CHAPTER VI

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Education as the key to human perfection plays a vital role for the progress of the society. It is absolutely clear that education is not the outburst of the day or a year but the gradual process of development through ages. From the ancient ages, education has been the subject and obligation of the state. As per 42nd amendment of Indian constitution, 1976, education has been placed in the concurrent list, being the subject of both union and state. It has now become a fundamental right, which comments to provide free and compulsory education up to the age of 14 years. Considering education as the complementary to all round development of individual and society, the government has taken a number of steps for the growth of education. The focuses of present study i.e. the educational status of Sambalpur district; a district of western parts of Orissa is not out of circumference of progressive activities in the field of education. There has been a considerable growth in the number of institution, number of teachers and enrolment since 1992-93. The government has implemented a number of schemes and programmes like operation black board, mid-day-meal scheme, DPEP, EGS and now recently
Sarba Sikhya Abhiyana, which have brought an immense growth in school education of Sambalpur district.

But in spite of the impressive increase in number of schools, teachers and enrolment pattern and the seriousness shown by the government over the decade by giving top priority to school duration, the achievement is still far from satisfactory. It is hardly to touch the national standard. There are still million of students deprived of school education. Problems still lies with school education. Dropout rate is gradually increasing, while retention is decreasing at a great level. In spite of increase in participation of girls over the decade the gender disparity still exists in the field. It is far below the normative percentage of about 50 percent. Though the participation of SCs and STs is nearly in proportion to their share in population at all level, there exists strong sex disparity.

Also rural urban disparity exists in all these variables. The rates of enrolment and retention in rural schools continue to be low and drop out rate continues to be high. Today there are number of habitations in the district, which is deprived of schooling facilities. On an average 26 percent of all level schools are not having pucca buildings. Most of the schools are unable to provide the infrastructural facilities even drinking and medical facilities. Still there are number of problems lie in teaching method,
examination and administrative system. The need for providing primary, middle and high schools within 1 km, 3 kms and 5 kms walking distance is yet to be materialized.

The present work is the outcome of an empirical study conducted by me at some selected educational institutions/households and an informal interview with teachers and students (dropout and regular) of Sambalpur district. The thesis attempts to provide a detailed description of school education in Sambalpur district.

It also provides growth of schools, teachers and enrolment pattern of the students. The subsequent phases give a detailed geographical background of the district. The real attempt of the thesis is to assess the nature, extent and causes of various problems related to school education in the district. It also notices the magnitude and causes of drop out in school education. The drop out trends in relation to sex and community were analysed. An in depth investigation of the causes of drop out, stagnation and wastage have also been analysed. The problems related to infrastructural facilities, teachers, educational system, school administration and supervision etc. were also identified.

For the study Sambalpur district has been taken as sample district. The researchers have gone to all the schools in the nine
blocks of the district with a questionnaire for the information from the students and teachers through discussion and informal interviews. The outcomes of the study have been given in the following phases.

In Chapter - I, an overall idea about the concept of school education, the development and growth of school education in India as well as in Orissa has been precisely discussed. The other issues, which have been analysed are the objective, significance and organisation of the study. The sources of data and the methodology for analyzing the data have also been stated in this chapter. As per the concept of school education, it was noticed that the entire school education of the district was divided under three heads.

(a) Primary schools (i-v) (b) middle schools (vi-vii) and (c) high schools (viii-x) respectively. A tremendous growth has been observed irrespective of schools and teachers. The school and teacher had increased from 1284 and 4489 in 1992-93 to 1403 and 4820 in 2001-02 at all the level of school. Negative growth rates have been observed in the enrolment pattern from 156,000 in 1992-93, 145,000 in 2001-02. The entire work was carried out through field observation, informal interview and secondary data
collection with the aim of identifying the nature, extent and degree of problems in school education, of Sambalpur district.

Chapter – II gives an account of geographical background of the district. Overall ideas about the origin of the district and its historical backgrounds have been given in this chapter. Analysing this chapter it has been noticed that the general relief pattern of the district is very irregular, consisting of the series of hills and lowlands. The climate of the district is extreme high with temperature 47°C in summer, and 11.8°C in winter. The average annual rainfall is about 153 cm. Most deciduous type of species is the predominant vegetation cover of the district. Soil type varies from hilly area to low land area and red soil covers maximum portion of the district.

