

**MID-TERM ASSESSMENT SURVEY
OF
DISTRICT PRIMARY EDUCATION PROGRAMME
IN
FOUR DISTRICTS OF HIMACHAL PRADESH
(Chamba, Kullu, Lahaul & Spiti and Sirmour)**

STUDY REPORT

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CHAPTER VIII
CONCLUSIONS
AND
IMPLICATIONS

On the basis of the analysis of the data and interpretation of the results the following are the major findings and conclusions:

8.1 Major Findings and Conclusions

The major findings alongwith their conclusions pertaining to the assessment of students' achievement on MAS; gender wise comparison on BAS tests administered during the initial and mid-term survey; comparison of students' performance on BAS and MAS in terms of area, gender and category; school profile; profile of teachers; and profile class V students are discussed as under:

8.1.1 Assessment Of Students' Achievement On MAS

1. In the four DPEP districts of Himachal Pradesh, the achievement of class II students in language (Hindi) ranges from 83.56% in Lahaul & Spiti to 75.30% in Sirmour. In mathematics it varies from 84.80% in Chamba to 74.40% in Sirmour. Students' achievement crosses 75% mark in language and 74% mark in mathematics in all the districts. The achievement of students of Sirmour district in both the subjects of language and mathematics is low whereas it is high in mathematics in case of Chamba and in language in Lahaul & Spiti.

The achievement in Word Knowledge component of language of class V students in the four districts varies from a low of 64.04% in Kullu to a high of 68.79% in Chamba. However, in Reading Comprehension component of language it ranges from 52.57% in Kullu to 59.63% in Lahaul & Spiti. In mathematics, the achievement of students varies from 42.27% in Kullu to 54.21% in Chamba. The results show that of all the four districts, the students of class V of Kullu scored low in language as well as in mathematics as compared to their counterparts of other three districts. Moreover, the achievement in Word Knowledge in all the districts crosses 64% mark whereas the achievement in Reading Comprehension it crosses 52% mark in all the four districts but could hardly touch the mark of 60% in any of the DPEP districts. In mathematics, the achievement of students crosses 42 mark in all the districts but could not touch 55% mark in any district. It is noteworthy that the achievement in Reading Comprehension component of language of the students of Lahaul & Spiti

followed by Chamba is higher in comparison to other districts of Kullu and Sirmour. However, in case of Word Knowledge component of language, the achievement of the students of Chamba followed by Lahaul & Spiti is higher when compared with the other districts.

2. There are no significant gender differences in language and mathematics achievement of class II students across rural and urban areas in all the four DPEP districts. In case of class V urban students of Chamba, girls have performed significantly better than the boys in mathematics and Reading Comprehension component of language but not in Word Knowledge component. However, no significant gender differences are exhibited by class V students of Kullu & Sirmour districts in mathematics and both the components of language.

3. The performance in language of class II SC girls of Chamba and ST girls of Sirmour is significantly higher than the other category girls whereas other category girls of Lahaul & Spiti achieved significantly higher than the SC girls, ST girls, total SC (boys and girls taken together) and total ST (boys and girls taken together).

In case of achievement in mathematics, the SC and ST students of class II have performed better than the other category of students of Chamba and Kullu. However, other category boys of Lahaul & Spiti have performed significantly better than their SC and ST counterparts. Also, others total category students (boys and girls taken together) of Lahaul & Spiti have significantly better achievement in mathematics than the total ST (boys and girls taken together). In Sirmour, the others category students have performed significantly better than SC students, but ST girls exhibit higher achievement in mathematics than other category girls which may be attributed to the lesser number of ST girls.

4. In case of class V students of Chamba & Kullu districts, ST students have significantly better performance in Word Knowledge component of language than the other category students which also holds true in case of boys of Chamba and girls of Kullu. It may also be pointed out that only ST boys of Chamba have performed significantly better than other category of boys in Reading Comprehension component of language. Further, other category of boys of

Sirmour achieved significantly higher than ST boys in both components of language (Word Knowledge and Reading Comprehension) and SC boys in Reading Comprehension component only.

The achievement in mathematics of total ST students of Chamba district is significantly higher than the other total category students which is also true for boys. On the other hand, the other category of class V students of Kullu have performed significantly better than their SC counterparts when compared across both the gender groups and in total. Further, in Sirmour district the performance of other category students is significantly better than their SC and ST counterparts. It also holds true for SC boys, ST boys and ST girls.

5. In Lahaul & Spiti district (totally rural), the achievement in language of others category class II students is significantly higher than SC and ST students. The performance of others category urban students in Sirmour district is significantly better their urban SC and ST counterparts.

In mathematics, SC and ST class II students of Chamba and Kullu districts have performed significantly better than others category students. It is also true for rural areas of both these districts. However, the students belonging to other category of Lahaul & Spiti (which is totally rural) have significantly better achievement than ST students. Also others category students of Sirmour achieved significantly higher in mathematics than SC students for rural and urban areas taken together. In case of urban area of Sirmour, the students of other categories performed better as compared to SC & ST students.

