CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

Quality of research, in general depends on two very important steps- data collection and analysis and interpretation of collected data. Merely the collection of data is meaningless, if the collected data can not present in a systematic manner. The collected data have to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. This is essential for a scientific study and for ensuring that we have all relevant data for making contemplated comparisons and analysis. The term analysis refers to the computations of certain measures along with searching for pattern of relationship that exist among data groups. Some experts do not want to differentiate between processing and analysis of data. They think that analysis of data in a general way involves a number of closely related operations which are performed with the purpose of summarising the collected data and organising these in such a way that they answer the research questions. However, in this chapter an attempt is being made to observe the difference between the two terms i.e., processing and analysis in order to understand their implications clearly.

In research, the data collected through the administration of various tools on the selected samples in raw. These raw data should be analysed and interpreted for drawing sound conclusions and valid generalisation. In the present study an attempt is being made to follow a systematic procedure while processing and analysing the data. Here, both primary and secondary data have collected to achieve the objectives of the study and collected data have been analysed in four major sections.

Section – I

Development of Primary Education in Karbi Anglong

The development of primary education in the Karbi Anglong district has been the result of sincere effort by the Missionaries, educationists, enlightened persons, District Council as well as the government of Assam. The British Missionaries played significant role in establishing primary schools in Karbi Anglong in the pre- independent period. The American Baptist Missionary, led by P. E. Moore and J. M. Carwell in 1889 entered in to the Karbi Anglong District and they learned Karbi language and started their work in this region in 1891 (Neog, Maheswar, (Edited) 1960. "Pabitra Asom", Lawyers Book Stall, Panbazar, Gauhati, page-88). Mr. J. M. Karwel and P. E. Moore established a primary school and a primary health centre at Tika Pahar. (Rongphar, B. 2005;"Karbi Anglongor Rajnoitik Itihas", Phu Phu Publication, Diphu, page-32).

Though the Missionaries established primary school in Karbi Anglong during the last part of the nineteen century, no remarkable development had taken place in the field of primary education until a separate district was formed. However, after the creation of Mikir Hills District in 1951, the state government of Assam very functionarily took up the question of giving the benefits of education to this area. It is started by some elderly people that during 1946-47 the Satradhikar of Kamalabari Satra established fourteen schools in different parts of the Mikir Hills with a view to introducing the education for the natives of the district.

Before taking up of the primary education by the government of Assam the schools in Karbi Anglong were managed by the respective school boards of Nagaon and Golaghat. But as soon as separate hill district was formed, about 174 schools

including six basic schools were taken up for management from the school board and also free schools from Khasi Jayantia hills by the government under one Deputy Inspector of schools with the Headquarter at Diphu. Side by side the district council also established some primary schools to cater to the needs of the local people as a certain amount was earmarked for education in their budget.

Gradually when the number of schools increased and it was found difficult to manage all the schools due to lack of communication, another office under a separate Deputy Inspector was established at Haflong and some schools were finally transferred to Haflong. In the year 1960 there were 184 government L.P. schools, one government aided L.P. school, 39 Basic schools, six government aided Basic schools, five 'C' class primary schools and 13 project L.P. schools in Karbi Anglong district. There were 223 teachers in government L.P. school, two teachers in government aided L. P. school, 39 teachers in Basic school, nine teachers in government aided Basic school, five teachers in 'C' class L. P. school and 13 teachers in project L. P. school (Report submitted by Deputy Inspector of schools, Mikir Hills; 1960-61 from the district council elementary board).

However after the creation of the Mikir Hill District in 1951, the state government of Assam functionally look up the question of giving the benefits of education to the isolated areas. Practically no earnest endeavour was made by the government in the field of education until a separate district was created in 1951. Till 1951 there were few schools which did not exceed 21 (Annual return 1951 to 1952, Mikir Hills, Office of the inspector of schools, Nagaon, page-39), a great remarkable headway, was made in this respect virtually after creation of an autonomous District Council, a body representative of the tribes concerned, under the provision of the sixth Schedule of the Constitution of India, took serious and effective steps to

establish more and more schools and the state government also came up to establish more schools at its initiative for the expansion of primary education. The District Council established 97 primary schools within 127 teachers during the period of 1953 to 1960 with its own resources and managed them by their own inspectorate ("Education in the March in Karbi Anglong", Silver Jubilee celebration District Council Souvenir 1977, page-2). Since then the District Council took Scheme to open all primary schools as Basic schools in every area. Since 1961, all the primary schools had been transferred by the government to the District Council authority. Since then primary education has been managed and controlled by Primary Education Board of Karbi Anglong Autonomous Council.

In the beginning of the twentieth century, a few primary schools were established in Karbi Anglong. Borbil primary school of Howraghat was established in the year 1905. The Merok Junior Basic school was established in Howraghat in 1920. In 1921 another primary school was established in Borthal under Rongkhong block. Borpathar Govt. Lower primary school and Kuli gaon L. P. School under bokajan block was established in 1925. Prior to the independence period, there were only 12 number of primary schools in Karbi inhabited area in the district (Teron, C. S. 2002 "A glimpse of the Development of Primary Education and DPEP in Karbi Anglong", Golden Jubilee Souvenir, Karbi Anglong Autonomous Council, 2002, page-45). After the creation of the district, the numbers of Lower Primary schools along with its enrolment were increasing year by year and in 1956 the number of lower primary schools came up to 380 with an enrolment of 11,225 pupils. In 1968 total numbers of 540 lower primary schools were set up with an enrolment of 25,470 pupils in the district. In 1991 there were 1,204 number of lower primary school in Karbi Anglong with an enrolment of 90,000 pupils. In 1998 there were 1274

numbers of lower primary schools came up with an enrolment of 90,578 pupils. In the year 2002 the total numbers of lower primary schools came up to 1392 with an enrolment of 99,308 pupils having 2392 number of lower primary school teacher. (Teron, C. S. 2002 "A glimpse of the Development of Primary Education and DPEP in Karbi Anglong", Golden Jubilee Souvenir, Karbi Anglong Autonomous Council, 2002, page-45).

It can be mentioned that for the improvement of primary education and to look after the functioning of the schools, the District Council has constituted the District Primary Education Board in 1961-62. As an autonomous hill district its primary education was handed over to District Council on 1st of August 1960. The District Council conducts all the procedures and benches regarding primary education such as (1) training of teachers (2) finance (3) appointment of teachers and officers (4) inspection (5) text book and curriculum (6) school building, accommodation, furniture, equipment etc. The Assam government provides grant in-aid only in this respect. For better management and control of primary school the whole district is divided in to 20 educational circles under sub- inspector or assistant sub- inspector of schools. Assistant sub- inspector of schools has been entrusted to look after one independent circle. But after the implementation of DPEP and SSA the educational circle system has been abolished and management and control of primary schools are done block wise. Now there are total 11 educational blocks in the district.

Karbi Anglong Autonomous Council has set up an education Council in order to improve the standard of primary education in the district. For efficient and successful administration of primary education, the primary board has been restricted and has been made as a department which is known as Primary Education

Department. The Primary Education Department is one of the most important departments of Karbi Anglong Autonomous Council. The responsibility of primary education was duly transferred to Karbi Anglong Autonomous Council by the state government vide notification No. 3(p) 4161/4812-16E(P) dated Shillong, the 14th July 1961. Since then the Primary Education Department has been playing an important role for eradication of illiteracy among the people of the district.

Though primary education in Karbi Anglong was started way back in the pre-independent India, it had been in a very nascent stage for a long time. However, it had gradually limped up only in the post independent period. In the pre-independent India there were only approximately 21 (twenty one) primary schools up to 1951 that covered hardly 36.56% of the total population. After the country's independence the United Mikir Hill district was formed under sixth schedule of the Indian constitution in 1951 and special attention was given in the development of primary education by Karbi Anglong Autonomous council. The government of India, for the development of primary education approved the District Primary Education Programme (DPEP) as a centrally sponsored scheme and selected 42 districts from seven states in the first phase of implementation. Four district of Assam i. e., Darrang, Dhubri, Karbi Anglong and Morigaon were selected for implementation of the scheme in 1994-95. However, District Primary Education Programme (DPEP) has been implemented in the district from the last part of 1997, in second phase with other five districts. District Primary Education Programme (DPEP) has been implemented by the Karbi Anglong Autonomous council as a supporting programme to the primary education. A separate establishment has been created within the Autonomous Council. A very close co-ordination has been maintained between DPEP and the primary education department of Karbi Anglong

district. DPEP in Karbi Anglong has been implemented in full convergence with the various departments, which are related directly or indirectly with education (Teron, C. S. 2002 “A glimpse of the Development of Primary Education and DPEP in Karbi Anglong”, Souvenir, Golden Jubilee of Karbi Anglong Autonomous Council, 2002, page-45).

The authority of Karbi Anglong Autonomous Council has constituted the Primary School Leaving Certificate examination Board (PSLC) to conduct the class IV examination in the primary schools. The Board has been constituted in 1995, wining the goal of proper evaluation of knowledge, preparation of child readiness in order to enable them to enter in to the next higher class. For effective management and control of primary education affairs in Hamren sub-division, a branch of Primary Education Department in the Hamren Branch Secretariat was constituted and functioning since May 1995.

In Karbi Anglong, Sarba Shiksha Abhijan (SSA) has been implemented from 2003 as a supporting programme to the primary education system through the Autonomous council of the district and a remarkable change has been observed in the field of primary education. The block primary education officer and sub-inspector of schools of all the circles are keeping a close relation in implementation of the schemes taken up by the district programme officers and block resource centre coordinators in different areas of Karbi Anglong is yet to have primary education officials in block level, though the district primary education officer is a district level officer, three sub- divisional level officer in primary education department had appointed in the year 2002. The block wise number of primary schools, teachers and enrolment of pupils are represented in table – 4.1.

Table – 4.1

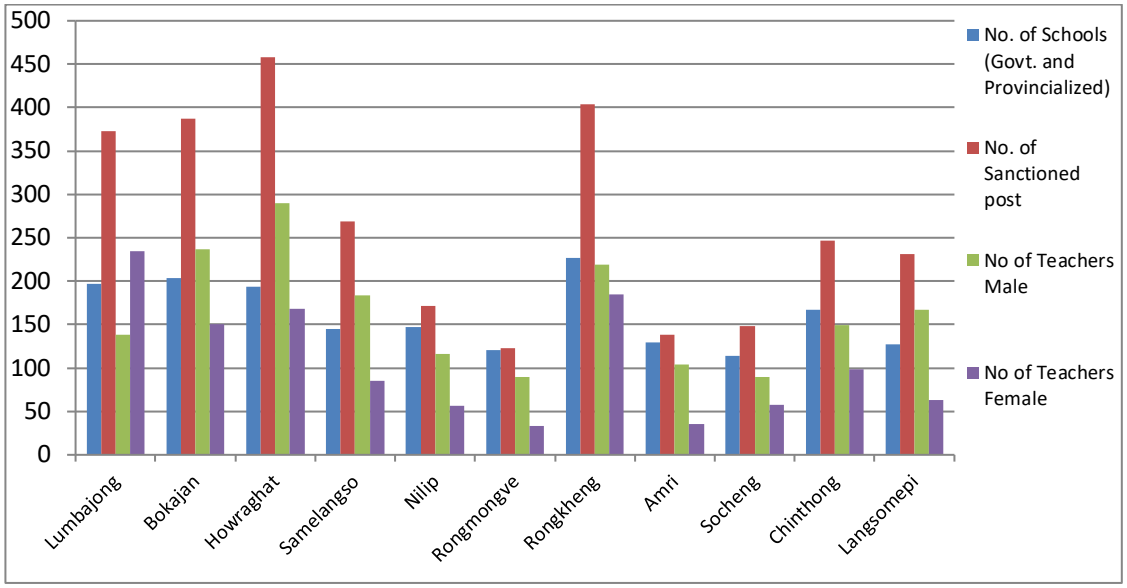
Block wise number of L.P. school, sanctioned post of teachers and enrolment

Sl. No	Name of Blocks	No. of Schools (Govt. and Provincialized)	No. of Sanctioned post	No of Teachers		No. of Enrolment	
				Male	Female	Male	Female
1.	Lumbajong	197	373	138	235	8407	6877
2.	Bokajan	204	387	237	150	9228	7551
3.	Howraghat	194	458	290	168	9903	8101
4.	Samelangso	145	269	184	85	5690	4655
5.	Nilip	147	172	116	56	3597	2943
6.	Rongmongve	121	123	90	33	2917	2386
7.	Rongkheng	227	404	219	185	10550	8631
8.	Amri	129	138	104	35	3235	2647
9.	Socheng	114	148	90	58	4201	5133
10	Chinthong	167	247	149	98	5235	4283
11.	Langsomepi	127	231	167	63	5440	4450
	Total	1772	2950	1784	1166	68403	57657

(Source: SSA, Karbi Anglong Autonomous Council's Annual Report 2011-12.)

The table 4.1 indicates block wise total number of primary school in Karbi Anglong district. There are 197 primary schools in Lumbajong block, 204 primary schools in Bokajan block, 194 primary schools in Howraghat block, 145 primary schools in Samelangso block, 147 primary schools in Nilip block, 121 primary schools in Rongmongve block, 227 primary schools in Rongkhang block, 129 primary schools in Amri block, 114 primary schools in Socheng block, 167 primary schools in Chinthong block and 127 primary schools in Langsomepi block.

Figure - 4.1



Block wise number of L. P. school, sanctioned post of teachers, existing male and female teacher.

There are altogether 1772 government and provincialised primary schools in Karbi Anglong district. There are 373 sanctioned post of teachers in Lumbajong block, 387 sanctioned post of teachers in Bokajan block, 458 sanctioned post of teachers in Howraghat block, 269 sanctioned post of teachers in Samelangso block, 172 sanctioned post of teachers in Nilip block, 123 sanctioned post of teachers in Rongmongve block, 404 sanctioned post of teachers in Rongkhang block, 138 sanctioned post of teachers in Amri block, 148 sanctioned post of teachers in Socheng block, 247 sanctioned post of teachers in Chinthong block and 231 sanctioned post of teachers in Langsomepi block and there are altogether 2950 sanctioned posts of teachers in the district. Out of 2950 sanctioned posts there are 1784 male teachers and 1166 female teachers in the primary schools.

According to the Right of Children to Free and Compulsory Education Act, 2009 there is shortage of teacher in the primary schools of Karbi Anglong. There are five classes in primary school i.e., class-I to class-V. As per the Right of

Children to Free and Compulsory Education Act there should be two teachers in a primary school up to sixty children enrolled in five classes, three teachers from 61 to 90 children, four teachers from 91 to 120 children, five teachers from 121 to 200 children including one Head master in a primary school. Above 200 children there should be one additional teacher against forty children in primary school. But there are large numbers of single teacher primary schools in Karbi Anglong district. Block wise total number of school, total teacher required as per RTE norms, total number of sanctioned post and net requirement of teachers in the district according to District Information System of Education (DISE) survey 2011-12 is shown in table 4.2.

Table – 4.2

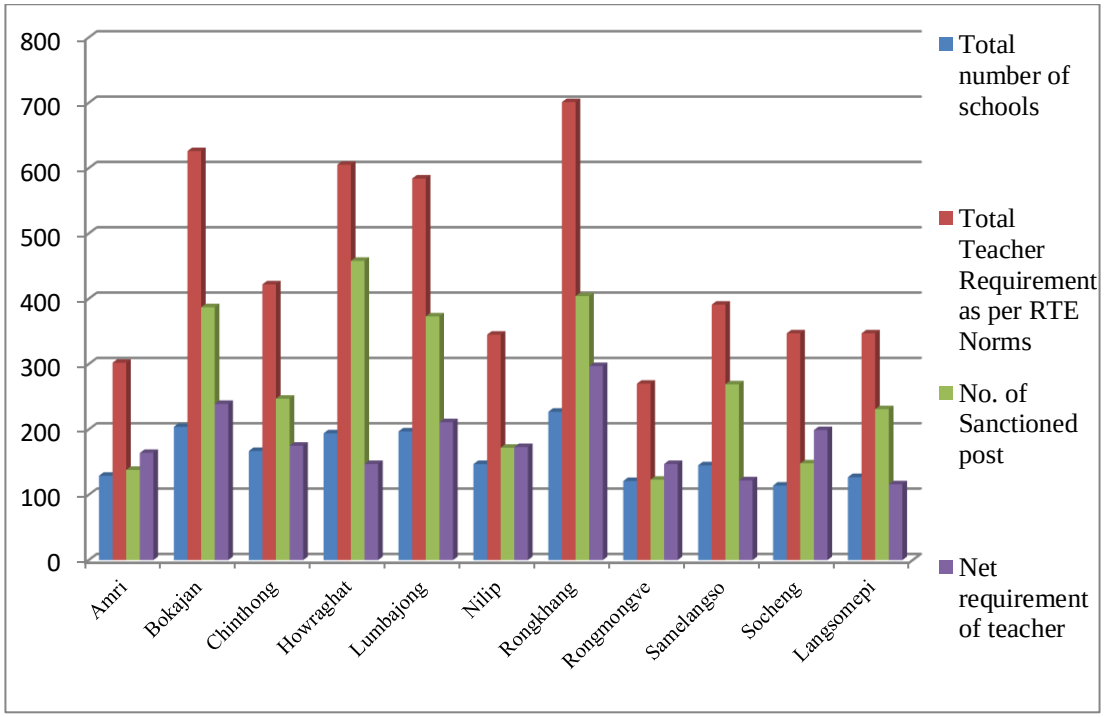
Block wise total number of school, total teacher required as per RTE norms, total number of sanctioned post and net requirement of teachers in the district.

Block	Total number of schools	Total Teacher Requirement as per RTE Norms	No. of Sanctioned post	Net requirement of teacher
Amri	129	302	138	164
Bokajan	204	626	387	239
Chinthong	167	422	247	175
Howraghat	194	605	458	147
Lumbajong	197	584	373	211
Nilip	147	345	172	173
Rongkhang	227	701	404	297
Rongmongve	121	270	123	147
Samelangso	145	391	269	122
Socheng	114	347	148	199
Langsomepi	127	347	231	116
Total	1772	4940	2950	1990

(Source: SSA, Karbi Anglong Autonomous Council's Annual Report 2011-12.)

There are 1772 primary schools in Karbi Anglong district and as per Right to education act of 2009, total 4940 primary school teachers is required in the district. But there are only 2950 sanctioned post of primary school teacher and 1990 primary school teacher is shortage in the district. The table 4.2 and figure 4.2 reveals block wise total requirement of teacher as per RTE norms, total number of sanctioned post and total shortage of teacher in the district.

Figure - 4.2



Block wise total number of school, total teacher required as per RTE norms, total number of sanctioned post and net requirement of teachers in the district.

The table indicate that there are 138 sanctioned post in Amri block and 164 post of primary school teacher is shortage, 387 sanctioned post of primary school teacher in Bokajan block and 244 post of teacher is shortage, 247 sanctioned post of primary school teacher in Chinthong block and 175 post of teacher is shortage, 458 sanctioned post of primary school teacher in Howraghat block and 147 post of

teacher is shortage, 373 sanctioned post of primary school teacher in Lumbajong block and 211 post of primary school teacher is shortage, 172 sanctioned post of primary school teacher in Nilip block and 173 post of teacher is shortage, 404 sanctioned post of primary school teacher in Rongkhang block and 297 post of teacher is shortage, 123 sanctioned post of teacher in Rongmongve block and 147 post of teacher is shortage, 269 sanctioned post of primary school teacher in Samelangso block and 122 post of teacher is shortage, 148 sanctioned post of teacher in Socheng block and 199 post of teacher is shortage and 231 sanctioned post of primary school teacher in Langsomepi black and 116 post of teacher is shortage in Langsomepi block. The data clearly indicate that more than fifty percent primary school teacher is shortage in Amri, Nilip, Rongmongve and Socheng block of Karbi Anglong district. Amri, Nilip, Rongmongve and Socheng block are located in rural and backward area of Karbi Anglong district. There is less number of private English medium primary schools in these rural and backward blocks. The teachers are also reluctant to go and render their service in these rural and backward blocks. Karbi Anglong Autonomous Council should pay special attention in these rural and backward blocks in respect of providing special grants and creation of additional posts of primary school teacher and should appoint suitable teacher.

4.1 Administrative Set up of Primary Education in Karbi Anglong District:

Since the formation of Autonomous District Council in Karbi Anglong, the state government very effectively took up the question of providing the benefits of education to the people of the area which was previously called Mikir Hills (Karbi Anglong) and North Cachar hills (Dima Hasao) district. Practically no earnest endeavour was made by the government in the field of education until a separate district was created in 1951. Before taking over the primary education by the District

Council, the primary schools in Karbi Anglong were managed by respective school boards of Nagaon and Golaghat. Formerly, before creation of a separate district the primary education was administered and controlled by the Deputy Inspector of Schools of neighbouring districts like Nagaon, Sibsagar, Khasi and Jaintia Hills and Cachar. Even after the creation of a separate district for North Cachar and Mikir Hills in 1951, the district was tagged with Nagaon district in matter of primary education up to 1954. When a separate Deputy Inspector Office was established at Diphu, the primary education was handed over to District Council on 1st August, 1961. At present the District Council conducts all the procedures and branches regarding primary education such as finance, training of teachers, appointment of officers and teachers, inspections, school buildings, accommodation, furniture, equipment etc. and the government of Assam provides grant-in- aid only in this respect.

Administrative system of education in Karbi Anglong district is to some extent different from that of other plain districts of Assam. Karbi Anglong is a sixth schedule area and therefore, the Karbi Anglong Autonomous Council exercises some autonomy and more power in implementing the plan and programmes of education, specially, at the elementary stage. There is a post of Inspector of schools in Karbi Anglong district and he is the only administrative officer of education in the district. There is an another post of Assistant Inspector of schools and he should look after and supervise the administrative activities of education in Hamren subdivision of the district. The District Primary Education Officer (DPEO) is the administrative and supervising officer of primary education of the district. He has to administer and supervise the academic and administrative activities of primary education of the district. Under the District Primary Education Officer there is three Sub-Divisional

Primary Education Officer(SDPEO) in three sub division i.e., Diphu, Bokajan and Hamren of Karbi Anglong district. The Sub Divisional Education Officer has to supervise and administer all the activities of primary education in his/her respective sub division. There are two post of Deputy Inspector of Schools, one at Diphu and another at Hamren to supervise and administer the educational activities of primary education in Diphu and Bokajan sub division and Hamren sub division respectively. There are Block Primary Education Officer (BPEO) at the block level to administer and supervise the activities of primary education in eleven blocks i.e., Amri, Bokajan, Chinthong, Howraghat, Lumbajong, Nilip, Rongkhang, Rongmongve, Samelangso, Socheng and Langsomepi. Besides the Block Primary Education officers there are Sub Inspector of Schools (SI) and Assistant Sub Inspector of Schools (ASI) to supervise the educational activities of primary education. In table 4.3 the administrative structure of education department of Karbi Anglong district holding in different position is presented.

Table – 4.3
Administrative structure of Education Department of Karbi Anglong district

Name of the Post	Total number of Post	Post in position
Inspector of Schools (IS)	1	1
Assistant Inspector of Schools (Asstt. IS) Hamren	1	1
District Primary Education Officer (DPEO)	1	1
Sub Divisional Primary Education Officer (SDPEO)	3	3
Deputy Inspector of Schools (DIS)	2	2
Block Primary Education Officer (BPEOs)	11	11
Sub Inspector of Schools (SI) / Asstt. Sub Inspector of Schools(ASI)	11	4

The primary education is an inherent subject of the Karbi Anglong Autonomous District Council. Previously the subject of primary education was dealt with by the Primary Board and it was recently restricted, turning the board into Primary Education Department. The District Primary Education Officer is entrusted to look after the primary education department. Besides, three sub divisional primary education officers are entrusted to look after the activities of primary education in three sub divisions of the district. Block Primary Education Officers are entrusted to look after the activities of the primary education at the block level. Sub Inspector of Schools and Assistant Sub Inspector of Schools assist the Block Primary Education Officers to perform the educational activities of the primary schools in the district.

Karbi Anglong Autonomous Council is the most powerful local self government in the district. The power and functions of the Executive Member of Education in the district is as strong as the power and functions of the Education Minister in the state. Karbi Anglong Autonomous Council is now exercising power of autonomy in respect of policy making and implementing the policies in primary education. In that case power of the Executive Member of Education is a policy maker of political passion. He has the power of veto in all disputed matters relating to education if he is not satisfied. The Executive Member of Education has the power to direct the Karbi Anglong Autonomous Council for sanctioning special grant, appointment and transfer of teachers and officers, provincialisation, recognition and deficit grant to the schools of his own capacity.

4.2 Background of the Respondents:

In the present study for the purpose of collection of primary data questionnaire schedules were prepared for the primary school teachers, parents,

primary school students and educational administrator. Data were collected from the parents and teachers of different age group, educational qualification, sex, income etc. Data were collected from the parents of urban, semi-urban and rural areas of Karbi Anglong district. Here an attempt is being made to analyse the data on the basis of the background of the respondents. The data were collected from 177 primary school teacher, out of which 97 were male teacher and 80 were female teacher. Primary data were collected from 354 parent/guardian of the primary school student out of which 213 were male and 141 were female and from 354 students out of which 189 were male student and 165 were female student.

(i) **Age distribution of teacher and parent respondent:**

Age is an important demographic variable which determine the physical and mental maturity of an individual and also depicts his life experience. In case of a teacher age plays an important place in performing academic and non-academic activities. The personality, activities, problem solving capabilities and techniques of teaching develops according to the growing age of the teachers and it impacts upon the entire educational environment of school. The table 4.4 indicates the distribution of the teacher respondents by age.

Table No – 4.4
Distribution of the teacher respondents by age

Age of teacher (In year)	Percentage of respondent
20 to 30 years	15.25%
31 to 40 years	24.86%
41 to 50 years	37.85%
51 to 60 years	22.04%
Total	100%

(Source: Field Survey)

The table 4.4 shows that 15.25% of the teacher respondents are in the age group of 20 to 30 years, 24.86% of the teacher respondents are in the age group of 31 to 40 years, 37.85% of the teacher respondents are in the age group of 41 to 50 years and 22.04% of the teacher respondents are in the age group of 51 to 60 years. The distribution of teacher respondents according to age clearly indicates that majority of the primary school teachers in Karbi Anglong district are in the age group 41 to 50 years, i.e., 37.85%. The primary data reveals that a large majority of the primary school teachers of Karbi Anglong belong to the middle age group and they are almost experience as a teacher.

Age of the parent or the guardian is an another important factor to guide their children in the field of education. The aged person gets a lot of experience in his entire course of life and he can realise the effect of previous mistake for which he is confronting lots of troubles. On the basis of his experience he can suggest and guide his children in a positive way. The table 4.5 indicates the distribution of the parent/guardian respondents by age.

Table No – 4.5

Distribution of the parent/guardian respondents by age

Age of Parent/guardian (In year)	Percentage of respondent
20 to 30 years	12.15%
31 to 40 years	53.11%
41 to 50 years	28.53%
51 to 60 years	06.21%
Total	100%

(Source: Field Survey)

Table 4.5 shows that 12.15% of the parent/guardian respondents are in the age group of 20 to 30 years, 53.11% of the parent/guardian respondents are in the age group of 31 to 40 years, 28.53% of the parent/guardian respondents are in the age group of 41 to 50 years and 6.21% of the parent/guardian respondents are in the age group of 51 to 60 years. The distribution of the parent/guardian respondents according to age clearly indicates that majority of the parents / guardians are in the age group of 31 to 40 years, i. e., 53.11%. The collected data reveal that most of the tribal people get marriage in their early age and they are not so conscious about the education of their children. In the table, distribution of the parent/ guardians respondents by age, it can be observed that most of the guardians belonging to the age group 41 to 50 and 51 to 60 are either grandmother or grandfather of the primary school children. During the field work the investigator observed that in the rural areas the illiterate parents develop indifferent attitude towards the education of the children. Most of the parents and guardians are not conscious whether their children regularly attend the school or not.

(ii) Educational status of the parent/guardian:

Educational environment of the student at home depend upon the educational status of the parent/guardian. The educated parents/guardians become more conscious about the importance of education for their children. Majority of the illiterate parents/guardian do not understand the importance of education for their children. The investigator collected data from 354 parents/ guardians and out of 354 respondents, 163 respondents were illiterate i. e., 46.05%. The distribution of the parent/ guardian respondents according to educational qualification is presented in table- 4.6.

Table No – 4.6

Distribution of the parent/guardian respondents according to educational qualification

Educational Qualification of the parent/guardian Respondent	Percentage of Respondent
Illiterate	46.05%
Primary level completed	34.18%
Secondary level completed (class X standard)	19.77%
Higher secondary level completed (Class XI standard)	Nil
Graduate	Nil
Total	100%

(Source: Field Survey)

The table 4.6 shows the distribution of the parents/ guardian respondents according to educational qualification. The table shows that 46.05% of the parent/guardian respondents are illiterate, 34.18% of the parent/guardian respondents are primary school passed, 19.77% of the parent/guardian respondents are H.S.L.C. or X standard passed. No higher secondary level completed and graduate respondents are found among the parent/guardian respondents. The table clearly indicates that highest percentage of the parent/guardian respondents is illiterate i. e., 46.05%.

(iii) Caste wise distribution of teacher and student respondent:

Karbi Anglong is a hill district of Assam and more than sixty percent people are tribal. The enrolment of the tribal student in the primary school of the

district is more than the other communities. In table – 4.7 caste wise distribution of the teacher respondents are presented in detail.

Table No – 4.7
Caste wise distribution of the teacher respondents

Caste	Percentage of respondent
General	11.30%
O.B.C./ M.O.B.C.	15.25%
Schedule Caste	02.83%
Schedule Tribe	70.62%
Total	100%

(Source: Field Survey)

The table - 4.7 indicates that 11.30% of the teacher respondents belong to general caste, 15.25% of the teacher respondents belong to O.B.C. and M.O.B.C. category, 2.83% of the teacher respondents belong to the schedule caste communities and 70.62% of the teacher respondents belong to schedule tribe communities. The table clearly indicates that majority of the teacher respondents from Schedule Tribe communities i.e., 70.62%.

Table No – 4.8
Caste wise distribution of the student respondents

Caste	Percentage of respondent
General	5.37%
O.B.C./ M.O.B.C.	14.41%
Schedule Caste	4.52%
Schedule Tribe	75.71%
Total	100%

(Source: Field Survey)

Table 4.8 represent the caste wise percentage of student respondents and the table indicate that 5.37% of the student respondents are belong to general caste, 14.41% of the student respondents are belong to O.B.C. and M.O.B.C. category, 4.52% of the student respondents are belong to schedule caste category and 75.71% of the student respondents are belong to schedule tribe category. The table clearly indicates that majority of the student respondents represent from the Schedule Tribe communities.

(iv) Occupation of the parent/guardian:

Occupation is considered as an important variable which determine not only the economic condition of the parent but determine the standard of living also. Economically sound parent can provide necessary support to their children for better education, but economically backward parent and the parents those who belongs to the below poverty line, they can even not think about the education of their children. They have to struggle for their livelihood and they engage their children in some household duties and earning activities. In table 4.9 occupation wise distribution of the parents/ guardians are shown.

Table No – 4.9
Distribution of the parent/guardian respondents by occupation

Occupation of Parent/Guardian	Percentage of respondent
Cultivator	78.25%
Business	04.52%
Government service	05.65%
Private job	01.41%
Household duty	05.65%
No job	04.52%
Total	100%

(Source: Field Survey)

Table 4.9 reveals that 78.25% of the parent/guardian respondents are cultivator, 4.52% of the parent/guardian respondents are businessman, 5.65% of the parent/guardian respondents are government service holder, 1.41% of the parent/guardian respondents are engaged in some private job, 5.65% of the parent/guardian respondents are involved in household duties and 4.52% parent/guardian respondents do not have any engagement. The table clearly indicates that majority of the parent/guardian respondents i. e., 78.25% are cultivator. During the field visit the investigator observed that the economic condition of majority of the parent/guardian respondents is very pathetic and they could not product their agricultural crops for the entire year. They live in broken hut, do not have sufficient cultivable land and they are struggling for their livelihood. The tribal parents engage in Jhum cultivation i.e., shifting cultivation and they move from one hill to another hill in search of new cultivating land. At the time of field study the investigator observed that some of the tribal parents sent their children to their relative's house to stay and study at formal educational institutes and some other economically backward parents send their children to economically sound family as a domestic helper with a verbal agreement to send their wards to the school too. Majority of such children do not get suitable environment for study and could not attend the school regularly. The majority of the children those who study in the government primary schools in Karbi Anglong district are first generation learner and their parents are illiterate or just they can read and write. The government service holders and economically sound parents send their children to private school.

(v) Total number of children of parent:

Size of the family determines the educational environment at home for the children. The parent having less number of children can take proper care and provide necessary educational requirement to their children. But the parents those who have more children cannot provide suitable environment at home and can not take personal care to the children. The quality of education and number of children of parent is correlated. In table – 4.10 the distribution of parent/ guardian respondents on the basis of total number of children is shown.

Table No – 4.10

Distribution of the parent/guardian respondents on total number of children

Number of child/children	Percentage of respondent
One child	8.19%
Two children	31.07%
Three children	32.49%
Four children	15.82%
Five children	08.47%
Six children	02.83%
Seven and above children	01.13%
Total	100%

(Source: Field Survey)

The table 4.10 indicates that 8.19% of the parent/guardian respondents have one child, 31.07% of the parent/guardian respondents have two children, 32.49% of the parent/guardian respondents have three children, 15.82% of the parent/guardian respondents have four children, 8.47% of the parent/guardian

respondents have five children, 2.83% of the parent/guardian respondents have six children and 1.13% of the parent/guardian respondents have seven and above children. The table clearly indicates that majority of the parent/guardian respondents have three children i. e., 32.49%. During the field work the investigator visited Tarkonglinjir Primary school under Bokajan block and got the opportunity to meet a 45 year old parent named Krishna Killing, the father of Joysing Killing, a pupil of class III of Tarkonglinjir Primary school. He has seven children and he possessed indifferent attitude towards the education of his children. His economic condition is very bad, reside under a small unhygienic temporary house, no electrification facilities, cannot provide proper lighting facilities to his children for study at night and sufficient food and dress to the children, no minimum study materials and suitable educational environment for his children. He is likely to be illiterate and he does not understand the importance of education for his children. He is reluctant to visit the school where his children is studying and totally not aware whether his children attend the school regularly or not, whether the school teacher give home work to his children or not, whether his children do the home work or not etc. When the investigator put the question to him why does he send his children to the school, he simply provided the answer that all the children of the village go to the school and so his children also go to the school. This is not only the single example of parental attitude towards the education of their children in the rural areas of the district. A large majority of the illiterate and semi literate parents in backward areas of the district possesses similar attitude towards the education of their children. The opinion of a section of such parents is that the education of their children is meaningless, as a large number of educated youth are not getting any job. On the other hand, they reported to the investigator that for getting any government job for

their children they have to pay huge amount of money, but as they are poor and it is out of imagine for them to pay huge amount of money for getting a government job. Therefore, they possess indifferent attitude towards the education of their children.

(vi) Teaching experience of teacher:

Teaching experience of a teacher is an important variable which impact upon the teaching learning process and the entire educational environment of the school. Specially, at the primary school stage an experience teacher can solve manifold problems of the children in different situation. In table 4.11 teaching experience wise distribution of the teacher respondents is presented in detail.

Table No – 4.11

Distribution of the teacher respondents on the basis of teaching experience

Teaching Experience (in year)	Percentage of respondent
0 to 5 years	13.56%
6 to 10 years	23.16%
11 to 15 years	11.30%
16 to 20 years	14.12%
21 to 25 years	18.64%
26 to 30 years	10.74%
Above 30 years	8.48%
Total	100%

(Source: Field Survey)

The table 4.11 shows that 13.56% of the teacher respondents have the teaching experience from 0 to 5 years, 23.16% of the teacher respondents have 6 to 10 years teaching experience, 11.30% of the teacher respondents have 11 to 15 years

of teaching experience, 14.12% of the teacher respondents have 16 to 20 years of teaching experience, 18.64% of the teacher respondents have 21 to 25 years of teaching experience, 10.74% of the teacher respondents have 26 to 30 years of teaching experience and 8.48% of the teacher respondents have above 30 years of teaching experience. The table clearly indicate that majority of the teachers have the teaching experience from 6 to 10 years i.e., 23.16%. Teaching experience wise distribution of the teachers' respondent reveals that majority of the primary school teachers are almost experience in Karbi Anglong district.

