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## EDITORIAL BOARD

## A Few Words From Director, SCERT, Assam

Research based initiatives are conceptualised as significant steps for quality assurance in education. Traditionality in planning and execution process can be avioded by incorporating innovative approach in educational practices. Such innovation demands involvement, introspection and enthusiasm among the educational practitioners.

SCERT, Assam has been puttig emphasis on research and research based activities related to school education right from its inception. This is a humble attempt made by the Department of Research and Evaluation, SCERT, Assam to bring out this volume of Educational Research Journal by compiling research papers contributed by researchers working in different fields of education. I expect that this informative journal will certainly help in dissemination of research findings among educational practitioners and also help teachers, teacher educators, educational planners and administrators in understanding the process of educational researches and optimal utilization therof.

I would like to express my sincere gratitude to the contributors of research papers, the members of editorial board, reviewers, editors and the support group for their painstaking effort in bringing out this volume.

Dr. L. N. Sarma,
Director,
SCERT, Assam, Ghy-19



## Editorial

Research is visualised as an important means for quality control in Education. Different indicators of quality education can be examined and strategies can be devised through research based activities by strengthening intellectual ability and professional competencies of educational practitioners. Though there is wide popularity of research seminars and conferences among the academicians in the recent days, but attempt to publish research papers in a form of journal is very limited. As such, restricted dissemination of findings of these research studies limits its utility.

This attempt of the Department of Research and Evaluation, SCERT, Assam to publish an educational research journal by incorporating papers contributed by researchers on the basis of studies conducted in the field of education will help in dissemination of findings of such studies among educational practitioners. Considering the rare availability of this type of opportunity in the state like Assam, priority has been given to include as many research papers as possible in order to popularize the research based action for quality improvement. Apart from researchers, those involved in educational planning and policy making can also use this journal as a basis for weighing choices and directions. This journal will meet the expectations of new researchers who perceive research as a means to bring about a change in the field of education.

Minor corrections have been made by the editorial board without deviating from the main content to maintain uniformity related to language and lucidity of the studies. In spite of research studies being taken up by individuals, systematic approach has sparsely been adopted by most of them. Lack of orientation or awareness of systematic methods of research might be one of the reasons for this though they have shown sufficient conceptual clarity in presenting the knowledge gathered. Therefore, the people interested in educational research need to be equipped with proper research techniques so that the in depth study that they do can be represented for facilitating education policy formulation. Much of

the study undertaken are either action research or applied research. Therefore, fundamental or basic studies on various dimensions of education are also required for quality education. Appropriate authorities therefore need to give proper exposure to research motivated or interested persons and grant schemes giving ample opportunity to them to carry out fruitful researches.

What has been observed is that the departments which implement the schemes are generally not research concerned. So even if any quality research is done, these remain in the racks of the university libraries or elsewhere with little access to the people who really need to carry out these results in actual field. Proper qualitative methods for qualitative studies seem to be rarely used as reflected in the methodologies adopted for the studies. Hence a congenial research environment should prevail in the State and the thirst for innovative methods and techniques for better results be increased by research and other academic organizations by continuously orienting the researchers and updating their ideas about research.

I would like to take this opportunity to thank the researchers who contributed papers to this journal, the members of editorial board and supportive group for their painstaking effort in bringing out this volume of educational research journal.

Dr. Jayanta Kr. Sarmah

## CONTENTS

# Effect of Organizational Climate on Leadership Ability of Academic Leaders

**Dr. Anjali Sharma**

## Abstract

*The present study attemps to see the effect of organizational climate on leadership ability. The descriptive survey method is adopted to conduct the study. Null hypothesis was formulated. A sample of 240 academic leaders was selected by stratified random sampling. Leadership ability scale developed by Dr. A. Sharma and Dr. M.K. Sharma and Self-developed organizational climate inventory were used to gather the data. To analyze the data statistically, median is calculated for organizational climate variable scores to form the groups as healthy and unhealthy organizational climate being independent variable. Mean, SD and Critical Ratio were calculated for leadership ability scores. The findings of the study reveal that leadership ability of academic leaders working in healthy organizational climate is found better than those working in unhealthy organizational climate.Hence organizational climate effects significantly to the leadership ability of academic leaders.*

**Key Words:** Leadership Ability, Academic leaders, Organizational Climate

## Introduction

When an organization is set up at the same time the leader is chosen. It is assumed that if the leader is capable enough to manage all the functions and working properly then only he can give the best results and success to the organization. It may be mentined it is the quality of educational leaders upon which the success of educational programs and organization depends.

It is the constitutional obligation of the state government to provide universal elementary education to all children at the age group of 6 to 14 years. The effective program of elementary education ensures progress of educational system as a whole.





Primary education is a base on which rests all the educational developments in the country. School being a miniature society is an indication of social progress. The development, progress and goodwill of the school, by and large depend on its head. To derive maximum benefits from the school, he/she must be a educationally enlightened leader. The educational scenario shows that the academic leader undergoes so many strains and stresses during the discharge of his duties. Organizational climate or environment of a workplace is one of the factors that explicitly or implicitly influence the performance of the head. The present work is a step to study leadership ability in terms of organizational climate.

When we reviewed about the variables leadership ability, the following research works were found - Aydin, Ayhan; Sarier, Yilmaz; Uysal, Sengul (2013) aimed to determine the effect of leadership styles of school administrators on the job satisfaction and organizational commitment of teachers using the method of meta-analysis. Robert, Laura &Mancuso, Steven V (2012) studied about the demand for international school leaders on six continents from 2006 to 2012. Baloðlu, Nuri (2012)studied the relationship between value-based leadership and distributed leadership behaviors of school principals on the basis of the views of the primary school teachers. Vennebo, Kirsten Foshaug; Ottesen, Eli (2012) the author analyzed leadership as an interactive process, in a leadership team in a Norwegian school that aims to develop assessment practices. Valentine, Jerry W. & Prater, Mike (2011) examined the relationships between principal managerial, instructional, and transformational leadership and student achievement in public high schools. Christine C. et al. (2011) found that principals' leadership will increase as internal social capital increases. Terosky, Aimee La Pointein(2010) examined the experiences of urban, public school principals noted for their instructional. Findings contribute to the instructional leadership and leading for learning literatures by placing learning in the forefront and emphasizing the need to prioritize learning. Thomas, John Charles (2008) studied that administrative, faculty and Staff

Perceptions of Organizational Climate and Commitment in Christian Higher Education. And found a negative correlation for climate and commitment and staff members. Behnazmohajeran et. al.(2008) indicates in their study that professional development of principals should focus on leadership styles in relation to governance structures decision making and involvement of other stakeholders. Leadership ability of headmaster means an account of its performance with respect to the responsibilities assigned to him. Similarly,Fleck, Franzy D. (2003) says that principal can and does make a difference in how they interact, lead and work with their teachers. Principals need to be aware that they must spend an equal amount of time observing all teachers and their teaching methods.Dr. JamanaLalBayti (2000)concludes in his study that the success or failure of the heads of the institution in day to day activities of the school may depend on his leadership characteristics and the modes of taking decision.

Thus leadership is that ability of an academic leader through which he/ she can create a new picture of the institution or change the scenario of the existing institution. Leadership ability and organizational climate are the variable which exist simultaneously. A good academic leader can be capable to develop healthy organizational climate or organizational climate may influence the leadership ability badly / positively. As organizational climate is a quality of the internal environment of an organization that is experienced by its members, influences their behavior, and it is described in terms of the values of a particular set of characteristics or attributes of the organization. In the present study researcher attempted to compare the leadership ability of different organization climate.

**Objective**

- To compare the leadership ability of headmasters working in healthy and unhealthy organizational climate.





**Hypothesis**

There exists no significant difference between leadership ability of academic leaders working in healthy and unhealthy organizational climate.

**Methodology**

**Variables**

In present study, organizational climate is selected as independent variable and leadership ability is selected as dependent variable.

**Sample**

In the present study, 240 academic leaders have been selected from government and private upper primary schools of Jaipur City by stratified random sampling method.

**Research Method & Design**

In the present research work, descriptive survey method has been used. In the present study organizational climate is considered as independent variable that is why the group formation is done on the basis of this variable as healthy and unhealthy organizational climate. Statistical median is calculated for organizational climate score to form the groups as healthy and unhealthy organizational climate.

**Tool Used**

Following tools were used in this study:

- Leadership ability Scale developed by (Dr. A. Sharma & M.K. Sharma) was used. Validity coefficient is 0.81and Reliability coefficient by test –retest method is 0.85. There are seven dimensions of the scale as: Social intelligence, Emotional stability, Understanding of the conditions, Patience, Sense of responsibility, Decision power, Moral values.
- Organizational Climate Inventory constructed by researcher is used. In this investigation, organizational climate consists of a set of characteristics i.e. performance standards, communication flow, reward system, responsibility, conflict resolution, organizational structure, motivational level, decision

making process, support system, warmth and identify problems that describe an organization, distinguishes it from other organizations. Split-half reliability co-efficient by Spearman Brown Formula is .898 and validity coefficient is 0.81 by criterion referenced.

**Analysis and Interpretation**

The analysis and interpretation of the data on leadership scale for elementary school headmasters are discussed as follows:

To test hypothesis i.e. there exists no significant difference between leadership ability of academic leaders working in healthy and unhealthy organizational climate. Mean scores and SD were calculated and CR-value was applied. The t-value is 3.59 and it is higher than the table value at 0.01 significance level. Hence the mean score of leadership ability of academic leaders working in healthy organizational climate is significantly higher than unhealthy organizational climate. Therefore, hypothesis is rejected.

When we analyzed the leadership ability dimension wise, the results obtained are as follows

- The t-value for social intelligence is found 3.44, which is significant.
- The t-value emotional stability of academic leaders is found 2.29, which is significant.
- The t-value for decision power of academic leaders is found 3.55, which is significant.
- The calculated t-value for moral values is found 4.67, which is higher than the value of significance
- The t-value for the dimension, power to understand the conditions is found 1.11 and failed to reach significant value.
- The calculated t-value for dimension, patience is found 1.48 which failed to reach at table value.
- The calculated t-value for sense of responsibility is found 1.61, which is failed to reach at value of significance.





When we compare leadership ability dimension wise in terms of organizational climate, social intelligence, emotional stability, power of decision making & moral values of leaders working in healthy climate is found significantly higher than unhealthy organisation.

**Findings**

The findings of study are as follows:

- The academic leaders working in healthy organizational climate have good leadership ability in comparison of those working in unhealthy organizational climate.
- Academic leaders working in healthy organizational climate are socially more intelligent than those working in unhealthy organizational climate.
- Academic leaders working in healthy organizational climate are more emotionally mature than those working in unhealthy organizational climate.
- Academic leaders working in healthy organizational climate have good power of decision making than those working in unhealthy organizational climate.
- The moral values of academic leaders working in healthy organizational climate become high than those working in unhealthy organizational climate.

**Discussion and Conclusion**

The academic leaders working in healthy organizational climate have good leadership ability. It is due to the fact that in healthy organizational climate they get opportunity to work at their own innovative way, so they create new things and generate new ideas and implement that freely. As social intelligence is learned behavior, if the person gets opportunity to interact with more people freely then it grows gradually. Healthy organizational climate provides such opportunities to academic leaders. The quality of a good leader is he/she should be emotionally stable, healthy organizational climate effects the leaders in such a way that they become emotionally stable. Healthy organizational climate generates good power of decision making in academic leaders as they get direction whenever

mishappening occurs. Healthy organizational climate generates high moral values in academic leaders because they get opportunities to deal with all the matters fairly and get all kind of securities in the professional life. Hence, it is concluded that healthy organizational climate has positive effect on academic leaders and vice-versa because they get opportunity to develop leadership ability in healthy organizational climate, not so in unhealthy organizational climate,as it is the internal force which creates organizational commitments and job satisfaction. It is also supported by finding of study made by Aydin, Ayhan; Sarier, Yilmaz; Uysal, Sengul (2013) to determine the effect of leadership styles of school administrators on the job satisfaction and organizational commitment of teachers. Now it is clearly stated that organizational climate is an important factor which significantly effect to the leadership ability of academic leader.

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# Effectiveness of Technology Supportive Learning for the development of Academic Performance in English at Elementary Stage

**Dr. Yeasmin Sultana**

## Abstract

*This paper is based on an experimental type of research work. It attempts to study the effectiveness of Technology Supportive Learning (TSL) over Usual Learning Method (ULM) for the development of Academic Performance in English of class VI students. The researcher had used 'non-randomized/ unequated-two-groups pre-test and post-test design' and followed the purposive sampling method. The sample of the study comprises 122 students from three schools of Malda district. Experimental and control groups were formed before giving them the treatment. Data collected through pre-test and post-test were analyzed with the help of statistical tools and found that the experimental group did better than the control group. Hence, it may be said that TSL is a better method than ULM for developing Academic Performance in English at Elementary Stage.*

**Keywords:** Technology Supportive Learning, Academic Performance, Experimental Group, Control Group.

## Introduction

The main objectives of teaching English at our school stage are not limited within the development of fourfold fundamental linguistic skill (i.e. LSRW) only. However, one of the most important concerns for teaching English to our school students is to enhance their academic performance in English language learning. Since English has now become the sine qua non and it is taught as the second language, so, it is expected that all our students especially at school level should have better academic performance in English. Academic performance in English refers to performance of students relating to various competency areas of English language learning like communication, vocabulary, grammatical, comprehension competency etc. But it is found that the students have failed to





acquire adequate competence in the area of English language as they have a heritage language that is not English and they are not yet proficient in using English. These discussions clearly state that development of academic performance in English should be one of our chief concerns of teaching English at our school stage. Now a days the use of Technology supportive learning in English language learning is highly realized. But it is found that the development of academic performance in English learning is not properly cared at our school stage. Therefore, the researcher is keen to see the effect of a new/innovative/learner-centric approach of teaching learning (Technology supportive learning) for development of academic performance in English learning among elementary school students.

