CHAPTER-- V

ANALYSIS AND INTERPRETATION OF DATA

5.0 INTRODUCTION

The present chapter is concentrated to the analysis and interpretation of data. The data collection has no meaning unless it is analysed and interpreted in a systematic way through statistical technique. Since it is difficult to explain the raw data for proper meaning. It is the duty of the researcher to analyze the data after collecting it. Data analysis involves the ordering or arranging the constituent parts for the purpose of interpretation to get the desired objectives. However merely analysis of data is not sufficient to get the answers of the desired objectives. Interpretation of the result of analysis is also necessary. It makes inferences and draws conclusions about the relationship between one's own research and the conclusions of other research or with the expectations of theory. Analysis requires alertness, flexibility and open mindedness on the part of the researcher. Analysis involves the breaking up of complex factors into simple parts and putting them together in a new arrangement for the purpose of interpretation. Hence, it becomes essential on the part of the researcher to prepare a plan of data analysis in the beginning of the research work in view of the different research component. The research is to reflect the description of statistical techniques that will be used to analyze and interpret the data in hand. Gay (1996) has rightly said, "Identification of appropriate analysis technique is extremely important, very few situations cause as much weeping and gashing of teeth as collecting data only to find out there no appropriate analysis or that the analysis that is appropriate requires sophistication beyond the researchers level of statistical competencies.

In the present study **"Primary Education in Assam with special reference to Bongaigaon District: A Case study"** both qualitative and quantitative data were collected by applying self- developed tools i.e. school information schedule for the Headmaster/ Headmistress or the teacher in-charge with the help of questionnaire and checklist and questionnaire for the teachers and problem checklist. Analysis and interpretation of collected data have been done in several headings like (infrastructure, manpower, teaching learning material, classroom, quality) in relation to development

of primary education in Bongaigaon district, status of primary education, etc as per the objectives of the study. The analysis is done objective wise as follows.-

Objective -01: To study the growth and development of primary education in Bongaigaon district.

Hypothesis-01. There is no significant difference in the development of primary school stage in Bongaigaon district of Assam.

5.01 INFRASTRUCTURE/ PHYSICAL FACILITIES

Infrastructure is a key area concern of primary education. Good infrastructure actually creates good educational environment in the school. It also attracts the pupil to come to school and learn to create a better attitude in their mind and have a definite bearing on the quality of education provided in schools. Physical facilities are pre- requisite resource of education. Availability of physical facilities and other plans in terms of school building, availability of classrooms, furniture facility, toilet facility, hostel facility, library, uniform, mid-day meal, play ground, physical training facilities contribute a lot to good academic performance of the students as it enhances effective teaching learning activities. In Bongaigaon district different types of school are there imparting primary education i.e. provincialised school, private school , local body managed, tea garden managed. For the present study the researcher has selected 84 provincialised primary schools of Bongaigaon district from the four educational blocks viz Manikpur, Boitamari, Bongaigaon and Srijangram. The data obtained from the sample schools has been shown in table-5.1.

Table –5.1: Status of primary schools in the year 2010

Sl. No	Primary schools		Percentage
	Category	Nos.	
1.	Provincialised	72	85.71%
2.	Semi-Government	2	2.38%
3.	Local Body Managed	10	11.90%
4.	Tea Garden Managed	0	0
	Total	84	

From the above table-5.1 it is found that out of 84 schools 85.71% were provincialised, 2.38% primary schools were semi-government, 11.90% were local body managed and there was no tea garden managed schools.

5.02 PRESENT STATUS OF SURVEYED PRIMARY SCHOOLS

Primary education is called as first stage of children. The school is the place where the pupil acquires new knowledge. Among the community it is the miniature society. The school is a special social environment. Here the children learn good habit, good culture and modify the behavior. The children learn formally from the teacher within the four walls of the school.

Table- 5.2: Present status of primary schools in the year 2014

Sl. No	Sampled primary school		Percentage
	Category	Nos	
1	Provincialised	84	100%
2	Semi- Government	0	0
3	Local Body Managed	0	0
4	Tea Garden Managed	0	0
	Total	84	

At present all the sampled primary schools are provincialised (100%) It is clear from the table- 5.2 that in Bongaigaon district, the number of primary school is increased. The Govt. of Assam provincialised a large number of primary school recently.

5.03 CONDITION OF SCHOOL BUILDING IN 2010

School is like a prayer house of the children and they can acquire new knowledge. Housing facilities or the condition of school building have a great impact on education. It plays a significant role in maintaining quality education. A building with lasting pucca structure is very essential for qualitative functioning of school. The Government of Assam also trying to improve the building condition of the schools through Sarva Shiksha Abhiyan.

Table-5.3: Conditions of school building in 2010

	Sample primary school		Percentage
Sl. No	Condition of building	Nos	
1.	Pucca	45	53.57%
2.	Kaccha	20	23.80%
3	Semi- Pucca	19	22.61%
4	Open air	0	0

From the above table-5.3 it is clear that out of 84 schools 53.57% primary school buildings were pucca, 23.80% schools were kaccha and 22.61% schools semi-pucca. Although the government has taken some initiative to develop the building through SSA and others, yet a large number of primary school remain kachha.

5.04 STATUS OF SCHOOL BUILDING AT PRESENT

A good school building may attract the children to go to school. The school has a positive bearing on education. If the school building is good and attractive, the teaching learning atmosphere also becomes fruitful to form good habit among the students. Data regarding the present condition of school building is shown in table-5.4 and graphically represented in figure-5.1.

Table-5.4 Condition of school building in the year 2014

Sl. No	Primary School		Percentage
	Category	Nos	
1.	Pucca	55	65.47%
2.	Kaccha	16	19.04%
3.	Semi-pucca	13	15.47%
4.	Open air	0	0

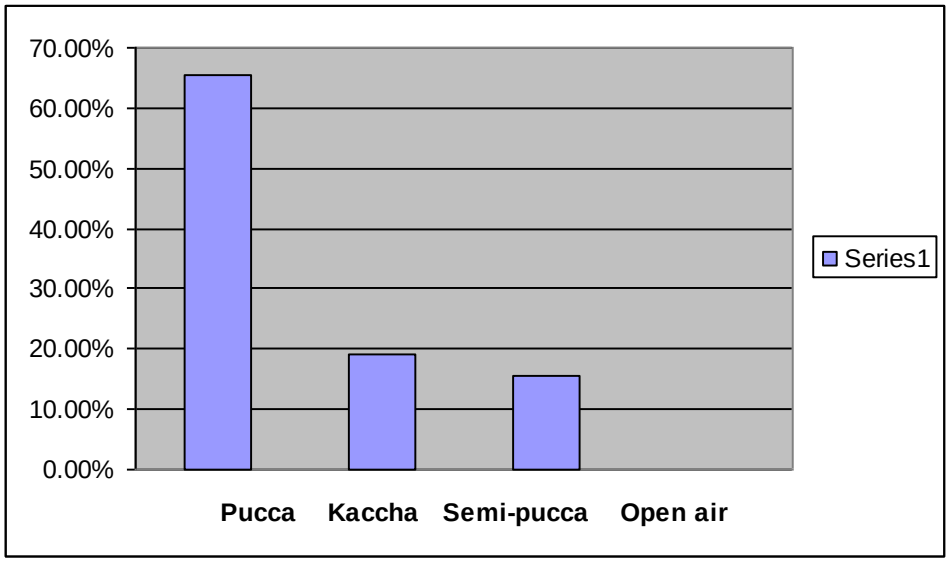

Figure-5.1 Interprets the graph condition of school building at x-axis and percentage at y-axis.

The table- 5.4 reveals that at present 65.47% of sampled primary schools are pucca, 19.04% schools are kaccha and 15.47% of Primary schools are semi- pucca. The distribution of schools according to buildings reveals that a majority of primary schools in urban area got the school building, but in rural area the primary schools have no good buildings. This was observed by the investigator when he was collecting data from the sampled primary schools.

There is no open air school in Bongaigaon district. But the newly provincialised schools, some of them have tin roof shed only.

5.05 CLASSROOM OF PRIMARY SCHOOL IN 2010

Availability of class room increases the attention and motivation of the students and improves their academic performance. Actually classrooms are called as the acquiring of knowledge room. The children get first hand knowledge of learning in the formal type of education. The number of classroom in sampled schools is shown in table-5.5.

Table-5.5: Classroom of primary school in 2010

Sl. No	Nos of Classroom	Sample school	Percentage
1.	1	44	52.38%
2.	2	16	19.05%
3.	3	8	9.52%
4.	4	7	8.33%
5.	5	7	8.33%
6.	6	2	2.38%
	Total	84	

From the above table-5.5, it is clear that 52.38% of schools had 1 classroom, 19.05% schools had 2 classroom, 9.52% schools had 3 classroom, 8.33% schools had 4 classroom, 8.33% schools had 5 classroom and 2.38% schools had 6 classroom.

5.06 CLASSROOM AT PRESENT

Classroom has a direct bearing on enrolment and retention. Classroom makes the teaching learning enjoyable. The students get more facility in a well decorated classroom. Good quality classroom creates motivation among the students and help in

attaining new knowledge. Data regarding the present classroom is shown in table-5.6 and graphically represented in figure-5.2.

Table-5.6: Classroom in the year 2014

Sl. No	Nos of classroom	Surveyed school	Percentage
1.	1.	30	35.71%
2.	2.	24	28.57%
3.	3.	9	10.71%
4.	4.	9	10.71%
5.	5.	6	7.14%
6.	6	5	5.95%
7	7	0	0
8	8	1	1.19%
	Total	84	

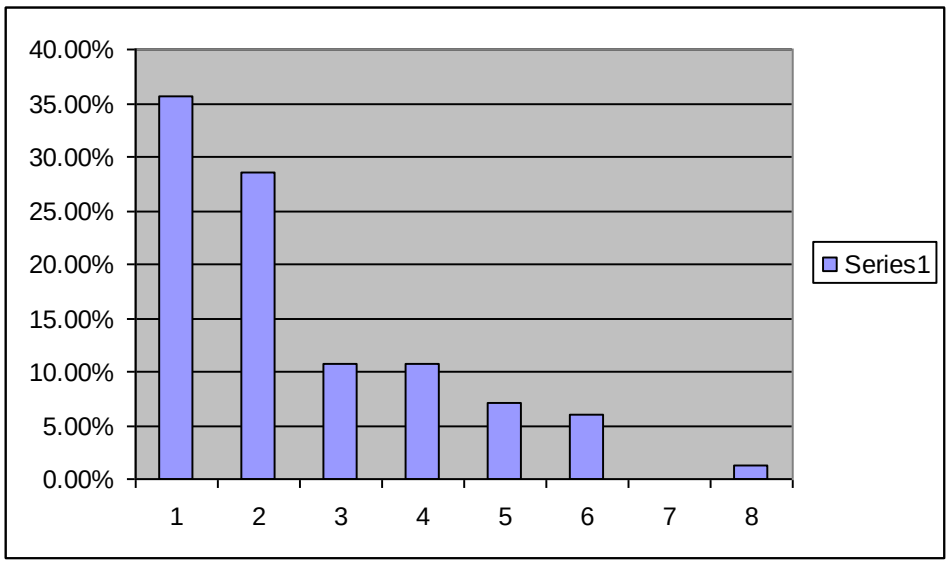

Figure 5.2: Interprets the graph which has represented the number of rooms at x-axis and percentage of rooms at y-axis.

From the table-5.6 it is clear that 35.71 % sampled primary schools have the single classroom, 28.57% schools have the 2 classroom, 10.71% schools have 3 classroom, again 10.71% schools have the 4 classroom, 7.14% schools have the 5 classroom, 5.95% schools have the 6 classroom and 1.19% schools have the 8 classroom. There is no 7 room in any of the sample primary school. It is clear that 7.14% schools have the five rooms to teach five classes. For continuing the class at least 6 classrooms are essential for primary school. It is the environment of the school in which the children

work and learn. It can be observed from the data that majority of the school buildings could not fulfill the basic requirements of room.

5.07 STATUS OF FURNITURE IN PRIMARY SCHOOL IN 2010

Furniture is one of the important aspects of material resources of a school. Furniture plays an important role in the physical, mental and moral welfare of children. If the furniture provided in the schools are wrong kind it is not only affect their health but also may cause moral injury and inability to concentrate and sustain attention. Furniture includes all the essential things desk, bench, chair, table, almirah etc. It may be wooden or steel. Good and suitable furniture is very essential in the academic achievement of the children. Data regarding type of furniture provided in the school is shown in table-5.7.

Table- 5.7: Status of furniture in primary school in 2010

Sl. No	Furniture	Sample school	Percentage
1.	Sufficient	23	27.38%
2.	Insufficient	61	72.61%
	Total	84	

The above table-5.7 shows that 27.38% sampled primary schools had the sufficient furniture and 72.61% of schools had insufficient furniture in Bongaigaon district. Furniture includes desk-bench, chair, table, almirah etc. For the proper functioning of the school these are considered as most important in primary school.

5.08 STATUS OF FURNITURE IN PRIMARY SCHOOL AT PRESENT

The status of furniture in primary schools in Bongaigaon district in the year 2014 is shown in table-5.8 and their graphical representation is shown figure-5.3.

Table-5.8: Status of furniture in primary school in the year 2014

Sl. No	Status of furniture	Sample school	Percentage
1.	Sufficient	27	32.14%
2.	Insufficient	57	67.85%
	Total	84	

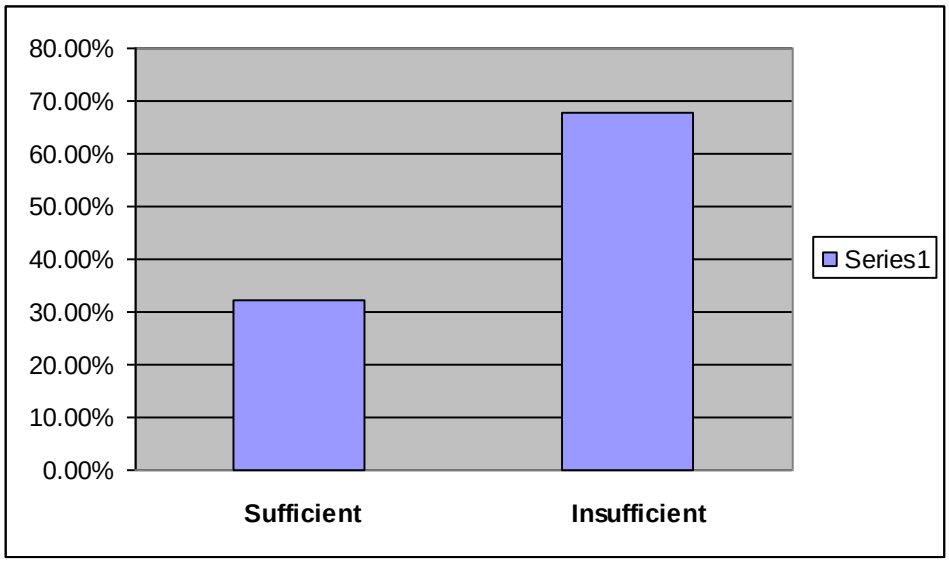

Figure 5.3: Interprets the graph status of furniture at x-axis and percentage at y-axis. It shows that furniture is insufficient in most of the schools.

The above mentioned table-5.8 gives us clear picture about the status of furniture in Bongaigaon district. At present 32.14% schools have the sufficient furniture and 67.85% schools have insufficient furniture. Even some of the schools have no desk-bench for sitting in char area of Bongaigaon district. The primary schools which are provincialised newly, their furniture condition is very pitiable. Some of the students sit on the mat or ground. There is no almirah or wooden furniture in theses schools.

5.09 SAFE AND PURE DRINKING WATER FACILITY

For the growth and development of the child, safe and pure drinking water is essential. Health is not just the absence of disease. Health impacts on many aspects of school life, from academic achievement to student's behaviors as well as social interaction among students. Safe and pure drinking water is basic required facilities of school. It helps the child to grow in proper way. Data regarding the safe and pure drinking water is presented in table-5.9.

Table- 5.9: Safe and pure drinking water facility in 2010

Sl. No.	Number of responses		Percentage
1.	Yes	59	70.23%
2.	No	25	29.76%
	Total	84	

From the above table-5.9 it is seen that 70.23% of primary schools had the safe and pure drinking water facility and 29.76% of schools did not having drinking water in 2010 in Bongaigaon district.

5.10 SAFE AND PURE DRINKING WATER FACILITY AT PRESENT

Health and education is co-related to each other. Without good health education is not possible. For keeping good health pure water help us in many ways. The child is given the top most priority in our society so his health is to be protected from all sides. For the safety of the child safe and pure drinking water is must. The status of Safe and pure drinking water facility in Bongaigaon district in the year 2014 is shown in table-5.10 and its graphical representation is shown in fig-5.4.

