CHAPTER VI

SUMMARY, FINDINGS, DISCUSSION AND CONCLUSION

In the preceding chapter, the methodology and analysis and interpretation of data were reported. The present chapter dealt with the summary, findings, discussion and conclusion. The findings of previous research which supports or refutes the present findings had been incorporated in brief here.

6.1 Summary:

It is true that progress and prosperity of a nation are intimately related to the maximum growth and development of its children of the age group of 6-14 years. During this period, more emphasis has been given on the foundation of education of the child. Generally primary education connotes education of 3 R's i.e. reading, writing and arithmetic. It must help in the all round development of a child's personality and inculcation of healthy attitudes and good values. At present days, it is considered to a birthright of every child and it is also a responsibility of the state to provide universal, free and compulsory primary education in terms of equality. It is the first stage of formal education, which consists of lower primary (Class I to IV) and upper primary (Class V to VII) education.

Although more emphasis has been given on the all round development of the children at the age level of 6-14 years but still the development was not satisfactory. Efforts had been made in the past on the various conditions of primary education. In spite of the important recommendations of various Education Commissions, it remained far away from being satisfactory. Even the article of the Constitution of free India provided for its fulfillment by 1960, but this dream could not be materialized.

It is a fact that the existing condition of primary schools in India was miserable. Whatever is available in primary education system is inadequate and dilapidated condition. A large number of primary schools did not have adequate infrastructure facilities, adequate teaching-learning materials, effective teaching methods and good environment. Similarly the teachers were not very interested in

teaching and most of them remained irregular from their duties. The community was not at all aware in regard to education of their children. The family environment also was not healthy for learning. Environment, according to Dictionary of Education (1989) views it as "the summation of all factors and conditions external to the organism and potentially capable of influencing it in some manners."Family environment may influence the children in academic life as well as in basic foundation of education.

Pandey (1981) found that student of good environment had a positive effect on academic achievement.

In rural area also, the environment was far from satisfactory. Universalization was on paper only. Problem of wastage and stagnation was acute.

Sharma, Dutta and Sharma (1991) observed that lack of physical facilities at schools was the major problems of primary schools.

Therefore, the Government of India, due to the unsatisfactory condition of universalization of primary education had launched several other schemes such as OBB, DPEP etc. in the country to achieve the target as envisaged in the Article 45 of the Indian Constitution. Due to the same problems, all the programmes also failed to achieve the target, as the drop-out rate was very alarming and almost 71% students failed to complete the Class VII. So, the Government of India had launched Sarva Siksha Abhiyan (SSA) Programme in November, 2000 in the country.

Sarva Siksha Abhiyan Programme is an effort of universalize elementary education by the country ownership of the school system. It is a response to the demand for quality basic education all over the country. The Sarva Siksha Abhiyan Programme is also an attempt to provide an opportunity for improving human capabilities to all children through the provision of community-owned quality education in a mission mode. Like the entire country of India, the condition of primary education in Assam also was not satisfactory due to many problems.

Sharma (1977) observed that there was mean enrolment and static wastage in primary education of Assam.

Das (1979) found that the elementary education level was full of problems in Assam.

Sarva Siksha Abhiyan, Assam had been trying to uplift the condition and environment of existing primary education and made it available to all primary

school children in the state by establishing new schools in the school less habitations also. It also made an attempt to fulfill the needs of the infrastructure of primary schools. Under the Education Guarantee Scheme and Alternative Innovative Education, it guaranteed education for all children whether they were migrated children, deprived children, labour children, disabled children, girls, backward or minority children. The teaching-learning materials, play-materials, nutrients (Midday meals), uniforms and annual financial assistance etc. were provided under the SSA Programme. For quality development of primary schools also, it tried to arrange training programme for the enhancement of teaching skill and competencies of the teachers.

Therefore, at the present time, there is a need for assessment of SSA Programme in the state to explore the progress how much it had achieved and what other problems remain to be solved in regard to primary education to make it achievable by all children. With the findings of such study, it would be helpful in the development of primary education in the state.

In this study, an attempt had been made to carry out a comparative study on the effects of Sarva Siksha Abhiyan Programme on primary education in Kamrup and Barpeta districts, Assam. In Assam, there are total 27 districts, which are not equally improving in primary education system. Out of 27 districts, only 17 districts such as Kamrup (Metro), Kamrup (Rural), Jorhat, Sibsagar, Cachar, Karimganj, Dima Hasao, Golaghat, Dibrugarh, Nalbari, Nagaon, Lakhimpur, Hailakandi, Karbi Anglong, Tinsukia, Bongaigaon, Baksa etc. secured 70% and above literacy. The other remaining districts such as Kokrajhar, Goalpara, Chirang, Dhubri, Udalguri, Darrang, Dhemaji, Barpeta, Morigaon, Shonitpur etc. secured below 70% literacy (Census-2011, Assam). The undivided Kamrup district is selected from the group of districts securing 70% and above literacy, where the state capital is attached to it. It is an advanced district and is having comparatively more facilities and here schemes were laid stress to implement properly in right time than other district in the state. Barpeta district is selected from the group of districts securing below 70% literacy. The district is backward, lack of facilities (e.g. Road, school less habitation, school building, flood affected area etc.) and here schemes were not implemented properly in right time for the welfare of the children of the remote areas.

Therefore, the researcher is interested to find out the discrepancies of the available educational facilities of an educationally advanced district and the backward district of the same state. With this purpose, the researcher wishes to make a comparative study between Kamrup as an educationally advanced district and Barpeta as an educationally backward district. This approach may help to evaluate the success and failure of Sarva Siksha Abhiyan Programme on primary education system and its facilities in relation to uniformly coverage whole in the state.