## Objective of the Study

To study the effect of Technology Supportive Learning (TSL) over Usual Learning Method (ULM) for the development of overall academic performance in English learning with regard to pre-test and post-test scores.

## Hypothesis of the Study

There exists significant difference between mean scores of overall academic performance developed through TSL and mean scores of overall academic performance developed through ULM in English learning with regard to pretest and posttest scores.

## Profile of the Study Area

The present study was concerned with the elementary school level and more specifically it was conducted on class VI students of three CBSE affiliated schools of Malda district, West Bengal. The schools where experiment was conducted were Delhi Public School (D.P.S.), NTPC, Farakka; Kendriya Vidyalaya (K.V.), NTPC, Farakka; and Kendriya Vidyalaya (K.V.), Malda.

## Methodology of the Study

The present study was a quasi-experimental research. In the present study, the researcher had used 'non-randomized/ unequated-two-groups pre-test and post-test design'. The relative effect of

Technology Supportive Learning (TSL) and Usual Learning Method (ULM), for the development of Academic Performance in English learning of class VI elementary students was studied in the present study. In this study, ULM and TSL were considered as the independent variables; and Academic Performance in English learning was considered as the independent variables.

**Sample**

In the present study, the researcher had followed the purposive sampling method in order to select the sample. The researcher took two sections i.e. Section-A and Section-B of class VI of K.V., Malda; one section i.e. Section-A of class VI of K.V, NTPC; and one section i.e. Section-B of D.P.S. for her experiment. Total 128 students were there in the entire sampling group at the beginning of the experiment. However, 122 students were present in all the stages of experiment. The details of the sample of the present study are given below.

**Description of the Sample**

| Sl. No. | Purposively selected schools | Name of the learning stage | No. of the sections/ classes taken for experiment | Name/ Category of sections | No. of students | Sections forming the Treatment groups |
|---|---|---|---|---|---|---|
| 1. | School-1 (K.V., MALDA) | Class VI | 2 | Sec- A | 29 | Experimental Group |
| | | | | Sec- B | 27 | Control Group |
| 2. | School-2 (K.V., NTPC, FARAKKA) | Class VI | 1 | Sec- A | 35 | Control Group |
| 3. | School-3 (D.P.S., NTPC, FARAKKA) | Class VI | 1 | Sec- B | 31 | Experimental Group |

**Tools Used**

The following tools were used in the study:

i. Instructional tools

ii. Testing tools

The instructional tools were used to impart instruction to the treatment groups. The two types of instructional tools used in this present study were –

A. Technology Supportive Learning (TSL)

B. Usual Learning Method (ULM)

The following testing tool was used in the study:





A. Academic Performance Test in English

**Data Collection Procedure**

The researcher administered pre-tests on all the groups before giving treatments to them. After that, she taught the experimental group for three months through technology supportive learning and control group through as usual learning method. After the treatments were over, the researcher administered the same pretests as posttests to all the groups. This is how data collection was done.

**Data Analysis**

For the present piece of research work, the researcher has used descriptive statistics like mean, standard deviation, graphical representation of data etc. and the inferential statistics like‘t’ test, ANOVA, ANCOVA etc. for analysis of the data

**Findings and discussion :**

**Table I** indicates the effect of TSL over ULM for the development of overall academic performance in English learning with regard to pretest and posttest scores.

**The Part-I of the table I** is concerned with ‘t’ value showing the effect of TSL over ULM for the development of overall academic performance in English learning with regard to pretest and posttest level separately.

The Section-A of table I (Part-I) states that there exists significant difference between the pretest results of the control group and the pretest results of the experimental group. Because, from the same section (i.e. Section-A) of table I (Part-I), it is evident that the obtained ‘t’ ratio between the pretest scores of the control group and the pretest scores of the experimental group is 2.861; and this ‘t’ ratio is more than the table value of ‘t’ at 0.05 level of confidence for 120 DF. For 120 DF, the table value of ‘t’ at 0.05 level of confidence is 1.98. Since, the table value of ‘t’ is less than the obtained ‘t’ ratio between the pretest scores of the control group and the pretest scores of the experimental group, so, the null

## TABLE I

Effect of TSL over ULM for the development of overall Academic Performance in English Learning with regard to Pre-test and Post-test scores

**TABLE-I (Part-I)**
**"t" value Showing the Effect of TSL over ULM for the Development of overall Academic Performance in English Learning at Pre Test and Post Test level separately.**

SEC-A of TABLE-I (Part-I)
"t" Test Results of Control and Experimental Groups at Pretest Level.

| Level of test | Groups | N | Mean | SD | SEM | 't' value | Table value of 't' at 0.05 level | DF | Sig |
|---|---|---|---|---|---|---|---|---|---|
| Pretest level | CG | 62 | 52.23 | 13.912 | 1.767 | 2.861 | 1.98 | 120 | # |
| | EG | 60 | 55.28 | 8.824 | 1.139 | | | | |

SEC-B of TABLE-I (Part-I)
t" Test Results of Control and Experimental Groups at Posttest Level.

| Level of test | Groups | N | Mean | SD | SEM | 't' value | DF | Sig |
|---|---|---|---|---|---|---|---|---|
| Posttest level | CG | 62 | 55.13 | 12.393 | 1.574 | 4.840 | 120 | # |
| | EG | 60 | 65.63 | 8.963 | 1.157 | | | |

**TABLE- I (Part-II)**
**ANCOVA Summary Showing the Effect of TSL over ULM for the Development of overall Academic Performance in English Learning with Regard to Co-variation of Post test Results with Pretest Results.**

SEC-A of TABLE-I (Part-II)
Adjustment Data of Pretest scores with Post test scores of both CG and EG

| Adjustment level | Adjusted means of CG (Total of Pretest and Posttest) | Adjusted means of EG (Total of Pretest and Posttest) | Adjusted means of CG and EG (Total of Pretest and Posttest) | Aggregate Co-relation(r)within Samples: CG vs. EG | Aggregate Co-relation (rΛ2) within samples: CG vs. EG |
|---|---|---|---|---|---|
| Pretest scores adjusted with Post test scores | 57.6537 | 62.0245 | 59.8033 | 0.91 | 0.83 |

SEC-B of TABLE- I (Part-II)
ANOVA Results After Adjustment of Pretest Scores with Posttest Scores.

| Dependent variable | Source of variations | SS | DF | MS | F | Sig |
|---|---|---|---|---|---|---|
| Overall Academic Performance | Adjusted means (Between groups) | 545.29 | 1 | 545.29 | 27.86 | # |
| | Adjusted Error (Within group) | 2329.51 | 119 | 19.58 | | |
| | Adjusted Total | 2874.8 | 120 | | | |

SEC-C of TABLE-I (Part-II)
ANCOVA Test for Homogeneity of Regressions Based on Above ANOVA Results

| Dependent variable | Source of variations | SS | DF | MS | Fy. x | Sig |
|---|---|---|---|---|---|---|
| Overall Academic Performance | Between Regressions (Between Group) | 4.48 | 1 | 4.48 | 1.23 | # |
| | Reminder (Within Group) | 2325.02 | 118 | 19.7 | | |
| | Adjusted Error (Total) | 2329.51 | 119 | | | |

hypothesis is rejected . Hence, it is concluded that at the initial stage of treatment there exists significant difference between mean overall academic performance (m=52.23) of the control group and mean overall academic performance scores (m=58.28) of the experimental group. The Section-B of table I (Part-I) states that there exists significant difference between the posttest results of





the control group and the posttest results of the experimental group. Because, from the same section (i.e. Sec-B) of table I (Part-I), it is found that the obtained 't' ratio between the results of the control group and the results of the experimental group is 4.840; and this 't' ratio is more than the table value of 't' at 0.05 level of confidence for 120 DF. For 120 DF, the table value of 't' at 0.05 level of confidence is 1.98. Since the calculated 't' ratio between the mean results of the control group and experimental group is more than the table value of 't' at 0.05 level of confidence, so, the null hypothesis is rejected. Hence, it is inferred that at the posttest stage of treatment there exists significant difference between the mean overall academic performance scores (m=55.13) of the control group and mean overall academic performance scores (m=64.63) of the experimental group.

From the Part-I of the table I, it is found that at the pretest level there exists significant difference between the control group and experimental group with regard to their overall academic performance scores; and at the post test level there exists significant difference between the control group and experimental group with regard to their same overall academic performance scores. Since, the control group and experimental group were not equated at the initial stage of their treatment, so, it cannot be safely concluded that there exists significant difference between control group results and experimental group results due to the experimental effects, even though there exists significant difference between control group results and experimental group results at the posttest level, and there exists significant difference between control group results and experimental group results at the pretest level. Hence, ANCOVA summary (test) is used in Part-II of the table I to adjust or co-relate the pretest scores of the control and experimental groups with their posttest scores in order to reach at meaningful conclusions regarding this experimental effect. The explanation of the data of the Part-II of the table I is given below.

**The Part-II of the table I** is concerned with ANCOVA summary showing the effect of TSL over ULM for the development of overall

academic performance in English learning with regard to co-variation of pretest results with posttest results.

The section-A of table I (Part-II) displays the adjustment data of the pretest scores with posttest scores of control group and experimental group. From the same section (i.e. section-A) of table 1 (Part-II), it is found that the adjusted means of CG is 57.6537, adjusted means of EG is 62.0245, adjusted means of both CG and EG is 59.8033, aggregate co-relation (r) within sample is 0.91, and aggregate co-relation (rE2) within sample is 0.83. Sec-B of table 1 (Part-II) displays the ANOVA results after adjustment of the pretest scores with posttest scores. The same section (i.e. Sec-B) of table I (Part-II) states that after adjustment of the pretest scores with post test scores, the 'F' value 27.86 was found to be significant at 0.05 level of confidence for 1/119 DF. This 'F' value bears little meaning unless applying ANCOVA test for homogeneity of regression on it, because this 'F' value contains many equation based errors. Therefore, in Section-C of table I (Part-II), ANCOVA test for homogeneity of regression based on this ANOVA result is displayed. From the same section (i.e. Section-C) of table I (Part-II), it is found that 'Fy.x' value is 1.23 after applying ANCOVA test for homogeneity of regression on 'F' value. This 'Fy.x' value is significant at 0.05 level of confidence at 1/118 DF. Therefore, after adjustment of posttest scores of the control and experimental groups with their pretest scores through co-variance procedure, significant difference is found between the results of the control group and experimental group. So, it is concluded that TSL has merit over ULM for the development of overall academic performance in English learning at elementary school level.

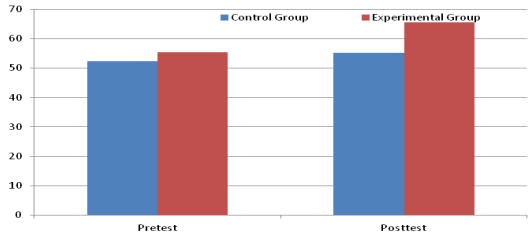






*Fig.1 Mean level performance of control group and experimental group showing the development of overall academic performance in English learning.*

## Conclusion

The present study highlights the effectiveness of Technology Supportive Learning (TSL) over Usual Learning Method (ULM) for the development of Academic Performance in English at elementary stage. The data analysis referring to the experimental effect has been made using't' test, ANOVA and ANCOVA. Data analysis done at the Mean level (Raw Mean Level), ANOVA level and ANCOVA level show that there was significant difference between the control group and the experimental group. Taking into consideration all these inferences, it is summarized that TSL is a better method than ULM for developing academic performance in English learning at elementary stage.

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## Educational Problems of Tribal Students of Dhemaji District in Assam : A Sociological Study

Dr. Loknath Sarma

### Abstract

*Education is a dynamic and powerful tool for the social and economic development. But despite of many decades' efforts a vast majority of total population on India have remained outside the education system. The existence of social hierarchy, gender and group discrimination has also affected the progress of education at the societal level. The range of education has largely been confined to urban and developed rural territories and among the selected set of population. The vast tribal population of India is a classic example of this discrimination.*

*Tribal people generally live forest or hilly areas or in riverine locations which are difficult for the access. Tribal people of India as well as Assam suffer from the double disadvantages of spatial and socio-economic constraints with regard to overall development including education. This is also a challenge for the society and to achieve the*





*objective of Education For All (EFA). To avoid the type of disparity and differences the need for the upliftment of all segments of societies, specially the disadvantage group like Scheduled Tribes and Scheduled Castes and Other Backward Classes is considered urgent and essential in Indian context. The Constitution of India has also provided some Articles for the safeguard of the special significance. In this way several constitutional safeguard for the tribal people are existing in our constitution with special reference to the Article Nos. 6, 14, 29, 30, 4, 546, 244, 330, 332, 335, 339, 340 etc. These provisions are basically meant for the upliftment of the weaker sections of our society, such as the tribals directly or indirectly.*

*Problems in tribal societies have been highlighted and dimensions of problems mounted. The tribal population living in the north bank of the river Brahmaputra are in the midst of socio-economic handicaps. Floods, erosion and several other geo-ecological conditions have been perennial problems of these populations. River banks, foothills, small highlands are usual places for habitations, continuous floods make their cultivations unsettled, lives nomadic and hence temporary establishment of houses characterise their way of life. Under such circumstances, education becomes a mere dream of life. For these reasons, a proper identification of problem relating to education of the tribal students demands sociological insight for which the present study invites attentions.*

### Introduction:

India is the second largest country in the world having 8.08% of tribal population. Scattered all over the country this section of population preserve their own identity and culture. Assam as one of the prominent states of the North-East region of India has 12.82% of tribal population. The Scheduled Tribes are spreading over all the districts of the state but their population to the total population of the respective district varies. The hilly districts are predominantly inhabitated by Scheduled Tribes. There are as many as 217 Scheduled Tribes in North-East India and any number of erstwhile tribes are clamouring for Scheduled Tribes recognition. Today, in Assam there are 20 tribes, 11 in the hills and 9 in the plains (Singh 1987). The prominent tribes are – Bodos, Mishings, Karbis, Dimasas and Kacharis. The smaller tribes are Lalungs

(Tiwa), Mech, Rabha, Hojai and Deuries (Plain tribes) and Chakma, Garo, Hajong, Hmar, Man, Karbi, Pawi (Hill tribes).