Table- 5.10: Safe and pure drinking water facility in the year 2014

Sl. No	Number of responses		Percentage
1.	Yes	62	73.80%
2.	No	22	26.19%
	Total	84	

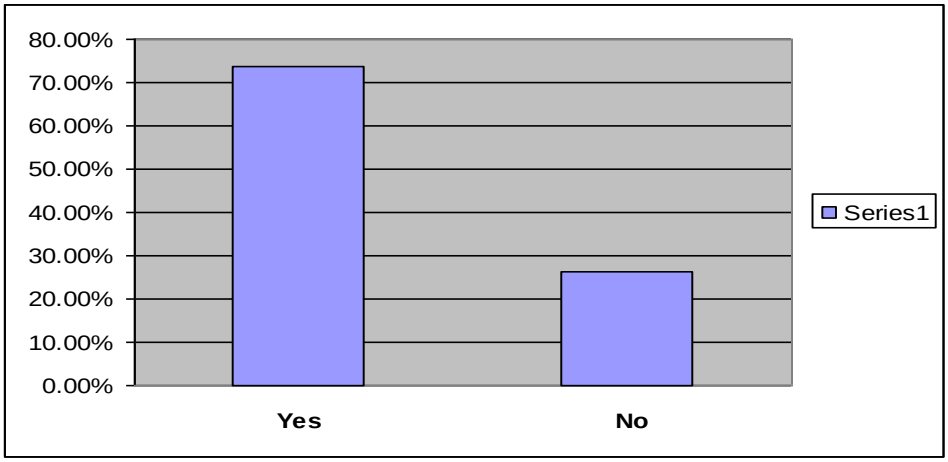

Figure 5.4: Interprets the graph of safe and pure drinking water facility in yes and no at x-axis and percentage at y-axis.

From the table-5.10, it is clear that 73.80% of sampled primary schools have the safe and pure drinking water and 26.13% of schools have no pure drinking water facility in Bongaigaon district. It shows that maximum number schools have the water facility.From the observation it is found that a few schools have got the scheme of Swajaldhara for pure and safe drinking water. But some of the schools have no any well or hand pump to quience their thirst. The students and teacher goes to houses of the nearest of the school. Although the Government has provincialised the primary schools but basic necessities have not found.

5.11 TOILET FACILITIES

Proper toilet facilities help to increase the school attendance of the students as well as in maintaining sanitation. It inculcates clean habits among students to ensure good health of individual and protect from several diseases. Toilet is essential for children of primary school. The information about toilet facilities in 2010 has been shown in table-5.11.

Table—5.11: Toilet facilities in 2010

Sl. No	Number of responses		Percentage
1.	Yes	54	64.28%
2.	No	30	35.71%
	Total	84	

From the above table-5.11 it is clear that 64.28% sampled primary schools had the toilet facilities and 35.71% schools had no toilet facilities in primary schools of Bongaigaon district in 2010.

5.12 TOILET FACILITIES IN PRIMARY SCHOOL AT PRESENT

Toilet facilities may help the children in the proper growth and development. With knowing of cleanliness the children may arrange awareness program in their school. Toilet facilities may save the children from bad smell which are very harmful to them. From the childhood the student may form the habit of doing well in school and future generation will imitate them. Information regarding the toilet facilities in sampled

primary schools is shown in table-5.12 and its graphical representation is shown in figure 5.5.

Table-5.12 Toilet facilities in the year 2014

Sl. No	Number of Responses		Percentage
1.	Yes	64	76.19%
2.	No	20	23.80%
	Total	84	

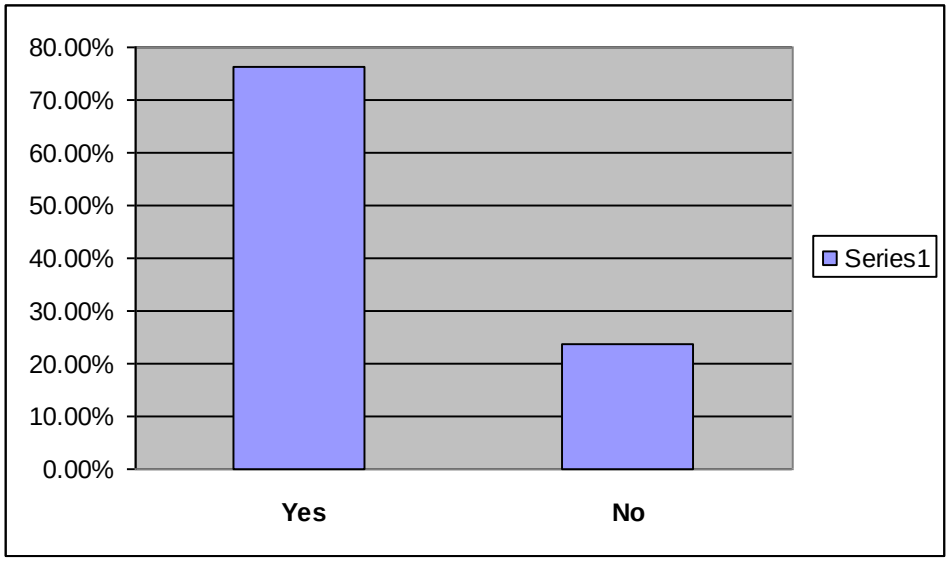

Figure 5.5:- Interprets the graph which has represented the toilet facility in yes and no at x-axis and percentage at y-axis.

The above table-5.12 shows that 76.19% schools have the toilet facilities and 23.80% schools have no toilet facilities in Bongaigaon district of Assam. So far as the toilets facilities in primary schools are concerned still a large number of schools have no toilet facilities. Comparatively primary schools in the urban area are more equipped with such facilities than schools in rural area of Bongaigaon district.

5.13 TOILET FACILITIES FOR THE TEACHERS

The status of toilet facilities for teachers at primary level in Bongaigaon district of Assam is shown in table- 5.13.

Table- 5.13 Toilet facilities for teachers

Sl. No	Toilet	Response	Percentage
1.	Separate toilets for male and female teachers	13	15.47%
2.	Joint toilets for male and female teachers.	52	61.90%
3.	No toilets for the teachers.	19	22.61%
	Total	84	

The above table-5.13 shows that 15.47% of sampled primary schools have the separate toilets for male and female teachers. 61.90% of schools have the joint toilets for the male and female teachers and 22.61% schools have no toilet facilities. It is noticed from the observation that the separate toilet for the male and female teachers have only in urban area. On the contrary in some rural area there is no toilet facility.

5.14 TOILET FACILITIES FOR THE STUDENTS

The status of toilet facilities for studens at primary level in Bongaigaon district of Assam is shown in table- 5.14.

Table- 5.14: Toilet facilities for students

Sl. No	Toilet	Response	Percentage
1.	Separate toilets for boys and girls.	9	10.71%
2.	Joints toilets for boys and girls.	58	69.04%
3.	No toilets for students.	17	20.23%
	Total	84	

From the table-5.14 it is found that 10.71% of sampled primary schools have the separate toilets for boys and girls, 69.04% of schools have the common toilets for boys and girls, 20.23% of schools have no toilets for the students. It is also found from the investigation that most of the primary schools which are newly provincialised by the Govt. of Assam, there is no toilet facilities. Some of the schools are constructing new toilet from the SSA fund.

5.15 PLAY GROUND FACILITY

Games and sports play vital roles in education, without play no education is complete. During the primary education stage children like to play. Their instinct and emotions are likely to express through play that helps in balanced development of personality. But it is not possible to organize those without sufficient play ground facilities. The child gets ample opportunities to play and spontaneously express their attitude in the play ground. It helps them to developed sympathy, tolerance and friendship. Data regarding play ground facility has been given in table-5.15.

Table—5.15: Play ground facility in 2010

Sl. No	Number of response		Percentage
1.	Yes	63	75%
2.	No	21	25%
	Total	84	

From the above table-5.15 it is found that 75% of schools had play ground facility and 25% schools had no play ground facility to play in primary school level of education in Bongaigaon district of Assam.

5.16 PLAY GROUND FACILITY AT PRESENT/2014

For the healthy growth and development of children, play is must. Play gives the children spontaneous joy and there by increased their interest. Play ground is an essential condition of primary school. The children will play and this help in growing their body and muscle in proper way.

Table—5.16: Play ground facility in the year 2014

Sl. No	Number of Response		Percentage
1.	Yes	64	76.19%
2.	No	20	23.80%
	Total	84	

From the table-5.16 it is seen that 76.19% schools have the play ground facility on the other hand 23.80% have no play ground facility yet. So far as play ground facility, some schools have no proper place to stand and play. The school is situated with shortage of land and they can not think about play ground.

5.17 BOUNDARY WALL FACILITY

Boundary wall is an essential condition for the primary schools. The primary schools which are situated near the road, these schools face a lot of safty problems for the children of primary school. Boundary wall saves the life of the children in many times. They like to play in open air and run on the road. Boundary wall protects the life of children and also helps in keeping clean the atmosphere of school. The details related to boundary wall facility in primary schools is shown in table-5.17.

Table- 5.17: Boundary wall in 2010

Sl. No	Number of Responses		Percentage
1.	Yes	3	3.57%
2.	No	81	96.42%
	Total	84	

From the above table-5.17 it is seen that only 3.57% schools had the boundary wall and 96.42% primary schools had no boundary wall in primary schools in Bongaigaon district of Assam.

5.18 BOUNDARY WALL AT PRESENT

Boundary wall keeps the children safe and help in growing their physical, mental and emotional development. Boundary wall protect the life the children in broader perspective and can play within the wall of the school. The details related to boundary wall facility in primary schools (in 2014) are shown in table-5.18.

Table -5.18: Boundary wall in the year 2014

Sl. No.	Number of Responses		Percentage
1.	Yes	4	4.76%
2.	No	80	95.23%
	Total	84	

From the above table-5.18 it is seen that 4.76% sampled primary schools have boundary wall and 95.23% of the school have no boundary wall in Bongaigaon district.

5.19 HOSTEL FACILITY

Hostel is the place where the children of primary school reside. The children of the hostel gets nutritious food and can live in healthy and hygienic atmosphere under the supervision of teacher/ headmaster/ principal. Data regarding schools having hostel facilities are presented in table-5.19.

Table-5.19: Hostel facility

Sl. No	Number of Responses		Percentage
1.	Yes	0	0%
2.	No	84	100%
	Total	84	

From the above table-5.19 it is clear that 100% sampled primary schools not having hostel facility. The entire primary school of Bongaigaon district is running without hostel.

5.20 LIBRARY FACILITIES

Library is the heart of educational institution. It is a vital component of school. It serves as the nerve centre in the educational development of children especially in educational institution. It provides access to supplementary materials that complement prescribed textbook and enhance learning and reading habits in students. It helps in making teaching and learning more meaningful and helps in achieving educational goal. But in many cases, library does not exist, wherever it exist, even there it remains nonfunctional in the absence of a librarian. High cost of books makes the availability of library facilities more difficult for students. The status of the library facilities in Bongaigaon district at primary is shown in table-5.20.

Table- 5.20: Library facilities in 2010

Sl. No	Number of Responses		Percentage
1.	Yes	11	13.09%
2.	No	73	86.90%
	Total	84	

From the table-5.20 it is seen that only 13.09% of primary schools had the library facilities on the other hand 86.90% schools had no library facilities.

5.21 LIBRARY FACILITIES AT PRESENT

Library is the first hand source of knowledge. The students can learn more by reading various types of book in library. Some funny book also available in the library, the students can acquire new knowledge from that type of book. They can know the information of other country by reading newspaper, magazine etc. The library plays an important role in the education of young generation. A good library should contain story book, plays, poetic selection, short biographies, travel account etc. So, library, if properly utilized, can contribute a great deal to supplement the class- teaching. The status of the library facilities in Bongaigaon district at primary (2014) is shown in table-5.21.

Table- 5.21: Library facilities in the year 2014

Sl. No	Number of Responses		Percentage
1.	Yes	12	14.28%
2.	No	72	85.71%
	Total	84	

From the above table-5.21 it is found that at present only 14.28% of primary schools have the library facilities and 85.71% of primary schools have no library facilities in Bongaigaon district of Assam. Without the library, a vacuum is created in an institution. Library should fulfill the needs of the student.

5.22 MID-DAY MEAL IN PRIMARY SCHOOL

Education is directly related to health and nutritional status of children. The school mid-day meal scheme facilitates enrolment and attendance in schools. Children who take part in such program stay in school longer and the expense is minimal. Apart from this, it has an important social value and fosters equality. As children learn to sit together and share a common meal, there is bound to be some erosion of caste prejudices and class inequalities. Cultural traditions and social structures often impact girls more than boys. However by encouraging female school attendance, the scheme

reduces the gender gap in education. Involvement of parents in school governance is also another beneficial offshoot of the program. The following table-5.22 shows the provision of Mid-Day Meal facilities in the selected schools.

Table- 5.22: Mid-Day Meal in 2010

Sl. No	Number of Responses		Percentage
1.	Yes	79	94.04%
2.	No	5	5.95%
	Total	84	

From the above table-5.22 it is clear that 94.04% of primary schools had Mid-Day Meal and 5.95% of schools had no Mid-Day Meal provision in Bongaigaon district of Assam in 2010.

5.23 MID-DAY MEAL AT PRESENT

Mid-Day meal is a boon to make the primary education universalize. The primary school provides nutritious food to the children for their growth and development. The children retained long time if they get mid-day meal in the school. The weaker sections of the society benefited from the nutritious food, provided in the school. The following table-5.23 shows the provision of Mid-Day Meal facilities in the selected schools in Bongaigaon district of Assam in 2014.

Table- 5.23 Mid-Day Meal in the year 2014

Sl. No	Number of Responses		Percentage
1.	Yes	83	98.80%
2.	No	1	1.19%
	Total	84	

The above table-5.23 shows that 98.80% of sampled primary schools have the Mid-Day Meal and only 1.19% schools have no Mid-Day Meal scheme. Some of the newly provincialised primary school do not have the Mid-Day Meal in Bongaigaon district of Assam.

5.24 SCHOOL UNIFORM

The importance of school uniform can not be over emphasized. It has a significant role in maintaining proper decorum and sustaining the attention of students on the studies by eliminating unnecessary distractions over attire. It also strengthens the national integration among the students and help in the unity for the country. The data regarding school uniform are presented in the table-5.24.

Table-5.24: School Uniform in 2010

Sl. No	Number of Responses		Percentage
1.	Yes	14	16.66%
2.	No	70	83.33%
	Total	84	

From the above table-5.24 it is found that only 16.66% of primary school had school uniform and 83.33% schools had no school uniform in Bongaigaon district of Assam in 2010.

5.25 SCHOOL UNIFORM AT PRESENT

The school uniform has a social value. All the students wear same type of dress. It makes them to identify their entity in the educational institution. The teacher and the society member can understand the student is belonging to that school. School uniform helps in the maintenance of discipline and standard of the school. Without it school looks very untied and awkward. The data regarding school uniform are presented in the table-5.25 in Bongaigaon district of Assam in 2014.

Table- 5.25 School Uniform in the year 2014

Sl. No	Number of Responses		Percentage
1.	Yes	74	88.09%
2.	No	10	11.90%
	Total	84	

The above table-5.25 shows that 88.09% of sampled primary schools have school uniform and only 11.90% have no school uniform. The schools which have no school uniform, most of them are newly provincialised as noticed by the investigator.

5.26 MEDICAL / HEALTH CHECK UP AND FIRST AID FACILITIES

For the growth and development of child, provision of a regular medical check up is also largely important. The school health check up consist of procedures that contribute to the maintenance and improvement of the health of pupils and school personal including health services, healthy living and health education. For creating a sound mind, there is always necessary for sound body. A systematic medical/ health check up of students is one of the most important means of taking care of the physical well-being of the students. Although this system has been in existence for many years. Sanitation is the science of keeping the classroom and their surroundings clean and conducive to health. Following table-5.26 indicates the health / medical check up facilities provided in the schools of Bongaigaon district in 2010 which is graphically represented in figure-5.6.

Table- 5.26: Medical/Health checkup

Sl. No	Number of Responses		Percentage
1.	Yes	52	61.90%
2.	No	32	38.09%
	Total	84	

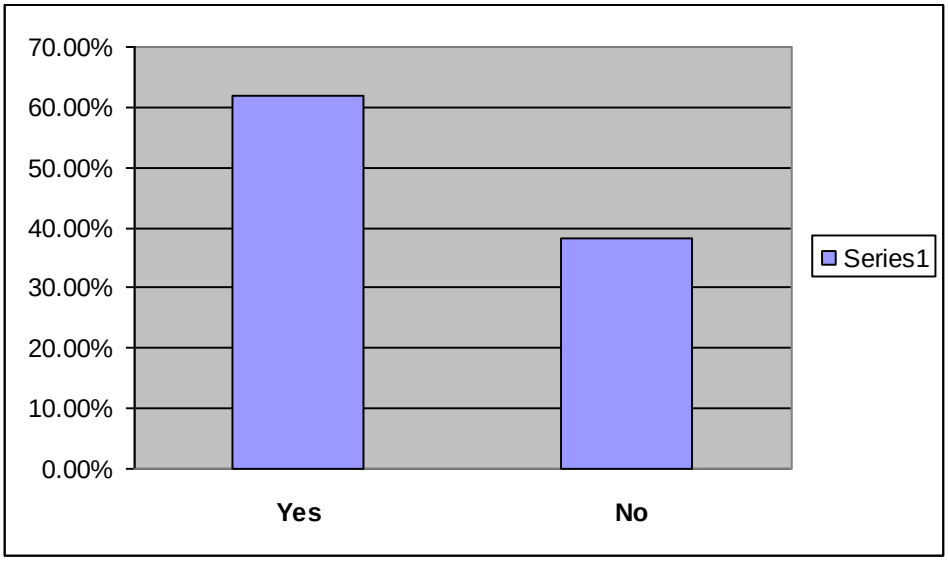

Figure 5.6: Shows the graph of medical/health checkup at x-axis and percentage in y-axis.

