Chapter VII

CONCLUSIONS AND RECOMMENDATIONS

India inherited a pattern of education which was integral part of colonial system. After independence several serious efforts were made by the country to revamp the education and educational administration to attain the goals enshrined in the constitution with this aim in view, the government of India adopted education policy in 1986 thus led to considerable expansion in education facilities all over the country at all levels. The education policy of 1992 was yet another step towards the direction of improving the education in the vast country both quantitatively and qualitatively. The State of Punjab has never lagged behind in the matters of improvement and diversification of education. The issues concerning education and educational reforms have been receiving attention in the state of Punjab since Independence. The first ever attempt by the state towards improvement of the education was taken along the step initiated at the national level. After Independence, the State of Punjab established a State Vocational and Educational Guidance Bureau.

In the Second Five Year Plan lot of attention was given to the Primary education. In 1959, Basic Education was introduced and the higher secondary pattern of schooling was started. In the Third Five Year Plan, the Punjab Government laid much greater emphasis on the education of the children in the age group of 6 to 11 years and compulsory primary education and was passed in 1961 however, the act could not achieve the desired results when government of India decided the cover and protect special groups like minorities, Schedule Castes and women etc., the State of Punjab also followed the stint. Falling in line with the National Policy 1986, the Punjab made Teacher education science oriented. Then the National Education Policy was initiated in 1992 which emphasized on Universalisation of Elementary Education. The state worked towards the achievement of this goal. The adoption of Punjab Education Policy 2002 is a step towards the direction of proving a point. The State Policy on Education 2002 emphasized on the improvement and spread of education in Punjab through community participation and decentralization. The focus was on restructuring of system of education into two levels i.e. elementary and secondary education. The elementary level consists of Class First to Eighth where as secondary level consist of Class Ninth to Twelfth.
No doubt that the state of Punjab is in the most unenviable position with respect to literacy and education. The last decade has shown wonderful results as there has been an increase in total literacy rate by 11.4 per cent points between the period 1991 to 2001. The male literacy has improved by 9.97 per cent whereas female literacy has improved by 13.1 per cent and rural literacy by 12 per cent during the same period. Undoubtedly, the absolute number of literates has decreased from 70.43 Lakh in 1991 to 63.80 Lakh in 2001 (excluding the age 0-6 group), yet the number remains alarmingly high. The state has universal access to primary level education and the ratio of primary section is quite high as compared to middle sections. There is government primary school in almost every village except some new or remote habitations. However, even to day there are 61 per cent villages without a middle section. The 16 per cent of habitations do not have an Elementary School even within the norms of 3 kilometers. Nearly one fourth of the children are either not enrolled in schools or in unrecognized schools. There are still about 2.97 Lakh children of 6-14 years age group who are out of school. Out of 100 children enrolled in class I, only 2 reach senior secondary level. The condition of facilities and infrastructure available in the primary schools is pitiable. There are more than 1000 schools do not have buildings of their own. Even such basic necessities as drinking water and toilets are conspicuous by their absence in large number of schools. The schools are without proper sitting arrangements and had inadequate number of black boards. Apart from physical inputs, the most glaring weaknesses were lack of motivation, outdated teaching methodology and unskilled Teachers.

Keeping in mind all these factors the researcher took an endeavor to study the elementary education in Punjab by making case study of elementary education in the district of S.A.S. Nagar.

The study through investigations interviews, observations and questionnaires has found followings as major findings and testing of Hypothesis.

Major findings of the Chapter on Administration of Elementary Education in Punjab: A Study of Structure and Infrastructure

The following are the findings based on the Secondary data:

- The policies and plans for elementary education were devised, designed and developed at the national level only and these were implemented by the State.
By placing the education in the Concurrent List, there was shared responsibility between the centre and the states which more often than not resulted into no one’s responsibility.

The states often declared themselves as fund starved thereby shirking the financial responsibility and liability in many matters including education.

The significant percentage of the position were vacant both at the entry level and high levels i.e. at the Teacher level and at the level Centre Head Teachers.

When the positions both at the State level and at the district level were lying vacant they would certainly have a negative impact on the delivery Elementary Education.

The policies and programmes formed at the national level were implemented country wide in uniform manner thus reducing the local flexibility to meet the needs of the specific locale.

The mid-day-meal scheme introduced to ensure the retention of the enrolled children in the schools was facing serious challenges.

The one of the challenge faced by the mid-day-scheme was at the implementation level (school level) where the Teachers and the managers invariably expressed that the mid-day-meal scheme was not serving the cause of the education since it diverted the Teachers’ energy in arranging and cooking the food/meal to be served to the students.

One of the observations was that the parents enrolled their wards in the school primarily to feed them not to ensure better educational benefits for them through quality learning.

The following are the findings are based on the Primary data:

- The majority schools were located in urban or semi urban areas.
- The significant majority of schools were co-educational.
- The highly significant majority of select schools had concrete buildings.
- Not all the schools had boundary wall.
- The floors of all the school were cemented.
The ventilation in nearly all the school was found to be adequate.
The natural lighting provisions in these schools were also found to be sufficient.
All the schools had provision of black board in the schools/classrooms.
Not all classrooms had the provision of a table and chair for the Teacher.
Nearly all the Elementary Schools had sufficient number of classrooms.
There were some schools where the classrooms were without of benches.
There were some schools which had inadequate number of benches in the classrooms.
The majority of the schools had sufficient number of fans/lights in the classrooms whereas as there were few schools which were having inadequate number of fans/lights available.
All the school had facilities for drinking water.
The water coolers were not available in all the schools except one.
Some schools were without separate toilets for the girls and boys.
The toilets in majority of the schools were emitting foul smell an were un-cleaned.
All the schools were not having office room and Headmaster/Headmistress’s rooms. Except the school which were housed in the middle/high schools
Not all the schools had first-aid-facilities within.
There were few schools without bell even.
The play grounds in majority of the schools were poorly maintained.
In the majority of schools grounds were not meeting the sports requirements.
All the schools concentrated only on two games, kho-kho and kabaddi for obvious reasons that there was no expenditure involved on equipments in these games.
All the schools never had sports equipments available within the schools.
Major findings of the Chapter on Job Satisfaction among Teachers engaged in the delivery of Elementary Education

