CHAPTER – V

MAJOR FINDINGS AND CONCLUSION

Karbi Anglong is one of the hill districts of Assam and more than sixty percent people are tribal. Among the tribes the Karbis are the highest in number according to 1991 census report in the district (Community wise data not available for 2001 and 2011). There are more than thirty two communities in the district and the principal tribes inhabiting in the district are Karbis, Garos, Dimasas, Lalungs, Kukis, Khasis, Chakmas, Jaintias, Hmars, Nagas, Rengmas, Zeme Nagas etc. Other non tribes inhabiting in the district are Bengalis, general Assamese speaking communities, Nepalis, Hindi Bhashis, Bhojpuris, Adivashis, Monipuris, Oriyas, etc.

Karbi Anglong district is a hilly region and majority of the indigenous tribal people are still living in the hilly regions. There is no any significant industry in the district and agriculture is the primary occupation of the people. So, the economic life of the people of the district is very simple and their livelihood depends mainly on cultivation. In the hilly areas they practise shifting cultivation where besides the paddy, the staple food and also cultivate other crops and vegetables as mixed crops. In the plain areas of Karbi Anglong district the tribal people have resorted to settled cultivation like the other non-tribal people. Most of the tribal families rear domestic animals like cows, goats, pigs, buffaloes, sheep and birds like fowls, ducks, poultry, pigeons etc. The economic condition of the majority of the tribal people of the district is pathetically poor and it impact upon the educational development among the tribal people.

The modern education system in Karbi Anglong had started before the Independence. The British Missionaries played significant role in establishing primary schools in Karbi Anglong in the pre- independent period. The beginning of primary education in the Karbi Anglong district has been made by the Missionaries who came solely with the purpose of proselylization. The Karbis did not have a written language and possessed no books. The primary object of the missionaries was to spread the teachings of Christian religion among the ignorant tribal people, but along with it, they had a strong desire to bring the tribal people to the enlightenment of knowledge through education. 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 District council has constituted the District Primary Education board for the improvement of primary education and to look after the functioning of the primary schools.

Recently District Primary Education Programme (DPEP) is being implemented in the district since 1997 and 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. A separate DPEP establishment has been enacted with the autonomous council for the purpose. A very close co-ordination is being maintained between the Sarva Shiksha Abhiyan 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 Abhiyan and actively participating in all kinds of decision making affairs. The policy decision regarding implementation of Sarva Shiksha Abhiyan 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 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 officers in primary education department had appointed in the year 2002. According to the 2010-2011 report there are 1772 government and provincialised primary schools in Karbi Anglong district.

In spite of the constant efforts of state government and Karbi Anglong Autonomous Council for the development of primary education among the people of the district, a large number of problems stand as obstacle for proper development of primary education in the district. The problems are more acute among the tribal children in the district. A large number of tribal communities live in Karbi Anglong and their cultural habits, customs, tradition, attitude, language and behaviour are different from one another. It is a great challenge of introducing common and uniform education policy in the district for the proper development of primary education among the tribal children. There are lots of household, linguistic, academic, administrative, social and economic constraints in the development of primary education among the tribal children in the district. The investigator visited different place of the district and got the opportunity to meet different primary school children, parents, teachers and administrators of the district and on the basis of the analysis of collected data and practical experience some major findings and general suggestions have been given in this chapter.

5.1 The Major Findings :

Some of the major findings of the study are –

1. The modern education system in Karbi Anglong was started before the independence. The beginning of formal education in Karbi Anglong district has been made by the Missionaries who came solely with the purpose of proselylization. The primary object of the Missionaries was to spread the teachings of Christian religion among the ignorant tribal people, but along with it, they had a strong desire to bring the same people to the enlightenment of knowledge through education. But practically no noteworthy effort was made during the British period to educate the tribal people of the district. The Christian missionary established a few schools in this region keeping in view to spread the Christian religion among the tribal people.

2. Mr. J.M. Karwel and P.E. Moore established a primary school and a primary health centre at Tika Pahar. The first teacher of this school was Thangkursing Ingti. This is the first primary school in Karbi Anglong.