From the above table-5.26 it is clear that 61.90% of primary schools have the provision of medical check up by the doctors. The doctors provide injection, vitamin

tablets etc to the students. 38.09% of primary schools donot have such facility. Majority of schools have the medical checkup.But it is found from the investigation that a good portion of schools in char area, there is no medical check up for the primary schools.

5.27 FIRST AID FACILITIES

First aid facilities are very important for any institutions, office or organization. It helps at the time of any injury or casuality even in abscence of doctor. Any one can do first hand treatment at the time of injury, after that the injured person may be sent to the hospital for proper treatment. Sometimes it saves life of a person. The list of first aid items availability is shown in table-5.27 which is shown graphically in figure-5.7.

Table- 5.27: Details of First Aid items

Sl. No	First Aid items	Response		Percentage
1.	Bandage	Yes	32	38.09%
2.	Dettol	Yes	25	29.76%
3.	Iodex	No	0	0
4.	Injection	No	0	0
5.	Soap	Yes	27	32.14%
		Total	84	

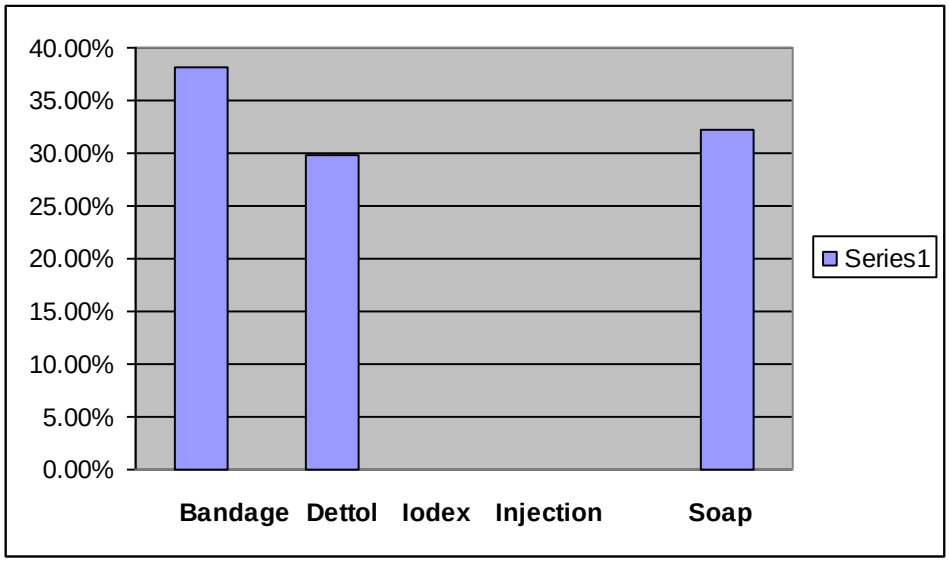

Figure 5.7: Interprets the graph of the first aid facility such as bandage, dettol etc. at x-axis and percentage in y-axis.

From the above table-5.27 it is found that 38.09% of sampled schools have bandage, 29.76% of schools have dettol, 32.14% of sample primary schools have soap to wash hand and there is no iodex and injection in any school of Bongaigaon district. Many primary schools of char area of this district have no any facility of first aid.

5.28 PHYSICAL TRAINING FACILITIES IN PRIMARY SCHOOL

Physical training is very important aspect of education. It improves the health status of children and enhances their learning ability. Keeping in view the importance of physical training in education State Council of Educational Research and Training (SCERT), Assam has included physical education as one of the co- scholastic subject in the curriculum of primary education in 2010. Physical training is an important part of the curriculum that is necessary to develop the all round personality of the child. New Education Policy, 1986 stated that it is an integral part of the learning process and will be included in the evaluation of student performance. The National Council of Educational Research and Training (NCERT) and NCF-2005 in its curriculum allotted 10% of instruction time at the lower primary and upper primary stage for the physical education. The evaluation of performance of students in this area has not yet become a reality in most cases. The states continue to give it low priority when it comes to providing play grounds, adequate infrastructure, sports equipment and physical education teachers to bigger schools. For obtaining the information regarding schools having physical training facilities the investigator collected data through the help of questionnaire. The informations related to physical training facilities is shown in table-5.28.

Table- 5.28: Physical training facilities

Sl. No	Number of Responses		Percentage
1.	Yes	5	5.95%
2.	No	79	94.04%
	Total	84	

The table-5.28 shows that only 5.95% of sampled primary schools have the facilities for the physical training, on the other hand 94.04% of schools have no such facilities. Some of the school only they practice left- right after morning assembly.

5.29 SCHOOL BELL

School bell is essential for the primary school. The child of primary school becomes alert when they listen the ringing of bell in the verandah. It makes them to be punctual and comes to the line of discipline. Before starting the class the students assembled for morning assembly and after ward they go to their respective classes. The school bell is also regarded as one of the essential component for primary school. Data regarding the school bell in primary school of Bongaigaon district is shown in table-5.29.

Table- 5.29: School bell

Sl. No	Number of Responses		Percentage
1.	Yes	48	57.14%
2.	No	36	42.85%
	Total	84	

The table-5.29 indicates that 57.14% of sampled primary schools have the school bell and 42.85% of schools have not any type of school bell. The primary schools which are provincialised by the Government of Assam recently, these schools have no any facility including school bell.

Hence from above facts and figures it is clear that there is lot of improvement in infrastructural development as well as other facilities at primary level education, therefore the hypothesis "There is no significant difference in the development of primary school stage in Bongaigaon district of Assam" is rejected.

Objective no. - 2: To investigate the enrolment and retention at primary level in Bongaigaon district of Assam.

Hypothesis: There is no significant difference in enrolment of primary school of Bongaigaon district.

5.30 ENROLMENT IN THE SAMPLED SCHOOL

Students are important element of the formal education. We cannot imagine any kind education without the students. So for the teaching learning process students occupied

a major role. Actually students are the flowers of the garden. The students of today are the citizens of tomorrow. Data about the enrolment of students in 2010 and 2014 of the sample primary school is shown in table-5.30, which is graphically presented in figure- 5.8.

Table- 5.30: Enrolment of the sampled school

Year	Enrolment		Comparison
	Boys	Girls	Total
2010	4656	4445	9101
2014	4409	4578	8987

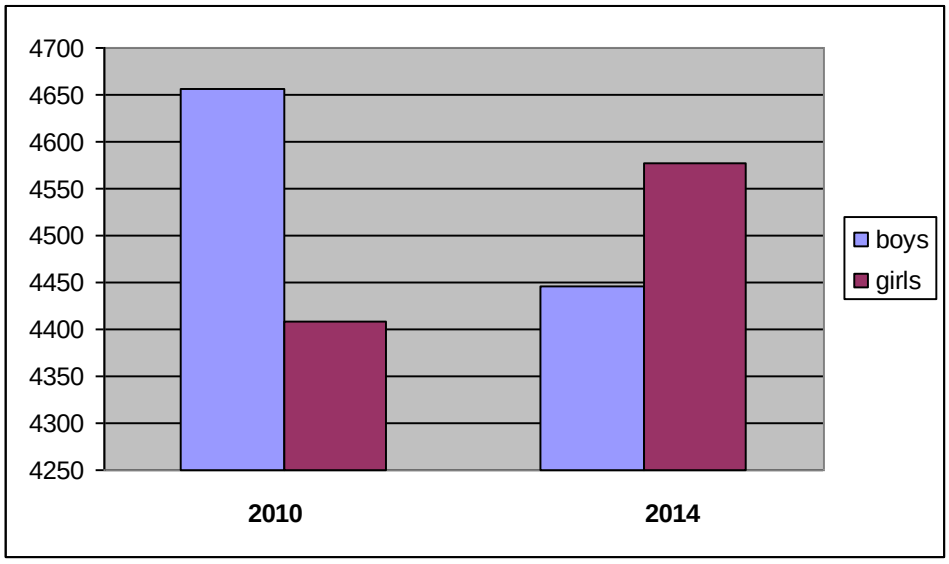

Figure 5.8: Interprets the graph sex wise enrolment of year at x-axis and the number of students at y-axis.

The above table-5.30 indicates that in 2010 the total enrolment was 9101, out of this 4656 were boys and 4445 were girls. In 2014 the total enrolment is 8987 out of this 4409 are boys and 4578 are girls. In the year 2010 the enrolment of boys was higher than girls but the enrolment in 2014 shows girls enrolment is higher than boys. From the survey it is clear that there is sequential decrease in the enrolment of the sampled primary schools in Bongaigaon district. The reason of decrease in enrolments are due to establishment of Jatiya Vidyalaya, Sankardev Sisuniketan and many English Medium private schools, the guardians are interested to send their children to private schools. The quality of education in the government school is very low. In some

schools of char area there is no environment of education as observation made by the investigator.

Teacher: The **t**eacher is an important and indispensable entity in the teaching learning process, notwithstanding advances in technology. He/ she is expected to play a crucial role in transforming the children into responsible citizens, in the face of several constraints. In fact a teacher is the pivot around whom our entire education system revolves. It goes without saying that teachers performance is the most critical input in the field of education. Policies lay down by the state become meaningful only when the teacher delivers them in the classroom. Hence teacher selection, training, capacity building, motivation and performance assume immense importance. But this again depends on the quality of training and academic support that is given to them. Premises and equipment are needed in the education enterprise but persons are vital to them and a teacher is the supreme factor. There is no exaggeration that a spacious building, costly equipment and sound syllabus will serve some useful purpose only when there are teachers who are fully alive to the nobility of the profession and its accompanying responsibilities. The teachers play an important role in molding and shaping the attitudes, habits, manners and above all the character and personality of the students. A teacher is a friend, philosopher and guide of the students. A teacher affects eternity, he can never tell where his influence stops. In the school teachers act as a sender, where as student acts as the receivers. Whatever is facilitated by the teachers it is received by the students. Further there should be appropriate balance between the two.

5.31 PUPIL TEACHER RATIO (PTR)

The number of teachers and institutions do not give a true picture of the situation in the classroom. The PTR is a more reliable indicator in judging the adequacy of the system capacity. A higher PTR impacts the quality of teaching as each teacher would have less time to devote to the individual student. Further a higher PTR in a multi grade situation compounds the problem as the quality of learning of students is adversely impacted. The appropriateness of pupil teacher ratio is very important for proving quality education to the children. According to RTE Act 2009 norms there should be one teacher for every thirty students in primary schools. To get the

information whether the ratio of teacher students of Bongaigaon district is as per the norms of SSA and RTE-2009 or not the ratio of teacher students had been computed on the basis of school enrolment and number of teachers. Data in this regard are presented in table-5.31.

Table- 5.31 Pupil Teacher Ratio in 2010

Sampled primary school	Number of teacher working in schools	Number of students	Pupil Teacher Ratio
84	241	9101	1: 37.76

The above table-5.31 shows that the pupil – teacher ratio in the surveyed school is 1: 37.76; it is not as per the Right To Education -2009 and SSA. It is 1:30. It is excess the PTR. In some school of rural area, the investigator found that student is 360 but the teacher is only 3. This 3 teacher is teaching all classes (including Ka-shreni) and the heavy curriculum of primary education. For this the teachers suffer a lot when they work in the school. More than 6 or 7 teacher is needed for smooth classes.

5.32 PUPIL TEACHER RATIO AT PRESENT

The teacher and students are the two entity of formal education. The student enrolment and achievement is completely depends on the teacher as students get more knowledge from the teacher. The pupil teacher ratio of the school helps in academic achievement of learner. The teacher's role is most crucial in acquiring of new knowledge. The data regarding pupil teacher ratio is presented in the table-5.32 in Bongaigaon district of Assam in 2014.

Table- 5.32 Pupil Teacher Ratio in the year 2014

Nos of sample school	Nos of teacher	Nos of student	Pupil Teacher Ratio
84	239	8987	1: 37.60

The table-5.32 shows that the total number of teachers serving in the surveyed primary schools (84) of Bongaigaon district is 239. The average of the teachers per school is 2 and the total number school going children is 8987 and the pupil teacher ratio is 1:37. This ratio has been calculated from the surveyed schools as samples of Bongaigaon district. The ratio is excess as per the norms of SSA and RTE-2009..

5.33 SINGLE TEACHER SCHOOL

Single teacher school is not a new concept. Before the independence many states had a large number of single teacher school, with a majority of them having not more than 15—20 children. A single teacher was supposed to teach more than one class. With the introduction of compulsory primary education scheme, the strength in such schools increased considerably. If in any circumstances the teacher could not go to the school, for that day school is closed. A fair number of single teacher schools exist in Bongaigaon district also. Information regarding the single teacher of the sample school is shown in table-5.33.

Table-5.33 Single teacher school

Sl. No	School	Response	Percentage
1.	Single teacher	5	5.95%
2	Two or more teachers	79	94.04%
	Total	84	

The table-5.33 shows that 5.95% of sampled primary schools are single teacher school and 94.04% schools having two or more than two teachers. From the investigation it is found that single teacher school faces a lot of problem in teaching. A teacher has to teach five classes everyday. It is also a cause of drop out in primary education. It becomes injustice to the student and the teacher is failed to maintain discipline among the students. A comparison of enrolment, teacher, student and Pupil Teacher Ratio between 2010 and 2014 is shown in table-5.35.

5.34 COMPARISON OF TEACHERS, STUDENTS AND PTR

Pupil and Teacher ratio of the sampled School as follows

Table-5.34: Comparison of teachers, students and PTR

Year	Nos. of teacher	Nos. of student	Pupil Teacher Ratio
2010	241	9101	1: 37.76
2014	239	8987	1: 37.60

The table-5.34 indicates that in the year 2010, total number of student were 9101 and 241 teachers were serving in the sampled primary schools and the pupil teacher ratio

was 1: 37.76. Again in the year 2014 total number of student were 8987, the number teacher were 239 so the pupil teacher ratio was 1:37.60, it is always excess of ratio as per the RTE—2009, but there is minimal decrease in PTR i.e. .16.

5.35 QUALIFICATION OF THE HEADMASTER/HEADMISTRES

It is said that the Headmaster is the central point of the school. The quality of the teaching learning process in any institution greatly depends upon the academic and professional qualification of the head of the institution. If headmaster is well educated and well versed with teaching, it impects on the performance of the learner. The data related to academic qualification of the Headmaster/Headmistress is shown in table-5.35 and their graphical representation is shown in figure-5.9.

Table—5.35: Academic qualification of the Headmaster/Headmistress

Sl. No	Academic Qualification	Nos of Teacher	Percentage
1.	HSLC/Matriculate	54	64.28%
2.	HS/PU	16	19.04%
3.	BA/B.SC	13	15.47%
4.	MA/M.SC	1	1.19%
	Total	84	

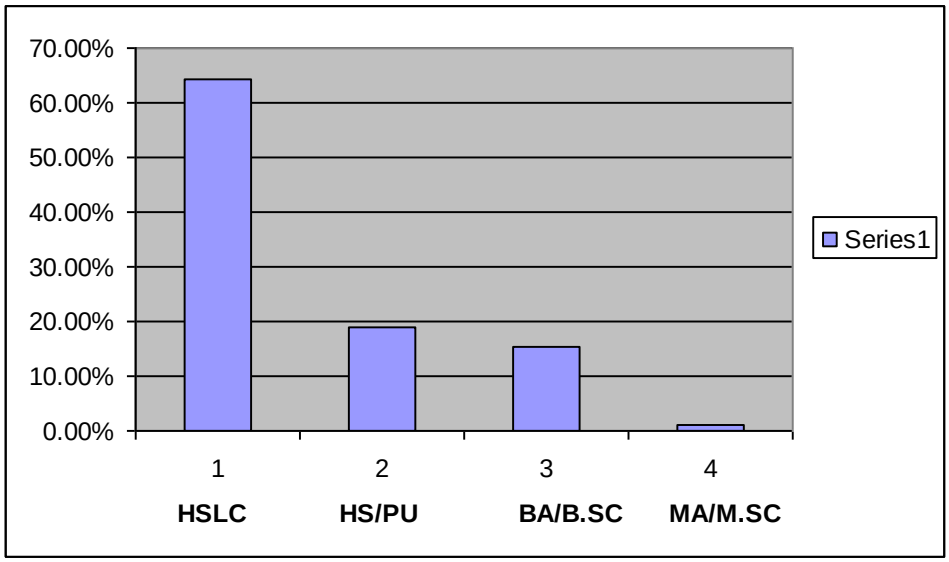

Figure 5.9: Interprets the academic qualification at x-axis and y-axis denotes the percentage of the teacher.