- The highly significant majority of the Teachers got cooperation from other faculty members in the school. The more qualified Teachers expressed that they received more of cooperation from their colleagues.
- The highly significant majority of the Teachers received instructions for the operation of teaching aids.
- It was agreed upon by the majority of the respondents, that there were no small groups of Teachers who always opposed the opinion of the majority group. The undecided responses signified that there were Teachers who preferred to be silent on the issue.
- The time given to prepare the administrative reports was not found always sufficient by all the Teachers. The Teachers with high qualification found the time given to prepare reports as sufficient.
- It was found that Teachers exerted group pressure on non-conforming faculty members. The Teachers young and seniors as were age was concerned were surer that no such pressures were exerted on non-confirming faculty members in comparison to middle-aged Teachers. The Teachers with high academic qualifications were surer of such pressure not existing than Teachers with lower academic qualifications.
- The Teachers were divided in their opinion about the burden some administrative paper work in the school.
- The teaching staff with higher academic qualifications found the administrative paper work as less burden some than those Teachers with lower qualifications.
- Generally the Teachers talked about their personal life to each other and female Teachers were found to be more into it.
- The Teachers disagreed with the viewpoint that they sought special favours from the Headmaster/Headmistress.
- It was expressed by the majority of the Teachers that preparing student progress reports required too much work.
The Teachers generally did not interrupt faculty members who were speaking in staff meetings.

The Teachers did not accept the faults of their colleagues.

Generally the Teachers did not ask the non-sensical questions in the faculty meetings.

The routine duties did not interfere with the teaching job.

The large segment of the Teachers senior in age and with higher academic qualifications found the routine duties interfering with the teaching job.

The Headmaster/Headmistress went out of the way to help the Teachers.

The Teachers were of the opinion that Headmaster/Headmistress helped the Teachers in solving their personal problems.

It was found that the Headmaster/Headmistress did set example by working hard himself.

The Teachers with high academic qualifications were more inclined towards this view.

The morale of the Teachers was found to be high.

The more of Teachers young in age and with higher academic qualifications had high morale.

The Teachers had divided opinion about the Headmaster/Headmistress for staying back after the school hours to help Teachers in finishing their work.

The more of Teachers found the Headmaster/Headmistress stayed back after school hours to help Teachers finish their work.

The Teachers did socialize together in small select groups but not all of them.

The majority Teachers expressed that the Headmaster/Headmistress took class scheduling decisions all by him.

Teachers except senior in age and with low qualification were of the opposite view.

It was found that Teachers were contacted by the Headmaster/Headmistress every day.

The daily contact was more frequent in practice in the young Teachers and Teachers with high qualifications.
It was strongly felt by all the Teachers that Headmaster/Headmistress was well prepared when he spoke at school functions.

The Headmaster/Headmistress helped the staff members in settling their minor difference.

The Teachers helped the students in selecting the books/courses to be consulted while joining the school.

The Headmaster/Headmistress corrected the mistakes of the Teachers.

The Teachers in large proportion rejected the thesis that Headmaster/Headmistress talked a great deal and listened less.

It was established that the Headmaster/Headmistress tried to get better incentives for the Teachers.

The Headmaster/Headmistress looked out for personal welfare of the Teachers.

The more of female Teachers found the truth in the statement than male Teachers.

The school secretarial services were not available to all the Teachers.

The opinion was found divided as far as Headmaster/Headmistress running the faculty meetings like a despot. The Teachers senior in age and with higher qualifications opposed the viewpoint that the Headmaster/Headmistress ran the meeting like a despot as against the Teachers who were young-in-age and with lower qualifications thought it other way round.

The Headmaster/Headmistress was in the school before the Teachers arrived.

The Teachers worked together while preparing the administrative reports.

Generally the faculty meetings were organized according to a tight agenda.

The Headmaster/Headmistress shared with the Teachers the new ideas he came across.

Generally the Teachers did not talk about leaving the school job. The small segment of Teachers young in age and with higher qualifications nurtured the idea of leaving the school.

The Headmaster/Headmistress checked the subject matter ability of the Teachers. The more of Teachers young in age and female Teachers and
Teachers with higher qualifications found the Headmaster/Headmistress checking the subject matter ability.

- The Teachers were informed about the results of the supervisors visit.
- The Teachers invariably agreed with the thesis that by nature they felt they were suited for the teaching job.
- The majority of the Teachers found that their institution was located in an appropriate locality.
- Mostly the Teachers found that their salary commensurated with their work.
- The majority Teachers found the students respectful towards them.
- Almost all the Teachers found that the position of the Teachers was very respectful in the community.
- Overwhelmingly the Teachers agreed with the viewpoint that their profession helped them in providing good education to their children.
- The Teachers found institutions neat and clean place where they felt like to work. Only the Teachers with lower qualifications were less in proportion to agree with the viewpoint.
- The Teachers derived pleasure while teaching in the class rooms.
- The opinion was divided on adequacy of promotion opportunities available to the Teachers. The Teachers in the middle-age groups and with lower qualifications found such opportunities to be inadequate.
- The Teachers had enough opportunities for expressing their feelings about their institution. The segment of Teachers in the middle-age group and with lower qualifications did not find enough opportunities to express their feelings.
- As per the majority Teachers the head of the institutions were found impartial in their functioning.
- The teaching learning activity went on smoothly in the class rooms.
- The Teachers enjoyed good rapport with their colleagues and were happily adjusted with them.
- The friends and relatives of the Teachers respected the teaching profession.
- In the opinion of the Teachers they got enough time for recreation and looking after the welfare of their families.
By and large the working hours in the institutions suited the Teachers.

It was found that Teachers were liked by the pupils.

It was found that there was proper arrangement of light and ventilation in the classrooms.

The Teachers enjoyed their work more than leisure.

The Teachers were given freedom to prepare work plan of the job.

The Teachers in general liked the way head of the institution dealt with the Teachers. The more of young Teacher liked the way the head of the institution dealt with the Teachers.

The Teachers found that there was coordial relations existed between the Teachers and students in the school.

There were sufficient books available in the book banks in the school.

The Teachers made an effort to develop proper understanding with parents of their pupils.

The Teachers found the Teachers pupil ratio in their class according to the norms and found that they were not overburdened with the work.

The Teachers kept themselves well informed about the latest developments in their subjects. The more of female Teachers and the Teachers with higher qualifications did so.

The Teachers found that the parents of the pupils shared the problems of their wards with them.

The Teachers found their colleagues were always ready to render help whenever it was needed.

The Teachers found their institution as an example of good discipline and academic achievements for the other institutions.

The Teachers in general agreed that besides teaching learning program there was scope for them to participate in extra curricular activities.

The Teachers in large proportion approved the way the head of their institution took care of the complaints brought to the head by the staff.
The Teachers opinion on transfer was found to be divided. The Teachers senior in age and the Centre Head Teachers and the Teachers with higher qualifications opposed the frequent transfer of the Teachers.