3. The development of primary education in the Karbi Anglong district has been the result of sincere effort by the educationists, enlightened persons, District Council as well as the government of Assam. 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 Karbi Anglong was created in 1951. It can be mentioned that for the development of primary education and to look after the functioning of the schools, the Karbi Anglong District Autonomous 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.

4. 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 in May 1995 and it has been functioning since then.

5. Now, 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.

6. 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.

7. The scenery of primary education in Karbi Anglong district has 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 to 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 improved and the transition of pupils from primary to upper primary schools also increasing gradually.

8. 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 these, there are some recognised, private and venture primary schools in the district. There are some schools under the Education Guaranteed Scheme (EGS) which are run and managed by Sarva Shikha Abhijan Mission in such areas where there is lack of primary schools. 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) taken over by the department of education. In the year 2010 another three hundred primary schools were taken over by the department of education and there is no more school under the management of Sarva Shiksha Abhiyan 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.

9. It is observed 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 schools has increased than the boys. It indicates that the people of the district become aware about the need and importance of education of their girl children and as a result the enrolment rate of the girl children subsequently has increased from the academic session 2008-09. During the field visit some of the teacher and guardian respondents reported 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.

10. Wastage is a great challenge 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 illiterate parents are 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. It is observed that, in the

session 2005-06 the dropout rate of boys was 18.2 % and girls was 19.1% with an average 18.6%. The percentage of dropout rate of the girls was higher than the boys. But from the session 2008-09 the percentage of dropout rate of girl slight decreases in comparison to boys and total average rate of dropout rate remain same.

11. 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 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 school in Karbi Anglong district.

12. Educational qualification of the teachers is an important variable which determine the quality of education. The primary data reveal that, the educational qualification of 24.86% of the teacher respondents are below class X standard, 47.46% of the teacher respondents are HSLC or class X standard passed, 19.21% of the teacher respondents are Pre University/ HSSLC or class XII standard passed, 8.47% of the teacher respondents are graduate and no teacher respondent is found having post graduate degree in the primary schools in Karbi Anglong district. The data clearly indicate that majority of the primary school teacher of the district is only HSLC or class X standard passed i. e., 47.46%. It can be mentioned that, during the field visit some teacher respondents confessed in front of the investigator about the inability of teaching English in the upper classes of primary school. Among these

teacher respondents the educational qualification of majority of the primary school teacher is below class X standard i.e., H.S.L.C. failed.

13. The primary data were collected on the distribution of the parent/guardian respondents according to educational qualification. The data reveal 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 class X standard passed. No higher secondary level completed and graduate parent/guardian respondents are found among the parents / guardians. The data clearly indicate that highest percentage of the parent/guardian respondents is illiterate i. e., 46.05%.

14. Occupation of the parents is considered as an important variable which determine not only the economic condition of the parent but also determine the standard of living. 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 for their children. They have to struggle for their livelihood and they engage their children in some household duties. The primary data reveal that 78.25% of the parent/guardian respondents are cultivators, 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 engage in some private job, 5.65% of the parent/guardian respondents engage in household duties and 4.52% of the parent/guardian respondents do not have any engagement. The data clearly indicate that majority of the parent/guardian respondents i. e., 78.25% are cultivator.

15. 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. A suitable and beautiful school building can attract and motivate the children to attend school regularly. The primary data reveal that 91.53% of the sample schools having Pucca building, 7.91% primary school building is Katcha and 0.56% schools are running in community hall. The data reveal that the condition of the primary school building in the district is good.

16. Classroom is an essential variable which determine the educational environment of a school. It can be observed that most of the primary schools are running in a big hall 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. The primary data reveal 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 schools have four class room, 12.43% of the primary schools have five class room and only 2.83% of the primary schools have six class room. The primary data indicate that majority of the primary school of Karbi Anglong district have only one big class room and students of all six classes have to sit in the same hall.

17. 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. The primary data indicate 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.

18. 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 in the district 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 schools in the district but the majority of the play grounds are not suitable to organise games and sports. Specially, the play ground are very small is size and not plain.

19. A suitable road to the school 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.

20. 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. 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.