The table-5.35 shows that 64.28% of Headmasters have HSLC or Matriculate, 19.04% Headmaster/ Headmistress have HS/PU, 15.47% of Headmaster/Headmistress is BA/B.Sc and 1.19% of Headmaster has the MA degree in sampled primary schools of Bongaigaon district. The graph indicates that majority of the headmasters have educational qualification HSLC.

5.36 PROFESSIONAL QUALIFICATION OF HEADMASTER / HEADMISTRESS

Teacher is the pivot around which the whole process of education revolves. The strength and success of any education system depends to a great extent upon teacher. It is said that the quality of a nation depend upon its citizens, the quality of citizens depend upon its education and the quality of education in turn depends upon the quality of teacher. The term quality covers different dimension, professional qualification is one of them. The professional competence of a Headmaster/ Headmistress is a most important pre-requisite without which even the best curriculum and syllabus can not ensure the desired learning outcome of the learner. To be a good and effective teacher a professional training is a pre-requisite. Data regarding the professional qualification of the Headmaster/Headmistress is given in table-5.36 and their graphical representation is shown in figure-5.10.

Table-5.36: Professional qualification of the Headmaster/Headmistress

Sl. No	Professional Qualification	Nos. of Headmaster	Percentage
1.	JBT	59	70.23%
2.	D. El. Ed	12	14.28%
3.	B. Ed	2	2.38%
4	M.Ed.	0	0
5.	Un Trained	11	13.09%
	Total	84	

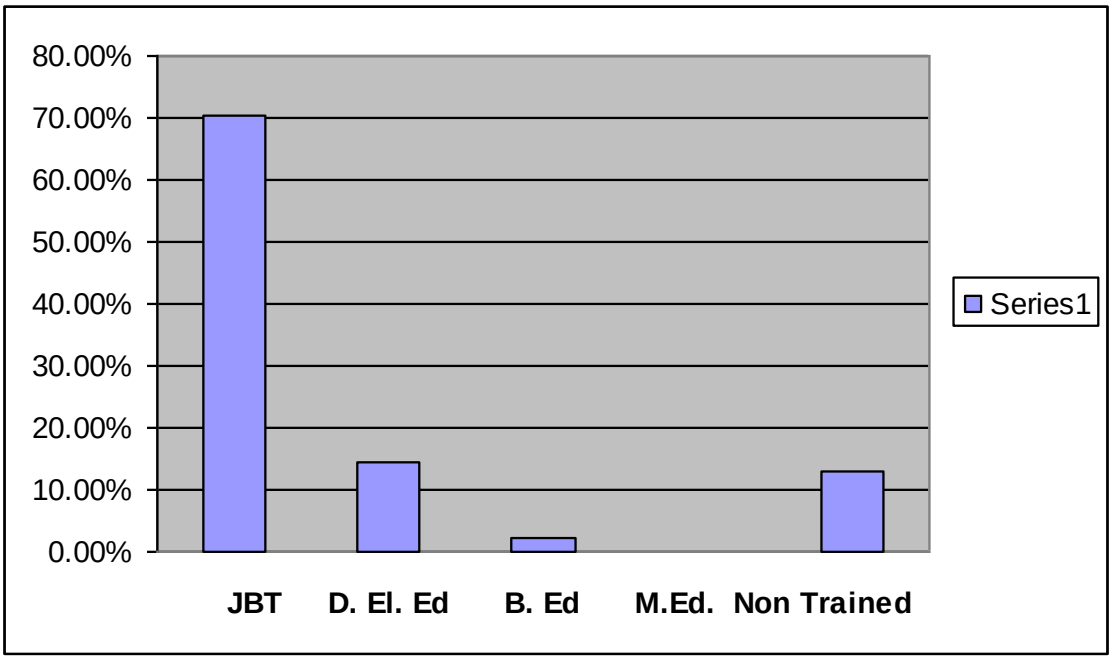

Figure 5.10: Interprets the graph of the professional qualification of the headmaster at x-axis and percentage at y-axis.

From the above table-5.36 it is clear that 70.23% of Headmaster of the sampled primary schools have the Basic Training, 14.28% of Headmasters have D. El. Ed (two years) newly introduced by the Govt. of Assam under Krishna Kanta Handiqui State Open University. 2.38% of Headmasters have B. Ed. and 13.09% of the Headmasters are (doing training) not trained in the primary schools. It shows that most of the headmasters have JBT. The newly provincialised primary schools headmasters are mostly untrained. Some of the Headmasters are doing D.El. Ed in various institutions.

5.37 TRAINED AND UTRAINED TEACHER AT PRIMARY SCHOOL

Training makes a teacher perfect. Training helps the teacher to upgrade the knowledge what ever is going on at present. The training of the teachers is complete overhaul and should be able to respond to the needs of teachers as well as community. Participation of voluntary agencies in teacher training program may be explored in order to make them more responsive to community needs. Training helps the teacher to equip with basic skills of teaching. After getting the academic degree and appointment the teacher is to adjust with the teaching. He is to upgrade the knowledge with the present situation. Training fulfils the need of the teacher within

the community. The Data regarding the trained & untrained teacher is given in table-5.37 and their graphical representation is shown in figure-5.11.

Table- 5.37: Trained & untrained teacher

Sl. No	Teachers		Percentage
1.	Trained	180	75.31%
2.	Untrained	59	24.68%
	Total	239	

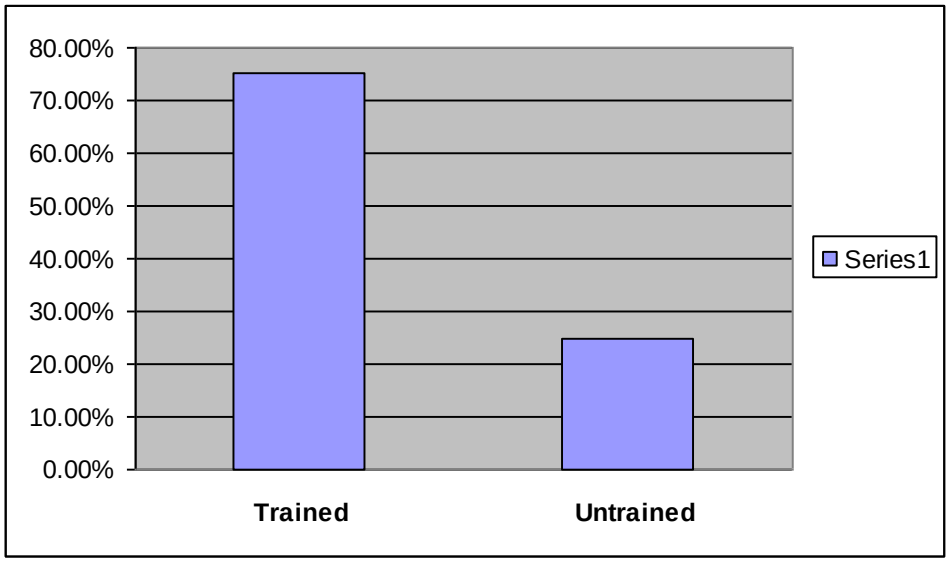

Figure 5.11: Interprets the graph of trained and untrained teachers at x-axis and percentage at y axis.

From the above table-5.37 it is found that 75.31% teachers of the sampled primary schools are trained. With the knowledge of training, the teacher can teach very well in classroom. The teacher can provide the knowledge in classroom setting and can use new methods in proper way. 24.68% teachers are yet to be untrained in Bongaigaon district. It indicates that trained teachers are more than the untrained teachers. It is noticed by the investigator that some of the teacher appointed earlier but they have no training till today. More training is needed for the teacher. The teacher should bring novelty in teaching. For making the teaching learning effective, a teacher should get part time and full time training. They are to trained in their respective subject also. With the old system new type of training to be introduced to upgrade the knowledge. They are to be trained with various methods. What methods will be suitable for the

children, on the basis of feedback, the teacher should use that method in the classroom.

5.38 TET QUALIFIED TEACHER

TET qualified teacher constitute a good number in primary schools of Bongaigaon district. They are called as the quality teacher. They have passed the Teacher Eligibility Test (TET) conducted by the Government of Assam and appointed as per the criteria of Right To Education (RTE-2009) with the fulfillment of norms of National Council of Teacher Education (NCTE). More than 40000 TET qualified teachers were appointed in Assam in primary level of education. Some terms and conditions were imposed on them. Like all the TET qualified teacher are to complete Diploma in Elementary Education (D.EL.ED). They are taking two year elementary training in several Study Centre of Krishna Kanta Handiqui State Open University (KKHSOU), District Institute of Education and Training (DIET) and B. Ed. Colleges of Assam. From the investigation it is found that some of the TET teachers are highly qualified and having good academic career. The number of TET qualified teachers in the district is 50 (20.92%) out of 239 teachers working in sampled schools. Some of the TET qualified teachers having B. Ed. Degree. Some of them are doing B. Ed. in various teachers training colleges of Assam. In future if the TET teachers get training full time or part time they will be best teacher.

5.39 SEX RATIO OF TEACHER IN SAMPLED SCHOOL

Primary education is the first stage of education for children. When they come to formal school they want love and affection from the teacher. Small children can adjust more easily with female teachers than with the male teachers. Therefore primary school should be well staffed by female teachers. The female teacher looks the children as their son or daughter. The children adjust in the school with their friends. They get the first knowledge from the teacher in primary school. Data regarding the male and female teacher in sampled schools is shown in table-5.38 and their graphical representation is shown in figure-5.12.

Table- 5.38: Sex ratio of teacher

Sl. No	Teachers in 2010		Teachers in 2014		Percentage	
					2010	2014
1.	Male	157	Male	154	65.14%	64.43%
2.	Female	84	Female	85	34.85%	35.56%
	Total	241	Total	239		

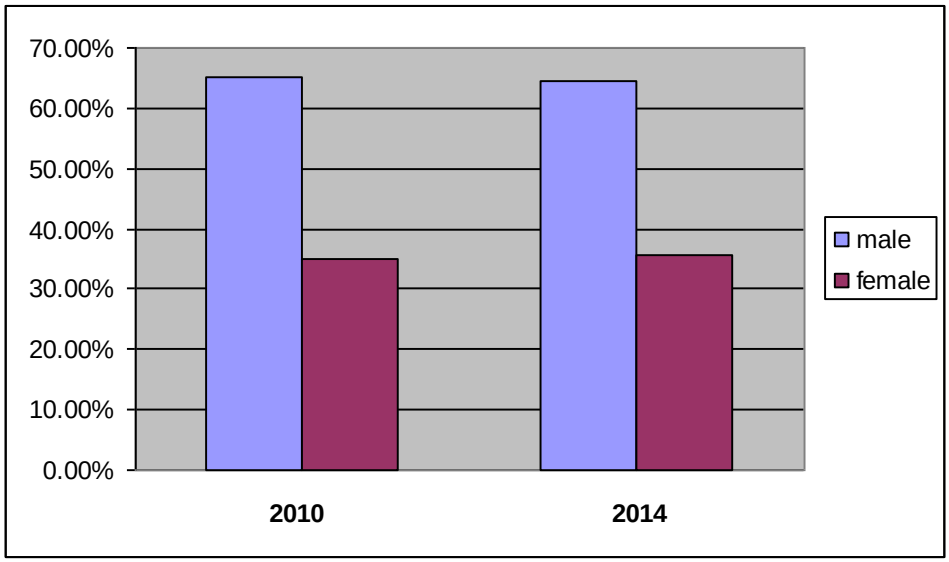

Figure 5.12: Interprets the graph of sex ratio of teacher in year at x-axis and percentage of male and female teachers at y-axis

The above table-5.38 indicates that in 2010, out of 241 teachers 157 are male and 84 are female teachers. And the percentage is 65.14% male and 34.85% female teachers. Again in 2014, out of 239 teachers 64.43% is male and 35.56% is female. It is found that the proportion of female is low and some of the schools do not have even a single female teacher. It is observed by the investigator that the ratio of female teacher is very less as compared to male teachers in Bongaigaon district.

5.40 TEACHING LEARNING MATERIALS (TLM)

Audio-visual aids used for teaching learning purposes are also known as teaching aids. These are learning devices that help the teacher to clarify, establish, co-relate and co-ordinate accurate concept, enable him to make learning more effective and more interesting. Teaching learning aids make the sense organs of the pupils active and help them in understanding the minute and difficult ideas of the lesson very conveniently. The aim of using teaching aids in the teaching learning process is to

clear the channel between the learner and the things that are worth learning. If the teacher uses the teaching aids along with his lecture, it provides significant gain to the learner in their learning, retention and recall, thinking and reasoning, activity and interest, imagination, better assimilation and ultimately in their proper growth, development of knowledge. The intellectual use of skillfully designed instructional aids makes learning clear and easy for the learner.

One of the major problems in school education is the lack of necessary teaching aids and space for carrying out demonstration. Quality of instruction in the school depends greatly on the availability and use of appropriate teaching aids and materials by the classroom teacher. Information regarding availability of various materials and their use in the school under study has been presented in this section.

AVAILABILITY OF LEARNING MATERIALS FOR THE LEARNERS

The availability of learning materials is one of positive and consistent determinants of pupils learning achievement. The distribution of textbooks to students is one of the incentives which are given by the state government to attract children to school and to retain them there. The survey revealed that only textbooks were provided to all the students by the government. Rest of the materials like slate, pen, pencil etc was procured by the parents.

READING MATERIALS FOR CLASSROOM TEACHING

The most essential for every teacher is to possess and read at least three set of materials in order to preparing themselves for classroom teaching. These are the prescribed textbooks, teacher's handbooks and supplementary reading materials. But from the study it was observed that only textbook was available for teachers and others materials i.e. teachers handbook and supplementary reading materials were not possessed by the teachers. It was also observed that all the students followed textbook only.

USE OF TEACHING AIDS IN THE CLASSROOM

The student spent most of his time with the teachers. He shapes him for the future. He is care and ward of the student. He must teach with affection using innovative methods overcoming idleness and carelessness on the part of the students and usual boredom of the classroom. The classroom might be transformed into a knowledge giving recreational theatre, creating an entertaining atmosphere by making use of various types of teaching aids in the school. Data regarding the use of teaching aids in sample school are shown in table-5.39.

Table- 5.39: Use of teaching aids

Sl. No	Response		Percentage
1.	Yes	80	95.23%
2.	No	4	4.76%
	Total	84	

From the table-5.39 it is found that 95.23% of sampled school teachers used teaching aids in the classroom teaching and 4.76% of sampled school teachers do not use teaching aids in the classroom. The teachers, who do not use teaching aids in the class their teaching becomes unattractive and not motivate the students. The teachers teaching also become static and unscientific.

5.41 BLACKBOARD, MAP AND SCIENCE KITS

Blackboard

Blackboard is a real friend and reliable helper for every teacher. Hence teacher should be expert in the skill of using such an unselfish friend while teaching. It is a powerful instrument at hands of the teacher in achieving his objectives successfully. In order to make teaching effective and fruitful, teacher needs the help of the blackboard frequently. Sometimes teacher makes use of blackboard for drawing pictures, diagram maps and sketches to make the teaching point clear to the learner. For this every teacher should develop the skill in the art of drawing pictures on the blackboard. Without proper use of blackboard no one can be a good teacher. Blackboard should be placed on a convenient place of the classroom so that the student can easily read, what is written on it. Teacher should write speedy on the

blackboard. Facts and events of the topic are to be written on the blackboard. Writing on the blackboard should be beautiful and bright, neat and clean. It is the most important, most useful, and cheapest teaching aid in modern education system. In modern time the demand of blackboard has increased for teaching learning process. The modern psychology reveals that children can learn more when they get chance to apply their senses more in understanding a topic. The content of every subject demands the use of blackboard for its clear and convenient understanding.

Map

Maps are some thing that teachers can use for various projects or lesson. A map is a diagram drawn on a plain surface to represent the details of boundaries of continents, countries etc. Geographical entities like location of mountains, places, rivers, altitude of a place, contours of the earth surface can be represented detail in maps with a suitable color scheme. Maps are most useful for social studies and science and give students a great understanding of spatial relations.

Science kits

Science kits are very important in primary school. Science has given us the new form in teaching learning process. The classroom becomes enjoyable and more fruitful if the teacher uses these in classroom teaching. The students get first hand knowledge from the science kits. The data related to teaching-learning material is shown in table-5.40.

Table- 5.40: Teaching Learning Material

Sample primary school	Responses		Percentage	
Name of item	Yes	No	Yes %	No%
Blackboard	84	0	100%	0
Map	62	22	73.80%	26.19%
Science kits	4	80	4.76%	95.23%

From the above table-5.40 it is found that 100% of schools had the blackboard. Some of the school had many blackboards and in some schools blackboard was nominal but have the blackboard in all school. Again 73.80% school had the map and 26.19% schools had no map to teach geography and social studies. It is also seen that only 4.76% schools had the science kits and 95.23% schools had no science kits to teach science in classroom.