In the economic sphere agriculture is the chief occupation of the inhabitants, with a higher portion of cropped area i.e. 194020 hectares. Various agro-based as well as mineral based medium scale and cottage industries also exist in the district and chief among them are handloom, iron works, gold and silver wave, and stone carving etc. The district is well connected with rail and roadways, which indirectly helps for the growth and development of trade and commerce.
As per the demographic aspect is considered the district has a total population of 809017 according to 1991 census. According to 1991 census the density of population and sex ratio of the district are 121 persons per km and 1000:970 respectively. In occupational structure primary sector is the dominant followed by secondary and tertiary activities.

In Chapter – III a brief description has been made about the educational development and literacy. Block-wise distribution of educational institutions and spatial pattern of literacy in both block-wise and district as a whole have been discussed in this chapter. Again in this chapter a comparative analysis has been made about the literacy pattern between general caste and backward caste. From 1992-93 to 2001-02 there is a constant growth in the number of school at all levels. It was 1284 in 1992-93, which have increased to 1403 in 2001-02. Similarly the literacy level of the district has also increased from 49 percent in 1991 to 67 percent in 2001 in spite of all the socio-economic constraints.

A brief description about the pattern and growth of enrolment of students both block-wise and district as a whole has been made in chapter – IV. Further description about the block-wise distribution of school teachers and enrolment pattern have also been made in this chapter. At the end of this chapter a little
focus on the teacher student ratio have been discussed. As the enrolment pattern of the students in the district from 1992-93 to 2001-02 is considered a positive growth rate have been found both at primary level and high school level, but a negative trend has been observed at middle school level. The enrolment at primary and high school was 1,11,000 in 1992-93 and it increased to 1,22,000 in 2001-02 while the enrolment at middle school level decreased to 23,000 in 2001-02 from 45,000 in 1992-93. Similarly regarding teacher student ratio is in 1:36 i.e. one teacher for every 36 students in primary school and 1:28 in middle school and 1:17 in the high school level.

In chapter - V, a wide view about the various socio-economic constraints acting as the barriers in the educational development of the district have been discussed. The most important problem like drop out infrastructural barriers, defective administrative system and faulty educational pattern act as a barrier for the success of school education in the district. In spite of all developmental plans and programs the districts lacking to provide facilities for the smooth running of school education. The most important problem drop out persists in all the level of school education. About 51 percent students at primary level were dropped out from school. The percentage of drop out was high among female students than male. It was more worse in rural area
than urban. The causes like poverty, parent's illiteracy, children's engagement in economic and domestic activities, caste distinction, gender bias, poor health, early marriage, unsuitable school schedule, defective curriculum, language problem, teachers absenteeism etc are the factors, which contribute for the crop out of students. The structural impediment such as distance from the school, school buildings inadequacy of schools will add the problems of schools education. Still there are number of schools which are not situated within the reasonable distance. The students have to go more than 1 km to attend the schools at primary level. A number of school buildings are far from satisfactory conditions and are not usable at all the season. The district is also lagging behind in providing the facilities like water, toilet, furniture, sports and games.

The other problems like problems of control and management and inspection system act as a barrier for the succession of school education. The chapter - VI summaries all the chapters and highlights the major findings of the study. Here considering the various problems suggestion have been proposed. So my study needs to highlight the problem associated with school education and draws the attention of the government to provide necessary solution. In order to overcome problems certain suggestive measures have been given.
Major Findings:

The major findings from the study are –

- In spite of a considerable growth in the number of schools, teachers and enrolment at all the level of school, still the progress is far from satisfactory. Enrolment in rural schools is very low than in urban schools. The percentage of S.C. and S.T. enrolment is low as compared to general community at all the level. Considering the total ST population of the district, the shares of S.T. girls are lower in relation to enrolment of students.