After surveying the various reviews, it had been observed that a good number of research studies had been carried out on primary education system. Gupta (1989) conducted on "The Problems of stagnation and drop-out." Packkiam (1990) conducted his study on "The Operation Blackboard Scheme." Govinda (1991) conducted his study on "The Quality of Basic education services." Sharma, Dutta and Sharma (1991) conducted study on "Identification of the problems of primary education." Sharma (1991) conducted his study on "The problems of primary education in Jorhat district of Assam." Chavare (1991) conducted on "The Enrolment, attendance and retention in primary education." Hassan (1992) conducted study on "Access to primary education, infrastructure and educational facilities" Kakoty (2008) conducted his study on "Post enactment scenario of child labour Act, 1986 in terms of education to the deprived urban children. From the various studies conducted on the different fields of research, it is known that our primary education system was facing to the various problems for which it could not progress properly. The above studies explored the different problems existing in our primary education system and had given suggestions to develop the primary education system by eliminating the problems.

6.2 Major Findings:

The analysis of data and its interpretation leads to the following major findings:

(i) Before implementation of Sarva Siksha Abhiyan, the infrastructure facilities in the area of school office, classroom, drinking water, teachers' toilet, pupils' toilet

etc. were more developed in the urban and rural provincialised primary schools of Kamrup district than that of the urban and rural areas of Barpeta district by the responses of headmasters/headmistresses, assistant teachers and guardians.

(ii) After implementation of Sarva Siksha Abhiyan, the infrastructure facilities in the area of school office, classroom, drinking water, teachers' toilet, pupils' toilet etc. were better condition in the urban provincialised primary schools of Kamrup district compared to the urban provincialised primary schools of Barpeta district as responded by the headmasters/headmistresses, assistant teachers and guardians.

(iii) The infrastructure facilities in the area of school office, classroom, drinking water, teachers' toilet, pupils' toilet and seating arrangement etc. were better condition in the rural provincialised primary schools of Kamrup district compared to the rural provincialised primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan by the responses of headmasters/headmistresses, assistant teachers and guardians.

(iv) The infrastructure facilities in the area of school office, classroom, drinking water, teachers' toilet, pupils' toilet and seating arrangement etc. were more developed in the urban recognized primary schools of Kamrup district than that of the urban recognized primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan by the responses of headmasters/headmistresses, assistant teachers and guardians.

(v) The infrastructure facilities in the area of school office, classroom, drinking water, teachers' toilet, pupils' toilet etc. were more developed in the rural recognized primary schools of Kamrup district than that of the rural recognized primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan as responded by the headmasters/headmistresses, assistant teachers and guardians.

(vi) The infrastructure facilities in the area of school office, classroom, teachers' toilet, pupils' toilet and seating arrangement etc. were more developed in the urban and rural provincialised primary schools of Kamrup district than that of the urban and rural recognized primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan by the responses of headmasters/headmistresses, assistant teachers and guardians.

(vii) The infrastructure facilities in the area of school office, classroom, drinking water, teachers' toilet, pupils' toilet, seating arrangement etc. were equally developed in the urban recognized primary schools of Kamrup district with the infrastructure facilities of the urban and rural provincialised primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan as responded by the headmasters/headmistresses, assistant teachers and guardians.

(viii) The infrastructure facilities in the area of finance, school office, classroom, drinking water facility, teachers' common room, teachers' toilet, pupils' toilet, playground, seating arrangement etc. were poorly developed in the urban and rural recognized primary schools of Barpeta district in comparison with the infrastructure facilities of the urban and rural recognized primary schools of Kamrup district after implementation of Sarva Siksha Abhiyan by the responses of headmasters/headmistresses, assistant teachers and guardians.

(ix) Before implementation of Sarva Siksha Abhiyan, the teaching-learning materials (TLMs) like teaching aids (Blackboard, dusters, chalk) were already developed in the urban and rural provincialised primary schools of Kamrup district than that of the rural provincialised primary schools of Barpeta district by the responses of headmasters/headmistresses, assistant teachers and guardians.

(x) The teaching–learning materials (TLMs) in the area of sufficient teachers, teaching aids (Blackboards, dusters, chalks), teaching aids (Maps, charts) etc. were developed in the urban and rural provincialised primary schools of Kamrup district than that of the urban and rural provincialised primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan as responded by the headmasters/headmistresses, assistant teachers and guardians.

(xi) The teaching–learning materials (TLMs) in the area of sufficient teachers, teaching aids (Blackboards, dusters, chalks), teaching aids (Maps, charts, globes), free textbooks and exercise books etc. were equally developed in the urban recognized primary schools of Kamrup district with the teaching aids of the urban and rural provincialised primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan by the responses of headmasters/headmistresses, assistant teachers and guardians.

(xii) The teaching–learning materials (TLMs) in the area of sufficient teachers, teaching aids (Blackboards, dusters, chalks), teaching aids (Maps, charts, globes), free textbooks and exercise books etc. were poorly developed in the urban recognized and rural recognized primary schools of Barpeta district in comparison with the teaching–learning materials (TLMs) of the urban recognized primary schools of Kamrup district after implementation of Sarva Siksha Abhiyan responded by the headmasters/headmistresses, assistant teachers and guardians.

(xiii) The teaching–learning materials (TLMs) in the area of sufficient teachers, teaching aids (Blackboards, dusters, chalks), teaching aids (Maps, charts, globes) etc. were more developed in the urban and rural provincialised primary schools of Kamrup district than that of the urban and rural recognized primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan by the responses of the headmasters/headmistresses, assistant teachers and guardians.

(xiv) Before implementation of Sarva Siksha Abhiyan, the teaching methods like lecture method, explanation method etc. were mostly used in the urban and rural provincialised primary schools of Kamrup and Barpeta districts by the responses of headmasters/headmistresses, assistant teachers and guardians.

(xv) The application of the teaching methods like lecture method, explanation method etc. was found to be declining but the innovative methods like teaching by TLMs, the question–answer method, the remedial teaching etc. were found to be more applied in the urban and rural provincialised primary schools of Kamrup district than that of the urban and rural provincialised primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan as responded by the headmasters/headmistresses, assistant teachers and guardians.

(xvi) The teaching methods like teaching by TLMs, lecture method, explanation method, question–answer method, remedial teaching etc. were found to be equally applied in the urban and rural recognized primary schools of Kamrup district with the teaching aids of the urban and rural provincialised primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan by the responses of the headmasters/headmistresses, assistant teachers and guardians.