The majority of the Teachers opined that there were appropriate opportunities to improve their qualifications.

By and large, the Teachers were of the opinion that there were not enough facilities of the audio-visual aids in their institution.

Since the Teachers opined that there were not enough audio-visual aids available in the schools for the same reason those were utilized in the limited sense by the Teachers.

The Teachers in general found that class rooms had adequate space for the students to be accommodated comfortably.

Major findings of the Chapter on Levels of Students' Satisfaction seeking Elementary Education

- The overwhelming majority of the students found the water facilities adequate in the schools.
- The existing water facilities were found to be hygienic and at appropriate place in the schools by the majority respondents.
- The school had proper arrangements for potable and fresh water as was expressed by the majority respondents.
- There were proper toilets for girls and boys in the schools and the viewpoint was strongly supported by the majority of the students.
- There were separate toilets for the girls and the boys in the schools and the majority students irrespective of the categories agreed with it.
- The schools had proper play grounds and the view was strongly supported by all students in all the variables.
- The students of the school took part in the sports activities very regularly and it was agreed upon by the majority of students irrespective of any variable.
- Majority of the students took part in the sports activities irrespective of any variable.
The class-rooms were found to be well lighted and ventilated and the majority students expressed it and as such no variable has any impact the variation on the results.

The class-rooms had sufficient number of fans fitted therein and it was expressed by all the students irrespective of any variable.

The majority of the students of the younger age group were undecided about the provision of the benches than the students in the other age groups.

All the students in significant majority strongly agreed with the point of view that each classroom had a blackboard and no variable had any different effect on the results.

The book banks in the school had adequate books and this point was well supported by the students in all the categories.

There were separate Teachers for separate subjects and this view was strongly supported by the senior students whereas the junior students did not agree with it.

The Teachers were found to be punctual in reaching the school by the majority of the students of all the age groups rather in junior classes they were found to be more punctual.

The Teachers did not miss the classes often and this view was supported by students in majority irrespective of any variable.

The Teachers were found to be well aware of the subject matter they taught and this view was well supported by the majority students irrespective of any variable.

The majority of the students found that Teachers helped the students in their spare time and none of the variable had any different effect on the results.

It was found by the majority of the students, irrespective of any variable, that Teachers gave special attention to the weak students.

The syllabus was properly distributed for teaching throughout the year and this viewpoint was supported by the majority of the students irrespective of any variable.
The Teachers did try to rush through the syllabus towards the end of the year and it was found to be correct by the majority students and none of the variable had different effects on the results.

The students were provided enough opportunities for extra curricular activities in the school and this was found by the majority of the students irrespective of any variable.

The majority of the students irrespective of any variable agreed that they came to school regularly but then there were some habitual absentees in the guise of undecided responses.

The play grounds of the schools were well maintained and this was found by the majority of the students irrespective of any variable.

The schools had adequate sports equipment and it was supported by the students of all the categories.

The inter-school sports competitions were held regularly and it was found so by the majority students in all the variables.

It was expressed by the majority students, irrespective of any variables, that the officer of the education department regularly inspected the schools.

The Teachers took the attendance of the students regularly and the majority of the students agreed with it and in no variable there were different effects.

The students of junior classes found the computers not in working condition whereas the majority of senior students found the computer in working conditions in the schools.

The students of junior classes denied having access to the computers whereas the majority students of the senior classes agreed that they had access to the computers.

The mid day meal served in the school was of prescribed standard and this was found by the junior students. However the senior students and the female students found the mid day meal of not according to prescribed standards.
- The parents of the students were involved in the management of the school and the majority of the students supported the viewpoint irrespective of the variables.

- The centre heads of the schools held regular meetings with the parents. The majority of the students strongly were of the opinion and none of the variable had different effect on the results.

- It was found by the majority of the students irrespective of any variable found that Teachers motivated the students to attend the schools regularly.

- The Teachers were frequently transferred in the schools but it was not true in all the cases as was found by the majority of the students expressed it so. However, insignificant responses suggested that students’ perceptions made the difference to the teaching.

- The transfer of the Teachers affected the teaching in the schools but it was not found by all the students. Perhaps the students’ perception of a Teacher made a difference in this case.

- The Teachers were found cooperative with each other in the school. The majority of the students agreed with the viewpoint irrespective of any variable.

- All the schools had first aid facilities and the majority of the students supported the viewpoint irrespective of any variable.

- The class-rooms were found properly cleaned on regular basis by all the students falling in all the categories.

- The Teachers in the schools did their best to make the teaching very joyful and this aspect was supported by the majority of the students irrespective of the effects of any variable.

- The parent-Teacher meetings were held regularly in the schools and this viewpoint was supported by all the students of all the categories.

- The regular tests were given by the Teachers to assess the performance of the students as was expressed by majority of the students of all the categories.
Major findings of the Chapter on An appraisal of the Parent Teachers’ Associations in the delivery of Elementary Education

- The majority of the members of PTAs were in agreement that PTAs were an essential component of elementary education irrespective of their position.
- The majority of the members of the PTAs irrespective of the length of association with PTAs agreed with the viewpoint that PTAs were essential components of the elementary education.
- Even on the basis of the category of schools, the members thought that PTAs were essential component of the elementary education.
- The majority of the members of PTAs were of the opinion that from functionality and effectiveness point of view these PTAs were essential component.
- The majority of the members irrespective of any variable agreed that PTAs were necessary in the schools where the wards of the members were studying.
- The majority of the members irrespective of any variable expressed that the PTAs were not properly functioning in the schools.
- The members disagreed in majority irrespective of any variable with the viewpoint that management or Headmaster/Headmistress involved the members of PTAs in the decision making in the PTAs meeting.
- It was again ratified by the majority members irrespective of any variable that their viewpoint was not given due consideration in the meetings.
- The majority members of PTAs agreed in majority irrespective of any variable that their active participation contributed significantly by towards the betterment of the elementary education.
- Irrespective of the any variable the members in majority agreed with the statement that PTAs facilitated better interaction between the school authorities and the parents and none of the variable.
- The majority members irrespective of any variable expressed that elections to the PTAs were not held regularly.
The majority of the members irrespective of any variable expressed strongly that regular elections to the PTAs could facilitate democratic functioning of the schools.

It was expressed by the majority members that the meetings of the PTAs helped in discussing and solving the problems related to the elementary education and none of the variable had shown different results.

It was strongly opined by the members irrespective of any variable that PTAs bridged the gap between the school authorities/parents and the children.

The members in majority disagreed with the viewpoint that PTAs had role to play in updating the school curriculum and none of the variable had shown different results.