In case of class V, the performance of ST students in Word Knowledge component of language is significantly higher than other category students from both rural and urban areas of Chamba district. In case of Kullu district also, these results hold true for rural areas and for total (rural & urban areas taken together). On the other hand, the others total (rural & urban areas taken together) category of students has achieved significantly higher than the SC and ST students in Word Knowledge component of language in Sirmour district which holds true for SC students in urban areas also. In Chamba, the performance of students in Reading Comprehension component of language is significantly better in case of

rural SC students when compared with other category students from rural areas. The urban ST students of Chamba also performed better than the other category of students. On the other hand, the other category rural students achieved significantly higher than rural SC students of Kullu in Reading Comprehension component of language only. Further, the other category students have performed significantly better than the SC and ST category students in Reading Comprehension component of language in Sirmour district. It also holds true for rural areas of Sirmour whereas in urban areas ST students have better performance than other category students.

The achievement in mathematics of ST Class V students of Chamba district is significantly higher than the other category students of rural areas as well as for the total (rural and urban areas taken together). However, the other category students from the rural areas of Kullu district have significantly better achievement than their SC counterparts and total (rural & urban taken together).

Furthermore, the other category students of Sirmour district have performed better than SC and ST counterparts. However, these results hold true for ST rural and SC urban students.

8.1.2 Genderwise Comparison On BAS Test Administered During Initial Survey And During MAS In The Subjects Of Mathematics And Language (Hindi) For Class II & V

1. A comparison of class II students in language (Hindi) on BAS tests administered during BAS and MAS reveals that significant differences exist between the mean achievements of: i) boys of Chamba, Kullu and Lahaul & Spiti districts; ii) girls of Kullu and Lahaul & Spiti districts and iii) total students (composite mean of boys and girls taken together) of Lahaul & Spiti and Sirmour districts.

These results indicate that DPEP intervention seems to have contributed significantly in improving the achievement of class II boys in language (Hindi) in the districts of Chamba, Kullu and Lahaul & Spiti. Highest mean difference (11.73) has been observed in Lahaul & Spiti district followed by Chamba and

Kullu. The performance of boys in Sirmour district has been almost the same on the BAS tests in BAS and MAS.

In case of girls, the improvement is recorded in Lahaul & Spiti district only. In Chamba and Sirmour districts achievement level on BAS tests has remained almost the same during BAS and MAS. Interestingly, in district Kullu a negative trend has been noticed as there is a significant decline in the achievement of class II girls in language (Hindi) during MAS when compared with BAS. The results however, need further investigation and verification.

Analysis of total students (boys and girls taken together) reflects that there is almost no change in the achievement of class II students in language, tested during BAS & MAS in Chamba and Kullu districts. However, significant improvement is recorded in Lahaul & Spiti and Sirmour districts. The mean difference in the achievement is highest (14.97) in Lahaul & Spiti district followed by Sirmour.

2. A comparison of achievement of class II students in mathematics on BAS test administered during BAS and MAS indicates: i) the achievement of boys in Chamba and Kullu districts has gone down considerably; ii) there is almost no change in the achievement level of boys in Lahaul & Spiti and Sirmour districts; iii) girls have improved in Lahaul & Spiti district only; iv) there is hardly any change in the achievement level of girls in Chamba and Sirmour districts; v) Kullu district shows a decline in the achievement of girls; vi) achievement of total students shows improvement only in Lahaul and Spiti districts; vii) there is hardly any change in the achievement of total students in Chamba and Sirmour districts; and viii) Kullu district shows a significant decline in achievement of total students in mathematics.

3. A comparison of achievement of class V students in language on BAS tests administered during BAS and MAS reveals: i) significant improvement in the achievement of boys in Chamba district only; ii) in Kullu, Lahaul & Spiti and Sirmour district there is hardly any change in the achievement level of boys during MAS; iii) achievement of girls has improved considerably in all the four districts with highest mean difference recorded in Chamba (19.79) followed by

Lahaul & Spiti, Sirmour and Kullu; iv) achievement of total students has improved considerably in all the four DPEP districts with highest mean difference of (18.18) in Chamba followed by Lahaul & Spiti, Sirmour and Kullu districts.

4. Comparison of achievement of class V students in mathematics on BAS administered during BAS and MAS indicated: i) boys have improved their achievement in mathematics in Chamba and Kullu districts; ii) achievement of boys has remained more or less the same in Lahaul & Spiti and Sirmour districts; iii) girls show improvement in their achievement in mathematics in Chamba and Lahaul & Spiti districts with highest mean difference of (17.75) in Chamba followed by Lahaul & Spiti; iv) no significant change in the achievement of girls is noticed in Kullu and Sirmour districts; v) total students (boys & girls taken together) show improvement in their achievement during MAS in Chamba, Lahaul & Spiti and Kullu districts with highest mean difference of (13.86) in Chamba followed by Lahaul & Spiti and Kullu; and vi) the level of achievement of total students in mathematics remains more or less unchanged in Sirmour district.

