CHAPTER--VI

MAJOR FINDINGS OF THE STUDY AND CONCLUSION

6.0: INTRODUCTION

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the unfoldment of learner's potentialities, enlargement of their competencies and transformation of their interst, attitude and values. Education has always been accorded an honoured place in the life and culture of India. In the ancient India, it was regarded as an instrument of liberation from ignorance and appression both in this world and outer. In modern India it has been taken as a means of improving one's alround personality and of enabling one to be an efficient citizen of the country. Every country gives due importance to her education system through which all types of challenges are possible to be faced. It is possible to reach all the people with the benefits of economic and technical developments through well-planned and well implemented system of education. Education is regarded as a potential instrument of social change and national development. Education is **a** potent instrument for social regeneration**,** economic and cultural development**.** It is the basic tool for the development of consciousness and reconstruction of society**.** It is the leading of human souls to what is best and making what is best of them**.** Education is essentially directed towards the modification of human behavior and bringing about desirable changes in individuals**, a** training of the pupils for **a** perfect operation of their minds and bodies and attaining the true knowledge of their souls. **E**ducation is the most powerful agencies in moulding the character and determining the future of the individual and the nation.

Primary education is the basic education of child. The term primary suggests, caters to the most fundamental needs of all men and women and it is that stage of education, without which men can not qualify themselves for a group life. Thus to provide equal opportunity to all children, primary education has been made compulsory, free and universal. Regarding the nature and content of education at the primary stage, it has been decided that this education should seek to satisfy the basic universal needs of all men without any discrimination of any kind whatsoever. Primary education is often

considered to be the first stage of the entire super structure of educational set up in India. It is the primary education when foundation of child's physical, mental, emotional, intellectual and social development is laid. In India primary education means schooling of children in the age group of 6-11 and comprising of classes I-V. There is no denying the fact that nation's strength rest on the sound foundation of its primary education. But it is primary education which plays the most significant role in laying that foundation. It is primary education which helps in removing mass illiteracy, thus making the most significant contribution to the efficient functioning of democratic institutions. India has entered 21st century and modernization of social structure and development of science and technology is a must. The Govt. of India has taken some important initiatives in the field of primary education, like OBB, DPEP, DISE, MDMS, SSA, RTE-2009. These initiatives resulted in substantial improvement in access, enrolment, retention and participation of children in primary education.

6.1: STATEMENT OF THE PROBLEM

"Primary Education in Assam with special reference to Bongaigaon District: A Case Study."

6.2: OBJECTIVES OF THE STUDY

The main objectives of the study are put as under:

(1) To study the growth and development of primary education in Bongaigaon district.

(2) To investigate the enrollment and retention at primary level in Bongaigaon district of Assam.

(3) To study the academic achievement of learners at the primary school stage.

(4) To study the assessment procedure of learners at the primary school stage.

(5) To find out the problems at primary school stage of Bon gaigaon district.

(6) To explore the suggestions for the improvement of primary education in Bongaigaon district.

6.3: HYPOTHESES OF THE STUDY

In view of the objectives of the study the investigator formulated the following hypotheses:

(1) There is no significant difference in the development of primary school stage in Bongaigaon district of Assam.

(2) There is no significant difference in the enrolment of learners at primary school stage in Bongaigaon district of Assam.

(3) There is no significant difference between the enrolment of rural and urban background learners at primary school stage in Bongaigaon district of Assam.

(4) There is significant difference between the enrolment of rural and urban background learners at primary school stage in Bongaigaon district of Assam.

(5) There is no significant difference between the retention of male and female learners at primary school stage in Bongaigaon district of Assam.

(6) There is no significant difference between the retention of rural and urban background learners at primary school stage in Bongaigaon district of Assam.

(7) There is no significant difference in the academic performance of V grade learners in Bongaigaon district of Assam.

(8) There is no significant difference in the academic performance of V grade male and female learners in Bongaigaon district of Assam.

(9) The primary education of Bongaigaon district faces so many problems.

