500 students 420 students revealed that books are given to those who got admission and also declared passed. Lack of
awareness deprived the remaining students from the facility of free books. 52 percent admitted that they are being provided uniforms in the class. Our findings get indirect support of Hassan (1992) who investigated the problem of the availability of textbook to primary children and found that availability of books differed from district to district.

8. Seating arrangement improved significantly during DPEP period.

9. 96 percent of the students took part in the sports. Kabbadi and races are found popular games among the students. Kho-kho is also liked by 24 percent of the students.

10. 65% of the students and 66% of the teachers confirmed the PTA meetings in their schools.

11. Dropout rate came down as confirmed by 62.4 percent of the respondents. 22.6 percent and 15 percent of the respondents further opined that either they have no knowledge about mid-day scheme or it has not affected the dropout rate in the district. The mid day meal has improved the enrolment of girl students significantly.

12. After the introduction of DPEP pass rate of the results improved significantly.

13. The status of enrolment and attendance improved significantly while comparing the Pre-introduction period of DPEP with post-introduction period of DPEP over the years in the district under study.

14. While studying the effect of DPEP on dropout and comparing the post DPEP period with the pre introduction period it is noted that the dropout rate reduced significantly. Many reasons might be responsible for the increasing tendency of dropout among primary students and these reasons have been supported by Barua (1971) who admitted that apart from other reasons, overcrowded classrooms, and single teachers schools are responsible for wastage and stagnation. Naik (1961) revealed economic, social and educational causes responsible for wastage and stagnation in primary schools. Chikermanu (1962) identified domestic conditions and poverty. Choudhary (1965) found economic causes, parental
indifference to education and social habits and customs. Sharma and Sapra (1969) found illness; mental retardation, social maladjustment along with severe economic backwardness as the prominent causes of dropouts.

8.8.2 Teachers' Opinion With Respect to the Performance of DPEP

1. All the teachers were well conversant with the policies and program of DPEP.

2. Increase in enrolment, enhancement in attendance and reduction in dropouts are the prime objectives of DPEP as perceived by 80 to 90 per cent of teachers. Rao (1997) supported the present findings that PTA meetings had positive effect on the improvement of enrollment and attendance in school.

3. 92 per cent of the teachers confirmed the inspections at schools. Panchayat Pardhans and Zila Parishad members followed by DPEP authorities have been identified to be involved in the conduct of inspection of schools.

4. Majority of the teachers confirmed the availability of certain facilities. However the facility of separate toilets for girls was comparatively less available than other facilities as admitted by 46 percent of the teachers.

5. 60 percent of the schools do have 'pucca' building whereas 30 percent of the schools are inhabited in 'kacha' buildings. However, 10 percent of the schools are being run in partly 'pucca' and partly 'kacha' buildings. Consistent with the findings, Chand (1999) admitted that majority of the schools possessed their buildings. Parhar (1994) confirmed that 58 percent of the schools have at least two pacca rooms.

6. 72 percent of the teachers admitted that additional construction were made during the project under study. However, 28 percent disagreed.

7. Out of 50 respondents, 28 respondents said that they have the facility of playground in the school. Consistent with the present findings, Ramesh (1999), Chetan (1992) confirmed that majority of the primary
schools do have playgrounds while 6 respondents deny this facility before the launch of DPEP.

8. Large chunk of respondents (46 per cent) perceived the status of playground the same as it was earlier. Only 6 respondent teachers out of 50 have responded that the playgrounds have been repaired after the launching of DPEP.

9. Midday meal scheme made the ration available to the children in place of cooked food. It was started with a purpose to enhance the attendance level, improve the enrolment and also reduce the dropout rate. MDM scheme has significantly contributed to achieve its objectives. These findings get direct support from the study of Rashmi (1993) who found that MDM scheme contributed to increase in enrolment and retention among children. Mishra (1999) suggested that concerted joint efforts of teachers, guardians and leaders are required to make the MDM scheme more result-oriented.