The school management did not implement all the decisions taken by the PTAs as was expressed by the majority of the respondents irrespective of any variable.

It was found that school managements were not accountable to the PTAs for spending the funds collected through PTAs as was expressed by the majority of the respondents irrespective any variable.

It was agreed upon by the majority of the members that active PTAs could drew better results from the Teachers and no variable had shown different results.

The PTAs were ineffective without adequate authority as was expressed by the majority of the respondents irrespective of any variable.

The members found the PTAs ineffective due to the indifferent attitude of the parents towards PTAs.

The members were divided in their opinion as far as interference in the functioning of the Teachers/school was concerned.

Again the opinion of the members regarding the school authorities informed the parents about the existence of the PTAs in the schools were found to be divided.
Without much of doubt, the majority members agreed with the statement that PTAs should have large base to give representation to the cross sections of the society.

The majority members agreed upon that numerical strength of PTAs had effect on the PTAs decisions and none of the variable had shown different results.

The majority of the members irrespective of variables were not aware of the duties and obligations which the PTAs demanded from them.

It was expressed by the majority members irrespective of the variables that the PTAs could be strengthened by regular monitoring by the officer of the education department.

It was agreed upon by the majority respondents irrespective of the variables that the presence of PTAs will make the functioning of school authorities more transparent.

The majority of the members agreed that PTAs should have a constitution duly approved by the officers of education department and none of the variable had shown different results.

The members expressed in majority irrespective of the variables that PTAs should be regularly informed about the implementation of their decisions through action taken reports.

The members were divided in their opinion about the PTAs as mere eye wash. More of parents thought that PTAs were mere eye wash but not all the parents. The majority of the headmaster opined that PTAs were mere eyewash. The members with shortest association thought these PTAs were mere eye-wash.

The members with longest association with PTAs were equally divided in their responses.

Findings of the Chapter on Role of Local Bodies in the Delivery of Elementary Education

The majority of the respondents irrespective of the variables were in agreement with the proposal to hand over the supervision of Elementary Schools (up to Vth Class) to Local Bodies.
The handing over the supervision of the Elementary Schools (up to Vth Class) will enhance administrative decentralization and the view was supported by the majority members irrespective of the variables.

The members in majority irrespective of any variable found that Local Bodies had effective role to play in imparting elementary education.

The majority of the respondents irrespective of the variables expressed that there was VEDC/UDEC for every school to control/supervise the Elementary Education up to 5th Class.

The majority members of Local Bodies found that VEDCs/UDECs can play significant role in the provision of elementary education.

The Local Bodies through VEDC/UDEC carried development works in the schools and it was expressed by the majority members irrespective of the variables.

The majority of the members of Local Bodies agreed that VEDC/UDEC can evolve of adoptable innovative models in school education.

The representatives from different walks of life were associated with VEDC/UDEC and this point was supported by majority of the members of Local Bodies irrespective of the effects of the variables.

The VEDC/UDEC was not a mere eye wash and the view was supported by the majority members and none of the variables had shown different results.

The Local Bodies could support the government programmes in providing elementary education to children and the view was upheld by the majority of the members irrespective of the variables.

The VEDC/UDEC should be constituted through elections and this point of view was supported by the majority of the members of Local Bodies irrespective of any variables.

The VEDC/UDEC should report to the DEO about the habitual absentees among the Teachers and is view was upheld by the majority of the members of Local Bodies in all the categories.

The majority of the Local Bodies members irrespective of any variable found it appropriate that VEDC/UDEC getting feedback from the students about the teaching in the school.
The VEDC/UDEC was found interfering with working of Teachers/school and the majority members of the Local Bodies irrespective of any variable strongly supported it.

The Local Bodies worked as central plank for increasing the community participation for improving the quality of education and the view was expressed by the majority of the respondents irrespective of the variables.

The participation of the parents of the students as representatives of PTAs in the VEDC/UDEC increased the accountability of the Teachers and the students.

The Local Bodies through VEDC/UDEC could garner the unexploited resources from the community and it was felt by the majority of the members irrespective of the variables.

The Local Bodies through VEDC/UDEC could also exploit the resources from the Local Bodies and it was expressed by the majority of the members.

All the construction works in the schools were sanctioned by the VEDC/UDEC and this viewpoint was supported by the majority of the members irrespective of any variable.

The role of VEDC/UDEC as sanctioning authority was not enough and the majority of the respondents strongly supported the point of view irrespective of the variable.

It was found that VEDC/UDEC and PTAs needed more of closer coordination to improve the quality of elementary education and it was opined by the majority members falling in all the categories.

The idea was favoured by the majority members irrespective of the variables that Sarpanch/President should have active role to play in VEDC/UDEC.

The members in majority agreed with the viewpoint that government schemes like providing mid-day meals to the students could be made more effective through supervision of VEDC/UDEC and none of the variables had shown different results.

The Local Bodies through VEDC/UDEC could motivate the parents to send the girls children to schools and the view was supported by the majority of the students irrespective of the variables.
The VEDC/UDEC could play role of mediator in providing counseling to the students/parents/Teachers and it was expressed by the majority members irrespective of variables.

The VEDC/UDEC must act as Local management committee for every school (up to V<sup>th</sup> class) and this view was supported by the majority of the members.

Hypothesis Testing

In the subsequent pages the hypotheses which were framed at the time of the beginning of the study have been tested.

Hypothesis I

1. **The organisational structure engaged in the delivery of elementary education in Punjab was adequate, further,**
   a) *in terms of administrative requirements as per laid down norms of the State and manpower.*
   b) *the infrastructure and facilities required for the delivery of elementary education were adequately available in the elementary schools at the district level.*

The State Governments are left to themselves to develop and design the organisational structure according to the requirements of their respective state and the State of Punjab is no exception thus, establishing that the State of Punjab has developed its own model/structure to deliver the education in the state including the Elementary Education. Therefore, the structure which has been mentioned in the Chapter II was as per the administrative requirements and is hence adequate. The position of manpower in the State relating to the deliverance of Elementary Education is deficient as per the data indicated in the Chapter II of the present study.

Thus from the above analysis it can be seen that the first sub hypotheses has got partial support from the data. Hence it is not accepted.

- The policies and plans for elementary education were devised, designed and developed at the national level only and these were implemented by the State.

- By placing the education in the Concurrent List, there was shared responsibility between the centre and the states which more often than not resulted into no one’s responsibility.
The states often declared themselves as fund starved thereby shirking the financial responsibility and liability.

The policies and programmes formed at the national level were implemented country wide in uniform manner thus reducing the local flexibility to meet the needs of the specific locale.