6.4: DELIMITATIONS

The study has been delimited to:

a) The study is confined only to 84 numbers of provincialised primary schools.

b) The study is delimited to the problem of primary school.

c) The study is confined only to the four educational block of Bongaigaon district.

d) The investigator delimits his study to Class I to V standard of Bongaigaon district.

e) The study is restricted to a sample of 239 teachers of selected primary schools.

6.5: TOOLS USED: AS PER THE OBJECTIVES OF THE PRESENT STUDY THE FOLLOWING TOOLS ARE USED FOR COLLECTION OF DATA.

(1) Questionnaire for Primary school Headmaster/Headmistress.
(2) Questionnaire for Primary school teachers.
(3) Questionnaire for students.
(4) Checklist for Primary school Headmaster/Headmistress.
(5) Problem checklist for primary school teachers.
(6) Interview.
(7) Observation.

6.6: METHODOLOGY

For the present study '**Primary education in Assam with special reference to Bongaigaon district**: A **Case Study'** the investigator has used descriptive cum survey method. This method includes survey and enquiry of different kind. It is designed to obtain pertinent and precise information concerning the current status of phenomena. It is the phenomena of primary education. It is not only to find out facts, but also formulate important principles of knowledge and solve significant problems concerning any issue. Descriptive studies involves description, recording, analysis and interpretation of the existing condition. What is going on in primary education in Bongaigaon district, these are concerning issues of the present study. It is the most popular method and widely used research method in education. It is the means through which opinions, attitudes and suggestions for improvement of educational practices, instructions and other data can be obtained. Survey data may collect from different unit of population. The information regarding the primary education can be gathered and may be concerning a large number of related factors or may be confined to few selected items. For the present study case study strategy has been used to get the contemporary phenomenon. It is a series of events. It presents the holistic account that offers insight into the case under study. All the primary schools of Bongaigaon district is the population of the study. For the present study the investigator explored various types of documents. The documents that were explored for the present study are as census of India, DISE –Bongaigaon, statistical handbook, libraries of different university, SSA Guwahati (Kahilipara) etc.

Population:- The population of the study is all the primary schools of Bongaigaon district. All the Headmasters/Headmistress, teachers, students, parents/guardian, BRC and CRC Co-ordinators, experts, educational administrators.

Sample:- The investigator selected sample from the four blocks of Bongaigaon district, namly Bongaigaon 17 primary school, Boitamari 18 schools, 34 schools from Srijangram block and 15 schools from Manikpur block,(total 84), 239 teachers, 840 students, 20 BRC, 20 CRC, 50 Parents/guardian and 10 experts. Data has been collected from the sampled school. Afterwards the data have been analysed in proper way. Random sampling technique has been used for sampling process.

6.7: MAJOR FINDINGS

The major findings of the study are as follows

- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.

- 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.
- 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.
- 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.
- 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.

- 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.

6.8: Conclusion and suggestion

Primary education must be given priority because it is above all, a fundamental right. At the same time it transmits the knowledge and skills needed for the community's economic and social development as well as for the self- fulfillment of the individual. In addition to the 3 RS (Reading, writing and Arithmetic), the ability to think, criticize, seek out and use information needed for solving problems of every day life, for improving health, productivity and living standards for protecting the environment and cultural heritage, these skills are crucial to the development of the individual. The importance of primary education in all aspects of National Development has been recognized by economic planner's long time back as education is a resource as well as a factor of production.