10. Teachers revealed that regularity and punctuality were the most accepted criteria for the distribution of books. It not only enhanced the enrolment but also ensured maximum regularity. However, Rashmi (1992) found that distribution of free textbooks has not shown expected results. It may be because of lack of awareness among the public.

11. 78 percent schools made use of matting. 24 percent schools used desks whereas in 4 percent schools students had to sit on floor without matting.

12. Distribution of uniforms and sport material under DPEP is confirmed by 50 percent of the teachers. The rest of the teachers denied the distribution of school uniforms and sport materials.

13. 96 percent of the teachers agreed to the positive effect of introduction of mid-day meal on decreasing the dropout of students in the schools. Only 6% of the teachers perceived that mid day meal had no impact on dropout rate.

14. 70% of the teachers confirmed that regularity/punctuality had improved to a great extent. 68% further admitted that drop out
reduced to a great extent after the introduction of DPEP. Present finding gets direct support of Sexena (1982) who studied that enrollment for boys increased from 75 to 103 and that for girls from 55 to 106. Kumar (1993) found the enrolment of boys higher than that of girls.

15. 70 per cent of the teachers viewed that parents and community extended full cooperation for the success of DPEP whereas 30 per cent of the teachers found that parents and community leaders were unconcern about the success of DPEP.

16. 90% of the teachers serving in DPEP schools are satisfied significantly with the available facilities.

17. 74 percent teachers found their schools within 5 Kms from their residence. While 26 teachers covered the distance of 10 Kms and above.

18. A significant difference has been observed in the opinion of teachers over the issue of introduction of incentives to the children studying in the primary schools as 90 percent of the teachers have favoured the introduction of incentives to the children studying in the DPEP schools.

19. Teachers wanted the introduction of incentives such as free education, cooked mid-day meal, books, uniforms to all the students; raising amount of stipends without any income ceiling level; special stipend for girls and scholarship to meritorious students irrespective of any discrimination. Such incentives may reduce the problem of dropout, low enrolment and attendance. The following studies directly or indirectly support the findings of our study. Vyas and Chaudhary (1971) found the incidence of dropouts and stagnation among SC and ST category of students. Tiwari (1970), Reddy and Bhatt (1977), Toppo (1978), Digumarti (1983) and Shah (1984) found that rate of dropout is higher among those families where the parents are either less educated or totally illiterate. Reddy and Bhatt (1977) found that dropout rate was higher in low caste students and also among the parents whose profession was of low status, which
directly supports the findings of our study. Rathnaiah (1977) found that percentage of dropout is higher in rural areas in comparison to urban, it may be because of the fact that urban children are more alert, active and concerned about their future.

8.8.3 Perception of Parents, Community Leaders and DPEP Authorities Regarding the Performance of and Satisfaction about DPEP

1. 76 per cent respondents who include parents, community leaders and DPEP authorities had the awareness about DPEP, whereas 16 percent of the combined group of respondents was non-conversant and unaware about the program respectively.

2. Increase in enrolment, enhancement in attendance and reduction in dropouts were the prime objectives of DPEP as perceived by 84 to 96 per cent of the combined respondents.

3. Significant difference exists in the opinion of parents, DPEP authorities, and community leaders regarding DPEP schools over the conduct of inspections as majority of the schools covered under DPEP were inspected time to time.

4. Panchayat Pardhans and DPEOs followed by DPEP authorities have been identified as main authorities involved in the inspection of schools.

5. Majority of the combined group of respondents' confirmed the availability of basic facilities at schools and expressed their satisfaction over them. However, the facility of separate toilets for girls was comparatively less available than other facilities as admitted by 48 percent of the respondents. Dash and Satapathy (2001) admitted that most of the schools did not have toilet facilities for children and few had drinking water facilities Whereas Chelan (1992) found inadequate physical facilities like buildings, urinals, accommodation, etc directly support the present study.