The Dhemaji district shelters 49.53% tribal population, out of which 63.08% are males and 35.16% are females. The overall female literacy rate of the district is lower in comparison to the state and the national figure. Starting from the period of independence it is seen that the tribal people are also in their development inspite of several development schemes and programmes have been launching since independence. Perhaps many reasons or factors may be responsible in this regard. These indirectly give rise to several problems which beast the development and progress of tribal people. Investigations, studies, reports, commissions reveal numerous facts and causes relating to educational backwardness of the tribal people. Not only that several remedial measures, actions policies etc. are also suggested time to time to remove the possible disparities.

In addition to these, the several Five Year Plans and Commissions have suggested various schemes to bring forward the tribal people, helping them with incentives to solve their problems, with the reservation in Parliamentary and Assembly seats, enrolment and employment in educational institutions for higher studies. The scholarship schemes such as post or pre-matric, mid-day meals, supply of free textbooks, uniforms, residential ashrams, schools etc. are also the steps taken and adopted by the central as well as the state governments. Under the sub-plan approach, the tribal planning was formulated into three levels, namely – district level, block or mandal level and village level.

Education is considered as social institution that functionally promotes consensus and social integration in new generation through cultivation of those personal qualities that can further it as social process (Durkhein 1965 : 70-71). The progress of education is one of the major dimensions for socio-cultural and economic development in society. In terms of national development education plays several important functions such as broadening of professional base, facilitating the involvement of large number of people in politics





and make participation meaningful to them and acting as a great force in breaking down traditional values and attitudes which are believed to hinder the development of modern society. Education is a potent agent not only for social and psychological charge, but it may influence productivity and economic development also, and this is the reason why for the last few years in the literature and development there has been much talk about the relationship between education and economic development and education and investment (Rao 1966). It is in this context viewed that at an early period, education came to be recognized as a level for the transformation of traditional society. But society was influenced by education in different way and hence, different degrees of changes also witnessed.

While arguing the unequal development of society, it is quite often underlined that certain socio-economic, cultural and environmental barriers play effective roles in shaping opportunity structure. Family, occupation, caste, norms and practices and also the social life and attitudes which on the other hand restrict productive determinants of opinions. Such situation in greatly expected to be minimized and hence, education, knowledge and achievement are considered pivotal for change and development. In this context, education is supposed to help in the socialization of a child and the development of human personality, socio mobility, occupational change and the rise of professions (Dubey 1986). People respond differently to change, depending upon their background, the ability, their capabilities, achievements, their basic personality traits etc.

In a democratic country like individuals are required to take active and open role in every aspect of life where education plays a cardinal role. Christianity, patronized by the British brought modern education to the north-eastern region. It appears to be quite understandable that even after the introduction of English language and opening of new educational institutions, the tribes of north-east region of India were lagging behind, social change as a result of various socio-cultural factors interplay with the institution

of education. This study in mainly concerned with an aim to study the socio-economic and cultural hindrances of tribal society in the process of educational achievement of the younger generations and students.

After the country's independence, some serious attempts have been made to study the educational problems of tribal society in general and tribal students of the country in particular. Apart from the scholarly attempts, initiatives taken by the administrators, non-governmental organizations, agencies etc. are also in the forefront. The studies of Srikant (1964) Srivastava (1967) Mahapatra (1977), Elangoven (1989), Panda (1996), Dixit (1996), Dubey (1999) are important. These studies are basically concerned to the study of the educational problems of tribal students all over the country. In the year 1974-75, a huge project concerning educational problems and status of tribal students of India was launched throughout the country. Positions to such effect on the north eastern part of India was also studied by Dubey (1974).

**Need of the study :**

In spite of several developmental schemes taken by the central and state governments, the upliftment of the tribal people of India is still low. The literacy rate of Scheduled Tribe people in India is 29.60% out of which 40.90% is male and 18.19% is female (1991 census). When this percentage is compared to the literacy percentage of the country in general then it shows that the Scheduled Tribes are far behind. In Dhemaji district of Assam, the literacy rate among the Scheduled Tribes people is 49.53% out of which 63.08% is male and 35.16% is female (1991 census). This is one of the indicators to show the low level of education amongst the tribals. In the performance level also the pass percentage of tribal students in Assam is so low. In Dhemaji district the enrolment ratio is low and dropout rate is high among the tribal students. This is attractive area of investigation for the educational planners and administrators as well as for the educational planners and administrators as well as for the sociologists. This parameter of





tribal underdevelopment becomes an inspiring issue to go for study for a quite pretty long times, even after the attainment of independence, attempts were made to study the tribal problems in our country. The country's national planning and policies have also envisaged that the relatively isolated areas and communities are to be integrated. One of the major objectives of such policies were to identify the problems of education among the tribals in the country.

Further, the scheduled tribe community is an integrated part of the society of Assam. In some of the districts of Assam the percentage of tribal people are high and moderate. Their simple life style and earning also has its contribution to the economy of the state and country. The socio-cultural potentialities of this group are giving weightages to the notional structure. If an attention towards their development is not properly given, a possibility for growing differentiation between the tribals and the non-tribals in the country cannot be altogether denied.

**Objectives of the study :**

The study bears the following objectives :

1. To search out the factors that hinder education of the tribals.
2. To understand the influence of socio-economic background such as – family, parents' education and occupation, income, location of home and environment, study habits etc. on attainment of education.
3. To investigate the role of teachers, their opinion and attitudes towards tribal education, and
4. To investigate the role of teachers, their opinion and attitudes towards tribal education, and
5. Finally, to search out the factors responsibilities for educational problems among the tribal students studying in the district under study.

**Field of study :**

Dhemaji district is one of the 23 districts of Assam with 3237 sq. km. of area of which 4.13% of the state area (1991) and

situated in the extreme corner of Assam on the north part of the Brahmaputra valley. The river Brahmaputra is in its south and eastern side and the boundary of the state Arunachal Pradesh is in northern side. In the west there is Lakhimpur district. The Dhemaji district was created in 1989 with two sub-divisions, namely – Dhemaji and Jonai. Prior to that Dhemaji was a sub-division in the erstwhile Lakhimpur district.

The population of Dhemaji district is 478830 out of which 248457 are male and 230373 are female with sex ratio is 927. The Scheduled Tribe population of the district is 210312, of which 106944 are males and 103368 are female. The scheduled tribe population constitutes 44% of the total population of the district.

The district has 5 revenue circles, 81 gaon panchayats, 2 municipalities, 7 development blocks with 1140 inhabited and 37 uninhabited villages. The primary source of livelihood of the population is agriculture, besides fishing, selling of fire woods, small business etc. There is no any big industry in this district of Dhemaji. The acute flood problem of the district is giving regular strike on the hopes and aspirations of people, which in fact is breaking the economic backbone of the people of Dhemaji district. For this reason the transport and communication both within the district and connecting communication with other parts of state is badly affected. The National Highway No. 52 is running through the district.

Several developmental schemes either from the District Rural Development Agency (DRDA) or from the Integrated Tribal Development Project (ITDP) have also been started in Dhemaji district since long, but the schemes have not yield expected results. This has resulted in the overall scenario of educational development of the tribal people in the district. Mid-day Meal, Scholarships and stipend and grants for construction of school buildings, supply of furniture and to prepare teaching learning materials are regular governmental grants to the district. Total Literacy Campaign (TLC) has also been started by the National Literacy Mission (NLM) to accelerate the process of eradication of illiteracy. Further, several





other non-governmental organizations are also taking steps for the betterment of its people. On the overview it was found that there are higher numbers of illiterates among the Scheduled Tribes population in the district. There is also a large gap in the figures of Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER). These are the clear evidences of the low educational status of the Scheduled Tribe people of the district. Keeping in view the larger concentration of tribal population and declining rate of education in comparison to other districts of the state, this district has been selected for the present study.

**Methods and Procedure of the study :**

**Methodology :**

So far as the research methodology is concerned, the present study comes under the scope of exploratory research on the problems of tribal education in Assam with special reference to Dhemaji.

**Sample :**

Considering the merits and demerits of different sampling techniques and keeping in view the comprehensiveness, samples for the present study consists of 300 respondents taken from three population strata i.e. 200 students, 50 teachers and 50 parents. The students samples cover 10 schools of both high and higher secondary stages studying at the levels in clean viii to clean xii standards.

**Techniques of data collection :**

The primary data for this study were collected with the help of interview schedules, observations and case studies. The secondary data were collected from different sources such as Census reports, Annual reports of Government of India, the reports of the Planning Commission, different statistical records published by the Ministry of Human Resource Development (MHRD), Government of India, Libraries of National Council of Educational Research and Training (NCERT) and National Institute of

Educational Planning and Administration (NIEPA), Reports of Government of Assam etc. Tribal Research Institute of Assam, Integrated Tribal Development Project (ITDP), Assam, Assam Higher Secondary Education Council (AHSEC), Guwahati, Secondary Education Board of Assam (SEBA) and the various Journals, reviews and magazines, which are related to the educational problems of tribal students were another many or sources of secondary data collection.

**Analysis of data :**

Both the primary and the secondary data were properly collected and analysed with systematic statistical procedures. The data tables are of mainly simple frequency tables and cross-tables between variables. Calculation of statistics such as percentages, mean etc. were the techniques of data presentation and analysis. Data were also presented in the form of diagrams, bars, map and scales wherever necessary.

**Findings :**

India has committed to the provision of universalisation of primary education to all children upto the age of fourteen years. The Directive Principles of States Policy envisaged that "The State shall endeavour to provide within a period of ten years from the commencement of the constitutions for free and compulsory education to all children until they complete the age of fourteen years." But ironically it has remained a distant dream even after fifty-eight years of independence. The World Bank study has indicated that 32 million primary school age children in India are not in school.

A lot of them belong to rural areas and are largely in the categories of Scheduled castes, Scheduled tribes, economically backward castes and classes, minorities and girl education. But the Fifth All India Educational Survey Data shows that the number of primary schools in the country has increased from 2,09,671 in 1950-51 to a figure of 5,72,541 during 1992-93 and nearly 87.3





percent of them are located in rural areas. The Seventh All India Educational Survey data shows that there were a total of 39342 schools in Assam during 1993 which has increased to 42256 showing a growth of 7.41 percent. This survey also informed that during 1993, there were 28890 primary schools, 6943 upper primary schools, 2912 secondary schools and 597 higher secondary schools. The number of schools for the corresponding levels have increased to 30045, 7704, 3917 and 788 during the year 2002. The percentages of growth of schools during the 10 years were 4% for primary schools, 10.96% for upper primary schools, 27.71% for secondary schools and 31.99% for higher secondary schools. Further, The Seventh Education Survey highlighted the fact that the growth of primary schools in higher in urban areas (8.35%) than in rural areas (3.79%).

The attempt of the government to accelerate the pace of education in rural areas is worthy to mention. It is evident from the fact that there is an 11.40% growth in secondary schools and 33.49% growth in higher secondary schools during the same period i.e. 1993-2002. On the basis of such facts, we can hold the idea that in Assam, programmes and secondary for rural education is a progressive step, since the percentage of growth of schools in rural areas is comparatively higher than in urban locations.

The micro level findings of the percent in Dhemaji district illuminates more interesting facts.

Various dimensions relating to the educational life of the tribal students were studied to uncover the problems of educations. The three categories of samples i.e. students, teachers and parents were studied in terms of their respective information and attitudes. The students were studied from several perspectives such as distance they cover from residence to school, mode of journey, study habit, dependence on private tutors, parents' care, financial support received from parents, attitude to school and teachers, leisure time behaviour etc.

It is very interesting to study the views and opinions expressed by the parents (50) and teachers (50). The major issues raised to the sample parents were opinion regarding medium of

instruction, home management and care to children's education, attitudes towards schools and teachers etc. the heterogeneous sample teachers were interviewed with varied question with regard to achievement and performance of tribal students in school premises as well as outside, interaction between teachers and students and parents etc.

The report of the research is presented in four vital chapters (Chapter III,IV,V & VI) where we attempted to focus on the problems of education faced by the tribal students in the district of Dhemaji.

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# Teachers' participation in the administration of secondary schools in Tinsukia District of Assam

Susanta Roy Chowdhury

***Abstract***

*Teacher's participation in school administration is crucial for the effective operation of the school activities. It does not only ease the work, but also creates a good mentality toward administration and common understanding between staff and school principals .It is a field that calls for training, good working environment and motivation. This paper deals comprehensively with participation of secondary school teachers in school administration in relation to their gender, experience, age, difference in subject handled and difference in type of schools etc. Teachers of both the genders constitute the population of this study. Sample of the study comprises of 250 teachers (male=130 and female=120) teaching in different secondary schools in and around*





*the Tinsukia district of Assam. The study revealed that only 56 percent of teachers are found most participating in school administration. The study also revealed that there is no significant difference in the participation of secondary school teachers in terms of their gender, age, experience, difference in subject handled and difference in type of school.*

## INTRODUCTION

The process of education has been going on since times immemorial. Changes in the society have always desired a changed system of education .Thus right type of education has been and will ever be the cry of the whole humanity .That is possible if control of education is in the hands of right type of administrators. The better the educational administration, the better are its outcomes.