5.42 CHARTS, GLOBE ETC.

A chart is a combination of pictorial, graphic, numerical and verbal material which presents a clear visual summary. These can help teacher in various occasions. Teacher can prepare charts whenever he feels it necessary. He can save time by using suitable charts in teaching. Charts once prepared can be used over a number of years. Some charts like tree charts, time line charts, technical diagrams and process diagram can be usually used in the classroom. Charts of all subject are easily available almost everywhere. But charts to be used in the classroom should be large, depicted in detail and easily visible to every student in the class, wherever he is sitting. Each chart contains information on one specific area of a subject. Educational charts include health, language, fruits, alphabets, scenario, national leaders etc. For the development of physique various types of health charts can be display on the wall of the school. The students can imitate them and do the exercise as per the charts. The national leaders like Mahatma Gandhi, Pandit Jawaharlal Nehru. Indira Gandhi, Sardar Ballav Bhai Patel, Dr. Rajendra Prasad etc. can be displayed on the wall. The students can follow the path of the leaders. Like the other charts fruits, language, alphabets may be displayed and the students can acquire the first hand knowledge from them.

Globe

Globe is mostly used for teaching geography as it is a spherical model of the earth. By observing the globe children can achieve correct information about geographical shape of the earth, areas, distance and different directions of the earth. Globes may be of various sizes, large size globes have the facility of observing everything vividly. Globes are of three types--

a) Political globes which represent the location, boundaries, and details about the places of different countries.
b) Physical political globe which along with the places and boundaries show physical features also.
c) Slated out line globes, on which teachers and pupils can write with chalk. Through writing on these globes pupils can learn activity which is very useful for effective learning. Children can gather knowledge about latitude, longitude etc by observing them in the globe distinctly. Change of season, causes of day and night etc. can be better understood by the learner if globe is used.

Play materials

The teacher used various types of play materials for the better learning of the students. The teacher uses wooden number, plastic toys, letters etc. in the classroom teaching. By using the play materials, the teacher can motivate the learner very well and student gets interest from play material.

Magnifying glasses

It is very important for teaching the science in the classroom. By using the magnifying glasses, the teacher can show the small things as bigger and its effective use in the classroom.

Balance and weight

Balance and weight is another teaching learning material used by the teachers in the classroom. The teacher can provide lesson by using the play way method. Data regarding teaching learning material is given in table-5.41.

Table- 5.41: Teaching learning material in 2010

Items	Responses		Percentage	
	Yes	No	In Yes	In No
Plastic globe	68	16	80.95%	19.04%
Educational chart	67	17	79.76%	20.23%
Play material	42	42	50%	50%
Magnifying glass	47	37	55.95%	44.04%
Balance and weight	56	28	66.66%	33.33%

The above table-5.41 shows that 80.95% schools had the plastic globe and 19.04% schools had no plastic globe, 79.76% schools had the educational charts and 20.23% schools had no educational charts, 50% schools had the play material and 50% schools had no play material, 55.95% schools had the magnifying glass and others 44.04% schools had no magnifying glass, 66.66% schools had the balance and weight and 33.33% schools had no balance and weight in the primary school of Bongaigaon district in Assam.

5.43 TEACHING LEARNING MATERIAL AT PRESENT

The teaching learning material is occupying an important place in educational process. Without these we can not imagine good education to the children. The success of education of the children in the classroom depends on the availability of teaching learning materials. Teaching learning materials makes the teaching very attractive and can motivate the students easily. The information regarding the teaching learning material in sampled school is shown in table-5.42 and graphical representation is shown in figure-5.13.

Table- 5.42: Teaching learning material in the year 2014

Items	Response		Percentage	
	Yes	No	In Yes	In No
Plastic globe	64	20	76.19%	23.80%
Educational charts	62	22	73.80%	26.19%
Play materials	42	42	50%	50%
Magnifying glass	45	39	53.57%	46.42%
Balance and weight	58	26	69.04%	30.95%

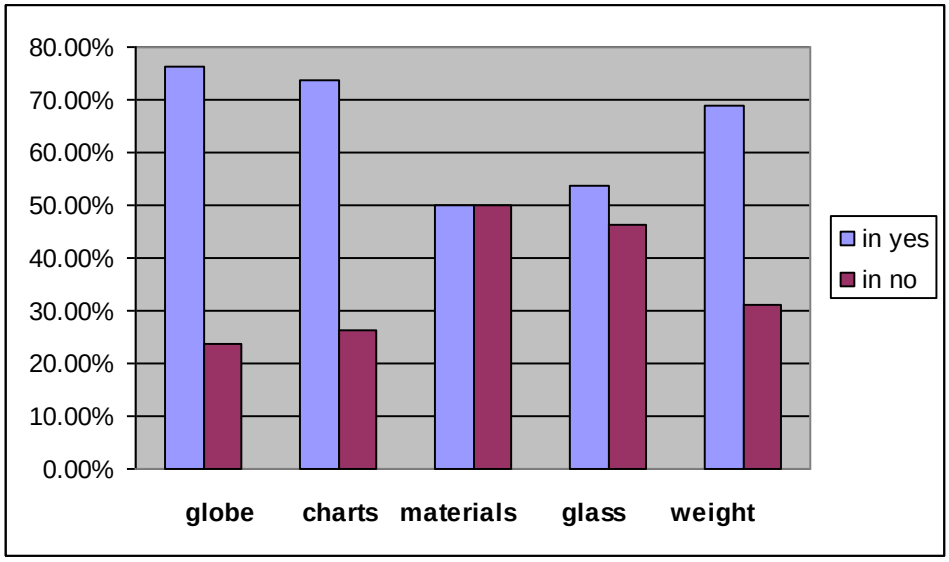

Figure 5.13: Interprets the graph, at x-axis plastic globe, educational charts, play materials, magnifying glass and balance and weight and y-axis denotes percentage.

From the above table-5.42, it is found that 76.19% of sampled primary schools have the plastic globe and 23.80% schools have no plastic globe, 73.80% schools have the educational charts and 26.19% schools have no globe to teach geography, 50% schools have the play material and others 50% school have no play material to teach

numerical idea etc. Again 53.57% schools have the magnifying glass and 46.42% schools have no magnifying glass, 69.04% schools have the balance and weight and 30.95% schools have no this facility in primary schools of Bongaigaon district.

5.44 READING MATERIALS

Dictionaries

Dictionaries are the store house of words. It gives lots of useful list of information, including common misspelling and confusable words, countries of the world and their currencies, weights and measures, symbols and punctuations, marks, the phonetic alphabet used in radio transmission, wedding anniversaries and Roman numerals.

Children's book

The children's book is very interesting for children. The children may read this type of book and gets more fun. Children's book helps the children in their creativity and imagination and motivated by this type of book. The child see the picture of book and thinks more to create in an organized way.

Newspaper

Newspaper is an important instrument of mass communication. Newspapers are the basic necessity for the educated man. A good newspaper provides a balanced and intelligent account of events in the country and the world. The newspaper plays an important role in the teaching learning process. About a thousand newspapers around the world are participating in various forms in school and other educational institutions. It caters to various types of interests. It discusses education, philosophy, politics, sociology, history and many other subjects. Not only does it give news but also it provides forum for detailed discussion on certain important issues. The proper use of newspapers in the school education depends upon the effectiveness and creativity of the classroom teacher.

Magazines

Next to newspaper, magazines are powerful printed material of agencies of education. Magazines provide knowledge about the cultural heritage, Stories of national heroes, description of the historical places and buildings etc. present the picture of our heritage. Children may learn from good educational magazines. They provide

historical, political and cultural knowledge of the world. Students can develop their reading skill through reading the educational magazines. Teacher can supplement his teaching with these materials. Teacher may encourage the students to write for the educational magazines on the current topics. Good educational magazines develop moral and spiritual values in the students. Educational magazines can develop national and international understanding among students.

Journal

Journal plays a vital role in the teaching learning process. The teacher may use this as first hand source of knowledge. He may encourage the students to read and write the journal regularly. Thus reading habit may be developed among the students and gets more information from the journal about social, political and economic condition of the country.

Data regarding the dictionary, children's book, newspaper, magazines and journal in sampled schools in 2010 are shown in table-5.43

Table- 5.43: Dictionary, children's book, newspaper, magazines and journal

Sample school	Response		Percentage	
Items	Yes	No	In Yes	In No
Dictionaries	61	23	72.61%	27.38%
Children's book	57	27	67.85%	32.14%
Journals	10	74	11.90%	88.09%
Newspaper	20	64	23.80%	76.19%
Magazines	5	79	5.95%	94.04%

From the above table-5.43, it is found that 72.61% schools had the dictionaries and 27.38% schools had no dictionaries, 67.85% schools had children's book and 32.14% schools had no children's book in their library, only 11.80% had the journals and rest of 88.09% schools had no journal in the school. 23.80% schools had the newspaper to read and 76.19% schools had no newspaper, only 5.95% schools had the magazines and 94.04% schools had no magazines in their schools of Bongaigaon district.

5.45 DICTIONARIES, CHILDREN'S BOOK, JOURNALS, NEWSPAPER, MAGAZINES AT PRESENT

Teaching aids are an integral component in any classroom teaching learning process. The availability and use of teaching aids in the classroom has many benefits as it can make the subject matter easy, clear, meaningful and interesting. It can motivate the students by relieving boredom and anxiety by presenting information in a new and exciting way. Educating children with different teaching aids help them to memorize all the learning materials for long period as such teaching aid leave lasting impact to the young mind of child. The learning materials play a vital role. Dictionaries are helpful to students in the classroom teaching. Children's book have direct effect to students. Journal also important for the teaching learning process. Newspaper and magazines have a great impact on teaching learning in classroom situation. Data regarding the above teaching learning material in 2014 is presented in table-5.44 and graphical representation is shown in fig-5.14.

Table- 5.44: Dictionary, children's book and journal etc. in the year 2014

Items	Responses		Percentage	
	Yes	No	In Yes	In No
Dictionaries	68	16	80.95%	19.04%
Children's book	61	23	72.61%	27.38%
Story book/journal	14	70	16.66%	83.33%
Newspaper	32	52	38.09%	61.90%
Magazines	7	77	8.33%	91.66%

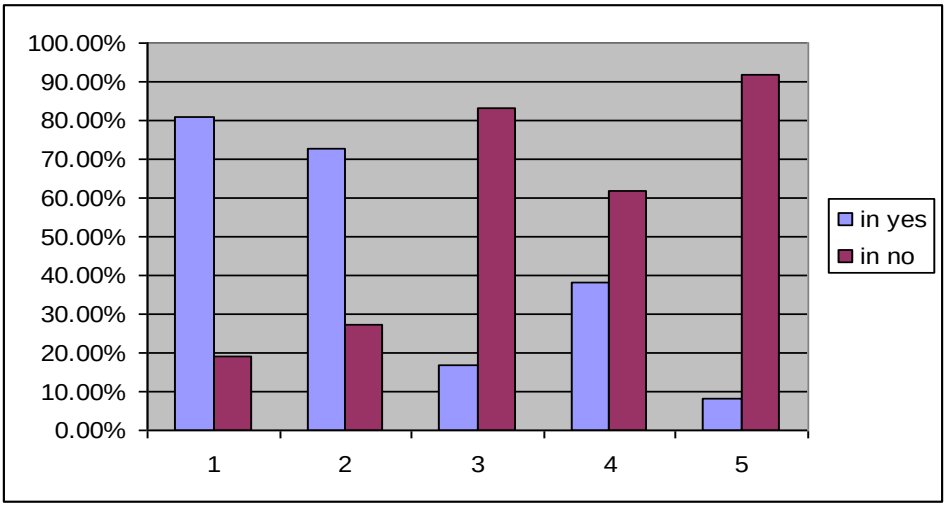

Figure 5.14: Interprets the graph which represented dictionaries, childrens book, story book/journal, etc. at x-axis and percentage represented at y-axis.

From the above table-5.44, it is clear that 80.95% sampled schools have the dictionaries and 19.04% schools have no dictionaries, 72.61% school have the children's book and 27.38% school have no children's book, only 16.66% schools have the journal and 83.33% schools have no journal, 38.09% schools have the newspaper and 61.90% school have no newspaper, again only 8.33% school have the magazines and 91.66% school have no magazines to read. The newly provincialised school has nothing to read in Bongaigaon district from the observation of the investigator.

5.46. MUSICAL INSTRUMENT

Music is an art. With the birth every child also gets some qualities. These qualities are to be developed by education. The aspects of music can be developed by practicing dholak, tabla, khol, harmonium, guitar etc. The children, if they get the ample opportunity from the school they can develop the cultural side. These are also the parts of education. Data regarding the musical instruments in the sampled school is shown in table-5.45.

Table- 5.45: Musical instruments

Sl. No	Items	Response	Percentage
1.	Dholak	No	0
2.	Tabla	No	0
3.	Khol	No	0
4.	Harmonium	No	0
5.	Guitar	No	0

The above table-5.45 indicates that 100% of the sampled schools have no any musical instruments. The children's inner quality can not be developed without these musical instruments. The child is to adjust with every situation. With the curricular activities a child is to develop co-scholastic activities. The he/ she may develop culturally with the education. The child also gets scope of earning with the amusement, if they learn above.

5.47 INSPECTION AND SUPERVISION

Discipline is maintained in the schools, and the head teachers are required to adhere to conduct rules as per the circular issued by the Government. For the good maintenance of discipline the head teacher is not sufficient, educational officer can play a vital role by doing inspection and supervision of the primary school. The educational officers like BEEO, DI, DEEO visit and sees that whether the teachers are attending regularly or not and all other aspects. The inspecting authority checkes both physical and academic facilities of the school. For the improvement of quality in primary education and to achieve excellence, inspection and supervision is most essential. Besides the educational officer CRCC also visit the primary school cluster wise. Primary Schools of Bongaigaon district are inspected annually, half-yearly quarterly and monthly by the various educational officers. Data regarding the inspection is presented in table-5.46.

Table- 5.46: Inspection & Supervision

Sl. No	Inspection of sample schools	Response	Percentage
1.	Annually	42	50%
2.	Half-yearly	34	40.47%
3.	Quarterly	6	7.14%
4.	Monthly	1	1.19%
5.	No	1	1.19%
	Total	84	

The above table-5.46 shows that 50% of sampled primary schools are inspected by the BEEO, DI, DEEO annually, 40.47% of primary schools are inspected half-yearly, 7.14% of schools are inspected quarterly. 1.19% schools are inspected monthly and 1.19% of schools have not inspected in Bongaigaon district.

It is clear from above analysis, interpretation and findings that the enrolment at primary level has been decreased due to opening of private schools as well as new primary schools therefore the hypothesis “There is no significant difference in enrolment of primary school of Bongaigaon district” is accepted.

Objective no-3: To study the academic achievement of learners at the primary school stage.

Hypothesis: There is no significant difference in the academic performance of 5th grade learners in Bongaigaon district of Assam.

5.48 TALENT SCHOLARSHIP EXAMINATION

The Government of Assam conduct a talent scholarship examination every year for the meritorious students of Assam. The examination is conducted for the students of 5th grade of primary school. The talent student can prove their merit by appearing in the examination. The data regarding the participation in the talent scholarship examination has been shown in table-5.47.

Table- 5.47: participation in the talent scholarship examination

Sl. No	Talent Examination	Nos of sample school	Percentage
1.	Yes	61	72.61%
2.	No	23	27.38%
	Total	84	

The table-5.47 shows regarding the participation of children in the talent scholarship examination for the class v the data shows that out of 84 schools 72.61% of schools participate in the talent scholarship examination. The school provided special instructions to those students who appeared at the talent scholarship examination. 27.38% schools did not send any student for the scholarship examination.

5.49 MEDIUM OF INSTRUCTION

Assam is a multilingual state. The medium of instruction has been a highly debatable question even from the pre-independence day's, there was a demand for adopting one's mother tongue as the medium of instruction. Medium of instruction ensures the healthy growth of primary education. The children understand very easily only when they read in their mother tongue. Data regarding the medium of instruction in sampled primary schools is given in table-5.48.

Table-5.48: Medium of instruction

Sl. No	Medium	Nos of school	Percentage
1.	Assamese	82	97.61%
2.	Bengali	1	1.19%
3.	Hindi	1	1.19%
4.	Bodo	0	0
	Total	84	

From the above table-5.48 it is found that 97.61% sampled schools are Assamese medium, 1.19% schools are Bengali medium, and 1.19% schools are Hindi medium. There is no Bodo medium school in the sampled school. Most of the primary school is Assamese medium. The investigator found that there is no other medium school in Srijangram, Manikpur and Boitamari educational block except Assamese medium in Bongaigaon district. Only in Bongaigaon educational block varieties medium is followed in town area but in rural area only Assamese medium is followed.

5.50 PLANNING OF TIME TABLE

A school time table informs, alerts, and integrates the academic program and those involved in the teaching learning process in an authentic manner. It comprehensively informs the students as to what to learn, when and by whom, period and day wise. It governs and guides their learning expectancy, their learning outcomes by protecting graphically the number of teaching periods, their duration and sequence. Data regarding planning of time table can be seen in table-5.49.

Table- 5.49: Planning of time table

Sl. No	Time table prepared	Response	Percentage
1.	Before the commencement of the year	13	15.47%
2.	In the beginning of the year	60	71.42%
3	Whenever is required	11	13.09%
	Total	84	

A model daily routine for primary schools is published in academic calendar prepared by SCERT every year for ready reference. All the sampled school did not able to follow the academic calendar. From the table-5.49, it is found that 15.47% sampled schools prepared their time table before the commencement of the year, 71.42%

schools prepared their time table in the beginning of the year and 13.09% sampled schools prepare the time table whenever required. They prepared their time table according to their own convenience. It may be due to shortage of teacher and suit with the local variation of the students.