6. 60 percent of the mixed respondents have expressed their satisfaction over the construction and admitted the fact that additional
construction not only made addition in the number of rooms but also repaired old buildings. However, 40 percent did not agree with the additional construction having taken place during the regime of DPEP.

7. Most popular and best criteria to be adopted in the distribution of books as advocated by combined group respondents are regularity and punctuality, and students or teachers have also endorsed the same views.

8. So far as the seating arrangements of students in the class are concerned, almost all the respondents which include students, teachers, parents, community leaders, and DPEP authorities have almost the same observations.

9. 64 percent respondents were satisfied with the distribution of uniforms and sports material under DPEP whereas 36% respondents were dissatisfied.

10. With the introduction of DPEP in the area, the attendance, enrolment and regularity of the primary school students have increased to a great extent. Role of parents, community leaders and DPEP authorities in the enhancement of enrolment is important which is supported by Krishnamurthy (1985) and Dhangade (1986) in their studies which identified certain causes such as a lack of adequate accommodation, poverty, illiteracy and orthodoxy of parents for non-enrolment of their children. Rao (1997) found the increase in enrolment by 9 percent in the selected districts and also admitted the contribution of parents and teachers in enrolment improvement which is consistent with the findings of the present study. On the other side the dropout rate has also come down significantly as perceived by common group of respondents. The findings of this study have got adequate support from the previous studies. Sachchidananda (1982) found that enrolment of girls was highest in the districts of Bihar, which had a large number of missionary and voluntary organizations working for uplifting the tribal. These findings are inconsistent with our findings, which may be because of the contribution of missionary
organization in enrolling girls particularly. Kundu and Rao (1986) noted disparities between schedule/non-schedule populations higher than between schedule caste/non-schedule caste populations whereas Kumar (1990) found certain disparities in the educational development of H.P. in terms of literacy rates and enrolment at elementary level.

11. So far as the improvement in the standard of education was concerned, 42 percent of the combined group of respondents, i.e., parents, community leaders, and DPEP authorities observed significant improvement with the launching of DPEP in the state.

12. 82 percent of the combined groups of respondents found to be satisfied with the existing incentives available to DPEP children whereas 18 percent are dissatisfied with the available incentives. Shah (1989) found incentive schemes to have a positive impact on retention of children even though the dropout rate was much higher at primary as compared to middle stage.

13. Racing was the main sport activity among the children as perceived by 50 percent of the combined group of respondents.

14. Seventy percent of the teachers admitted that they had got full cooperation from the parents and community in achieving the objectives of the DPEP. This has been confirmed by Panda (2001) who admitted that parental involvement in the education of children is a challenge for school teachers. But if involved at the primary stage, the parents will work as an effective tool for quality improvement. Pradhan (1997) observed that the main function of VEC as suggested by NPE and POA are generation and sustenance of awareness among the village community ensuring participation of all segments of population and developing teacher and community partnership. Saxena (1982) found that the main difficulties encountered in the enrollment drive were indifference of parents to education and their poverty, insufficient incentives for children and their lack of interest. On the other hand Krishnamurthy (1985) found that they fail to enroll their children due to non-suitability of school
timings. He also underlined that the causes of non-enrolment, as perceived by teachers, were poverty, illiteracy and orthodoxy of parents as well as lack of incentives and furniture in the school.

8.9 Educational Implications

In order to strengthen the primary education in the state, District Primary Education Program was launched in the Himachal Pradesh with certain objectives. The conclusions of this study reveal that some significant improvement in respect of the availability of certain basic facilities has been noticed. The attendance and enrolment on one hand has increased and the dropout on the other hand has reduced. On the basis of the findings, the present study has the following educational implications:

1. DPEP has been launched in four districts only. It needs to be implemented all over the state to get the benefit of this scheme. The basic facilities in the schools such as drinking water, playground toilets, desks & matting etc have improved. It should be utilized properly and needs to strengthen further to raise the standard of schools at par with public schools.