For the smooth functioning of primary schools in Bongaigaon district, necessary considerations have to be taken of the problems. Development of necessary infrastructure, assessment procedure, teacher's qualification and training, teaching method etc. at each school for effective implementation of the curriculum is of utmost importance. Thus, a good education system needs to have three important considerations, i.e. providing high quality education, ensuring equity and catering to the aspirations of different sections of society. It becomes necessary for it to be based on a good curriculum to be accountable to all stakeholders and have an efficient management system in place along with a participative involvement of the community. Development of primary education depends on variety of factors that operate in the actual setting i.e. at the primary schools. The physical facilities of school, instructional program, teaching methods, assessment procedure followed in the school and so on. It also depends on the perception of the teacher in implementing the curriculum. To make primary education compulsory for all, many attempts have been made in India since independence. In 1986 National Policy of Education was formulated to strengthen the educational situation of the country. As per the policy various schemes and programs have been launched nationwide. Recently in the year 2001-02 another new scheme has been introduced in India with the aims to achieve universalisation of primary education within 2010. Attempts have been made to provide new building, drinking water facility, Mid-day meal, timely supply of teaching material, textbook under the scheme to schools. New teachers with higher academic qualification (TET qualified teacher) are also appointed under this scheme and there is provision of training program for each and every untrained teacher. The community participation also enhanced. However from the study it is found that although to some extend the primary schools of Bongaigaon district availed these facilities, some of the schools are still lagging behind. Still there are some primary schools in the Bongaigaon district which are suffering problems like shortage of school building, headmaster room and furniture facilities, scarcity of separate toilet facilities, drinking water facility, play ground and play material facilities. There are large numbers of teachers who are working only with academic qualification of HSLC and there are few untrained teachers. Variation is also found in respect of participation of students and their dropout in different years within the schools. There are different types of problem faced by the primary schools in Bongaigaon district. The major findings of the study highlighted some problems of primary education in Bongaigaon

district. To tackle these problems and to bring further improvement in the existing status or conditions of primary education the following measures may be taken-

(1) It is found from the study that primary schools in Bongaigaon district were running with inadequate number of buildings along with limited number of classroom, having no teacher's common room and some of the schools have the headmaster's room. Primary schools building in this district are still kachha, semi-pucca (the roof of the house was tin and the wall was bamboo type). The authority should pay attention in this regard. They should be provided with sufficient number of classroom as well as teachers common room headmaster room. The kachha building should be constructed to pucca building for long lasting.

(2) The findings also reveals that in primary schools of Bongaigaon district have minimum number of wooden bench and chair, only one or two school have steel chair and bench. Since a large number of primary schools are running without furniture facilities, for them adequate furniture facilities should be provided.

(3) Arrangement should be made to have periodical medical check up of pupils and to provide them free medical facilities in case of illness and physical deformity. There is a great need for checking the height, weight, eye sight and physical strength of growing children; satisfactory arrangement for medical inspection and treatment is essential. To remove this problem the Bongaigaon District Elementary Education authority should arrange a special programme for medical checkup of every school.

(4) Uniform not only improves discipline and create smartness but also create a feeling of equality among the children. In a poor country like India, a large percentage of parents are not able to provide new clothes even once during a year to their children. In such a case it is necessary that either the community or the state Govt. should bear the cost of uniform for children.

(5) Only a few schools have tape water and filter facility. Steps should be taken to provide water facility with filter in each and every school. If possible attempt should be made to provide tap water in lower primary schools as students are very young and they cannot use well/tube well properly.

(6) Separate toilet facilities for male and female teachers are essential requirement that every schools should have. The findings of the study showed that there is an

urgent need of separate toilet facilities for male and female teacher and boys and girls. Immediate steps should be taken to provide these facilities.

(7) Hostel facilities should be provided according to the demand of situation. The findings of the study showed that there is need for the hostel for primary schools.

(8) The scheduled of providing Mid-Day Meal should be uniform and regular all over the district. The findings highlighted that primary schools of Bongaigaon district provides mid-day meal according to their own convenience. The authority should take strong initiative so that every school maintains uniformity in providing mid-day meal.

(9) Authority should try to recruit efficient candidate for games and sports and physical education. Games and sports and physical education should be made part and parcel of school education. Those schools where no play ground facility is available, they should also organize such activities in local areas play ground where school is located regularly in consultation with the authority concerned.

(10) Sufficient number of trained teachers should be appointed in the schools. Vacant post should be filled up. Female teachers are almost indispensable for primary school children. Because primary education is the first stage of education. The children can adjust easily with the female teacher than male teachers. More female teacher should be appointed in the primary schools. Their love and affection can attract the child to come to school regularly.

(11) Emphasis should be given on effective in-service training of the teachers. Department should organize periodical training to update the skill and knowledge of the teachers. Besides it training should be made more practical.

(12) Audio visual aids should be supplied to the schools and steps should be taken to be used these aids in the schools. More teaching learning material should supplied to the school so that the teacher do not feel any problem in taking the class and making the teaching learning process more interesting.