(xvii) Before implementation of Sarva Siksha Abhiyan, the teaching methods like lecture method, explanation method etc. were found to be mostly used in the urban and rural recognized primary schools of the two districts. After implementation of Sarva Siksha Abhiyan, the innovative methods like question–answer method, teaching by TLMs, remedial teaching etc. were found to be applied in the urban and rural recognized primary schools of Kamrup district on the need basis but still the descriptive and explanation methods were found to be mostly used in the urban and rural recognized primary schools of Barpeta district as responded by the headmasters/headmistresses, assistant teachers and guardians.

(xviii) Before implementation of Sarva Siksha Abhiyan, the family environment in the area of sincerity of guardians, inspiration of guardians and awareness of guardians for primary school children in the urban and rural provincialised primary schools of Kamrup district was found to be more developed than that of the urban and rural provincialised primary schools of Barpeta district as responded by the headmasters/headmistresses, assistant teachers and guardians.

(xix) After implementation of Sarva Siksha Abhiyan also, the family environment in the area of sincerity of guardians, inspiration of guardians and awareness of guardians for primary school children in the urban and rural provincialised primary schools of Kamrup district was found to be more developed than that of Barpeta district. The family environment of the children who were studying in the rural provincialised primary schools of Barpeta district was found to be poorly developed by the responses of the headmasters/headmistresses, assistant teaches and guardians.

(xx) The family environment in the area of sincerity of guardians, responsibility of guardians, inspiration of guardians, awareness of guardians for primary school children in the rural recognized primary schools of Barpeta district was found to be poorly developed in comparison with that of the urban and rural recognized primary schools of Kamrup district after implementation of Sarva Siksha Abhiyan as responded by the headmasters/headmistresses, assistant teachers and guardians.

(xxi) After implementation of Sarva Siksha Abhiyan, the family environment in the area of sincerity of guardians, inspiration of guardians and awareness of guardians for primary school children in the urban and rural provincialised primary

schools of Kamrup district was found to be more developed than that of the urban and rural recognized primary schools of Barpeta district by the responses of the headmasters/headmistresses, assistant teachers and guardians.

(xxii) The family environment in the area of sincerity of guardians, responsibility of guardians, inspiration of guardians, awareness of guardians for primary school children who were studying in the urban recognized primary schools of Kamrup district was found to be equally developed with that of the urban provincialised primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan as responded by the headmasters/headmistresses, assistant teachers and guardians.

(xxiii) The qualitative development of the provincialised primary schools of Kamrup district on the basis of students' academic performance was found to be more developed as per the school records than that of the provincialised primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan.

(xxiv) The quantitative development of the primary schools, i.e. the number of the primary schools of Kamrup district was found to be increasing than that of Barpeta district after implementation of Sarva Siksha Abhiyan (As per the data of District Elementary Education Report Card 2004-05, SSA and School Summary, DISE, 2008-09, SSA Kamrup and Barpeta districts).

(xxv) The number of the venture and private primary/elementary schools was found to be increasing like the mushroom growth in both districts after implementation of Sarva Siksha Abhiyan (As per the data of District Elementary Education Report Card 2004-05, SSA and School Summary, DISE, 2008-09, SSA Kamrup and Barpeta districts).

(xxvi) The enrolment of students of primary schools in Kamrup district was found to be increasing than that of Barpeta district.

(xxvii) The enrolment of students of the primary schools in both districts was found to be declining after implementation of Sarva Siksha Abhiyan due to the mushroom growth of the venture schools and private schools and the different centres of primary education opened by SSA for the out of school children and the migrated children.

6.3 Discussion and Conclusion:

A brief discussion and suggestions that would guide in facilitating the development of primary education by Sarva Siksha Abhiyan Programme are as follows:

We know that education is playing a significant role in bringing about the social, political, economic and human resource development for the society. It is the main factor for the development of the human civilization from the time immemorial if we go back to the history of the world. Today we come to know that the process of education is changing many countries towards the development of human being and the civilization. In the country like India where the developmental process is limited due to various causes such as the communal disturbance, enormous growth of population, dearth of poverty, defective planning of the developmental process; so, education should be regarded as a tool and challenge against these evils to develop the foundation of the humanity in the society as well as in the world.

It is true that in the 21st Century, the social scientists become increasingly concerned with economics and economics with wealth rather than the humanity as well as the society with the maximization of income rather than with the expansion of various opportunities for the development of the people in the real sense. All sought the obsession with materialism may be recent, the pre-occupation of the economists, social philosophers, social scientists, geographers and policy makers with augmenting the national treasure in surplus trade balance, who preferred to concentrate on material success rather than on the development of human lives and values.

In this context, education has a great role to play in achieving the social change and mobility, it can impart a lesson on knowledge, training and life skills for struggle in life, the art of living as well as including new ideas and attitudes among the people who live with the traditional beliefs and superstitions for which their absolute human values are oppressed and prevented to progress, can be changed through education which is the media of the lightened ideas. Most of the backwardness and poverty of the masses is due to illiteracy and ignorance which is the result of the lack of education. This same problem is surviving everywhere in

India, for which the human resources could not be possible to develop properly in India. Illiteracy is a great curse for the society and it is the responsibility of the Government as a guardian for all citizens to make them enlightened by providing them education for life as their human rights in a democratic country like India. In a democratic country, educated and enlightened society is required for its effective functioning. The Government of India realizes that faster pace of socio-economic development, using modern means of production, transportation and communication, cannot be achieved unless and until common masses are able to benefit from scientific and technological advancement for which the prerequisite condition is that a common man should be enlightened enough to take advantage of new discoveries and inventions. In order to achieve this goal at least two conditions are to be met. First, primary education of a reasonably good quality must be provided for all children in the age group of 6-14 years. Second, the entire society must be made functionally literate for which programme of liquidation of illiteracy among adults should be taken up on a priority basis. These two areas of development – compulsory primary education and adult literacy, constitute the essence of Education for All (EFA). Perhaps, for this cause the Article 26 of the Universal Declaration of Human Rights, 1948 declared education as the human rights for all and after achieving independence in 1947, provisions for "education of the masses" were introduced in the Constitution of India which was enforced on January 26, 1950 and from time to time adopted various Constitutional provisions, laws, acts, planning, policies, schemes etc. related to education.