21. 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 these 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 schools 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 secure to keep these type of important materials. So, majority of the primary school children are deprived from the pure drinking water facility in the school.

22. 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, Bokajan and Diphu sub division, even cannot go to some primary school by motor cycle also. The investigator had left the motor cycle in distance place and walked one to three k. m. to visit the primary school. On the other hand, some small villages 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 distant village. The primary data reveal 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 distant village.

23. Electrification facility of the primary schools 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 primary data reveal that the electricity facility is available at 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.

24. 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 students. In majority of the schools the size of the benches and desks are same in all classes. The primary data indicate that the sitting facility is available in 44.07% of the primary schools and there is lack of sufficient sitting facility in 55.93% of the primary schools in the district.

25. Mid day meal facility has been introduced in all the primary schools in the district. The primary data reveal that separate kitchen for prepare mid day meal is available in 53.67% of the primary schools and separate kitchen for prepare mid day meal is not available 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.

26. 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 of 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.

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 also strictly ordered to all the non-government Lower Primary schools that their recognition would be withdrawn if they are not complied with this order.

27. In the present investigation 73.45% of the teacher respondents reveal 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 the 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 the practical life of the students.

28. In the present investigation 86.44% of the teacher respondents reveal that the load of curriculum for primary school children is heavy and 13.56% of the teacher respondents reveal that the load of curriculum is not heavy for the children. The primary data clearly indicate 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 children.

29. 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.

30. 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. As such, as per guideline of SCERT the district has also introduced this new system of evaluation. Before the academic session 2011, 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 SSA of the district. The teachers must fill up

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 i. e., A, B, C, D and E are to be used while evaluating the scholastic and co-scholastic achievement of the pupils.

31. 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 is 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 is 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.

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 prepare 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.

32. There are 1019 Assamese medium, 623 English medium, 56 Bodo medium, 46 Bengali medium and 28 Hindi medium government and provincialised primary schools in the district. There is no Karbi medium government and provincialied primary school 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 primary investigation 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.

33. There are 1772 government and provincialised primary schools in Karbi Anglong and majority of the primary schools are Assamese medium. Now the demand for English medium school is increasing among the tribal people of the district and even the economically backward tribal parents also prefer to send their children to English medium primary school. But the economically backward parents cannot send their children to the private English medium school. So they demand for establishment of more English medium government school in the district. Due to the increasing demand for English medium school, the authority of Karbi Anglong Autonomous Council has started converting the Assamese medium primary schools to English medium gradually and phase wise.

34. The tribal people posses indifferent attitude towards the education of their children and they engage their children in household activities. The primary data indicate that 77% of the parent/guardian respondents reveal that their children helps in household and occupational activities and 23% of the parent/guardian 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 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 primary data indicate that majority of the parents reveal about the involvement of their children in some household and occupational activities.

35. One of the important objectives of the present investigation is to study the problems for achieving the universal primary education in Karbi Anglong district. 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. The problems have been classified in five groups- problems 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.

Poverty of the parents/guardians got the highest rank in order of importance regarding the problems related to home/family environment. More than 80% people of Karbi Anglong district depends on agriculture and the economic condition of most of the parent are not sound. The primary data reveal that the economic condition of 47.46% of the parent/guardian respondents are always bad, economic condition of 47.74% of the parent/guardian respondents are most of the time bad and the economic condition of only 4.80% of the parent/guardian respondents are not bad. The data clearly indicate that the economic condition of the majority of the parent is bad.

36. The home environment is an important variable for child education. The parent should provide suitable home environment and necessary teaching leaning materials

for their children. The primary data reveal that 57.91% of the parent/guardian respondents always cannot provide suitable furniture to their children for study, 24.86% of the parent/guardian respondents most of the time cannot provide suitable furniture to their children for study and only 17.23% of the parent/guardian respondents can provide suitable furniture to their children for study. Similarly, 61.30% of the student respondents informed that their home environment is always unsuitable for study, 23.45% of the student respondents informed that their home environment is most of the time unsuitable for study and only 15.25% of the student respondent reveal positive attitude towards the suitable home environment for study. The data clearly indicate that majority of the parent and student respondents informed that their home environment is always and most of the time not suitable for study.