Section – II

Role of DPEP and SSA on Primary Education in Karbi Anglong

In Karbi Anglong, District Primary Education Programme (DPEP) is being implemented from 1997 and Sarva Shiksha Abhijan (SSA) has been implemented from 2003 as a supporting programme to the primary education system through the Autonomous Council of the district. A separate DPEP establishment has been enacted with the Autonomous Council for the purpose. Karbi Anglong Autonomous Council appointed a District Mission Co-ordinator (DMC) to look after the policies and programmes of Sarva Shiksha Abhijan Mission. A very close co-ordination is being maintained between the Sarva Shiksha Abhijan and the primary education department of Karbi Anglong Autonomous Council. The district primary education officer of primary education department is functioning as associate district project co-ordinator of Sarva Shiksha Abhijan and actively participating in all kinds of decision making affairs. The policy decision regarding implementation of Sarva

Shiksha Abhijan in Karbi Anglong is taken by the Karbi Anglong Autonomous Council authority keeping in mind the needs that may arise for extension of primary education in Karbi Anglong.

The scenery of primary education in Karbi Anglong district has been changed after the implementation of District Primary Education Programme and Sarva Shiksha Abhijan Mission. Joint efforts have been made by the Karbi Anglong Autonomous Council and Sarva Shikha Abhijan Mission for the qualitative and quantitative development of the primary education in the district. The primary education department extends their close co-ordination with Sarva Shikha Abhijan Mission in implementation of the different policies and programmes recommended by the central and state government from time to time. The number of primary school, enrolment and retention of the pupils has been increased, the percentage of dropout rate has been improved and the transition of pupils from primary to upper primary school is also increasing gradually.

4.3 Primary School Managed by Different Sectors:

The primary schools of the district is run and managed by different department and organisations. Majority of the schools are run and managed by department of education and there are some schools which are run and managed by tea garden. Beside, there are some recognised, private and venture primary schools in the district. There were some schools under the Education Guaranteed Scheme (EGS) which were run and managed by Sarva Shikha Abhijan Mission in such areas where there was lack of primary school. In table 4.12 the number of primary school managed by different sectors in Karbi Anglong is presented.

Table – 4.12

Number of primary school managed by different sectors in Karbi Anglong

Year	Total number of school	School Management			
		Department of Education	Recognised + TGM School	Private and Venture	SSA (EGS)
2005	1,892	1,401	03	121	367
2006	1,893	1,401	04	121	367
2007	1,893	1,401	04	121	367
2008	1,893	1,401	04	121	367
2009	1,893	1,468	04	121	300
2010	1,897	1,772	04	121	Nil
2011	1,897	1,772	04	121	Nil
2012	1,897	1,772	04	121	Nil

(Source: SSA, Karbi Anglong Autonomous Council's Annual Report 2012-13.)

In the table - 4.12 it can be observed that from 2005 to 2008 there were 1,401 primary schools which were run and managed by the department of education. During this time 367 primary schools were under the Education Guaranteed Scheme (EGS) which were run and managed by Sarva Shiksha Abhijan Mission. In the year 2009 sixty seven schools which were under the Education Guaranteed scheme (EGS) taking over by the department of education. In the year 2010 another three hundred primary schools were taking over by the department of education and there is no more school under the management of Sarva Shiksha Abhijan Mission. At present there are altogether 1,772 primary schools under the management of department of education, four recognised and tea garden managed primary schools and 121 private and venture primary schools in the district.

4.4 Percentage of Primary School Managed by Different Sectors:

In the table–4.13, percentages of primary school run and managed by different sectors are presented. The table shows that seventy four percent primary schools were managed by department of education and nineteen percent schools were run and managed by Sarva Shiksha Abhijan up to the year 2008. At present ninety three percent schools are run and managed by department of education, .21 percent schools are recognised and under the management of tea garden and 6.38 percent schools are private and venture. All the primary schools which were under the Education Guaranteed Scheme (EGS) have been taking over by the department of education.

Table – 4.13

Percentage of primary school managed by different sectors in Karbi Anglong

Year	Total number of school	School Management			
		Department of Education	Recognised + TGM School	Private and Venture	SSA
2005	1,892	74%	0.16%	6.40%	19%
2006	1,893	74%	0.21%	6.39%	19%
2007	1,893	74%	0.21%	6.39%	19%
2008	1,893	74%	0.21%	6.39%	19%
2009	1,893	78%	0.21%	6.39%	16%
2010	1,897	93%	0.21%	6.38%	0%
2011	1,897	93%	0.21%	6.38%	0%
2012	1,897	93%	0.21%	6.38%	0%

(Source: SSA, Karbi Anglong Autonomous Council's Annual Report 2012-13.)

4.5 Gender wise Enrolment of Pupils:

There are gender differences in enrolment of pupils in the rural and backward areas like Karbi Anglong. In the table 4.14 and figure 4.3 gender wise enrolment of pupil in the primary schools of Karbi Anglong district is presented.

Table – 4.14

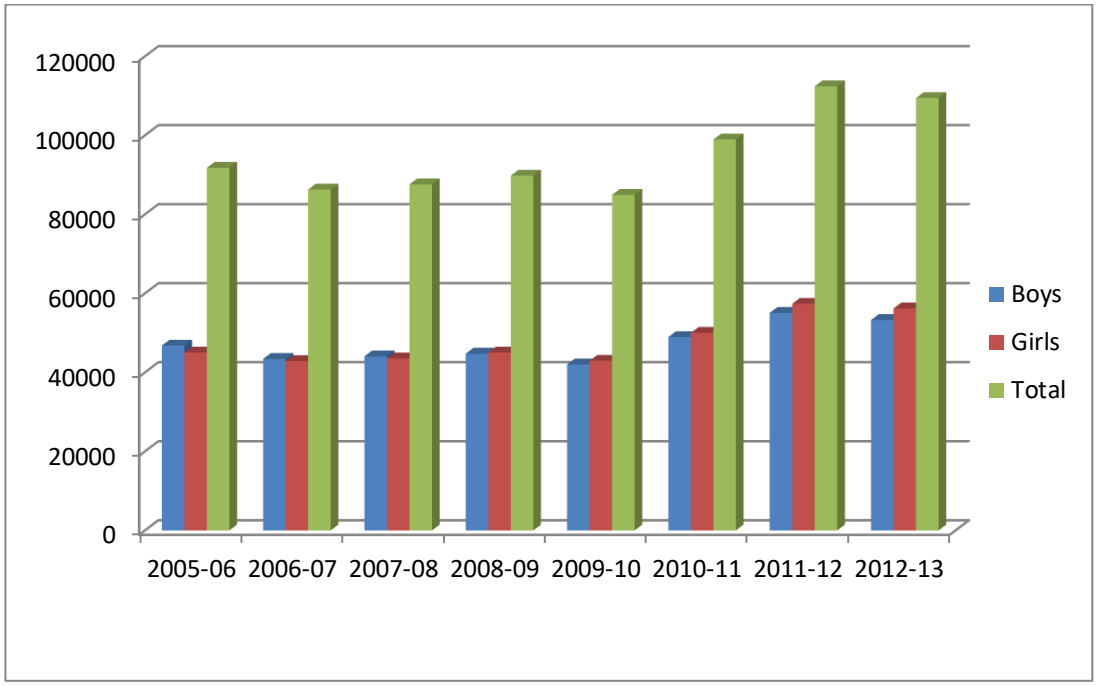
Gender wise enrolment of pupils in govt. and govt. aided primary schools in Karbi Anglong from 2005-06 to 2012-13

Year	Boys	Girls	Total
2005-06	46767	45021	91788
2006-07	43411	42865	86276
2007-08	44056	43527	87583
2008-09	44750	45042	89792
2009-10	42005	42936	84941
2010-11	48938	50016	98954
2011-12	55067	57356	112423
2012-13	53263	56189	109452

(Source: SSA, Karbi Anglong Autonomous Council's Annual Report 2012-13.)

The table – 4.14 shows that the enrolment rate of boys were more than the girls in the district up to the academic session 2007-08. But from the academic session 2008-09 the enrolment rate of the girls in the primary school increases than the boys. It indicates that the tribal people of the district becoming aware about the need and importance of education for their girl children and as a result the enrolment rate of the girl children subsequently increases from the academic session 2008-09.

Figure – 4.3



Gender wise enrolment of pupils in govt. and govt. aided primary schools in Karbi Anglong from 2005-06 to 2012-13.

4.6 Percentage of Net Enrolment:

Consistent effort has been made by the Sarva Shiksha Abhijan Mission to increase the enrolment rate of the children in Karbi Anglong district since 2005. Accordingly the net enrolment rate has been increased from the session 2005-06 to 2009-10. But the net enrolment rate again fell down from the session 2010-11. The concerned authority should consider the matter seriously and take proper step to find out the causes of down fall of the net enrolment rate. In table - 4.15 and figure 4.4 the percentage of net enrolment of the pupils is presented in details.

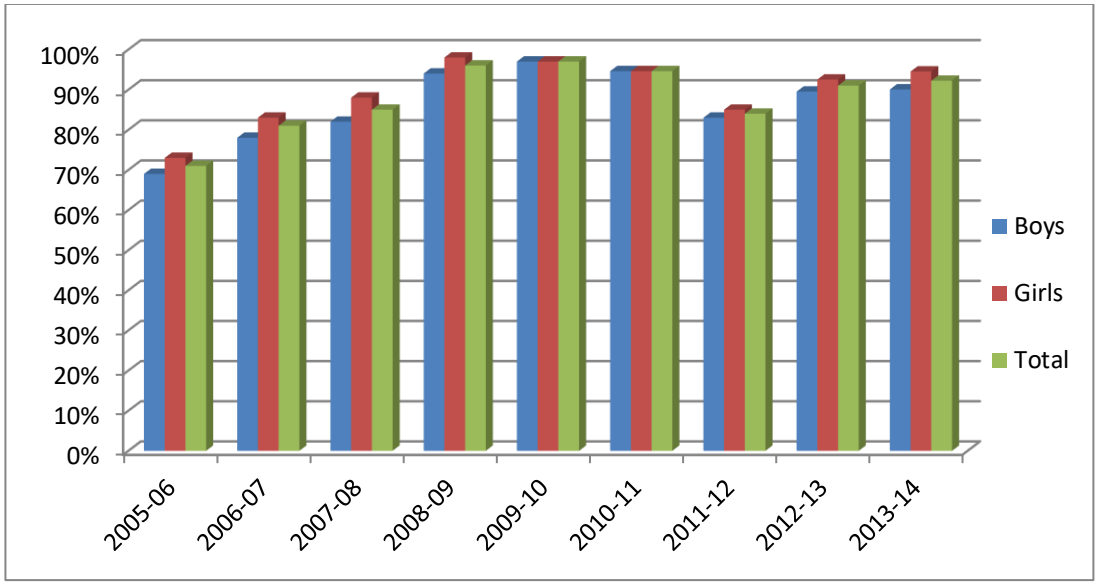
Table – 4.15

Gender wise percentage of net enrolment rate of pupils in primary schools in Karbi Anglong from 2005-06 to 2013-14.

Year	Boys	Girls	Total
2005-06	69%	73%	71%
2006-07	78%	83%	81%
2007-08	82%	88%	85%
2008-09	94%	98%	96%
2009-10	97%	97%	97%
2010-11	94.6%	94.6%	94.6%
2011-12	83.00%	85.00%	84.00%
2012-13	89.50%	92.50%	91.00%
2013-14	90.05%	94.50%	92.22%

(Source: SSA, Karbi Anglong Autonomous Council's Annual Report 2013-14.)

Figure – 4.4



Gender wise percentage of net enrolment rate of pupils in primary schools of Karbi Anglong from 2005-06 to 2013-14.

In table – 4.15, it is reflected that the percentage of girls enrolment were higher than the boys in all the sessions from 2005-06 to 2008-09. In the sessions 2009-10 and 2010-11 the percentage of net enrolment of the girls and boys are same. Again the percentage of net enrolment of the girls increases from the session 2011-12. It indicates that the people of Karbi Anglong district becoming aware about the importance of education for their girl children. During the field visit some of the teacher and guardian respondents reported to the investigator that the establishment of Mina clubs and organising the Mina campaign programme by SSA in the minority areas and other targeted areas is also an another cause of improving enrolment rate of girl children in the district.

4.7 Dropout Rate of Pupils:

Wastage is a great challenged against free and compulsory primary education in our country. It is a very acute problem in the hill and tribal areas like Karbi Anglong. In the tribal areas parents are illiterate and they engaged in shifting cultivation. They do not understand the need and importance of education for their children. They possess indifferent attitude towards the education of their children. During the field survey 47.75% of the teacher respondents reveal that there is drop out children in their school. The major causes of drop outs as reported by the teacher respondents are poverty of parents, involvement of children in household duties, lack of awareness of the parents, lack of suitable communication facility, unattractive school environment etc. In table - 4.16 and figure - 4.5 the dropout rate of the pupils in the primary school stage is presented from the session 2005-06.

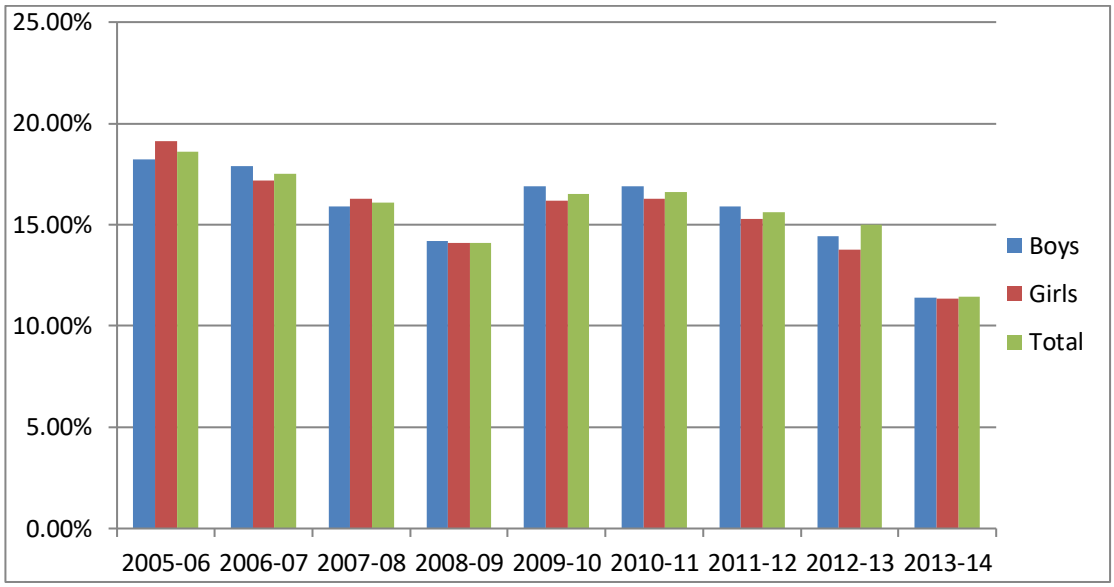
Table – 4.16

Gender wise percentage of dropout rate of pupils in primary schools of Karbi Anglong from 2005-06 to 2013-14.

Year	Boys	Girls	Total
2005-06	18.2%	19.1%	18.6%
2006-07	17.9%	17.2%	17.5%
2007-08	15.9%	16.3%	16.1%
2008-09	14.2%	14.1%	14.1%
2009-10	16.9%	16.2%	16.5%
2010-11	16.9%	16.3%	16.6%
2011-12	15.90%	15.30%	15.60%
2012-13	14.44%	13.77%	14.99%
2013-14	11.40%	11.37%	11.45%

(Source: SSA, Karbi Anglong Autonomous Council's Annual Report 2013-14.)

Figure – 4.5



Gender wise percentage of dropout rate of pupils in primary schools of Karbi Anglong from 2005-06 to 2013-14.

The table - 4.16 reflects that in the session 2005-06 the dropout rate of boys was 18.2 % and girls was 19.1% with an average of 18.6%. The percentage of dropout rate of the girls was higher than the boys. In the session 2006-07 the dropout rate of boys was 17.9 % and girls was 17.2% with an average of 17.5% and the percentage of dropout rate of boys was higher than the girls. In the session 2007-08 the dropout rate of boys was 15.9 % and girls was 16.3% with an average of 16.1% and the percentage of dropout rate of the girls was higher than the boys. However, from the session 2008-09 to the session 2013-14 the percentage of dropout rate of girl slight improve in comparison to boys and total average rate of dropout rate remain almost same up to the academic session 2011-12. In the session 2013-14 average dropout rate is more improved in comparison to the earlier sessions.

4.8 Percentage of Retention of Pupils:

In the hill and tribal area like Karbi Anglong retaining the pupils in primary school is a great challenge. During the field visit the investigator verified the attendance register of the sample schools and it was found that there was a great variation of the enrolment of the student in the attendance register and practical presence of the pupils in the class room. A large number of teacher respondents informed the investigator that in the beginning of the session children take admission and attend the primary school, but slowly and gradually attendance rate decreases and some children leaves the school. Irregular attendance of pupils is a common phenomenon in the hill and tribal areas like Karbi Anglong. In table – 4.17 and figure 4.6 gender wise percentage of retention of pupils is presented from the academic session 2005-06 to 2011-12.

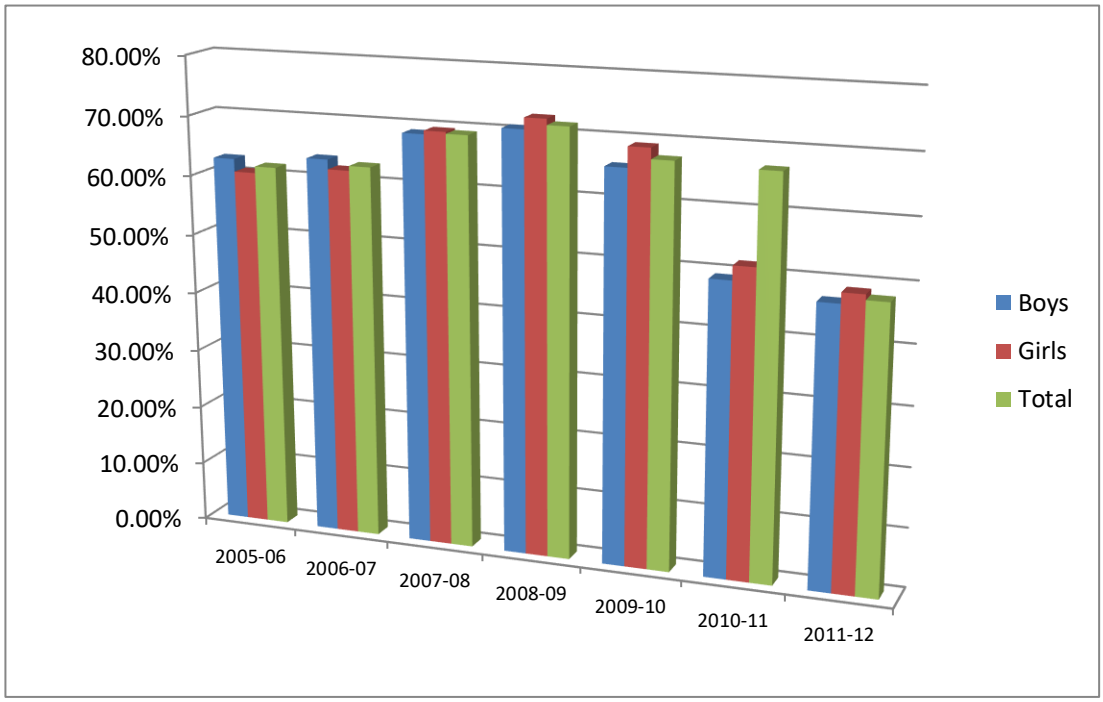
Table – 4.17

Gender wise percentage of retention of pupils in primary schools of Karbi Anglong

Year	Boys	Girls	Total
2005-06	62.7%	60.6%	61.7%
2006-07	63.7%	62.1%	62.9%
2007-08	68.9%	69.5%	69.2%
2008-09	70.7%	72.6%	71.6%
2009-10	65.7%	69.1%	67.3%
2010-11	49.2%	51.6%	66.8%
2011-12	47.00%	48.80%	47.90%

(Source: SSA, Karbi Anglong Autonomous Council's Annual Report 2013-14.)

Figure – 4.6



Gender wise percentage of retention of pupils in primary schools in Karbi Anglong

In table - 4.17, it can be observed that the percentage of retention of the children in 2005-06 was 61.7%. The percentage of retention of the children gradually increases up to the session 2008-09. But the downfall of retention percentage started from the session 2009-10 and it came down to 47.90% in the session 2011-12. The table also reveals that the retention percentage of boys were slight higher than the girls in the sessions 2005-06 and 2006-07. But from the session 2007-08 the retention percentage of the girls gradually increases and became higher than the boys.

4.9 Transition Percentage of Pupils:

In table – 4.18 and figure – 4.7 gender wise percentage of transition of pupils from primary school to upper primary school are presented.

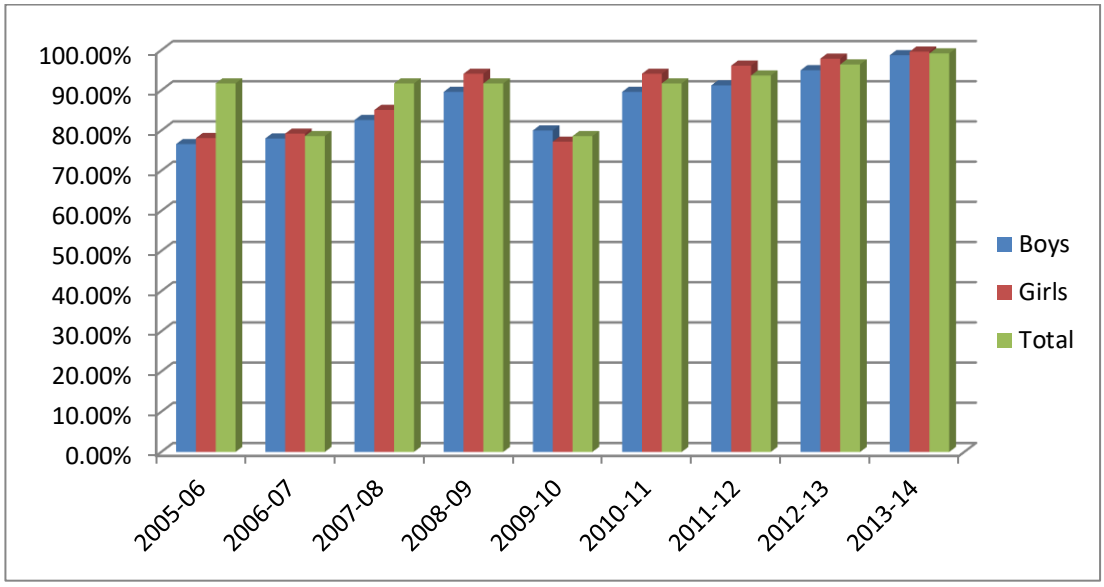
Table – 4.18

Transition of children from primary to upper primary

Year	Boys	Girls	Total
2005-06	76.6%	78.1%	91.7%
2006-07	78.0%	79.2%	78.6%
2007-08	82.6%	85.1%	91.7%
2008-09	89.6%	94.1%	91.7%
2009-10	80.0%	77.2%	78.6%
2010-11	89.6%	94.1%	91.7%
2011-12	91.22%	96.12%	93.67%
2012-13	94.97%	97.86%	96.42%
2013-14	98.73%	99.61%	99.17%

(Source: SSA, Karbi Anglong Autonomous Council's Annual Report 2013-14.)

Figure – 4.7



Transition of children from primary school to upper primary school

The data reveals that no remarkable change has taken place in the last six sessions in case of total percentage of transition of pupils from primary schools to upper primary school. It is also observed that in all sessions, except the session 2009-10, the percentage of transition of the girls higher than the boys.

4.10 Out of School Children in Karbi Anglong:

Consistent efforts have been made by the Sarva Siksha Abhijan Mission of Karbi Anglong district to enrol hundred percent children covering the age group 6 to 14years. But hundred percent enrolments of children in the primary school in Karbi Anglong is a great challenge for the concern authority. Basically the tribal parents and economically backward parents possess indifferent attitude towards the education of their children. The parents engage their children in some household and earning activities which can help them for economic pursuits. Some tribal parents involve in shifting cultivation and they move from one hill to another hill and ultimately due to the lack of primary school in that backward

area, they could not send their children to school. Due to such reasons a large number of children still remained out of school and deprived from enjoying the right to education. In table 4.19 block wise number of out of school children are presented.

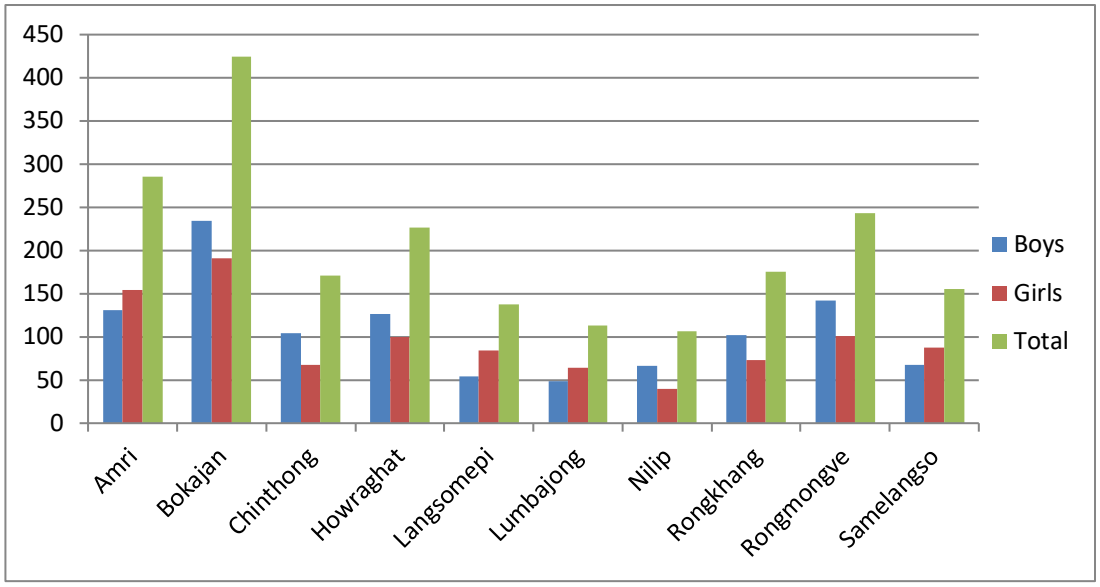
Table – 4.19

Block wise out of school children as per DISE survey 2011-12

Block	Out of School Children Age group- 6-10			Out of School Children Age group- 11-14			Out of School Children Age group- 10-15		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Amri	103	134	237	131	154	285	234	288	522
Bokajan	384	345	729	234	191	425	618	536	1154
Chinthong	263	210	473	104	67	171	367	277	644
Howraghat	162	145	307	126	100	226	288	245	533
Langsomepi	123	141	264	54	84	138	177	225	402
Lumbajong	165	134	299	49	64	113	214	198	412
Nilip	144	97	241	66	40	106	210	137	347
Rongkhang	302	243	545	102	73	175	404	316	720
Rongmongve	184	178	362	142	101	243	326	279	605
Samelangso	143	140	283	67	88	155	210	228	438
Socheng	116	100	216	77	51	128	193	151	344
Total	2089	1867	3956	1152	1013	2165	3241	2880	6121

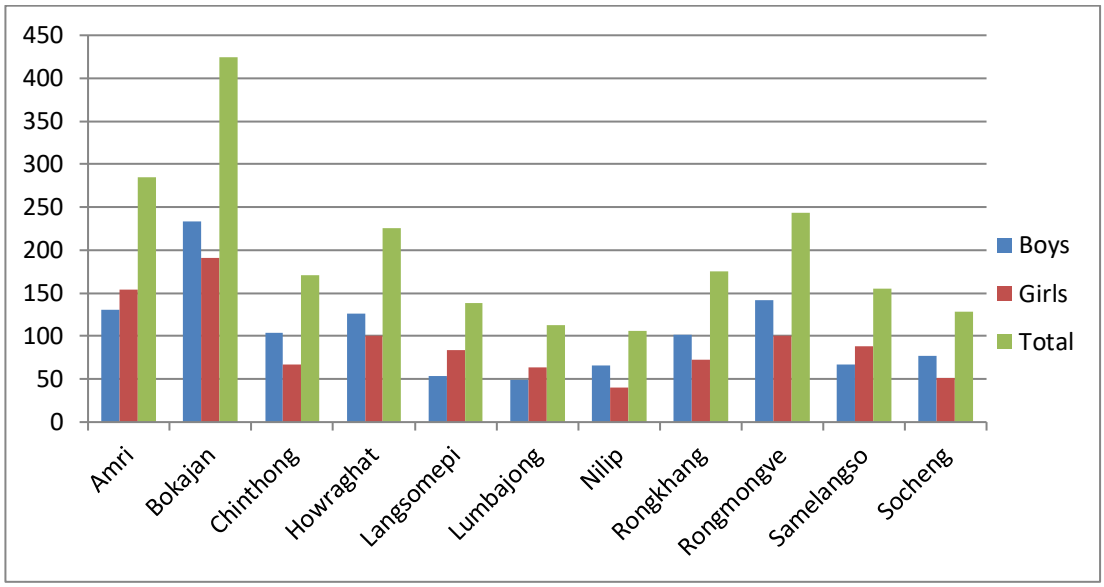
(Source: SSA, Karbi Anglong Autonomous Council's Annual Report 2011-12.)

Figure – 4.8



Block wise out of school children age group- 6-10 as per DISE survey 2011-12

Figure – 4.9



Block wise out of school children age group- 11-14 as per DISE survey 2011-12

The above table – 4.19 reveals that as per DISE survey 2011-12, in the age group six to ten years, there are 103 boys and 134 girls in Amri block, 384 boys and 345 girls in Bokajan block, 263 boys and 210 girls in Chinthong block, 162 boys and 145 girls in Howraghat block, 123 boys and 141 girls in Langsomepi block, 165 boys and 134 girls in Lumbajong block, 144 boys and 97 girls in Nilip block, 302 boys and 243 girls in Rongkhang block, 184 boys and 178 girls in Rongmongve block, 143 boys and 140 girls in Samelanso block and 116 boys and 100 girls in Socheng block still out of primary school as per DISE survey 2011-12. There are 2089 boys and 1867 girls altogether 3956 children belonging to six to ten years are out of primary school in Karbi Anglong district. The total number of out of school boys is more than the girls. On the other hand, in the age group ten to fourteen years, there are 131 boys and 154 girls in Amri block, 234 boys and 191 girls in Bokajan block, 104 boys and 67 girls in Chinthong block, 126 boys and 100 girls in Howraghat block, 54 boys and 84 girls in Langsomepi block, 49 boys and 64 girls in Lumbajong block, 66 boys and 40 girls in Nilip block, 102 boys and 73 girls in Rongkhang block, 142 boys and 101 girls in Rongmongve block, 67 boys and 88 girls in Samelanso block and 77 boys and 51 girls in Socheng block still out of school as per DISE survey 2011-12. There are 1152 boys and 1013 girls altogether 2165 children belonging to ten to fourteen years are out of school in Karbi Anglong district. The total number of out of school boys is more than the girls in this stage also.

Though consistent efforts have been made by the Sarva Siksha Abhijan Mission, Karbi Anglong district to enrolled hundred percent children covering the age group 6 to 14years but the data reveals that the number of out of school children increasing year by year. In the current session (2013-14) the total number of out of

school children is higher than the session 2011-12. The block wise number of out of school children in the session 2013-14 is presented in table 4.20

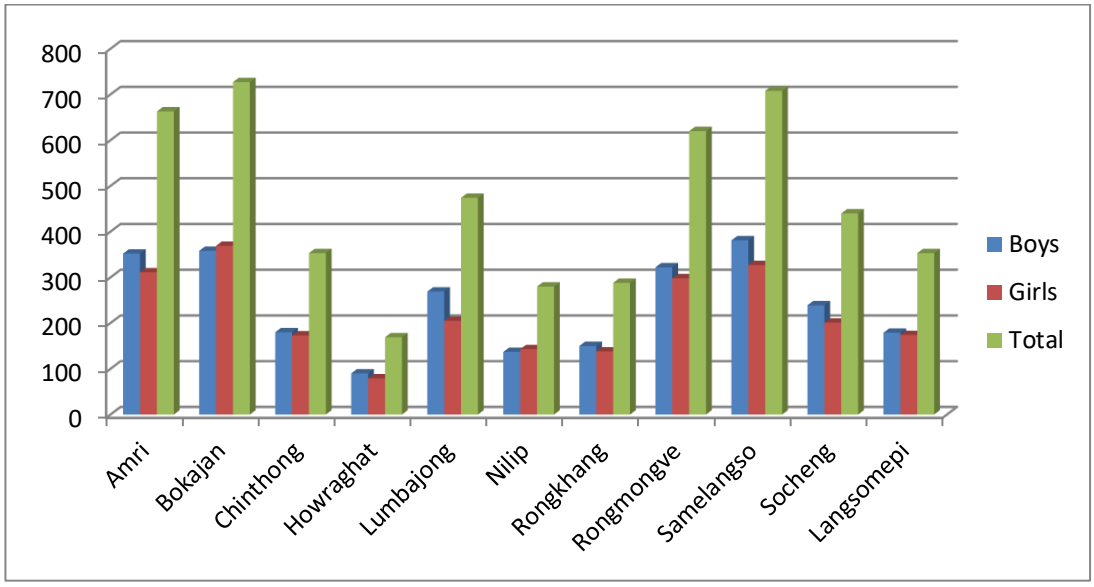
Table – 4.20

Block wise out of school children as per DISE survey 2013-14

Block	Out of School Children Age group- 6-10			Out of School Children Age group- 11-14			Out of School Children Age group- 6-14		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Amri	352	311	663	159	168	327	511	479	990
Bokajan	358	369	727	231	177	408	589	546	1135
Chinthong	180	173	353	81	56	137	261	229	490
Howraghat	90	79	169	77	77	154	167	156	323
Lumbajong	269	205	474	170	128	298	439	333	772
Nilip	137	143	280	84	54	138	221	197	418
Rongkhang	150	138	288	192	146	338	342	284	626
Rongmongve	322	298	620	153	167	320	475	465	940
Samelangso	381	327	708	200	167	367	581	494	1075
Socheng	239	201	440	135	106	241	374	307	681
Langsomepi	179	174	353	92	59	151	271	233	504
Total	2657	2418	5075	1574	1305	2879	4231	3723	7954

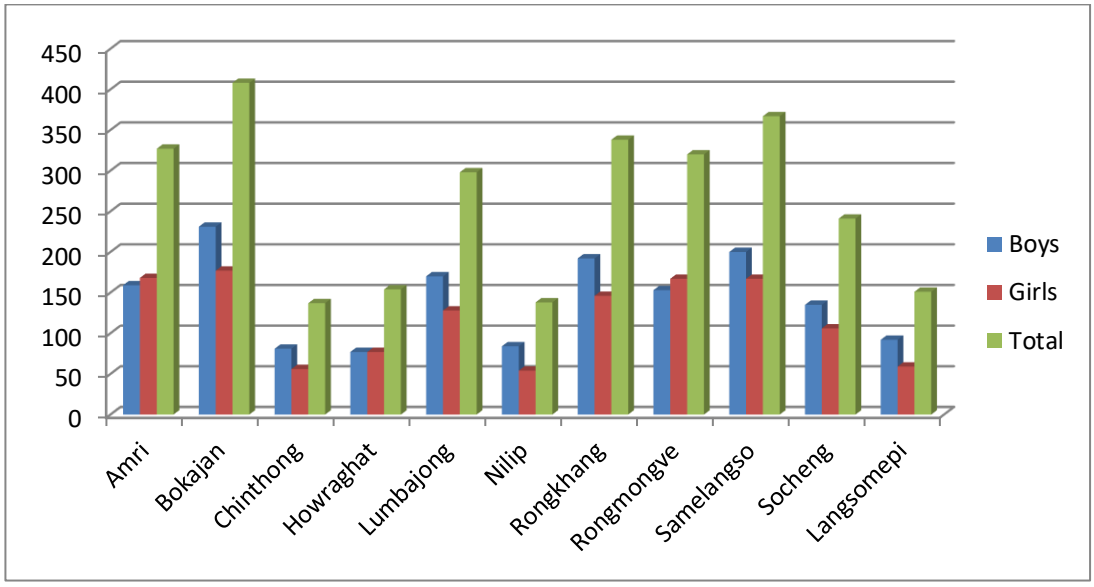
(Source: SSA, Karbi Anglong Autonomous Council's Annual Report 2013-14.)