Schools stand out to be the medium of achievement of educational objectives. They serve as sources for canalization of change and development with complete precision with expectation of fulfillment of all needs, interests of those that benefit from the educational outcomes. Hence it can ultimately be accepted that tomorrow's society depends upon today's education which would be incomplete without the effective functioning of school.

The demand for improvised human relations and activities has increased the requirement for active participation of teachers in the school administration. Moreover teachers' participation has been a helping hand in terms of good education for several years.

Conway (1976:130) assumes that "there is a direct relationship between participation and increased morale, productivity, and the general effectiveness of the organizations."

In the school, Principal/Headmaster is considered as a skilled administrator, on whose ability, skill, personality and professional competence will largely depend the tone and efficiency of the school. He should be a good leader to be able to inspire teachers who work under his direction. In a democracy, he can not drive them. He should follow democratic leadership which is aimed at increasing the effectiveness and improvement of staff and school.

Hushdil (1985) found both teachers and principals' regards the democratic role as important for school effectiveness. It is important for a headmaster to realize that, he is a head-teacher , that many teachers are as well qualified as experienced and as capable as himself and hence they must be given a positive say in matter of school administration. Das (1990) and Shukla (1990) found positive relationship between head's administrative-behavior and teacher's attitude towards work.

The, Principal/Headmaster and teachers can educate each other about new developments in educational theory and practice. Teachers are responsible to bring the desired standards of conduct in the school. So they need to be given a much bigger share in actual day –to-day administration of the school. Ganapathy (1982) observed that headmaster consulted all teachers while analyzing the felt need. It was also found by Rajeeavalochana (1981) that there was a negative relationship between dogmatism of the school heads and their teachers moral. Similar findings were reported by Mahant (1979), Naik (1982) and Panda (1975).

**Need of the present study**

Teachers' participation in school administration, if carefully designed and systematically operated, is believed to have a potential value to enhance professional development of teachers and hence, would improve the school. Yet, participation has not been proved to be an easy task to successfully carry out in many school systems. Alutto and Belasco (1972: 118) have noted that:

...distinguishing pure decisional participation is a complex task. Participation can range form the mere presentation of an opinion, where the locus of final authority rests else-where, to membership in the group which exercises final authority over an issue.

Yet, there is no literature or evidence which suggests that teachers' participation in school administration is undesirable or create an unfavorable conditions. However, participation increases willingness to adopt change, increases administrative control and





creates greater individual integration into the organization (Alutto and Belasco, 1972:118).

The tasks involved in the internal administration of secondary schools have to be performed irrespective of the title of the administrator. The usual assumption is the Principal/Headmaster. In larger schools, many of the duties of the administration will be performed by the Vice Principal/Assistant Headmaster and other members of the school staff. Gupta (1976) found that teachers were put on the administrative assignment just on the basis of seniority in educational administration. Further, Bhagabaji (1984) observed that teachers in charge of games and sports whole heartedly participated or supported the co-curricular activities programme.

In this context, it will not be out of the track to put on record that in Assam especially in Tinsukia district most of the secondary schools lack in proper administrative machinery. In most of the secondary schools the post of the Principals/Headmasters are manned by one of the senior most or who is otherwise qualified and fit for the post and work as principal in-charge .This is a matter of great concern since most of the Principals /Headmasters are not trained and well equipped with required administrative skills. It is also observed that sometimes they are not being honored or respected by their colleagues and most of the time they do not get co-operation from all concerns which may be either because of their very nature of posting or may be due to their lack of requisite administrative skills.

In the light of above discussion, it is evident that teacher participation effectively with requisite skills in school administration is gaining importance and also essential for school quality and academic goal achievement. It is observed from the existing available literature that in Assam, especially in the Tinsukia district no researcher has realized the importance of this variable .Hence , to fill this research gap, the present attempt has been made to study the level of teachers participation in school administration of secondary school in Tinsukia district of Assam.

## Objectives of the study

The present study attempts to achieve the following objectives.

- To find out the level of teachers participation & if there is any difference between the mean score of the most & least participation in school administration among secondary school teachers.
- To find out if there is any difference between the mean score of teachers participation in school administration of secondary school teachers with respect to their
  i. Gender
  ii. Age
  iii. Experience
  iv. Difference in subject handled
  v. Difference in Type of schools.

## Hypotheses.

Ø Secondary school teachers do not differ significantly in their participation in school administration with respect to their gender

Ø Secondary school teachers do not differ significantly in their participation in school administration with respect to their age.

Ø Secondary school teachers do not differ significantly in their participation in school administration with respect to their experience.

Ø Secondary school teachers do not differ significantly in their participation in school administration due to the variation in the subject handled..

Ø Secondary school teachers do not differ significantly in their participation in school administration due to the difference of the type of schools.

## Methodology

Simple survey method was used in this study. In order to achieve the above cited objectives, the various aspects of the methodology followed were: sample, tool, procedure of data collection, statistical techniques etc.





## Population and Sample

All the teachers in different secondary schools of Tinsukia District, Assam constitute the population of this study. A sample consisting of 250 teachers belonging to different communities was taken from the 10 government and 10 private secondary schools spreaded in and around the Tinsukia district of Assam, The schools were selected through random sampling method and teachers were selected through incidental or purposive sampling technique.

**Table 01: Distribution of the sample**

| Sl. No. | Variables | Category | Size | Percentage |
|---|---|---|---|---|
| 1 | Gender | Male Teachers | 130 | 52 |
| | | Female Teachers | 120 | 48 |
| 2 | Age | Up to 40 years | 120 | 48 |
| | | Above 40 years | 130 | 52 |
| 3 | Teaching Experience | Up to 15 years | 110 | 44 |
| | | Above 15 years | 140 | 56 |
| 4 | Subjects handle | Science teachers | 120 | 48 |
| | | Arts teachers | 130 | 52 |
| 5 | Type of School | Govt. | 135 | 54 |
| | | Private | 115 | 46 |

## Tool used

Teacher participation in school administration scale developed by Dr (Mrs.) Haseen Taj published by Rakhi Prakashan Agra was adopted by the Investigator for collecting data required for the present study. The scale consists of 27 items which are distributed over five major areas..\

## Procedure of data collection

After selecting the 250 teachers of selected schools, the investigator approached them individually and requested them to fill up the teacher's participation in school administration scale. Though the scale was self administering, the investigator explained the teachers how to fill the same. After collecting the filled in scale, they were scored and tabulated systematically for statistical calculation.

## Statistical technique used

The investigator used the statistical technique like percentage, mean, standard deviation (SD),'t' test, etc. for analyzing and interpretation of the data collected for the study.

**Results and Discussion**

**Table 02: Self perceived level of teachers' participation in school administration**

| Category<br>Self-Reporting/Rating | Total & | percentage | Mean | SD<br>t- value |
|---|---|---|---|---|
| Most participating | 140 (56%) | 85.29 | 726.6 | 23.31** |
| Least participating | 110 (44%) | 69.90 | 644.04 | |

** Values significant beyond 0.001 levels

**Table 03: Comparison of the teachers' participation in terms of their Gender.**

| Areas | Male N = 130 | | Female N =120 | | t -value. | Result |
|---|---|---|---|---|---|---|
| | Mean | S.D. | Mean | S.D. | | |
| Panning | 14.07 | 137.74 | 14.88 | 196.53 | 0.19 | NS |
| Organizing | 17.92 | 99.77 | 17.13 | 203.50 | 2.54 | Sig |
| Communicating | 18.03 | 227.76 | 18.33 | 221.33 | 1.53 | NS |
| Controlling | 12.76 | 187.99 | 14.38 | 347.77 | 3.85 | Sig |
| Evaluating | 13.65 | 155.53 | 15.17 | 271.51 | 5.24 | Sig |
| Teacher participation in total | 76.43 | 61.30 | 79.89 | 63.76 | 0.42 | NS |

**Table 04: Comparison of the teacher participation in school administration in terms of their age**

| Areas | Up to 40years N = 120 | | Above 40 years N = 130 | | t -value | Result |
|---|---|---|---|---|---|---|
| | Mean | S.D. | Mean | S.D. | | |
| Panning | 14.73 | 243.02 | 14.17 | 95.31 | 1.27 | NS |
| Organizing | 17.73 | 191.60 | 17.34 | 165.17 | 1.15 | NS |
| Communicating | 18 | 228 | 18.38 | 203.52 | 1.05 | NS |
| Controlling | 14.65 | 363.34 | 12.79 | 119.80 | 5.02 | Sig |
| Evaluating | 14.85 | 307.33 | 14.29 | 140.88 | 1.51 | NS |
| Teacher participation in total | 79.96 | 63.64 | 76.97 | 61.64 | .09 | NS |

**Table 05: Comparison of the teacher participation in school administration in terms of their experience**

| Areas | Up to 15 years N =110 | | Above 15 years N = 140 | | t- value | Result |
|---|---|---|---|---|---|---|
| | Mean | S.D. | Mean | S.D. | | |
| Panning | 14 | 43.50 | 14,.82 | 211.89 | 3.15 | Sig |
| Organizing | 17.18 | 254.26 | 16.72 | 164.52 | 1.68 | NS |
| Communicating | 18.68 | 174.73 | 17.72 | 256.64 | 2.43 | Sig |
| Controlling | 12.68 | 102.73 | 13.28 | 348.12 | 7.42 | Sig |
| Evaluating | 13.95 | 115.33 | 13.07 | 349.14 | 3.03 | Sig |
| Teacher participation in total | 76.5 | 61.29 | 75.61 | 66.6 | 0.11 | NS |

**Table 06: Comparison of the teacher participation in school administration in terms of their subjects handled**

| Areas | Arts N = 130 | | Science N = 120 | | t-value | Result |
|---|---|---|---|---|---|---|
| | Mean | S.D. | Mean | S.D. | | |
| Panning | 13.73 | 163.05 | 15.25 | 150.47 | 4.75 | Sig |





**Hypothesis 1: Secondary school teachers do not differ significantly in their participation in school administration with respect to their gender**

From the table 1, it is clear that the obtained t-values with regard to planning (0.19), communicating (1.53), and as whole (0.42) are not significant at 0.05 levels. Hence the formulated null hypothesis is accepted. It means that there is no significant difference in secondary school teacher's participation in school administration with reference to their gender. . On the contrary, the obtained t-values with respect to the different areas of teacher's participation in school administration like organizing (2.54), controlling (3.85) and Evaluating (5.24) is significant at 0.05 levels. It indicates that there is significant difference in teachers' participation in school administration on the areas of organizing, controlling and evaluating due to variation in gender. From the mean values, it is evident that female secondary school teachers have more participation on school administration (mean value =79.85) than the male secondary school teachers (mean value =76.45).The reason behind of such finding may be attributed to the fact that girls are more sincere than boys. They can concentrate and pay attention the concern area for long hours than those of boys. According to Walker (1993) women are more understanding and can find ways of working with other people. Furthermore, researcher likes Griffith (1979), Conway (1980) and Riley (1984) believe that females attend more frequently association meetings than their male counterparts.

**Hypothesis 2: Secondary school teachers do not differ significantly in their participation in school administration with respect to their age.**

From the table 2, it is clear that the obtained t-values with regard to planning (1.27), organizing (1.15), communication (1.05), and

evaluation (1.51) and as whole (0.09) is not significant at 0.05 level. Hence the formulated null hypothesis is accepted. It means that there is no significant difference in secondary school teacher's participation with reference to their age. On the contrary, the obtained t-values with respect to controlling (4.37) are significant at 0.05 levels. It indicates that there is significant difference in secondary school teacher's participation on controlling for dealing school administration. From the Mean values, it is evident that teachers up to 40 years of age are more participant (mean value=79.96) in school administration than teachers above 40 years age (mean value=76.97). The reason behind such finding may be that the teachers of this age group are always zealous to learn new things, expand their knowledge base, and experiment with better ways to realize success. They also proceed to enrich their knowledge by participating different activities and strive to achieve deeper and higher realization.

**Hypothesis 3: Secondary school teachers do not differ significantly in their participation in school administration with respect to their experience.**

From the table 4, it is clear that the obtained t-values with regard to organizing (1.68) and as whole (2.41) are not significant at 0.05 levels. Hence the formulated null hypothesis is accepted. It means that there is no significant difference in secondary school teacher's participation with reference to their experience this finding is corroborating with the research investigation of Riley (1984), who also found out that teaching experience was not identified as an accurate indicator of teacher's actual and desired participation. On the contrary, the obtained t-values with respect to the different areas of teacher's participation like planning (3.15), communicating (2.43), controlling (7.42) and evaluating (3.03) are significant at 0.05 levels. It indicates that there is significant difference in different areas of secondary school teacher's participation in school administration. From the mean values it is evident that secondary school teachers having up to 15 years of teaching experience are





more participant in school administration (mean value=76.5) than the teachers having experience more than 15 years (mean value=75.61).The reason behind such finding may be that the teachers with less teaching experience are young and energetic. They set high goals and work hard for achieving the goal .They enjoy and do the work. They are happy and easy going. These qualities may make them more participants.

**Hypothesis 4: Secondary school teachers do not differ significantly in their participation in school administration due to the variation in subjects' handled.**

From the table 2, it is clear that the obtained t-values with regard to whole (1.11) are not significant at 0.05 levels. Hence the formulated null hypothesis is accepted. It means that there is no significant difference in secondary school teacher's participation with reference to the subjects they teach. On the contrary, the obtained t-values with respect to different areas like planning (4.75), organizing (3.15), communicating (3.92), controlling (4.37), Evaluating (7.75) are significant at 0.05 levels. It indicates that there is significant difference in different areas of secondary school teacher's participation in school administration. From the Mean values, it is evident that science teachers are more participant (mean value=82.7) in school administration than Arts teachers (mean value=74).The reasons behind such finding may be due their differences in professional qualities, communication skill, technical skill of teaching, co-operative behavior, use of different method of teaching.