These results, when seen in terms of performance of class II and V students in language and mathematics, as measured on BAS tests during initial and mid-term survey, indicate that there is improvement in:

- i) *Language achievement of class II students from BAS to MAS in all the four DPEP districts.*
- ii) *Mathematics achievement of class II students of Lahaul & Spiti and Sirmour, but a decline in Chamba and Kullu from BAS to MAS.*
- iii) *Language and mathematics achievement of class V students for BAS to MAS in all the four DPEP districts.*

Hence, it may be concluded that *there has been improvement in learning achievement of class II and V students in all the four districts from BAS to MAS except in mathematics achievement of class II students in Chamba and Kullu, which may be attributed to DPEP interventions during last three years of its implementation.*

8.1.3 Comparison Of Students' Performance On BAS And MAS Administered Tests

The results of achievement differences of the class II and V students in language and mathematics during BAS and MAS are summed up as under:

8.1.3(a) Area-wise Differences

1. The urban class II students of Chamba and Kullu districts have significantly higher achievement in language and mathematics than their rural counterparts during BAS as well as MAS. The achievement differences in favour of urban students show a decline from BAS to MAS in both the districts of Chamba and Kullu in case of language achievement and only in Chamba in case of mathematics achievement.

However, there are no significant rural-urban differences in the achievement of class II students of Sirmour in language and mathematics, both during BAS and MAS.

2. The urban class V students of Chamba and Kullu districts perform significantly better than their rural counterparts on language both during BAS and MAS, and the achievement differences showing an increase from BAS to MAS.

However, there are no significant rural-urban differences in the language achievement of class V students of Sirmour in BAS and MAS.

3. The significant rural urban differences in achievement of class V students of Chamba in mathematics in favour of rural group in BAS turn out to be significant in favour of urban group in MAS. However, the performance of urban class V students of Kullu in mathematics remains significantly higher than their rural counterparts during BAS and MAS.

4. On the other hand, urban class V students of Sirmour, have significantly higher mean achievement than their rural counterparts during BAS and the achievement differences turn out to be significant in favour of rural students during MAS.

From these results it may be inferred that:

- i) *Areawise differences in language and mathematics achievement of class II student of Chamba and Kullu districts (in favour of urban group) have reduced from BAS to MAS, whereas in case of Sirmour district there are no significant areawise differences during BAS and MAS.*
- ii) *However, urban–rural differences (in favour of urban group) in language achievement of class V students of Chamba and Kullu districts have accentuated from BAS to MAS, though areawise differences in language achievement of class V students remaining non–significant during BAS and MAS.*
- iii) *The urban–rural differences (in favour of urban group) in mathematics achievement of class V students show a decline in Kullu, but accentuate in Chamba from BAS to MAS. On the other hand, urban–rural differences (in favour of urban group) in mathematics achievement of class V students of Sirmour during BAS turn out to be significant in favour of rural group during MAS.*

8.1.3(b) Gender–wise Differences

1. The significant gender differences in language achievement of class II students in favour of girls of Kullu and in favour of boys of Lahaul & Spiti during BAS turn out to be non–significant during MAS, whereas there are no gender differences in language achievement of class II students of Chamba and Sirmour districts.

2. The significant gender differences in mathematics achievement of class II students in favour of boys of Chamba, Lahaul & Spiti and Sirmour observed during BAS turn out to be non–significant during MAS. There are no significant gender differences in the mean achievement of class V students of Kullu, Lahaul & Spiti and Sirmour in language and mathematics during BAS and MAS. However, in case of Chamba, the significant gender difference in mathematics achievement of class V students in favour of boys during BAS turns out to be significant in favour of girls during MAS.

Hence, it may be concluded that:

- i) *The significant gender differences in language achievement of class II students in favour of girls in Kullu and boy in Lahaul & Spiti during BAS, turn out to be non–significant during MAS. There are no significant gender differences in language achievement of class II students of Chamba and Sirmour during BAS and MAS.*

- ii) *The significant gender differences in mathematics achievement of class II students of Chamba, Lahaul & Spiti and Sirmour in favour of boys observed during BAS turn out to be non-significant during MAS. In case of Kullu, there are no significant gender differences either during BAS or MAS.*
- iii) *There are no significant gender differences in language achievement of class V students of all the four DPEP districts during BAS and MAS.*
- iv) *There are no significant gender differences in mathematics achievement of class V students of Kullu, Lahaul & Spiti and Sirmour during BAS and MAS, whereas in case of Chamba, the significant gender difference (in favour of boys) in mathematics achievement of class V students observed during BAS turns out to be significant in favour of girls during MAS.*

8.1.3(c) Category-wise Differences

1. There are no significant differences in language achievement of SC/ST and other category class II students of Chamba, Kullu and Sirmour during BAS and MAS. However, the non-significant category wise differences in language achievement of class II students of Lahaul & Spiti observed during BAS turn out to be significant in favour of other category students during MAS. Whereas, in Kullu, the significant mean differences in favour of other category class II students observed during BAS turns out to be non-significant during MAS.
2. The non-significant mean differences, between SC/ST and other category class II students of all the four DPEP districts, in mathematics have been observed during BAS turn out to be significant in favour of SC/ST students of Chamba and Kullu, and in favour of other category students of Lahaul & Spiti and Sirmour during MAS.
3. There are no significant mean differences in the achievement of SC and other category class V students of Chamba and Lahaul & Spiti in language and mathematics during BAS and MAS. Further, the significantly higher mean performance in language of other category class V students in comparison to SC students of Kullu observed during BAS turns out to non-significant during MAS. But the mean performance of other category class V students in comparison to their SC counterparts in language has been found to significantly better both during BAS and MAS.