37. Shortage of teacher in the primary school got the highest rank in order of importance regarding the problems related to school environment. Majority of primary school in the district is 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. The primary data reveal 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. As per District Information System of Education (DISE) survey 2012, total 4940 post of primary school teacher is

required in the district. But there are only 2950 sanctioned post of primary school teacher and 1990 post of primary school teacher is shortage in the district.

38. Insurgency and frequent Karbi Anglong Bandh got the highest rank in order of importance regarding the problems related to teaching and learning followed by medium of instruction, illiteracy and indifferent attitude of the parents. In the primary investigation 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.

39. Co-curricular activities are considered as an essential part of school education as it helps in the physical, 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 qualities and participation which inculcate various important traits in the children. In this investigation, 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. 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. The data clearly indicate that majority of the teacher and student respondents reveal about insufficient facility and sport materials to organise co-curricular activities in their schools.

40. A large number of educationist and administrators reveal their opinion that the continuous and comprehensive 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. In the primary investigation 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. 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. Regarding the achievement of students 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.

5.2 General Suggestions:

This study leads to the conclusion that the primary education in Karbi Anlong is adversely affected by social, economic, linguistic and geographical environment of the district. A large number of problems stand as a hinder in the growth and development of primary education in the district. The problems are enormously diverse and the magnitude of the problems may be stupendous in case of tribal children. There cannot be a one way solution to the problems. A comprehensive effort of the Karbi Anglong Autonomous council, the district administration, state government and the central government can help to solve these problems to a great extent. It is the responsibility of the government and the policy makers to take measures to eradicate the problems of primary education among the different communities of the district. From the experience gained and based on the views expressed by the students, teachers, parents, guardians and the administrators in the field study, the investigator felt the need to take following remedial measures to be considered to reduce the various problems of primary education among the children in Karbi Anglong district.

1. Drop out is a great constraint in the development of primary education among the primary school children in Karbi Anglong district. It is the responsibility of the government and policy makers to take proper measures to eradicate the problem of drop out from the children of different communities of the district. The experiences gained at the time of field study, the investigator felt the need of following remedial measures to be considered to reduce the dropout rate among the primary school children in the district.

(i) To reduce the dropout rate, attendance rate should be improved among the primary school children. In this regard the concern authority should bring about improvement of physical infrastructure facilities of the schools like suitable school building, class room, play ground, sufficient number of benches and desks according to the age and height of the children, chair and table for teachers, electrification facilities to provide proper lighting facilities and fan in summer season and separate urinal and toilet facilities for boys, girls and teachers.

(ii) The environment of the schools should be improved to make school more attractive for the children. The behaviour of the teachers should be impressive and children friendly. The teachers should understand the tribal tradition and culture so as to apprehend the actual need, nature, attitude and desire of the tribal children. In this regard the non tribal teachers should be given the knowledge of tribal language, culture, tradition, custom, believes and attitudes and it should be the part of formal training programme. If it is not possible to include in the curriculum of the formal training programme, then short term training programme can be organised for the non tribal teachers those who have been serving in the tribal dominated areas.

(iii) During the field work it was observed by the investigator that in some schools mid day meal is provided to the children only three or four days per week and pure drinking water facilities are not available according to the total number of children in the hill areas. The mid day meal should be provided to the children every calendar day except the holidays and pure drinking water facility should be provided to the children. The water filter should be supplied to the schools proportionately, at least one water filter against 25 children.

(iv) Suitable and sufficient number of free uniform should be supplied to the children to cater the need of summer and winter seasons.

(v) The parents should be educated about the importance of sending their children to the school regularly and not to engage their children too much in household work or income generation activities. Local Non government organisations or social organisations can organise some awareness programme in this regard. Poverty alleviation measures will help in relieving children from such work and making them more regular in attending school.

(vi) The quality of education in schools should improve so that parents feel that the child is learning something worthwhile in school and they no longer remain indifferent about child's education and unconcerned about whether the child attends school or not. The teachers in the school should be friendly with children and classroom should be attractive so that children feel enthusiastic to go to school instead of being reluctant to attend school.