The State is expected to make available free and compulsory education to all children till they attain the age of fourteen years. So, aiming this goal, the Govt. of India reflected its ideas on the different policies. This is the Constitution of India that makes the provision of education under the Article 45 that State shall endeavour to provide within a period of ten years from the commencement of the Constitution for free and compulsory education for all children until they complete the age of fourteen years. The Constitutional Directive had been interpreted as lower primary education of five year duration for children between the age group of 6-11 years and 3 years of upper primary education for children of the age group of 11-14 years by the planners. Correspondingly, eight years of education to all

children in the age group of 6-14 years as a programme of Universal Elementary Education (UEE) had been planned.

The commitment to UEE had been reiterated in each of the Five Year Plans and was listed as a top priority in the approach paper to the National Policy on Education (NPE), 1986. The Education Commission (1964-66), the National Policy on Education of 1968, the National Policy on the Child of 1974 and the National Policy on Education of 1986 and 1992 and the National Perspective Plan on Woman of 1988-2000, had all emphasized the need to achieve UEE at the earliest. Also, various reports of the committees underlined the importance of early childhood education as a necessary adjunct of elementary education since late 1970's. Universalization of elementary education was to be attained by 1960. This target could not be attained even in 2004 i.e. even after 60 years of independence. It is unlikely to be achieved even by the year 2020 at the present rate of progress due to a lot of problems elementary education facing in India.

It is a fact that India is the largest democracy of the world with a population of about 1210 million people, which is nearly 17.5% of world's total 7000 million (PRB, 2011). This means that every 6^{th} person on the Earth is an Indian. Our ever growing millions stay in the background of many of our socio-economic problems because the limited resources available are very thinly distributed over huge human population. Many of the so called developed countries do not suffer from this disadvantage. The population of our some states like UP which equals the total population of Brazil is more than that of many developed countries. Similarly, Maharastra equals Mexico and Bihar is larger than Germany in terms of population. Only on 2.4% of the total global land area and about 5.5% of the total world's income we maintain a major portion of humanity. The poorest 5% of Americans are richer than the richest 5% of Indians.

With 51 births every minute, 18.1 million are added every year to our exploding population. We are essentially the land of youth and children since the median age of our people is 25 years and over 65% are below the age of 35 years (Census of India, 2011). About 30% of our population, about 363 million, consists of children in the age group 0-14 years of which about 206 million (17% of the total population) are of the elementary school age group. Poverty, illiteracy and

high fertility rate are some of the reasons for rapid growth of our population. About 72% people live in 638,000 villages where agriculture is the main source of earning livelihood. As per the latest published data, over 30% of the people of India live below poverty line. The World Bank Report says that India is home to 22% of World's poor.

It is said that India has the largest illiterate population in the World. According to the most recent published reports, our literacy rate is 74% - about 82% for male and over 65% for female sub-population. Of course, some of the states like Kerala (92%) and Mizoram (89.4%) had achieved high literacy rate. Thus, we were counted among World's most populous, poorest and most illiterate societies. Under the backdrop of this scenario, we will assess the progress of our primary education system.

The Fourth All India Educational Survey conducted by NCERT (1978) found that the infrastructure facilities of Lower Primary schools at the National level were in poor condition, whereas only 40.5%, 19.42% and 14.81% of school drinking water, furniture and toilet facilities respectively in the primary level. Almost 60%, 46.54% and 37.50% schools had facilities of blackboard, playground and free textbooks.

As the primary schools were of full problems and lagged far behind, so to develop the primary schools in the state, the Government of India had launched the "Operation Blackboard Scheme" under the National Policy on Education (NPE– 1986) to make primary education universal by improving infrastructure facilities of the schools, namely – (1) Provision of at least two reasonably large rooms usable in all weathers (2) Provision of at least two teachers as far as possible, one of them a woman (3) Provision of essential teaching – learning materials. By 1993 the number of classrooms required for the age cohort had grown to almost 2.65 million. Under OBB 1, 50, 000 classrooms were constructed by 1993-94 (MHRD 1995). The data suggested that while progress was being made in providing classrooms, the supply was far beyond the expected level. As a result in many states classrooms were not available. The immediate problem, therefore, was the classroom shortage. But it was not possible to provide these facilities to all schools

at the same time, owing to financial constraints and the implementation had been phased out over a period of three years.

Indian Institute of Education (2000) observed that there were significant improvements in infrastructures like school building, additional classrooms, supply of TLMs, appointment of teachers, training of teachers, utilization of sanctioned grants etc. during the period of "Operation Blackboard Scheme." A large number of schools did not possess the facilities of toilets, drinking water, playground etc.

The Government of India launched District Primary Education Programme (DPEP) in 1993 – 94 to reduce drop-out rates, to reduce differences in enrolment and to increase learning achievement by 25%. The Programme was recommended and implemented to reach the target of hundred percent literacy rate in the state. But due to the same constraints, the mission was failed to reach the target. Although Operation Blackboard Scheme and District Primary Education Programme could not be implemented properly, the country needed an effective educational policy through which the human resource could be developed by eradicating illiteracy, ignorance, superstitions etc. The people of India were waiting for a clean and effective educational policy wherein their social justice, equity and potentialities were feasible to be developed through the quality of education.