**Hypothesis 5: Secondary school teachers do not differ significantly in their participation in school administration due to the difference of the type of school.**

From the table 5, it is clear that the obtained t-values with regard to planning (.90), controlling (1.73) and as whole (.81) are not significant at 0.05 level. Hence the formulated null hypothesis is accepted. It means that there is no significant difference in

secondary school teacher's participation due to the difference of the type of school. On the contrary, the obtained t-values with respect to the different areas like organizing (5.68), communicating (2.15), and evaluating (4.06) is significant at 0.05 levels. It indicates that there is significant difference in the different areas of secondary school teachers' participation in school administration. From the mean value it is evident that private school teachers are more participant (mean value=81.7) in school administration than the Govt. school teachers (mean value=75.2). The reasons behind such finding may be attributed to the fact that due to lack of job security in private schools teachers' accept even some extra assignments and shoulder extra responsibility but in Govt. schools teachers do not follow the same principles as they are in secured jobs.

**Conclusion and suggestion:**

The most significant aspect of the study is that only 56% of secondary school teachers irrespective of their gender are found most participating towards school administration which is a matter of great concern since it may affect their creative energies toward organizational goal achievement and results, relation in working environment, efficiencies etc of teachers. The study revealed that there is significant difference between most participating and less participating teachers in school administration as perceived by self. The study also revealed that there is no significant difference in the participation of secondary school teachers in terms of their gender, age, experience, and difference in subject handled and difference in type of school though there exist significant differences between teachers with respect to various areas such as planning, organizing, communicating, controlling and evaluating etc.

On the basis of the study, the following suggestion can be put forwarded for the improvement of the present situation.

1 Continuous involvement of teachers in decision making by the principals will further enhance teachers' development on the job.





2. Since School administration is a Co-operative venture so to execute any plan successfully there should be team sprit and coordination at all levels

3. The principals should not totally neglect the less experienced teachers in decision making as they also need to be developed on the job

.4. Principals should also attend more workshops and seminars to know how to manage the younger teachers so as to build them up since they will eventually take up the mantle from them later.

5. Greater attention should be given by the policy makers and concerned education authorities to the training of educational administrators who can not only be charged with the sole responsibility of effective management of human and other resources, but also with the responsibility of developing appreciation for teamwork and participation.

6. The Regional Education Bureau and/or the Ministry of Education should strive to organize intensive and compulsory training programs like educational seminars, workshops, refresher courses and so on for teachers in order to provide them insights into their rights and duties, and for understanding the current management concepts and principles as well as to equip them with basic knowledge and skills needed for their career development and effective participation.

7. It is necessary for school administrators to facilitate beneficial and satisfying participation by teachers through consultation, stimulation and affection, in order that they may release their potential to the mutual benefits of both themselves and the school.

8. School administrators and other concerned education authorities ought to:

a. foster a democratic, cooperative and congenial climate within school system;

b. provide motivators such as recognition, praise, encouragements or active support, trust and respect, and so on by acknowledging particular endeavor;

c. establish a reward system and provide economic incentives as much as possible for those who participate actively.

9. It is recommended that additional studies should be undertaken to provide a sound basis for predicting the probable effects of various patterns of teachers' participation on different programs and productivity of schools

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## ORGANISATIONAL CLIMATE AND STUDENTS' ABSENTEEISM IN PRIMARY SCHOOLS OF NALBARI DISTRICT

***Dr Manju Chutia***

**Abstract**

*Organizational climate in educational institutions exercises differential effect on the functioning of the schools. Present study is an attempt to trace out the status of the organizational climate of the primary and the students' absenteeism in the primary schools of Nalbari district of Assam. The major objectives of the study was to explore the different types of organizational climate, to measure the magnitude of students' absenteeism and to make a comparative study of different types of school organizational climate in respect of students' absenteeism. Major finding of the study were- There are six organizational climate type primary schools in the district viz. Autonomous (6.67%.), Closed (7.67%), Controlled (26.67%.), Familiar ((20%)), Open(16.67) and Parental((20%)) organizational climate. The percentage of absenteeism in primary schools of Nalbari district is 8.08%. Highest absenteeism percentage is found in the organizational climate type 'Open'(9.67%). it is expected that the present study will be helpful for the stake holders in meeting the need of different problems related to absenteeism as well as organizational climate.*

## Introduction

The school is a place where the children are planted to grow. They could grow what they are and how they are facilitated. So school should provide congenial environment for their proper development. It requires a work climate where the teachers are





inspired to devote themselves in teaching and to inspire children to learn. No school could do worthwhile without the climate that could be called as worthwhile. The organisational climate of a school provides habits, attitudes, and values that the students should have in life. Indeed they should be swayed by the school climates. It has a short of charismatic impact on them. It should be setting for them to learn what they need to learn. In short school climate is a powerful force and plays a key role in all round development of the students. More congenial is the school environment, better the development of the students. Therefore enriched school environment serve as a stimulating force for the learner.

## Organizational climate

The atmosphere in which the workers work at a work place is its work climate. The word climate when used in the metrological sense refers to the average daily weather conditions over period of time and in the sense an organisational climate is an average of the perceptions individuals have of their work environment. It is the perceptions that the individual have of various aspects of environment in the organization. The notion of satisfaction is usually associated with the concept of organizational climate. (1 Goswami, M. 2007 "A study of the organizational climate of Secondary schools of Kamrup dstrictin relation to teachers' freezingness and academic achievement" P-2). Gilmer (1966) specified organizational climate as, "Those characteristics that distinguish the organization from other organizations that influence the behaviour of people in the organozation". (2 Gilmer B., Industrial Psychology (New York Mc Graw Hill @nd Ed., 1966) p.-37). In fact the climate of an organization is conceived roughly as the personality of the organization that is climate is to organization and personality is to individuals. (3 Kumaran, D. 2001 " A study of organizational climate and academic performance of the higher secondary schools", Educational Review, Vol-44). Indra Prava Sarma (1989) viewed organizational climate as, "The interpersonal relationship within a group, between group and its leader." Thus the climate of an organization is the product of all the relationships that affect it and it results from the conscious and unconscious effects of all who are involved therein. It is the quality extent and nature of relationship or interaction that creates organizational climate.

School as an educational organization are not different from other organizations, in much as they also have clear objectives and goals, they are expected to function effectively and produce quality products. The only difference is that the products are human beings.

**School organizational climate**

"In each school there are number of person who work together and interact while performing of various duties in the school setup. These interactions among teacher-students, teacher and the head of the school, and the students-students gives shape to the teaching learning process going on in the organization and weave an intricate wave of school climate. Generally school climate refers to climate of inter personal relationships within or between the teachers and the head asters in a school. School organization climate is an inclusive and intangible concept which may offer the educationist a means of better understanding of the operation of the schools. The human touch that takes place in the school plays an important role, as the teacher is a web of interaction among people who live and work together in a particular way." (4 Goswami, M. 2007 "A study of the organizational climate of Secondary schools of Kamrup dstrictin relation to teachers' freezingness and academic achievement" P-2.)

The concept of organizational climate of an educational institution for the first time came into existence when the idea of organizational climate of school was discussed and studied by Halpin and Croft (1966). Halpin has stressed the importance of the head teache's role and suggests six school profiles which can develop as a result of social and organizational behaviour. In India Motilal Sharma conducted his study along the line of Halpin and Croft and identified six types of climate arranged on a continuum with open at one end and close at the other.

1. **Open climate:** It depicts a situation in which the members of the organization enjoy a degree of sprit and friendly relation with each other. It provides satisfaction of the social needs., members enjoys harmonious working relationships. Head masters facilitates the teachers accomplishment of task and he himself possesses qualities like constructive and flexible.





2. **Autonomous climate:** It refers to an environment in which the teachers enjoy friendly relationship. Absence of active leadership mixed with average controls is the characteristics of this environment. Teachers are given a fairly free hand in their work, which increases the sense of job satisfaction, but social needs receive little consideration.
3. **Familiar climate:** It is produced when the headmaster appears more concerned about social relationships than giving firm leadership. In a familiar climate there is a friendly relationship between the head and the teachers. This climate is highly personal. Social need satisfaction high, while little is done to ensure that teachers accomplish tasks.
4. **Parental climate:** In a parental climate the behaviour of the head is perceived as highly as considerate but the teachers have to work in the way the head teacher wants. The head is not genuine enough in overseeing the task that teachers must do.
5. **Controlled climate:** In a controlled climate teachers are pressed to work hard for their students to achieve excellent results. It is task oriented than socially oriented.
6. **Close climate:** It is characterized by a high degree of apathy on the part of the members of the organization. In a close climate teachers get little satisfaction in respect to task accomplishment or social needs. The institutional head is not seen as being capable or concerned about teachers' welfare and the task they need to attempt. The head master remains aloof, impersonal, arbitrary and firm. Leadership is quite lacking in close climate.

**Students' absenteeism**

The study of absenteeism is very important for any educational institution.. The word absenteeism means the absence of student from class when he is scheduled to be present at school/ college. When teacher has no information in advance, that the student will not reputed for class if he has taken leave to which he is entitled or on ground of sickness or in case of accident. Thus

absence may authorized or unauthorized wilful or caused by circumstance beyond teacher's control.(Jaura, S. 2012-13)

Attendance is an important factor in school success among children and youth. Studies show that better attendance is related to higher academic achievement for students of all backgrounds, but particularly for children with lower socio-economic status. Beginning in kindergarten, students who attend school regularly score higher on tests than their peers who are frequently absent (Hussein, 1993; Zainol, 2002; Tan, 2006).

**Need and justification of the study**

To facilitate organizational development an understanding of organizational climate has become vital- as identification of the dimension of the organizational climate and measuring them is a means of determining the state of an organisation. Organizational climate reflects the whole state of an organization. Hence there is a great need for studying the climate of an organization. Present study has been justified on the ground that no such exploratory work has been done emphasizing on organizational climate of the primary school in the district. In the light of the above justification it is felt that the present study will be helpful for the stake holders in meeting the need of different problems related to absenteeism as well as organizational climate.

**Statement of the problem**

**"***ORGANISATIONAL CLIMATE AND STUDENTS' ABSENTEEISM IN PRIMARY SCHOOLS OF NALBARI DISTRICT***"**

**Objectives of the Study**

1. To classify the primary schools in Nalbari district in different types of organizational climate.
2. To measure the magnitude of students' absenteeism in primary schools of Nalbari district.
3. To make a comparative study of different types of school organizational climate in respect of students' absenteeism.

**Key terms**





- Primary Schools: It considers both the Upper Primary and Lower Primary and the Middle Vernacular schools.
- Organizational Climate: Organizational Climate is the product of all the relationships that affect it and it results from the conscious and unconscious effects of all who are involved therein. It is the quality extent and nature of relationship or interaction that creates organizational climate.
- Students' Absenteeism : The word absenteeism means the absence of student from class when he is scheduled to be present at school/college.

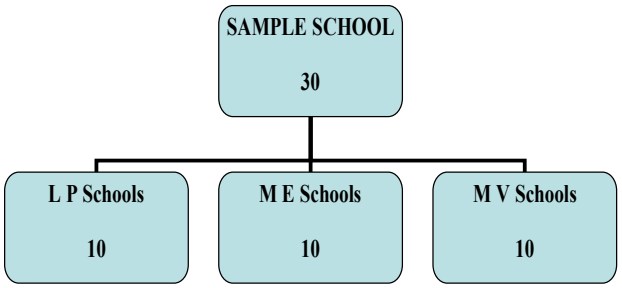
**Methodology**

For the present study **Descriptive Survey Method** has been adopted.

**Population and Sample**

The population of the present study comprises all the primary schools of Nalbari district. From this population 30 primary schools were selected as the sample schools for the present study. From each Education Block (five Education Blocks) 6 sample schools were selected. Sample for the present study has been selected randomly from the Lower primary, Upper Primary and the MV schools of the district.

**Sample Schools**




**Tools used for the present study**

For the present following tools have been used –

- Structured interview schedule for teachers and the Head teacher.
- Focus group discussion with the teachers
- Structured Data Gathering Schedule

**Statistical techniques**

The analysis of the collected data was done by

- Simple Frequency Analysis
- Percentage
- Graphical Representation

**Delimitation**

- The first delimitation of the present study is that it considers only the Nalbari district.
- The study delimits to primary schools of Nalbari district only.

**Analysis and interpretation**

1. **T**o classify the primary schools in Nalbari district in different types of organizational climate**.**

The analysis and interpretation part of this study has been done objective wise. In order to serve this objective, the investigator conducted interviews with the teachers of the sample schools and the Head teachers. From the responses obtained from the teachers' and the head masters' in the interviews and focus group discussions the sample schools were categorized into the four organizational climate types of the schools as per the Motilal Sarma's classification. This classification is shown in Table I.