(vii) The School managing committee should be more active and dynamic and it should find out the main causes of drop outs. The village education committees (VECs) and community members should assume greater responsibility for ensuring regularity of children in the school. If children are found to be missing in classes, the matter should be brought to the notice of the parents and teachers should take necessary corrective action.

(viii) Anganwadi and Balwadi centres are not running in a constructive way in the tribal areas. So these centres should be attached in the primary schools to enable the girl child to go to school regularly by relieving them from sibling care responsibilities.

(ix) To check dropout because of ill health, regular health check up should carried out and arrangement should be made to enhance medical facilities for school going children.

2. Infrastructure facilities are not available in majority of the primary schools. The concerned authority should provide the necessary infrastructure facilities such as permanent building, sufficient number of classroom, play ground, furniture, electricity facility, suitable audio visual aids including Television, Radio, Tape Recorder etc. If it is not possible to provide all these audio visual aids to every school, at least a group of schools may be provided with these facilities which can be shared by five or six schools in a particular area.

3. Shortage of teacher in the rural and backward areas is a great constraint in the primary schools in Karbi Anglong. Majority of the schools in rural and backward areas are single teacher school. The educated local schedule tribe youths may be engaged on contractual basis to take initiative with the teachers to take up teaching in tribal areas for immediate solution of the problem. Gradually, the government should take initiative for appointment of permanent teacher.

4. There is lack of trained teacher in the primary schools in the district. In service teacher training is necessary for the teachers to motivate them for quality education in the tribal areas. The non tribal teachers should be given special training to teach in tribal areas including imparting knowledge of the tribal language. Relevant and quality teaching learning equipments should be provided to schools and the teachers should be trained up to use those equipments in a proper manner.

5. Under the SCERT there is no District unit (DIET) in Karbi Anglong to impart in service and pre service training programme for the primary school teachers. The

state government should establish District Institute of Educational Training (DIET) as early as possible to impart training to the elementary school teachers.

6. The pre primary school section ('Ka' class) have been recently attached to the primary schools. In the tribal dominated areas separate teacher should be appointed from the respective tribal community for 'Ka' class. Preference should be given to the lady teacher for 'Ka' class.

7. Illiteracy of the parents is a great constraint in the development of primary education in the district. Non formal education programme should be widely expanded in the rural and backward areas to eradicate the illiteracy among the parents. The local educated unemployed youth may be engaged in non formal education programme. Non government organisations have to be involved in the promotion of education and literacy programme among the schedule tribe communities. Proper monitoring of the schemes by local body is needed so that incentive schemes of the government may be reached by the beneficiaries.

8. Short term non formal educational programme can be organised for the illiterate and semi literate tribal parents and adults those who are engaged in shifting cultivation in the district. This type of programme should be organised for one to three months in a season when the parents complete their shifting cultivation and free from agricultural activities. Temporary staying accommodation facilities should be provided for such parents during that time. These type of short term non formal education programme can be organised in community halls, clubs or in some schools before or after the school hours.

9. Government should establish residential elementary school for those tribal children whose parents are engaged in shifting cultivation. The education for these children should be free in the residential schools.

10. Text books should be provided in mother tongue for the schedule tribe children in the beginning of the primary education where they do not understand regional language. There is a need to develop curricular and devise instructional materials in tribal language at the initial stage. In the tribal dominated areas at least one teacher from respective schedule tribe community should be appointed in each school and the responsibility of teaching in the lower classes should be given to that teacher, so that quality education can be imparted without giving the burden of learning a second language among the schedule tribe children.

11. Teaching aids are not available in the primary schools and the teaching aids which have been supplied by the government cannot motivate the tribal students as it is not representative sample of tribal culture and tradition. Teaching aids to be prepared based on local tribal culture and environment. The Government allocates a very less amount of money to the teachers for preparation of teaching aids which is not sufficient to purchase related materials according to increasing rate of market price. This amount should be increased to the teachers so that the teachers can purchase necessary materials and they can prepare teaching aids according to the needs of the tribal children.