(13) Curriculum should be revised from time to time. It should be made need based both for child and community and easy to use practically. When prepare curriculum suggestion should be taken from the educationist, expert to include more need based important topic. Curriculum should be constructed according to the age of the child that it may fulfill the needs and aspirations of child.

(14) Textbook should be available in advance before the beginning of the academic session. The concerned authority should make an attempt to improve the quality of the textbook. Items of the text book should be included according to need and capacity of the child keeping an eye on the age level of the children. Besides textbook some reference books such as dictionary etc. should be provided in schools for teachers.

(15) Musical instruments should be supplied to all the primary schools of Bongaigaon district. The findings of the study showed that there is an urgent need to provide musical instrument to the primary schools of Bongaigaon district. The musical instrument may help them in growing and developing the inner quality of the students.

(16) Apparatus of science project should be provided to each and every school. With these the students may get the preliminary knowledge of science and technology.

(17) Every school should follow uniform method of giving rank to students. The concerned authority should take step in this regard.

(18) The authority should take care specially for the talent scholarship examination, those students who want to appear in the talent scholarship examination, special instruction to be provided for quality development.

(19) Every school should send progress report of the students in order to intimate the guardian's about the performance of their children.

(20) Each and every school should have parent teacher's association and there should be fixed time frame for meeting of this association. Govt. should make compulsory rule in this regard.

(21) Teachers should themselves also informed about various problems that is faced in the schools in teaching learning process to the authority concerned.

(22) The schools should be inspected regularly by the BEEO, DI and DEEO. The findings reveal that although inspection is done but it is not sufficient. There should be the provision of vigilance supervision.

6.9: EDUCATIONAL IMPLICATIONS OF THE STUDY

Primary education is the foundation for the development of every citizen. It is also important for the overall improvement and development of human resources. Each

research study possesses some educational implications, similarly the present study has been completed successfully and it is very educative in nature such as:

(1) The present study is a great impetus in gearing up the universalization of primary education across Assam by way of finding the status of enrolment and retention of learners.

(2) The study makes it clear that the quality of learners/performance of learners depend upon the competent teachers. The competency of teachers is possible to be enhanced by way of providing the capacity building training programs at different levels. The quality of teachers improves in terms of their teaching skills, enrichment of knowledge and capacity to conduct action research.

(3) The study has its educative value in solving the problems faced by the teachers and students at the primary school stage in teaching and learning respectively.

(4) The study is an eye opener for the educational planers, administrators, teachers and community members in improving the educational system for ensuring the quality of education at the primary school stage.

(5) The study is greatly educative in nature for the academicians and other researchers who are willing to take up such type of research studies in other parts Assam or country.

(6) The study provides the gap before the implementation of SSA and after implementation of SSA in Assam. These gaps indicate the ground yet to be covered.

(7) The study gives a deep insight for judicious use of all the inputs with sincerity and commitment, which have been made available under the scheme of SSA. Hope, with this the goal of Universalization of Prymary Education with its quality may be realized at an early time.

6.10. SUGGESTIONS FOR FURTHER RESEARCH

The study carried out by the investigator was confined to the Primary Education in Bongaigaon district of Assam. Due to various constraints such as time, resources and technical difficulties, comprehensive study on various other aspects of primary education could not be conducted. Hence the obtained result of the study might not fully explain all the areas of primary education. As a result the generalization arrived

at hand have a limited application. There fore some further research is necessary which could be generalized over a large area. Further researches needed in this area are recommended as:-

(1) Problems of single teacher schools in primary education in Bongaigaon district as well as other districts of Assam.

(2) A study of separate curriculum for rural and urban area.

(3) Gender difference in enrolment at primary level of Bongaigaon district.

(4) Impact of RTE 2009 and Sarva Shiksha Abhiyan on quality education in primary level in Bongaigaon district as well as other districts of Assam. .

(5) Impact of school conditions in primary education.

(6) Further study may be designed over a wider population taking into consideration the rural and urban areas.

(7) Impact of universalisation of primary education in the rural area of Assam.

(8) The problems of training of primary school teachers.