CHAPTER - VI

MAJOR FINDINGS OF THE STUDY AND CONCLUSION

Major findings of the study with respect to analysis and interpretation of data have been presented in the following —

The present study reveals that in Dima Hasao District out of 5 developmental blocks , two blocks namely Diyung Valley and Harangajao were selected for the study and in two blocks 3 LP , 3 ME and 5 High schools were selected for the study. In Karbi-Anglong District, there are 11 developmental blocks out of which 2 blocks (Langsomephie, Howraghat) were selected and 3 LP, 3 ME and 2 High schools were selected and from Cachar District also 2 blocks namely Narsingpur and Rajabajar were selected, from the block 4 LP, 2 ME and 2 High schools were selected for the study.

6.1 Dima Hasao District

6.1.1 Primary

The study found that from 2011 to 2014 in the selected samples of study of primary schools there are 246 male Dimasa students and 351 female Dimasa students enrolled, that means 41% male and 59% female enrolments are found. It shows that female literacy rate excels the male literacy rate. In the selected samples of the

study, the investigator found no general students in the primary schools in the district. It reveals that participation in primary schools of Dimasa community is cent percent in the District.

6.1.2 M E Schools

In the case of Middle schools, the investigator found that there were all total 449 students out of which 213 males and 236 female students from 2011 to 2014 that means 47% male and 53% female students of Dimasa community, here also female literacy excels the male literacy rate. In the study the investigator has found that as a whole in middle schools also the enrolment ratio is 47% male and 53% is of female in the District. The comparative participation both General and Dimasa community in Middle schools is 50% each in the District.

6.1.3 High Schools

In the case of the High schools from the 5 selected sample schools, the investigator has found that there are 1,241 Dimasa students enrolment from the year of 2011 to 2014. The study reveals that there are 50% male and 50% female enrolments in the schools of Dimasa community. It shows that both male and female participation in education is equal in high schools of the community. Of the total enrolment both General and Dimasa community in the District is 51% male 49% female in high school. It indicates that as a whole male's participation in high schools is higher than the female's participation.

The study has shown that the inclusive participation in education of Dimasa community in Dima Hasao District is 47% male and 53% female. It means

female's participation in education is higher than the male. The comparision of both General and Dimasa in the District including all the categories of schools is 45% General and 55% Dimasa community. It reveals that in the District the participation in education of Dimasa community is higher than the General.

6.2 Karbi-Anglong District

6.2.1 Primary

The study has found that from 2011 to 2014 in the selected 3 primary schools in the District there are 70 male Dimasa students and 82 female Dimasa students enrolled, that means 46% male and 54% female enrolments are found. It reveals that female literacy rate excels the male literacy rate in the District. On the other hand, the total enrolment in primary school has also been found 46% male and 54% female which is same as enrolment of total Dimasa community.

6.2.2 M E Schools

In the case of Middle schools, the investigator has found that there are 444 Dimasa students out of which 250 males and 194 female students from 2011 to 2014 that means 56% male and 44% female students, here male literacy excels the female literacy rate. The study has found that the total enrolment in the District is 1,938 out of which 52% male and 48% is female. It reveals that the participation of male is higher than the female's participation. The comparative study shows 23% Dimasa community and 77% from the General participation.

6.2.3 High Schools

In the case of the High schools from the 2 selected sample schools, the investigator has found that there are 465 Dimasa students enrolments from the year of 2011 to 2014. The study reveals that there are 48% male and 52% female enrolments in the schools from the Dimasa community. On the contrary, the total enrolment in the District is 52% male and 48% female. In Dimasa community female participation is higher than the male's participation and in general male's participation is higher than the female.

The study has found that the total 4,490 students 2,285 students are male and 2,205 are female. The percentage of the male participation in education is 51% and female is 49% which indicates that male participation is more than the female in the District. The comparision of General and Dimasa students enrolled in different categories of schools in Karbi-Anglong District, in lower primary school total number of students enrolled is 1071 out of which 152 are Dimasa and 919 are General students from the year of 2011 to 2014. That means 14% is Dimasa and 86% is General students which indicates a huge difference in primary school.

In middle school Dimasa students enrolment is 444 and General students' is 1,494 out of 1,938 which indicates 23% Dimasa and 77% is General. In middle school it is observed that a slight raise of enrolment is seen than the primary school.

In high school total number of participation of students is 1,481 out of which 465 and 1,016 are Dimasa and General student respectively. It reveals that 31% is of the Dimasa and 69% is of the General community in the District.

The comparative study reveals that in the District out of 51% male, 24% Dimasa and 76% general' participation in education and out of total 49% female, 24% Dimasa and 76% general which is same as male's participation in the District. The study shows that both male and female of general exceeds the Dimasa community in the District.