12. The insurgency activities and frequent Karbi Anglong bandh adversely affect the educational environment of the district. A comprehensive effort of the Karbi Anglong Autonomous council, the district administration, state government and the central government can help to solve these problems to a great extent. The talk

process of the government with the insurgency groups should provide a positive result as early as possible and a permanent solution of the insurgency problem. A bold step should be taken against the Karbi Anglong Bandh called by the underground and over ground organisations of the district. During communal conflicts the educational institutions of the district should not be made refugee camps. Separate community halls may be constructed in the urban and rural areas of the district, so that the displace people in the conflicts may be accommodated in the halls temporarily. In these community halls different socio-cultural activities may be organised and all the communities of the district should be encouraged to participate in such activities to enhance the cultural integration among the various communities.

13. Majority of the primary schools do not organise co curricular activities during the school hours or out of the school hours. Local tribal folk games, folk dances and music – both vocal and instrumental, should be included in the curricular and co curricular activities and the teacher should organise these activities in the school.

14. Continuous and comprehensive evaluation of the children – both scholastic and co- scholastic activities is very much important in the modern competitive world. So, progress card of every child is a must in the educational institution and the teacher should keep cumulative record of each child and it should be sent to the parents from time to time for getting up to date information of their children. Below average children have to be identified and to improve the learning outcomes of the children, special remedial classes should be organised for those children.

There is lack of sufficient statistical information regarding the spread and development of primary education among the people in Karbi Anglong district. It is very much necessary to collect statistical data and information and to carry out more

research work and investigation on various aspects of education in different levels. The state government and the Karbi Anglong autonomous council should take more efforts and various strategies to spread and development of primary education among the tribal and non tribal people of the district. Development of education among the people of the district can help to solve different social, economic and political problems to a great extent.

5.3 Suggestions for Further Research :

Research is the endless search for new truth and investigation. The investigator feels that this study will provide ample avenues for future research workers to start investigation in some related issues in different fields and areas. The investigator conducted the research on "Primary Education in Karbi Anglong : A Critical Study". The further researcher may carry in the similar ways on other hill and plain districts of the state and our country. Some of the important issues related to this problem can be mentioned in the following lines.

1. The research workers may take up research work on whole field of education of Karbi Anglong district in different stages and areas to find out the causes of problems of education.

2. The research workers may carry research work on causes of wastage and stagnation among the tribal students in Karbi Anglong and thus suggest the ways to check up these acute problems. The further researcher may deal with the same problem in other hill and plain districts of Assam and other state also.

3. Medium of instruction is a great problem at primary school stage for the tribal children. The different tribes speak different tribal language and the tribal people of

rural and backward areas do not understand other than their own language in North East India. The research workers may carry on research work on this problem also.

4. Communal conflict among different communities from time to time and insurgency problem is a great constraint of education in Karbi Anglong. The researcher may undertake research work on these problems and can suggest remedial measures to solve these problems.

5. Researcher may conduct research work on problems of non enrolment of the schedule tribe children at primary school stage because, there is still this problem among the tribal people in the hill and the backward areas of the district and the tribal people who are engaged in shifting cultivation.

6. A comparative study can be made on different issues like causes of wastage and stagnation, problem of medium of instruction, poverty etc. between schedule tribe children and other communities of the district. The comparative study may be conducted on such issues between Karbi Anglong district with other districts of Assam also.

7. A comparative study can be made to find out the socio economic, academic and personal causes of primary education between schedule tribe children of the district with other districts of Assam also.

8. Research may be done on the implementation of the incentive schemes of the government for universalisation of Elementary education in the district and other hill and plain districts of Assam.

There are some other areas to be investigated but the investigator feel the above mentioned areas are important and need immediate attention of the researcher.

The tribal research institute of the state and Karbi Anglong district have a great responsibility to conduct research work in this field and they have a special role to play to find out the ways of solution of these diverse problems. The tribal research institute of Karbi Anglong district has been remained inactive for last several years and they could not conduct any notable research work in these diverse issues. The state government and Karbi Anglong autonomous council should take proper step to make active and alive the tribal research institute of the district immediately.