Figure – 4.10



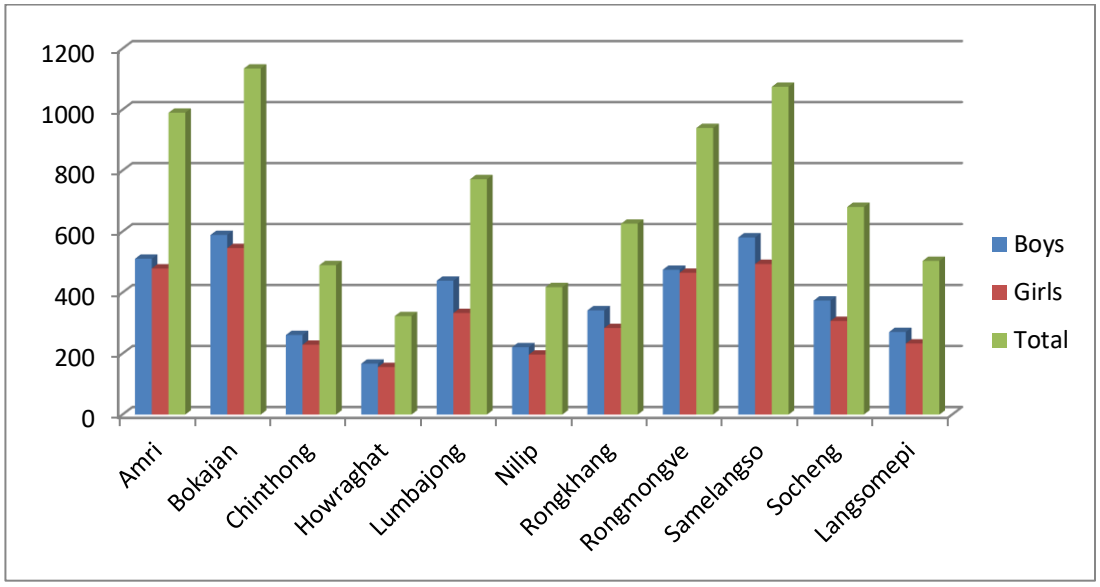
Block wise out of school children age group- 6-10 as per DISE survey 2013-14

Figure – 4.11



Block wise out of school children age group 11-14 as per DISE survey 2013-14

Figure – 4.12



Block wise out of school children age group- 6-14 as per DISE survey 2013-14

The table - 4.20 reveals that as per DISE survey 2013-14, in the age group six to ten years, there are 2657 boys and 2418 girls altogether 5075 children belonging to age group six to ten years are out of primary school in Karbi Anglong district. The total number of out of school boys is more than the girls. On the other hand, in the age group eleven to fourteen years, there are 1574 boys and 1305 girls altogether 2879 children belonging to age group eleven to fourteen years are out of primary school in Karbi Anglong district. The total number of out of school boys is more than the girls in this age group also. As a whole, in the age group six to fourteen years, there are 4231 boys and 3723 girls altogether 7954 children belonging to age group six to fourteen years are out of primary school in Karbi Anglong district. The Sarva Siksha Abhijan Mission and Department of education, Karbi Anglong Autonomous Council should take proper step and strategy to enrolled these out of school children and attempt should be made to enrolled the hundred percent children in the next years.

4.11 Component Wise Achievement of Sarva Siksha Abhijan Mission:

Primary education, the foundation of every stream of education, constitutes a very important part of the entire structure of education. The demand for quality basic education all over the country cannot be denied. The effort of Sarva Sikhsha Abhijan (SSA) to universalize elementary education is well acknowledged by the cross section society. It is a logical move on the Sarva Sikhsha Abhijan Mission to popularize the elementary education by community ownership of the school system. The Sarva Sikhsha Abhijan programme is an attempt to provide an opportunity for improving human capabilities to all children. The main aim an objective of Sarva Sikhsha Abhijan is to provide useful and relevant elementary education for children in the age group of 6 to 14 years. The achievement of the other aims i.e. to bridge social, regional & gender gap with the extent of active participation of the community in the management of schools. Since the launched of DPEP and Sarva Siksha Abhijan Mission in Karbi Anglong district sincere effort have been made by the Department of education and Karbi Anglong Autonomous Council to achieve the objectives of the Mission. As a result of these efforts the scenery of elementary education has been changed and some qualitative and quantitative improvement taking place in the field of primary education also. Here an attempt is being made to discuss some of such achievements of Sarva Siksha Abhijan Mission in the field of primary education in Karbi Anglong district.

(i) Teacher training: Teaching is such a service to equip the teachers with new techniques, methods and updated information to make the teaching interesting and provide quality education to the students. In considering the role and responsibilities of teacher, perfect training or orientation can help to improve the quality of teaching in every stage of education. Sarva Siksha Abhijan has given maximum focus on need

based in service teacher training with actual classroom demonstration by Resource Persons and teachers at block level. In this regards Sarva Siksha Abhijan Mission of Karbi Anglong also organises different in service teacher training programme for primary school teachers of various duration every year. In the year 2007 ten days training on Computer Aided Learning was conducted for forty teachers under Smart School Teacher's Training programme. Besides, ten days induction training for Siksha Karmis of Sanjogi Siksha Kendra (SSK), Worksite Sanjogi Siksha Kendra (WSSK), Special Sanjogi Siksha Kendra (SSSK) and Hard-to-Reach (HTR) centre was conducted for 165 Siksha Karmis. In the year 2008-09 ten days training on Computer Aided Learning was conducted for twenty smart school teachers in two phases successfully. The teacher's training component has conducted 11 days block level and 4 days district level residential and non residential training for teachers. The new intervention ADEPTS training conducted phase-I and phase-II for two days in district level and four days in block level. In the training 2836 lower primary school teachers and 1116 upper primary school teachers were participated. To support the single teacher schools 186 numbers of Para teachers have been engaged. Besides these, 259 teachers having from four and more teacher positions schools have been duly trained and oriented on 'Ka Shreni'. Besides these, SSA organised a training programme to 29 newly engaged Karbi medium teachers who were engaged at the various Karbi medium schools of Karbi Anglong in accordance with the module prepared by the resource persons and academician. In the year 2009-10 all the routine wise block and district level training were organised in the district. Moreover, Eight hundred (800) untrained teachers were admitted in CPE programme (IGNOU) and core group formed on Science and Mathematics. Among the trainees Science and Mathematics project and model competition were organised. The block

officials have been empowered to develop the training materials and conducted need base teachers training at block level.

In the year 2010-11 Sarva Siksha Abhijan Mission organised teacher training programme for elementary school teachers of Karbi Anglong district. Three days Cluster level non residential training programme was organised and 1937 primary school teachers were trained up in this programme. Another three days cluster level teacher training on new text book were organised for primary school teachers and 2075 primary school teachers were trained up in this programme. One day monthly orientation programme and review at CRC/ Zone level were organised for primary school teachers and 2768 primary school teachers were trained up in this programme. Two day non residential orientation programme on 'Ka-Sreni' at block level for teachers of two teacher position schools were organised and 492 primary school teachers were trained up in this training. The detail training programme is presented in table - 4.21.

Table-4.21
Primary school teacher training in 2010-11

Sl. No.	Training	Duration	Level	Target Teacher	Achieved
1.	3 days cluster level non-residential training for LP teachers on RTE	Three days	Cluster/ Zone	1940	1937
2.	3 days cluster level training for LP teachers on New Textbooks	Three days	Cluster/ Zone	2078	2075
3.	One day monthly orientation of teachers and review at CRC/Zone level for primary school teachers	1 Day (Eight Nos.)	Cluster/ Zone	2768	2768
4.	Prastuti- 2011	One day	Cluster/ Zone	2768	2768
5.	Two days non residential orientation programme on 'Ka-Sreni' at block level for teachers of two teacher position schools	Two days		492	418

(Source: Souvenir- 60th Foundation day of KAAC, 2011)

In the year 2012-13 three days block level teacher training programme on English language were organised for the primary school teachers and 2150 teachers were trained up in that training. Block level teacher training programme on Mathematics for primary school teachers were organised and 2569 teachers were trained up in that training. In the same one day monthly orientation of teachers and review at CRC and Zone level for primary school teachers were organised and 2849 primary school teachers were trained up in this training programme. The table 4.22 reveals the detail in service teacher training programme organised for primary school teachers by Sarva Siksha Abhijan Mission in Karbi Anglong district in 2011-12.

Table – 4.22
Block level primary school teacher's training in 2011-12

Sl. No.	Training	Duration	Level	Total nos.	Lower Primary	
					Target Teachers	Achieved
1	Block level teachers training on English for Primary teachers	Three days	Block	1	2772	2150
2	Block level teachers training on Mathematics for Primary teachers	Three days	Block	1	2772	2569
3	1-day monthly orientation of teachers and review at CRC /zone Level for Lower Primary teachers.	One day	Cluster/ Zone	9	2849	2849

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

The state government of Assam decided to follow the NCERT syllabus in elementary school level and new text books have been prepared for the elementary school level. In this regard a three days primary school teachers' training on English which is a recommended book from NCERT was held in the month of June 2011. This training was given basically to enhance the knowledge and teaching skills in class room interaction. It was targeted for 2772 teacher at primary school level but could not achieve the target. The authority could provide the training to 2150 primary school teachers successfully. Similarly a three days training on Mathematics new text book (Class-I-V) was conducted by the blocks for primary school teachers. The main objective of the training was to enhance the knowledge of Mathematics new text book and teaching skill in Mathematics. Total target teachers were 2772 of primary schools teachers and the authority could provide training as many as 2569 primary school teachers.

As per AWP & B, one day monthly Cluster / Zone level Orientation programme for primary school teachers is a regular activity under teachers training component of Sarva Siksha Abhijan Mission, Assam. As per academic calendar this activity should be conducted on the last Saturday of every month. Sarva Siksha Abhijan, Karbi Anglong organise this programme and conducts meetings every month at Cluster/Zone level. This orientation programme focuses on subject wise and class wise competencies of learning achievement and tries to find out the hard spots of core subjects. This one day orientation programme helps the primary school teachers to discuss the major problems of teaching in different subjects and find out the solution to rectify their teaching techniques.

(a) In-service teacher training conducted in 2013-14: - Teaching is such a profession where always new techniques, methods and updated information are required and to make the teaching smooth and perfect orientation is must. Sarva Shiksha Abhijan-Assam and Karbi Anglong district has given maximum focus on need based teacher training with actual classroom demonstration by resource person (RP) and teachers at block as well as at cluster level in the year 2013-14.

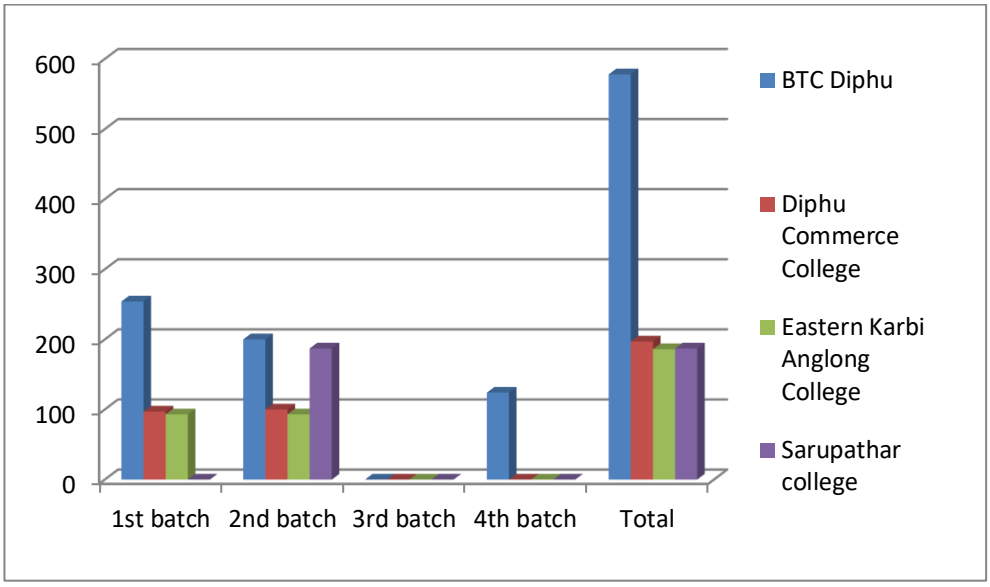
(b) Training of untrained teacher:- 1148 numbers of TET qualified assistant teachers are undergoing 2(two) years professional training, i.e, Diploma in Elementary Education at the study centres of Basic Training Centre, Diphu Commerce College, Eastern Karbi Anglong College and Surupathar college (Golaghat district). The total number of teacher trainees is presented in table - 4.23.

Table- 4.23
Appointed TET qualified undergoing teacher trainees (2013-14)

Batch	BTC Diphu	Diphu Commerce College	Eastern Karbi Anglong College	Sarupathar college
1st batch	254	097	093	000
2nd batch	200	100	093	187
3rd batch	000	000	000	000
4th batch	124	000	000	000
Total	578	197	186	187

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

Figure – 4.13



Appointed TET qualified undergoing teacher trainees (2013-14)

There are still approximately 1600 untrained teachers and as per RTE mended these untrained teachers should obtain a two year professional training.

(ii) Special training:

Sarva Siksha Abhijan Mission organise some special training programme for out of school children, drop out children, president and secretaries of school managing committees and other persons related to the Mission. Sarva Siksha Abhijan Mission, Karbi Anglong district also organise various special training programme from time to time. In the year 2007 SSA, Karbi Anglong conducted centre wise motivational camp from 10th to 14th of November with 36 Hard to Reach Centres covering 1065 out of school children and organised sports, cultural programme, recitation etc. among the children. A 'Sankalpa Jatra' was conducted in 2008 and one day training programme was organised for president and member secretary of all Village Education Committees (VEC), Tea Garden Education Committees (TGEC), Ward Education Committees (WEC) and School Management

Committees (SMC). There were 53 Jyoti Kendras (Hard-to-Reach) were running in urban areas and these Jyoti Kendras mainstreamed 486 children in formal schools in 2007-08. In the year 2010 the district has started a special drive named "Schooloioi Jao Aha" to enrol all out of school children and 386 numbers of children were mainstreaming from Hard to Reach centres. Academic support to mainstreamed children were provided and craft training, orientation on Art and Drawing were provided to the learners. Life skill education training programme for all adolescent Hard to Reach learners were provided phase wise.

As per Right to Education Act 2009, all the children has right to free and compulsory admission, attendance and compulsion of elementary education. It makes provision for a non-admitted child to be admitted to an age appropriate class. Moreover, Right to Education Act provides penalties in case of running school without recognition. Universal access to schooling requires schooling facilities within reasonable reach to all children. As per Right to Education Act 2009, one lower primary school should be available within one kilometre radius. If schools are not located in or near the habitations where children reside, they are unlikely to enrolled in schools or continue schooling, even if they are formally enrolled in such schools.

Sarva Siksha Abhijan implemented Alternative and Innovative Education (AIE) centres and these centres were run for children with difficult circumstances, with no regular schooling experiences or whose schooling has been disrupted where there are available school facilities. Alternative and Innovative Education (AIE) centres prepare them within a short period of 8 months to a year. These centres transact a specially tailored curriculum and pedagogic practices that seek to impart required age/grade specific knowledge and skills, so that the child is ready to

enrolled in regular schools to continue his/her studies there. In short first get the bridge course and get admitted in an age appropriate class. But as per RTE where a child of above 6 years of age has not been admitted in any school or though admitted could not complete his/her elementary education, then he/she shall be admitted in a class appropriate to his/her age. Provided that where a child is directly admitted in a class appropriate to his/her age, then, he/she shall, in order to be at par with others, have a right to receive special training, in such a manner and within such time limits as may be prescribed. Further the child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

Keeping this background of RTE 2009, all the learners studying in the different Alternative Innovative Education (AIE) interventions were mainstreamed in the government and provincialised schools in Karbi Anglong district during the last academic years with the following steps:-

- A formal enrolment process so that the child's name is entered in the school records.
- Imparting special training to the children to enable the child to be at par with others.
- Actual admission of the child in age appropriate class and his/her participation in all class activities.

Sarva Siksha Abhijan, Karbi Anglong organised 35 non-residential special training centre (NRSTC) in rural areas of different blocks and started special training as per Right to Education Act, 2009 for those children who have not enrolled their name in formal school or not completed the elementary education and such children should be imparted special training after enrolment of their age appropriate class so that they may be at par with other children.

Table: 4.24

Learners received special training in Non-Residential Special Training Centre (NRSTC) and Residential Special Training Centre (RSTC)

Sl. No.	Name of the Block	NRSTC-Rural-9 Months		NRSTC-Rural-12 Months		NRSTC-Urban-9 Months		RSTC-Urban-12 months	
		No. Of Centre	Learners	No. Of Centre	Learners	No. Of Centre	Learners	No. Of Centre	Learners
1	Amri	1	20	56	689	0	0	0	0
2	Bokajan	2	88	80	1354	3	169	1	130
3	Chinthong	1	0	26	664	2	66	1	150
4	Hawraghat	1	97	31	198	0	0	1	120
5	Langsomepi	10	0	40	648	1	35	1	130
6	Lumbojang	5	107	67	978	9	226	1	130
7	Nilip	1	10	22	298	0	0	1	100
8	Socheng	0	0	30	479	0	0	0	0
9	Samelangso	7	72	36	643	0	0	1	150
10	Rongmongve	0	0	29	576	0	0	1	120
11	Rongkhang	7	139	39	796	0	0	1	120
Total		35	533	456	7323	15	496	9	1150

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

The table 4.24 reveals that during the financial year 2011 and 2012 nine months training in rural areas was attended by 20 children in Amri block, 88 children in Bokajan block, 97 children in Howraghat block, 107 children in Lumbajong block, 10 children in Nilip block, 72 children in Samelangso block and 139 children in Rongkhang block. Twelve months non-residential special training in rural areas were attended by 689 children in Amri block, 1354 children in Bokajan

block, 664 children in Chinthong block, 198 children in Howraghat block, 648 children in Langsomepi block, 978 children in Lumbajong block, 298 children in Nilip block, 479 children in Socheng block, 643 children in Samelangso block, 576 children in Rongmongve block and 796 children in Rongkhang block. Similarly, nine months non-residential special training course in urban areas was attended by 169 children in Bokajan block, 66 children in Chinthong block, 35 children in Langsomepi block and 226 children in Lumbajong block. Twelve months residential special training centre (RSTC) were attended by 130 children in Bokajan block, 150 children in Chinthong block, 120 children in Howraghat block, 130 children in Langsomepi block, 130 children in Lumbajong block, 100 children in Nilip block, 150 children in Samelangso block, 120 children in Rongmongve block and 120 children in Rongkhang block.

On analyzing the District Information System of Education (DISE) data, it can be observed that a sizable number of out of school children is there under the age group of 10-14 years in every block in scattered manner. These children are still out of reach from the field level programme implemented so far in the district for coverage of out of school children. To address these inaccessible children, the Special Residential Training Programmes are functioning in nine blocks for a total of 1150 learners**.** Residential Special Training Centres (RSTC) targets the children of 10-14 years age who are not continuing education in school. All the learners are found to be child labour before joining the centre.

In the Residential Special Training Centres (RSTC) the children are kept for a period up to 24 months as per the child age and the type of OSC or so and then after achievement of the age specific competencies, they will be back to schools in the primary/upper primary levels. The children are provided food and lodging facilities.

Education Volunteers are taking classes in the Residential Special Training Centres regularly and are conducting various motivational and co-curricular activities to achieve their academic and non academic. Motivational camp is organized in the vicinity of their work places to build a rapport with the child labour before their enrolment in Residential Special Training Centres. Since these Residential Special Training Centres were made functional; the OSC learner problems are declining along with the age appropriate in appropriate class strategy is being solved. Hence, these learners were proposed to continue for the next financial year also. The following facilities are made available in all the three Residential Special Training Centres.

- 55 Education volunteer, 9 care taker, 9 cook, 18 helper and 9 chowkidar are provided in a total of all the 9 Residential Special Training centres.
- All residential material is provided in each of the learner of the centres besides regular teaching learning materials.
- Free text book, 'Karjya Patra', evaluation work book is also provided to each of the learners in the centres.

Motivational camp is organized in the vicinity of their work places to build a rapport with the child labour before their enrolment in Residential Special Training Centres.

(iii) Status of new Non-Residential Special Training course centre:

The State Mission Co-ordinator assess the performance of the education volunteers in terms of achievement of learners (both scholastic and co-scholastic areas). State Mission Co-ordinator can terminate the candidates in case of non-

satisfactory performance of the candidates with the approval of district authority. In this regard, district has the right to engage next candidate from the panel immediately. The present status of new Non-Residential Special Training Centres in Karbi Anglong district is presented in table- 4.25

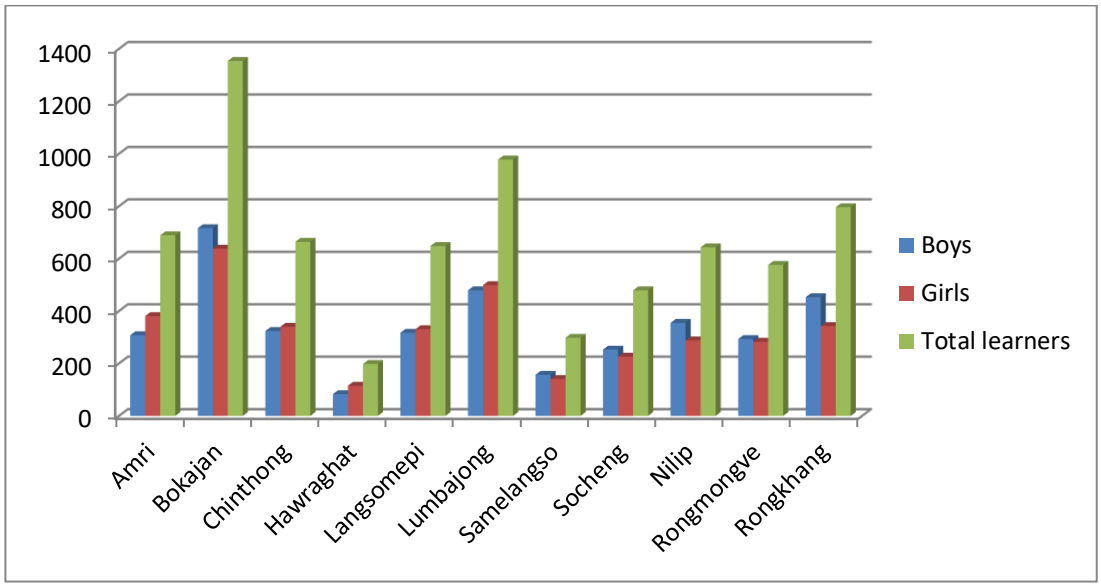
Table- 4.25

Status of new Non-Residential Special Training Centres in Karbi Anglong

Sl.No.	Name of Block	Total Centres	Boys	Girls	Total learners
1	Amri	**56**	308	381	689
2	Bokajan	**80**	716	638	1354
3	Chinthong	**26**	324	340	664
4	Hawraghat	**31**	83	115	198
5	Langsomepi	**40**	317	331	648
6	Lumbajong	**67**	479	499	978
7	Samelangso	**22**	157	141	298
8	Socheng	**30**	253	226	479
9	Nilip	**36**	355	288	643
10	Rongmongve	**29**	293	283	576
11	Rongkhang	**39**	453	343	796
Total		456	3738	3585	7323

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

Figure – 4.14



Status of new Non-Residential Special Training Centres in Karbi Anglong

There are total 456 Non-Residential Special Training Centres in Karbi Anglong district. Out of these, there are 56 Non-Residential Special Training Centres in Amri block, 80 Non-Residential Special Training Centres in Bokajan block, 26 Non-Residential Special Training Centres in Chinthong block, 31 Non-Residential Special Training Centres in Hawraghat block, 40 Non-Residential Special Training Centres in Langsomepi block, 67 Non-Residential Special Training Centres in Lumbajong block, 22 Non-Residential Special Training Centres in Samelangso block, 30 Non-Residential Special Training Centres in Socheng block, 36 Non-Residential Special Training Centres in Nilip block, 29 Non-Residential Special Training Centres in Rongmongve block and 39 Non-Residential Special Training Centres in Rongkhang block of Karbi Anglong district. SSA organised Yoga and vocational training programme among all the Residential Special Training Centres learners which were conducted with the help of some established non government

organisations (NGOs). Besides, SSA also organised exposure visits to Kaziranga National park and to other places of importance for the learners of Residential Special Training Centres.

For operationalisation of special training the detailed guidelines sent from State Mission Office is strictly followed and it is intimated to all the blocks. Then all the blocks are requested to start the process of operational Special Training programme as per the guidelines. In this regard, it is to be mentioned herein that the existing Alternative Innovative Education (AIE) centres is already converted to the Special Training centres during that financial year and started to impart special training with the existing Education Volunteer and Assistant Education Volunteer. However, for opening of new Special Training Centres, all the blocks were requested to submit the re-verified status of fresh OSC as per DISE.

After identification and admission of out of school children in a formal school, one Education Volunteer has to be engaged to impart special education to the learners. For selection of education volunteer, the district level committee comprising of the following members:

1. District Mission Co-ordinator : Chairperson
2. One representative of Principal Secretary, KAAC : Member
3. Principal DIET / Coordinator of DRC : Member
4. Chairman/one nominated person of BLDC/VDC : Member
5. One prominent personality of the district working in the field of education: Member

The committee selects the Education Volunteer through one formal interview process and the matter is intimated to the State Mission Co-ordinator

concerned. The State Mission Co-ordinator then immediately sign an agreement with the Education Volunteer.

The Residential Special Training Centres and Non-Residential Special Training Centres have been providing service to enrol the out of school children in the elementary school stage. In the year 2007-08 four number of Worksite Sanjogi Siksha Kendra (WSSK) were opened in bricklin (Itabheta) enrolling 108 numbers of migrated children who were out of school. One Residential Bridge Course Centre (RBCC) were running at Rajapathar and 50 numbers of working children were freed from the owner of teashop, pandukan, garages, domestic servants etc. and enrolled in Residential Bridge Course Centre (RBCC), Rajapathar in October 2007. Three numbers of Special Sanjogi Siksha Kendra (SSSK) were running in relief camp at Diphu, covering 182 out of school children who were deprived from elementary education due to ethnic clashes. In the year 2007-08 there were 370 Education Guaranteed Scheme (EGS) centres under Sarva Siksha Abhijan, Karbi Anglong with 370 Station Master (SM) and 102 Assistant Station Master (ASM). The total numbers of 15219 out of school children were covered under these centres. Besides, there were 511 Sanjogi Siksha Kendra (SSK) centres running in the district covering 9468 out of school children under the age group of seven to fourteen years by engaging 525 Siksha Karmis (SK). In this year 100 numbers of Community Coaching Programme's (CCP) centres were running in the district covering 2198 out of school children.

In the year 2009 the state government notified to upgrade 67 Education Guaranteed Scheme (EGS) centres to lower primary school and accordingly Karbi Anglong Autonomous Council upgraded these schools to lower primary school. There were 300 Education Guaranteed Scheme (EGS) centres in

regular functioning in the district covering with 15992 learners. These Education Guaranteed Scheme (EGS) centres mainstreamed 1830 children in this year. That year Nine Residential Bridge Course Centres (RBCC) were functioning in the district. The migration card system was implemented for migratory children and tracing of the mainstreaming children in terms of their achievement and attendance was regularly monitored by the District Quality Managers (DQM) visiting the mainstreaming school regularly. In the year 2010 the Education Guaranteed Scheme (EGS) centres were upgraded to formal lower primary schools as per the government of Assam vide notification No. PMA. 174/2009/98, dated the 31st December 2010.

(iv) Stipend for RSTC learners:

For the first time during the financial year 2011-12 a stipend @ Rs.50/- per learner per month was released to fulfil the personal requirements of the learner. One separate register is maintained for this purpose. It helped the learners a lot in fulfilling their requirements.

(v) District level review cum planning meeting with education volunteers:

Two days quarterly district level review cum planning meeting with education volunteers were held in phase wise with an objective of preparation of lesson plan and discussion on curriculum hard spots. During the financial year 2011-12 a total of three times quarterly district level review cum planning meeting with Residential Special Training Centres' education volunteers were held, two times at Jirsong Asong, Diphu, and one time at Maruwari Bivah Bhavan, Diphu.

(vi) Induction training to education volunteers of Residential Special Training Centre (RSTC): Eight days induction cum academic package training for the education volunteers of RSTC has been conducted in two phases. The training started from the month of September 2011. The main objectives of the training were (a) introduction of the new academic package of special training for the learners of out of school children, (b) preparation of lesson plan and demonstration, (c) discussion on curriculum hard spot and preparation of plan thereof, (d) to discuss and to take immediate measures on proposed field level findings regarding hard spots in teaching learning process and Individualized Educational Plan (IEP).

(vii) Distribution of free uniform: Sarva Siksha Abhijan Mission Karbi Anglong in collaboration with primary education department distributes free uniform to the primary school children every year since its inception. In this regard Sarva Siksha Abhijan organises meeting, orientation programme, workshop etc. from time to time. A one-day district level sharing meeting on facilitation of uniform guideline with block Accountants was conducted on 17-08-2011 at District Mission Office, SSA, Karbi Anglong, Diphu. The block accountant has further facilitated the orientation of head teachers at block level. Uniform grants @ Rs. 400/- to procure 2 pairs of uniforms has been released by State Mission Office for children of government elementary schools belonging to the age group of 6-14 years. As per Ministry of Human Resource Development and State Mission Office guideline, uniforms has been provided to all girl students and boys belonging to schedule caste, schedule tribe and below poverty line (BPL) families. Enrolment of learners has been taken as per district information system of education (DISE) 2009-10. The district has been initiated the process of free distribution of two pairs of uniform for

learners studying in government & provincialized schools. A total number of 81,310 learners could enjoy this facility.

(viii) Distribution of free textbook: The government of Assam has adapted the NCERT textbooks on core subjects i.e., Science, Mathematics, English and Hindi from class-I to VIII. Accordingly the district has taken the initiative and also ensured that the child received the book on time. For that a monitoring team has been initiated as per the state guideline to ensure that all the elementary school children get this opportunity. Since the introducing this scheme free textbooks have been supplied to all elementary school children every year. Karbi language has been introduced as a compulsory subject in all elementary schools in Karbi Anglong district since the academic session 2003-04. The Karbi Language Textbook Production and Publication Committee prepare the Karbi language text book for all classes of primary school. The prepared textbooks are sent to State Council of Educational Research and Training (SCERT) for approval and after approval of State Council of Educational Research and Training, required numbers of textbooks are printed by SSA. Free Karbi language textbook have been distributed to all the elementary school children since the implementation of Sarva Siksha Abhijan Mission programme in Karbi Anglong district. The process of distribution task starts from 1st week of January, with a proper distribution ceremonial by the Executive Member, Karbi Anglong Autonomous Council, i/c Education & closed the entire activities as per State Mission Office guideline in the month of February every year.

(ix) Distribution of learning materials for children: Sarva Siksha Abhijan every year distributes free learning materials among the elementary school children in the district since the implementation of the programme to bridge the gap of the learners. A graded activity book in the form of 'Karyapatra' in Language, Mathematics & Environmental Scince were developed and distributed to Assamese, Bengali & Bodo medium schools at lower primary level. Distribution of Children's Diary, Evaluation Workbook and Practice Book, Academic Calendar, 'Akhor Likho Aha' etc. also distribute among the learners every year. Like the previous years in the session 2012 also Sarva Siksha Abhijan, Karbi Anglong has initiated the process of the distribution of learning materials for the learners so that they can develop their learning potentialities inculcating their habit of practice. This year, class-IV Karyapatra were also developed and distributed an entire Assamese, Bengali & Bodo medium lower primary schools were covered 13584 learners. 234128 Evaluation Practice Books have been distributed amongst the students of primary level from class I to V. 44730 of 'Akhar Likho Aha' for class I and II have been distributed amongst the pupils of elementary level from class-I to VII. The table 4.26 shows the distribution norms of learning materials in Karbi Anglong district.

Table – 4.26

Distribution norms of learning materials fixed by Karbi Anglong district

Sl. No.	Name of the material	Distribution norms
1	Academic calendar	2 copies for each Govt./Provincialised/Tea Garden Managed and Recognized Lower Primary schools and Block officials.
2	Evaluation and Practice Book(Assamese, Bengali, Hindi & English)	2 copies per learner of Lower Primary School (Class I-V) (Govt./Provincialised/Recognised/Tea Garden Managed)
3	Akhor Likho Aha:	1 copy per learner (Class I to III) Government and Provincialised Schools.
4	Children Diary	• 2 copies for each Government, Provincialised, Tea Garden Managed and Recognised Lower Primary School. • 1 copy for each Block In-Charge. • 5 copies for each DMC, DIET, BMC, BTC and Normal schools. • 1 copy for each SSA Officials of DMO, BMO, RT & CRCC. • 2 copies for each Secretary and President of each Teacher Association.

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

Sarva Siksha Abhijan, Karbi Anglong distributes above mentioned learning materials to the government, provincialised, recognised and tea garden managed primary schools according to the norms formulated by State Mission Co-ordinator. In the year 2012 SSA distributed 7238 academic calendar in lower

primary and upper primary schools, 334231 Evaluation and Practice book among the students from class I to VIII and 252 ‘Akhor Likho Aha’ to the children of class I to class III.

(x) Vigyan Jagaran Jatra: National Curriculum Framework (NCF) 2005 emphasizes on popularization of Science and Mathematics education at the elementary level. Science and Mathematics being a compulsory subject should be affordable to every child and at the same time, it should help children to prepare for the challenges they face in the day-to-day life as well as future also. Keeping the above points, Sarva Siksha Abhijan, Assam has planned a series of exhibition cum competition on “Model/Project” among the learners of upper primary schools at cluster, block and district level. Unlike in the last decade, quiz competition events among the learners have been carried out. Accordingly our district has organized the “Model/project” exhibition cum competition at block level in the last few years. After the completion of block level competition on “Model/Project”, Karbi Anglong district has organized the district level competition on 7th and 8th February 2012. During this programme a quiz competition was also organized to lift up the learning spirit of the pupils.

(xi) Teacher Eligibility Test (TET) 2011: The Right to Education Act 2009 has fixed the teacher-pupils ratio in all lower and upper primary schools. As per the Right to Education (RTE) Act a huge numbers of primary school and upper primary school teacher were shortage in all over Assam. The government should fulfil the norms of RTE act and should appoint the shortage teachers as early as possible. The government of Assam rectify the rules of appointment of teacher from Lower Primary to Higher Secondary level in 2011 and qualifying the Teacher Eligibility Test (TET) is mandatory for all to apply for a post of teacher at any stage.

Accordingly the government of Assam planed to conduct Teacher Eligibility Test (TET) for the Lower Primary and Upper Primary school teacher in the first phase. The first Teacher Eligibility Test (TET) in Assam was conducted in 10th of January, 2012 by the Department of Elementary Education, Government of Assam. The TET examination is also conducted in Karbi Anglong district like other districts of Assam. Details of TET examination conducted in Karbi Anglong district and its result is shown in table - 4.27.

Table-4.27

TET qualified candidate in first phase (2012) of TET examination in Karbi Anglong

Sl. No.	Centre Name	Venue Code	Venue	Category	Total eligible candidate	Total Appeared	Total passed
1	Diphu	031001	Diphu Govt. College,Diphu	LP	850	713	237
2	Diphu	031002	Rengbonghom H.S.School	UP	605	514	
3	Bokajan	032001	Eastern Karbi Anglong College, Bokajan	LP	450	202	163
4	Bokajan	032002	Vivekananda H.S.School, Bokajan	UP	155	140	
5	Hamren	033001	Hamren Govt. H.S.School, Hamren	LP	350	300	49
6	Hamren	033002	Hamren Girls H.S.School, Hamren	UP	3	3	
Grand Total					**2413**	**1872**	**449**

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

The first phase Teacher Eligibility Test was conducted in six venues of Karbi Anglong district. The basic qualification to submit application for TET examination for lower primary school teacher was minimum 50 percent marks in XII standard for general candidates and minimum 45 percent marks for ST, SC and

Physically Handicapped candidates in Arts, Science or Commerce. Similarly, The basic qualification to submit application for TET examination for upper primary school teacher was minimum 50 percent marks at graduation with B.Ed. or without B. Ed. for general candidates and minimum 45 percent marks for ST, SC and Physically Handicapped candidates in Arts, Science or Commerce with B. Ed. or without B. Ed. degree. A total number of 2413 eligible candidates submitted application for appearing in the TET examination and 1872 candidates appeared in the TET examination. The result was declared on 1st February 2012. Out of 1872 candidates a total number of only 449 candidates qualified the TET examination both for lower primary and upper primary examination. The state government published the advertisement for the posts of lower and upper primary school teachers of all district of Assam including Karbi Anglong district. A total number of 2260 posts of lower and upper primary school teachers were advertised for Karbi Anglong district. But only 449 local candidates qualified the TET examination in Karbi Anglong district and so a large number of TET qualified candidate submitted application for the posts of teachers from different district of Assam. The Karbi Student Association strictly opposed the process of appointment of TET qualified teachers from outside Karbi Anglong district. The Karbi Student Association demanded to conduct separate TET examination for Karbi Anglong district and the state government also provided assurance to conduct separate TET examination for Karbi Anglong district. After getting assurance from the state government Karbi Student Association allowed to appoint only the local TET qualified teachers to Karbi Anglong Autonomous Council authority and 309 local TET qualified candidates joined in lower primary and upper primary schools in the district and a total number of 1951

posts of lower primary and upper primary school teachers were laying vacant in the district.