6.3 Cachar District

6.3.1 Primary

In Cchar District, the study has shown that from 2011 to 2014 in the selected primary schools there are 524 male Dimasa students and 632 female Dimasa students enrolled, that means 45% male and 55% female enrolments are found. It reveals that female literacy rate excels the male literacy rate in the District of the Dimasa community. Out of total number of students 47% male and 53% female. Study shows that the participation in lower primary school female excels the male's participation in the District.

6.3.2 M E School

In the case of middle schools, the investigator has found that there are 449 Dimasa students out of which 253 males and 246 female students from 2011 to 2014 that means 51% male and 49% female students, here also female literacy is higher than the male literacy rate. In total enrolment also 49% is female and 51% is male in the District

6.3.3 High Schools

In high schools from the 2 selected sample schools, the investigator has found that there are 745 Dimasa student enrolments from the year of 2011 to 2014. The study reveals that there are 48% male and 52% female enrolments in the schools of the community. The total participation percentage in the District is 49% male and 51% female respectively. In both the categories, the participation of female is higher than the participation of male in the District.

The comparative study shows that the inclusive participation of male both Dimasa and general in the District is 36% and 64% respectively. The female's participation in the District is 38% Dimasa and 62% General. It shows that in the Dimasa community both male and female's participation is lesser than the general.

6.4 Dima Hasao District

In the two selected blocks 100 households are selected 50 each from the named blocks respectively for the sample of the study. The investigator has found that in 100 households there are total 491 family members. Out of 491 family members 430 family members are being responded as educated by the respondents and the remained are as illiterate i.e. 61 members, that means 88% is literate and 12% illiterate. The investigator found that in the district from the household survey there are 50% male and 50% female literates are there.

6.5 Karbi-Anglong District

In the selected sample blocks 100 households are being selected 50 each from the named blocks respectively for the study. The study has found that in 100 household

there are total 485 family members. Out of 485 family members 447 family members are being responded as educated by the respondents and the remained are as illiterate i.e. 38 members, that means 92% is literate and 8% illiterate. The investigator found that in the district from the household survey there are 44% male and 56% female literates are there.

6.6 Cachar District

In the selected sample of blocks 100 households are selected 50 each from the named blocks respectively for the sample of the study. The investigator found that in 100 household there are total 446 family members. Out of 446 family members 365 family members are being responded as educated by the respondents and the remained are as illiterate i.e. 81members, that means 82% is literate and 18% illiterate. The investigator found that in the district from the household survey there are 50% male and 50% female literates are there.

6.7 Suggestions

The findings of the study are indicative of the steps to be taken to bring further improvement of the education amongst the community of the three districts, for these following suggestions are given:

From the study it is found that in the schools, primary, middle and in high, insufficient school building, classroom and lack of furniture are the main problems faced by the teachers. So the authority should keep eyes on these matters

In the schools shortage of teachers are also found and as a result teachers face the heavy classroom problem, therefore authority should take necessary steps to recruit

more teachers in the schools. Free school uniforms, textbooks etc. should be provided timely and freely.

For more effective teaching in-service and pre-service teachers' training facilities must be provided.

Uniforms, text books and other materials should be provided freely and timely to reduce the wastage and stagnation of the students and to encourage the poor parents.

Curriculum should be revised to meet the needs of the students as well as of the community.

Frequent inspection of school should be conducted by the authority to look into the conditions of schools in the various districts.

The schools must have various facilities such as pure drinking water, dustbins, electricity toilet etc. as the students spend maximum time in the school campus.

The programme of universalisation cannot succeed without necessary social consciousness enlightenment as well as awakening among the guardians and parents of children in the community. Therefore Special remedial courses should be provided to remove the problems.

One of the major recommendations of the National Policy on Education in 1986 is to promote empowerment of women through education. Woman's education in India is still far from satisfactory. So special facilities should be provided to girls children.

Since most of the schools are in the remote areas, the students must be provided medical facilities. They must be examined freely during the period of education.

A comprehensive programme of child-care nutrition and preparation for schooling must be introduced for the rural pre-primary age children, especially those backward areas.

6.8 Further Studies

The study is conducted on Dimasa community of the three Districts mainly based on education only with some limitations. But there is ample scope for further research in the community.

1. Similar study can be conducted exclusively on women participation in education living in urban and rural areas.
2. Similar study can be conducted private and government schools exclusively
3. Study can be conducted in other areas of the community.

6.9 Conclusion

Education is the most powerful tool to change the society, it is the education which develops the innate abilities of individual to live a full personal life as a member of family and an economically productive life as a socially useful citizen. Education must be given priority importance because it transmits the knowledge and skill needed for the community's economic and social development as well as self fulfillment. In addition to the 3Rs, the ability to justify right and wrong and capacity to solve everyday problems of life education is utmost important.

Educational causes have direct bearing on the environment, facilities and quality of education imparted in institutions. It depends on the infrastructure facilities, qualified and experienced teachers etc. Therefore development of education depends on the various factors that operate in the schools.