The mid-day-meal scheme introduced to ensure the retention of the enrolled children in the schools was facing serious challenges.

The one of the challenge faced by the mid-day-scheme was at the implementation level (school level) where the Teachers and the managers invariably expressed that the mid-day-meal scheme was not serving the cause of the education since it diverted the Teachers' energy in arranging and cooking the food/meal to be served to the students.

The other serious challenges thrown to the scheme was that the parents enrolled their wards in the school primarily to feed them not to ensure better educational benefits for them through quality learning.

The highly significant majority of select school had concrete building.

Not all the schools had boundary wall.

The floors of all the school were cemented.

The ventilation in nearly all the school was found to be good.

The natural lighting provisions in these schools were also found to be good.

All the schools had provision of black board in the schools.

Not all the classrooms had the provision of a table and chair for the Teacher.

Nearly all the Elementary Schools had sufficient number of classrooms.

There were some schools where the classrooms were without of benches.

There were some schools which had inadequate number of benches in the classrooms.
The majority of the schools had sufficient number of fans/lights in the classrooms whereas as there were few schools which were having inadequate number of fans/lights available.

- All the school had facility for drinking water.
- Some schools were without toilets.
- The toilets in majority of the schools were emitting foul smell and were un-cleaned.

- All the schools were not having office room and Headmaster/Headmistress’s rooms. Except the school which were housed in the middle/high schools
- Not all the schools had first-aid-facilities within.
- There were few schools even without a bell.
- The play grounds in majority of the schools were poorly maintained.
- In the majority of schools grounds were not meeting the sports requirements.
- All the schools concentrated only on two games, Kho-kho and Kabaddi for obvious reasons that there was no expenditure involved on equipments in these games.
- All the schools never had sports equipments available within the schools.
- The supervision by CRCs and BRCs was found ineffective as expressed by the head/senior Teachers of the schools.
- The training and orientation provided by the DIET was often found wanting on fronts like availability of resource persons and their expertise in the field.
- The majority of the students left the school after taking the mid-day meals.
- The grievances of the students/parents and the Teachers often went unheard further deteriorating the educational effectiveness.
- The Teachers expressed themselves vehemently that mid-day-meal scheme be abandoned as the funds were not flowing in time and the Teachers had to raise the funds from their pockets and also were made to cook the meal.
- The school Teachers’ were often involved in the office work which diverted them from the teaching work.

- The majority of the buildings were concrete but were not properly maintained.
The Teachers were not punctual in coming to the schools and exercised laxity of their own.

The classes were often held outside the rooms in the open as a result the possibility of concentrating on teaching was bleak.

Absenteeism among the Teachers was also reported from certain schools.

There were schools which were even without jute mats for the students to sit in these schools the students were made to sit on the ground.

Thus from the above analysis it can be seen that the second sub hypotheses has got sufficiently strong support from the data on the negative side. Hence it is not accepted.

Therefore, on the basis of the results of both the sub hypothesis the main hypotheses stands rejected.

Hypothesis 2: The level of satisfaction of the Teachers engaged in the deliverance of elementary education at the district level was high, further,

a) Higher the age of the Teachers lower was the job satisfaction.

The Teachers young and seniors in age were concerned were surer that no such pressures were exerted on non-confirming faculty members in comparison to middle-age Teachers.

The large segment of the Teachers senior in age and with high academic qualifications found the routine duties interfering with the teaching job.

The opinion was found divided as far as Headmaster/Headmistress running the faculty meetings like a despot. The Teachers senior in age and with higher qualifications opposed the viewpoint that the Headmaster/Headmistress run the meeting like a despot as against the Teachers who were young-in-age and with lower qualifications thought it other way round.

The opinion was divided on adequacy of promotion opportunities available to the Teachers. The Teachers in the middle-age groups and with lower qualifications found such opportunities to be inadequate.

The Teachers had enough opportunities for expressing their feelings about their institution. The segment of Teachers in the middle age group and with lower qualifications did not find enough opportunities to express their feelings.
The Teachers in general liked the way head of the institution dealt with the Teachers. The more of young Teacher liked the way the head of the institution dealt with the Teachers.

The Teachers opinion on transfer was found to be divided. The Teachers senior in age and the Centre Head Teachers and the Teachers with higher qualifications opposed the frequent transfer of the Teachers.

**The sub-hypotheses got a divided support hence it is partially accepted.**

b) Level of job satisfaction of male Teachers involved in the delivery of elementary education was low vis-à-vis female Teachers.

The Headmaster/Headmistress looked out for personal welfare of the Teachers. The more of female Teachers found the truth in the statement than male Teachers.

The majority of the Teachers found that there was no such occasion on any working day when the school was without a Teacher. The majority of the Teachers in these schools were females so they cooperated with each other.

The Teachers kept themselves well informed about the latest developments in their subjects. The more of female Teachers and the Teachers with higher qualifications did so.

**The sub-hypotheses has got cent per cent support from the data. Hence it is accepted.**

c) Level of job satisfaction among the Teachers was higher at the higher positions.

d) Teachers having higher academic qualifications were having low job satisfaction.

The Teachers in general were appreciated by superiors in the performance of their work. The Teachers with higher qualification were more often appreciated by the superiors.

The Teachers found institutions neat and clean place where they felt like to work. Only the Teachers with lower qualifications were less in proportion to agree with the viewpoint.

The time given to prepare the administrative reports was not found always sufficient by all the Teachers. The Teachers with high qualification found the time given to prepare reports as sufficient.
The Headmaster/Headmistress checked the subject matter ability of the Teachers. The more of Teachers young in age and female Teachers and Teachers with higher qualifications found the Headmaster/Headmistress checking the subject matter ability.

Generally the Teachers did not talk about leaving the school job. The small segment of Teachers young in age and with higher qualifications nurtured the idea of leaving the school.

It was found that Teachers were contacted by the Headmaster/Headmistress every day. The daily contact was more frequent in practice in the young Teachers and Teachers with high qualifications.

The Teachers accomplished their work with great whim, vigour and pleasure. Teachers with high qualifications were more convinced with this view.

The Teachers with high academic qualifications were surer of such pressure not existing than Teachers with lower academic qualifications.

The teaching staff with higher academic qualifications found the administrative paper work as less burden some than those Teachers with lower qualifications.

The large segment of the Teachers senior in age and with high academic qualifications found the routine duties interfering with the teaching job.

It was found that Teachers were contacted by the Headmaster/Headmistress every day. The daily contact was more frequent in practice in the young Teachers and Teachers with high qualifications.