The second phase Teacher Eligibility Test (TET) was organised by the Department of Elementary Education, Government of Assam for the six schedule areas of Assam i. e., the Bodoland Territorial Autonomous Districts Council (BTAD), Dima Hasao Autonomous Council and Karbi Anglong Autonomous Council. Details of the second phase TET examination's result conducted in Karbi Anglong district is shown in table 4.28.

Table-4.28

Subdivision wise TET qualified candidate in second phase (2012) of special TET examination in Karbi Anglong district

Sub-Division	Lower Primary	Upper Primary (Science and Mathematics)	Upper Primary (Social Science)	Grand Total
Diphu	448	35	251	734
Bokajan	228	18	141	387
Hamren	210	11	123	344
Total	886	64	515	1465

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

The table 4.28 reveals that in the second phase special TET examination 448 candidates in lower primary level, 35 candidates in upper primary science and Mathematics and 251 candidates in upper primary social science qualified the TET examination from Diphu sub-division, 228 candidates in lower primary level, 18 candidates in upper primary science and Mathematics and 141 candidates in upper primary social science qualified the TET examination from

Bokajan sub-division and 210 candidates in lower primary level, 11 candidates in upper primary science and Mathematics and 123 candidates in upper primary social science qualified the TET examination from Hamren sub-division. Grand total of 1465 candidates qualified in the second phase special TET examination in Karbi Anglong district and 1147 TET qualified candidates joint as elementary school teachers in the second phase appointment. Besides, another special TET was conducted for the Siksha Mitras in Assam and only 79 candidates qualified the Siksha Mitra TET from Karbi Anglong district and they were also posted against the vacant posts. All these TET qualified candidates are posted by the government as contractual teacher for a period of five years. The appointment of all these TET qualified candidates could solve the problem of teachers to some extent, but still there are 725 posts laying vacant in elementary schools of Karbi Anglong district.

(xii) Award to best Lower Primary & Upper Primary schools: Karbi Anglong Autonomous Council and Sarva Siksha Abhijan, Karbi Anglong introduced a new policy to promote the work culture in all the schools of the districts and an initiative has been taken to honour the best working school keeping in view of an all round development in up gradation, so that teachers & pupils get an inspiration and appreciation. In 2012 from each block one Lower Primary and one Upper Primary schools were selected to offer the honour. The following schools were selected as the best schools in Lower Primary and Upper Primary level along with the name of the Head Masters in different blocks as shown in table - 4.29.

Table-4.29

Name of the Lower Primary and Upper Primary SCHOOLS WITH THE NAME of the Head Masters receiving best school award in the year 2012

Sl. No.	Name of the Block	School Category	Name of the School	Name of the Head Master
1	Amri	L.P.	China Nadi L.P. School	Tezimola Sangma
		U.P.	Umpanai Govt. M.E. School	Sri Ajit Kro
2	Bokajan	L.P.	Bokajan PHQ L.P. School	Mrs. Bina Gogoi
		U.P.	Tinglijan M.E. School	Sri Nareswar Lekthe
3	Chinthong	L.P.	Sohit Konok Ronghang L.P.	Amio Kr Hajorika
		U.P.	Jirsong M.E. School	Dodhiram Sharma
4	Howraghat	L.P.	Rechohidi Eng L.P. School	Rekha Terangpi
		U.P.	Phonglok pet M.E. School	Praphulla Bhuyan
5	Lumbajong	L.P.	A.B. Memorial L.P. School (Bengali)	Sri. Manik Bhawal
		U.P.	Mohengdijua M.E. School	Sri. Hiranya Kr. Bora
6	Nilip	L.P.	Deithor English L.P. School	Risalyn Terangpi
		U.P.	Dokhora English M.E. School	Tutul Bhattarcharjee
7	Rongkhang	L.P.	Bikangthir L.P. School	Shri Budeshwar Bathari
		U.P.	Krungjeng Eng. M.E. School	Shri Borsing Engleng
8	Rongmongve	L.P.	Mumding Terang English L.P.	Patrict Topo
		U.P.	Malasi English M.E. School	Probin Dutta
9	Samelangso	L.P.	Jamuguri L.P. School	Hori Ch. Brahma
		U.P.	Chinthong Ronghang Eng M.E	Bidhu Bhusan
10	Socheng	L.P.	Bakriphanghaza L.P. School	Nandeswar Rongpi
		U.P.	Ranke Rongpi Mem M.E.	Sushil Sharma
11	Langsomepi	L.P.	Haldiati L.P. School	Hironmoy Kakoti
		U.P.	Kunjuk Athoi M.E. School	Soneswar Talukdar

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

There are eleven blocks in Karbi Anglong district and altogether 11 Lower Primary and 11 Upper Primary schools were awarded the best school award in the year 2012. The China Nadi L. P. School and Umpanai Govt. M. E. School of Amri block, Bokajan Project Head Quarter L. P. School and Tinglijan M. E. School of Bokajan block, Sohit Konok Ronghang Lower Primary school and Jirsong M. E. School of chinthong block honoured the best Lower Primary and Upper Primary school awards. Similarly Rechohidi English L. P. School and Phonglok pet M. E. School of Howraghat block, A. B. Memorial L. P. School (Bengali) and Mohengdijua M. E. School of Lumbajong block, Deithor English L. P. School and Dokhora English M. E. School of Nilip block, Bikangthir L. P. School and Krungjeng English M. E. School of Rongkhang block, Mumding Terang English L. P. school and Malasi English M. E. School of Rongmongve block, Jamuguri L. P. School and Chinthong Ronghang English M. E. school of Samalangso block, Bakriphanghaza L. P. School and Ranke Rongpi Memorial M. E. school of Socheng block, Haldiati L. P. School and Kunjuk Athoi M. E. School of Langsomepi block honoured the best Lower Primary and Upper Primary school awards.

(xiii) Health & hygiene programme: Sarva Siksha Abhijan Mission organise Health and Hygiene programme at elementary school stage from time to time. The Health and Hygiene programme is organized among the learners of some selected schools, new Non Residential Special Training Centres and Residential Special Training Centres for school children and migrated children. Different activities have been conducted by Sarva Siksha Abhijan, Karbi Anglong from its inception under health and hygiene programme. Block wise medical assessment camp for children with special needs were conducted with help from ALIMCO, during September

2007. In the year 2009 medical and health Camp was organised covering 459 learners at new Non Residential Special Training Centres and Residential Special Training Centres in the district. In the year 2011 one day district level convergence with the District Health Department, National Rural Health Mission and Department of Public Health Engineering was held at District Mission Office. The main objectives of meeting were to finalize the message of health & hygiene that are going to be disseminating among the public. It was suggested in the meeting that the medical health camp will be organized in three manners, namely, (i) awareness meeting (ii) medical health check up, and (iii) talk show with Audio-Video support. The Joint Director of Health and Department of Public Health Engineering also assured full co-operation of the field functionaries towards this programme. Besides, one day district level training for Education Volunteers on Health & Hygiene issues was organized among the Education Volunteers of Special Training centre. The detailed guideline mainly how to organize the programme and involve the community in the programme and what message to be imparted is discussed in the meeting. The meeting was conducted by the National Rural Health Mission and Public Health Engineering Department of Karbi Anglong district.

Like the previous years in the year 2012 also the Health and Hygiene programme was organized among the learners of new Non Residential Special Training Centres and for the old nine month Non Residential Special Training Centres children. Different activities conducted under health and hygiene programme were as follows:-

- One day district level convergence with the District Health Department, National Rural Health Mission and Department of Public Health Engineering was held at District Mission Office. The main objectives of the

meeting were to finalize the message of health & hygiene that are going to be disseminating among the public. It was suggested in the meeting that the medical health camp will be organized in two manners, namely, (i) awareness meeting, (ii) medical health check up at centre level.

- Payment of honorarium to educational volunteers, @ Rs. 3000/- per month through concerned State Mission Co-ordinator.
- Contingency for centre is released in the account of State Mission Co-ordinator @ Rs.150 per month per centre and they will pay the amount to concern education volunteers.
- One day district level training for education volunteers on health & hygiene issues was organized among the education volunteers of Special Training centre. The detailed guideline mainly how to organize the programme and involve the community in the programme and what message to be imparted is discussed in the meeting. The meeting was conducted by the National Rural Health Mission and Public Health Engineering.

(xiv) Summer camp: Sarva Siksha Abhijan Mission organises summer camp during the summer vacation in Karbi Anglong district. Sarva Siksha Abhijan also organise district level orientation programme for education volunteers on organization of summer camp among the education volunteers of Non Residential Special Training centres. The detailed guideline mainly, how to organize the programme and involvement of the children in the programme is discussed at district level meeting in presence of District Mission Co-ordinator.

Retention of learners in Special Training centres is a big challenge among all educational volunteers specially, during the summer season i.e. in the month of July. During the month of July all the learners of formal school avail summer vacation which is not applicable for the Non Residential Special Training centres. To make the learners retain in school during the month of July, summer Camp have been organized in all Special Training Centres in Karbi Anglong since the inception of Sarva Siksha Abhijan Mission. In the summer camp singing, dancing, painting, collection of different items was conducted by the learners. At the end of summer camp, one Sishu Mela was organized among the learners with a view to enhance awareness specially, among guardian and public about the aim and objectives of summer camp and to show the performance of learners. The summer camp has received a wide response from the learners as well as from the guardians. Earlier the children used to skip from normal classes of the Non Residential Special Training centres. They were found in the fruits garden, nearby culvert and fishing pond or travelling here and there aimlessly. The summer camp not only succeeded in the retention of the learners in the school but also helped the learners in exploring out their hidden talents. The children were found to be more punctual towards school than the normal school classes. The activity of collection of different leaf, seed, stamp paper, photos of great personalities has created a sense of competition among the learners. On the last day of the summer camp one 'Sishu Mela' was organized where in the guardians and nearby public was invited. One small exhibition was also organized where in the items produced by the learners during the summer camp were exhibited. In the 'Sishu Mela' the children performed the activities they have learnt in the summer camp. The guardians expressed satisfaction over the performance of

their children and requested the Education Volunteer to organize similar activities in near future.

(xv) Monitoring of children made back to school:

Retention of learner made back to school is very important for the education volunteers to achieve the goal of universalization of elementary education. All the learners of special training intervention are made back to school after getting required competencies. To monitor their retention rate the district quality managers continuously monitoring the children's daily attendance of the formal school and the head master of the school are requested to give an additional effort for the mainstreaming learners. This exercise helps trace the drop out level of the learner a lot.

(xvi) Preparation of teaching learning materials at centre level: Teaching learning materials are prepared by the learners under the guidance of the education volunteers, district quality managers and community members etc. using locally available materials (news papers, bamboos, mud, leaves, rice grains, spices, fruits etc.) are utilized in preparation of teaching learning materials (TLM). While preparing the teaching learning materials it is kept in mind that (i) Teaching learning materials are made attractive and start with pictures, (ii) Teaching learning materials are developed by active child participation to motivate and build confidence in them, (iii) The teaching learning materials are best on NCF 2005 and is in consonant with syllabus and text books, (iv) Teaching learning materials are made need based, (v) Teaching learning materials are developed considering maturity and maintain ability of child (vi) Gender sensitive particular pictures are used in teaching learning materials (vii) adequate emphasis is given on developing skill of observation,

classification and analysis and lastly (viii) Teaching learning materials are designed giving emphasis on writing, reading and speaking skills. The prepared teaching learning materials are distributed among the learners of both Non Residential Special Training Centres and Residential Special Training Centres.

(xvii) Observation of special day at centre level:

Sarva Siksha Abhijan, Karbi Anglong observes some special days such as Republic Day (26th January), National Science Day (3rd February), World Water Day (22nd March), Teachers' Day (5th September), International Peace Day (21st September), Gandhi Jayanti (2nd October), Global Hand Washing Day (15th October), World food day (16th October), Children's Day (14th November), Christmas (25th December) etc. in all the Non Residential Special Training Centres, Residential Special Training Centres and Madrasa centres. The learners are benefitted a lot by this programme since the respective day is celebrated in their school and the aim and objective of the programme is properly described by the Education Volunteers.

(xviii) Supervision and monitoring by selected District Quality Managers and Residential Special Training Centre's Co-ordinator: For proper guidance and smooth functioning of the centres, proper supervision and monitoring of the special training centre is very essential. The special training centres have been supervised regularly basically by selected District Quality Managers, Resource Persons (identified), District Programme Officers, Programme Associate and District Mission Co-ordinators. The District Quality Managers and Cluster Resource Persons are used to monitor the centres regularly with specific instruction to handle with the field level situation and feedback has been monitored regularly through their

monthly reports and meetings. All the District Quality Managers and the Cluster Resource Persons have been provided with 6 registers in each to monitor the Special Training Centres and also to look after the position of OSC in the specified habitation.

(xix) Sishu somarooh :

Sarva Siksha Abhijan, Karbi Anglong organises centre level and district level Sishu Somaroh every year with a view to encourage the children in developing their internal as well as external potentialities. The centre level Sishu Somaroh are organized in support of all Non Residential Special Training Centres of the district. The activities generally perform at Sishu Mela are exhibition, competition on recitation, extempore speech, debate etc. In the child convention, children participate in sports and cultural activities also. It helps the learners in exploring their hidden talents. The centre level Sishu Samarooh is followed by district level Sishu Samarooh comprising of 8 participants per Residential Special Training Centre learners.

The districts level Sishu Samarooh is conducted at a congenial place of Diphu on a particular date with a total target of certain number of learners from Residential Special Training Centres. During the programme all participant participate in a competitive way which helps finding out a good outcome. In the district level Sishu Samarooh programme, it is difficult for the judges to decide the best among the participants in different competition like singing, drama, dance, group dance, go as you like etc.

(xx) Community mobilization: Community mobilization is considered as one of the four pillars of Sarva Siksha Abhijan since the preparation of vision out line for implementation of Sarva Siksha Abhijan. Sarva Siksha Abhijan has framed to implement the intervention mobilization and innovation scheme. Community mobilization component has been launching a tremendous mass awareness campaign in the grass root based activities. Since the beginning of Sarva Siksha Abhijan it has been spearheading to fulfil the 93rd amendment and the Article 45 of Indian Constitution i. e., the fundamental right of the children to get free and compulsory education for the age group of 6-14 years as per Indian constitution. In this regard need based mass awareness campaign by community mobilization component is trying to create a sense of belongingness and ownership the community in the concept of "school is our", "children are our" – with a view for involving in the various type of educational development affairs. Sarva Siksha Abhijan, Karbi Anglong has constituted number of committees and trained up various people involving the local committee like School Managing Committee, Village Education Committee, Ward Education Committee, Tea Garden Education Committee and mother group functioning for the effective intervention of Sarva Siksha Abhijan, Karbi Anglong.

(xxi) Formation of School Managing Committee in the light of Right to Education Act, 2009: The school management committee of government and provincialised elementary school (Lower Primary, Upper Primary, Madrassa) was constituted as per part V of rule 13 and 14 of the Assam Right of Children to Free and Compulsory Education Act rules, 2011. The following activities were organized for the smooth completion of the process.

Table-4.30

The activities organised to form School Management Committee of government and provincialised elementary schools of Karbi Anglong

Sl. No.	Activity	Outcomes
1	District level sharing cum planning meeting with DMO officials, DI, BEEO, SIs, ABRCCs, BRPs	The district level sharing cum planning meeting with DMO officials, DI, BEEO, SIs, ABRCCs, BRPs was organized on 11th of May 2011 and detail discussion was held to strategize the constitution process.
2	Block level orientation cum planning meeting with RTs, IE, RTs, JE/TRP, Block Accountants, Block MIS Co-ordinator, Block EDPs, CRCCs/Expert Teachers.	Block level orientation cum planning meeting with RTs, IE, RTs, JE/TRP, Block Accountants, Block MIS Co-ordinator, Block EDPs, CRCCs/Expert Teachers was organized in all educational block to discuss the detail strategy of SMC constitution process in the month of August 2011.
3	Translation, printing and distribution of SMC notification/ guidelines /reporting format	The government notification for SMC constitution was translated, printed and distributed accordingly to all concerned SMC.

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

Table- 4.31

Status of formation of Lower and Upper Primary school Management Committees in compliance to state Right to Education Act rules, 2011.

Name of the Block	Total school for constitution of School Managing Committee	Total Number of School Managing Committee given approval as on 16-12-2011
Amri	138	138
Bokajan	221	221
Chinthong	199	199
Howraghat	247	247
Lumbajong	206	206
Nilip	152	152
Rongkhang	259	259
Rongmongve	122	122
Socheng	148	148
Samelangso	149	149
Langsomepi	136	136
Total	1977	1977

(Source: SSA, Karbi Anglong Autonomous Council's Report 2011-12.)

Elementary education department, Karbi Anglong constituted School Managing Committee as per the rule 13 and 14 of the Assam Right of Children to Free and Compulsory Education Act rules, 2011. School Managing Committee was constituted in 1977 lower and upper primary schools of the district and at the time of constituting the Managing Committees the rules and regulations of the Act was followed.

(xxii) Formation and operationalization of saturday club: In the year 2011 a special effort was made for community based initiative to improve Co-scholastic areas on pilot basis. For this purpose Saturday club was constituted in 88 selected upper primary schools with following composition:

1. One Chief co-ordinator
2. One active mother groups member of concern School Managing Committees.
3. Co-ordinator : One active member of concerning School Managing Committee, one experience person of concerning school area.
4. Members : Two representatives of concerning School Managing Committees , three representatives of concerning mothers group, three community members of local area, two representatives of student parliament concerning School Managing Committees.

Following are main objective of the Saturday club:

1. Create proper learning environment.
2. Continuous and comprehensive evaluation.
3. Create a joyful teaching learning situation in the school.
4. Enhance student attendance.
5. Increase involvement of mothers group in school level activities.
6. Utilization of local resources in teaching learning process.
7. Build linkage with concerning stakeholders.

To conduct the activities, the concerned authority of Karbi Anglong district prepared specific hand book for the members of Saturday club. A two day block level orientation workshop for mother groups on Saturday club activities was

organized during 2011-12. Further a meeting was also organized for the members. An amount of Rs. 3000/- was provided to all 122 numbers of schools to run the activities of the Saturday club smoothly.

In the advent of Right to Education Act 2009, it is a matter of paramount importance for all concerned to ensure enrolment of all children under age group 6-14 years in elementary schools' academic session of the schools from the very first day of the session so as to complete all concerned course within the stipulated working days as per Right to Education Act. Getting free text book in time is another important area which affects learning of pupils considerably. In such cases, community especially parent/guardians, local authority, school management committee (SMC), mother group (MG), student government (SG) and teachers may play a crucial role in creating a conducive learning environment in a school. In this backdrop, the activities are planned and conducted at respective levels under the programme called "Utsav" 'Vidyarambha' in all elementary schools of the state in the academic session 2012. "Utsav" 'Vidyarambha' 2012 was conducted in all schools of the district to enrol off all targeted children and to welcome them at the gateway of their journey towards education.

Block level residential school management committee members' training on Right to Education and procedure of maintaining accounts was organised in the year 2012. The school management committee (SMC) is key instrument in bringing development at school and one of the major activities mandated by the Right to Education Act, is to prepare and to ensure implementation of school development plan by the school management committee. The school management committee plays a pivotal role in conducting special training to children enrolled from drop out and never enrolled categories. Apart from these, the school management committee

has to maintain book of accounts properly to institute transparency and accountability in school management. The school management committees thus formed under Right to Education required strong motivation followed by building up adequate capacity to carry out all necessary activities in the school. Under this backdrop, school management committee members have been given training at district level in different schedule under AWP&B, 2011-12 in district level. Three members of each school management committee, preferably president, member secretary and one parent member have been given the training.

(xxiii) ***Siksha Jagaran Sabha*** **on Right to Education:** Right to Education Act, 2009 has been implemented in our country w. e. f. 1st April, 2011. In this regard, a community is to play a crucial role for smooth implementation of Right to Education Act 2009 at different levels. Thus it is essential to create awareness among mass about the various provisions laid down in the act itself. In view of this, SSA of Karbi Anglong district has organized a public meeting like Gaon Sabha of Panchayat at Gaon Panchayat/Cluster level to discuss on various issues pertaining to Right to Education Act, 2009 in 145 Gaon Panchayats and roles and responsibilities to played by community in this respect. Further a day-long block level planning & orientation meeting on Siksha Jagaran Sabha was organized by concern Block Mission Office with the president of concern Gaon Panchayat by November, 2011.

(xxiv) Disaster preparedness camp in elementary schools: Assam falls under the seismic zone-V which indicates risk of earthquake with high magnitude. The state has already experienced two major earthquakes in 1897 and 1950 which caused extensive damages. Assam also witness flood havoc every year causing damage in many parts. Even in the recent flood in Dhemaji and Lakhimpur, a sizeable number

of school buildings were damaged causing heavy academic loss to children in those areas. Besides man made calamities like fire, stampede etc. may leave a heavy toll to children as they are vulnerable towards disaster. Minimum level of awareness about preparedness for management of any sort of disaster apart from disaster resistant construction of school building and incorporating course/content on disaster preparedness in school curriculum/syllabus creating awareness and developing impact of such calamities to a great extent, in this backdrop the following activities has been carried in school camp under AWP&B, 2011-12. An amount of Rs 1000/- per school expended to conduct the camp.

District level orientation training conducted along with resource support as trainer from District Project Officer working under the state disaster management authority, Diphu, Karbi Anglong. One day camp was utilized for awareness and orientation about school safety measure (structural and non-structural) disaster preparedness, disaster management school plan etc. and another day was utilized for mock drill, preferably on Sunday or on a holiday conducted in the camp.

(xxv) Meena campaign (Minority intervention): Meena campaign programme was conducted during 2011-12 in the minority areas. Meena campaign is a continuous effort to promote education among girl children in minority areas and other targeted areas. The approach is made to generate awareness among girl children and the community members. The Meena campaign was conducted in the district during September 2011 to December 2011. The main objectives of the Meena campaign are as follows-

- To make an attempt to eliminate the problems of girls' education in minority areas.

- To make the parents of the community and teachers aware about 100% retention of girl child in the school.
- Establish Meena clubs among girl children in minority areas.
- Reconstitute 350 number of Meena club.
- Organize orientation and capacity build up on education issues to the members.
- Organize block level review cum follow up meeting of Meena club co-ordination to planes of 104 Meena club Committees.
- Retention drive in special areas by the Meena Club members. In this activities, a special 'back to school' programme was conducted where observation of children day, National day, great Monday, school cleanliness drive, installing and repairing of wall magazine, visit for children etc. was covered. Rupees 1000/- was provided for conducting the programme.

(xxvi) Mass mobilization campaign: The SSA of Karbi Anglong district in collaboration with various NGO's conducted a mass mobilization campaign in order to reach out the special focus area (ST/SC/Minority/Tea Garden/Urban pocket area) and to create awareness among them about importance of regular attendance of children at school, timely admission and role of community involvement in educating a child. The campaign also focussed on eradication of gender gap, superstition, child labour etc. by imbibing scientific view to the special focus group area. During the programme, various public place such weekly markets, local huts etc. were explored. The campaigning was conducted as many as 50 number of targeted areas in one phase. A sum of Rs. 3000/- per programme was spent from the district authority.

(xxvii) Inclusive education (I.E.): Sarva Siksha Abhijan, Karbi Anglong plans to ensure that every child with special needs irrespective of the kind, category and degree of disability is providing with education in an appropriate environment. Sarva Siksha Abhijan adopts zero rejection policy so that no child is left out of the education system. Sarva Siksha Abhijan, Karbi Anglong identified 2426 children with special needs (CWSN) and introduced the scheme of integrated education for the disable children in 2007-08. Sarva Siksha Abhijan has engaged 11 numbers of resource teachers and 145 numbers of volunteers for physical and academic support to the identified children with special needs. In 2010 eleven number of resource teachers of inclusive education and 78 volunteers working regularly for providing support to children with special needs. Sarva Siksha Abhijan organised parents counselling cum training for parents association in convergence with national trust on education of children with special needs. In this year five inclusive education resource teachers and eleven numbers of inclusive education volunteers completed foundation course on disability under Madhya Pradesh Bhopal Open University (MPBOU), Bhopal conducted at Ashadeep, Sishu Sarothi Guwahati and Presona, Jorhat through distance mode. Sarva Siksha Abhijan also organised 21 days special remedial teaching at CRCC and village level for children with special needs during summer vacation. Need based curriculum was adopted for the children with special needs and home based education was provided to the children with special needs by the inclusive education resource teachers and inclusive education volunteers.

As per District Information System of Education (DISE) survey 2009-10 the total number of 3631 children with special needs in the district out of which 2416 number of children with special needs enrolled in formal education system and 1215 number of children with special needs till out of formal schooling system. Sarva

Siksha Abhijan, Karbi Anglong has provided support to 1000 number of children with special needs through home base education (HBE) and remaining 215 numbers of children with special needs were covered through education guaranteed scheme (EGS) and alternative inclusive education scheme. As per DISE survey 2010-11, total 3671 numbers of children with special needs identified in the district, out of which 2896 number of children with special needs enrolled in formal education system and 775 number of children with special needs till out of formal schooling system. So inclusive education, Sarva Siksha Abhijan, Karbi Anglong has provided support to 775 numbers of children with special needs through home base education (HBE). The block wise number of children with special needs identified as per DISE survey 2011-12 is presented in table 4.32.

Table- 4.32
Block wise number of children with special needs identified as per DISE survey 2011-12.

Sl. No.	Name of Block	Number of Identified Children with Special Needs
1	Amri	217
2	Bokajan	444
3	Chinthong	455
4	Howraghat	271
5	Langsomepi	211
6	Lumbajang	333
7	Nilip	326
8	Rongkhang	393
9	Rongmongve	226
10	Samelangso	309
11	Socheng	486
	Total	3671

(Source: SSA, Karbi Anglong Autonomous Council's Report 2011-12.)

There are different types of children with special needs like cerebral palsy, hearing impairment, learning disability, locomotors impairment, mentally retarded, multiple disabilities, speech impairment, low vision and total blind. The category wise number of children with special needs identified in Karbi Anglong as per DISE survey 2012 is presented in table - 4.33.

Table- 4.33

Category wise number of children with special needs identified as per DISE 2012.

Type Of Disability	Boys	Girls	Total
Cerebral Palsy	69	39	108
Hearing Impairment	387	297	684
Learning Disability	171	135	306
Locomotors Impairment	424	299	723
Mental Retarded	150	97	247
Multiple Disabilities	274	234	508
Speech Impairment	381	216	597
Low Vision	265	196	461
Total Blind	21	16	37
Total	2142	1529	3671

(Source: SSA, Karbi Anglong Autonomous Council's Report 2011-12.)

(xxviii) Remedial teaching for children with special needs (CWSN) during summer vacation: Sarva Siksha Abhijan has identified 2426 children with special needs in the year 2008. Sarva Siksha Abhijan has engaged 11 numbers of resource teachers and 145 numbers of volunteers for physical and academic support to the identified children with special needs. A remedial teaching programme had been conducted for children with special needs (CWSN) during summer vacation from 2008 and similar programme was conducted from 9th of July 2011 to 30th of July

2011 in 103 CRCs (Venues). The target children was 1241, where only 1102 numbers of children with special needs (CWSN) had turned up in the remedial teaching programme by the volunteers under the guidance of resource teachers. Through this programme children with special needs (CWSN) were provided academic support by the volunteers. In the last day of the programme Sarva Siksha Abhijan also conducted awareness camp to community on disabilities by the inclusive education resource teachers & volunteers. It was observed that in general school, due to their time bound schedule, the school authorities could not get enough time for individual care and encouragement to children with special needs (CWSN) regarding the basic competencies like reading, writing and arithmetic skills which can be properly taught by individual guidance. The programme tried to fill this gap by organizing such camps.

Sarva Shiksha Abhiyan is a unique Mission of the Elementary education sector in view of its comprehensive coverage and integrated approach. The Mission has become more significant with the Right of Children to Free and Compulsory Education Act, 2009 coming into force. Karbi Anglong has been taking relentless efforts to achieve the objectives of the Sarva Shiksha Abhiyan Mission since DPEP period. In the process, the State and Karbi Anglong Autonomous Council has reached several milestones both quantitatively and qualitatively. The incessant efforts of the district have yielded results. The district has been successful in creating awareness about the importance of primary education among the community, particularly in rural areas. The district has also been able to achieve near cent percent access both at primary and upper primary levels. The net enrolment rate of children in primary education sector has improved consistently. The dropout rates both at primary and upper primary levels have declined considerably over the years.

The overall achievement levels of children have improved in all subjects but it is a big question, how much quality education has been provided to the primary school children. The district is, therefore, not in a comfortable position to focus entirely on improving quality in schools in real sense. Therefore, now the efforts should be made on not only to improve the enrolment and achievement levels of children but also to enable them to attain all-round and holistic development – physical, emotional, psychological and intellectual. In fact, it should be the vision of the state government and Karbi Anglong Autonomous Council authority to enable all children in the age group of 6 to 14 years to attain all-round and holistic development.

Section - III

Present Status of Primary Education in Karbi Anglong

A school is an important formal educational institution to provide education to the students in a formal way. A well-organised administrative machinery, well defined and systematic curriculum, good infrastructure facilities, qualified teachers, use of suitable method of teaching, examination and evaluation system enable the pupils to receive right education in a sound environment. Without a well organised and systematic school administration, suitable infrastructure facilities and other relevant issues there is found to be chaos and confusion in the smooth running of the entire activities of the school. The concept of the school administration and organisation should be changed according to the changing needs and demands of the society for the all round development of the pupils. In this section an attempt is being made to study the present status of primary education in Karbi Anglong district with special reference to physical facilities, curriculum and text book, qualification of teachers, examination and evaluation system and medium of instruction.

4.12 Physical Facilities:

The infrastructure facilities have special significance for the academic excellence of every educational institution. In order to fulfil the objectives of school education, physical facilities of a good standard is an urgent requirement. Physical facilities of a school implies land, school building, classroom, playground, library and other important appliance like black- board, desk-bench and other important teaching-learning materials. Unless the situation of the school is properly selected, its full benefit cannot be attained even though the school building is well constructed. The situation of the school affects the whole educational programme as well as the physical and mental development of the children. Adequate lay-out of the land, healthy surroundings, fresh air, a good supply of pure water and light are essential factors in determining the situation of the school. A properly designed building with good construction in a well selected site is bound to create a sound educational atmosphere. In ancient times, teachers could impart education orally to a few students sitting under a shady tree, but today with the development of science and technology and advanced methods of teaching, education itself has become an advanced science needing specialised training, equipment, books and materials. Therefore, necessary suitable physical facilities should be available in the modern schools for providing quality education to the students. Here, an attempt is being made to analyse the physical facilities available in the primary schools in Karbi Anglong district.

(i) Block wise requirement of additional classroom and Head master room:

A well equipped school building having suitable physical facilities like sufficient classroom, Head master's room, library, teacher's common room,

separate lavatories and urinals for boys and girls, pure drinking water, play ground etc. helps to increase the efficiency of learning as well as teaching. A school having good and suitable infrastructure facilities can motivate the teachers and the students for teaching learning process effectively and create the sense and the feelings of pride in the minds of every member of the institution. The table – 4.34 indicates block wise requirement of additional classroom and Head Master room in the primary school of Karbi Anglong district.

Table – 4.34

Block wise requirement of additional classroom and Head Master's room in Primary School

Sl. No	Block	Number of Govt. Primary School	Requirement of additional classroom as per RTE	Requirement of Head Master Rooms
1.	Amri	129	26	0
2.	Bokajan	204	147	19
3.	Chinthong	167	113	4
4.	Howraghat	194	97	13
5.	Langsomepi	127	60	4
6.	Lumbajong	197	75	16
7.	Nilip	147	35	1
8.	Rongkhang	227	244	18
9.	Rongmongve	121	41	1
10.	Samelangso	145	55	5
11.	Socheng	114	119	8
	Total	1772	1012	89

(Source: SSA, Karbi Anglong Autonomous Council's Report 2011-12.)

As per the Right to Education (RTE) Act 2009, there should be a separate office room for the head master and one classroom against every teacher in primary school. The above table shows that there are shortage of classroom and

Head master room in the primary schools of the district. Block wise survey of District Information System of Education (DISE) report express that there are shortage of 26 classroom in Amri block, 147 classroom and 19 head master's room in Bokajan block, 113 classroom and 4 head master's room in Chinthong block, 97 classroom and 13 head master's room in Howraghat block, 60 classroom and 4 head master's room in Langsomepi block, 75 classroom and 16 head master's room in Lumbajong block, 35 classroom and 1 head master's room in Nilip block, 244 classroom and 18 head master's room in Ronkhang block, 41 classroom and 1 head master's room in Rongmongve block, 55 classroom and 5 head master's room in Samelangso block and 119 classroom and 8 head master's room in Socheng block. There are altogether 1012 classroom and 89 head master's room shortage in the primary schools. From the above table it may be observed that the highest number of classroom shortage in Bokajan, Chinthong, Rongkhang and Socheng block of the district. These four blocks cover some hilly and very backward areas of the district. The data reveals that children of the hilly and backward areas of the district are still deprived from the suitable facilities at the primary school stage.

(ii) Number of school without drinking water facility, boys and girls toilet, ramps, disabled friendly toilet and hand-rail:

As per the Right to Education Act 2009, there should be the provision of separate toilet for boys and girls, pure drinking water facility, kitchen for mid day meal, play ground and boundary wall in every school. The table – 4.35 reflects block wise number of primary schools in which there are lack of pure drinking water facility, boy's toilet, girl's toilet, disabled friendly toilet, ramps and hand-rails.

Table – 4.35

Block wise number of school without drinking water facility, boys and girls toilet, ramps etc.

Sl. No	Block	Drinking Water	Boys Toilet	Girls Toilet	Disabled Friendly Toilet	Ramps	Hand-Rails
1.	Amri	60	39	32	32	51	80
2.	Bokajan	47	57	47	47	109	163
3.	Chinthong	117	109	79	79	115	158
4.	Howraghat	29	52	59	59	87	164
5.	Langsomepi	47	56	53	53	53	107
6.	Lumbajong	52	91	61	61	63	135
7.	Nilip	37	53	33	33	56	88
8.	Rongkhang	87	58	71	71	153	198
9.	Rongmongve	40	45	28	28	43	56
10.	Samelangso	28	57	62	62	80	109
11.	Socheng	61	63	39	39	73	105
	Total	605	680	564	564	883	1363

(Source: SSA, Karbi Anglong Autonomous Council's Report 2011-12.)

The table – 4.35 reveals that there are lack of pure drinking water facility in 60 schools, boys toilet in 39 schools, girls toilet in 32 schools, disabled friendly toilet in 32 schools, ramp in 51 schools and hand rails in 80 schools in Amri block. There are lack of pure drinking water facility in 47 schools, boy's toilet in 57 schools, girls' toilet in 47 schools, disabled friendly toilet in 47 schools, ramp in 109 schools and hand rails in 163 schools in Bokajan block. There are lack of pure

drinking water facility in 117 schools, boy's toilet in 109 schools, girls' toilet in 79 schools, disabled friendly toilet in 79 schools, ramp in 115 schools and hand rails in 158 schools in Chinthong block. There are lack of pure drinking water facility in 29 schools, boy's toilet in 52 schools, girls' toilet in 59 schools, disabled friendly toilet in 59 schools, ramp in 87 schools and hand rails in 164 schools in Howraghat block. There are lack of pure drinking water facility in 52 schools, boy's toilet in 91 schools, girls' toilet in 61 schools, disabled friendly toilet in 61 schools, ramp in 63 schools and hand rails in 135 schools in Lumbajong block. There are lack of pure drinking water facility in 37 schools, boy's toilet in 53 schools, girls' toilet in 33 schools, disabled friendly toilet in 33 schools, ramp in 56 schools and hand rails in 88 schools in Nilip block. There are lack of pure drinking water facility in 87 schools, boy's toilet in 58 schools, girl's toilet in 71 schools, disabled friendly toilet in 71 schools, ramp in 153 schools and hand rails in 198 schools in Rongkhang block.