Whatever the reasons for failure to implement the past policies, the country cannot afford, after attainment of independence to neglect or ignore the great and pressing problems of educational reconstructions or fail to take immediate steps to tackle them in a manner conducive to the promotion of the welfare of its citizens and safeguarding its future as a force and progressive democratic republic for the nation. For this noble purpose, the Government of India again launched another scheme of education "Sarva Siksha Abhiyan Programme" in the year of 2000 in a new mode of challenge in the country to make primary education universal with the aid of the World Bank. To make UEE successful, first of all the importance of infrastructure facilities comes to the point. It would try to make primary education achievable to all by fulfilling all infrastructure facilities of primary schools. So, a first step in increasing access to primary school is to address the supply of schools, classrooms, equipment, furniture and teachers. Continuing efforts are required to

provide the classrooms, equipment, furniture, drinking water, toilets, playgrounds, teaching aids and teachers required to accommodate all children of 6-14 years age group. We can realize that any scheme of development depends on the proper implementation of the scheme and for this we must have mentality, efforts and confidence to achieve it and for this effectiveness, the sound infrastructure facilities are very important.

How many new facilities and teachers are required? The Policy of the Govt. of India is that schools must have a minimum of two rooms and two teachers and no child should have to walk more than 1 kilometer to school. But there was a wide variation in establishing schools, construction of classrooms, student –teachers and student – classroom ratios. The expansion of enrollment in India had not been matched by a comparable expansion of facilities. India had almost 5,570,455 primary schools, providing access to 92.82% within 1 K.m. but elementary education was the highest problem as per 6th All India Educational Survey.

The country is yet to achieve the elusive goal of universal elementary education, which means 100 percent enrolment and retention of children with schooling facilities in all habitations. It is to fill this gap by the Sarva Siksha Abhiyan Programme. It is a holistic and convergent programme targeting primary and upper primary stages of education with the main focus on providing quality basic education within the period of 6 –14 years age. Keeping in view the past experiences of micro and macro level educational interventions and to ensure equal opportunities to education in all districts of all states entire the whole country, a comprehensive and community based Sarva Siksha Abhiyan programme was launched. Under this programme, in the initial years, the major thrust was on closing the infrastructural gaps as it was recognized that an enabling environment laid learning and could lead to improvement in quality of education imparted by the Govt. schools.

The states were to formulate strategies for improving quality of education also through recruitment of teachers for ensuring the norm of one teacher for every fourty children, regular inservice training to teachers, expansion of school facilities, provision of infrastructure facilities, teaching–learning materials, improvement of teaching methods and improvement of school as well as family

environment of primary school children and school grants for repair and maintenance.

The success of Sarva Siksha Abhiyan is to be examined from the point of view of proper implementation whether its principle, goals, objectives, target and facilities were achieved in practical life and it was properly implemented in terms of those, namely – fulfillment of required infrastructure facilities, teaching – learning materials, teaching methods, Govt.'s financial allocation, school environment, family environment of primary school children, community involvement, quality of education etc. Besides, it depends on the planning, as SSA is a decentralization of educational planning and management by the Central and State Govts. And also depends on periodical evaluation, monitoring and supervision of the functioning of various centers and schools served by SSA.

Programme Evaluation Organization, Indian Planning Commission (2008) found that most schools (88%) had pucca school buildings for all weather. The condition of school buildings was reported to be very poor in Assam. All the schools were more than 20 years old and few schools were functioning from makeshift and temporary buildings (Kuchcha). In the selected samples, 55% of the schools had less than three classrooms and 25% had four to six classrooms. Schools in Chandigarh and Haryana had better infrastructure facilities with pucca buildings, boundary walls and more than three classrooms. There had been a significant improvement in schools' drinking water facilities for students. 91% of the schools provided drinking water facilities either from taps, tubewells, handpumps or stored containers. In Rajasthan, 26% of the schools were providing drinking water. 82% of the schools had toilet facilities and separate toilets for girls were available in 51% of the schools.

Tenth Joint Review Mission of SSA, Govt. of India (2009) observed that the infrastructure provision of toilets and drinking water facilities across the schools was good, as reported by DISE 2008-09 and MHRD. At the national level, there had been attempt to disseminate to the states, good practices in School Sanitation and Hygiene education, design renewal in toilets is an area of concern. The DISE 2008 – 09 reveals that only 53% schools had girls' toilets built till September,

2008. Care should be taken to augment or repair the existing facilities, wherever feasible, before making new provisions.

The State Assam which is populated by various groups of the people, is situated on the North East Region of India. However, the quality of human resource of Assam was not satisfactorily developed and it can develop only if proper planning of education as well as implementation is followed for the welfare of the people in the entire state. Education being as the human right was not properly availed by its people. After the long years of independence of India, the human resource of its people could not fully develop which was reflected on the literacy rate of Assam (73.18 %, As on Census- 2011). This indicated that neither the effective policy was followed nor proper implementation was made in the state. Although primary education was made universal in the state, it was kept in the paper only. The causes of why primary education lagged behind were lack of infrastructure facilities, financial hardship, lack of qualified and adequate teachers, inadequate teaching–learning materials, unpsychological teaching methods followed in the classrooms like teaching without TLMs, teaching by reading books, teaching by rod and whip method and uncongenial environment of school as well as of the family of school children.

Sarma, Dutta and Sarma (1991) explored in their study that lack of physical facilities at the school was the major problems of primary schools. 46% of the schools did not have school buildings. Only 42% of schools had adequate seating arrangement for their pupils. Lack of facilities for health and hygiene was a serious problem. 61% of the schools did not have facility for proper drinking water, 73% of schools did not have lavatories and 54% of schools did not have urinals. 54% of the schools did not have a playground. The Government of Assam had supplied of free textbooks to pupils, but 87% of the teachers considered the irregular supply of textbooks as a major problem. Also, 35% of the schools had no blackboards and in 81% of the schools, no teaching aids were available.

This study helped us to know how far Sarva Siksha Abhiyan is playing role to develop primary education in the state and how primary education helps to develop humanity in the society through the implementation of the programme in

regard to infrastructure facilities, teaching-learning materials, teaching methods and family environment etc.