In case of mathematics achievement, the significantly higher mean performance of other category class V students of Kullu in comparison to their SC counterparts, observed during BAS remains significant during MAS as well. Also, in case of Sirmour, the nonsignificant SC–other category differences in mathematics achievement of class V students of Sirmour during BAS turns out to be significant in favour of other category students during MAS.

4. There are no significant mean differences among ST and other category class V students of Lahaul & Spiti both in language and mathematics during BAS and MAS. Further, there are no significant mean differences among ST and other category class V students of Kullu in mathematics during BAS and MAS, and the significant mean difference in language achievement in favour of ST students during BAS turns out to be nonsignificant during MAS.

5. However, the non–significant mean differences between ST and other category class V students of Chamba in language and mathematics observed during BAS turn out to be significant in favour of ST students during MAS. On the other hand, there are significant mean differences in favour of other category class V students of Sirmour in language and mathematics during MAS, which are non–significant in case of mathematics and significant in favour of ST students in language during BAS, thereby indicating increase in disparity among class V students of Sirmour.

The results pertaining to categorywise comparison of class II and V students' performance in language and mathematics indicate that:

- i) *There are no significant differences in language achievement of SC/ST and other category students of Chamba and Sirmour, both during BAS and MAS, whereas the significant difference in language achievement of class II students of Kullu in favour of other category group during BAS turns out to be non–significant during MAS. However, the non–significant categorywise difference in language achievement of class II students of Lahaul & Spiti during BAS turn out to be significant in favour of other category students during MAS.*
- ii) *The non–significant categorywise differences in mathematics achievement of class II students of all the four DPEP districts during BAS turn out to be significant in favour of SC/ST class II students of Chamba and Kullu and in favour of other category class II students of Lahaul & Spiti and Sirmour during MAS.*

- iii) *There are no significant categorywise differences i.e. SC & others and ST & others in language and mathematics achievement of class V students of Lahaul & Spiti during BAS and MAS.*
- iv) *There are no significant difference between SC and other category class V students of Chamba in language and mathematics achievement during BAS and MAS. The significant mean differences in language achievement in favour of other category class V students of Kullu and Sirmour during BAS turn out to be non-significant in Kullu but accentuate in Sirmour during MAS. Further, the difference in mathematics achievement among SC and other class V students of Kullu and Sirmour get accentuated in favour of other category group from BAS to MAS.*
- v) *The non-significant differences among ST and other category class V students of Chamba in language and mathematics during BAS turn out to be significant in favour of ST group during MAS. Similarly, the higher performance of ST class V students of Kullu in comparison to other category counterparts in language is found during BAS and MAS, whereas such difference in mathematics achievement is non-significant during BAS and MAS. On the other hand, significantly higher performance of ST class V students of Sirmour in comparison to other category students in language and mathematics during BAS turns out significant in favour of other category class V students during MAS.*

8.1.4 School Profile

1. In Chamba and Lahaul & Spiti districts the percentage of male teachers is higher than the female teachers whereas in Kullu and Sirmour districts, there are more female teachers than the males. Sirmour district has the highest average of teachers per school followed by Chamba, Kullu and Lahaul & Spiti districts. The teacher pupil ratio is highest in Kullu district followed by Sirmour, Chamba and Lahaul & Spiti districts. A good number of posts of teachers in rural areas in all the DPEP districts are vacant whereas there are surplus teachers in urban area.
2. In all the four DPEP districts, charts are present in almost all the schools. Almost all the schools in the DPEP districts have globes except Chamba where globes are present in only some of the schools. In Chamba district, almost all the schools have children's books, blackboards, chalk and duster. Almost all the schools have maps in Lahaul & Spiti districts whereas in Chamba and Sirmour districts they are available only in some of the schools. Primary science kit is available in most of the schools in Lahaul & Spiti district whereas it is present in some of the schools in Chamba, Kullu and Sirmour districts. Mini tools kit is

present in some of the schools in all the DPEP districts. Maths kit is available in most of the schools in Lahaul & Spiti and Sirmour districts whereas it is available to only some of the schools in Chamba and Kullu districts. Reference books, dictionaries and encyclopedia are available in almost all the schools in Kullu, in most of the schools in Chamba and only in some of the schools in Lahaul & Spiti and Sirmour districts. Very few schools subscribe to magazines, journals and newspapers in the four districts.

3. Chairs for teachers are available in almost all the schools in all the four DPEP districts. In Lahaul & Spiti and Sirmour districts, most of the schools have bells whereas in Chamba and Kullu districts, schools bells are available in some of the schools. The tables for teachers are present in most of the schools in all DPEP districts. In all the DPEP districts, facilities like pin-up boards, notice boards, toilet facilities, separate toilet facilities for girls and electric connections for the school are available in very small number of schools. Dustbins are present in almost all the schools in Kullu district whereas only small number of schools have dust bins in Chamba, Lahaul & Spiti and Sirmour districts. Almost all the schools of Kullu and Lahaul & Spiti districts, most of the schools of Sirmour and only some of the schools of Chamba district have facilities for annual medical check up of children. Children in most of the schools in Kullu district, some of the schools in Lahaul & Spiti and Sirmour districts and in very small number of schools in Chamba district are immunized for various diseases. First aid kit is available to very small number of schools in Chamba, Lahaul & Spiti and Sirmour district whereas it is present in almost all the schools in Kullu district.