The opinion was found divided as far as Headmaster/Headmistress running the faculty meetings like a despot. The Teachers senior in age and with higher qualifications opposed the view point that the Headmaster/Headmistress run the meeting like a despot as against the Teachers who were young-in-age and with lower qualifications thought it other way round.

The Headmaster/Headmistress checked the subject matter ability of the Teachers. The more of Teachers young in age and female Teachers and Teachers with higher qualifications found the Headmaster/Headmistress checking the subject matter ability.

The Teachers kept themselves well informed about the latest developments in their subjects. The more of female Teachers and the Teachers with higher qualifications did so.
The sub hypotheses has got sufficient strong support from the data, hence it is accepted.

From the above analysis it can be seen that the hypothesis has got strong support from the data, hence it is accepted.

Hypothesis 3: Level of students’ satisfaction regarding facilities/delivery of elementary education was low, further,

- The classes often held in open and not in the rooms.
- Generally the locales of the schools were found to be congenial to the school environment.
- The overwhelming majority of the students found the water facilities adequate in the schools.
- The existing water facilities were found to be hygienic and at appropriate place in the schools by the majority respondents.
- The school had proper arrangements for potable and fresh water as was expressed by the majority respondents.
- There were proper toilets for girls and boys in the schools and the viewpoint was strongly supported by the majority of the students.
- There were separate toilets for the girls and the boys in the schools and the majority students irrespective of the categories agreed with it.
- The schools had proper play grounds and the view was strongly supported by all students in all the variables.
- The students of the school took part in the sports activities very regularly and it was agreed upon by the majority of students irrespective of any variable.
- All the students took part in the sports activities irrespective of any variable.
- The class-rooms were found to be well lighted and ventilated and the majority students expressed it and as such no variable has any impact the variation on the results.
- The class-rooms had sufficient number of fans fitted therein and it was expressed by all the students irrespective of any variable.
The majority of the students of the younger age group were undecided about the provision of the benches than the students in the other age groups.

All the students in significant majority strongly agreed with the point of view that each classroom had a blackboard and no variable had any different effect on the results.

The book banks in the school had adequate books and this point was well supported by the students in all the categories.

There were separate Teachers for separate subjects and this view was strongly supported by the senior students whereas the junior students did not agree with it.

The Teachers were found to be punctual in reaching the school by the majority of the students of all the age groups rather in junior classes they were found to be more punctual.

The Teachers did not miss the classes often and this view was supported by students in majority irrespective of any variable.

The Teachers were found to be well aware of the subject matter they taught and this view was well supported by the majority students irrespective of any variable.

The majority of the students found that Teachers helped the students in their spare time and none of the variable had any different effect on the results.

It was found by the majority of the students, irrespective of any variable, that Teachers gave special attention to the weak students.

The syllabus was properly distributed for teaching throughout the year and this viewpoint was supported by the majority of the students irrespective of any variable.

The Teachers did try to rush through the syllabus towards the end of the year and it was found to be correct by the majority students and none of the variable had different effects on the results.

The students were provided enough opportunities for extra curricular activities in the school and this was found by the majority of the students irrespective of any variable.
The majority of the students irrespective of any variable agreed that they came to school regularly but then there were some habitual absentees in the guise of undecided responses.

The play grounds of the schools were well maintained and this was found by the majority of the students irrespective of any variable.

The schools had adequate sports equipment and it was supported by the students of all the categories.

The inter-school sports competitions were held regularly and it was found so by the majority students in all the variables.

It was expressed by the majority students, irrespective of any variables, that the officer of the education department regularly inspected the schools.

The Teachers took the attendance of the students regularly and the majority of the students agreed with it and in no variable there were different effects.

The students of junior classes found the computers not in working condition whereas the majority of senior students found the computer in working conditions in the schools.

The students of junior classes denied having access to the computers whereas the majority students of the senior classes agreed that they had access to the computers.

The mid day meal served in the school was of prescribed standards and this was found by the junior students. However, the senior and the female students found the mid day meal not of prescribed standards.

The parents of the students were involved in the management of the school and the majority of the students supported the viewpoint irrespective of the variables.

The Centre Head Teachers of the schools held regular meetings with the parents. The majority of the students strongly were of the opinion and none of the variable had different effect on the results.

It was found by the majority of the students irrespective of any variable found that Teachers motivated the students to attend the schools regularly.

The Teachers were frequently transferred in the schools but it was not true in all the cases as was found by the majority of the students expressed it so. However,
insignificant responses suggested that students’ perceptions made the difference to the teaching.

☑ The transfer of the Teachers affected the teaching in the schools but it was not found by all the students. Perhaps the students’ perception of a Teacher made a difference in this case.

☑ The Teachers were found cooperative with each other in the school. The majority of the students agreed with the viewpoint irrespective of any variable.

☑ All the schools had first aid facilities and the majority of the students supported the viewpoint irrespective of any variable.

☑ The class-rooms were found properly cleaned on regular basis by all the students falling in all the categories.

☑ The Teachers in the schools did their best to make the teaching very joyful and this aspect was supported by the majority of the students irrespective of the effects of any variable.

☑ The parent-Teacher meetings were held regularly in the schools and this viewpoint was supported by all the students of all the categories.

☑ The regular tests were given by the Teachers to assess the performance of the students as was expressed by majority of the students of all the categories.

Sub-Hypothesis

a) Higher the age of the students lower was the level of satisfaction.

b) Male students were less satisfied vis-à-vis the female students.

c) Students studying in the schools located in the urban areas were more satisfied vis-à-vis those studying in the schools located in the rural areas.

b) The students belonging to the SC/BC/OBC categories were more satisfied as compared to the students from general category.

From the analysis of the findings above it can be seen that none of the variables given in the sub-hypothesis viz. age, gender, locale of the school and the caste made any significant impact on the results. Therefore, based on the analysis all the sub-hypothesis could not be tested. Therefore, the main hypotheses that level of students’ satisfaction regarding facilities/delivery of elementary education was low also stand rejected.
Hypothesis 4: Parent Teachers Associations (PTAs) played an active role for facilitating user-provider interface, further,

- The majority of the members of PTAs were in agreement that PTAs were an essential component of elementary education irrespective of their position.
- The majority of the members of the PTAs irrespective of the length of association with PTAs agreed with the viewpoint that PTAs were essential components of the elementary education.
- Even on the basis of the category of schools, the members thought that PTAs were essential component of the elementary education.
- The majority of the members of PTAs were of the opinion that from functionality and effectiveness point of view these PTAs were essential component.
- The majority of the members irrespective of any variable agreed that PTAs were necessary in the schools where the wards of the members were studying.
- The majority of the members irrespective of any variable expressed that the PTAs were not properly functioning in the schools.
- The members disagreed in majority irrespective of any variable with the viewpoint that management or Headmaster/Headmistress involved the members of PTAs in the decision making in the PTAs meeting.
- It was again ratified by the majority members irrespective of any variable that their viewpoint was not given due consideration in the meetings.
- The majority members of PTAs agreed in majority irrespective of any variable that their active participation contributed significantly by towards the betterment of the elementary education.
- Irrespective of the any variable the members in majority agreed with the statement that PTAs facilitated better interaction between the school authorities and the parents and none of the variable had any effect on the results.
- The majority members irrespective of any variable expressed that elections to the PTAs were not held regularly.
- The majority of the members irrespective of any variable expressed strongly that regular elections to the PTAs could facilitate democratic functioning of the schools.
It was expressed by the majority members that the meetings of the PTAs helped in discussing and solving the problems related to the elementary education and none of the variable had shown different results.