The study explored that the infrastructure facilities were found to be developing in the provincialised and recognized primary schools of the urban and rural areas in Kamrup district. According to the respondents, the infrastructure facilities in the area of school office (Headmaster – Urban Provincialised Primary School i.e. UPPS 80% and Rural Provincialised Primary Schools i.e. RPPS 72%; Assistant teacher – UPPS 85% and RPPS 68%; Guardian – UPPS 75% and RPPS 62%), classrooms (Headmaster – UPPS 82% and RPPS 75%; Assistant teacher – UPPS 88% and RPPS 70%, Guardian – UPPS 75% and RPPS 65%), teachers' toilet (Headmaster – UPPS 77% and RPPS 68%; Assistant teacher – UPPS 81% and RPPS 63%; Guardian – UPPS 75% and RPPS 60%), pupils' toilet (Headmaster – UPPS 85% and RPPS 75%; Assistant teacher – UPPS 78% and RPPS 70%; Guardian – UPPS 85% and RPPS 72%), drinking water facility (Headmaster – UPPS 85% and RPPS 70%; Assistant teacher – UPPS 86% and RPPS 65%; Guardian – UPPS 85% and RPPS 76%), seating arrangement (Headmaster – UPPS 80% and RPPS 74%; Assistant teacher – UPPS 83% and RPPS 70%; Guardian – UPPS 86% and RPPS 73%) etc. were more developed than that of the urban and rural provincialised primary schools of Barpeta district after implementation of Sarva Siksha Abhiyan, but still the improvement of infrastructure facilities in Kamrup district was not upto the mark in the comparison of the National level. In Barpeta district, the infrastructure facilities of provincialised and recognized primary schools in the rural areas were poorly developed although Sarva Siksha Abhiyan was implemented in the state. In those rural provincialised primary schools, school office (Headmaster 20%, Assistant teacher 18%, Guardian 20%), the seating arrangement facility (Headmaster 50%, Assistant teacher 58%, Guardian 50%), teachers' toilet (Headmaster 20%, Assistant teacher 20%, Guardian 15%), teachers' common room (Headmaster 18%, Assistant teacher 20%, Guardian 15%), pupils' toilet (Headmaster 50%, Assistant teacher 52%, Guardian 47%), playground (Headmaster 35%, Assistant teacher 30%, Guardian 45%) etc. which were still a matter of problem where we were going to universalize the primary education for the children in the state.

Programme Evaluation Organization, Indian Planning Commission (2008) observed that more than 95% of the schools had blackboards with the exception of a few schools in Himachal Pradesh. The using of teaching–learning materials by the teachers during class enhanced interest of the students in learning. All schools in Andhra Pradesh and Madhya Pradesh had teaching–learning materials. The most common form of teaching–learning materials was charts and posters which were available in 73% of the schools while 18% of the schools had reading materials.

Analytical Report (SSA, 2005-06) found that the number of schools that received teaching-learning material (TLM) grant had been 61.8% of all types of schools that imparted elementary education in the country. The number of schools in 2003 was 5, 54, 5 11 (33.70%). Further, the percentage of schools that received TLM grant had been much lower in urban area (42.50% in 2004 and 33.97% in 2003) than that in rural areas (65.11% in 2004 and 51.33% in 2003). About 90% schools in Himachal Pradesh and Kerala received TLM grant which was also the highest amongst all the states. That is, the percentage of schools that received TLM grant had been much lower in the urban area than that in the rural area.

Das (2005-06) revealed that the learners did not get the free textbooks at the beginning of the session supplied by Sarva Siksha Abhiyan.

The study also explored that regarding TLMs, Kamrup district had more developed TLMs, e.g. sufficiency of teacher (Headmaster – UPPS 70% and RPPS 60%, Assistant teacher – UPPS 77% and RPPS 70%, Guardian – UPPS 64% and RPPS 52%), teaching aids – blackboard, chalk, duster (Headmaster – UPPS 86% and RPPS 80%, Assistant teacher – UPPS 80% and RPPS 75%, Guardian – UPPS 79% and RPPS 70%), teaching aids - maps, charts, globes (Headmaster – UPPS 80% and RPPS 70%, Assistant teacher – UPPS 74% and RPPS 66%, Guardian – UPPS 85% and RPPS 70%), free textbooks and exercise books (Headmaster – UPPS 90% and RPPS 86%, Assistant teacher – UPPS 90% and 81%, Guardian – UPPS 82% and RPPS 78%). The schools fulfilled their TLMs by the TLM grants provided by SSA like blackboards, maps, charts, globes, free textbooks, exercise books, play materials etc. and these were found to be improving and availed at right time of beginning of the academic session but teaching aids like computer, projector, VCP, TV, etc. were not improving in both districts (Kamrup district-

Headmaster UPPS 46% and RPPS 18%, Assistant teacher - UPPS 32% and RPPS 15%, Guardian - UPPS 10% and RPPS 05%; Barpeta district – Headmaster - UPPS 21% and RPPS 10%, Assistant teacher - UPPS 13% and RPPS 12%, Guardian - UPPS 08% and RPPS 04%). But in case of Barpeta district, TLM facilities were not developed upto the mark in the provincialised and recognized primary schools of the rural or remote areas. In the schools of remote areas, TLMs and other play materials needed to be developed further. The free textbooks and exercise books were not found by the children at the beginning of the new academic session. Most of the centres got the textbooks after one or two months of the beginning of the session.

Mahanta and Baruah (2008) observed in their study that activity based teaching group learning was not found satisfactory.