4. In all the four DPEP districts, nearly half of the schools have playground facilities. Very small number of schools have playgrounds within the schools premises. Games equipments are available in almost all the schools in Lahaul & Spiti district whereas in Chamba, Kullu and Sirmour districts only some of the schools have games equipments. Most of the schools in Lahaul and Spiti district have music instruments whereas in Chamba, Kullu and Sirmour districts, only some of the schools have music instruments. In all the four DPEP districts, very

small number of schools have access to playgrounds which are exclusively used by the school.

5. In all the four DPEP districts, only few schools received competency based textbooks, workbooks, teachers' handbooks and teaching aids for class I to V. However, in 1998 and 1999, fairly large number of schools received competency based textbooks, workbooks, teacher's handbooks and teaching aids for classes I to V.

6. In all the four DPEP districts, the facilities like mid day meal and free textbooks are available to a large number of children whereas incentives like free uniform, scholarships for regular attendance and other schemes are made available to only few children.

7. All the education committees namely Village Education Committee, Area Education Committee, School Management Committee and Parent Teacher Associations are numerically dominated by the male members in all the four DPEP districts. The participation of parents in all the education committees is highest followed by teachers and other members of the community. The participation of other members of the community is almost negligible.

8.1.5 Profile of Teachers

1. The category wise distribution of selected teachers, in rural and urban areas, indicates that hardly any teacher from OBC category is available among the sampled teachers in Chamba district. However, in the rural area of Sirmour district, the number of ST teachers in the sample is three. Percentage of male ST teachers is higher both in Chamba and Lahaul & Spiti districts. Highest percentage of ST teachers has been recorded from Lahaul & Spiti district followed by rural schools of Chamba.

2. Majority of the teachers employed in primary schools of four DPEP districts are matriculate, followed by graduates, plus two qualified and post-graduates.

3. Majority of teachers in all the four districts possess only diploma/certificate in primary education. Percentage of teachers with B.Ed. and M.Ed. degree is very less.

4. Maps, charts, books other than textbooks and globes are the most commonly available teaching aids both in rural and urban schools. Teacher guide is available to the majority of teachers only in Chamba district. In other districts it is available only to a small percentage of teachers. Flash cards and other teaching aids are also not available in large number of schools in all districts. Science kits are available to a majority of teachers in all the four districts. In Chamba districts, science kits are available to almost all the urban school teachers where as both science and mathematics kits are available to almost all the teachers in urban area of Kullu district. From this it may be inferred that urban areas in Chamba and Kullu, the availability of teaching aids is more compared to rural areas.

5. Percentage of teachers in rural areas having under gone 'no' in service training during last 3 years is highest in Sirmour (26.36%) and lowest in Chamba (5.95%). In urban area highest percentage of teachers without in service training during last 3 years is from Kullu followed by Sirmour and Chamba. It is worth mentioning that 15.38% male teachers from urban area did not attend any training during last 3 years whereas 100 percent selected female teachers attended in-service training during last three years in Chamba district.

6. Three types of training programmes, namely: i) general training programmes; ii) programmes for production of instructional material; and iii) training programmes for effective use of instructional material have been most popular among the teachers of the four DPEP district.

7. Most of the training programmes are organised in: i) block resource centres; ii) cluster resource centres; and iii) DIETs. Percentage of programmes organised in SCERT in very less. School complex and Teacher Resource Centres organised very small number of programmes.

8. Majority of teachers in 4 districts have rated the impact of training programmes as average in terms of; i) gain of useful knowledge; ii) improvement in language teaching skills; and iii) improvement in mathematics teaching skills.

In case of training in the effective use of textbooks, majority of teachers from Sirmour and Chamba districts rate its utility as average. In Kullu district, the

utility has been rated as 'High', 'Average' and 'Low' by almost equal percentage of teachers. It may be pointed out that in Lahaul & Spiti district it has been rated low by the majority of teachers.

Utility of the training programme in effective use of workbook/worksheet and teachers' handbook has been rated as average in Chamba and Sirmour districts and low in Kullu and Lahaul & Spiti districts by majority of selected teachers.

Utility regarding the effective use of teaching aids has been rated as average by majority of selected teachers in Chamba and Sirmour districts, high in Kullu district and low in Lahaul & Spiti district.

9. Assistance to teachers for improving their professional skills is always available from principal/school head and other teachers of the schools to a majority of teachers both in rural and urban areas. Moreover, CRCs, BRCs, BEOs and DIETs are not providing the required assistance to teachers which may be attributed to the lack of understanding of expected roles by these functionaries or lack of motivation to perform their roles satisfactorily.

8.1.6 Profiles Of Class V Students

1. In Chamba district, class V students in whose homes language used is different from the medium of instruction achieved significantly higher in mathematics as compared to those in whose homes same language as the medium of instruction is used. In Kullu district, the performance of students in whose homes language used is same as the medium of instruction, is significantly better in language as compared to those in whose homes language used is different from the medium of instruction. In Sirmour district, the mean achievement of students in mathematics, in whose homes language used is same as the medium of instruction is significantly higher than those in whose homes different language than the medium of instruction is used. In Lahaul & Spiti district, the performance of students, in both mathematics and language, in whose homes language used is same as the medium of instruction and those in whose homes language used is different than the medium of instruction, is almost equal.