5.51 GOOD RELATION WITH THE SOCIETY MEMBER

Headmaster/Headmistress is central to all organizational matters in school and creates environment that will bring desirable changes. He will be a model in conducting various activities at the school. His timely action would result in motivating the teachers and students. He is an ideal member of the society. He is to consider the societal needs, when he teaches the students at school. Society occupies a prime position in all the activities including education. He may take a vital role in the social change and his contribution to the society is well-versed. Involvement of social member increases public awareness helps in better and more transparent administration and brings in better accountability in all spheres of public life. The following is a list of ways through which the social members can promote the education.

a) Contributing to infrastructure requirement.
b) Supporting Academic activities.
c) Contributing to school management.

5.52 PROVISION OF REMEDIAL TEACHING

Remedial teaching is important for the slow learners. Those students who did not able to go with the bright students. For them there is the provision of remedial teaching in the school. But after the introduction of continuous and comprehensive evaluation, the whole learning is assessed and all the students get promotion to the upper class. Information was collected regarding the remedial teaching from the sampled primary school which is shown in table-5.50.

Table-5.50 Provision of remedial teaching

Sl. No	Provision of remedial teaching.	Response	Percentage
1.	Yes	68	80.95%
2.	No	16	19.04%
	Total	84	

The above table-5.50 indicates that 80.95% of sampled primary schools have the provision of remedial teaching and 19.04% of schools have no provision of remedial teaching. In the school there should have the provision of the remedial teaching for the average students and slow learners.

FORMATION OF SCHOOL MANAGEMENT COMMITTEE (SMC)

All the surveyed primary school of Bongaigaon district have constituted a School Management Committee (SMC), consisting of the elected local representative, parents or guardians of children admitted in such school. The headmaster/headmistress is the secretary of the school and one of the parent/guardian of children of the respective school becomes the president. The total number of members in each SMC is 13. In the committee at least three fourth of members are parents or guardian including women and proportionate representation to the parents or guardian of children belonging to SC and ST. The School Management Committee shall prepare a School Development Plan at least three months before the end of the financial year in which it is first constituted under the Act. The School Development Plan shall be a three year plan comprising three annual sub-plan. The School Development Plan shall contain the following details -

a) Estimates of class-wise enrolment for each year.
b) Physical requirement of additional infrastructure and equipments over the three year period calculated with reference to the norms and standards of the school.

The School Development Plan should be signed by the Chairperson/ Vice-Chairman and Convenor of the School Management Committee and submitted to the local authority before the end of the financial year.

SUPPORT IN THE IMPLEMENTATION OF RIGHT TO EDUCATION-2009 IN SCHOOL

The Right of children to Free and Compulsory Education (RTE) Act 2009 has been notified for enforcement from 1st April, 2010. Thereafter it has become the states, parents, school's and teacher's legal and moral duty and responsibilities to ensure that all children between the ages of 6-14 are entitled to free and compulsory, admission, attendance and completion of primary education. Under the ambit of RTE Act, schools and teachers play a crucial role in effective implementation of the act. The headmaster/headmistress or teacher in-charge should do everything from the beginning of the year. He arranges the Bidhyarambha Mela from January 1 to 10 every year. He/she perform all the activities according to RTE-2009 Act. The headmaster/headmistress prepare the working plan of the school and all the developmental plan are taken by them. He may take some welfare scheme for the children. He/she will conduct and complete the curriculum within the stipulated time. The headmaster/headmistress conduct regular meetings with parents and guardian with some major issues like mid-day meal, progress, attendance and other relevant information.

It is clear from above facts and findings the performance of 5th grade learners have improved in 2014 w.r.t. 2010 due to more incentives provided by the government under SSA programme. Therefore the hypothesis "There is no significant difference in the academic performance of 5th grade learners in Bongaigaon district of Assam" is rejected.

5.53 EDUCATIONAL QUALIFICATION OF THE TEACHERS

It is universally acknowledged that teacher plays a pivotal role in teaching learning process and is thereby instrumental in improvement of quality within classroom. Curriculum transaction can be made effective only when teachers are competent and well equipped. Quality is integral to the very concept education, since education is essentially a process of qualitative change through the development of the innate capacity of an individual. In the classroom settings teachers' competence depends greatly on their knowledge, skill in different subjects' areas and mastery of the same and pedagogical practices they adopt. In addition to these their attitude towards

children, their level of motivation, interest and commitment also contribute a lot to the quality of learning in the classroom. Attendance at school and teaching learning processes are means to this end and the desired social and educational changes are the objectives of planned educational development are function of quality education. This function is pursued by the teachers with their individual excellence. The following table-5.51 reveals the qualification of teachers in Bongaigaon district which is graphically shown in figure-5.15.

Table-5.51: Educational qualification of teachers

Sl. No	Educational qualification	Response	Percentage
1.	HSLC	68	43.87%
2.	HS/PU	35	22.58%
3.	BA/ B. Sc	44	28.38%
4.	MA/M. Sc	8	5.16%
	Total	155	

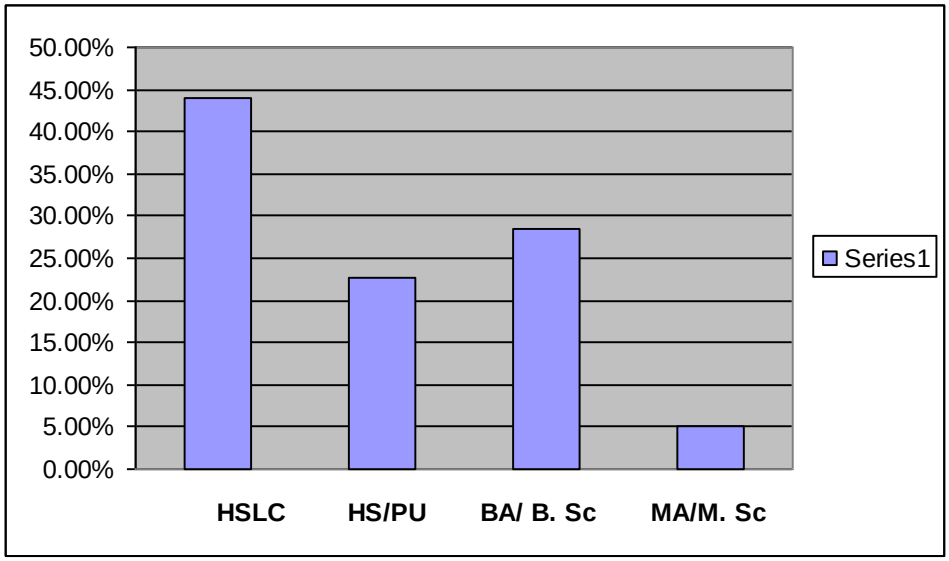

Figure-5.15: Interpret the graph which has represented the educational qualification of the teachers. In the graph x- axis shows the qualification and y-axis denotes percentage. It shows that maximum teachers having only HSLC.

From the above table-5.51 it is found that 43.87% teachers of sampled primary schools have HSLC educational qualification, 22.58% teachers have HS/ PU qualification and 28.38% of teachers are graduate in Arts or science. Only 5.16% teachers have Master degree in Arts or science.

5.54 PROFESSIONAL QUALIFICATION OF THE TEACHERS

Teacher is the pivot around which the whole process of education revolves. The strength and success of any education system depends to a great extent upon the teachers. It is said that the quality of a nation depend upon its citizen, the quality of citizens depend upon its education and the quality of education in tern depends upon the quality of teachers. The term quality covers different dimensions- professional qualification is one of them. The professional competence of a teacher is a most important pre-requisite without which even the best curriculum and the best syllabus can not ensure the desired learning out come of the learner. To be a good and effective teacher, a professional training is a pre-requisite. Data regarding professional qualification of teachers has been shown in table-5.52 and its graphical representation is shown in figure-5.16.

Table-5.52: Professional qualification of teachers

Sl. No	Professional qualification	Response	Percentage
1.	JBT	77	49.67%
2.	D.EL.ED	13	8.38%
3.	B.ED	6	3.87%
4.	M.ED	0	0
5.	UN TRAINED	59	38.06%

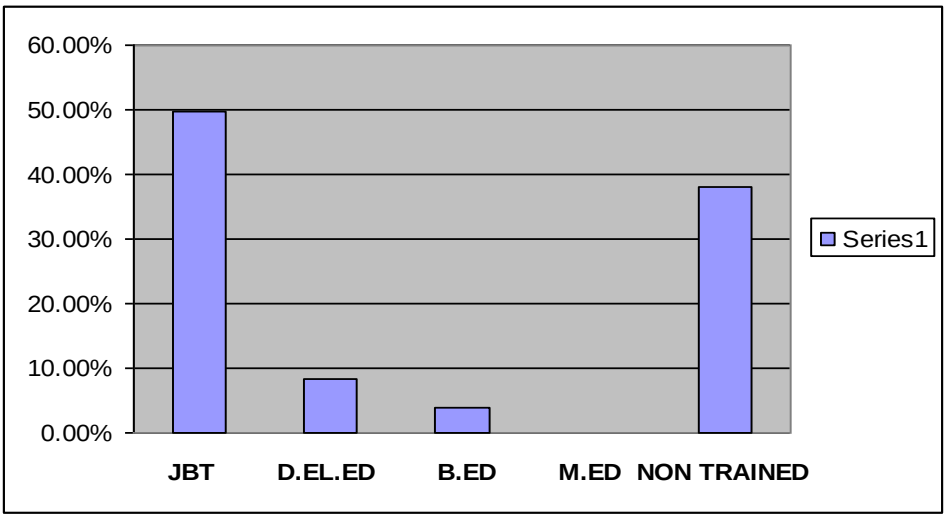

Figure 5.16:- Interprets the graph representing professional qualification of the teachers. In the graph x-axis shows the various qualifications and y-axis shows the percentage. It indicates that maximum teachers having JBT as professional qualification.

The above table-5.52 indicates that 49.67% of teachers have the Basic Training. 8.38% teachers have completed D.EL.ED they are mostly of TET qualified newly appointed teacher. 3.87% teachers have the B.ED qualification and 38.06% of teachers have no any professional qualification.

5.55 PRE-SERVICE TEACHER TRAINING

Pre-service teacher training means training before joining to job. Those who want to be a teacher, they are to be trained before the service. All matters relating to pre-service teacher training program are to be regulated by the concerned examination bodies in the state, with the curriculum being prescribed by the SCERT. As for professional preparation, pedagogy, practice teaching, development of skills such as story telling, recitations, writing on the blackboard, use of new technology etc. are important. A greater emphasis on art, music, craft and dance is essential. Data regarding the pre-service training is given in table-5.53 which is graphically shown in figure-5.17.

Table-5.53: Pre-service training

Sl. No	Trained before joining	Response	Percentage
1.	Yes	24	15.48%
2.	No	131	84.51%
	Total	155	

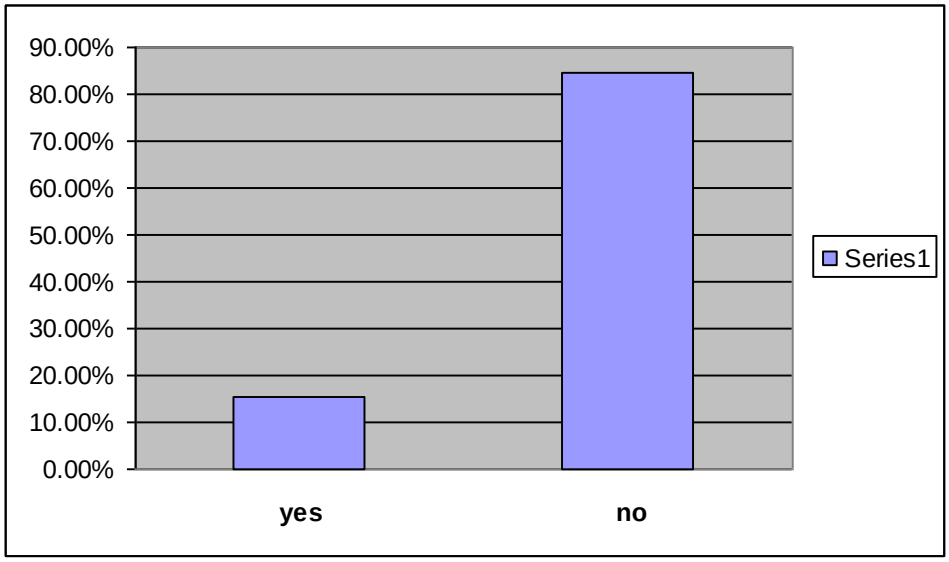

Figure 5.17: Interprets the graph pre-service training of the teachers. In the graph x-axis shows the pre-service training and y-axis shows percentage.

The above table-5.53 indicates that out of 155 teachers 15.48% teachers are pre-service trained. On the contrary 84.51% teachers are not pre-service trained. Without knowing the pedagogy they had joined in the service. They can acquire new knowledge after having the academic degree.

5.56 IN-SERVICE TEACHER TRAINING

The term in-service training of the teacher is self explanatory. It refers to the training; a teacher receives when he/she has entered the teaching profession after he has had his training in a teachers institute or college. To give teachers the opportunity to enlarge and improve their knowledge and educational capacities in all fields of their work. To make teachers ready and able to understand and face in time new situations coming up in society and to prepare their students for the new economic, social or cultural change. To raise the cultural and professional standard of the teaching force as a whole and strengthen its innovative vigour and creativity in- service training is must. Data regarding the in-service training is shown in table-5.54.

Table- 5.54: In-service training

Sl. No	In-service training	Response	Percentage
1.	Yes	125	80.64%
2.	No	30	19.35%
	Total	155	

From the above table-5.54, it is clear that 80.64% of teachers are in-service trained and 19.35% of teachers are not in-service trained in sampled primary schools of Bongaigaon district. The District Institute of Education and Training (DIET) arrange training facilities for the in-service teachers. The in-service teacher gets up to dated knowledge from the training.

5.57. TEACHING PROFESSION

Teaching is an art. It takes more time and effort to be an efficient teacher. It is an interactive process. The process is the interaction between the student and the teacher. The teaching learning process has to serve as a powerful instrument of social, economic and cultural transformation of the society. The teaching process is

conditioned by the nature and demands of the society to which the learner should get adapted and attuned. The teaching profession has all along attracted persons of average ability as it had been low paid one. One does hear cases of several states where teachers are paid fairly well, yet the profession by and large attracts only average talent. Never the less, all government and aided institution teachers enjoy the benefits of security and good emoluments. Teaching has been considered most prestigious profession from the ancient period till today. Teaching profession is most respected by all. The following table-5.55 shows the data regarding the satisfaction with the teaching profession.

Table-5.55: Teaching profession

Sl. No	Satisfied with the teaching profession	Response	Percentage
1.	Yes	151	97.41%
2.	No	4	2.58%
	Total	155	

From the above table-5.55, it is clear that 97.41% of teachers are satisfied with the teaching profession. On the other hand 2.58% of teachers are not satisfied with the teaching profession. From the investigation it is observed that some of the teachers have good academic qualification but have not get any other job and afterwards they have selected this teaching profession. Actually they are not satisfied with the teaching. If they get any other scope then they are ready to leave the teaching profession.

5.58. LESSON PLAN PREPARATION

Lesson planning is the heart of teaching. It is the formulation of a plan of action or rather a blue print of a lesson. Planning a lesson or preparing a lesson before teaching is one of the important functions of a teacher. Lesson plan is nothing but a careful plan of action, what the teacher is going to teach in a particular class. Through this lesson plan, the teacher outlines all the activities that he/she wants to achieve through teaching like what to teach, how to teach, what methods or apparatus or devices are going to be used etc. Lesson planning can be said as a plan of action where it highlights what has been accomplished, the set of guidelines through which the

students should be guided and helped in the next stage and what work should be undertaken immediately. It contributes in effective teaching. In a nutshell, it can be classified as the mental and emotional visualization of the teacher's classroom experience in an advance. To know the information whether the teachers prepare lesson plan or not data have been collected from the teachers through the help of questionnaire. The data on lesson plan is shown in table-5.56.

Table- 5.56: Lesson plan preparation

Sl. No	Prepare lesson plan	Response	Percentage
1.	Yes	138	89.03%
2.	No	17	10.96%
	Total	155	

From the above table-5.56, it shows that 89.03% of teachers of sampled primary schools prepare lesson plan for the classroom teaching and 10.96% of teachers do not prepare lesson plan. As per the lesson plan the teacher teaches as his own convenience. The role of the teacher after preparation of lesson plan is not so much crucial. The teacher can use the teaching aids as per the necessity of the lesson plan.

5.59. USE OF TEACHING AIDS IN THE CLASSROOM

Teaching aids are an integral component in any classroom teaching learning process. The availability and use of teaching aids in the classroom has many benefits as it can make the subject matter easy, clear, meaningful and interesting. It can motivate the students by relieving anxiety by presenting information in a new and exciting way. Educating children with different teaching aids help them to memorize all the learning materials for long period. The student spend most of his time with the teachers. The teacher shapes him for the future. He is the care and ward of the teacher. He must teach with affection using innovative methods overcoming idleness and carelessness on the part of the students and usual boredom of the classroom. The classroom might be transformed into a knowledge giving recreational theatre, creating an entertaining atmosphere by making use of various types of teaching aids available in the school. Data regarding the teacher using the teaching aids in the classroom is shown in table-5.57.