The study explored that the provincialised and recognized primary schools of Kamrup district especially in the urban and rural areas were found to be developing and using effectively various innovative teaching methods like teaching by using TLMs (Headmaster: UPPS 85%, RPPS 60%, URPS i.e. Urban recognized primary school) 76%, RRPS i.e. Rural recognized primary schools 55%, Assistant teacher: UPPS 75%, RPPS 65%, URPS 70%, RRPS 50%, Guardian: UPPS 77%, RPPS 68%, URPS 69%, RRPS 63%), question–answer method (Headmaster: UPPS 84%, RPPS 55%, URPS 71%; RRPS 45%; Assistant teacher: UPPS 76%, RPPS 61%, URPS 72%; RRPS 55%, Guardian: UPPS 74%, RPPS 56%, URPS 69%, RRPS 58%), remedial teaching: (Headmaster: UPPS 78%, RPPS 70%, URPS 70%; RRPS 40%; Assistant teacher UPPS 88%, RPPS 76%, URPS and explanation methods were found declining in the classrooms in comparison of the earlier due to the usage of innovative methods. But in Barpeta district, the application of the innovative methods like teaching by using TLMs (Headmaster: UPPS 77%, RPPS 60%, URPS 68%, RRPS 45%; Assistant teacher: UPPS 56%, RPPS 56%, URPS 58%, RRPS 50%; Guardian: UPPS 67%, RPPS 50%, URPS 65%, RRPS 45%), question-answer method (Headmaster: UPPS 69%, RPPS 55%,URPS 60%, RRPS 35%; Assistant teacher: UPPS 50%, RPPS 50%, URPS 45%, RRPS 45%; Guardian: UPPS 62%, RPPS 57%, URPS 55%, RRPS 42%; remedial teaching (Headmaster: UPPS 62%, RPPS 50%, URPS 54%, RRPS 40%; Assistant teacher: UPPS 55%, RPPS 45%, URPS 50%, RRPS 35%; Guardian: UPPS 60%, RPPS

48%, URPS 56%, RRPS 41%) etc. were found to be unsatisfactorily improved in the provincialised and recognized primary schools for the benefit of the students.

State Institute of Education (1969) found in the study that poverty and poor educational background of parents, indifference of parents, under nourishment, death of parents and lack of proper environment at home etc. were the main causes of educational wastage at primary level.

Vyas (1992) observed in his study that the important cause for drop-out was the financial condition of family and poverty and other causes were – busy with domestic work, parental unwillingness to send their children to the schools and illiteracy of parents.

The study revealed that the family environment of primary school children of provincialised and recognized primary schools in Kamrup district was found to be satisfactorily improved in comparison of the provincialised and recognized primary schools of Barpeta district. The guardians of the children of the provincialised and recognized primary schools in the urban and rural area of Kamrup district were found to be more sincere (Headmaster: Urban provincialised primary school (UPPS) 90%, Rural provincialised primary school (RPPS) 75%, Urban recognized primary school (URPS) 72%, Rural recognized primary school (RRPS) 60%; Assistant teacher: UPPS 84%, RPPS 70%, URPS 74%, RRPS 64%; Guardian: UPPS 80%, RPPS 65%, URPS 67%, RRPS 58%), responsible (Headmaster: UPPS 83%, RPPS 67%, URPS 58%, RRPS 52%; Assistant teacher: UPPS 78%, RPPS 66%, URPS 65%, RRPS 59%; Guardian: UPPS 75%, RPPS 60%, URPS 57%, RRPS 50%), aware (Headmaster: UPPS 83%, RPPS 75%, URPS 75%, RRPS 57%; Assistant teacher: UPPS 86%, RPPS 66%, URPS 75%, RRPS 60%; Guardian: UPPS 74%, RPPS 61%, URPS 66%, RRPS 52%) and inspired (Headmaster: UPPS 78%, RPPS 70%, URPS 68%, RRPS 61%; Assistant teacher: UPPS 85%, RPPS 64%, URPS 70%, RRPS 58%; Guardian: UPPS 72%, RPPS 58%, URPS 68%, RRPS 57%) for their children's education, whereas in Barpeta district, the family environment of the primary school children of the provincialised and recognized primary schools in the urban and rural areas were found to be less improved in the area of sincerity of guardians (Headmaster: UPPS 68%, RPPS 45%, URPS 56%, RRPS 40%; Assistant teacher: UPPS 64%, RPPS

50%, URPS 54%, RRPS 46%; Guardian: UPPS 72%, RPPS 50%, URPS 56%, RRPS 45%), responsibility of guardians (Headmaster: UPPS 66%, RPPS 42%, URPS 51%, RRPS 38%; Assistant teacher: UPPS 70%, RPPS 55%, URPS 47%, RRPS 50%; Guardian: UPPS 65%, RPPS 53%, URPS 47%, RRPS 43%), awareness of guardians (Headmaster: UPPS 65%, RPPS 40%, URPS 60%, RRPS 30%; Assistant teacher: UPPS 64%, RPPS 51%, URPS 58%, RRPS 45%; Guardian: UPPS 61%, RPPS 45%, URPS 47%, RRPS 37%) and inspiration of guardians (Headmaster: UPPS 63%, RPPS 35%, URPS 50%, RRPS 35%; Assistant teacher: UPPS 65%, RPPS 53%, URPS 52%, RRPS 44%; Guardian: UPPS 60%, RPPS 47%, URPS 52%, RRPS 40%) than that of Kamrup district.

Phukan (1999) found that mushroom growth of venture schools were the causes of low enrolment in lower primary schools.

The study observed that after implementation of SSA, the number of venture and private primary schools in both districts was increasing like the mushroom growth, but it was more in Kamrup district than that of Barpeta district. Also, the enrolment of the students after implementation of SSA was found declining in both districts than what it was before implementation of SSA due to like mushroom growth of venture and private schools and centres opened by SSA for migrated children (Out-of-school children) in brick manufacturing area, stone quarry and Jyoti Kendras, Kasturba Gandhi Balika Vidyalaya etc.

Pratham (2010) explored that 25% of all rural children in standard V could read simple sentences. In all North Eastern States (except Tripura), Goa, Himachal Pradesh and Kerala more than 80% of children in standard VIII could not read simple sentences fluently, but they could understand the meaning.

The study observed that after implementation of SSA the qualitative improvement of education of primary schools in the urban and rural areas of Kamrup district on the basis of students' performance was much better because maximum schools secured 90% and above results than that of primary schools in urban and rural area of Barpeta district.