2. Parents' level of education appears to be facilitative in the achievement of class V students in both mathematics and language.
3. Occupational status of parents (both father and mother) seems to have direct relationship with the achievement of class V students in mathematics and language because with the rise in occupational status of parents there is increase in the achievement of students.
4. There seems to be no direct relationship between the occupational status of the guardian and achievement of class V.
5. In rural areas of Chamba districts, higher percentage of girls in comparison to boys received academic assistance from father/guardian and mothers whereas higher percentage of boys than girls received academic assistance from elder brother/sister and others. In urban areas, higher percentage of girls as compared to boys received academic assistance from father/guardian, mother, elder brother/sister and other members of the family. In the rural areas of Kullu, Lahaul & Spiti and Sirmour districts, higher percentage of boys than the girls received academic assistance from father/guardian. In the rural areas of Kullu and Lahaul & Spiti districts, higher percentage of girls as compared to boys, received academic assistance from elder brother/sister. However, in Chamba and Sirmour districts, higher percentage of boys than girls received academic assistance from elder brothers and sisters. In the urban areas of Kullu district, higher percentage of girls as compared to boys received academic assistance from mother and elder brothers and sisters whereas higher percentage of boys than girls received academic assistance from father/guardian and others. In Lahaul & Spiti district, higher percentage of boys than girls received academic assistance from mothers other members of the family. However higher percentage of girls than boys received academic assistance from elder brothers, sisters. In rural areas of Sirmour district, higher percentage of boys as compared to girls received academic assistance from mother, elder brother/sister and others whereas in urban areas, higher percentage of girls than boys received academic assistance from father/guardian and mothers. However,

higher percentage of boys than girls in urban areas received academic assistance from elder brother/sister and other members of the family.

6. In the districts of Chamba, Kullu and Sirmour, almost all the students both boys and girls in rural and urban areas as well as in total group (rural and urban areas taken together) possess notebooks and textbooks of language, mathematics and social science. In Chamba and Sirmour districts, almost all the students (both boys and girls), in rural and urban areas as well as in total group, have pen/pencils. In the districts of Chamba, Kullu and Sirmour, EVS textbooks and workbooks are available to only some of the students. In Chamba, almost all the students have slates whereas in Kullu district only some of the students have slates. In Chamba, Kullu and Sirmour districts, higher percentage of girls have other teaching learning material as compared to boys. In Lahaul & Spiti district, almost all the students possess language textbooks, social science textbooks, EVS textbooks, workbooks, slates, pen/pencil and other teaching learning material. Only few students have notebooks.

7. In Chamba, Kullu and Sirmour districts, different physical impairments like vision, hearing, speech and limbs are found more in case of rural boys as compared to rural girls. In Chamba district, more rural girls are speech impaired than the rural boys. In Lahaul & Spiti district, different physical impairments are distributed equally among boys and girls.

8. In almost all the four DPEP districts, more than 90% of students (approximately) have above 80% attendance, which is quite encouraging.

8.2 IMPLICATIONS OF FINDINGS

In the light of the general findings and conclusions of the Mid Term Assessment Survey, the following are the implications for the consideration of the planners and functionaries of the programme in Himachal Pradesh. These implications are indicative of certain action strategies which may be implemented during the next three years for achieving the objectives of DPEP uniformly in all the four districts of Chamba, Kullu, Lahaul & Spiti and Sirmour.

1. The achievement in language and mathematics of class II and V students of various categories residing in rural & urban areas of all the four districts has

been reported to be low. In some categories it was as low as 42 percent and could not cross even 55 percent mark. In order to enhance the achievement level of these groups, the students need to be taught through "Mastery Learning Strategy". The basic idea of this strategy is that most students can learn what schools/teachers have to teach provided the 'teaching unit/content' is approached sensitively and systematically. Bloom (1971) proposed that about 90 percent of students could be expected to master most school subjects, conceding that about 10 percent might have problems preventing them from accomplishing what other students accomplished. Mastery learning works best with subjects, such as language and mathematics, which are sequentially learned. Such subjects make maximum use of the idea that the learning of complex behaviours depends on the sequential learning of less complex behaviours. If a teacher can define a finite set of ideas to be mastered and can specify the criteria for attainment, the outcomes of mastery learning are likely to be more advantageous.

In view of these observations, the teachers posted in DPEP schools need to be trained and oriented, through practical demonstrations, about the concept and application of "Mastery Learning Strategy". This would involve the training in formulation of instructional objectives in behavioural terms, setting of standards of mastery, approaches to be used in achieving these standards, diagnosing the difficult/problem areas through the use of diagnostic tests in formative (continuous) evaluation and providing remedial instruction.

There is enough research evidence to show that the achievement levels of students can be considerably enhanced with use of various mastery learning strategies which need extra effort on the part of teachers and no financial implications are involved (Anderson, 1976; Jones, 1974; Wentling, 1973; Koul & Chand, 1985; Koul, 1986; Singh, 1987).

2. The teachers need sufficient practical orientation in the development and use of unit/interim tests in formative evaluation at the primary level. These tests are quite useful not only in diagnosing the difficult areas of the individual student but also help in planning the remedial measures for overcoming the difficulties

and consequently in enhancing the learning outcomes of the students. Payne and Hauty (1955) has pointed out that knowledge of results during the interim testing has two distinct functions. First, it directs action by offering informational cues pertinent to future performance and secondly, it enhances motivation and lowers test anxiety. Ammons (1956) review depicts both functions as generally facilitating performance. Boyee and Sime (1969), Morse and Wing (1970), Bloom et al. (1971), and Gronlund (1976), are of the view that the use of interim tests is helpful in reinforcing the learning of high achievers and in pinpointing specifically the learning errors of low achievers.