In this way as a whole there are lack of pure drinking water facility in 605 schools, boys toilet in 680 schools, girls toilet in 564 schools, disabled friendly toilet in 564 schools, ramps in 883 schools and hand rails in 1363 schools in the entire district.

(iii) Block wise percentage of schools with infrastructure facility as per RTE norms:

In the table - 4.36 block wise percentage of schools with infrastructure facility as per Right to Education (RTE) norms is shown according to DISE survey 2011-12.

Table – 4.36

Block wise percentage of schools with infrastructure facility as per RTE norms (as per DISE survey 2011-12)

Block	Drinking Water	Boys toilet	Girls toilet	Disabled friendly toilet	Ramps	Hand-rails
AMRI	57%	72%	77%	77%	63%	42%
BOKAJAN	79%	75%	79%	79%	51%	27%
CHINTHONG	37%	41%	58%	58%	38%	15%
HOWRAGHAT	87%	76%	73%	73%	60%	24%
LUMBAJONG	63%	35%	56%	56%	55%	4%
NILIP	83%	76%	85%	85%	74%	60%
RONGKHANG	46%	64%	56%	56%	4%	24%
RONGMONGVE	84%	82%	89%	89%	83%	78%
SAMELANGSO	78%	56%	52%	52%	38%	16%
SOCHENG	61%	60%	75%	75%	53%	33%
LANGSOMEPI	66%	60%	62%	62%	62%	24%
District Total	69%	65%	71%	71%	55%	30%

(Source: SSA, Karbi Anglong Autonomous Council's Report 2011-12.)

The table – 4.36 reveals that pure drinking water facility is available in sixty nine percent primary schools in Karbi Anglong district and till now thirty one percent of the primary schools are deprived from pure drinking water facility. Boy's toilet facility is available in sixty five schools in the district and there is lack of boy's toilet facility in thirty five percent schools in the district. Girls toilet facility are available in seventy one percent schools in the district and twenty nine percent

schools are deprived from girls toilet facility. The facility of disabled friendly toilets are available in seventy one percent of the schools in the district and twenty nine percent schools are deprived from girls toilet facility. Karbi Anglong is a hill district and the majority of the primary schools are located in high land. The ramp and hand-rail facility are very must important for the children of primary schools. But the table reveals that the ramp facility is available in fifty five percent schools in the district and there is lack of ramp facility in forty five percent schools in the district. The hand rail facility has been provided in only thirty percent schools in the district and seventy percent schools are still deprived from the hand rail facility. The data reveals that in the blocks Amri, Chinthong and Rongkhang less percentage of schools have pure drinking water facility. Less percentage of schools have the boys toilet facility in Chinthong, Lumbajong and Samelangso block. Less percentage of schools have the girls toilet facility in the Samelangso, Rongkhang, Lumbajong and Chinthong blocks.

(iv) Infrastructure facility available as per the norms of Right to Education Act:

In the table – 4.37 percentage of schools with infrastructure facility as per the norms of Right to Education (RTE) Act have been shown. As per RTE norms in every school there should be the provision of at least one class room for every teacher and an office cum head master room, separate toilet for boys and girls, safe and pure drinking water facility, kitchen for cooking of mid day meal and a play ground.

Table – 4.37

Percentage of schools with infrastructure facility as per RTE norms

Sl. no	Indicator	Percentage of Schools Compliant to RTE norm
1	At least one Class Room for every Teacher	68%
2	An office cum Head Teacher's room	64%
3	Barrier Free Access	55%
4	Separate Toilets for Boys	65%
5	Separate Toilets for Girls	71%
6	Safe & Adequate drinking water facility	69%
7	Kitchen for cooking of Mid Day Meal	19%
8	Play Ground	58%

(Source: SSA, Karbi Anglong Autonomous Council's Report 2011-12.)

The district information system of education (DISE) survey 2011-12 reveals that sixty eight percent of the primary schools in the district have the facility of one class room for every teacher and thirty two percent of the primary schools are lack of class room. Office cum head master's room is available in sixty four percent of the primary schools in the district and thirty six percent of the primary schools are deprived from this facility. Fifty five percent of the primary schools have barrier free access and forty five percent of the primary schools do not have suitable entrance, ramps, hand rails etc. Sixty five percent of the schools have separate toilets for boys

and thirty five percent of the schools lack of separate toilet for boys. Seventy one percent of the schools have the separate toilet facility for girls and in twenty nine percent of the schools there is lack of separate toilet facility for girls. Safe and adequate drinking water facility is available in sixty nine percent of the schools and thirty one percent of the schools are deprived from safe and pure drinking water facility. Only nineteen percent of the schools have separate kitchen for cooking of mid day meal and there are lack of separate kitchen for cooking mid day meal in eighty one percent of the schools. Fifty eight percent of the schools have playground and there is lack of play ground in forty two percent of the primary schools.

(v) Type of school building:

"The building of a school, its neighbourhood, its fields, equipment of the students and the other equipments of the classroom affect the health of the school students to a very great extent. These are also responsible for creating the instructional environment in the school. A badly constructed school building is not only a health hazard to the students but is a hindrance in their learning" (Mathur, Prof. S.S. and Mathur Dr. A.- 2010 "School Organisation and Manaagement", Page-58). A large numbers of recent investigation and study leads to realized that an attractive, suitable, well built and beautiful school building has healthy influence on the personality of the students. The students studying in the school having good campuses show better achievement also. So, it is needed that a school building should have healthy surroundings, useful architecture and proper equipment. The school building should be located at a neat and clean place and surrounding should be calm and peaceful. The school building should be located at such a place where there is plenty of pure air and natural light and away from the residential area and in the open field. The building should be located at a place where outside disturbing

noises do not enter and the direction of the building should be such that sun light enters its rooms. The school building should neither be too near nor too far from the road-side. As far as possible primary school building should be a 'Pucca' structure and there should not be dampness in it. In damp school building the children will suffer from rheumatism. In rural area like Karbi Anglong the primary school building should be established very near the villages from which a large number of children come to the school. There are different types of primary school building in Karbi Anglong district and the different types of primary school building are mentioned in the following table. Data were collected from 177 primary school of Karbi Anglong district and the sample schools are located in the urban, semi urban and rural areas of the district. In the following table - 4.38, the distribution of different types of school building from selected sample school is presented.

Table - 4.38
Distribution of different type of school building

Type of School Building	Percentage of Sample School
Pucca	91.53%
Katcha	7.91%
Hut	.....
Under the Tree	.....
Community Hall	0.56%
Total	100%

(Source: Field Survey)

The table 4.38 indicates that 91.53% of the sample schools are running at Pucca building, 7.91% of the primary school building is Katcha and only 0.56% of the primary school is running in community hall. No sample school was found run

under the tree or hut. The table reveals that the condition of the primary school building in the district is not bad.

(vi) Classroom wise distribution of school building:

Classroom is an essential variable which determine the educational environment of a school. The Kotheri commission had remarked "Destiny of the nation is being shaped in her classrooms". This statement clearly indicates the importance of suitable classroom in a school building. The minimum size of the class room depends upon the number of students to be accommodated. On the basis of research and investigation done in the field of educational administration the educationists and administrators come to some conclusions. According to them the class room should be spacious so that each child can get at least 225 cubic feet space. For a student a space which is in length 5 feet and is 3 feet wide is required. The height of the class room should be nearly 15 feet. The shape of the class room should preferably be rectangular. The length of the class room should be 1.25 times of the breadth. The seating arrangement in the class room should be such that the face of the students towards the smaller walls and the bigger walls will be to their left and right sides. Such a seating arrangement is useful because the students get enough air and light. During the field work the investigator observed that most of the primary schools in Karbi Anglong are running in a big room and all the students of six classes have to sit in the same room. Recently the pre primary class have been introduced in all primary schools and class five have amalgamated to primary school. Introducing of pre primary class and amalgamation of class five to primary school is an important cause of shortage of classroom in the primary school. In table – 4.39 classroom wise distributions of schools are presented in detail.

Table - 4.39

Classroom wise distribution of school building

Number of Class Room	Percentage of Sample School
One Class Room	40.11
Two Class Room	15.82
Three Class Room	16.38
Four Class Room	12.43
Five Class Room	12.43
Six Class Room	2.83
Total	100%

(Source: Field Survey)

The table 4.39 indicates that 40.11% of the primary schools have only one class room, 15.82% of the primary schools have two class room, 16.38% of the primary schools have three class room, 12.43% of the primary school have four class room, 12.43% of the primary school have five class room and only 2.83% of the primary schools have six class room. The table clearly indicates that majority of the primary school in Karbi Anglong district have only one big room or hall and students of all six classes have to sit in the same room. During the field visit the investigator observed that in the primary school those in which there is only one classroom, the children of pre primary class sit on the floor in a corner of the hall making the classroom environment at six and seven. The arrangement of the other classes is also done in the same classroom as far as possible in a systematic way. The system of accommodating all six classes in a big hall adversely affects the teaching learning environment of the primary school.

(vii) Different infrastructure facilities available in the school based on primary investigation:

Besides the suitable classroom facilities, there should be the provision of teacher common room, separate toilets for teacher and pupils, compound wall, play ground, suitable sitting facility for teacher and students, drinking water facility and electricity facility in every school. Every primary school building should have a separate staff room and head master's room. The lavatory should be attached with this room for head master and teachers. Each school should have separate toilet for the students and for girls and boys there should be separate toilet arrangements. The floors of toilet should be made of concrete may slope, so that water may flow out easily. The walls should be bright and smooth. The lavatories and urinals should be situated in the school at such a place where plenty of light and air can enter. The play ground should have enough space so that most of the students in the school can participate in organised games. If there are nearly 25 or 30 square feet of space for each child, it may be considered adequate but it will be better if more space is available for each student. During the field visit the investigator observed that these infrastructure facilities are not suitable in majority of the primary school in Karbi Anglong district. However, on the basis of primary investigation as reported by the teacher and the student respondents of the sample schools, the detail information of all these variables available in the primary schools in Karbi Anglong is shown in table - 4.40

Table – 4.40

Distribution of different infrastructure facilities available in the school

Sl. No.	Type of Physical Facilities	Percentage of Responses	
		Yes	No
1.	Compound wall	8.47%	91.53%
2.	Play ground	45.76%	54.24%
3.	Road to the School	63.28%	36.72%
4.	Separate toilet for Teacher and Pupils	50.28%	49.72%
5.	Teacher Common Room	33.90%	66.10%
6.	Drinking Water Facility	40.11%	59.89%
7.	Transportation	29.38%	70.62%
8.	Electrification	1.69%	98.31%
9.	Sitting Facilities for Teacher and Pupils	44.07%	55.93%
10.	Separate Kitchen for Prepare Mid Day Meal	53.67%	46.33%
11.	Benches/ Furniture	64.41%	35.59%
12.	Black board	90.96%	9.04%
13.	Adequate Ventilation	46.33%	53.67%
14.	Adequate number of class room	46.89%	53.11%
15.	Play Materials	45.76%	54.24%

(Source: Field Survey)

The table 4.40 reveals the physical facilities available in the primary schools in Karbi Anglong district. Compound wall is very much important in primary school for the safe and security of the children. Increasing number of

vehicles create threat and insecurity in the road and intensity of road accident increasing day by day both in the urban and rural areas. Basically the young children during the leisure time and at the end of the school time run out from the school and they are totally not conscious about that matter. But the table 4.40 indicates that only 8.47% of the primary schools have compound wall and there is lack of compound wall in 91.53% of the primary schools in Karbi Anglong district. During the field work investigator visited Madhya Sarihajan Lower Primary School and it was observed that there is no road to the school, no boundary wall, the play ground was full of mud and water, the door and windows of the building are open, no suitable furniture, the school building become cow house, the surrounding environment is unhygienic, no drinking water facility, no toilet and total enrolment of the pupil is less than ten. As a whole entire situation is out of imagine for organising the academic activities of the school.

Play ground is a very important variable which determine the standard and quality of an educational institution. Different co curricular activities, specially the games and sports can be organised in the school if there is a suitable play ground. Organising the games and sports help not only the physical development of the children but help to develop some other qualities like co-operation, sympathy, tolerance, team spirit, discipline, leadership qualities etc also. But the play ground facility is available in 45.76% of the primary schools and there is lack of play ground in 54.24% of the primary schools. During the field visit the investigator observed that though the play ground is available in 45.76% of the primary school in the district but the play ground of majority of the schools are not suitable to organise games and sports. Specially, the play ground are very small is size and not plain.

A suitable road to the school building from the main road is very essential in primary school. The suitable road facility is available in 63.28% of the primary schools and there is lack of suitable road facility in 36.72% of the primary schools in the district. Each school should have separate toilet facility for boys and girls students and the teachers. The primary data reveals that separate toilet facility for teacher and pupils is available in 50.28% of the primary schools and there is lack of separate toilet facility for teacher and pupil in 49.72% of the primary schools in the district. Every school building should have a separate teacher common room so that the teacher can take rest at leisue time. The lavatory should be attached with this room and there should be a small dressing room. Teacher's common room facility is available in 33.90% of the primary schools and there is lack of teacher common room in 66.10% of the primary schools in the district.

Drinking water facility is available in 40.11% of the primary schools and there is lack of drinking water facility in 59.89% of the primary schools in the district. During the field visit it was observed that though drinking water facility is available in 40.11% of the primary schools, but in those schools there is lack of pure drinking water facility. In some schools there is a well or tube well within the school campus but the water of the well or the tube well is dirty or the well is full of some dirty materials. The children use to drink water from that dirty well which creates threat to the health of the children. In the majority of the schools there is lack of water filter and in some other schools only the teacher use the water filter. In some other school the water filter supplied from the government is kept and use in the teacher's residence, because there is lack of door and the windows in the school building or the school building is totally not secured to keep these type of

important materials. So, majority of the primary school children are deprived from pure drinking water facility in the school.

Karbi Anglong is a hill district and road communication facility is very backward in the district. Basically, in the rural areas the villages are scattered in different small hills and the hills are located in distance places. There is no suitable road to connect different villages in the hill areas. Some small pathways connect the different villages. The investigator has practical experience during the field work that in some interior areas of Hamren sub division and Diphu sub division, even could not go to some primary schools by motor cycle also. The investigator had left the motor cycle in distance place and the investigator had to walk one to three k. m. to visit the primary school.

On the other hand some small village consist of only ten to twenty families. So, there is lack of primary school in every village. The primary school children have to go for study in the school located in distance village. The table 4.40 reveals that only 29.38% of the primary schools have transportation facility in the district and there is lack of transportation facility in 70.62% of the primary schools in the district. It is difficult for the young children, those who are studying in lower classes like pre primary or class one, to go and attend the school in distance village.

Electrification of the primary school in the district is very pathetic and it is a great challenge for the teachers as well as the pupils of the primary school. During the summer season both the teacher and student should attend the school tolerating the extreme heat and young children suffer from different diseases. The table 4.40 shows that the electricity facility is available in only 1.69% of the primary schools in the district and there is lack of electricity facility in 98.31% of the primary

schools in the district. During the field visit electricity facility was found in two school of Bokajan sub division i. e. Bokajan Project Head Quarter Lower Primary school and Chowki Hola Government Primary school and one school of Howraghat sub division. In these three schools the teaching faculties personally contributed to make the arrangement and the monthly electricity bill is also paid by the teachers.

Sitting facility for teacher and student in the primary schools is not satisfactory. In majority of the primary schools the students of lower classes sit on the floor using handmade mat or gunny bag. In the upper classes also the sitting facility is not satisfactory and five or six children have to sit on the same bench. The benches and desks are not prepared according to the age and height of the student. In majority of the schools the size of the benches and desks are the same in all classes. The table 4.40 indicates that sufficient sitting facility is available in 44.07% of the primary schools and there is lack of proper sitting facility in 55.93% of the primary schools in the district.

Mid day meal facility has been introduced in all the primary schools in the district. A separate kitchen for prepare mid day meal is very important in every primary school. The table 4.40 indicates that separate kitchen for prepare mid day meal is available in 53.67% of the primary schools and there is lack of separate kitchen for prepare mid day meal in 46.33% of the primary schools in the district. During the field visit the investigator observed that the size of the kitchen is very small and not convenient at all. The children have to take the mid day meal either in the veranda of the school building or inside the classroom. The use of veranda of the school building or the classroom as dining hall affect the school environment and sometime the classroom remain very dirty. It adversely affects the teaching learning environment of the school.

Black board is the most important equipment of a class room. It is the most commonly used aid employed by the teacher in the class room. There should be one black board in every class room and it should be fixed in a proper place so that the students can see the writing on the black board. The wall black board is useful because they do not occupy much space in the room. It also provides sufficient space for writing. The wall black board should at least be four feet wide and it should be two to four feet high from the floor. The black board facility is available in 90.96% of the primary schools and there is lack of black board facility in 9.04% of the primary schools in the district. During the field visit the investigator observed that in majority of the primary schools there is only one black board for the entire classes of the school. There is lack of separate black board for each and every class.

Suitable ventilation and illumination facility should be available in each school building for pure air and proper sun light. The pure air is essential for the health of students and teacher. The class room should be such as that pure air in them always circulates. In fresh air oxygen is 20.96 percent and carbon dioxide is .04 percent. The air which is breath out contains sixteen percent oxygen and nearly four percent carbon dioxide. For our health the excess of carbon dioxide is very harmful. In the classroom where the students sit in close proximity the percentage of carbon dioxide increases rapidly. To check this and to ensure that air in the class room contains adequate percentage of oxygen it is necessary that arrangement should be made for speedily removing expired air out of the room. This can be achieved through the proper ventilation in the school building and by using exhaust fans. The flow of the fresh air in the class room can take place either through natural process or artificial process. In the schools the natural process is employed. The class rooms are provided sufficient numbers of doors and windows through which fresh air enters to

the rooms. The ventilators also provided near the roofs through which the dirty air passes out. In this way the convection currents are set up in a natural way and the atmosphere of the room is kept clean and healthy. It is necessary that the ventilators are built near the roof and the windows are nearly four to five feet above the floor. The artificial ventilation is needed in some schools where no arrangement can be made for natural ventilation or where natural ventilation is inadequate. The objectives of ventilations should be to remove excess heat from the class room, prevent humidity from rising above a practical level, prevent rapid temperature fluctuations, dilute and unpleasant odours, and in special cases remove dust and obnoxious gases and fumes. The primary data reveal that there is suitable and sufficient ventilation facility in 46.33% of the primary schools and there is lack of suitable and sufficient ventilation facility in 53.67% of the primary schools in Karbi Anglong. Similarly, there is adequate number of class room in 46.89% of the primary schools and there is lack of sufficient number of class room in 53.11% of the primary schools in the district. Play materials are found in 45.76% of the primary schools and there is lack of play materials in 54.24% of the primary schools in the district.

4.13 Curriculum and Textbook:

Construction of curriculum and textbook for primary education is an essential subject matter of Karbi Anglong autonomous council. While framing the curriculum of primary education, the guideline of National Curriculum Framework is followed all over the country. Basically, the primary education curriculum and textbook is prepared by the State Council of Educational Research and Training (SCERT) for the entire state. The Karbi Anglong Autonomous Council has no prominent role in framing the curriculum of primary education except the

preparation of curriculum and textbook of Karbi Language. The authority of Karbi Anglong Autonomous Council, Diphu introduced Karbi Language as a compulsory subject in all primary schools in Karbi Anglong district with effect from the academic session 2003-2004 vide Karbi Anglong Autonomous Council's notification No. KAAC/PED/138/KL/2003-04/708 (A), dated the 11th June, 2003. On the basis of the Karbi Anglong Autonomous Council's notification, the district primary education department, Karbi Anglong notified an another order to implement the Karbi language as a compulsory subject at primary school stage vide District Primary Education department notification No. KAAC/PED/KLA/2003/103/5990, dated the 20th June 2003. According to this notification the introduction of Karbi Language should be started from class-I and on phase wise up to class IV in all primary schools including the non government primary schools, established with prior approval of Karbi Anglong Autonomous Council. The authority of Karbi Anglong Autonomous Council has strongly emphasised on the following guidelines for proper implementation of this order.

1. Pupils of all classes in primary schools must obtained minimum qualifying marks in Karbi Language to be eligible for promotion to next higher class.
2. No financial assistance/ grant should be extended to any private school in case of non compliance of this order.
3. The order of allotment of land and Council's recognition etc. may be withdrawn in case of non-compliance against any private school/schools.

In this regard all the Block Primary Education Officers were directed to take immediate necessary steps to implement the order and personally supervise the implementation of the order accordingly. It was also strict order to all non-

government Lower Primary schools that their recognition would be withdrawn if they do not comply with this order.

The Karbi Anglong Autonomous Council introduced Karbi language as a compulsory subject in all primary schools in the district, but it created some problems in the implementation of the policy. The great challenge in this respect was the preparation and construction of curriculum and textbook in Karbi language. The primary education curriculum is prepared by State Council of Educational Research and Training (SCERT), Kahilipara, Guwahati. There are lack of resource and expert person to frame and construct the curriculum of Karbi Language in SCERT. Therefore, with due permission from government of Assam the authority of Karbi Anglong Autonomous Council constituted a Karbi Language Development Board vide Karbi Anglong Autonomous Council's notification No. KAAC/PED/KATA & PB-30/pt-1/4780, dated the 5th December 2006 with the following officials.

1.Chairman : Chief Executive Member (CEM) / Executive Member (EM) i/c Education. KAAC

2.Vice Chairman : Principal Secretary, KAAC

3.Member Secretary : Mr. Wophong Engti, Development Officer, Karbi Language Development Board

4. Members : (a) Mr. C.S. Teron, Deputy Secretary, PED,KAAC

(b) Mr. Rowelson Rongpi, Asstt. Inspector of Schools

(c) Mr. B.S.Teron, DEEO, Elementary Education Department

(d) Mr. Arun Teron, SDEEO, Diphu Sub-Division

(e) Mr. Pani Ram Engti, SDEEO, Hamren Sub-Division

(f) Mr.Ram Sing Terang, SDEEO, Bokajan Sub-Division

(g) Mr. Bidya Sing Kro, Educationist and Writer

(h) Mr. Bidor Sing Rongpi, Educationist and Writer

(i) Mr. Sarthe Singnar, Teacher

(j) Mr. Suren Kramsa, Teacher

(k) Mr. Samay Senar, Teacher

(l) Mr. Benjamin Terang, Subject Teacher.

A Karbi language Text Book Preparation Committee was formed under Karbi Language Development Board and Longkam Teron was the first chairman of this Committee. This committee prepared the Karbi language text book for primary and upper primary school and follow the guideline of national curriculum framework while constructing the curriculum and text book. The constructed curriculum is sent to State Council of Educational Research and Training (SCERT) for approval.

Load of curriculum:

The views and opinion of most of the educationists is that the curriculum should be contextual and relevant to the day to day life of the student. In the present investigation 73.45% of the teacher respondent reveals that the present primary school curriculum is contextual and 26.55% of the teacher respondents reveal that the present primary school curriculum is not contextual. On the other hand 85.88% of the teacher respondents reveal that the present curriculum is relevant to day to day life of the students and 14.12% of the teacher respondents reveal that the present curriculum is not relevant to day to day life of the students. The majority of these respondents informed that the prevalent curriculum is not activity centred. The curriculum is theoretical and there is little scope to apply this theoretical knowledge in our practical life. Some other respondents think that the present

curriculum cannot represent the local culture and tradition of the tribal people of Karbi Anglong district. In table – 4.41opinion of teacher respondents regarding the load of curriculum for primary school children is presented.

Table - 4.41

Load of curriculum for the students

Type of Respondent	Subject Matter of Investigation	Percentage of Responses	
		Yes	No
Teacher	Do you feel the load of curriculum is heavy?	86.44	13.56

(Source: Field Survey)

In table 4.41, 86.44% of the teacher respondents reveal that the load of curriculum for primary school student is heavy and 13.56% of the teacher respondents reveal that the load of curriculum not heavy for the students. The table clearly indicates that majority of the teacher respondents agreed in favour of the statement and reveals that the load of curriculum is heavy for the primary school students. Majority of the teacher respondents informed that the students have to study three languages i. e., Karbi language, Assamese language and English at primary school stage and it is very difficult for the students to learn three languages simultaneously in the primary school. Basically, the non Karbi students find very difficult to learn the Karbi language at the primary stage. Some of the teacher respondents think that the language load should be minimised in the lower classes at primary school stage and three languages should not be introduced in the same class. It should be introduced phase wise.

The majority of the school in Karbi Anglong district is single teacher school and in some schools the teacher is non Karbi. The non Karbi teacher cannot teach the Karbi language correctly and properly. In the single teacher school only one teacher should manage the five classes at a time and it is a tremendous problem to complete the entire course within limited time by the existing teacher. Majority of the teacher respondents suggested that a separate teacher should be appointed for the pre primary class i. e., 'Ka' class and language wise teacher should be appointed in the primary schools. If it is not possible, at least one Karbi teacher should be appointed in each primary school to teach the Karbi language.

Educational qualification of a large majority of the primary school teachers in Karbi Anglong district is below X standard. The class five have been amalgamated to primary school recently. There is no such teacher found in the primary schools in the district who has completed class XII standard in science stream. It is a great challenge to teach mathematics and science subject in the upper classes in the primary schools. During the field work a few teacher respondent confessed in front of the investigator about the inability of teaching, specially the English, Mathematics and science subject in the upper classes. Some of the teacher respondents reveal that a teacher having the qualification of class XII standard passed in science stream should be appointed in each primary school to teach the subject Mathematics and Science. Besides, a teacher from English medium background, having requisite qualification should be appointed in every primary school to teach English.

The tribal people gradually become aware of perpetuation and development of their own culture. Majority of the educated and conscious tribal people think that the cultural elements of the tribal communities should be included

in the curriculum. During the field work 87.57% of the teacher respondents reveal that there are cultural inputs of tribal communities in the primary school curriculum and only 12.43% of the teacher respondents disagreed on the statement. Similarly 79.82% of the teacher respondents reveal that the text books are available for the children and only 20.18% of the teacher respondents reported that the text book are not available for the student. However, a large number of teacher respondents reveal about the shortage of Karbi language text book for the students and the concern authority do not supply the text books at a time. On the other hand, 51.33% of the teacher respondents reveal that the text books are not supplied in time due to delayed in printing and communication gap. Similarly 26.13% of the teacher respondents reported that they have to face some problems in distributing the text books due to shortage of text books and delay in supplying the text books. Regarding the quality of the printing of text books, 14.41% of the teacher respondents reported as very good, 64.86% of the teacher respondents as good, 18.92% of the teacher respondents as average and only 1.8% of the teacher respondents reported as poor. The primary data indicate that the quality of printing of the text books is good.

4.14 Teacher's Qualification:

Educational status of the teacher impacts upon the educational environment of the school. The standard of education and quality of teaching depend upon the educational qualification of the teacher. Investigator collected data from 177 primary school teacher of the district and out of 177 respondents only 53 respondents qualified the basic training course. The percentage of trained teacher is only 29.94. The distribution of the teacher respondents according to educational qualification is presented in table – 4.42.

Table No – 4.42

Distribution of the teacher respondents according to educational qualification

Educational Qualification	Percentage of Respondent
Under HSLC (Below class X standard)	24.86%
HSLC passed (Class X standard passed)	47.46%
PU/ HSSLC passed (Class XI standard passed)	19.21%
Graduate	8.47%
Post graduate	Nil
Total	100%

(Source: Field Survey)

The above table 4.42 indicates the distribution of teacher respondents according to educational qualification. The table shows that the educational qualification of 24.86% of the teacher respondents are below X standard, 47.46% of the respondents are HSLC or X standard passed, 19.21% of the respondents are Pre University/ HSSLC or XII standard passed, 8.47% of the respondents are graduate and no teacher respondent is found having post graduate degree in the primary schools in Karbi Anglong district. The table clearly indicates that majority of the primary school teachers of the district is only HSLC or X standard passed i. e., 47.46%.

The minimum educational qualification for appointment of primary school teacher is XII standard pass in any stream. However, approximately twenty years back, due to the lack of local qualified teacher, Karbi Anglong Autonomous Council relaxed the minimum educational qualification for appointment of primary school teacher and Karbi Anglong Autonomous Council appointed some candidate even under class X standard also. Now the syllabus and curriculum of primary school have been changed and government of Assam also follow the instructions of National curriculum framework and followed the modal of NCERT curriculum.

Meanwhile, the class V has been attached with the primary school since 2010 in Assam and the curriculum of class V is difficult for some teachers those who are academically and professionally under qualified. It can be mentioned that, during the field visit some teachers confessed in front of the investigator about the inability of teaching English and Mathematics in the upper classes of primary school. Among those teacher respondents the educational qualification of majority of the primary school teachers is below X standard i.e., H.S.L.C. failed.

4.15 Examination and Evaluation:

Examination is a device to assess the achievement or progress of a student in a particular activity and it is used to measure the proficiency of the student. Examination can measure the academic achievements of students during a particular period of time and in a particular course of studies. On the other hand evaluation is more comprehensive and inclusive than the term examination. Evaluation is a continuous process and a periodic exercise. It attempts to measure wide range of objectives or traits both qualitative as well as quantitative in the total being. It takes in to account the previous achievement of the pupils and also helps the evaluator to make an estimate of future progress of the pupils.

Before introducing the DPEP and SSA programme the internal and external examination system was prevailed in the primary schools of Karbi Anglong district. Internal examinations like class test and unit test were conducted by the teachers of the respective schools. On the other hand, the District Primary Education Examination Board conducted the external examinations of primary schools in the district. During that time two external examinations i. e., half yearly and annual examination was held in the primary schools of the district. Half yearly examination

was held after six months from the beginning of the session to assess the academic progress and achievement of the pupils in the six months. Annual examination was held at the end of the session to promote the pupils from lower class to enter in to the next higher class. The question paper of every subject was set by the selected teacher from all eleven blocks. The District Primary Education Examination Board collected the set question papers from all eleven blocks and a final draft of question paper was prepared selecting the suitable questions from eleven question papers. The modified question paper was printed and sent to all primary schools of the district to conduct the examination. The same procedure was followed in case of all subjects and both in half yearly and annual examination. In the annual examination to promote the pupil from lower class to enter in to the next higher class the pupil had to obtain the qualifying mark. The pupils those who did not get the qualifying marks they were not promoted to the next higher class and for those pupils special remedial classes were arranged by the teachers of the respective schools in the month of January. Last part of the month of January a special examination was conducted for those pupils and qualified pupils were promoted to the next higher class.

On the other hand, the Primary School Leaving Certificate Examination Board was constituted in 1995 to conduct the class IV examination in the primary school. Since then, the board has been conducting the Primary School Leaving Certificate Examination to promote the primary school children to upper primary school. However, after introducing the Sarva Shiksha Abhijan Mission the examination system of the primary schools has been changed and very recently comprehensive evaluation system has been introduced at the primary school stage.

Continuous and comprehensive evaluation: To evaluate the learners of primary and upper primary schools, the government of Assam has adopted a new system of

evaluation which is known as the 4th term evaluation from the session 2011. As such, as per guideline of SCERT the district has also been followed accordingly. The Karbi Anglong district also introduced this new system of evaluation.

Two periodic evaluations (Mid-Term & End-Term) and seven monthly evaluations were conducted through Teacher Associations of Karbi Anglong district at Lower Primary and Upper Primary level. Model question banks for all classes/subjects, comprised of improvised evaluation tools were provided to schools to facilitate concurrent evaluations in the earlier academic session 2010-11. However after the academic session of 2011, the process of evaluation has been modified from the previous evaluation process. The evaluation process as per academic calendar of 2011-12 is a comprehensive evaluation system of assessment, i. e., 1st evaluation, 2nd evaluation, 3rd evaluation and 4th evaluation.

As per the new evaluation system the teacher should maintain academic record of individual learner which is known as Progress Report Card and the cards have been supplied to the schools from the SSA of the district. The teachers must be filled the Progress Report Card for every individual pupil regularly from the month of January to December of the academic year. In continuous and comprehensive evaluation both scholastic and co-scholastic aspects are considered equally important for learners and the teachers must fill up both the scholastic and co-scholastic aspects of every individual pupil in the Progress Report Card. In the Progress Report Card achievements of the pupils both scholastic and co-scholastic aspects, important columns are to be filled by grades only. It is essential to give remarks along with grades. In the new system of continuous and comprehensive evaluation five grades are to be used while evaluating the scholastic and co-

scholastic achievement of the pupils and each grade indicates the achievement of the pupils in the following manner.

Grade in scholastic and co-scholastic aspects	**Remarks**
Grade – A : From 91% to 100%	Excellent
Grade – B : From 80% to 90%	Good
Grade – C : From 60% to 79%	Satisfactory
Grade – D : From 40% to 59%	Average
Grade – E : Below 40%	Needs attention

In continuous and comprehensive evaluation system the value of grades are; grade A=5, grade B=4, grade C=3, grade D=2 and grade E=1. To find out average or annual grade, grade may be found out from the following table.

From 0 to 1.4 = E grade
From 1.5 to 2.4 = D grade
From 2.5 to 3.4 = C grade
From 3.5 to 4.4 = B grade
From 4.5 to 5 = A grade

In the new system of continuous and comprehensive evaluation unit test is held every three months. Subject wise particular lessons have been fixed for every unit test. The teacher should teach the allotted lessons and complete the course within three months, the lessons and topics which have been fixed for every unit test. In each unit evaluation 50 marks is to be taken for each subject. Teacher has to evaluate the pupil on the basis of the area of competency. The procedure of calculating average or annual grade of a pupil is – Annual Grades : (1^{st} Unit Evaluation + 2^{nd} Unit Evaluation + 3^{rd} Unit Evaluation + 4^{th} Unit Evaluation) ÷ 4. It can be mentioned that before introducing the new evaluation system, the District Primary Education Examination Board conducted the examinations of primary schools in the district. Now, the teacher of every school has been authorised to set

the question papers of unit tests and to conduct the unit tests in the primary schools in Karbi Anglong district. It is necessary to provides special attention to the pupils those who obtains E grade in continuous and comprehensive evaluation process and the teacher should arrange special remedial classes for them. As such compare to previous pupils' achievement, the following tabulation shows the achievement in grade as mention in table - 4.43.

Table - 4.43
Lower Primary pupil's learning achievement in grade (Year 2012)

Evaluation	Target pupils	Target Achieved	Grade-A	Grade-B	Grade-C
1st evaluation	81982	79101	16655	29872	31435
2nd evaluation	81982	79566	11216	24520	33367
3rd evaluation	81982	81112	13349	25801	30744
4th evaluation	81982	81025	11199	28223	26557
Total	**327928**	**320804**	**52419**	**108416**	**122103**

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

In table - 4.43 the lower Primary pupils' learning achievement in the year 2012 through comprehensive evaluation process has been presented. The total target pupils in this year were 81982. In the 1st evaluation 79101 pupils appeared and out of these 16655 pupils obtained 'A' grade, 29872 pupils obtained 'B' grade and 31435 pupils obtained 'C' grade. In the 2nd evaluation total 79566 pupils appeared in the evaluation and out of these 11216 pupils obtained 'A' grade, 24520 pupils obtained 'B' grade and 33367 pupils obtained 'C' grade. In the 3rd evaluation 81112 pupils appeared in the evaluation and out of these 13349 pupils obtained 'A' grade, 25801 pupils obtained 'B' grade and 30744 pupils obtained 'C' grade. In the 4th evaluation 81025 pupils appeared in the evaluation and out of these 11199 pupils obtained 'A'

grade, 28223 pupils obtained 'B' grade and 26557 pupils obtained 'C' grade. In table 4.44 a comparative statement of Mid-term and End- term system and Comprehensive Evaluation System is presented.