It was strongly opined by the members irrespective of any variable that PTAs bridged the gap between the school authorities/parents and the children.

The members in majority disagreed with the viewpoint that PTAs had role to play in updating the school curriculum and none of the variable had shown different results.

The school management did not implement all the decisions taken by the PTAs as was expressed by the majority of the respondents irrespective of any variable.

It was found that school managements were not accountable to the PTAs for spending the funds collected through PTAs as was expressed by the majority of the respondents irrespective any variable.

It was agreed upon by the majority of the members that active PTAs could draw better results from the Teachers and no variable had shown different results.

The PTAs were ineffective without adequate authority as was expressed by the majority of the respondents irrespective of any variable.

The members found the PTAs ineffective due to the indifferent attitude of the parents towards PTAs.

The members were divided in their opinion as far as interference in the functioning of the Teachers/school was concerned.

Again the opinion of the members regarding the school authorities informed the parents about the existence of the PTAs in the schools were found to be divided.

Without much of doubt, the majority members agreed with the statement that PTAs should have large base to give representation to the cross sections of the society.

The majority members agreed upon that numerical strength of PTAs had effect on the PTAs decisions and none of the variable had shown different results.

The majority of the members irrespective of variables were not aware of the duties and obligations which the PTAs demanded from them.

It was expressed by the majority members irrespective of the variables that the PTAs could be strengthened by regular monitoring by the officer of the education department.
It was agreed upon by the majority respondents irrespective of the variables that the presence of PTAs will make the functioning of school authorities more transparent.

The majority of the members agreed that PTAs should have a constitution duly approved by the officers of education department and none of the variable had shown different results.

The members expressed in majority irrespective of the variables that PTAs should be regularly informed about the implementation of their decisions through action taken reports.

The members were divided in their opinion about the PTAs as mere eye wash.

The majority of the Headmaster/Headmistress opined that PTAs were mere eyewash.

The members with longest association with PTAs were equally divided in their responses.

The members with shortest association thought these PTAs were mere eye-wash.

Sub-hypothesis

a) Parent members of the PTAs were more satisfied with the working as compared to other members.

b) Longer the association of the members with the PTAs higher was the satisfaction level.

c) Members of the PTAs associated with primary schools were more satisfied with the working vis-a-vis the middle schools.

d) The members of the PTAs were less satisfied with the functional aspect than the effective working of the PTAs.

From the analysis of the findings above it can be seen that none of the variables given in the sub-hypothesis viz. parents, duration of association, level of the school and the functional and effective working of the PTAs made any significant impact on the results. Therefore, based on the analysis all the sub-hypothesis could not be tested. Therefore, the main hypotheses that PTAs played an active role for providing user-friendly interface has been accepted.

Hypothesis 5: The community participation in the administration of elementary education was low, further,
a) Higher the position of the member in the Local Bodies lower was the participation level.
b) Longer the duration of association with the VEDC/UDEC less was the participation level.
c) Higher the number of schools in the area lower was the participation level of the members.

☑ The majority of the respondents irrespective of the variables were in agreement with the proposal to hand over the supervision of Elementary Schools (up to Vth Class) to Local Bodies.

☑ The handing over the supervision of the Elementary Schools (up to Vth Class) will enhance administrative decentralization and the view was supported by the majority members irrespective of the variables.

☑ The members in majority irrespective of any variable found that Local Bodies had effective role to play in imparting elementary education.

☑ The majority of the respondents irrespective of the variables expressed that there was VEDC/UDEC for every school to control/supervise the Elementary Education up to Vth Class.

☑ The majority members of Local Bodies found that VEDCs/UDECs can play significant role in the provision of elementary education.

☑ The majority of the members of Local Bodies agreed that VEDC/UDEC can evolve of adoptable innovative models in school education.

☑ The representatives from different walks of life were associated with VEDC/UDEC and this point was supported by majority of the members of Local Bodies irrespective of the effects of the variables.

☑ The VEDC/UDEC was not a mere eye wash and the view was supported by the majority members and none of the variables had shown different results.

☑ The Local Bodies could support the government programmes in providing elementary education to children and the view was upheld by the majority of the members irrespective of the variables.

☑ The VEDC/UDEC should be constituted through elections and this point of view was supported by the majority of the members of Local Bodies irrespective of any variables.
The VEDC/UDEC should report to the DEO about the habitual absentees among the Teachers and the view was upheld by the majority of the members of Local Bodies in all the categories.

The majority of the Local Bodies members irrespective of any variable found it appropriate that VEDC/UDEC getting feedback from the students about the teaching in the school.

The VEDC/UDEC was found interfering with working of Teachers/school and the majority members of the Local Bodies irrespective of any variable strongly supported it.

The Local Bodies worked as central plank for increasing the community participation for improving the quality of education and the view was expressed by the majority of the respondents irrespective of the variables.

The participation of the parents of the students as representatives of PTAs in the VEDC/UDEC increased the accountability of the Teachers and the students.

The Local Bodies through VEDC/UDEC could garner the unexploited resources from the community and it was felt by the majority of the members irrespective of the variables.

The Local Bodies through VEDC/UDEC could also exploit the resources from the Local Bodies and it was expressed by the majority of the members.

All the construction works in the schools were sanctioned by the VEDC/UDEC and this viewpoint was supported by the majority of the members irrespective of any variable.

The role of VEDC/UDEC as sanctioning authority was not enough and the majority of the respondents strongly supported the point of view irrespective of the variable.

It was found that VEDC/UDEC and PTAs needed more of closer coordination to improve the quality of elementary education and it was opined by the majority members falling in all the categories.

The idea was favoured by the majority members irrespective of the variables that Sarpanch/President should have active role to play in VEDC/UDEC.