2. Additional construction of rooms in the schools and provisions of more constructions are required to be undertaken to attract more students. Construction of playgrounds, repair and expansion of existing grounds may be used to encourage the students to take part in sports and other curricular activities. Such actions will not only help the students to channelise their energies in right direction but will also make the students physically, mentally and environmentally strong.

3. In order to make the attendance cent percent, the parents need to be literate and understand the importance of education.

4. To enhance the enrolment and to reduce the dropout further, the economic conditions of the parents need to be improved which sometimes restrained them to send their wards to schools or prompted them to withdraw them from schools.
5. More incentives such as cooked mid day meal, all usable stationary in the schools, and cash award to most regular students is introduced to encourage the students as well as parents.

6. Certain areas of H.P have difficult hilly terrain, which require immediate attention of the Government, the small school going children should not walk in any case more than one kilometer from their residence.

7. The Panchyats, Mahilamandals, NGOs must be associated to work in the field of strengthening primary education in the state. They should be awarded for their commendable work in case they perform well. Cash prizes along with trophy may be given to them in public functions.

8. The Principals and teachers of the primary schools must be given incentives by the government for the cent percent attendance and enrolment and further to reduce the dropout to zero. In case of rendering yeoman service in this field, he or she should be promoted out of turn and may also be recommended for state as well as for national award.

9. To take the advantages and to utilize the benefits of the program like DPEP optimally, it needs to be given wide publicity enabling the public to understand its objectives.

10. The authorities must collaborate with other bodies at different level to extract the maximum benefit of the scheme.

11. Inspection by officials of local self-government, education department, DPEP authorities, district administration should be the regular features. To ensure the quality of construction, the services of experts must be sought to ensure proper utilization of fund.

12. Toilets are the basic requirement of human beings. Government should construct separate toilets in the schools for boys, girls and teachers along with the proper arrangement of water and drainage.

13. There are very meager funds in the schools. Community must be mobilized during PTA meetings to contribute its maximum in any form i.e. financial or 'shramdan' for the welfare of the school.
14. The present study was delimited to the government primary schools of Himachal Pradesh. Similar study may be conducted on public schools.

15. Parents should be counseled to appreciate their children for what they can do. Projection of their own ambitions on to the child (as is seen many times) can cause more harm than good to the child. Parents should understand that if a child follows his own natural inclination, he will do very well. A relaxed and happy child will apply himself and do much better than someone forced and a relaxed parent contributes positively to the child.

16. There is thus a need to re-design the existing system of primary education which considers the child's mind to be a 'blank slate' and the child, a passive listener. We need schools which follow an activity-based approach to teaching, with minimum emphasis on homework, examinations, etc.

17. Our textbooks and the curricula have an urban bias. These textbooks also create a sex bias. These are not related to the life and aspirations of the children.

18. Teaching in the schools is boring and depressive which kills the initiative and the creativity of the children. Students should be taught with play way method.

19. Regular monitoring of the monthly reports of enrolment, attendance, admissions and withdrawals in the schools should be made a permanent feature.

20. Teachers interaction with pupils, parents and elders had to ensure positive impact in the improvement of enrolments and attendance and also to decrease the dropouts in the schools.

21. The State government, central government and various organizations should focus their attention towards the problems of universal elementary education particularly to arrest drop-out rates especially among the SC, and ST so that the outcome of such schemes could be made more result-oriented.
8.10 Suggestions for Further Research

The following suggestions are made for further research:

1. The present study was confined to one district only. Similar study may also be conducted in other DPEP districts of H.P.

2. The present study was confined to the evaluation of the DPEP being run by State government. Similar study may be conducted to evaluate other schemes initiated to strengthen the primary education in the State.

3. A study may be undertaken to find out the needs of students, teachers and community leaders at primary level.

4. The present study was limited to the government primary schools of Himachal Pradesh. Similar study may be conducted on public schools.

5. The study examines the teachers, parents, DPEP authority and community leaders’ satisfaction with regard to the working and performance of DPEP on the basis of certain selected parameters. This study may also be conducted in non-DPEP districts in respect of facilities in schools on comparative basis.