- Low percentage of primary (33 percent), middle (25 percent), high school teachers (11.1 percent) are female. In rural schools, the percentage of female teachers is again very low. The share of ST teachers (18.5 percent) is far below than the total ST population in the district. Nearly 9.2 percent of all the levels school teachers in the districts are untrained. Higher percentage of rural teachers than urban school teachers are un-trained. On an average the student teacher ratio of the schools at all level are 1:30 i.e. one teacher for every 30 students. Most of the schools in the district run with inadequate teaching staff.

- Highest percentage of drop out (70.50 percent) occurs in high school level of the district and lowest (51 percent)
occurs in the primary level schools. At every level higher percentage of drops out occurs in rural schools than in urban schools of the district. Higher percentage of drop out occurs among girls i.e. 54.7 percent, 59.6 percent, and 73.3 percent compared to boys as 48 percent, 50 percent, and 67.6 percent at primary middle, and high school level. Higher percentage of drop out occurs among boys and girls of scheduled tribe than SC and general community children at all the level of the schools.

- A number of schools do not have adequate class rooms. Most of the time two and three classes are merged into one class and taught by one teacher. This problem is more acute in rural schools than urban schools. A number of school buildings of the district are in a bad situation and not usable at all seasons. Most of the rural as well as urban schools do not have ancillary facilities, like drinking water, wash basin urinal, lavatory etc. although the urban schools of the district is some how better than in rural schools. So far as the seating arrangements is considered it is unsystematic in many schools. Even 6/7 students are seated within a single bench. In some schools the teacher would not get a chair for sitting. Most of the schools in general and rural schools in
particular do not have either a separate office room for the Headmaster, or a teacher’s common room.

- All most all the rural and some of urban schools in the district do not have the necessary learning materials, teaching aids for their use. As the co-curricular activities is considered, most of the rural schools are far from it and those urban schools are conducting it are far from satisfactory. Though most of the schools in the district do not have its own play ground, the activities like games and sports are not organized properly. Facilities/provisions of health and hygiene is neglected by most of the schools in the districts.

- The financial assistance given by the Government to all stages of schools in the district is inadequate to meet any of their requirements and needs. The requiring consumable articles supplied by the Government are also less than the demands of the schools. The teachers of all stages of schools in the districts have several financial, educational and personal problems. They are not properly paid. They do not get quarters, adequate HRA, medical allowance or reimbursement of medical expenses, admissible T.A. for attending official works and E.L. surrender facilities. Most of the rural school teachers in the district are overloaded with
classes. In many schools a single teacher teaches all the school subjects even in all classes. Most of the urban school teachers face the problem of over crowded classes, due to non-availability of adequate and proper teaching aids and scientific instruments. The teachers find difficult to teach different subjects properly.

- The school children face many financial, educational and personal problems. Except the SC and ST none of the other poor students get any help/assistance from the Government. The SC and ST students though get text books free of cost and stipend, they never get the same in time due to the negligence of either the government or the teachers. The children coming from economically backward families either help their parents in domestic works/ engaged in economic activities or suffer from ill health as a result they are irregular at school. More number of rural school children do not have the required study/ learning materials. Also many children do not have the basic facilities at home for study. Some children face difficulties following instructions in subjects like English, Science and Mathematics. The district administration lacks their responsibilities for conducting regular supervision and providing necessary requirements in order to strengthen the educational system of the districts.
Suggestions:

Having a wide observation in the field and recommendations from the students, teachers, D.I. and parents some suggestions have been given. And these have been given with a purpose to strengthen the educational system and provide a wide horizon to augment the ideas and the outlook of the administration, planners policy makers of the district.

- A number of primary, middle and high schools be established in rural areas in general and in hilly and interior areas in particular. Emphasis should be given on the reasonable distance of school from student's residence. More number of teachers with profound skills should be appointed in primary, middle and high schools as per requirements. Special steps should be taken in order to appoint devoted teachers in the remote rural areas in general and hilly and tribal areas in particular. Special recruitment drives should be undertaken to recruit female teachers and ST teachers. Most effective enrolment drives should be undertaken to enroll all the drop out school children at all the level in the district in general and the girls and ST children in particular.