3. The DPEP envisages to link district plans with school processes and classroom practices. This brings together the pedagogical necessities and broader educational concerns so as improve the school processes and outcomes. Varghese (1994) points out that:

To many a planner, the operational efficiency of the units (schools) is an assumption, and hence the action lies outside the classrooms. The conventional educational planner never enters the classrooms and the typical pedagogue never gets out of the classrooms. While the vision of the former is too wide and broad to be understood and appreciated by the pedagogue, the vision of the pedagogue is too narrow and myopic to be considered seriously by the planner. Resultantly, the planner is isolated from the action and the actions are isolated from the plans. To build a bridge between them is difficult, if not impossible.

The DPEP should make serious efforts to link planning with action. Majority of the primary school teachers in the present mid-term assessment survey have pointed out that a number of orientation in-service programmes are planned and organised for their benefit by the institutions like SCERT, DIETS, School Complex and Teacher Resource Centres. However, the number of these programmes is very less and hence, a small number of teachers get opportunity to attend such programmes. Moreover, the programmes are not planned keeping in view the local-specific conditions of teachers and educational functionaries. A meaningful effective strategy envisages creation of local-specific favourable conditions to improve teacher competencies through frequent in-service training

programmes, and improvement in school management through training of educational functionaries in planning and management. Hence, there is need to strengthen state level resource organisations like SCERT and district level institutions like DIET, and to create new structures at block and cluster levels and management training institutions for creating the favourable conditions for the realisation of the objectives of DPEP.

4. DIETs have been established for accelerating the pace of UEE and thus helping in the implementation of DPEP. But the DIET faculty members have poor perception of their roles in DPEP as agents of change. Hence, in faculty development programmes of DIETs, teacher educators should undergo induction level training to perceive their roles in DIETs. As far as continuing level training for the implementation of DPEP is concerned, teacher educators working in DIETs should frequently undergo intensive training and orientation courses at NCERT and NIEPA. There is need for a close and interactive communication among DIETs, State University Teacher Training Department, SCERT, NIEPA, NCERT & NCTE.

Human resources in DIETs need to be strengthened. There is a dire need to enhance the status of teacher educators by creating a separate training cadre for them. They should be given better grades and promotional avenues. The current practice of filling the posts by placement and transfer should be replaced by the procedure, recommended by the Ministry of HRD in the 'Guidelines' for DIETs to retain merit, excellence, aptitude and dedication in DIETs, which in turn will add excellence, quality and effectiveness to orientation programmes for effective pre-service and in-service primary school teachers working especially in the DPEP districts.

Academic positions in DIETs should be made non-transferable. Identical scales of next promotion should be provided to members of the DIET faculty. This is very desirable to retain dedicated, devoted and experienced persons in DIETs who can contribute effectively and substantially to the conducting of orientation to in-service primary school teachers in DPEP districts.

All the seven branches of DIETs should come into existence and operation for the effective and successful functioning of DIET schemes. At present, some teacher-educators are imparting pre-service as well as in-service training. This trend needs to be discouraged.

5. The results of the MAS indicate that: i) general training programmes; ii) programmes for the production of instructional material; and iii) training programmes for effective use of instructional material have been most popular among the primary school teachers in DPEP districts. However, lesser number of teachers are able to attend such programmes and in some cases the quality of the programmes has been reported to be not satisfactory. Hence, organisation as well as conducting of excellence based refresher courses and workshops for the development of instructional material and teaching aids should become the regular and compulsory feature of DIETs so that almost all the primary school teachers of DPEP districts get opportunity to attend these programmes. Stress needs to be laid on developing low cost but effective teaching aids from locally available material. These teaching aids should be supplied to primary schools in the DPEP districts so that optimum utilisation of these may be made for the benefit of children studying in these schools.

6. In-service orientation programmes organised for the benefit of primary school teachers of DPEP districts must be need-based. Needs/requirements of the target groups must be analysed well in advance. After receiving nominations for the programmes, concerned DIET should send a questionnaire to every teacher deputed for the programmes, eliciting participants' training needs and expectations from the course. Meetings of DIET faculty with BPEOs of the concerned DPEP district need to be organised for getting adequate knowledge of the training needs of primary teachers of the concerned district. Conducting of orientation programmes, which are not based on the needs/requirements of teachers and are devoid of ground realities of primary schools of DPEP districts seems to be futile exercise and money spent on such programmes goes down the drain. Need-based orientation programmes for primary school teachers can

prove very effective and meaningful in the improvement of teaching learning process in the primary schools of DPEP districts.

7. Minimum duration of orientation programmes for the teachers of DPEP districts should be of two weeks so that the contents of different components may be dealt with effectively and purposefully. Moreover, Department of Primary Education must formulate a policy for in-service education. The one shot training (at least for 5 years) has a very limited effect on the teaching behaviour of teachers in real classroom situations. In-service education can prove to be more effective and purposeful if is of recurrent type i.e. a teacher working in the primary schools of DPEP district must get orientation, at least after every two years.