Table-5.57: Use of teaching aids in the classroom

Sl. No	Use of teaching aids in the classroom	Response	Percentage
1.	Yes	148	95.48%
2.	No	7	4.51%
	Total	155	

From the table-5.57 the researcher found that 95.48% teachers used teaching aids in the classroom and the rest 4.51% teachers do not use the teaching aids when they take classes.

5.60. THE INFRASTRUCTURE FACILITY

Infrastructure facilities are pre-requisite resource of education. Infrastructure includes furniture facilities, toilet facility, library, uniform, playground, classroom, drinking water etc. These facilities contribute a lot to good academic performance of the students as it enhances effective teaching learning activities. Data whether the teachers satisfied with the infrastructure of their institution or not has been collected with the help of questionnaire which is shown in table-5.58.

Table- 5.58: Infrastructure facility

Sl. No	Whether satisfied with the infrastructure facilities.	Response	Percentage
1.	Yes	90	58.06%
2.	No	65	41.93%
	Total	155	

From the above table-5.58, it is found that 58.06% of teachers are satisfied with the infrastructure of their institute and 41.93% of teachers are not satisfied with their infrastructure facilities. The schools which are newly provincialised, their infrastructure facility is very poor. From the survey it was observed by the investigator that some schools have no desk bench to seat. There is no safe and pure drinking water also.

5.61. METHODS OF TEACHING

Teaching is an interactive process that involves teachers, students and the instructional materials. Owing to varied content of subject and individual differences in learners, teaching demands varieties of methods for imparting knowledge and skill to children. An attempt has been made here to know the different patterns and methods of teaching that are used by the teachers in the classroom. Success or failure depends upon the methods and techniques adopted by the teacher. Without any reservation the teacher must impart to his students clearly the knowledge he gained by experience and updating. Unless he shares his growing knowledge with the students he will become corrupt like the stagnant water of a neglected pond. Like rain water his knowledge should be pouring and refreshing the knowledge of the students. This deals with the procedure and method which are generally being used by the teachers for their teaching in the classroom as well as in organizing the school program. The data related to methods of teaching is shown in table-5.59.

Table-5.59: Methods of teaching

Sl. No	Individual attention	Response	Percentage
	Yes	137	88.38%
2.	No	18	11.61%
	Total	155	

From the above table-5.59, it is found that 88.38% of teachers use individual attention method. Suggestions, giving instructions, special care for students comes under the individualised methods of teaching. These help the student to a broader perspective and can get more knowledge from the teachers. 11.61% of teachers do not provide any individual attention to the students.

5.62. TOTAL PERIOD TAKEN BY THE TEACHER PER DAY

To ascertain the number of periods taken by the teacher, necessary information was collected. The teacher's punctuality and duty make the teaching learning fruitful. His period is valuable for the students and can acquire new knowledge. The data shown in table- 5.60 which is shown graphically in figure-5.18.

Table-5.60: Total period taken by the teacher per day

Sl. No	Teachers	Period taken	Percentage
1.	23	5	14.83%
2.	63	6	40.64%
3.	42	7	27.09%
4.	21	8	13.54%
5.	5	9	3.22%
6.	1	10	0.64%
	Total 155		

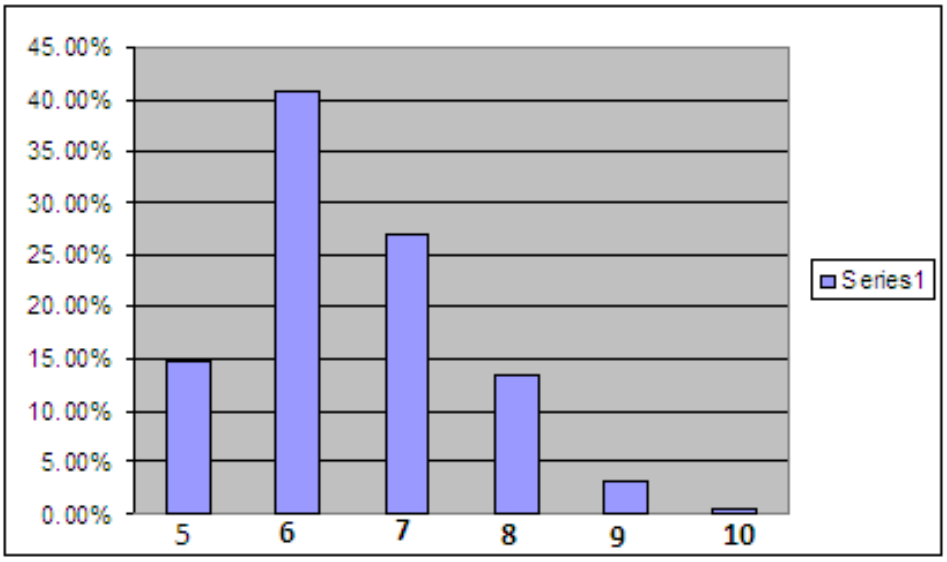

Figure 5.18: Graph, number of periods at x-axis and percentage of teachers at y-axis.

From the above table-5.60 it is found that 14.83% of teachers of the sampled primary schools takes 5 period per day, 40.64% of teachers takes 6 period per day, 27.09% of teachers takes 7 periods per day, 13.54% of teachers takes 8 periods per day, 3.22% of teachers take 9 period per day and 0.64% of teachers takes 10 periods per day. It is found that where enrolment is high, there is no large number of teachers only 2 or 3 teachers is taking all the period of 5 classes.

5.63 TIME TABLE AND WORK LOAD

Time table is a necessary tool for the efficient working of a school. It supplies the frame work within which the work of the school proceeds, which reflects the load of each teacher, the length of each period and time of interval. It ensures equitable

distribution of work not only among teachers but different subjects and activities. It ensures smooth and orderly working of the school. Data showing the teachers satisfaction/dissatisfaction with the work load is shown in table-5.61.

Table-5.61: Information related to Work load

Sl. No	Whether satisfied with work load	Response	Percentage
1.	Yes	114	73.54%
2.	No	41	26.45%
	Total	155	

It is interesting from the table-5.61 that 73.54% of teachers of sampled primary schools of Bongaigaon district are satisfied with the work load. Only 26.45% of teachers are not satisfied with their work load. Some of the teachers have to take more periods every day, due to shortage of teachers. The schools having only 2 or 3 teachers but classes are 5 (including Ka-sreni) they are to take more periods every day.

5.64. TEXTBOOK IN TIME

A textbook constitutes an important tool for academic achievement. Many studies have revealed in some instances that textbooks are the only source of information for students as well as the course of study for the subject. It is the medium which helps in generating educative interactions in the classroom between the teacher and learners. With the help of book, teacher can plan, organize, develop ideas and establish relationship between knowledge and skills for effective teaching to achieve the objectives. For many teachers, textbooks can provide an excellent and useful resource without uprising the position of teacher. Hence textbook should be made available for teachers and students. Data showing related to distribution of text books in table—5.62.

Table-5.62: Text book in time

Sl. No	Students gets textbook in time	Response	Percentage
1.	Yes	145	93.54%
2.	No	10	6.45%
	Total	155	

From the above table-5.62, it is found that 93.54% of teachers opined that students get their textbook in time. On the other hand 6.45% of teacher's responded that the students do not geting the text books in time or before the commencement of their class. Some times it may be happen. The Assam Textbook production and corporation Ltd. delay in publishing the textbook and supply of the books to the district authority.

5.65 AGE SPECIFIC TEXTBOOK

Textbooks are the learning materials of students. It is like the mirror of teaching learning process. What to be learn and what to be teach all are given in textbook. But the textbook should fulfill the needs and aspiration of the students. Moreover the textbooks give the way to the students. So in the preparation of the textbooks the expert must be careful. Textbook is to be prepared according to the age of the students. There are the variation in the preparation of textbooks for the hill area and plain area. Because the needs of student of plain area is completely different from the hill area. For the primary students maximum age will be 11years. Textbook is prepared at this age level and according to the needs. Data collected regarding the age specific textbooks is given in table-5.63.

Table-5.63: Age specific Text books

Sl. No	Textbook prepared according to age of students	Response	Percentage
1.	Yes	132	85.16%
2.	No	23	14.83%
	Total	155	

From the above table-5.63, it is found that 85.16% of teachers opined that textbook is prepared according to the age of the student and 14.83% teachers opined that textbook has not been prepared according to the age level of the students, it can not fulfill the needs and aspiration of the students. There should be balance in the preparation of textbook.

5.66 NUMBER OF TEACHERS GETTING HAND BOOK

Teachers hand books are prepared for quick reference to information needed for the teacher's daily tasks in each phase of teaching learning process. It offers practical suggestions to the teachers in developing specific technique for presenting the content of the curriculum while teaching. Further these are designed for helpful suggestion about instructional materials and aids, community resources and their appropriate use, teaching methods and procedures, assessment procedures etc. Data regarding teacher's handbook has been presented in the following table-5.64.

Table—5.64: Number of teachers getting hand book

Sl. No	Teachers getting hand book.	Response	Percentage
1.	Yes	43	27.74%
2.	No	112	72.25%
	Total	155	

From the above table-5.64, it is found that 27.74% of teachers of sampled primary schools have got the hand book for continuing their daily work. On the other hand 72.25% of teachers do not get the handbook for their various activities.

5.67. CURRICULUM RENEWAL

Education has three elements, teacher, students and curriculum. Curriculum is most important among the three. Curriculum effects on the development of society. It is regarded as the mirror of the learning process. What to be teach and what to be learn, completely depend on curriculum. Curriculum should fulfill the needs and aspiration of the children. The educationists are also in view that curriculum should be prepared according to the needs of the children. It is the need of the hour to include some need based curriculum in the courses of primary education like computer, moral science, socially useful productive works etc. This type of curriculum will help the children in broader perspective. Curriculum is one of the essential elements of education. It can be developed at the national, state, regional and local levels. Whatever is considered essential for the development of the child's personality should be there in the curriculum. The subjects included in lower primary school of Bongaigaon district are language, Mathematics, science, environmental studies, drawing etc. The teachers of primary school have opined that some subjects and topics are to be excluded from the

curriculum, because it is heavy curriculum for the students and some subjects/ topics should be excluded i.e. there must be curriculum renewal time to time as per needs of learners and the demand of time. Data on curriculum renewal is shown in table-5.65.

Table-5.65: Curriculum renewal

Sl. No	Curriculum renewal	Response	Percentage
1.	Yes	121	78.06%
2.	No	34	21.93%
	Total	155	

From the above table-5.65, it is found that 78.06% of teachers of sampled primary schools recommended that curriculum is heavy for the children of primary school and some subjects and topic to be excluded from their curriculum and some of the topic/subjects must be included. They suggested to include computer, moral science, socially useful productive works etc. This type of curriculum will help the children in broader perspectives in their curriculum. On the other hand 21.93% of teachers have not opined for curriculum renewal. Curriculum has not created any problem.

5.68. GAMES AND SPORTS ITEMS

Games are always fun and exciting for all irrespective of age. Sufficient play material indicates existence of all kinds of material like football, volley ball, cricket ball, skipping rope, ring, karromboard, etc. During the primary education stage children like to play. Their instinct and emotions are likely to express through play that helps in balanced development of personality. Data on availability of the play materials is given in table-5.66.

Table-5.66: Availability of the play materials

Sl. No	Sufficient play materials at school.	Response	Percentage
1.	Yes	52	33.54%
2.	No	103	66.45%
	Total	155	

From the above table-5.66, it is found that 33.54% of teacher’s responded availability of sufficient play materials in their school. Again 66.45% of teachers opined that they

have no sufficient play materials to play for the boys and girls. Lack of play materials affects the development of personality of learners.

5.69. PARTICIPATION OF STUDENTS IN CO-CURRICULAR ACTIVITIES

Children of primary schools are at the age of growing period. It is at this period that their academic, physical, mental, emotional, social, moral and spiritual as well as all aspects of life are going to develop. Development of all these aspects of life of an individual is possible only through organization of balanced scholastic and non scholastic activities in the school. It develops a sense of competitive spirit, co-operation, leadership, diligence, punctuality and as to provide a platform for the development of their creative talents. Moreover these activities enhance social interaction, healthy recreation, self-discipline and self-confidence among children. In addition to child's health, hygiene sanitation and safety, it much emphasis on recreational games and activities intelligently designed and promoted for the purpose of wholesome physical and mental development, able citizenship, character building manners, courtesy etc. The following table-5.67 shows the responses of the sampled school teachers regarding participation of students in co-curricular activities.

Table-5.67: Participation of students in co-curricular activities

Sl. No	Participation of students in co-curricular activities.	Response	Percentage
1.	Yes	95	61.29%
2.	No	60	38.70%
	Total	155	

The above table-5.67 indicates that 61.29% of sampled primary school teachers opined that students participate in co-curricular activities. On the other hand 38.70% of teachers opined that students do not participate in co-curricular activities. Participation of students in co-curricular activities helps them to be physically and mentally healthy and strong.

5.70. PARTICIPATION IN SCIENCE PROJECT

In order to know whether the school participates in science projects or not data has been collected from the teachers through the help of questionnaire. Information in this respect is presented in the following table-5.68.

Table-5.68: Participation in science project

Sl. No	Participation in science project.	Response	Percentage
1.	Yes	53	34.19%
2.	No	102	65.80%
	Total	155	

From the above table-5.68, it is found that 34.19% of teachers opined that students of the sampled primary schools participate in science project. On the other hand a large number of teachers 65.80% have respondent that students do not participate in science project. Students should have the knowledge of modern science and technology. They should get the preliminary idea from the science and technology. If the students get opportunity to participate in science project they can get more information about science.

5.71. SEPARATE STAFF ROOM IN SCHOOL

Staff room is essential for any school. The teachers of the school may sit and discuss various matters in the staff room. Discussion of academic and physical matters may hold in staff room. More over teachers may provide special instruction to student in the staff room. Some important records are also kept in the staff room. Data regarding the availability of staffroom is shown in table-5.69.

Table—5.69: Separate staff room in school

Sl. No	Separate staff room in school.	Response	Percentage
1.	Yes	45	29.03%
2.	No	110	70.96%
	Total	155	

From the above table-5.69, it is found that 29.03% of teachers of sampled schools opined that they have the separate staff room for the proper functioning of the school.

On the other hand 70.96% of teachers responded that there is no staff room facility in their school to perform various activities. The investigator also noticed during the data collection that some of the schools have no any staff room and separate room for the head master.

Objective no 4:-To study the assessment procedure of learners at primary school stage.

5.72. EVALUATION PROCEDURE

The highest rung of the education ladder is evaluation (aims and objectives of education, curriculum, syllabus, educational activities, and methodology). Evaluation which measures the extent of acquisition of learning competencies as well as changes in behavioral aspects. It is one of the corner stones upon which the edifice of educational activities is built. Tyler (1949) defined the evaluation process as the process that proves how well the educational goal is realized by the education process and program. Evaluation may be taken as a process of collecting evidences about learners, achievement or development in terms of educational objectives. Judgements are formed and decisions are taken on the basis of evidences. Evaluation is an integral part of any teaching learning program. The quality of education is directly linked with the quality of evaluation; both teaching and evaluation are based on the instructional objectives. Evaluation is one of the inseparable parts of any education system. The efficiency of the evaluation system determines the quality of education to a large extent. Evaluation is meant for constant encouragement, inspiration and appreciation of whatever extent the students achieve.

Continuous and comprehensive evaluation

Continuous and comprehensive evaluation refers to a system of school based evaluation of students that covers all aspects of student's personality. It is a curricular initiative, attempting to shift emphasis from mere testing to holistic learning. Here continuous means that the evaluation identified aspects of student's growth and development is a continuous process rather than an event. It is built into the total teaching learning process and spread over the entire academic session. The second term comprehensive means the scheme attempts to cover both the scholastic and the co-scholastic aspects of student growth and development. NCF (2005) mentioned that,

the purpose of assessment is necessarily to improve the teaching learning process and material and able to review the objectives that have been identified for different school stages by determining the extent to which the capabilities of learners have been developed. Needless to say, this does not mean that test and examinations will have to be conducted frequently. On the contrary routine activities and exercise can be employed effectively to assess learning. Continuous and comprehensive evaluation thus, a curricular initiative, attempting to shift emphasis from testing to holistic learning.

Procedure of holding examination

In respect of evaluation procedure of the primary schools, SCERT, Assam provided guideline in an Academic Calendar of schools. Unit test and mid term examination should be conducted in the month of June and the term end examination should be conducted in the month of December. Through the questionnaire data regarding the frequency of holding examinations was obtained by keeping four alternatives namely, monthly, quarterly, half-yearly and annually. With a view to focusing the frequency of holding the examination for assessment, the investigator found that 100% schools holding monthly, quarterly, half-yearly and annuall examination.