- Incentives such as free text books, stipend, school uniform, learning materials should be given to the poor and deserving
students so as to attract them to join school. The existing mid day meal scheme should be made more effective. All the poor children (irrespective of the community to which they belong) should be given free of cost the necessary learning materials and school uniforms apart from stipend. Children should be made aware about the importance of school education in their real life. Proper interest and motivation may be created in them. Proper study environment at home should be created wherever possible. The parents should be made aware about the type of environment needed for study. The teacher should take this responsibility. Our effort should be to bring change in the school situation. So that children get attracted towards the school and they do not get pushed out from there. The teaching learning process in the schools should be activity based and joyful. Curricular activities must be encouraged in students in order to reach to the talent of every child.

• Proper measure should be taken to check dropout of students in general and female students in particular. In order to reduce the drop out rate and to attract more children to school; the adult members of the families of such children should be provided with assured and continuous wage employment. The parents should be made aware about
the significance of education in their life and should be discouraged to engage their children in domestic works. The timing of the school should be such that the rural/tribal children are able to attend school without foregoing their earnings.

- Language of learning and language of dialogue between teachers and children is a crucial issue. So special coaching should be given to the non-oriya children to improve their language (oriya) as soon as they enter into school. Individual attention should be given by all teachers, special remedial classes should be conducted for the low achievements. Teachers should make their teaching methods effective by making use of varieties of teaching aids. Schooling at every level is to be made to meet real life needs. Improvements must be made so education will prove useful in life and schools must become unnatural extension of living, so that attendance does not need to be enforced.

- The curriculum should be diversified and flexible so that it may be according to the needs and interests of the students. It should be closely related to the social life of the students and may develop the different abilities and capability of the students. Effective and new teaching methods should be adopted keeping in view the needs and circumstances of the
present time. Gender sensitive curriculum and text books need to be introduced. In order to raise the standards of teaching, it is most important to give qualitative training to teachers and make provisions to appoint trained teachers in all stages of schools. Comprehensive education system should be introduced at all stages of school. Minimum levels of achievement should be stressed apart from continuing the present day 'No bail' policy diagnostic evaluation school be made compulsory. Educational research facilities are to be established. Each school must conduct debate, essay, competition and competition in drawing, and painting with the provision of lucrative cash prizes as an important reinforcement to retain students in schools. Sufficient and variety of play materials needs to be provided to each and every games and sports. All schools should make the provision of annual sports and various sports event should be conducted and organized.

- Good physical facilities should be provided to the pupils in schools. A science room/ laboratory should be provided to all schools in the district. Sufficient number of teaching aids, animal charts duster, chalks, letter charts, numerical charts etc should be supplied to the schools. More number of pucca buildings with specious classrooms should be constructed for
all the schools. There should be at least one classroom for each class. Separate teachers common room, office room and Headmasters room should be constructed in each schools. Ancillary facilities like water, wash basin, medical and lavatory should be provided properly.

- Furniture for all the students needs to be provided. The government should give sufficient financial grants to the schools. Every year it should give maintenance grants after making the need assessment of each school. The salary of school teacher may be enhanced and facilities like housing and medical should be provided with immediate effect. Better promotional prospects for the qualified teachers should be created. All poor and needy children should be given text books, uniforms dresses, learning materials etc free of cost and stipends irrespective of the community and caste to which they belong.

- The Government may take the necessary steps to improve the economic condition of poor parents, so that they will be able to send their children to school regularly and in time instead of engaging them in domestic works, and other economic earning activities. Administration and supervision/inspection system should be properly and regularly conducted. Educational blocks should be created in the
district for smooth administration and supervision of education at all stages of schools.

All these suggestion incorporated in the thesis are exclusively designed with a view to provide qualitative systems of school education in Sambalpur district by dragging out the problems related to it. There is no denying the fact that a similar range of suggestion might be known to the policy makers, but to improve the situation and fulfilling the goal of high enrolment and low-dropout some of the study bases measures are to be strictly translated into practice.

It is therefore inevitable on the part of government to provide effective measures to the problems associated with school education in Sambalpur district. Government machinery should evolve innovative mechanism to create awareness regarding the role of education in social life. It should take steps to eradicate gender bias as well. Simultaneously, the role of participation of community can not be ignored. So it is imperative that both government as well as people should evolve a joint venture to spread education, which is not only key to self emancipation but also a vital factor to add new dimensions to social matrix in order to cherish social harmony and coherence.