Table-4.44
A comparative statement of mid-term and end- term system and comprehensive evaluation system

Academic Year	Evaluation		Grade	Language	Science	Maths	EVS/ Social Science
2009	Mid-Term		A	21%	9%	21%	35%
			B	25%	21%	17%	23%
			C	54%	70%	62%	42%
2010	Mid-Term		A	27%	17%	13%	31%
			B	27%	27%	23%	17%
			C	46%	56%	64%	52%
2009	End-Term		A	24%	9%	13%	34%
			B	29%	26%	22%	24%
			C	47%	65%	65%	42%
2010	End-Term		A	21%	23%	9%	32%
			B	28%	26%	22%	24%
			C	51%	19%	23%	32%
2011	Comprehensive Evaluation	1st Evaluation	A	16%	13%	14%	20%
			B	29%	27%	22%	29%
			C	45%	54%	49%	42%
		2nd Evaluation	A	17%	13%	15%	23%
			B	29%	23%	22%	27%
			C	44%	55%	57%	42%
		3rd Evaluation	A	18%	13%	13%	25%
			B	32%	23%	24%	27%
			C	33%	55%	55%	40%
		4th Evaluation	A	20%	14%	13%	22%
			B	32%	30%	29%	34%
			C	41%	44%	46%	30%

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

The table 4.44 reveals a comparative statement of Mid-term and End-term evaluation system of session 2009 and 2010 and the Comprehensive Evaluation System of the year 2011. The data indicate that no remarkable qualitative improvement and change can be observed after implementation of the

comprehensive evaluation system. In table 4.45 the achievement of the lower primary school children in 2012 and 2013 is shown.

Table - 4.45

Lower Primary pupil's learning achievement in grade (Year 2012 and 2013)

Academic Year	Evaluation		Grade	Language	Science	Maths	EVS/ Social Science
2012	Comprehensive Evaluation	1st Evaluation	A	14473	8083	11294	14300
			B	24498	13526	20141	25046
			C	26054	26638	36213	26655
		2ndEvaluation	A	15546	9737	11707	14283
			B	26829	15243	18762	22446
			C	25892	21830	31942	28635
		3rd Evaluation	A	16713	9825	11537	14484
			B	23204	16491	19462	21796
			C	28698	24583	32026	30244
		4th Evaluation	A	16143	9985	12182	16759
			B	21262	16050	20479	24364
			C	26866	25913	36272	24748
2013	Comprehensive Evaluation	1st Evaluation	A	12227	6055	10995	12447
			B	20233	17376	19089	23005
			C	27561	19537	28583	24479
		2ndEvaluation	A	11287	6998	10540	13630
			B	22384	16938	21969	23596
			C	25563	18264	26586	23580
		3rd Evaluation	A	12205	7651	12118	11811
			B	21285	15621	20576	21722
			C	27184	18193	26368	27384
		4th Evaluation	A	15524	8646	12191	15095
			B	20306	17713	20804	22488
			C	25258	17915	25407	23887

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

In table 4.45 the lower Primary pupils' learning achievement in the year 2012 and 2013 through continuous and comprehensive evaluation process is presented. In the year 2012 the total target pupils were 81982 and in the year 2013 the total target pupils were 85248. In the table pupils those who obtained A, B, and C grade in continuous and comprehensive evaluation process is presented. D and E grade holder pupils are not included in the table. The table clearly indicates that no remarkable qualitative and quantitative improvement and change can be observed in the year 2012 and 2013 also. However, the workload of the pupils decreased in the comprehensive evaluation system though the workload of the teachers increased after implementation of the comprehensive evaluation system.

4.16 Medium of Instruction:

There are 1772 government and provincialised primary schools in Karbi Anglong. The majority of these primary schools are Assamese medium. Now, the tribal people demand for establishment of more and more English medium primary schools in the district and even the economically backward tribal parents also prefer to send their children to English medium primary school. There are only a few government and provincialised English medium primary schools, the majority of the English medium primary schools are private. But economically backward parents cannot send their children to private English medium school and they demand for establishment of more English medium government school in the district. Due to the increasing demand for English medium schools, the authority of Karbi Anglong Autonomous Council has initiated converting the Assamese medium primary schools into English medium gradually and phase wise. In table 4.46 medium wise total number of primary school is presented.

Table – 4.46

The medium wise total primary schools in Karbi Anglong

Medium	No. Of School
Assamese	1019
Bangali	46
Bodo	56
English	623
Hindi	28
Total	1772

(Source: SSA, Karbi Anglong Autonomous Council's Report.)

The Karbi language has been introduced as a compulsory subject in all government, provincialised and private primary schools in the district since 2004, but there is no Karbi medium government and provincialsed school in Karbi Anglong. There are 29 Karbi medium primary schools in Karbi Anglong and all the Karbi medium primary schools are administered and organised by local body and Karbi Anglong Autonomous Council. The financial assistance to run these schools is provided by Karbi Anglong Autonomous Council. In some of schools the building grant is provided by Karbi Anglong Autonomous Council. The salary of the teachers is provided by Karbi Anglong Autonomous Council. The appointment of the teachers is given by the Karbi Anglong Autonomous Council on purely contractual basis for eleven month and every year a fresh interview is organised. The medium of instruction in the Karbi Medium Schools is completely Karbi.

Medium of instruction is a very important variable which determine the entire educational environment of primary school. Mother tongue is the best medium

of instruction to communicate with the young children. They can develop right concept on the subject matter and knowledge becomes permanent in teaching learning process when the teacher use mother tongue as a medium of instruction. There is no Karbi medium government and provincialied primary school in the district. Majority of the primary schools are Assamese medium. There are English medium, Bodo medium, Bengali medium and Hindi medium government and provincialised primary schools in the district. The medium of instruction in the Assamese medium school is completely Assamese. Similarly, English is the medium of instruction in the English medium schools, Bodo is the medium of instruction in the Bodo medium school, Bengali is the medium of instruction in the Bengali medium schools and Hindi is the medium of instruction in the Hindi medium schools. The teachers do not use tribal language as medium of instruction for the tribal student. In some schools children of different tribal communities take admission and their language are different from one another. It is not possible for the teacher to use different tribal language to communicate with the children of different tribal communities. In some rural and very backward areas the tribal children do not understand Assamese or English language properly and they understand their own tribal language only. Even their parents also do not understand other than their own tribal language. In such cases it is a great challenge for the teacher to teach the tribal children and ultimately the medium of instruction adversely affect the teaching learning process. In table 4.47, the opinion of the teacher respondents about impact of use of other than tribal languages in teaching-learning process on the tribal children is presented.

Table - 4.47

Impact of use of non tribal language as medium of instruction among tribal students

Type of Respondent	Subject Matter of Investigation	Percentage of Responses	
		Yes	No
Teacher	When the medium of instruction is not tribal language, is it understands by tribal student?	71.19	28.81

(Source: Field Survey)

In table 4.47, 71.19% of the teacher respondents reveal that when the medium of instruction is other than tribal language, the tribal students understand the subject matter. On the other hand, 28.81% of the teacher respondents reveal that when the medium of instruction is not tribal language for the tribal students, they do not understand the subject matter of teaching properly. During the field work investigator observed that the tribal children of rural areas of Karbi Anglong do not understand the Assamese or English language properly and they understand only their mother tongue. Even some illiterate tribal parents of very backward areas of the district do not understand other than their mother tongue. It was my practical experience, when I visited a very backward tribal village of Dhanshiri areas, a female parent respondent from Dimasa community did not understand the Assamese language and she understand only the Dimasa language. Similarly, in a backward tribal village of Hamren sub division where the people of Karbi community live, an illiterate male parent did not understand Assamese language. The investigator had to take the help of translator from respective community to communicate with such parents. In rural and backward areas where the tribal children do not get the

opportunity to come in to close touch with other than their own community, such children cannot learn other language. It is a great challenge for the non tribal teacher to teach these children at the primary school stage.

Section – IV

Problems for Achieving the Universal Primary Education in Karbi Anglong

One of the important objectives of the present investigation is to study the problems for achieving the universal primary education in Karbi Anglong district. Karbi Anglong is a hill district of Assam and majority of the people are tribal. The nature, activity, behaviour, awareness towards education of the tribal people of the district is to some extent different from the other tribal and non tribal people of the plain districts of Assam. So, the nature of the problems for achieving the universal primary education in the district is different from the other districts of Assam. The investigator has prepared and used three problem checklists for primary school teachers, pupils and parents/guardians to find out the major problems for achieving the universal primary education in Karbi Anglong district. In the present study an attempt is being made to analyse the problem checklists on the basis of different classification and categories. Basically, problems have been classified in five groups- problem related to home/family environment, problems related to school environment, problems related to teaching and learning, problem related to curriculum and co-curricular activities and problem related to examination and evaluation. The collected primary data have been discussed and analysed on the basis of these five classifications.

4.17 Problems Related to Home/Family Environment:

While framing the research design the investigator prepared problem checklist for teacher, parent and pupil of primary school of Karbi Anglong district. In the problem checklist some problems related to home/family environment were included. Basically home/family related issues and problems were included in the problem checklists which were prepared for the parent and student of primary school. Here an attempt is being made to analyse the home/family related problems from the collected data.

(i) Involvement of children in household/ occupational activities:

Basically in the rural areas of Karbi Anglong district, the children before and after the school hours involves in some domestic and household activities. In table 4.48, the opinion of student and parent respondents regarding involvement of primary school children in household and occupational activities is analysed.

Table - 4.48

Involvement of Primary School children in household/ occupational activities

Type of Respondent	Problem statement	Percentage of Responses	
		Yes	No
Parent	Do your children help in household/occupational activities?	77%	23%
Student	Do you help your family in household/occupational activities?	93%	07%

(Source: Field Survey)

The table 4.48 reveals the opinion of student and parent respondent regarding the involvement of primary school children in household activities. In the

table 77% of the parent respondents reveal that their children help in household and occupational activities and 23% of the parent respondents reveal that their children do not help in household and occupational activities. On the other hand 93% of the student respondents reveal that they help their family in household and occupational activities and only 7% of the student respondents reveal that they do not perform household and occupational activities. During the field visit the investigator observed that most of the parent and student respondents reveal similar type of statement. Basically, the girl children reported that they involve in household activities like cleaning the house, washing small clothes, cleaning the surrounding of house, bring water from nearest river or well/ tube well, take care of baby etc. The boy children help their parents performing some agricultural activities, take care of domestic animals, collecting fire wood, bring things from market etc. As a whole the table indicates that majority of the student and parent respondents revealed the involvement of children in some household activities.

Similarly table 4.49 express the opinion of parent and student respondents through the problem checklist regarding the intensity of involvement of primary school children in household duty.

Table - 4.49
Problem statement regarding the involvement of Primary School children in household duty

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	My child has to do some household duty.	34.46	55.37	10.17
Student	I have to perform some household duty.	44.07	47.74	8.19

(Source: Field Survey)

In the table 4.49, 34.46% of the parent respondents reveal that their children have to do some household duty always, 55.37% of the parent respondents reveal that most of the time their children have to do some household duty and only 10.17 % of the parent respondents reveal their opinion against the statement. On the other hand, 44.07% of the student respondents reveal that they have to perform some household duty always, 47.74% of the student respondents reveal that most of the time they have to perform some household duty and only 8.19% of the student respondents reveal their opinion against the statement. The table clearly indicates that majority of the parent and student respondents reveal that the children have to perform some household duty always/most of the time.

(ii) Parental and children attitude on household duty:

Some illiterate parent posses negative attitude towards the formal education of their children. They think that their children should do some domestic and household duty instead of attending the school. Supporting this point some of the parent respondents expressed their views in front of the investigator that a large number of youths passing out from college and other institutes in their locality but they are not getting any job. Besides, for getting a government job they have to pay huge amount of money or need relation with some leaders. As they are economically backward and no relation with political leaders, so getting education is meaningless for their children. Therefore, they think that it is better to do some household duty instead of attending the school by their children. The table 4.50 reveals the opinion of the student respondents regarding parental and children attitude on household duty and its' impact on education.

Table - 4.50

Problem statement regarding the parental and children attitude on household duty

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Student	My parents prefer me to do household duty instead of attending school.	10.17	21.47	68.36
Student	Household duty affects in the learning process.	24.01	37.57	38.42

(Source: Field Survey)

In the table 4.50, 10.17% of the student respondents reveal that their parents always prefer to do some household duty instead of attending school, 21.47% of the student respondents reveal that their parent most of the time prefer to do some household duty instead of attending school and 68.36% of the student respondents reveal their opinion against the statement. Similarly, 24.01% of the student respondents reveal that household duty always affects in the learning process, 37.57% of the student respondents reveal that household duty most of the time affects in the learning process and 38.42% of the student respondents reveal their opinion against the statement. The table clearly indicates that still a section of parents think that their children should do some household duty instead of attending the school and majority of the student respondents reveal that household duty always/most of the time affects in the learning process.

(iii) Involvement of children in earning activities:

Some economically backward parents send their children to earn money performing some household activities in rich family or as a part time worker in shop

or hotel in urban areas. The table 4.51 indicates the involvement of primary school children in earning activities.

Table - 4.51

Involvement of Primary School children in earning activities

Type of Respondent	Problem statement	Percentage of Responses	
		Yes	No
Parent	Do you send your ward for earning during or after the school hours?	13.11%	86.89%

(Source: Field Survey)

In the table 4.51, only 13.11% of the parent/guardian respondents reveal that they send their children for earning during or after the school hours and 86.89% of the parent/guardian respondents reveal that they do not send their children for earning during or after the school hours. But in practice, the picture is not true. Because, majority of the parents become aware about the Right of Children to Free and Compulsory Education Act 2009 introduced in our state and according to this Act engagement of children in earning activities is a punishable offence. Therefore, majority of the parent respondents expressed that they do not send their children for earning during or after the school hours.

(iv) **Economic condition of parent:**

Economic condition of the parent is an important variable which impact upon the education of the primary school children. More than 80% people of Karbi Anglong district depends on agriculture and the economic condition of the parent are not sound. The table 4.52 reveals the opinion of the parent and student respondents regarding the economic condition of parent.

Table - 4.52

Problem statement regarding the economic condition of parent

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	My economic condition is bad.	47.46	47.74	4.80
Student	Economic condition of my parent is bad.	31.07	50.57	18.36

(Source: Field Survey)

In the table 4.52, 47.46% of the parent/guardian respondents reveal that their economic condition is always bad, 47.74% of the parent/guardian respondents reveal that their economic condition is most of the time bad and only 4.80% of the parent/guardian respondents reveal that their economic condition is not bad. The table clearly indicates that the economic condition of more than 95% of the parent respondents is always and most of the time bad. On the other hand, 31.07% of the student respondents reveal that the economic condition of their parents is always bad, 50.57% of the student respondents reveal that the economic condition of their parents is most of the time bad and only 18.36% of the student respondents reveal that the economic condition of their parents is not bad. The table clearly indicates that the economic condition of large majority of parents is always and most of the time bad.

(v) Financial status of parent and teacher:

Financial status of the teacher is an important variable which impact upon the teaching learning environment of the school. Both the primary and secondary

data reveal that approximately seventy percent primary school teacher of Karbi Anglong district is tribal. Basically, among the tribal people joint family system has been still prevailed in the district and in most of the cases there is only one government service holder in the entire family. Ultimately he should take the financial responsibility of all members of the joint family. So, in case of a primary school teacher it is difficult to manage all the necessary requirement of day to day life of his family and it compels him to engage in some other activities to earn extra money. The table 4.53 reveals the opinion of the teacher and parent respondents regarding financial condition of teachers and parents.

Table - 4.53

Problem statement regarding the financial condition of parent and teacher

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The existing salary is insufficient to afford necessary requirement of day to day life of my family.	28.25	57.06	14.69
Parent	With my limited income I am unable to manage day to day requirement of my family.	58.21	38.81	2.98
Teacher	Financial difficulties compel me to engage in some other activities to earn extra money.	12.43	42.37	45.20

(Source: Field Survey)

In the table 4.53, 28.25% of the teacher respondents reveal that the existing salary is always insufficient to afford necessary requirement of day to day life of their families, 57.06% of the teacher respondents reveal that the existing salary most of the time insufficient to afford necessary requirement of day to day life of their families and only 14.69% of the teacher respondents feel that the existing salary is sufficient to afford necessary requirement of day to day life of their families. The data clearly indicate that the existing salary is not sufficient to afford necessary requirement of day to day life of the teachers' families. On the other hand, 58.21% of the parent respondents reveal that with their limited income they are always unable to manage day to day requirement of their family, 38.81% of the parent respondents reveal that with their limited income they are most of the time unable to manage day to day requirement of their family and only 2.98% of the parent respondents opposed the statement and they reveal that with their limited income they can manage day to day requirement of their family. The table clearly indicates that approximately 97% of the parent respondents always and most of the time unable to manage day to day requirement of their family with their limited income.

On the other hand, 12.43% of the teacher respondents reveal that financial difficulties always compel them to engage in some other activities to earn extra money, 42.37% of the teacher respondents reveal that financial difficulties most of the time compel them to engage in some other activities to earn extra money and 45.20% of the teacher respondents reveal their opinion against the statement. The data clearly indicate that more than fifty percent of the teacher respondents always and most of the time engage in some other activities to earn extra money due to the financial difficulties.

(vi) Home environment of the children:

Home environment of the children is an important variable which determine the educational development of the primary school children. During the field visit the investigator observed that the home environment of majority of the children is not suitable. Most of the parents cannot provide to their children minimum necessary requirement for study i.e., a table and a chair also. The children have to study sitting on the floor and even no suitable place to keep their books and other learning materials. In table 4.54 the problem related to the home environment of the primary school pupils is presented.

Table - 4.54

Problem statement regarding home environment of Primary School student

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	Lack of suitable furniture for study at home.	57.91	24.86	17.23
Student	Home environment is unsuitable for study.	61.30	23.45	15.25

(Source: Field Survey)

In the table 4.54, 57.91% of the parent respondents reveal that there is always lack of suitable furniture for study at home, 24.86% of the parent respondents reveal that there is most of the time lack of suitable furniture for study at home and only 17.23% of the parent respondents reveal their opinion against the statement and they can provide suitable furniture to their children for study. On the other hand, 61.30% of the student respondents reveal that their home environment is always unsuitable for study, 23.45% of the student respondents reveal that their home

environment is most of the time unsuitable for study and only 15.25% of the student respondents reveal their positive attitude towards the suitable home environment for study. In the table more than eighty percent of the parent and student respondents informed that their home environment is always and most of the time not suitable for study.

(vii) Uniform and other study materials:

The financial condition of most of the parent of Karbi Anglong district is very pathetic and some of them belong to the below poverty line. The parent cannot provide suitable uniform and other study materials to their children. The government supply the free uniform to the primary school children in each and every school once a year. During the field visit the primary school teachers and the parents reported that the government supply only one pair of uniform against every child per year. But according to them at least two pairs of uniform should supply against every primary school child per year for alternate and subsequent use. Besides, majority of the parent respondents informed that the government do not supply the inner use garments for the children and related study materials like pen, pencil, rubber etc. at the primary school stage. The parents have to manage at least one more pair of uniform to the child for alternate and subsequent use and the related study materials. But it is difficult for majority of the parents to purchase one more pair of uniform and the related materials for their children. In the following table 4.55, the opinion of parent and student respondents on problem statement regarding uniform and other study materials of the primary school children are presented in detail.

Table - 4.55

Problem statement regarding uniform and other study materials

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	It is difficult to provide suitable uniform and other study materials for my children.	21.47	52.26	26.27
Student	There is lack of uniform and study materials for study.	30.23	57.34	12.43

In table - 4.55, 21.47% of the parent respondents reveal that it is always difficult to provide suitable uniform and other study materials to their children, 52.26% of the parent respondents reveal that it is most of the time difficult to provide suitable uniform and other study materials to their children and only 26.27% of the parent respondents reveal that they can provide suitable uniform and other study materials to their children. The table clearly indicates that it is always and most of the time difficult for more than seventy percent of the parent respondents to provide suitable uniform and other study materials to their children. On the other hand, 30.23% of the student respondents reveal that there is always lack of uniform and other study material for study, 57.34% of the student respondents reveal that there is most of the time lack of uniform and other study material for study and only 12.43% of the student respondents reveal that they have suitable uniform and other study materials for study. The table clearly indicates that more than 87% of the student respondents face the problem of uniform and other study materials.

(viii) Teaching and learning at home:

The majority of the parents of primary school children are illiterate and they could not supervise the learning of their children. Basically, in Karbi Anglong district majority of the pupils those who study in government primary school are first generation learner. Most of the parents provide indifferent attitude towards education of their children. The following table 4.56, reveals the learning environment of the pupils at home.

Table - 4.56

Problem statement regarding teaching and learning at home

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	I am unable to supervise the learning of my children	54.52	35.31	10.17
Student	I find difficult to understand the lesson as I have to study myself at home.	31.64	52.54	15.82

(Source: Field Survey)

In the table- 4.56, 54.52% of the parent respondents reveals that they are always unable to supervise the learning of their children, 35.31% of the parent respondents reveals that they are most of the time unable to supervise the learning of their children and only 10.17% of the parent respondents reveals that they are able to supervise the learning of their children. The table clearly indicates that approximately 90% of the parent respondents are always and most of the time unable

to supervise the learning of their children. On the other hand, 31.64% of the student respondents reveal that they always find difficult to understand the lesson as they have to study themselves at home, 52.54% of the student respondents reveal that they most of the time find difficult to understand the lesson as they have to study themselves at home and only 15.82% of the student respondents get support and help from their parents in study at home. The table clearly indicates that the majority of the parent respondent unable to supervise the learning of their children and the majority of the student respondent find difficult to understand the lesson as they have to study and complete their home assignment themselves without the help of their parent/ guardian.

(ix) Home assignment of the student:

Assigning of home work is an important part of teaching and learning process in the primary school and it has great educational benefits now a days. It is argued that if learning is worthwhile, it should not be confined merely to the hours pupils spend in the classroom. Home assignment gives opportunity to pupils to plan and perform their work independent of the guidance and help of the teacher. It is a valuable means of study without the restrictions of class work and supplements the teaching work done in the class. It involves much repetition that is essential for fixing the lesson taught in the class. It develops the moral and intellectual qualities of self- reliance, self-direction and initiative in grappling unaided with the problems arising from the work. It stimulates in the pupil voluntary effort to follow up the study of subjects that appeal to his interests and accustoms him to revise and consolidate the work done in the school. Moreover, there are five classes in the primary school stage and in Karbi Anglong there are only one or two teachers in majority of the primary schools. Only one or two teachers should manage all the five

classes at primary school stage. But the syllabus for different classes in different subjects is so heavy that it is not possible for one or two teachers to cover without the aid of homework. Further, homework develops a regular study habit among the primary school children which goes a long way in the pursuit of knowledge. Besides, it is with the help of home work, that the parents are able to examine and inspect from time to time the work of their children and to suggest further improvements with the co-operation of the teacher. In the following table 4.57, the problem statement regarding home assignments of pupils are presented.

Table - 4.57

Problem statement regarding home assignment of the student

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	I am unable to help my children in completing the home assignment.	48.87	38.70	12.43
Student	Lack of proper guidance of the parents in completing home assignment.	61.30	25.42	13.28

(Source: Field Survey)

The table – 4.57 reveals the opinion of teacher and student respondents regarding the help and guidance of parent in completing home assignment of primary school students in Karbi Anglong district. In the table 48.87% of the parent respondents reveal that they are always unable to help their children in completing

the home assignment, 38.70% of the parent respondents are most of the time unable to help their children in completing the home assignment and only 12.43% of the parent respondents are able to help and supervise their children in completing the home assignment. On the other hand, 61.30% of the student respondents reveal that there is always lack of proper guidance of the parents in completing their home assignment, 25.42% of the student respondents reveal that there is most of the time lack of proper guidance of the parents in completing their home assignment and only 13.28% of the student respondents get proper guidance and help from their parents in completing their home assignment. The table clearly indicates that more than 87% of the parent respondents are always and most of the time unable to help their children in completing their home assignment and approximately 86% of the student respondents always and most of the time do not get proper help and guidance from their parents in completing their home assignment.

(x) Home tutor of the student:

In Karbi Anglong, majority of the parents and guardians of government primary schools are illiterate or just they can read and write. Now the Karbi Anglong Autonomous Council authority started the process of converting the Assamese medium government primary schools to English medium in the tribal dominated areas. But it is difficult for the parents to supervise the study of their children as they are not familiar with the English language. Such type of parents should engage private tutor to guide and supervise the study of their children. In the table – 4.58, the problem statement regarding the home tutor of the students is presented.

Table - 4.58

Problem statement regarding home tutor of the student

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	There is lack of home tutor to help my children.	68.36	13.84	17.80
Student	Lack of home tutor to help me in study.	58.47	25.71	15.82

(Source: Field Survey)

In the table 4.58, 68.36% of the parent respondents reveal that there is always lack of home tutor to help their children at home, 13.84% of the parent respondent reveal that there is most of the time lack of home tutor to help their children at home and only 17.80% of the parent respondents can provide home tutor to help their children at home. On the other hand, 58.47% of the student respondents reveal that there is always lack of home tutor to help them in study, 25.71% of the student respondents reveal that there is most of the time lack of home tutor to help them in their study and only 15.82% of the student respondents reveal that they are getting the help of home tutor in study. The table clearly indicates that majority of the parent respondents could not provide home tutor to their children.

4.18 Problems Related to School Environment:

School is a social institution set up by the members of the society to fulfil the social needs in a systematic way. School environment plays the most significant role in our present educational system. At present most of the educated and enlightened

parent/guardians are very much conscious about the environment of the school. The educated and enlightened parent/guardians of the society prefer to send their children to a good school where the facilities are available and can create a special social environment. In the words of eminent educationist Yeager William "....Nothing in the whole educational programme is more conducive to co-operative attitude among the pupils and a love of school than an attractive and wholesome environment". The school environment depends on beautiful surroundings, suitable school building, facilities available in the school building, arrangement of class rooms, laboratory, teaching-learning materials, library, lavatory, hostel, playground, qualified teachers and other related facilities. Here an attempt is being made to find out the major problems related to school environment of the primary schools in Karbi Anglong district. In table 4.59 the opinion of the teacher respondents regarding the school environment is shown.

Table - 4.59

Problem statement regarding the school environment

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The school environment is unsuitable from all sides.	27.68	43.5	28.81

(Source: Field Survey)

In the table 4.59, 27.68% of the teacher respondents reveal that the school environment is always unsuitable from all sides, 43.5% of the teacher respondents reveal that the school environment is most of the time unsuitable from all sides and 28.81% of the teacher respondents reveal that their school environment is suitable.

The primary data reveal that the environment of more than seventy percent of the primary schools in Karbi Anglong is not suitable.

In order to fulfil the objectives of school education, physical facilities of a good standard is an urgent requirement. But there are lots of problems relating to the physical facilities of the primary school in Karbi Anglong district. Some of the major problems regarding the physical facilities of the primary school of the district are discussed as follows.

(i) School building and furniture:

The building of the school, its neighbourhood, its fields, equipment of the students and the other equipment of the classroom affect the health of the students to a very great extent. These are also responsible for creating the instructional environment in the school. A badly constructed school building is not only a health hazard to the students but it is a hindrance in their learning (Mathur, Prof. S.S. & Mathur, A., 2010. "School Organisation and Management", page -58). Like the school building, furniture of the school should be well equipped and suitable from all sides. There should be the provision of at least a chair and a table for each teacher in primary school. There should be the provision of some furniture like benches and desks for the students. The school furniture has a deep influence upon the health of the children. If the furniture is not proper or it is not in accordance with the needs of the student's age and height, then deformities crop up among the children. It is just possible that children may start suffering from eye defects or suffer from indigestion or some ailment of back bone. The table 4.60 represent the opinion of the teacher and student respondents regarding school building and provision of furniture of the primary schools in Karbi Anglong district.

Table - 4.60

Problem statement regarding furniture of the school

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	School building and furniture are unsuitable and ill-equipped to organise academic activities.	23.45	51.69	24.86
Student	The furniture of the school is insufficient and unsuitable.	37.29	25.42	37.29

(Source: Field Survey)

In the table 4.60, 23.45% of the teacher respondents reveal that the school building and furniture are always unsuitable and ill-equipped to organise academic activities, 51.69% of the teacher respondents reveal that the school building and furniture are most of the time unsuitable and ill-equipped to organise academic activities and 24.86% of the teacher respondents reveal that the school building and furniture are suitable and well equipped to organise academic activities. On the other hand, 37.29% of the student respondents reveal that the furniture of the school is always insufficient and unsuitable, 25.42% of the student respondents reveal that the furniture of the school is most of the time insufficient and unsuitable and 37.29% of the student respondents reveal that the furniture of the school is not at all insufficient and unsuitable. The table clearly indicates that majority of the teacher respondents reveal that the school building and furniture are always and most of the time unsuitable and ill-equipped to organise academic activities. During the field visit the investigator observed that in some primary schools which are located in the

rural areas, there is lack of suitable furniture. In some schools there is lack door and windows in the building and children of the village play inside the school building and damaged the furniture of the school. The local people use the damaged furniture for their own purpose or as firewood.

(ii) Road communication facility to the school:

The road communication facility is very backward in Karbi Anglong district. Basically, in the rural areas the villages are scattered in different small hills and the hills are located in distance places. There is no suitable road to connect different villages in the hill areas. Some small pathways connect the different villages. In table 4.61 the information of teacher, parent and student respondents on road communication facility is presented.

Table - 4.61

Problem statement regarding road communication facility to the school

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The road communication facility to the school is bad.	28.81	27.12	44.07
Parent	The road communication facility to the school is bad.	4.52	25.71	69.77
Student	The road communication facility to the school is bad.	19.77	25.71	54.52

(Source: Field Survey)

In the table 4.61, 28.81% of the teacher respondents reveal that the road communication facility to the school is always bad, 27.12% of the teacher respondents reveal that the road communication facility to the school is most of the

time bad and 44.07% of the teacher respondents reveal that the road communication facility to the school is not bad. In the table, approximately fifty six percent of the teacher respondents reveal that the road communication facility to the school is always and most of the time bad. Similarly 4.52% of the parent respondents reveal that the road communication facility to the school is always bad, 25.71% of the parent respondents reveal that the road communication facility to the school is most of the time bad and 69.77% of the parent respondents reveal that the road communication facility to the school is not bad. On the other hand, 19.77% of the student respondents reveal that the road communication facility to the school is always bad, 25.71% of the student respondents reveal that the road communication facility to the school is most of the time bad and 54.52% of the parent respondents reveal that the road communication facility to the school is not bad. The primary data indicate that approximately fifty percent of the teacher and student respondents repored about inconvenient road communication facility to the schools in the district.

(iii) Attendance of the pupils:

Karbi Anglong is a hill district and majority of the primary school children are tribal. The tribal children are irregular in attending the school. During field visit the investigator observed that in majority of the sample schools there is a gap between regular attendance of the children and actual enrolment of the children in the attendance register. 74.77% of the teacher respondents reveal that they find a gap between the enrolment and actual attendance of the children in the school. The teacher respondents also reported that some children are irregular in attending the school frequently. On the other hand, 73.47% of the student respondents reveal that they come to the school regularly and 26.53% of the student respondents reveal that they do not come to the school regularly. The major causes of irregular attendance of

the pupils as reported by the student respondents are – they have to perform some household activities, lack of proper communication facility, sickness, bad weather in the summer season etc. In table 4.62 the opinion of the teacher and student respondents regarding the attendance of the pupils is shown.

Table - 4.62

Problem statement regarding attendance of the pupils

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The pupils are irregular in school.	15.82	72.88	11.3
Student	I am irregular in attendance.	2.25	49.44	48.31

(Source: Field Survey)

In the table 4.62, 15.82% of the teacher respondents reveal that the pupils are always irregular in school, 72.88% of the teacher respondents reveal that the pupils are most of the time irregular in school and only 11.3% of the teacher respondents reveal that the pupils are regular in school. On the other hand, 2.25% of the student respondents reveal that they are always irregular in school, 49.44% of the student respondents reveal that they are most of the time irregular in school and 48.31% of the student respondents reveal that they are regular in attending the school. The primary data indicate that more than 88% of the teacher respondents reveal about irregular attendance of children in primary school and more than 50% of the student respondents reveal that they are always and most of the time irregular in attending the school.

The teacher respondents reported a few causes of irregular attendance of the pupils in the school like unawareness and indifferent attitude of the parent, involvement of parent in shifting cultivation, lack of proper communication facilities in hill and rural areas, distance of the school from home, involvement of children in household responsibilities and agricultural activities, child labour, gypsy children, sickness of children etc.

(iv) Problem of teacher:

Shortage of teacher in primary school is a great problem in Karbi Anglong district. Majority of the primary schools in the district are managed and run by single teacher. On the other hand, distribution of teacher on the basis of teacher pupil ratio is yet not fulfilled as per the norms of Right of Children to Free and Compulsory Education Act, 2009. In table 4.63 percentage wise teacher's position in the primary school base on primary investigation is presented.

Table – 4.63

Total number of teacher in Primary School (Percentage wise)

Teacher's Position	Percentage
Single teacher school	26.00
Two teacher school	21.47
Three teacher school	18.64
Four teacher school	16.95
Five teacher school	14.12
Six teacher school	1.13
Seven teacher school	1.13
Eight teacher school	.56

(Source: Field Survey)

Right of Children to Free and Compulsory Education Act, 2009 has formulated the norms in case of appointment of primary school teacher and according to the Act there should be two teachers in a primary school up to sixty children enrolled in five classes. The table 4.63 reveals that there is 26% single teacher primary school in the district, 21.47% of the primary school is run by two teachers, 18.64% of the primary school is run by three teachers, 16.95% of the primary school is run by four teachers, 14.12% of the primary school is run by five teachers, 1.13% of the primary school is run by six teachers, 1.13% of the primary school is run by seven teachers and only in one school the investigator found eight teachers. During the field visit the investigator observed that distribution of teacher in the primary schools of the district is not done on the basis of teacher pupil ratio as per RTE norms. For example, there are eight teachers in Hanjanglangso English Lower Primary school against 175 pupils. But as per RTE norms there should be five teachers from 121 to 200 pupils including one Head master in a primary school. On the other hand, there are seven teachers in Bandhan Lower primary school of Howraghat against 498 pupils and Chokihola English primary school against 395 pupils. As per RTE norms the district authority should appoint twelve teachers in Bandhan Lower primary school and ten teachers in Chokihola English primary school. Similarly there are six teachers in Jirsong English lower primary school of Hamren against 363 pupils and Nambor Nodi Bagisa lower primary school against 260 pupils. As per RTE norms the district authority should appoint nine teachers in Jirsong English lower primary school and seven teachers in Nambor Nodi Bagisa lower primary school. There are five classes in primary school i.e., class-I to class-V. As per the Right of Children to Free and Compulsory Education Act there should be two teachers in a primary school up to sixty children enrolled in five classes, three

teachers from 61 to 90 children, four teachers from 91 to 120 children, five teachers from 121 to 200 children including one Head master in a primary school. Above 200 children there should be one additional teacher against forty children in primary school. The primary investigation clearly reveals that distribution of teachers as per RTE norms is not fulfilled in the primary schools of Karbi Anglong district.

As per Right of Children to Free and Compulsory Education Act, 2009 there is shortage of teacher in the primary schools in Karbi Anglong. District Information System of Education (DISE) survey 2012 reveal that, total 4940 primary school teacher is required in the district. But there is only 2950 sanctioned post of primary school teacher and 1990 post of primary school teacher is shortage in the district. The opinion of the teacher and student respondents on shortage of teacher in the primary school is presented in table - 4.64.

Table - 4.64
Problem statement regarding shortage of teacher

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	Existing teachers are insufficient to manage all classes of the school.	55.93	19.77	24.29
Student	There is shortage of teacher in our school.	32.77	20.06	47.17

(Source: Field Survey)

In the table – 4.64, 55.93% of the teacher respondents reveal that existing teachers are always insufficient to manage all classes of the school, 19.77% of the teacher respondents reveal that existing teachers are most of the time insufficient to manage all classes of the school and only 24.29% of the teacher respondents reveal

that the existing teachers are sufficient to manage all classes of the school. The data clearly indicate that approximately 75% of the teacher respondents reveal that the existing teachers are always and most of the time insufficient to manage all classes of the school. On the other hand, 32.77% of the student respondents reveal that there is always shortage of teacher in their school, 20.06% of the student respondents reveal that there is most of the time shortage of teacher in their school and 47.17% of the student respondents reveal that there is sufficient teacher in their school. The primary data clearly indicate that more than fifty percent of the student respondents informed to the investigator that there is always and most of the time shortage of teacher in their school. However, in some single teacher primary schools the teacher uses the Bell's system to handle and compensate the problem of teacher. It was a unique experience of the investigator when I visited the Tal Balijan lower primary school under Bokajan sub-division. The pupils of class III were gathering under a tree and they were reciting poem and a pupil of the same class monitoring the other pupils. At the time of collecting data from the teacher of this school, the teacher revealed that he sometime uses the 'Monitorial System' to manage the classes when there is shortage of teacher in his school.