In a conclusion, it is said that if any policy is implemented properly, as it is likely to result in considerable development of primary education for human

resource. It will fertilize the heart, mind and body of the people, only if its consequences will be useful to them in life. So, a high priority should be given to educational reform by the Central and State Governments and they should make every attempt to find necessary implementation of the policy. Another important point is that the problems existing in India were in variation from state to state and those problems must be identified and necessary initiatives should be taken to solve them without neglecting it although insignificant. The financial allocation for the programme must be made in right time and it should be logically sufficient to meet the needs. In the meantime, some teachers of Kamrup and Barpeta districts of Assam opined that the amount of Rs. 500/- for TLM grant and Rs. 2000/- for annual financial grant for repairing was not sufficient in the present expensive days to meet the problems. Like this phenomena might be a cause for the failure of the implementation although a policy better one. So, review and analysis of the policy from time to time were necessary and then it might give a success to the policy. The different infrastructure facilities, TLMs, effective teaching methods etc. are required for the development of primary education, which can make it a grand success. Under the implementation of Sarva Siksha Abhiyan, maximum primary schools could fulfill their minimum needs and able to produce good results in comparison of the earlier condition. At least after implementation of Sarva Siksha Abhiyan, the guardians became aware and cooperative with the teachers to send their children to the schools. At present, the primary schools were able to claim to produce satisfactory results and able to reduce the rate of drop-outs. From this study it was focused that maximum primary schools in the rural areas of Assam had developed minimum infrastructure facilities after implementation of Sarva Siksha Abhiyan but not satisfactorily developed. Of course, it was not possible to gain a grand success within very short times and it would take more times to root out illiteracy from the country only if proper implementation was carried out by letter and spirit without any compromise for it. Thus, it will be possible due to the implementation of Sarva Siksha Abhiyan in both the districts as well as in the state. All the districts of Assam would be going to be in the successive position in the country if there is proper implementation of the policy.

6.4 Educational Implication:

We know that education is regarded as the blessing of the entire human being in the world. In the light of various forms of education, he can develop his intellect, personality, creativity, vision, body, mind and soul. The future status of human being depends on education. Today he is a master of the world next to the God due to education, whereas he can change the world. The society, culture, politics, economics, philosophy, ethics, science and technology can be revolutionized by him. But if the human being is deprived from education, what will he be? That is, it may create various new problems like illiteracy, poverty, superstitions that affect the society. On the other hand, low literacy is related to the growth of poverty. It adversely affects the developmental process. In the age of globalization, education particularly primary education plays an important role in eradication of illiteracy, helps in the enhancement of knowlege for production and productivity, maintenance of health and hygiene, environment and more specifically in changing of attitude and behaviour of the people generally regarding the participation in the developmental process. The educational upliftment of the disadvantaged community is the basic goal of universal elementary education for the children of 6-14 years old and it rests upon universal access, universal retention and universal quality learning for which the Govt. of India emphasized it in the Article 45 of Indian Constitution. To make it materialized, several educational policies, commissions, acts and schemes had been passed before and after independence of India but all these failed to achieve the target, as the drop-out rate was very alarming where about 71 percent students failed to complete the class VII. So, the Govt. of India launched Sarva Siksha Abhiyan in 2000 in the country and to make it successful, emphasis had been given on fulfilling infrastructure facilities, teaching-learning materials, free textbooks, nutrients, uniforms, play materials etc. for the school children. The application of innovative teaching methods and creating congenial environment of school and family had been laid stress to be more effective to make elementary education achievable by all.

In this study, an attempt had been made to explore the effects of Sarva Siksha Abhiyan on primary education system by comparative study of two districts – Kamrup and Barpeta of Assam with the objectives of study on infrastructure facilities, teaching-learning materials, effectiveness of teaching methods applied in elementary schools, family environment of primary school children, qualitative and quantitative improvement in primary schools by Sarva Siksha Abhiyan. This study had highlighted the effects of Sarva Siksha Abhiyan on primary education in both the districts - Kamrup and Barpeta and the present study had its implications that both the districts differed significantly towards the improvement of infrastructure facilities in the provincialised primary schools of the urban and rural areas. The recognized primary schools in the urban and rural areas of Kamrup district had better infrastructure facilities than that of recognized primary schools in the urban and rural areas of Barpeta district. In case of the family environment also, the guardians of the school children in Kamrup district had good family environment than that of the guardians in Barpeta district. It is definitely a matter of concern because under the same coverage of infrastructure facilities and initiatives undertaken by Sarva Siksha Abhiyan on other areas to be improved, the two districts differed significantly towards the development of primary education. This matter should be comprehensively probed and necessary steps should be taken for the development of the primary schools in Barpeta district and for other districts also. Thus, this study had its implication for the elementary education planners, policy makers, administrators, elementary education officers, supervisors, field workers, Central and State Governments, voluntary agencies and other bodies related to elementary education directly or indirectly. The Government of India and the administrators further need to develop required infrastructure facilities, adequate teaching – learning materials, innovative and effective teaching methods, congenial family environment and enrollment and quality of primary education. Exercise of planning has to take place not only at the level of Central and State Governments, but also the local bodies, voluntary agencies, professional organizations of teachers have to be engaged and involved in the planning and organization of primary education for its proper development.

6.5 Suggestions for further research:

The investigator in the study was facing some problems because some areas of Barpeta district are remote areas where there was no proper road and communication facility (not easily accessible) and so investigation in those areas was expensive. Although, the investigator had completed his investigation on the effects of Sarva Siksha Abhiyan on the primary education of the two districts, a further research is suggested to study on such topic or its related other areas or problems, which will focuss on the actual picture of our present primary education system to be developed. The followings are some suggested areas where further research can be conducted, viz.

(i) Qualitative improvement of primary education due to Sarva Siksha Abhiyan Programme

(ii) Improvement of literacy rate during SSA Programme

(iii) Functioning of Education Guarantee Scheme (EGS)

(iv) Academic achievement of the students at primary stage

(v) Provision of free textbook supply, midday meals and play materials

(vi) Wastage and stagnation during Sarva Siksha Abhiyan

(vii) Drop-outs of school children and out-of-school children

(viii) Curriculum of education for drop-out children

(ix) Academic environment of primary schools during SSA.