8. During MAS it was pointed out by the primary school teachers of DPEP districts that when they (teachers) are asked to attend some workshops, seminars or orientation programmes, teaching work in the schools mostly suffers in their absence. Hence, this aspect needs special attention by the Directorate of Primary Education.

9. Directorate of Primary Education should devise a mechanism for the evaluation of orientation programmes. The evaluation may be done programmes-wise and components-wise by a competent group and its report must be prepared and designed especially for the teachers of DPEP districts by the concerned DIETS. On the basis of the report, feedback must be provided to each teacher-educator of the concerned DIET to identify his/her weaknesses as well as strengths for making qualitative improvement in the ensuing orientation programmes organised for the benefit of primary school teachers of DPEP districts., Evaluation must be diagnostic as well as prescriptive in nature.

10. There is also an urgent need of establishing proper follow-up mechanism for evaluating the efficacy of orientation programmes. In the absence of follow-up mechanism, implementation aspects of orientation programmes designed especially for the primary school teachers of DPEP districts, cannot be analysed and hence further improvement in designing the course-content and teaching strategies may not be possible.

11. Practical demonstrations should become an integral part of orientation programmes designed for teachers of DPEP districts. Theory-oriented programmes cannot serve the purpose of bringing qualitative and innovative changes in teaching, learning and evaluation strategies. Moreover, orientation programmes become ineffective if the teachers are made to listen only to lectures on the new methods of teaching and evaluation. If the objective of enhancing the achievement level of students of primary schools in DPEP districts is to be realised, the teachers are to be given practical demonstrations of new methods of teaching and are to be taught the sequential steps of learning a skill. Each DIET must adopt a couple of primary schools in its DPEP district, where the teaching faculty of the concerned DIET should teach primary classes by demonstrating the use of new methodology and innovative techniques to the teachers. Thus, they can practically demonstrate in real situations, whatever they have taught in DIETs. This practice will abridge the gap between mere preaching and the actual practice. Moreover, DIET faculty will get the first hand authentic knowledge of the problems, issues and training needs of primary school teachers of the particular DPEP district. This will help the concerned DIET in designing need-based course content and employing desired teaching strategies during the orientation programmes.

12. Under DPEP, some research studies have been undertaken and completed. The findings of these studies are specific to the areas where they have been conducted and should be used for evolving strategies which are applicable in the specific context of the district. The problems of the DPEP districts may vary. Some of them can be resolved at the district level while others require interventions at the state level.

The results of the MAS have indicated certain specific variations in achievement, teacher profiles and student profiles. For reducing disparities, specific measures are needed. In this task, action research activities, need to be initiated in the areas of learner achievement teacher motivations, teaching and evaluation strategies, problems specific to deprived groups, gender issues, infrastructural facilities, multigrade teaching, and other related aspects. Such

studies would be of immense help in planning intervention strategies for improving the system.

13. The findings of MAS indicate that the number of teachers in the primary schools, especially in rural areas of all the four DPEP districts is very less and in some cases it is as low as *one*. Thus it becomes difficult for the single teacher to attend all the classes. Moreover, most of the posts of teachers in the primary schools in rural areas of all the four DPEP districts are vacant whereas there are surplus teachers in the primary schools of urban areas of these districts. This practice must be stopped at once and the primary schools in the rural areas be provided teachers at least as per the posts available/sanctioned. At the time of recruiting teachers, preference may be given to the candidates who hail from such areas. This will also facilitate the communication between the teacher and the students and consequently help in enhancing the achievement levels of students.

14. The non-availability inadequacy of infrastructural facilities and various types of equipment in the schools highlighted in MAS need special attention by the authorities.

15. The success of any educational programme including DPEP, especially in rural and tribal areas, depends greatly upon the active participation of the community. It has already been pointed out that under DPEP various committees have been constituted at village level and it is expected that the community will operate through these committees for realising the objectives of DPEP. However, the results of the study have indicated that in most of the areas some of the committees, namely, Area Education Committees and School Management Committees are not functional and in some areas these do not exist. It is therefore, suggested that these committees should be constituted immediately and made operational.

16. Village Education Committees (VECs) are providing useful service in various activities of DPEP. However, there seems to be a need for organising training packages for the members of VECs which should aim at improving the understanding of the members about DPEP objectives, the results of the BAS,

MAS and other studies, special needs of the girl child and other socially disadvantaged child, and the necessity on the part of the community to realise its high stake in the class room and out door activities of the school. There is also a need for intensifying media campaigns including effective use of print and electronic media (radio, television and films) at the district, block and village levels.

In conclusion, the DPEP aims at experimenting ideas and innovations which may have wider applicability. The success and sustainability of this programme depends on how realistic, the individuals involved in it are, in designing its various activities and how careful they are in executing and implementing them. Funds provide only a *necessary* condition for the success of the programme, but the *sufficient* condition is provided by the individual's capacity to plan and implement the programme. It may be noted that the even though the activities of DPEP are planned at district level under the expert guidance of state authorities, in the final analysis they are to be implemented in the schools and finally in classrooms by the *TEACHERS*. The ultimate success of DPEP will be determined by effective linkage of the *quality* planning at the district level and the *will* of the teacher at school/classroom level.

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