**Table: I**

**Distribution of Sample schools in terms of Organizational climate**

| Sl no. | Organizational climate | Frequency | Percentage |
|---|---|---|---|
| 1 | Autonomous | 2 | 6.67% |
| 2 | Closed | 3 | 10% |
| 3 | Controlled | 8 | 26.67% |
| 4 | Familiar | 6 | 20% |



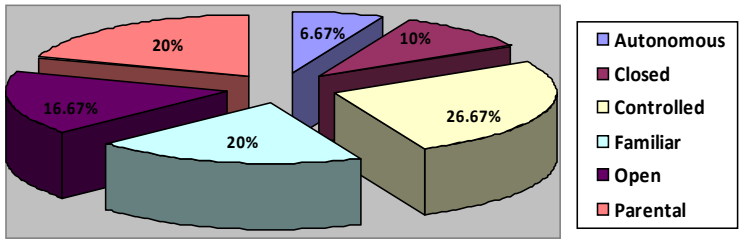


| | | | |
|---|---|---|---|
| 5 | Open | 5 | 16.67% |
| 6 | Parental | 6 | 20% |
| | Total | 30 | 100% |

Table I shows that controlled climate is the most frequently perceived (26.67%) climate in the present sample which is followed by Familiar(20%) and Parental(20%), Open(16.67%), Closed(10%) and Autonomous climate (6.67%) respectively. This distridution is presented with the help of a Pie diagram in Figure: 1.

**Figure: 1**

Distribution of Sample schools in terms of Organizational climate




From **Table I** and **Figure 1** it can be interpreted that in Nalbari district the primary schools can be categorized into six organizational types as all the sample schools could be distributed in all the six categories. It can also be interpreted that highest number of schools lie under the category "Controlled Organizational climate". Very less percentage of the schools lie under the category Autonomous Climate type.

2. **To measure the magnitude of students' absenteeism in primary schools of Nalbari district**.

To meet the need of this objective the researcher collected the data with the help of the structured data gathering schedule. The source for the data was the Attendance Register of the sample schools. From the collected data total number of absentee students was found out. Absentee students frequency and its percentage is presented in Table II

Table: II

Frequency and the percentage of Absentee students of primary schools of Nalbari District

| Total Number of School | Total Number of students | Total Number of Absentee | % of Absentee |
|---|---|---|---|
| 30 | 1151 | 93 | 8.08% |

Total Number of School Total Number of students
Total Number of Absentee % of Absentee
30 1151 93 8.08%

In this study the researchers considered those students whose attendance percentage is less than 50 for a period of ten months (from Feb'14 to Nov'14).

Figure: 2

Showing the percentage of absentee students

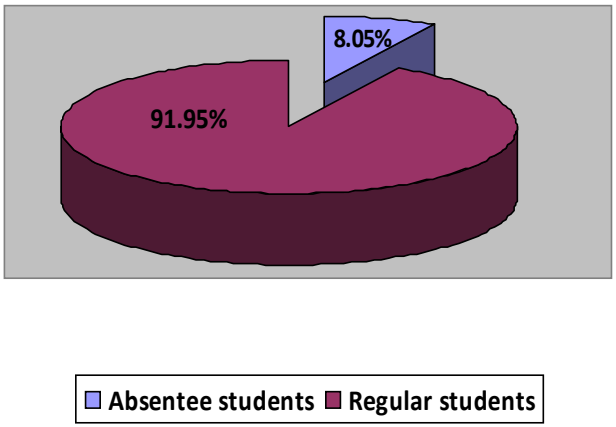



**Table: II** and **Figure: 2** shows that the percentage of absenteeism primary schools of Nalbari district is 8.08% (Students having less than 50% attendance). Here it can be interpreted that 8.08% students have less than 50% attendance in the primary schools of Nalbari district of Assam.





3. **To make a comparative study of different types of school organizational climate in respect of students' absenteeism.**

In order to meet the need of this objective, the researcher calculated the absenteeism percentage in six different categories of the organizational climate of the schools and made a comparison which is presented in Table III.

**Table III**
**Students' absenteeism and different types of School organizational climate**

| Sl No. | Organizational Climate type | Frequency (Number of Schools) | Absenteeism percentage |
|---|---|---|---|
| 1 | Autonomous | 2 | 7% |
| 2 | Closed | 3 | 7.67% |
| 3 | Controlled | 8 | 8.12% |
| 4 | Familiar | 6 | 8.83% |
| 5 | Open | 5 | 9.67% |
| 6 | Parental | 6 | 7.18% |
| Total | | 30 | 8.08% |

**Figure 3**
**Students' absenteeism and different types of School organizational climate**

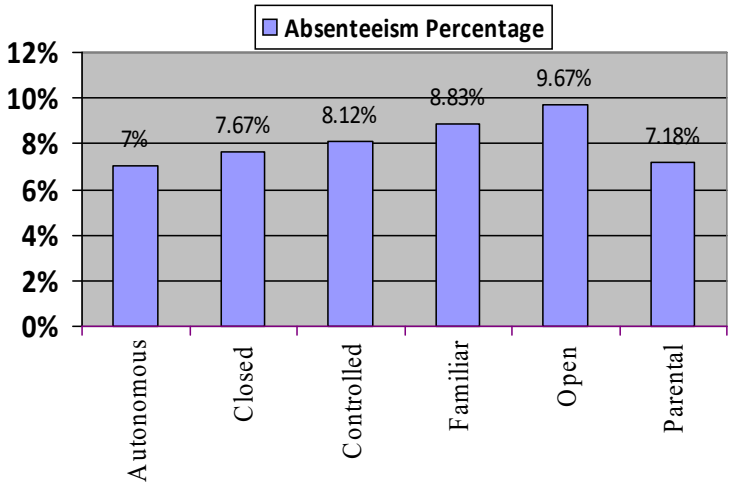



**Table III** and **Figure 3** shows that highest absenteeism percentage is found in the organizational climate type 'Open'(9.67%) which is followed by Familiar Climate type (8.83%) and Controlled Climate type (8.12%). The lowest absenteeism percentage is found in the organizational climate type 'Autonomous' that is 7%. And it is followed by Parental(7.18%) and Closed (7.67%).

**Findings**

From the present study the following findings have been drawn-

1) The primary schools of Nalbari district can be categorized into six organizational climate type viz. Autonomous, Closed, Controlled, Familiar, Open and Parental organizational climate.
2) Highest percentage of primary schools in Nalbari district is found in the organizational climate type 'Controlled' which is 26.67%. Second highest percentage of schools is found in two categories Familiar(20%) and Parental(20%).





3) The lowest percentage of schools is found in the organizational climate type Autonomous, which is 6.67%.
4) The percentage of absenteeism in primary schools of Nalbari district is 8.08.
5) Highest absenteeism percentage is found in the organizational climate type 'Open'(9.67%). Open organizational climate type schools are those schools in which the members of the organization enjoy a degree of sprit and friendly relation with each other. It provides satisfaction of the social needs., members enjoys harmonious working relationships. Head masters facilitates the teachers accomplishment of task and he himself possesses qualities like constructive and flexible.
6) The lowest absenteeism percentage is found in the organizational climate type 'Autonomous' that is 7%. Autonomous organizational climate type schools are those schools in which the teachers enjoy friendly relationship. Absence of active leadership mixed with average controls is the characteristics of this environment. Teachers are given a fairly free hand in their work, which increases the sense of job satisfaction, but social needs receive little consideration.

**Suggestion**

Efforts should be made to improve the infrastructure facilities like library, laboratory equipments and classrooms, teaching technology, teaching aids to motivate the students to reduce absenteeism in the schools.

1) A common feature in educational institution is the absence of healthy motivation which generally results absenteeism among students. So a clear system of motivation, supported and sustained by an effective system of incentives has to be developed to
2) Except the pedagogical training which prepares teachers for effective classroom training, training in communication and management aspects of the school is quite unknown in our educational system. So the provisions should be made to organise training programs in communication and

management of persons and training for professional growth of the teachers which in turn will be helpful for creating the school organizational climate a conducive one.

3) Training programmes should be organized on school organization climate for the teachers and hea teachers

4) Provision should be made for leadership training for the head teachers as well as for the other teachers.

5) Proper monitoring and supervision in the primary school should be arranged.

6) Rationalization in teachers' appointment should be a major concern for the stakeholders.

7) To motivate the parents to send their children to school some awareness programmes and schemes should be provided.

8) Classroom transaction should be made more joyful and interesting which will motivate the students to attend the school regularly.

9) Guidance and counseling services should be provided from the DIETs and others elementary education institutions and cell of the district in which both the students and the parents should be included.

**Conclusion**

The most important and effective factor in any educational system is the students. And their regular attendance in the institution paves the way to their success in their endeavour. It is the duty of all the stakeholders to make a conducive environment in the all the educational institutions, so that the students will become more motivated and encouraged to attend in the school regularly. It is hoped that the finding and the suggestions of the present study will be helpful for all concerned body to meet the need of the problems arising out of such related situations.

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## Improving Learning out comes at Schools: Issues Relating to Teaching Learning strategies

Dr. D.K. Dutta

### Abstract

*The process of Professional development of teachers is to empower themselves to behave as autonomous professional in teaching learning process. Teacher can able to use raw data and primary sources along with manipulative and interactive materials, use of cognitive terminology such as classify, analysis, predict and create, allow students responses to drive lessons, shift instructional strategies and alter content, inquire about student's understanding of concepts before sharing their own understanding of those concepts ,encourage students to engage in dialogue, both with the teacher and with one another, encourage student's inquiry by asking thoughtful, open ended questions and encouraging students to asked questions of each other, seek*

*elaboration of students' initial responses ,engage students in experiences that might endanger contradiction to their initial hypothesis and then encourage discussion ,allow wait time after posting a questions, provide time for students to construct relationship and to create metaphors, nurture students' natural curiosity through frequent use of learning cycle model for capacity building of teacher in a constructivist classroom.*

*When the process of professional development of teachers is concerned –then care was taken for student's autonomy and initiative were accepted and encouraged. The teacher asks open -ended questions and allows wait time for responses. Higher level thinking was encouraged. Students were engaged in dialogue with the teacher and with each other. Students were engaged in experiences that challenge hypotheses and encouraged discussion. The role of students changes from knowledge acquisition to knowledge construction. Student's questions teachers and other student's ideas' give prediction, design experiments. He/she draw independent conclusions, apply new concept to familiar situation and familiar concept to new situations. Students verifies and validated his/her own beliefs and ideas with elaborated and interpretation. Students take responsibility of their own learning. Students developed a habit of self –directed learning .Constructivism allows academic freedom to students, encourages cooperative learning and sharing of their own thought among peers. Students can work on independent projects.*

*In this paper attempt was made to support for professional development and growth of teacher and educators through classroom interaction process and focused in application of appropriate instruction strategies in teaching learning process in the school system for enhancing students' performance in the way of stage of concerned in good practice as teacher and educators.*

**Objectives of the study:**

1. To focus on the growth of professional development by adopting appropriate strategies of teaching.
2. To identify suitable instructional strategies for making classroom more interactive with learners.
3. To identify the Stage of Concern among the teachers and educators focusing professional development.

**Sample and Study areas:**





The study was conducted for exploring the process of instructions for development of professional growth and support teacher in their classroom interaction process. Six number of Middle English School was selected for the study along with six teachers and six teacher educators of DIET. The total sample student was 116 in reading class VIII in Pub-Guwahti Girls M.E. School ,Noomati M.E.School, Rupnagar Vidyapith MESchool, Rajadhani MESchool ,Japarigog MESchool and Maligaon Girls MESchool under Guwahati urban block in Assam.

**Pre-test and post test:** Two sets of questions administered covering the second unit test lesson of class-VIII Social Science textbook published in 2013-2014.Set-I covering the lesson – Population :Growth and Distribution and set-II covering the lesson ;Settlement –Rural and Urban mainly objective types question with filled up the gaps with appropriate one or two words each allotted one marks and few question to test the knowledge part with three marks.

**Method of study:** Classroom observation method followed by scheduled and questionnaire adopted for the purpose of study. During classroom interaction, DIET lecturer was sitting in the class and filled the relevant part of observation scheduled mean for the observer. Model demonstration was given by educator to the teacher and the student for filling up the gap of the teacher and assessment of learning competency of the lesson. Statistical method applied to represent the capacity building of instructional issues for enhancing student's performance. Teacher and the educators of the DIET,Kamrup was trained first as pre-conferencing and awareness program along with preparation of teaching learning materials for specific class of Social Science text book of class-VIII .During the post conference session, classroom and teaching learning process was observed by the educators with the help of observation scheduled and filled up relevant portion for capacity building of teachers and learning enhancing of students.

**Analysis and interpretation of pre-test and post test score:**

Study reveals that there is a difference between pre-test and post-test performance. The finding of the study also found positive correlation between the instructions and students performance for learning in the classroom .Keeping in view the performance indicators and other factors relating to students achievement in second terminal chapters, it was found that Pub-and Guwahati Girls MESchool stood top secured 59 marks out of total 63 marks in the test booklet by only one student among 18 appeared in the test. The red marked student did not able to show his improvement in both the test I and II series administered and need special attention of teacher for improvement in learning. From the achievement and performance scored in both the test series, it was observed that Rajdhani M E school able to stand in a consistent way by scoring 58,55and 51 marks in the top and most of the students obtained more than 50% of marks , only 2 students marked as red need special attention for improvement as both of them obtained 16 marks out of 63 marks .In case of Japarigog M E School ,the performance level of all the students are satisfactory comparatively to other schools .The highest score was 53 out of 63 marks and the lowest scored of two students found 32 in their performance level. In case of Noonmati M E School, the performance level of the students found not satisfactory as the high marks obtained 42 marks and lowest scored by 06 marked as red out of the total 63marks in both test series. The achievement level of students and their performance of Rupnagar Vidyapith MESchool found not satisfactory as the highest scored obtained by 28 marks out of 63 and the lowest by14,15 and 17 marks as red marked which need special attention of teacher for improvement in teaching learning process and classroom improvement in the school. MaliGaon Girls ME School able to attained highest scores by 50 out of 63 in the test items followed by 30 and 28 marks but care should be taken for further improvement of students obtaining score less than 50% marks, special attention need to taken for improving performance of students-17 ,21 and 24 marks out of 63.