Methods of giving promotion

Promotion is given to the students to upper class as per the achievement. The students of the school appear in several examinations. Evaluation may be taken as a process of collecting evidences about learner's achievement or development in terms of educational objectives. Judgement and decision are taken on the basis of evidences. Information regarding the methods of giving promotion to the next class is given in table-5.70.

Table—5.70: Methods of giving promotion

Sl. No	Methods of giving promotion	Response	Percentage
1.	On the basis of performance in examination	26	16.77%
2.	On the basis of continuous and comprehensive evaluation	129	83.22%
	Total	155	

From the above table-5.70, it is found that 16.77% of teachers opined that students are promoted to the upper class on the basis of performance of examination. On the

other hand 83.22% of teachers promoting the students on the basis of continuous and comprehensive evaluation. The students are evaluated continuously from the beginning of the year by several techniques and examinations are held every month, quarterly, half-yearly and annually. Some times the performances of students are assessed through oral testing. The teachers may ask questions to the students and assess the performance internally. After the evaluation, ranks are given in three ways- through grade, through marks and marks as well as grade both. Evaluation is the systematic collection and interpretation of evidence of learning as part of the process to a judgement of value with a view to action.

5.73. INSPECTION & SUPERVISION

Regular inspection and supervision is very essential in the progress of primary education. Therefore the inspecting official should regularly check the performance of the schools and give necessary guidance whenever possible and necessary. For the improvement of the quality of primary education and to achieve excellence in primary education, inspection is essential. The schools are inspected by the educational officers and administrators. They inspect the academic and physical structure of the school and gives suggestion for the improvement of the primary education. Data regarding the inspection of the sample primary school is given in table-5.71 and graphically shown in figure- 5.19.

Table-5.71: Inspection and supervision

Sl. No	Inspection.	Response	Percentage
1.	Monthly	11	7.09%
2.	Quarterly	34	21.93%
3.	Half-yearly	48	30.96%
4.	Yearly	62	40%

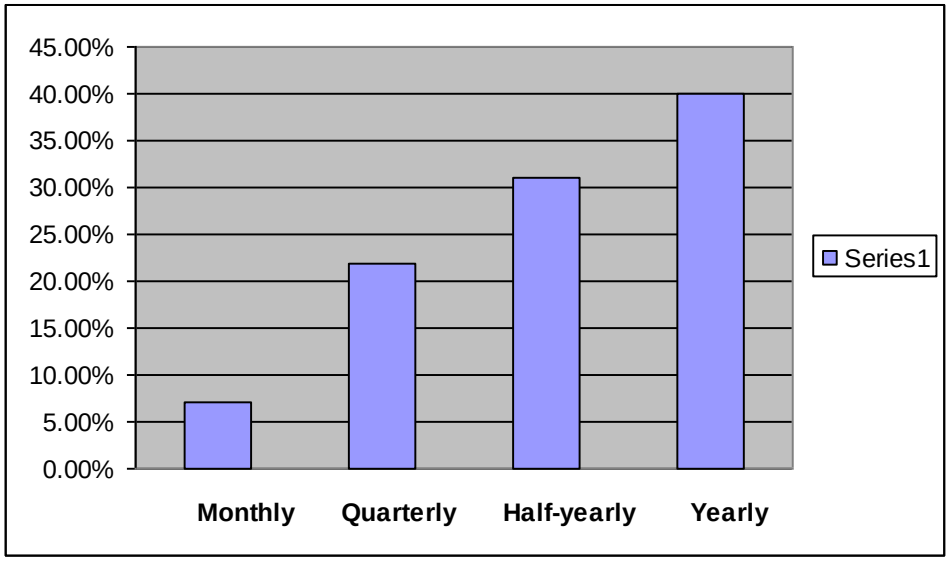

Figure 5.19: Graph representing inspection at x-axis and percentage at y-axis.

From the above table-5.71, it is found that 7.09% teacher's of sampled primary schools opined monthly inspection is done, 21.93% teachers opined quarterly inspection, 30.96% teachers opined half-yearly inspection and 40% teachers opined yearly. The table reveals that inspection is not regular.

Objective no-5: To find out the problems at primary school stage of Bongaigaon district.

Hypothesis: The primary education in Bongaigaon district faces so many problems.

PROBLEMS IN ATTAINING THE AIMS OF UNIVERSALIZATION OF PRIMARY EDUCATION IN BONGAIGAON DISTRICT

In this section the researcher has discussed about the problems in attaining the aims of universalisation of primary education in Bongaigaon district. The main objectives of primary education are to make education accessible to children and ensure that they continue with their studies. The Govt. of Assam is providing text books and others to the children for facilitating development of primary education. Primary education is the foundation of every citizen. Over all improvement of any area can be possible only through imparting primary education. Making primary education available to all has been a goal for the Govt. since 8th five year plan. But still there were many

problems in the path of achieving the goal of primary education. The investigator utilized several sources for collecting information for this section. One source was checklist and questionnaire for the Headmaster/headmistress/teacher in-charge. The other was a questionnaire administered to the teachers having a problem checklist.

The main problem in the way of attaining the aims of primary education is non-availability of teachers in the primary schools. The Pupil Teacher Ratio and class size is a major factor influencing the quality of education. Regarding pupil teacher ratio in lower primary schools 1:30 as per the Right To Education—2009. But the ratio was not properly implemented in the primary school of Bongaigaon district. Distribution of teachers were not done properly and thus affected the quality of education in the school. The academic competence, teaching aptitude and pre-service training for the teacher's profession need to be consider very seriously by the state Govt. for imparting quality education. Rationalization of Pupil Teacher Ratio in the primary school is an unavoidable obligation for the Govt. of Assam as per the Right To Education Act, 2009. Physical accessibility of the school is crucial in determining whether or not a child joins school and retained therein. The location of a school in the rural areas is significant factor as this implies daily to and fro walk between their residence and to school. The academic atmosphere of the school depends on the type of the school building. According to the norms and standard for a school all weather school building is a basic criteria consisting of at least one classroom for every teacher and an office cum head teacher room, barrier free access, separate toilets for boys and girls, safe and adequate drinking water facility to all children, playground, a kitchen where mid-day meal is cooked in the school, arranging for securing the school building by boundary wall.

Shortage of classrooms is a common phenomenon to many primary schools. But availability of classroom in the primary schools as facilities has direct bearing on enrolment and retention. Regarding necessity of rooms for proper working of the lower primary schools. It is viewed that generally 6 rooms are needed for proper working of primary schools. But in maximum schools proper room facility is not there which hampered in the day to day working of the school. From the survey it was found that 35.71% sampled primary schools had the single number of room and did not have any school office room. In regard to the toilet facility and safe and pure drinking water facility 23.80% and 26.19% schools had no toilet facility for the

teachers and students. Maximum schools did not have proper provision of kitchen for cooking of mid-day meal in rural area and in maximum schools did not have any arrangement for fencing or boundary wall for security purposes. Community participation occupies a prime position in all societal activities including education. Involvement of the community increases public awareness, help in better and more transparent administration and brings in better accountability in all spheres of public life. Lack of community involvement can create a vacuum and an atmosphere of difference which distances people, govt. effort and initiatives. Though the concept of community participation in education has been recognized through various govt. initiatives, it has not taken of at the desirable level. Provision of free textbook of good quality positively influenced achievement level of students. The essentiality of textbooks for each child to improve the quality of classroom instruction and making it more effective in terms of learning outcomes can not be ignored. At present free textbook are being supplied to all the primary school children in many states to improve enrolment by reducing the burden of parents. Some time due to shortage of publication of textbooks and also due to negligence of Govt. distribution books are not available in time. The strength of any nation depends on the health of its citizens and likewise their happiness also depends purely on their health. Both the strength and happiness are direct outcomes of good health. A health service program for schools consist of medical examination of pupils, protection from communicable diseases, first aid services and follow up work. Medical facilities in the lower primary school is essential because very young children come for receiving education and have to spend maximum hour in the school environment. In order to reflect on the problems in implementing the curriculum in the schools a problem checklist was administered to the teachers. Respondent teachers were asked to rate each item according to own. The analysis was done mainly in terms of percentages of responses. Data with regard to the problem relating to six areas are presented separately.

5.74. PROBLEMS RELATED TO PHYSICAL FACILITIES

The most important factor in improving the quality of education is the physical facilities of the school. The important reasons for children dropping out of school are the unattractive classroom environment that includes teaching learning process. Many schools continue working with minimal infrastructure and inadequate support material

and equipment. Majority of the schools are also over crowded which poses a bigger challenge to the classroom teacher, as he/ she has to handle more than one class simultaneously. Provision should be made for essential facilities in primary schools. Problems regarding physical facilities are presented in the table- 5.72.

Table—5.72: Problems related to physical facilities

Sl. No	Problems	Always (In %)	Sometime (In %)	Not at all(In %)
1.	Insufficient classroom	30.34%	8.67%	60.99%
2.	Lack of furniture in the school	29.41%	26.63%	43.96%
3.	Overcrowded classroom	29.41%	30.03%	40.56%
4.	lack of rooms for keeping teaching aids	12.07%	44.58%	43.35%

The above table-5.72 indicates that 30.34% teachers always faceing the problem of insufficient building for classroom while it was sometime 8.67% and not at all to 60.99% teachers. 29.41% teachers always faced the problem of lack of furniture in the school while it was sometime to 26.63% teachers and not at all to 43.96% teachers. It was observed that overcrowded classes were always a problem to 29.41% teachers; it was some time to 30.03% and not at all to 40.56% teachers. Lack of rooms for keeping teaching aids was always a problem to 12.07% teachers, sometimes to 44.58% and not at all to 43.35% teachers. The above observation highlights the need of sufficient classroom furniture for the proper implementation of RTE in Bongaigaon district.

5.75. PROBLEMS RELATED TO TIME TABLE

Time table is calculated exercise of tabulate precision, correlated cohesion and worked out specification in terms of the school subjects and their relative weightage which is determined by an apportionment of teaching periods at different levels, by a fixation of special teachers, and by a proper placement of periods. The incorporation of the claims of syllabi and the harmonization of the merits of available teaching staff are combined to realize school objectives and policies of administration. The school

time table highlights the exact timing, duration and cycling of the teaching routine. It pinpoints the weekly quota of teaching periods and then sets out the nature of daily program, depending on the character of school and on its mode of out look. This nerve center of academic program indicates teacher wise and class wise, the whole spectrum of formal teaching duties and responsibilities in relation to various subjects/ classes/ sections and times, to the location of teaching rooms. This important scholastic chart pre-supposes a clear insight into the compulsions of prescribed syllabi, whose successful mastery leads to the certification of students. It reflects subject wise weightage, after considering the basic essentiality, the compulsory character, the contributory significance and the special requirements of each subject in the context of results achieved and result contemplated. The data related to time table are presented in the table-5.73.

Table-5.73: Problems related to time table

Sl. No	Problem	Always (%)	Sometime (%)	Not at all (%)
1.	Time table is very rigid	9.91%	46.75%	43.34%
2.	Class load is heavy	54.8%	10.84%	34.36%
3.	Irregular attendance among students	7.74%	62.85%	29.41%

The above table-5.73 shows that rigid time table, heavy class load and irregular attendance among students were always considered 9.91%. 54.8% and 7.74% teachers respectively, while 46.75%, 10.84% and 62.85% felt that these sometime become problems. It was 43.34%, 34.36% and 29.41% teachers who did not consider these problems at all.

5.76. PROBLEMS RELATED TO SYLLABUS

The syllabus if not prepared properly lead to the problem of curriculum load. The feeling of academic burden arising out of non comprehension of subject matter included in the syllabus is indeed a serious problem as it is a major hurdle in the achievement of the target of universalisation of primary education. Responses related to the problems of syllabus are presented in table-5.74.

Table-5.74: Problems related to syllabus

Sl. No	Problems	Always (%)	Sometimes (%)	Not at all (%)
1.	Courses of study is rigid	0.93%	64.09%	34.98%
2.	Prescribed content of syllabus is excessive	8.67%	36.53%	54.8%
3.	Lack of knowledge of content among teachers	0.62%	40.56%	58.82%

It is clear from the table-5.74 that 0.93% teachers always faced problem due to rigid courses of study. It is sometimes to 64.09% teachers and not at all to 34.98% teachers. 8.67% teachers always faced problem of excessive syllabus. 36.53% teachers sometimes faced the problem of excessive syllabus and not at all to 54.8% teachers. 0.62% teachers always faced the problem of lack of knowledge of content among teachers. 40.56% teachers sometimes faced the problem and 58.82% teachers do not face the problem at all.

5.77. PROBLEMS REGARDING RESOURCES FOR TEACHING

Resources for teaching include the entire range of teaching tools from chalk to computers. Relatively modest teaching tools such as textbooks, classroom teaching aids are significant determiners of achievement level of students. The problems regarding resources for teaching in implementing the curriculum presented in table-5.75.

Table-5.75: Problems regarding resources for teaching

Sl. No	Problems.	Always (%)	Sometime (%)	Not at all (%)
1.	Non availability of teaching aids for teaching.	0.62%	14.86%	84.52%
2.	To improve teaching aid is a problem,	-	28.48%	71.52%
3.	Many students do not have textbooks.	4.64%	14.24%	81.12%
4.	Teachers handbook are not available.	100%	-	-
5.	Lack of skill in the use of teaching aid.	0.93%	29.1%	69.97%

The table-5.75 shows that non-availability of teaching aid for teaching is always a problem to 0.62% teachers. It is sometimes to 14.86% teachers and not at all to 84.52% teachers. 28.48% teachers sometimes face the problem to improve the teaching aid. It is not at all to 71.52% teachers. 4.64% teachers always face the problem of many students do not have textbooks. It is faced sometimes to 14.24% teachers and 81.12% teachers do not face the problem at all. 100% teachers always face the problem of teachers handbook are not available. 0.93% teachers always faced the problem of lack of skill in the use of teaching aid. This problem is sometimes to 29.1% teachers and not at all to 69.97% teachers.

5.78. PROBLEMS IN ACHIEVING QUALITATIVE IMPROVEMENT

It is universally acknowledged that the teacher plays the pivotal role in teaching learning process and teachers are instrumental in the improvement of quality within classroom. In the classroom setting, teacher's competence depends greatly on their knowledge and skills in different subject areas, mastery of the same and pedagogical practices they adopt. However this appears to be high order expectation looking to the condition prevalent in our school. The problems regarding achieving qualitative improvement are presented in the following table-5.76.

Table-5.76: Problems in achieving qualitative improvement

Sl. No	Problems	Always (%)	Sometime (%)	Not at all (%)
1.	Slow and passive pupils in classroom	1.24%	82.66%	16.1%
2.	Motivating the under achievers	1.86%	68.73%	29.41%
3.	Identify the cause of pupils poor achievement	-	62.23%	37.77%
4.	Lack of skill in remedial teaching	6.50%	47.06%	46.44%
5.	Lack of skill in preparation	-	57.28%	42.72%

The table-5.76 shows that slow and passive pupils in class were always a problem to 1.24% teachers, sometime to 82.66% teachers and not at all to 16.1% teachers. 1.86% teachers always face the problem motivating the under achievers, while it was

sometime to 68.73% teachers and not at all to 29.41% teachers. 62.23% teachers sometimes face the problem in identifying the cause of pupil's poor achievement and not at all to 37.77% teachers. 6.50% teachers always face the problem to the lack of skill in remedial teaching, 47.06% teachers face this problem sometime, and not at all to 46.44% teachers. 57.28% teachers sometimes face the problem lack of skill in preparing and it is not at all to 42.72% teachers. Thus the observation highlights the need for imparting necessary orientation and training to teachers through appropriate in-service training.

5.79. GENERAL PROBLEMS

In adition to above mentioned problems there are some general problems faced by the teachers observed by the investigator during investigation. Data related to general problems faced by the teachers is shown in table-5.77.

Table-5.77: General problems

Sl. No	Problems	Always (%)	Sometime (%)	Not at all (%)
1.	Lack of skill in handling pupils	0.93%	43.96%	55.11%
2.	Lack of environment to teach children	8.05%	37.77%	54.18%
3.	Lack of reading habits among the students	0.62%	62.85%	36.53%
4.	Lack of support from parents and community	20.43%	33.13%	46.44%

From the table-5.77, it is found that lack of skill in handling pupils were always a problem to 0.93% teachers, sometimes to 43.96% teachers and not at all to 55.11% teachers. 8.05% teachers always face the problem lack of environment to teach children. It is sometimes to 37.77% teachers and it is not at all to 54.18% teachers. Lack of reading habits among the students were always a problem to 0.62% teachers, it is sometime to 62.85% teachers and not at all to 36.53% teachers. 20.43% teachers always faced the problem of lack of support from parents and community. This problem is faced sometime by 33.13% teachers and not at all to 46.44% teachers. These observations highlight that it is not only the factors that fall out the school, such

as teacher training , community support and so on also have to be dealt with if the curriculum has to be implemented in an effective and efficient manner.

It is is clear from above facts and findings related to problems of primary education in Bongaigaon district that primary education facing a lot of problems like teachers shortage, non-rationalisation of teachers appointment in rural and urban areas, difficult areas like char area etc., the hypothesis "The primary education in Bongaigaon district faces so many problems" is accepted.