(v) Punctuality of teacher:

Irregular attendance of student in educational institution at rural and backward areas is a common phenomenon. But in some rural and backward areas of Karbi Anglong district a section of teachers are also irregular in attending the primary school. During the field visit it is a practical experience of the investigator when I visited the primary schools in a very backward area under Lumbajong block on a Friday. The investigator visited more than three primary schools in that area but the schools were closed on that Friday. Therefore, the investigator decided to visit

some residence to meet the parent instead of visiting the primary school. When the investigator wanted to know why the primary schools are closed that day, some of the parents tried to avoid the matter by saying 'do not know' or providing such type of answer. But a few innocent parents and guardians informed to the investigator that on Friday the weekly market is held in this locality. The parent and children go to visit the market and therefore, the primary school in this locality remain close every Friday. The parents and guardians also informed to the investigator that as the Saturday is a half holiday for the primary school, so the teachers generally do not attend the school on Saturday also. Because the teacher's residence is not in that locality and they come from Diphu town. Practically the primary school remain open only four days per week in that area. This incident clearly indicates the scenery of primary education in the backward areas of the district. In the following table – 4.65, the opinion of the parent and student respondents regarding regular attendance of teacher is presented.

Table - 4.65
Problem statement regarding regular attendance of teacher

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	The teachers are irregular in the school.	13.84	48.31	37.85
Student	The teachers are irregular in the school.	6.50	61.02	32.48

(Source: Field Survey)

In the table – 4.65, 13.84% of the parent respondents reveal that the teachers are always irregular in the school, 48.31% of the teacher respondents reveal that the teachers are most of the time irregular in the school and 37.85% of the

teacher respondents reveal that the teachers are regular in the school. On the other hand 6.50% of the student respondents reveal that the teachers are always irregular in the school, 61.02% of the student respondents reveal that the teachers are most of the time irregular in the school and 32.48% of the student respondents reveal that the teachers are regular in the school. The primary data clearly indicate that 62.15% of the parent respondents and 67.52% of the student respondents informed about irregular attendance of the teacher in the school.

(vi) Arrival time of teacher to school:

As per Right of Children to Free and compulsory Education Act, the school time starts at 8.30 O' clock in the morning. Students need to keep clean the school premises in a collective way under the guidance of the head teacher and the teachers daily, 15 minutes before school begins. The morning assembly must be held in the school every morning at 8.45 O' clock in the morning. It is mandatory to sing the National Anthem or the State Anthem of Assam during the morning assembly. The class hour starts at 9 o'clock in the morning in primary school and both the students and teacher should reach the school campus before 8.30 A. M. During the field visit investigator observed that in some schools a few teachers reached the school half an hour to one hour late than the schedule time. In case of some schools the investigator reached the school exactly at 9 O' clock in the morning but the teacher is absent in the school. Some pupils are playing in the school campus, some other gossiping, talking etc. The neighbouring people sent the message to the teacher that an unknown visitor has come to visit the school. Getting the message of arrival of visitor, the teacher had come hurry and reached the school with a timid face imagining that the visitor may come to the school for inspection purpose. The teacher explained the cause of his late arrival and tried to convince the investigator

that he/she always reached the school before schedule time but unfortunately he is late today. When the investigator introduced myself to the teacher and explained the purpose of the visit the teacher got relaxed from tension and anxiety. However, during the field visit 85.84% of the teacher respondents reveal that they come to the school in time and 14.16% of the teacher respondents reveal that they could not come to the school in time due to lack of proper communication facility. In table – 4.66 the opinion of parent and student respondents regarding arrival time of the teacher is presented.

Table - 4.66
Problem statement regarding arrival time of teacher

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	The teachers come to the school late.	18.36	46.89	34.75
Student	The teachers come to the school late.	9.89	61.86	28.25

(Source: Field Survey)

In the table – 4.66, 18.36% of the parent respondents reveal that the teachers always come to the school late, 46.89% of the parent respondents reveal that the teachers most of the time come to the school late and 34.75% of the parent respondents reveal that the teachers come to the school at right time. On the other hand, 9.89% of the student respondents reveal that the teachers always come to the school late, 61.86% of the student respondents reveal that the teachers most of the time come to the school late and 28.25% of the parent respondents reveal that the teachers come to the school at right time. The primary data clearly indicates that

65.25% of the parent respondents and 71.75% of the student respondents informed the investigator about late arrival of the teacher.

(vii) Departure time of teacher from school:

Every teacher has to work in the school for 45 hours per week. On an average, teacher has to work for seven hours and thirty minutes per day. Apart from the regular class hours, teacher has to be constructively engaged in academic and non-academic works during the working hours. The school time of the primary school teacher starts at 8.30 o'clock in the morning and he/she should continue present in the school up to 3.00 p. m. However, during the field work the investigator observed that, in some schools the teachers come to the school late and leave the school before schedule time of the school hour. Basically, primary schools located in the urban areas maintain the schedule time of the school hours. But in backward areas of the district a section of teachers come to the school late and leave the school before schedule time of the school hour. In table – 4.67, the opinion of parent and student respondents on departure time of teacher is presented.

Table - 4.67
Problem statement regarding departure time of teacher

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	The teachers leave the school before schedule time of the school.	18.08	42.65	39.27
Student	The teachers leave the school before schedule time of the school.	3.39	57.34	39.27

(Source: Field Survey)

In table 4.67, 18.08% of the parent respondents reveal that the teachers always leave the school before schedule time of the school hour, 42.65% of the parent respondents reveal that the teachers most of the time leave the school before schedule time of the school hour and 39.27% of the parent respondents reveal that the teachers maintain the schedule time of the school hour. On the other hand, 3.39% of the student respondents reveal that the teachers always leave the school before schedule time of the school hour, 57.34% of the student respondents reveal that the teachers most of the time leave the school before schedule time of the school hour and 39.27% of the student respondents reveal that the teachers maintain the schedule time of the school hour. The primary data clearly indicate that majority of the parent and student respondents reveal in front of the investigator about early departure of the teachers from school. Here, in the table equal number of parent and student respondents i. e., 39.27% reveal that the teacher do not leave the school before schedule time of the school hour. It can be mentioned that the parent and student respondents those who reveal this opinion were, mostly from the sample schools located in the urban areas of the district.

(viii) The departure and arrival time of children:

The children those who take admission in the government and provincialised primary school in the district are mostly first generation learner. Majority of the parents of government and provincialised primary schools are illiterate or just they can read and write. They are not conscious whether their children regularly attend the school or not, whether their children go to the school in time or not and they posses indifferent attitude towards the education of their children. The school timing for lower primary school children have been fixed 4 hours and 45 minutes and the children have to be present in the school from 8.45

a.m. to 1.30 p.m. Beside the academic classes, the time has been fixed - 15 minutes for morning assembly, 2 hours and 40 minutes transaction time, 30 minutes for mid day meal and recess. However, the school timing for children of 'Ka-Shreni' has been fixed 2 hours and 30 minutes and the time starts from the morning assembly. During the field visit 78.35% of the student respondents reported to the investigator that they come to the school in time and 21.65% of the student respondents reveal that they do not come to the school in time. In table – 4.68 the opinion of parent respondents regarding departure time from home and arrival time of the children to home is presented.

Table - 4.68

Problem statement regarding departure and arrival time of children

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	My children go to the school late.	.....	55.93	44.07
Parent	My children come back home from school before the schedule time of the school.	9.04	51.41	39.54

(Source: Field Survey)

In the table 4.68, 55.93% of the parent respondents reveal that their children most of the time go to the school late and 44.07% of the parent respondents reveal that their children go to the school at right time. The primary data indicate that majority of the children most of the time go to the school late. The investigator is interested to know from the respondents, why do the children go to school late.

Some of the respondents revealed that the teacher usually comes to school late and therefore, the children also develop the habit to go to the school late. Some other respondent revealed that children have to perform some household duty and household duties compel the children to go to school late.

On the other hand in the table, 9.04% of the parent respondents reveal that their children always come back to home from school before the schedule time of the school, 51.41% of the parent respondents reveal that their children most of the time come back to home from school before the schedule time of the school and 39.54% of the parent respondents reveal that their children come back to home from school at proper schedule time of the school. The primary data indicate that more than 60% of the parent respondents reveal in front of investigator about early return of their children from school. The main cause of early return of their children from school as reported by the respondents is that the teacher leaves the school before schedule time of the school hour. When investigator wanted to know from the respondents why do the teachers leave the school before schedule time of the school hour, some of the respondents revealed that the teacher comes from distance place and there is lack of suitable transport and communication. So, the teacher can not wait up to the proper schedule time of the school hour and some other respondent replied that they do not know.

(ix) Road communication and location of school:

The road communication facility in hilly and backward areas of Karbi Anglong district is very pathetic. Except the main roads which connect some urban areas of the district with other districts of Assam and Guwahati, the capital of the state, there is no other notable road communication facility to the rural areas within

the district. So, poor road communication create problem in regular attendance of the children in primary schools. On the other hand, tribal village consist only a few families in the hill areas and one village is located far away from another village. It is difficult to establish primary school in each village and one primary school covers a few numbers of villages. So, children of some villages should go long distance to attend the school. During the field visit 69.56% of the parent respondents reveal that the primary school is located in their own village. On the other hand, 30.44% of the parent respondents reveal that the primary school is not located in their own village and their children have to go to the primary school located in other village. In table 4.69, opinion of parent respondents how road communication and location of school affects regular attendance of primary school children is shown.

Table - 4.69

Problem statement regarding road communication and location of school

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Parent	Lack of road communication hampers in regular attendance of my children in the school.	1.41	31.92	66.67
Parent	The school is located far away from home.	7.65	32.29	60.06

(Source: Field Survey)

In table 4.69, 1.41% of the parent respondents reveal that lack of road communication always hampers in regular attendance of their children in the school, 31.92% of the parent respondents reveal that lack of road communication most of the

time hampers in regular attendance of their children in the school and 66.67% of the parent respondents reveal that road communication do not hampers in regular attendance of their children in the school. On the other hand, 7.65% of the parent respondents reveal that the school is always located far away from home, 32.29% of the parent respondents reveal that the school is most of the time located far away from home and 60.06% of the parent respondents reveal that the school is not located far away from home. In the table, approximately 33% of the parent respondents reveal that lack of road communication always/most of the time hampers in regular attendance of their children in the school. On the other hand, approximately 40% of the parent respondents reveal that the school is always/most of the time located far away from home.

(x) Mid day meal:

Introduction of mid day meal scheme at primary school stage is a remarkable effort of the government and it has a great impact on enrolment and retention of the primary school children in rural and backward areas. The mid day meal scheme at primary school stage was introduced in the year 1995 in our country and this scheme has been used as one of the important devices for successful implementation of universalisation of elementary education programme. Mid day meal programme has been implemented in all the government and provincialised primary schools in the district under the supervision of district administration and SSA. During the field work approximately 81% of the teacher respondents reveal that the incentive scheme like mid day meal programme is helping in increasing the enrolment and retention of the children in the primary school. However, a few student respondents reported that though the mid day meal has been provided in the

school, some time there is irregularity in supplying the mid day meal in their school. In table 4.70, opinion of the student respondents in this regard is presented.

Table - 4.70

Problem statement regarding supply of mid day meal

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Student	There is irregularity of supply the mid day meal.	17.89	67.37	14.74

(Source: Field Survey)

In table 4.70, 17.89% of the student respondents reveal that there is always irregularity of supply the mid day meal, 67.37% of the student respondents reveal that there is most of the time irregularity of supply the mid day meal and only 14.74% of the student respondents reveal their opinion against the statement and they reported that the school authority regularly supply the mid day meal to them. The primary data indicate that more than 85% of the student respondents reported about irregularity of supply the mid day meal in their schools.

The investigator wanted to know the causes of irregularity of mid day meal from the teacher respondents. A section of teacher respondents reveal that there is no uniformity in rules and regulation from the district authority regarding the allotment of mid day meal scheme. The district authority allot mid day meal sometime only for four days per week, sometime 15 days to 20 days per month and in the year 2010 -11 eight to fifteen days per month only. On the other hand, mid day meal is not allotted for the children of pre primary stage (Ka-shreni) and the teacher should manage for the pre primary children adjusting from the allotted materials. Sometime the problem

arises from the cook also. The district authority allots two cook in some schools and only one cook in some other schools. The school managing committee (SMC) appoints the cook according to the allotment given from the district authority. In case of the schools where there is only one cook, the school managing committees request the mother group for help. The salary of the cook is not given on monthly basis. They are paid an amount considering 40 paisa (Rs. .04/-) per child, per day and the cook gets a very small amount of money per month. The amount is very less in the school where the enrolment rate is low. So, the cooks have to engage in some other earning activities and they are irregular in performing their duties in school. Very recently the system has been changed by SSA and a fixed pay of Rs. 1000/- have been paid to each cook per month. A section of teacher respondents reported that mid day meal scheme affects the academic environment of the school. Generally, after taking the mid day meals, most of the children feel fatigue and they are not interested in learning. On the other hand, the teacher has to take some responsibilities in maintaining the mid day meal scheme like collecting rice and other material from office, register maintain, cash book maintain etc, which creates problem in single teacher primary school. However, majority of the teacher respondents reveal their opinion in favour of implementing the mid day meal scheme at the primary school stage.

(xi) School inspection:

The District Primary Education Officer (DPEO) is the administrative and supervising officer of primary education of the district. He has to administer and supervise the academic and administrative activities of primary education of the district. Under the District Primary Education Officer, there is three Sub-Divisional Primary Education Officer (SDPEO) in three sub divisions i.e., Diphu, Bokajan and

Hamren of Karbi Anglong district. The Sub Divisional Education Officer has to supervise and administer all the activities of primary education in his respective sub division. There is Block Primary Education Officer (BPEO) at the block level to administer and supervise the activities of primary education at block level. Besides the Block Primary Education officers there are Sub Inspector of Schools (SI) and Assistant Sub Inspector of Schools (ASI) to supervise the educational activities of primary education. However, from time to time it is alleged by the teacher, parent and members of the community that there is lack of inspection in the primary schools in the district. Specially, the administrator and the persons in charge of inspection sometime visit the primary school located in the urban areas and in the road side schools. But they never visit and inspect the primary schools located in the rural and backward areas. However, a section of teacher respondents reported that the persons engaged by the Sarva Shiksha Abhijan Mission visit and inspect the primary school from time to time. In table 4.71, opinion of the teacher and student respondents regarding inspection of primary school is presented.

Table - 4.71

Problem statement regarding inspection of school

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The school inspector is irregular in visiting the school.	11.61	68.75	19.64
Student	There is lack of inspection in the school.	25.00	66.30	8.70

(Source: Field Survey)

In table 4.71, 11.61% of the teacher respondents reveal that the school inspector is always irregular in visiting the school, 68.75% of the teacher respondents reveal that the school inspector is most of the time irregular in visiting the school and only 19.64% of the teacher respondents reveal their opinion against the statement. The primary data indicate that approximately eighty percent of the teacher respondents reveal their opinion in favour of the statement and they reveal that the school inspector is always/most of the time irregular in visiting the school. On the other hand, 25% of the student respondents reveal that there is always lack of inspection in the school, 66.30% of the student respondents reveal that there is most of the time lack of inspection in the school and only 8.70% of the student respondents reveal their opinion against the statement. In the primary investigation more than ninety percent of the student respondents reveal that there is always/most of the time lack of inspection in the school.

(xii) Problem related to admission and retention of the children:

As per Right of Children to Free and Compulsory Education Act, 2009 every child when he/she attain the age of six year should admit in a neighbourhood primary school and he/she should retain in the school till completion of elementary education stage. Even where a child above six years of age has not been admitted in any school or though admitted, could not complete his/her elementary education, then, he/she should be admitted in a class appropriate to his/her age. On the other hand in clause 10 of Right of Children to Free and Compulsory Education Act, 2009 mentioned that "It shall be the duty of every parent or guardian to admit or cause to be admitted his/her child or ward, as the case may be, to an elementary education in the neighbourhood school." Right from the implementation of the constitution of India to Right of Children to Free and Compulsory Education Act, 2009, a large number of

rules and regulations as well as direction have been formulated from time to time regarding the duty and responsibility of parents and guardians in case of admission and retention of children at elementary education stage. But due to the lack of proper knowledge and consciousness, the parents/guardians create problem in admission and retention of the children in primary school stage. In table – 4.72 the opinion of teacher respondents regarding the problem related to admission and retention of children in primary school is presented.

Table - 4.72

Problem statement related to admission and retention of the children.

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	Illiteracy and indifferent attitude of the parents create problem in admission and retention of the children.	45.45	37.27	17.27

(Source: Field Survey)

In table 4.72, 45.45% of the teacher respondents reveal that illiteracy and indifferent attitude of the parents always create problem in admission and retention of the children, 37.27% of the teacher respondents reveal that illiteracy and indifferent attitude of the parents most of the time create problem in admission and retention of the children and only 17.27% of the teacher respondents reveal their opinion against the statement. The primary data indicate that more than 82% of the teacher respondents reveal their opinion in favour of the statement and they reported

that illiteracy and indifferent attitude of the parents always/most of the time create problem in admission and retention of the children in primary school.

During the field work 49.55% of the teacher respondents reveal that they face some problems at the time of enrolment of children in the school like late admission, lack of birth certificate of the children, problem of over age, absence of parent/guardian at the time of admission, language problem of the children etc. The teacher respondents of rural areas reported that they have to move from door to door and encourage the parents to admit their children in the school at proper time and appropriate age of the children. But a section of parents/guardians come to the school for admission of their children up to the month of May/June of the year also. Majority of the children do not have birth certificate and come to the school for admission with other senior pupils or with brother and sister. Even in case of some parents/guardians those who come to the school for admission of their children, they cannot say the date of birth of their wards and the teacher himself put a date of birth of the child on assumption. The teacher respondents of urban and semi urban areas reported that they encounter with similar type of problems like the teachers of rural areas. Besides, they reported that the parents/guardians are not interested to admit their children in the Assamese medium primary school and the parents/guardians prefer to admit their children in English medium primary school. On the other hand, retention of children in school is an another great problem in primary school stage. 47.75% of the teacher respondents reveal that there are drop out children in their school. The major causes of drop outs among the children as reported by the teacher respondents are poverty of parent, illiteracy and indifferent attitude of the parent, migratory nature of the parent, lack of awareness among the parents, involvement of children in household duties and lack of suitable communication facility etc.

However, 81.08% of the teacher respondents reveal that the incentive schemes like mid day meal, free text book, uniforms etc. are helping in increasing the enrolment and retention of the children in the primary school.

(xiii) Problem related to members of school management committee:

Every primary school has a school management committee and the committee should look after all the academic and administrative activities of the school. In clause 21 of Right of Children to Free and Compulsory Education Act, 2009, it is mentioned that a school should have to constitute a School Management Committee consisting of the elected representative of the local authority, parents or guardians of children admitted in such school and teachers. In the committee at least three-fourth of the members should be parents or guardians and proportionate representative should be given to the parents or guardians of children belonging to disadvantage group or weaker section. Beside, fifty percent of members of such committee should be women. The responsibility and function of the school management committee is (a) monitor the working of the school (b) prepare and recommend school development plan (c) monitor the utilisation of the grants received from the appropriate government or local authority or any other source and (d) perform such other functions as may be prescribed. Qualitative development of academic and administrative activities of the school largely depends upon active co-operation and positive suggestions of the members of the school management committee. But in practice, the members of the school management committee are not active and co-operative in performing their responsibilities. The opinion of the teacher respondents regarding activity of the members of the school managing committee is presented in table 4.73.

Table - 4.73

Problem statement related to members of School Management Committee

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The members of the governing body or school management committee are in-cooperative in the management of the activities of the school.	27.03	54.05	18.92

(Source: Field Survey)

In table 4.73, 27.03% of the teacher respondents reveal that the members of the governing body or school management committee are always in-cooperative in the management of the activities of the school, 54.05% of the teacher respondents reveal that the members of the governing body or school management committee are most of the time in-cooperative in the management of the activities of the school and 18.92% of the teacher respondents reveal their opinion against the statement. The primary data indicate that more than eighty one percent (81%) of the teacher respondents reveal their opinion in favour of the statement and they reported that the members of the governing body or school management committee are always/most of the time in-cooperative in the management of the activities of the school.

4.19 Problems Related to Teaching and Learning:

Teaching is a very challenging task for the teacher specially, in the lower classes and the teacher has to confront with lots of problems in teaching learning

environment. During the field work 84.18% of the teacher respondents reveal that they encounter with a lots of problems in teaching the primary school children. The major problems as reported by the teacher respondents are language problem, irregular attendance of the children, lack of attention and interest for learning, lack of discipline among children, shortage of teacher, individual differences of the children, problem of slow learners, lack of awareness of the parents, shortage of teaching aids, delayed in supplying text books, frequent Karbi Anglong bandh called by different organisations, insurgency problem and communal conflict etc. At the time of field survey 47.75% of the teacher respondents reveal that they find some problems in interacting and establishing rapport with the children in teaching-learning situation specially, in case of tribal children. The teacher respondents reported that in the lower classes the tribal children do not understand the Assamese and English language properly and it creates a great challenge in teaching-learning process. On the other hand, due to irregular attendance of the children teachers have to repeat the same topic for which they could not complete the course in time. However, here an attempt is being made to highlight the major issues and problems related to teaching-learning process in the primary schools of Karbi Anglong district.

(i) Supply of text book:

The academic session of primary school starts from the month of January. District authority should supply the text book to the primary schools as well as the academic session starts. The teachers could not start the normal classes until and unless the concerned authority give supply the necessary textbooks to the schools. The teachers, parents and students from time to time allege that the concerned authority fails to supply the necessary textbooks in time which creates problem in

teaching – learning process. The opinion of parent and student respondents regarding supply of textbook is shown in table 4.74.

Table - 4.74

Problem statement regarding supply of text book

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The authority fails to supply the text books in time.	19.77	47.46	32.77
Student	There is delay in supplying the text book.	11.58	47.74	40.39

(Source: Field Survey)

In table 4.74, 19.77% of the teacher respondents reveal that the authority always fails to supply the text books in time, 47.46% of the teacher respondents reveal that the authority most of the time fails to supply the text books in time and 32.77% of the teacher respondents reveal their opinion against the statement. The primary data indicate that more than sixty seven percent of the teacher respondents informed about the failure of concerned authority in supplying the text books in time. On the other hand, 11.58% of the student respondents reveal that there is always delay in supplying the text book, 47.74% of the student respondents reveal that there is most of the time delay in supplying the text books and 40.39% of the student respondents reveal their opinion against the statement and they reveal that there is no delay in supplying the text book. The data indicate that approximately sixty percent of the student respondents reveal about delay in supplying the text book.

(ii) Availability of text book:

The government supply free textbook to all primary school children in government and provincialised schools. The process of distributing text book starts from the month of January and the process continue to the month of February. The authority distributes the text book to all primary schools of the district according to the requirement of the students. Sometime shortage of text book creates problem in the primary schools. In table 4.75, opinion of teacher and student respondents on availability of text book is shown.

Table - 4.75

Problem statement regarding shortage of text book

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	There is insufficient of text book for the students	6.78	27.12	66.10
Student	There is shortage of text book at the time of distribution.	8.47	23.16	68.36

(Source: Field Survey)

In table 4.75, 6.78% of the teacher respondents reveal that there is always insufficient of text book for the students, 27.12% of the teacher respondents reveal that there is most of the time insufficient of text book for the students and 66.10% of the teacher respondents reveal that there is sufficient number of text book for the students. The table indicates that majority of the teacher respondents reveal about sufficient number of text book for the students. On the other hand, 8.47% of the

student respondents reveal that there is always shortage of text book at the time of distribution, 23.16% of the student respondents reveal that there is most of the time shortage of text book at the time of distribution and 68.36% of the student respondents reveal that there is sufficient number of text book at the time of distribution. The table indicates that majority of the student respondents reveal about sufficient number of text book at the time of distribution.

(iii) Medium of instruction:

Medium of instruction at primary school is a controversial issue in tribal areas like Karbi Anglong. There are thirty two communities in Karbi Anglong district including a large number of tribal communities. Different tribal groups use their own language and Assamese language is used by all tribal groups to communicate with one another. There are Assamese (1019), English (623), Bodo (56), Bengali (46) and Hindi (28) medium government and provincialised primary school in Karbi Anglong district. But there is no Karbi medium government and provincialised primary school in Karbi Anglong district. There are 29 Karbi medium primary schools in the district and all these Karbi medium primary schools are organised and administered by local body and Karbi Anglong Autonomous council. Karbi language is not used as a medium of instruction in the government and provincialised primary schools. Children from different tribal and non tribal communities study in the same government or provincialised primary school and it is not possible for the teachers to communicate with children using different language. So, in Assamese medium primary schools the teacher use Assamese language as medium of instruction, in English medium primary schools the teacher use English language as medium of instruction, in Bodo medium primary schools the teacher use Bodo language as medium of instruction, in Bangali medium primary schools the

teacher use Bangla as medium of instruction and so on. However, use of different languages as medium of instruction in different primary schools, sometime create problem both for the teacher and the tribal students. During the field survey a few teacher respondents reported to the investigator that the district authority do not appoint the teacher on the basis of educational and language background. For example, sometime a teacher having educational qualification from English medium background is appointed in Assamese medium school, a tribal teacher is appointed in Bangali medium school, a teacher from Karbi community is appointed in a Bodo medium school, and so on. These types of appointment create a great problem in teaching-learning process. However, the opinion of the teacher and student respondents in this regard is shown in table 4.76.

Table - 4.76

Problem statement regarding medium of instruction

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The present medium of instruction causes problem in communicating with the tribal students.	55.08	35.87	9.04
Student	I find difficult to understand the teaching of the teacher in the present medium.	26.55	41.24	32.20

(Source: Field Survey)

In table 4.76, 55.08% of the teacher respondents reveal that the present medium of instruction always causes problem in communicating with the tribal students, 35.87% of the teacher respondents reveal that the present medium of instruction most of the time causes problem in communicating with the tribal students and only 9.04% of the teacher respondents reveal that there is no problem in communicating with the tribal students using the present medium of instruction. Here more than 90% of the teacher respondents reveal that the present medium of instruction always and most of the time causes problem in communicating with the tribal students. On the other hand, 26.55% of the student respondents reveal that they always find difficult to understand the teaching of the teacher in the present medium, 41.24% of the student respondents reveal that they most of the time find difficult to understand the teaching of the teacher in the present medium and 32.20% of the student respondents reveal that they do not find difficult to understand the teaching of the teacher in the present medium. The primary data reveal that approximately 67% of the student respondents always and most of the time find difficult to understand the teaching of the teacher in the present medium.

(iv) Home assignment:

Home assignment is one of the practical devices of teaching. The teacher should assign reasonable amount of home work for the student in his subject. Home work can help to develop regular study habit among the students. A section of educationist in recent years criticise assigning home work to the student and their opinion is that it is more harmful than good. To many a child it means spending a

few dull and dreary hours on some drab work. It involves a great strain upon delicate, backward and conscientious children and can affect the physical and mental health of children. Long hours of work during the day at school and in the evening at home conduce to bad habits of dawdling over work. Conditions in some home environment do not allow the type or amount of home work to be done in a peaceful atmosphere and it destroys home life. Some children cannot enjoy the amenities of home life under the strain of constant worry and anxiety about doing the home work.

"But home work, properly understood, skilfully planed, intelligently assigned and sympathetically checked, is indispensable and invaluable" (Bhatia, K. & Bhatia, B. D. 1959. "The Principles and Methods of Teaching", page-64). The home work can not be entirely abolished and it is necessary as well as desirable under many circumstances. Home work keeps the children occupied at home for sometime which they would otherwise waste the time creating mischief or involving in some meaningless work. It is a valuable means of study without the restrictions of class work. It supplements the teaching work done in the school and involves much drill or repetition work which is essential for fixing up the lesson that has been taught in the class room. Home work serves as a link in the teacher and parent co-operation. Home work helps the parent to examine and inspect the work of their children and to suggest further improvement with the co-operation of the teacher. As a whole systematic, well plan and reasonable amount of home work is desirable and helpful for the benefit of the children. In table 4.77 problem statement regarding allotment of home assignment in the school is presented.

Table - 4.77

Problem statement regarding allotment of home assignment

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	I do assign home work to the students.	33.33	63.84	2.82
Student	The teacher assign us home work.	22.03	70.62	7.34
Parent	I am unaware of the home assignment given by the teacher.	50.56	34.75	14.41

(Source: Field Survey)

In the table 4.77, 33.33% of the teacher respondents reveal that they always do assign home work to the students, 63.84 % of the teacher respondents reveal that they most of the time do assign home work to the students and only 2.82% of the teacher respondents reveal their opinion against the statement. Similarly, 22.03% of the student respondents reveal that the teacher always assign them home work, 70.62% of the student respondents reveal that the teacher most of the time assign them home work and only 7.34% of the student respondents reveal their opinion against the statement. The primary data indicate that in majority of the primary schools the teacher assign home work to the students. On the other hand, 50.56% of the parent respondents reveal that they are always unaware of the home assignment given by the teacher, 34.75% of the parent respondents reveal that they are most of the time unaware of the home assignment given by the teacher and only 14.41% of the parent respondents disagreed on the statement and they reveal that they are aware of the home assignment given by the teacher. The table clearly

indicates that more than 85% of the parent respondents are not aware of the home assignment given by the teacher to their children and among these majority of the parent respondents are illiterate and some other parent respondents are not conscious about importance of education for their children.

Though in majority of the primary schools in the district, teacher assign home work to the student but only a section of pupils do complete their home work in time and regularly. In the following table problem statement regarding completion of home work is presented.

Table - 4.78

Problem statement regarding completion of home work

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	Only a few students complete their home work in time.	41.81	48.02	10.17
Student	I find difficult to complete the home assignment in time.	21.75	59.89	18.36

(Source: Field Survey)

In the table 4.78, 41.81% of the teacher respondents reveal that, always only a few students complete their home work in time, 48.02% of the teacher respondents reveal that most of the time only a few students complete their home work in time and only 10.17% of the teacher respondents reveal that the students complete their home work in time. The primary data indicate that near about ninety percent of the teacher respondents reveal their opinion in favour of the statement and they reveal that only a few students always/most of the time complete their home

work in time. Similarly, 21.75% of the student respondents reveal that they always find difficult to complete the home assignment in time, 59.89% of the student respondents reveal that they most of the time find difficult to complete the home assignment in time and only 18.36% of the student respondents reveal their opinion against the statement. The primary data indicate that more than eighty percent of the student respondents reveal their opinion in favour of the statement – 'I find difficult to complete the home assignment in time'. The major causes of not completing the home assignment, as reported by the teacher and student respondents are lack of awareness of parent/guardian, lack of electrification at home, pupils forget about the home assignment, unsuitable home environment, ill health of the pupils, involvement of pupils in household duties etc.

(v) Transfer of teacher and its affects in teaching:

Karbi Anglong Autonomous Council authority transfers the primary school teacher from time to time. During the field study some of the administrators informed the investigator that the main criterion of transfer of teacher is to adjust the teacher pupil ratio. The right of children for free and compulsory education act fixed the teacher-pupil ratio and accordingly the authority transfers the teacher to adjust the teacher-pupil ratio. Sometime mutual transfer is also allowed to some teachers for the convenience of the teacher community. Besides, sometime when a teacher joins in teacher training course or gets retirement from single teacher school, his vacancy is immediately fill up by transferring another teacher from any school where the number of teacher is more. During field visit the investigator observed some discrepancy in distributing the teacher in the primary schools. Basically, in the urban areas there are more teachers than the requirement but in the rural and backward areas there is lack of teacher. Majority of the primary schools in the rural and

backward areas run by single teacher though there are large number of pupils in those schools. So, after implementation of RTE Act the Karbi Anglong Autonomous Council authority started the transfer process to maintain teacher-pupil ratio in primary schools. On the other hand, a section of teacher respondents reported that there is political influence in the transfer process and the influential teacher take transfer to congenial place according to their choice. In table 4.79 the opinion of teacher and parent respondents regarding transfer of teacher is presented.

Table - 4.79

Problem statement regarding transfer of teacher

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The authority transfers the teacher from one school to another school.	10.19	76.85	12.96
Parent	The authority transfers the teacher from one school to the other.	11.02	71.47	17.51

(Source: Field Survey)

In the table, 10.19% of the teacher respondents reveal that the authority always transfer the teacher from one school to another school, 76.85% of the teacher respondents reveal that the authority most of the time transfer the teacher from one school to another school and only 12.96% of the teacher respondents reveal their opinion against the statement. On the other hand, 11.02% of the parent respondents reveal that the authority always transfer the teacher from one school to another

school, 71.47% of the parent respondents reveal that the authority most of the time transfer the teacher from one school to another school and only 17.51% of the parent respondents reveal their opinion against the statement. The primary data indicate that more than eighty percent of the teacher and parent respondents reveal their opinion in favour of the statement.

The children belonging to the age group six to ten years study in the primary school. Recently, pre primary class (Ka Shreni) has introduced in all government and provincialised primary schools in our state. The children of the upper classes face some adjustment problem with the new teacher as well as pupils in the lower classes of the school. At the time of field survey 73.87% of the teacher respondents reveal that the transfer of teacher impacts upon primary school children and affects on studies. Frequent transfer of teacher in primary school affects the teaching-learning process of the children. Because the method of teaching of the teachers different from teacher to teacher and the primary school children could not cope with such situation. Basically, young children feel psychological insecurity, fear and hesitation with the new teacher and they do not accept the new teacher easily. The teacher respondents reveal that transfer creates problem in adjustment and teaching process to the teacher community also. Because teaching and learning is a reciprocal process and before going to teach the children the teacher should understand the nature and capabilities of the children. In table 4.80 the opinion of teacher and parent respondents on transfer of teacher and its affects in teaching of the students are presented.

Table - 4.80

Problem statement regarding transfer of teacher and its affect on teaching

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	Transfer of the teacher affects the teaching of the students.	51.85	40.74	7.41
parent	Transfer of the teacher affects the teaching of the children.	33.90	53.67	12.43

(Source: Field Survey)

In the table, 51.85% of the teacher respondents reveal that the transfer of teacher always affects the teaching of the students, 40.74% of the teacher respondents reveal that the transfer of teacher most of the time affects the teaching of the students and only 7.41% of the teacher respondents reveal their opinion against the statement. The primary data indicate that more than ninety two percent of the teacher respondents stand in favour of the statement. Similarly, 33.90% of the parent respondents reveal that the transfer of teacher always affects the teaching of the children, 53.67% of the parent respondents reveal that the transfer of teacher most of the time affects the teaching of the children and only 12.43% of the teacher respondents reveal their opinion against the statement. The primary data indicate that more than eighty percent of the parent respondents reveal their opinion in favour of the statement, i. e., transfer of the teacher affects the teaching of the children.

(vi) Problem related to teaching aid:

Learning process of children is primarily based on sensory experiences. In the modern age teacher use various supplementary devices to make the sensory

organs of children more active and alert and this device is known as teaching aids. The use of more than one sensory channel helps to clarify, establish and correlate accuracy, concepts, interpretations and appreciations; increases knowledge; rouses interest and even evokes worthy emotions and enriches the imagination of children (Kochhar, S. K., 1988,"Methods and Techniques of Teaching", page-134). Teaching aids are supplementary device by which the teacher, through the utilisation of more than one sensory channel keeps to clarify, establish and correlate accuracy, concepts, interpretations and appreciations of the children. Use of teaching aids is very much essential for the children of primary school stage to motivate them for learning. Use of teaching aids enables the teacher to capture the interest and attention of children. Three basic characteristics of teaching aids act as a highly motivating supplements in the learning process. Firstly, good and suitable teaching aids represent a new and an attractive way of encouraging learning without the unpleasantness of many restrictions of the conventional class room. Secondly, the objectivity lies in the direct sensory contact that students make. Thirdly, teaching aids effect a change in the atmosphere of the classroom. Teaching aids help children to gain actual meanings, to combat the tendency of abstractness and to stimulate correct thinking. At the time of field survey 79.17% of the teacher respondents reveal that they use teaching aids in class room. On the other hand, 71.31% of the student respondents reveal that the teacher show them teaching aids like charts, map etc. while teaching. Both the teacher and student respondents reveal that teacher use need base common teaching aids like black board, map, glob, chart, picture, scale, dice, number cards, letter cards, calendar etc. according to the nature of the subject and topic. Some of those teaching aids are supplied by the government and some other teaching aids are prepared by the teachers. In the following table 4.81, the opinion of student

respondents on use of teaching aids in the classroom and the opinion of teacher respondents regarding the supply of audio-visual aids of teaching in the primary school is presented.

Table - 4.81

Problem statement regarding use of teaching aid in class room

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Student	Teacher use teaching aids in the class room.	16.95	68.36	14.69
Teacher	The government fails to supply the audio visual aids of teaching.	37.29	50.85	11.86

(Source: Field Survey)

In the table 4.81, 16.95% of the student respondents reveal that teacher always use teaching aids in the class room, 68.36% of the student respondents reveal that teacher most of the time use teaching aids in the class room and only 14.69% of the student respondents reveal their opinion against the statement and they reported that the teacher do not use teaching aids in the class room.