**About the test series I & II:** Set: I consist of 28 items out of which from questions 1 to 21 objective types for filling up the gaps





with appropriate one or two suitable words allotted one marks each and from 22 to 28 questions need explanation with two to three sentences allotted three (3) marks each to understand their knowledge and application level. The marking system from 1 to 21 was one (1) mark and 22 to 28 was 3(three) marks. Set: II consisting of filling up the gaps with appropriate words in question from1 to 16 and 17 to 21 by finding the correct one in the given alternative to the students allotted one (1)mark for each item. The graphical representation in both pre-test and post test and the result of the supporting instructions to teacher in the classroom worked for learning enhancement of students found a positive impact:

**Summery and conclusion:** As per NCFTE-2009, we need to develop the capacity of teacher for effective curriculum transaction along with the contextualization of textual knowledge of students. Teacher is the appropriate person for organizing teaching learning sequences based on the needs of students. Teaching is a profession and teacher education is a process of capacity building of teachers through professional growth. The capacity building of teachers also depends on creating the environment for learning in school system. Teacher can help students in developing understanding of the process in classroom. Being a professional teacher he/she always focused for supplementing detailed explanation like-why it has a positive effect on student achievement? How it fits within a high quality of instructional plan and what research indicates is best practice for use it for students performance? Reflective on the current practice of teaching learning process and asked yourself why you use this strategy? Is it helping in order to stimulating your thinking about the intentionality of your practice? We know that professional development and capacity building of teacher is a personal aspect. No two teachers are alike just as no two students are like. Therefore, no two teachers needing exactly the same information to enhance their performance. The teacher educator, who is competent and professionally equipped with pedagogical inputs in teaching objectives depends largely on the capacity building and professional competence of teacher educators. There is a

considerable shortage of properly trained and qualified teacher educators in the state of Assam for preparation of teacher in both elementary and secondary level. At present elementary teacher educators need to upgrade their professional qualifications pursue M.Ed. degree. The present intake capacity @85 per year in the state not able to cover the demand of the M.Ed degree in face to face but option for obtaining through Open and Distance Learning mode to the educators for enhancing professional qualification by 2015 as per specification of NCTE .

The stage of Concern Questionnaire was used to determine what people who are using various programs are concerned about at various times during the period of adoption process for professional development by the teachers and the educators of sample schools and Educators themselves for their growth as professional trainers. The items used in the questionnaire found some relevance or little relevant or irrelevant to the teachers during the classroom observation time. The irrelevant items were marked as "o" on the scale. Other items were marked as per the observation made by the educators concerned to interactional process in varying degrees of intensity and marked higher order of in the scale. Normally "0" for irrelevant statement to me, "1and 2"the statement is not true of me now,"3, 4, and 5,"the statement is somewhat true of me now, "6 and 7"the statement is very true to me now .Accordingly educators filled the questionnaire as per the classroom observation by them on the day of visiting and supporting and demonstrating model classroom transaction by them for sustaining professional growth of teacher in the school .

Method of scoring: The quick scoring device was used to hand score the stage of concern questionnaire responses and plotted in individual profile. It is especially useful when only a small number of questionnaires need to be processed. By following the step by step instruction , the stage of concern questionnaires responses was transferred to the device and entered in to seven scales and each scales was totaled. Then the seven raw scales scores totals





was translated in to percentile scores and plotted on the grid to produce the individual's SoCQ profile.

**Identifying the Stages of Concern**: During the period of study and classroom support, we have identified and confirmed a set of seven specific categories of concerns about the reform initiated. **0**.Unrelated i.e. Unconcerned**:** Little concerned about or involvement with the innovative activities as indicated. The educator of Maligaon Girl ME School was under this category and the intensity was more than other thing rather classroom observation and support.

**1. Informational (Self):** The person seems to be unworried about herself /himself in relation to the reform. She/he was interested in substantive aspect of reform in a selfless manner and requirements for use as it was indicated interest in learning more detailed about reform activities. The educators supporting performance comes under this category

**2. Personal (Self):** Individual was uncertain about the demand of the reform measures, his/her inadequacy to meet the demands for reforming with the activities in classroom. This includes needs analysis of his/her role in relation to the reform structure in the school, own organization(DIET),decision making and consideration of potential conflict with existing structure or personal commitment. The Teacher educator supporting performance for comes under this category.

**3. Management (Task):** Attention was focused on the process and task of using the reform activities in the best use of information, resources and process of enhancement of capacity, managing time ,scheduling activities with own time in the school. The Educators and his support visioning performance come under this group.

**4. Consequences (Impact):** Attention was focused on the processes and tasks of using the reforms activities and the best use of resources in the immediate sphere of influences. The Educator allotted to Pub-Guwahati Girls M E School was found this category.

**5. Collaboration (Impact):** The focus is on coordination and cooperation with others regarding the use of reform activities. The teacher was committed for good practice and always seek cooperation from other for improvement of students performance. The educator of Japarigog M E School was found under this category.

**6. Refocusing (Impact):** The focus was on the exploration of more universal benefits from the innovation including the possibility of major changes or replacement with a more powerful alternative. The Co-coordinator of the reform proposal comes under this category. The professional development of teachers and its impact of classroom practices in the context of NCF-2005, RTE- 2009 and NCFTE-2009 need constant support to teachers and enabling environment that encourages and motivated to work in the teaching profession. The capacity building and professional development of teachers always define on multidimensional space with comprehensive framework.

**Findings of the study:**

- Enhancing subject or discipline knowledge-conceptual understanding and appreciation of the nature of discipline.
- Found positive correlation between the instructions and students performance for learning in the classroom.
- A continuous engagement in the pedagogical theories and methods and need to correlate them with owns practice in a critical framework/local situation in the class.
- Overall understanding of how human beings and students learn in contemporary issues in education.
- Need to have a sensitive interest in the evolutionary process of educational purpose, society we want to build and the relationship of society with education.





- Need to provide opportunities for continuous skill development, use of technology to enhance capacity building and professional growth of teachers

Comprehensive capacity building of teacher always depends some of the issues emerge from the study like:

i. A motivational environment for individual goal of increasing competence. skills, knowledge and self confidence

ii. A learning environment that offers multiple, efficient and well focused opportunities to fulfill their goals and achievement for themselves.

iii. A learning and sharing system that reaches down to the teachers at grass root level and strive to fulfill all learning needs in an appropriate and accessible manner

iv. Common system of entries with multiple choice of opportunity for growth and a multiplicity of self assessment procedures

v. Continuous enriching of educational issues –where teachers are treated as active participants rather than just passive listeners.

vi. Teachers have the freedom to articulate their creative ideas and experiment with them rather than just deliver pre-packed modules to students.

vii. Effective teacher training and capacity building in a inseparable component of in-service training.

viii. Empower teacher for classroom interactional process to all students and their participation

ix. Equipped teacher for skill development and uses of resources in teaching learning process.

x. Training needs assessment able to identify the gap of teachers for capacity building.

xi. The process product, teacher thinking and teacher knowledge approach established the capacity of instruction process of teacher teaching in the classroom.

xii. Teacher performance in teaching and continuing professional development makes good direction for teacher performance and audit in teaching.

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## Secondary Education System in Assam: Problems And Possible Solutions of SEBA Curriculum In Comparison To CBSE Curriculum

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Neena Sarma

**ABSTRACT:**

*A nation's progress can be judged by the status of its education level. Education is considered as one of the vital indices of social, economic and political development of a country. The education system of Assam is facing a lot of challenges. Though there are many schools and colleges imparting education, yet these remains to be upgraded to match the*

*standard of the global players. Secondary education forms the base of a person's knowledge structure, and prepares him for absorbing the education imparted at higher levels. The need of the hour is to refine the quality of secondary level education of Assam to make a repertoire of strong human capital in the country. For this refinement, emphasis should be given on the design and structure of education. The paper makes a study on the prevalent problems of secondary education under SEBA and compares it with CBSE board to find out the areas which needs improvement.*

**Key Words:** Secondary Education, SEBA, CBSE, Curriculum

## I. INTRODUCTION:

Education can be regarded as a powerful agent of change and a facilitator of growth. It provides the necessary impetus for improving the quality of life and freedom. Education is in fact, a crucial component of social inclusion to integrate all sections of the society including the poor, vulnerable and marginalised strata.

The current secondary level education is supported by RMSA. There are several boards like SEBA , CBSE, ICSE, IGCSE conducted the examination of Assam's Secondary Level Education Institution . As education is the subject matter of concurrent list so both State and Central Government has right to work with education system in Assam. The boards working with the secondary level education of Assam are mainly SEBA and CBSE. It is seen that for the first few years students and parents have preferred CBSE over the State Board as the curriculum prepares students better for competitive exams. CBSE conducts All India Engineering Entrance Examinations (AIEEE) and Pre Medical Test (PMT) so CBSE students are well acquainted with the pattern of questions for the competitive examinations. Schools following the State Board (SEBA) curriculum have now adapted to CBSE Syllabus as a sizeable number of students shift to CBSE Board after matriculation. Again, the evaluation procedure of SEBA cannot compete with CBSE Board and therefore students from SEBA intending to study outside Assam are outrun by CBSE students. Now SEBA Board follow NCERT textbook syllabus for secondary level classes. Though NCERT pattern of syllabus have been introduced for





schools falling under SEBA, yet wide variation exists between the curriculum of SEBA and CBSE.

## II. CONCEPT AND SIGNIFICANCE OF SECONDARY EDUCATION:

Secondary education serves as the connecting link between primary education and higher education. It is a stage of education that is imparted after primary education and before higher education. In other words, secondary education is the stepping stone for university education and other professional education.

Secondary education is aimed at the most important segment of the population, i.e. the adolescents and the youth, the segment which constitutes the future human capital of the country. According to ( World Bank, 1993, 2005, 2009; Tilak, 2001; Mukhopadhay, 2007; Alain and Tan, 1996; Lewin and Caillods, 2001; Duraisamy 2002; Lewin 2006, 2008a; ), investing in secondary education yields considerable social and economic returns, making it crucial for national development. Education is expected to prepare a man to cope with the complexities of life and build in him a reservoir of skills and knowledge.

The rationale of secondary education can be justified at two levels, i.e., at individual and social level. At the individual level, secondary education prepares the youth for various aspects of life such as personality development, capacitating for the labour market, higher cognitive functioning etc and at the social level, it advances the youth for developing human and social capital for the nation, removing disparities in income distribution and poverty alleviation.

Moreover, in the context of the issues surfacing worldwide such as environmental degradation and protection, immunization to diseases such AIDS, political conflicts, growing inequalities between nations, introduction and absorption of latest technology etc, it has become all the more important to invest resources in secondary education. In the Indian context, secondary education very essential for preparing the youth for surviving global competition. Expanding

and redesigning the entire structure of secondary education system in India should be considered as a priority issue.

## III. STATEMENT OF THE PROBLEM:

The SEBA board was established with the intent of controlling and regulating secondary level education in Assam. However, the negligence suffered by this segment of education has given rise to a number of problems such as:

·Undue importance on examinations;

·Non availability of trained teachers in special subjects;

·Irregular appointment of teachers;

·Non availability of textbooks in time due to delay in publication;

·Lack of adequate infrastructure in most of the schools;

·Lack of vocational courses and so on.

A Curriculum is a very vital and dynamic component of the education system and it needs to be changed as per the changing requirements of the education system. The poor rate of success, lack of practical knowledge and low competence of students falling under SEBA board can be attributed to the improper design and implementation of the curriculum. The CBSE and ICSE boards have a more rational and scientific approach in designing the syllabus, which is why the SEBA board is now taking steps to gradually introduce NCERT books in all schools. Therefore there is enough reason which provides the need for a research and study of the curriculum under SEBA.

## IV. OBJECTIVE OF THE STUDY:

1. To review the profile of secondary level educational institutions in Assam;
2. To analyse the curriculum of CBSE Board;
3. To uncover the shortcomings in the curriculum of SEBA
4. To provide possible solutions to overcome the shortcomings of the curriculum under SEBA.

## V. RESEARCH METHODOLOGY:





The research design adopted for the study is mainly descriptive and analytical in nature. Data have been collected from secondary sources which include various books, journals, magazines, newspapers and e-sources.

## VI. REVIEW OF SECONDARY EDUCATION IN ASSAM:

Secondary education in Assam started in the year of 1835. As per the recommendations of the General Committee on Public Instruction, the Commissioner of Assam, Captain Jenkins started an English school in Gauhati in 1835 known as Guwahati Seminari which is presently known as Cotton Collegiate School, Panbazar. The secondary schools during the pre-independence period were categorised as Middle English Schools and Middle Vernacular Schools ( class IV-VI ) and High Schools ( class VII-X ). The High Schools in Assam were then affiliated to Calcutta University. After independence, the Government of Assam adopted several measures for development of secondary education such as changes in administration, changes in evaluation system, revision of curriculum, establishment of various types of schools and so on. However, the most remarkable development of secondary education in Assam started after the establishment of the Gauhati University in 1948. Affiliation of schools changed from Calcutta University to Gauhati University and this speeded up the growth of secondary education in Assam. In 1952, the Government of India formed a Secondary Education Commission which made recommendations on various aspects of education. The committee made recommendations for 11-year school course in Assam and hence forth schools were upgraded from 10-year high school pattern to 11-year secondary pattern. Also as per the recommendations of the committee, a State Board of Secondary Education was constituted in 1962. After its establishment, the Board took over the responsibility of administration, control and development of secondary education in Assam. The schools in Assam are affiliated either to State Education Board, Assam (SEBA), Indian Certificate

of Secondary Education (ICSE), or to the Central Board for Secondary Education (CBSE).

The medium of instruction in Assam at the school level is usually Assamese or English. The medium used for teaching is either English or Assamese.