The members in majority agreed with the viewpoint that government schemes like providing mid-day meals to the students could be made more effective through supervision of VEDC/UDEC and none of the variables had shown different results.
The Local Bodies through VEDC/UDEC could motivate the parents to send the girls children to schools and the view was supported by the majority of the students irrespective of the variables.

The VEDC/UDEC could play role of mediator in providing counseling to the students/parents/Teachers and it was expressed by the majority members irrespective of variables.

The VEDC/UDEC must act as local management committee for every school (up to Vth class) and this view was supported by the majority of the members.

The Local Bodies through VEDC/UDEC carried development works in the schools and it was expressed by the majority members irrespective of the variables.

From the analysis of the findings above it can be seen that none of the variables given in the sub-hypothesis viz. position of the members, duration of association number of the schools in the area made any significant impact on the results. Therefore, based on the analysis all the sub-hypothesis could not be tested. Therefore, hypothesis that the community participation in the administration of Elementary Education was low is rejected.

Problems/Issues and Recommendations

After the analysis of the data and the observations of the researcher from the field following problems/issues have been identified and some specific suggestions have been made in the subsequent pages.

1. Lack of integrated and comprehensive approach to governance and financing of the Elementary Education at the State level.

_Need to develop and design a comprehensive model for the governance and finance of the education at the State especially taking care of the Elementary Education._

It has been observed that there are states in the country which have done better than many other states in the deliverance of education such as Kerala. The planners in the field of education particularly in the field of Elementary Education should emulate the best practices of these states and develop an integrated and comprehensive model/approach to benefit all in the deliverance of education in general and Elementary Education in particular.

2. Inadequate focus and stress laid on Elementary Education.

_There is need to develop multi-pronged strategy to deal with Elementary Education at the grassroots level._
Even after 61 years of attaining the Independence, the country has not been able to fulfil its constitutional obligations. The education planners must come out with a strategy so that the all eligible students are given admission and are retained in the school and imparted education.

3. The existing organisational structure involved in the deliverance of Elementary Education at all the levels in the State was causing bottlenecks in its smooth deliverance.

There is need to devised an organisational structure that smoothens the functioning at each level in the delivery of Elementary Education.

The present organisational structure is reportedly leading to bureaucratisation which in turns results in red tapism and unresponsive decisions. The organisation structure should be bottom heavy and slim at the top so that the deliverance of Elementary Education is monitored and mentored from the close quarters at the grassroots level.

4. The depleted and deteriorated infrastructure of the School presents a poor environmental look.

There is need to utilize maintain the existing infrastructure of the Elementary School in a way and manner that provides best setting for a School.

As has been verified by the physical inspection of the sampled Schools it was seen that majority of the settings of the Schools, both from within and without were not congenial to the imparting of the education. How far or near a school is situated from the National/State Highways can be claimed to be an ideal situation. Similarly the School from within should have such an ambience that it gives a soothing impression to the tender minds and motivates them to come to the school regularly.

5. There is a general lack of commitment, dedication and devotion of the teachers towards their profession.

Teaching has to be taken as a noble profession where there is total involvement and onus in building and grooming the young and tender minds be on the Teachers.

Traditional Gurus of the yesteryears are even remembered and reverence today. It is to be seen that how many of present day wish to recognise the contributions of their teachers in their personality and career building? On the other hand how many of the Teachers are so much committed to the Profession to that extent of being equated to the Gurus of the yesteryears? Teaching should not be taken
as a mere source of income or employment rather it should be treated professionally and its responsibilities should be accomplished with fervour, emotion and devotion to ensure best of the deliverance of education at all levels.

6. Inadequate and outdated methods of training the Teachers.

The Teachers should be imparted training in a manner and at a time without causing any stress to the system and to the recipient.

The importance of training both pre-service and in-service can not be minimised. The Teacher acts as a role model and thus moulded in such a manner that motivates the Teacher to the extent of boosting his/her morale and improves the teaching skills of the Teacher.

7. The unfavourable service conditions hamper the Teachers’ performance.

The service condition be made favourable for the Teachers to perform their duties diligently.

Often there are grumbling about the frequent transfers which suck away the zeal from the Teachers as far as their involvement regarding work is concerned. The transfers are usually on political consideration and these are highly deplorable in the academic circles. The transfer policy gives preference to the native areas of the Teachers which in turn demand best out of them to groom the youngsters of their own areas. Similarly, promotions and other incentives must be given to the Teachers through uniform policy for such matters.

8. A student is fast turning into a commodity, a part of the target to be achieved rather the student should be considered a highly valued part of the society.

The enrolment drives and the fee structure often turn the students into commodity. The very purpose of education appears to lose its sanctity and usefulness when it is commercialised to an extent. There is urgent need to address this issue and treat the students as the ‘learners’ while providing a ‘student-friendly environment in the School. It can be seen from various live examples that there is a direct correlation between the devotion of a teacher and the reverence of a student towards that teacher and this aspect should not be ignored at all.

9. Low level community participation in the arena of education administration.

There is immediate need to have increased involvement of the community participation in order to make Elementary Education more suited to the local needs and environment.
The community participation is one of the paramount importances in the present day responsible and responsive administration and it is a salient feature of the good governance. The society which has seen despotic rulers and the colonial regime has not fully realised and understood the role of community is expected to play in the democratic governance and deliverance of the basic social services to the society like that of education. The community participation through the PTAs and through Local Bodies is the prime need of the hour for attaining the better and best results in every field of activity especially in the field of Elementary Education.

10. Hesitant and scanty voluntary efforts on the part of those who can afford physically and financially.

The voluntary sector is conspicuous by its absence as far as the Elementary Education is concerned in the State, therefore there is need to have more selfless devoted effort to serve the cause.

The voluntary efforts on the part of those who would wish to contribute to the cause of Elementary Education are often limited and at times shape into ulterior motives of such donors.

11. Overlapping in the efforts of Universalisation of Elementary Education.

It can be seen that since the Elementary Education has been put into the Concurrent List both the Centre and the State Governments are making policies which leads to overlapping of the efforts.

In order to eradicate overlapping in the field of Elementary Education there is need to decentralise the powers and responsibilities to the states so that the state specific programmes and projects are initiated according to the felt needs of the state.

Towards the end of my humble research effort it can be surely said that the field of Elementary Education is vast and this research effort may be just a drop of water in the huge ocean of knowledge. However, the researcher has made a sincere endeavour to cover the important aspects but due to paucity of time many of the aspects might have been overlooked and these issues can be taken up by other researchers in future in this field. Further, this research work has also brought into light some issues which may be of some interest for the future researchers.