On the other hand, 37.29% of the teacher respondents reveal that the government always fails to supply the audio visual aids of teaching in the primary schools, 50.85% of the teacher respondents reveal that the government most of the time fails to supply the audio visual aids of teaching in the primary school and only 11.86% of the teacher respondents reveal the opinion against the statement. The primary data indicate that approximately 88% of the teacher respondents reported

about failure of government in supplying the audio visual aids of teaching in the primary schools.

During the field visit some of the teacher respondents reported that government supply some readymade teaching aids to the primary schools. But these teaching aids are not sufficient to cater the needs of the hours. Quality of majority of the teaching aids supplied by the government is not good and could not represent the tradition and culture of the tribal people of the district. The government allots a very small amount of money to the teachers for prepare teaching learning material (TLM) every year. But in the present circumstances that amount could not help a teacher to prepare, even a single teaching aid in the increasing rate of market price of various materials. So, a section of teacher respondents reported that the amount should be increased and it may be given every month to the primary school teachers. In the following table the opinion of the teacher respondents on preparation and use of teaching aids is presented.

Table - 4.82

Problem statement regarding time constraint to prepare teaching aid

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	Shortage of time prevents me to prepare audio visual aids to use in the classroom.	21.47	49.15	29.38
Teacher	I believe that use of audio visual aids can motivate only a few students in the class room.	2.82	36.72	60.45

(Source: Field Survey)

In the table 4.82, 21.47% of the teacher respondents reveal that shortage of time always prevents them to prepare audio visual aids to use in the classroom, 49.15% of the teacher respondents reveal that shortage of time most of the time prevents them to prepare audio visual aids to use in the classroom and 29.38% of the teacher respondents reveal their opinion against the statement. The primary data clearly indicate that more than seventy percent of the teacher respondents reveal about the shortage of time to prepare audio visual aids to use in the classroom. On the other hand, 2.82% of the teacher respondents believe that use of audio visual aids can always motivate only a few students in the class room, 36.72% of the teacher respondents believe that use of audio visual aids most of the time can motivate only a few students in the class room and 60.45% of the teacher respondents reveal the opinion against the statement. The primary data indicate that more than sixty percent of the teacher respondents reveal their opinion in favour of the statement and they do feel the importance of teaching aids in learning process.

(vii) Migration of parent and its affect on teaching:

The tribal people in rural and backward areas engage in shifting cultivation and they migrate from one hill to another hill in search of new cultivable land. The children of such families are irregular in the school and a section of such children leaves the school when the parent shifts from one hill to another hill and engage themselves in agricultural activities instead of attending school. On the other hand, some of such parents those who are engaged in shifting cultivation, sent their children to some relative's home for study. But the guardians do not provide proper attention to such children and they create lots of problem in teaching learning environment in the school. In the following table 4.83, opinion of the teacher respondents on such children and its affect on teaching is presented.

Table - 4.83

Problem statement regarding migration of parent and its affect on teaching

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	Migratory nature of the tribal parent affects the teaching and retention of the children.	27.12	42.37	30.51

(Source: Field Survey)

In the table 4.83, 27.12% of the teacher respondents reveal that migratory nature of the tribal parent always affects the teaching and retention of the children, 42.37% of the teacher respondents reveal that migratory nature of the tribal parent most of the time affects the teaching and retention of the children and 30.51% of the teacher respondents reveal the opinion against the statement. The primary data indicate that approximately seventy percent of the teacher respondents reveal their opinion in favour of the statement.

(viii) Teacher training programme:

Sarva Siksha Abhijan has given maximum focus on need based in service teacher training with actual classroom demonstration by Resource Persons for the teachers at block level. In this regards Sarva Siksha Abhijan Mission of Karbi Anglong also organise different in service teacher training programme for primary school teachers of various duration every year. The teacher's training component conducts 11 days block level and 4 days district level residential and non residential training for teachers. Three days cluster level non-residential training for lower primary teachers on Right to Education, 3 days cluster level training for lower

primary teachers on new textbooks, two days non residential orientation programme on Ka-Shreni at block level for teachers of two teachers position schools, One day monthly orientation of teachers and review at CRC/Zone level for primary school teachers, the new intervention ADEPTS training also conducts in district level and block level. Besides, some other training on Computer Aided Learning also conducts of various durations for primary school teachers under Smart School Teacher's Training programme. Sometime, a section of primary school teachers allege that SSA organise this type of teacher training programme only to fulfil the directions given from higher authority and these type of training could not provide quality education to the primary school teacher. In the following table 4.84, the opinion of teacher respondents in this regards is presented.

Table - 4.84

Problem statement related to teacher training programme

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The SSA and district administration neglect to organise in-service training for primary school teachers.	11.86	16.95	71.19
Teacher	I dislike to participate in the teacher training programme organised by SSA.	7.91	29.38	62.71

(Source: Field Survey)

In the table 4.84, 11.86% of the teacher respondents reveal that the Sarva Shiksha Abhijan and district administration always neglect to organise in-service training for primary school teachers, 16.95% of the teacher respondents reveal that the Sarva Shiksha Abhijan and district administration most of the time neglect to organise in-service training for primary school teachers and 71.19% of the teacher respondents reveal their opinion against the statement. The primary data reveal that more than seventy percent of the teacher respondents are in favour of in-service training programme organised by Sarva Shiksha Abhijan and district administration for primary school teachers.

On the other hand 7.91% of the teacher respondents reveal that they always dislike to participate in the teacher training programme organised by Sarva Shiksha Abhijan, 29.38% of the teacher respondents reveal that they most of the time dislike to participate in the teacher training programme organised by Sarva Shiksha Abhijan and 62.71% of the teacher respondents reveal their opinion against the statement. The primary data reveal that approximately 63% of the teacher respondents like to participate in the teacher training programme organised by Sarva Shiksha Abhijan.

(ix) Teacher training programme and its affects on teaching:

The primary data reveal that more than twenty five percent of the primary school in Karbi Anglong is run by single teacher and approximately another twenty percent primary school is run by two teachers in the district. Sarva Shiksha Abhijan and district administration organise various in service teacher training programme in district, zone and cluster level from time to time for primary school teachers. Sarva Shiksha Abhijan and district administration depute teacher for in service training programme and deputed teacher is bound to participate in the training programme. In this process teaching of the students is adversely affect in the single teacher primary

schools. The school remain close for the entire duration of the training period. In the following table 4.85, the opinion of teacher respondents regarding in service teacher training programme and its affect on teaching and learning environment is presented.

Table - 4.85

Problem statement regarding teacher training programme and its affect

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	I believe participation in the teacher training programme affect the teaching of the students.	40.11	41.81	18.08
Teacher	Most of the teachers learn a little in their training programme.	14.12	53.67	32.21

(Source: Field Survey)

In the table 4.85, 40.11% of the teacher respondents reveal that participation in the teacher training programme always affect the teaching of the students, 41.81% of the teacher respondents reveal that participation in the teacher training programme most of the time affect the teaching of the students and only 18.08% of the teacher respondents reveal their opinion against the statement. The primary data indicate that more than eighty percent of the teacher respondents reveal their opinion in favour of the statement i.e., participation in the teacher training programme affect the teaching of the students. On the other hand, 14.12% of the teacher respondents reveal that most of the teachers always learn a little in their training programme, 53.67% of the teacher respondents reveal that the teachers most of the time learn a little in their

training programme and 32.21% of the teacher respondents reveal their opinion against the statement. The primary data indicate that approximately 68% of the teacher respondents are in favour of the statement and they believe that most of the teachers always and most of the time learn a little in their training programme.

(x) Problem of insurgency and Karbi Anglong bandh on teaching and retention of children:

Insurgency problem is a common phenomenon in Karbi Anglong district. Insurgency problem adversely affects the socio-economic, cultural and educational environment of Karbi Anglong district. There are a large number of underground and over ground organisations in Karbi Anglong district which sometime directly and sometime indirectly involves in insurgency activities. At present approximately nine underground organizations are playing active role in Karbi Anglong district and most of these underground organisations are formed community wise. When we study the history of insurgency problem in Karbi Anglong, it can be observed that the 'Karbi National Volunteer' (KNV) was formed on 22nd March and 'Karbi People Force' (KPF) was formed on 12th September 1994. This two insurgency groups were united on 21st January, 2000 and this underground organisation was named as 'United People's Democratic Solidarity' (UPDS). A section of dissident members of these two groups formed another underground organisation named 'Karbi Longri National Liberation Front' (KLNLF). United People Democratic Solidarity (UPDS) already came back to the mainstream after peace talk with the Central government and signed in MOS agreement with central government on 25th October, 2011 and joined in a political party named Hill State Demand Party (HSDP). 'Karbi Longri National Liberation Front' (KLNLF) also came to discussion and ceasefire on 11th February, 2010. Dima Hasao Daoga (N) and Dima Hasao Daoga (J) meanwhile signed in the

MOS agreement on 8th October, 2012 with the central government. The Kuki insurgency groups 'Kuki Revolutionary Army' (KRA) and 'United Kukigram Democratic Army' (UKDA) which were formed in 1996 also became cease fire and came to the discussion with central government on 24th January 2012. But a dissident group of 'Karbi Longri National Liberation Front' (KLNLF) formed another underground organisation named 'Karbi People's Liberation Tiger' (KPLT) on 8th January, 2011. After formation of 'Karbi People's Liberation Tiger' (KPLT) a group of Rengma youth formed 'Rengma Naga Hill's Protection Force' (RNHPF) in December 2012. Another three underground organisations 'Karbi National Liberation Army' (KNLA), 'United People's Liberation Army' (UPLA) and 'United People's Liberation Force' (UPLF) were formed in 2013. In the beginning of 2014 another underground organisation 'Karbi Land Protection Force' (KLPF) was also formed. At present the major insurgent groups remain active in Karbi Anglong are 'Karbi People Liberation Tiger'(KPLT), 'Karbi National Liberation Army' (KNLA), 'United People's Liberation Army' (UPLA), 'United People's Liberation Force' (UPLF), 'Karbi Land Protection Force' (KLPF), 'Rengma Naga Hill's Protection Force' (RNHPF), 'Black Wedo' (BW), 'Adivashi National Libaration Army'(ANLA), and NDFB(S). These insurgent groups are involved in different activities and create terror, threat and psychological insecurity among the common people from time to time. Very recently on 5th June 2014 the superintendent of police ,Hamren Police District, Karbi Anglong, Nityananda Goswami (Hamren police District was formed in 2010) and his body guard Ratul Nunisa were brutally killed by United People's Liberation Army' (UPLA) at Rumphung in Hamren sub-division. The 23 No IRBN battalion Gautom Konch was also killed by United People's Liberation Army' (UPLA) at Doldoli on 23rd June, 2014. These two

incidents clearly reflect the life and security of the common people of the district. A brief account of major incidents and persons killed by the insurgent groups in the district are shown in table 4.86.

Table – 4.86
People killed by insurgents in Karbi Anglong

Year	Month	Person Killed	Person injured	Outfit Group	Place
2000	19th April	11	0	UPDS	.....
	14th September	11	0	NSCN(IM) & UPDS	Diphu
	28th December	08	0	UPDS	Ronganagar
	31st December	04	0	UPDS	Disobai
2001	25th August	04	0	UPDS	Bhuligaon
	29th October	04	0	DHD	Dhansiri
2003	October	85	0	KRA &UPDS	Singhason
	December	10	0	KRA & UPDS	Singhason
2004	March	39	0	KRA	.....
	19th March	06	0	UPDS	Thenbong
	24th March	33	0	KRA	.....
2005	14th September	08	0	KRA	Thekerajan
	2nd October	05	0	Unidentified	Hemari Teran gaon
	4th October	05	0	Unidentified	Borsing Bey Vill
	9th October	06	0	Unidentified	Bura Phangcho Vill
	10th October	06	0	Unidentified	Kheroni
	17th October	05	0	DHD	.....
	17th October	07	0	DHD	Sarsing Vill
	17th October	23	0	DHD	Charchin
	18th October	07	0	Unidentified	Borlangphar and Doyangmukh
	21st October	09	0	DHD and UPDS	Tamulbari
2007	6th January	08	08	KLNLF	.....
	14th January	13	0	BW	.....
	3rd June	04	02	KLNLF	Koilajan
	24th	03	0	BW and DHD	Pathergaon
	30th June	01	40	Unidentified	.....
	8th August	09	05	ULFA & KLNLF	Ampahar Basti
	10th August	11	0	ULFA & KLNLF	Dolamara
	12th August	04	02	KLNLF	Rongbonghat
2008	1st December	03	30	KLNLF	Diphu
2009	19th May	10	0	NDFB	.....
	3rd June	03	0	ULFA & KLNLF	
2013		23	NA	KPLT and RNHPF	Choukihola & Dimapur

(Source: Karbi Anglong district administration's record)

Although, unity in diversity among the different communities in Karbi Anglong is a main feature, conflict arises between or among the communities from

time to time. These conflicts adversely affect the socio-economic and cultural life of the people. These communal conflicts again deteriorate the educational environment in the district. Six major communal conflicts took place in the last fifteen years and the conflict between Karbis and Dimasas which took place in October 2005, seriously affected the educational environment of the district. In the communal conflict the insurgency group of the concern community involves and they destroy and burn the houses of the common people and killed the innocent and helpless people. The major communal conflicts occurred in Karbi Anglong district is presented in the table 4.87.

Table – 4.87

The major communal conflict occurred in the last fifteen years.

Sl. No.	Period	Occurred between	Epicentre	Casuality
1.	July 2000	Karbis and Biharis	Kheroni (Jenkha) under Hamren sub-division	50(approx.)
2.	December 2003	Karbis and Kukis	Singhason, under Diphu Sub-division	More than 70
3.	2004	Karbis and Khasis	Block I and II, Assam-Meghalaya Boarder	6(Approx.)
4.	2005	Adivashis and Biharis	Bokulia, under Diphu sub-division	6
5.	September 2005	Karbis and Dimasas	Diphu, under Diphu police station and Kheroni , under Kheroni Police station	110
6.	December 2013	Karbis and Rengma Nagas	Khanari, Khouani and Raising village of Chokihola area under Bokajan sub-division	19

(Source: Karbi Anglong district administration's record)

The underground and over ground organisations of the district call for Karbi Anglong bandh from time to time and it seriously affects the academic environment of the educational institutions. A brief account of the Bandh called by the Insurgent groups from time to time is presented in table 4.88.

Table – 4.88

Karbi Anglong bandh called by underground and over ground organisation in connection with insurgency activities

Year	Karbi Anglong Bandh (In days)
1995	12
1996	17
1997	20
1998	20
1999	36
2000	63
2001	42
2002	34
2003	44
2004	24
2005	49
2006	21
2007	35

(Source: Karbi Anglong district administration's record)

Success and academic excellence of educational institutions and the achievement of the students largely depend on a sound environment of the society. Insurgency which causes threat or feeling of insecurity may destroy lives and property of the people and may cause great psychological and moral damage to an individual and ultimately it affects the academic environment of the educational institutions. In order to avoid conflict among the people and maintain peace and prosperity, the members of the society should be socially and economically aware.

Sometimes, people from outside the Karbi Anglong and also from within Karbi Anglong allege that the insurgency activities occurring in the district and Karbi Anglong Bandh called by different underground and over ground organisations affects the academic environments of the educational institutions and the achievements of the students. In the last fifteen years a large number of incidents have been occurred in Karbi Anglong and it adversely affected the normal life of the people. The Karbi Anglong bandhs called by various underground and over ground organisations directly hamper the overall educational atmosphere of the district. The economically sound parents used to send their wards to other districts for study. In table 4.89 the opinion of the teacher and parent respondents regarding insurgency activities and frequent Bandh called by various organisations and its affect on teaching learning process and retention of the children is presented.

Table - 4.89

Problem statement regarding insurgency and Karbi Anglong bandh

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	Insurgency and frequent Bandh in Karbi Anglong affect in teaching and retention of the children.	44.07	48.59	7.34
Parent	Insurgency activities and frequent Bandh in Karbi Anglong affect in teaching and retention of the children.	38.42	56.21	5.37

(Source: Field Survey)

In the table 4.89, 44.07% of the teacher respondents reveal that insurgency activities and frequent Bandh in Karbi Anglong always affect in teaching and retention of the children, 48.59 percent of the teacher respondents reveal that insurgency activities and frequent Bandh in Karbi Anglong most of the time affect in teaching and retention of the children and only 7.34 percent of the teacher respondents think that insurgency activities and frequent Bandh in Karbi Anglong can not affect in teaching and retention of the children. The table clearly indicates that more than 90 percent of the teacher respondents reveal their opinion in favour of the statement and they think that insurgency activities and frequent Bandh in Karbi Anglong affect in teaching and retention of the children. On the other hand, 38.42 percent of the parent respondents reveal that insurgency activities and frequent Bandh in Karbi Anglong always affect in teaching and retention of the children, 56.21 percent of the parent respondents reveal that insurgency activities and frequent Bandh in Karbi Anglong most of the time affect in teaching and retention of the children and only 5.37 percent of the parent respondents think that insurgency activities and frequent Bandh in Karbi Anglong do not affect in teaching and retention of the children. The table clearly indicates that approximately 95 percent of the parent respondents reveal their opinion in favour of the statement and they think that insurgency activities and frequent Bandh in Karbi Anglong affect in teaching and retention of the children.

4.20 Problems Related to Curriculum and Co-Curricular Activities:

The basic aim of formal education is to impart knowledge to the learner. Curriculum is the basic tool to provide knowledge and information to the students in a formal and systematic way. For that purpose the teacher has to employ suitable

instructional methods and procedures. The teacher should know the content of curriculum which consists of subjects, activities and experiences in the properly graded form. In fact curriculum is the 'warp and woof' of the whole educational process. (Bhatia, K. K. 2004. "Principles and Theories of Education" page - 137). Curriculum signifies all those activities and experiences which a child undergoes in and outside the class according to his interest and needs. It is an ongoing process at all times and at all places. Throwing light on the wider concept of curriculum the Secondary Education Commission Report (1952-53) mentioned – "Curriculum does not mean only the academic subjects traditionally taught in the school. But it includes the totality of experiences that pupil receive through the manifold activities that go in the school, in the class room, library, laboratory, workshop, play grounds and in the numerous informal contacts between teachers and pupils. In this sense, the whole life of the school becomes the curriculum which can touch the life of the students at all points and help in the evolution of a balanced personality" (Swarup Saxena, N. R. and Dutt, N. K., 1981. "Principles of Education", page – 409).

(i) Status of curriculum:

In the modern concept, the knowledge-based instruction is only a part of curriculum. Modern curriculum is child centred and life centred. Any experience which helps directly or indirectly in the development of personality of the pupil is regarded as an essential element of curriculum. It is the sum total of all the experiences that a learner receives throughout his life - formally and informally. In the following table 4.90, the opinion of teacher respondents on primary school curriculum is presented.

Table - 4.90

Problem statement regarding curriculum of Primary School

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	Present curriculum is irrelevant to the day to day life of the children.	6.78	28.81	64.41
Teacher	Curriculum ignores the tradition and culture of the people of Karbi Anglong.	5.71	40.00	54.29

(Source: Field Survey)

In the table 4.90, 6.78% of the teacher respondents reveal that present curriculum is always irrelevant to the day to day life of the children, 28.81% of the teacher respondents reveal that present curriculum is most of the time irrelevant to the day to day life of the children and 64.41% of the teacher respondents reveal their opinion against the statement. The primary data indicate that approximately sixty five percent teacher respondents reveal their opinion against the statement and they think that present curriculum is relevant to the day to day life of the children. On the other hand, 5.71% of the teacher respondents reveal that the primary school curriculum always ignore the tradition and culture of the people of Karbi Anglong, 40% of the teacher respondents reveal that the primary school curriculum most of the time ignore the tradition and culture of the people of Karbi Anglong and 54.29% of the teacher respondents reveal their opinion against the statement. The primary data indicate that approximately 54% of the teacher respondents reveal their opinion

against the statement and they think that the primary school curriculum includes some elements from the tradition and culture of the people of Karbi Anglong.

(ii) Problem related to co-curricular activities:

Co-curricular activities form a vital link in the pattern of blended educational experiences so necessary for all boys and girls in the modern Indian school. A great variety of educative experiences is to be provided in the school programme which may contribute to a long, happy and normal life. These educative experiences comprise varieties of experiences inside as well as outside the classroom, curricular as well as extra-curricular, curricular as well as co-curricular- to cover all facets of growth pattern and ensure balanced development of the child and good citizen of the society (Kochhar, S. K. 1993, "Secondary School Administration", page-281). In the previous times, the school education was confined with only imparting knowledge of curriculum to the students. The activities performed outside the curriculum was considered as extra-curricular activities. Now the concept has been changed and anything and everything that goes on in the school campus within the school hours or outside the school hours comes within the purview of school activities. All these activities are considered as an integral part of school curriculum and named as co-curricular activity. It aims at the development of total personality of the child and education is no longer confined to intellectual development only. Both the curricular and co-curricular activities are now considered complementary to each other in the school programme. The Indian Education Commission of 1964-66 had stressed that, "We conceive of the school curriculum as the totality of learning experiences that the school provides for the pupils through all the manifold activities in the school or outside, that are carried on under its supervision."

Co-curricular activities are considered as an essential part of school education as it helps in the physical, emotional, mental, social and moral development of children. Co-curricular activities help to develop some other qualities like sympathy, co-operation, mutual understanding and development of leadership qualities among the children. These activities also provide opportunities of self expression, sense of discipline, tolerance, problem solving ability, capacity to give and follow leadership and participation which inculcate various important traits in the children. Here, an attempt is being made to discuss the major problems related to co-curricular activities in the primary schools in Karbi Anglong district.

(iii) Facility of co-curricular activities:

The facility to organise co-curricular activities in the primary schools of the district is very pathetic. During the field survey the investigator observed that there is lack of minimum facility to organise co-curricular activities in majority of primary schools in the district. The primary data reveal that there is lack of even a play ground in 54.24% of the primary schools in the district. The facility of other play materials is a matter of out of imagine for those schools to organise games and sports for the children. The shortage of teacher also creates problem to organise co-curricular activities in the primary schools. In the table 4.91, opinion of teacher and student respondents on facility available in the primary schools to organise co-curricular activities are analysed.

Table - 4.91

Problem statement regarding the facility of co-curricular activities in the school

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	There is insufficient facility to organise co-curricular activities.	57.63	28.25	14.12
Student	There is insufficient sport material to organise co-curricular activities.	59.32	28.81	11.86

(Source: Field Survey)

In table 4.91, 57.63% of the teacher respondents reveal that the facility to organise co-curricular activities is always insufficient, 28.25% of the teacher respondents reveal that the facility to organise co-curricular activities is most of the time insufficient and only 14.12% of the teacher respondents reveal their opinion against the statement and they think that there is sufficient facility to organise co-curricular activities in their schools. On the other hand, 59.32% of the student respondents reveal that there is always insufficient sport material to organise co-curricular activities in their school, 28.81% of the student respondents reveal that there is most of the time insufficient sport material to organise co- curricular activities in their school and only 11.86% of the student respondents reveal their opinion against the statement and they think that there is sufficient facility to organise co-curricular activities in their schools. The table clearly indicates that approximately 85% of the teacher respondents and 82% of the student respondents reveal their opinion in favour of the statement and they think that there is insufficient sport material to organise co-curricular activities in their school.

(iv) Attitude of teachers on co-curricular activities:

A section of primary school teacher still posses negative attitude towards organising co-curricular activities in the school and they think that the primary duty of a student is study in the school environment. The students should participate in co-curricular activities before or after the school hours. Participation in co-curricular activities during the school hours is harmful and it affects the academic achievement of the student. Some teachers do not encourage the pupils to join and participate in co-curricular activities. Because, organising co-curricular activities will increase their work load and the teacher should take more responsibility in the school. Specially, organising such co-curricular activities is a great challenged in the single teacher primary school. The opinion of student and teacher respondents regarding co-curricular activities is presented in the table 4.92.

Table - 4.92

Problem statement regarding the attitude of teachers on co-curricular activities

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	I believe that participation in co-curricular activities affects the academic achievement of the pupils.	3.95	29.94	66.10
Student	There is lack of encouragement from teachers to participate in co-curricular activities.	29.66	50.00	20.34

(Source: Field Survey)

In the table 4.92, 3.95% of the teacher respondents reveal that participation in co-curricular activities always affects the academic achievement of the pupils, 29.94% of the teacher respondents reveal that participation in co-curricular activities most of the time affects the academic achievement of the pupils and 66.10% of the teacher respondents reveal their opinion against the statement and they believe that participation in co-curricular activities do not affects the academic achievement of the pupils. On the other hand, 29.66% of the student respondents reveal that there is always lack of encouragement from teachers to participate in co-curricular activities, 50% of the student respondents reveal that there is most of the time lack of encouragement from teachers to participate in co-curricular activities and only 20.34% of the student respondents reveal their opinion against the statement. In the table approximately eighty percent of the student respondents reveal that there is always/most of the time lack of encouragement from teachers to participate in co-curricular activities.

(v) Separate teacher for organising co-curricular activities:

There is separate teacher at secondary school level to teach physical education and organise co-curricular activities in the school. But there is lack of separate teacher to teach or organise co-curricular activities at primary school stage. In some primary schools where there is sufficient number of teacher, a few teachers encourage the pupils to participate in co-curricular activities. Sometime they organise games and other co-curricular activities during or out of the school hours. However, in the following table 4.93, the opinion of student respondents regarding separate teacher to teach them co-curricular activities is presented.

Table - 4.93

Problem statement regarding separate teacher to teach co-curricular activities

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Student	There is lack of separate teacher to teach us games, sports and cultural activities.	72.32	14.41	13.27

(Source: Field Survey)

In the table 4.93, 72.32% of the student respondents reveal that there is always lack of separate teacher to teach them games, sports and cultural activities, 14.41% of the student respondents reveal that there is most of the time lack of separate teacher to teach them games, sports and cultural activities and only 13.27% of the student respondents reveal their opinion against the statement. The primary data clearly indicate that more than eighty six percent of the student respondents reveal about the lack of separate teacher to teach them games, sports and cultural activities in their school.

4.21 Problems Related to Examination and Evaluation:

Examination is a device to assess the progress or achievement of a student or a group of students in a particular subject or activity. It helps the teachers to ascertain how far an individual has acquired knowledge in a subject. Examination measures the academic achievements of students during a particular period of time and in a particular course of studies. Present education system is examination oriented and it encourages student to work hard in order to get better results.

Examination grades the students in accordance with their talents, intelligence and activities. Examination is essential for the educational institution to maintain its standard and it is also an important means of selecting students for pursuing higher studies and specialised course. On the other hand, evaluation is a recent scientific concept and it is more comprehensive and inclusive than the term examination. Evaluation is a continuous process and a periodic exercise. It attempts to measure wide range of objectives or traits both qualitative as well as quantitative in the total being. Evaluation in the educational process takes into account the previous and present achievement of the students and also helps the evaluator to make an estimate of his future progress. To evaluate the learners of primary schools, the government of Assam has adopted a new system of evaluation which is known as the 4th term evaluation from the session 2011.

In the new system, two periodic evaluations (Mid-Term & End-Term) and seven monthly evaluations have been conducted through Teacher Associations of Karbi Anglong district at Lower Primary level. Model question banks for all classes/subjects, comprised of improvised evaluation tools were provided to schools to facilitate concurrent evaluations in the earlier academic session 2010-11. However after the academic session of 2011, the process of evaluation has been modified from the previous evaluation process. The evaluation process as per academic calendar of 2011-12 is a comprehensive evaluation system of assessment, i. e., 1st evaluation, 2nd evaluation, 3rd evaluation and 4th evaluation. Introducing of new system of evaluation creates some problem in the primary schools of Karbi Anglong district. Here an attempt is being made to discuss some of the important problems relating to examination and evaluation system.

(i) Problem of conducting regular class and unit test:

A large number of educationists and administrators reveal their opinion that the new system of evaluation is more scientific and it minimise the work load of the pupils. It also helps to reduce tension and anxiety of the pupils. But it increases the workload and responsibility of the teacher to a great extent. Specially, it is difficult to conduct regular class test and unit test in the single teacher primary schools. During the field survey 87.39% of the teacher respondents reveal that they conduct class test, unit test, and terminal examination. However, majority of the teacher respondents reveal that they conduct the terminal and annual examination regularly but sometime could not conduct the class test, unit test etc. regularly due to time constraint and shortage of teacher. In the table 4.94, the opinion of teacher and student respondents regarding conducting class test and unit test in the primary school of the district is presented.

Table - 4.94

Problem statement regarding conducting regular class and unit test

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	It is difficult to conduct the class test, unit test etc. in time and regularly.	14.69	45.20	40.11
Student	The teachers are irregular in conducting the class test, unit test etc.	12.90	64.52	22.58

(Source: Field Survey)

In the table 4.94, 14.69% of the teacher respondents reveal that it is always difficult to conduct the class test, unit test etc. in time and regularly, 45.20% of the teacher respondents reveal that it is most of the time difficult to conduct the class test, unit test etc. in time and regularly and 40.11% of the teacher respondents reveal their opinion against the statement and they think that it is not difficult to conduct the class test, unit test etc. in time and regularly. The primary data reveal that approximately sixty percent of the teacher respondents reveal their opinion about the problem of organising regular class test and unit test in the primary schools. On the other hand, 12.90% of the student respondents reveal that the teachers are always irregular in conducting the class test and unit test, 64.52% of the student respondents reveal that the teachers are most of the time irregular in conducting the class test and unit test and 22.58% of the student respondents reveal their opinion against the statement. The primary data indicate that approximately 77% of the student respondents reveal their opinion in favour of the statement.

(ii) Attitude of students toward class and unit test:

The primary data reveal that approximately 25% of the primary schools of Karbi Anglong district conduct regular class and unit test. However, the attitude of a section of pupils towards class and unit test is not positive. They do not like to appear in the class test, unit test etc. During the field visit 92.79% of the teacher respondents reveal that the student attends the tests and examination. However, majority of the teacher respondents reported to the investigator that advance announcement of the date of class test and unit test decrease the number of attendance on the day of test in the school. In the following table 4.95, the opinion of teacher and student respondents regarding the attitude of students toward class and unit test is presented.

Table - 4.95

Problem statement regarding the attitude of students for test

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The students are reluctant to the class test, unit test etc.	9.04	41.24	49.72
Student	I dislike to appear in the class test, unit test etc.	7.53	35.48	56.99

(Source: Field Survey)

In the table 4.95, 9.04% of the teacher respondents reveal that the students are always reluctant to the class tests, unit tests etc., 41.24% of the teacher respondents reveal that the students are most of the time reluctant to the class test, unit test etc. and 49.72% of the teacher respondents reveal their opinion against the statement. The primary data indicate that approximately 50% of the teacher respondents reveal their opinion in favour of the statement. On the other hand, 7.53% of the student respondents reveal that they always dislike to appear in the class test, unit test etc., 35.48% of the student respondents reveal that they most of the time dislike to appear in the class test, unit test etc. and 56.99% of the student respondents reveal their opinion against the statement. The primary data indicate that approximately 43% of the student respondents reveal their opinion in favour of the statement and reported that they always/most of the time dislike to appear in the class test, unit test etc.

(iii) Achievement of students in class and unit test:

A large number of teacher respondents reported that generally they conduct the class test all of a sudden without providing advance announcement. But in case of conducting unit test the teacher announce the date of unit test in advance. Basically, majority of the children appear in the class and unit test, but the achievement of the pupils in the class and unit test is not satisfactory. In the table 4.96, the opinion of teacher respondents regarding the achievement of the children in class and unit test is presented.

Table - 4.96

Problem statement regarding the achievement of students in test

Type of Respondent	Nature of the Problem	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	Only a few students do well in class test, unit test etc.	44.55	38.18	17.27
Student	The teacher awards corporeal punishment to us for irregular attendance in the class test, unit test etc.	5.26	37.89	56.84

(Source: Field Survey)

In the table4.96, 44.55% of the teacher respondents reveal that only a few students always do well in class test, unit test etc., 38.18% of the teacher respondents reveal that only a few students most of the time do well in class test, unit test etc. and only 17.27% of the teacher respondents reveal their opinion against the statement.

The primary data indicate that more than eighty two percent of the teacher respondents reveal their opinion in favour of the statement and they reveal that only a few student always/most of the time do well in the class test, unit test etc.

On the other hand, a section of primary school teacher awards punishment to the pupils when they are absent in the class test, unit test etc. Award of corporeal punishment to the children is strictly prohibited in school by government law. But a section of primary school teachers still reveal their opinion that punishment is a psychological concept of bringing about reform in child's behaviour and it could not be ruled out altogether. Specially, at the primary school stage teacher cannot control children if they completely avoid punishment to the pupils. The punishment may have favourable effect if it could be used appropriately in the reasonable situation and the nature of the punishment should be psychological, constructive and reformative. Some of the teacher respondents reported that they sometime award light punishment as the last resort when all other constructive devices failed to solve the problem.

In the table 4.96, 5.26% of the student respondents reveal that the teacher always awards corporeal punishment to them for irregular attendance in the class test, unit test etc., 37.89% of the student respondents reveal that the teacher most of the time awards corporeal punishment to them for irregular attendance in the class test, unit test etc., and 56.84% of the student respondents reveal their opinion against the statement and they reported to the investigator that the teachers do not awards corporeal punishment to them for irregular attendance in the class test, unit test etc.

(iv) Unawareness of parent on child's achievement:

From the beginning of twenty first century a large number of private schools have been established in the urban and some rural areas in Karbi Anglong district. Majority of conscious and economically sound educated guardians prefer to send their children to private school and mostly, illiterate and economically backward parents admit their children in the government and provincialised primary school. Majority of the parents/guardians of government and provincialised primary school posses indifferent attitude towards the education of their children and they are not conscious about the achievement of their children. The parents/guardians do not like to visit the primary school and collect the progress report of their children. During the field visit 42.03% of the parent respondents reveal that they visit the school where their children study. On the other hand, 57.97% of the parent respondents reveal that they do not like to visit the school and they reveal that they hesitate to visit the school where their children study. In the following table 4.97, problem statement regarding the awareness of parent on child's achievement is presented.

Table - 4.97

Problem statement regarding the awareness of parent on child's achievement

Type of Respondent	Problem statement	Percentage of Responses		
		Always	Most of the Time	Not at all
Teacher	The parents/guardians reluctant to visit the school and collect progress report of their children.	40.54	44.14	15.32
Parent	I dislike to collect progress report of my children.	46.97	36.36	16.67

(Source: Field Survey)

In the table 4.97, 40.54% of the teacher respondents reveal that the parents/guardians always reluctant to visit the school and collect progress report of their children, 44.14% of the teacher respondents reveal that the parents/guardian most of the time reluctant to visit the school and collect progress report of their children and only 15.32% of the teacher respondents reveal their opinion against the statement. The primary data indicate that more than eighty four percent of the parents/guardian reluctant to visit the school and collect progress report of their children as reported by the teacher respondents during the field survey. On the other hand, 46.97% of the parent respondents reveal that they always dislike to collect progress report of their children, 36.36% of the parent respondents reveal that they most of the time dislike to collect progress report of their children and only 16.67% of the parent respondents reveal their opinion against the statement. The primary data indicate that more than eighty three percent of the parent respondents always/most of the time dislike to collect progress report of their children.

In this chapter an attempt has been made to study the development of primary education in Karbi Anglong district, role of DPEP and SSA on primary education in the district, present status of primary education in Karbi Anglong with reference to physical facilities, curriculum and text book, qualification of teachers, medium of instruction, examination and evaluation and the major problems for achieving the universal primary education in Karbi Anglong district. The study reveals that the development of primary education in Karbi Anglong district has been the result of sincere effort by the Missionaries, educationist, enlightened persons, District Council as well as the government of Assam. The scenery of primary education in Karbi Anglong district has been changed after the implementation of District Primary Education Programme and Sarva Shiksha Abhijan Mission. A

remarkable change has been observed in the field of physical infrastructure, curriculum and text book, improving the qualities of teachers and examination and evaluation system of the primary school in the district. However, there are lots of problems in the field of primary education in the district. The major problems of primary education of the district are poverty and illiteracy of the parents followed by indifferent attitude of the parents, shortage of teacher, lack of train and qualified teacher etc. From the experience gained and based on the views expressed by the students, teachers, parents, guardians and the administrators during the field study, the investigator recommends some remedial measures in the chapter – V to reduce the problems of primary education in Karbi Anglong district.