**Table I: District Wise Number of Secondary Schools in Assam**

| Sl No | Name of Districts | Total No. of Secondary Schools |
|---|---|---|
| 1 | BAKSA | 213 |
| 2 | BARPETA | 378 |
| 3 | BONGAIGAON | 123 |
| 4 | CACHAR | 240 |
| 5 | CHIRANG | 59 |
| 6 | DARRANG | 171 |
| 7 | DHEMAJI | 253 |
| 8 | DHUBRI | 255 |
| 9 | DIBRUGARH | 198 |
| 10 | GOALPARA | 154 |
| 11 | GOLAGHAT | 195 |
| 12 | HAILAKANDI | 68 |
| 13 | JORHAT | 305 |
| 14 | KAMRUP | 435 |
| 15 | KARBI ANGLONG | 229 |
| 16 | KARIMGANJ | 119 |
| 17 | KOKRAJHAR | 108 |
| 18 | LAKHIMPUR | 357 |
| 19 | MARIGAON | 148 |
| 20 | NAGAON | 350 |
| 21 | NALBARI | 187 |
| 22 | NORTH CACHAR HILLS | 95 |
| 23 | SIBSAGAR | 266 |
| 24 | SONITPUR | 228 |
| 25 | TINSUKIA | 151 |
| 26 | UDALGURI | 112 |
| | Total | 5397 |

Source : SEMIS 2010-11

## VII. ANALYSIS OF CURRICULUM UNDER CENTRAL BOARD OF SECONDARY EDUCATION (CBSE):

CBSE is a Board of Education for public and private schools under the Union Government of India established in the year 1929. It is one of the oldest and largest boards in India with around 16000 schools affiliated under it and across 24 other countries in the world. The National Curriculum Framework is the framework on the basis of which the CBSE frames its own syllabus and curriculum document by adapting and adopting the guidelines provided in it. The CBSE curriculum draws its strength by keeping in pace with





the 21st century and the educational transformations taking place worldwide.

**Strengths of curriculum under CBSE:**

1. The curriculum designed under CBSE has a more rational and scientific approach.The board has put in special efforts for enrichment and standardisation of the textbook contents so that the curriculum fulfils the current educational requirements;
2. The evaluation system adopted by the board consists of four formative assessment tests and two summative assessment examinations conducted for classes IX and X which reduces the burden of the students;
3. Problem Solving Assessment (PSA's) which are included in the CBSE curriculum helps the students of secondary level education to acquaint the knowledge of future competitive examinations;
4. In teaching-learning process, various methods such as seminar method, project method, learning by doing method etc are more effective than the traditional lecturer method. This point has been emphasized while designing the CBSE curriculum; The various compulsory home assignments, experimental research, projects etc given to students enhances their capacity to grasp the knowledge in a better way;
5. "All work and no play makes Jack a dull boy" which implies that recreation is equally important in effective teaching learning process. Thus inclusion of physical education as a subject under CBSE curriculum provides for the all round development of the students.
6. Declaration of result timings for class X is planned in such a way so that students can sit for entrance and competitive examinations.

## VIII. PROBLEMS REGARDING THE CURRICULUM UNDER SEBA BOARD:

All schools around India are confronting most proficient changes due to universalised education system. Assam should change its

education system in such a way so that it can compete with the global players. For this change to take place, the two vital components of the education system, i.e. syllabus and curriculum should be modified and upgraded so that these can adapt to the changes.

In the context of Assam, it is seen that following the State Board curriculum makes it difficult for the students to get admitted to the top colleges of the country even after securing high scores. The reason behind such problems can be attributed to certain loopholes in the design and implementation of SEBA curriculum such as:

a) As per the HSLC result statistics in 2012, a total of 278704 candidates appeared out of which 194067 students passed, the pass percentage coming to 69.63. In 2015, out of 369075 candidates, only 226685 students passed, the pass percentage coming to 61.42. However, the point to be noted is that in year 2012, NCERT syllabus was not followed in secondary schools, whereas the HSLC conducted in the year 2015 followed NCERT books. This indicates that merely following the syllabus is not enough, the curriculum as well needs to be adopted.

b) Under the present evaluation system, the results of the candidates for HSLC examinations are based on the marks scored in their final HSLC exams only. Marks of elective subject, project work and practical tests are not considered which ultimately affects the results of the students;

c) The Problem Solving Assessment (PSAs) enable students to think laterally, critically, identify opportunity and challenge their potential. The importance of including PSAs in the curriculum are not realised by the State Board as of yet;

d) The present curriculum makes very less use of application of knowledge for teaching-learning process. In other words, there is less scope for students to connect the content of their subjects with their lives and the world;

e) Physical education focuses on the learning for holistic development, both mental and physical. Negligence of this subject at the secondary level acts as a hindrance on





developing positive attitude and spirit of sportsmanship among the students.

f) Listening, reading, writing and speaking skills are very important in developing effective communication skills. Though English is included as one of the core subjects, yet much importance is not given in enhancing the communication skills of the students;

g) Lesson plan is a vital component of the curriculum which specific learning outcomes, formative assessment tasks, remedial teaching, interdisciplinary linkages etc. Under the SEBA curriculum, use of lesson plan by teachers is very less;

h) Curriculum updating is a continuous process and hence it becomes necessary to bring out a revised curricula every year. The curriculum under the State Board lacks research and up gradation. The design of thee curriculum is not made rationally keeping in mind the needs of both the centre and the state.

## IX. SUGGESTIONS BASED ON ANALYSIS OF SEBA AND CBSE BOARDS:

1. Cross curricular linkages are crucial to the learning process as it enables one to connect past knowledge and experiences with new knowledge and experience. Efforts should be made for integration of cross-curricular themes for all subject areas.
2. The State Board should direct the schools to set pedagogical goals and subject specific pedagogical objectives for every year;
3. A specific lesson plan should be made for each class specifying the distribution of lesson in terms of time and unit.
4. Emphasis should be given on inclusion strategies with special emphasis on inclusion of subjects under commerce stream at the secondary level;
5. The curriculum under SEBA is theory-centric and lacks a functional and participatory learning approach. Project-based learning should be introduced to enhance one's innate potential and research capabilities;

6. A revision should be made of the prevalent evaluation system of the State Board so as to include multiple modes of assessment while declaring the results and to have a error free evaluation system;
7. Like the CBSE Board of Education, the State board should also make provision of integrated activity based program on environmental education from classes I-X.
8. Curriculum design should be planned in such a manner which will enhance the communication and interpersonal skills and develop the IT skills in students so that they can prepare themselves to meet the global challenges.

## X. CONCLUSION:

In the globalisation context, where the world has been reduced to a global village, there has been remarkable shifts in all sectors of the economy including social and cultural changes. Under such prevailing situation, the need of the hour is to stay connected with the rest of the world to discover and understand newer and better ways of learning and doing things. The role of the educational institutions should not only be confined to generating knowledge but to develop skills that would meet future needs of the society. The progress of a nation is not possible without the development of its human resource. Education can be considered as a powerful tool which contributes to the development of future human capital. Though the number of schools and colleges in Assam has increased in the recent years, yet various external factors like political, economical, financial, managerial etc have affected the true development of education system. Secondary level is that stage of a person's life where she/she develops physically and mentally, and so education imparted at this level should be such which helps him to cope with the complexities of life. Though the benefits of secondary level education are obvious, yet in Assam it has not got the position and importance that it deserves. In fact, it does not have the capability to compete with the country's indigenous board, i.e. CBSE. The study throws a light on the in capabilities of the





State Board in imparting secondary level education and emphasize on providing the possible solutions regarding the defects of State Board Curriculum such as changes in *curriculum, changes in subject structure, introduction of PSAs, revision of the evaluation procedure etc.*

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# DEMOGRAPHIC VARIABLE AS A DETERMINANT OF PROFESSIONAL APPROACH : AN ANALYTICAL STUDY

**Surajit Mahanta**

***ABSTRACT***

*This study was carried out to examine the role of demographic variables viz., sex, age, and locality, in the growth of professional approach of teachers. The sample comprised of 300 teachers from the Secondary Schools of Kokrajhar district of Assam. Pertinent data have*

*been gathered through questionnaires pertaining to various aspects of professional approach. A 4-point scale was drafted to measure the status of professional approach among male and female, young and old, and rural and urban teachers. Arithmetic mean and standard deviation were employed as statistical technique, besides using z-test for testing hypotheses. The findings of the study clearly reveal that professional approach of the teachers varies with the variation of sex, age and locality. Among both the sexes, the female teachers are slightly advanced in professional competency than their male counterparts. Again, the urban school teachers are more sophisticated in professional competency than the rural ones.*

**Key Words:** Demographic variable, Professional approach, Effective teacher, Kokrajhar district

## INTRODUCTION

Today's world is the world of transformation. Everywhere, there have been unprecedented changes that can be attributable to many factors including, tremendous advancement in science and technology, globalization, privatization, and consequent explosion of knowledge and information. Education is no exception to this changing trend. Rapid changes are also taking place in educational theory and practice. In the context of such changes, the role of





today's teacher has become very critical, challenging, and multifaceted. Unlike the teachers of ancient times with simple living and high thinking, abstinence from comfort and pleasure, and strict discipline, the teachers of modern times need to perform multifarious and complex duties not only in schools but also in society and above all, in their personal and professional advancement as well. For exercising such duties and responsibilities, the today's teachers need to be very dynamic and professionally well-equipped.

'Professional approach' is an omnibus term which simply refers to a kind of behaviour showing a high level of skill or competence in one's profession. It incorporates the ways to be professional at work e.g., competence, reliability, honesty, integrity, respect for others, self-upgrading, positive attitude, enthusiasm, supporting others, staying focused on work, listening carefully, and so on. In order to excel in his profession, a teacher needs to be equipped with all such ingredients, the most important being the acquisition of three basic competencies, viz., instructional competence, organization competence, and evaluative competence.

Teacher is considered as the hub of educational process. The quality of education depends very much on the professional competence of the teacher, which is an integral constituent of professional approach. Professional competence of teacher exerts direct bearing upon the schools' effectiveness. Without professional competence, even the best curriculum and the best syllabus could not give the desired result. Professional competence leads to teacher effectiveness. Hence, putting due importance on professional approach should be the major goal of education.

## ABOUT THE STUDY:

The present study intends to examine the role played by demographic variables in professional approach of teachers. An attempt has been made to see if the variables like, sex, age, and locality have any bearing upon the professional approach. For that purpose, the secondary school teachers of Kokrajhar district of Assam have been taken into consideration. Kokrajhar is one of the districts of Assam where pass percentages in the H.S.L.C. Examination have been persistently low, compared to other districts of Assam. Therefore, it would be interesting to see if the prevailing

professional outlook of the teachers is responsible for the sorry state of affair. The sample for the study comprised of 300 teachers drawn randomly from 50 Secondary Schools. Pertinent data and information have been gathered through questionnaire (Questionnaire on Professional Approach, QPA) consisting of 30 questions (both open-ended and close-ended), pertaining to various aspects of professional approach. A 4-point scale (Professional Approach Scale, PAS) was drafted by the investigator himself to measure the status of professional approach among male and female, young and old, and rural and urban teachers. Out of the 30 items of the QPA, 8 items consisting of total 32 scores were taken into account for the 4-point scale i.e. PAS indicating : Always (4 points), Usually (3 points), Seldom (2 points), and Never (1 point). After finding out the scores for each category of teachers, the means and standard deviations were calculated out. On the basis of the means and SDs, the 'z' value was found out to determine the level of significance between two means of variables. From the questions seeking 'yes' or 'no' response, only percentages were calculated.

**DATA ANALYSIS AND INTERPRETATION:**

As per table (i) as given below, out of 150 male teachers, the majority (83%) are graduates, while only 17% possess post graduate degree. Among the male teachers, the most (57%) are untrained and only 43% are trained. On the contrary, as regards female (150) teachers, the majority (82%) are graduates, while only 18% are post-graduates. Like the male teachers, the majority (77%) of the female teachers are untrained, while only 23% trained. This table clearly reveals that the male and the female teachers are almost equal in respect of academic qualifications. But in case of professional qualification (training), there lies significance of difference between both sexes. The most of the female teachers are untrained, compared to their male counterparts.

**Table ( i) Numbers and Percentages of Qualification and Training in respect of Male and Female Teachers**





| Sex | Nos | Qualification | | | | Training | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Graduate | | Post-graduate | | Trained | | Untrained | |
| | | Nos | % | Nos | % | Nos | % | Nos | % |
| Male | 150 | 125 | 83 | 25 | 17 | 65 | 43 | 85 | 57 |
| Female | 150 | 124 | 82 | 26 | 18 | 34 | 23 | 116 | 77 |
| Total | 300 | | | | | | | | |

**Table (ii) Professional Approach vis-à-vis Sex**

| Sex | n | M | S.D | z |
|---|---|---|---|---|
| Male | 150 | 5.65 | 4.03 | -2.56 |
| Female | 150 | 6.75 | 3.38 | |

($H_0$ is rejected at 5% level).

Since 'z' value exceeds 1.96 at 5% level, it can be inferred that means of male and female teachers are significant, which proves that professional approach between male and female teachers differs significantly. The female teachers are professionally more advance than their male counterparts (as mean value of female, i.e., 6.75, is greater than the male ones, i.e., 5.65).

**Table ( iii) Numbers and Percentages of Qualification and Training of Young and Old teachers.**

| Age | Nos | Qualification | | | | Training | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Graduate | | Post-graduate | | Trained | | Untrained | |
| | | Nos | % | Nos | % | Nos | % | Nos | % |
| Young (Below 45) | 120 | 82 | 68 | 38 | 32 | 59 | 49 | 61 | 51 |
| Old (Above 45) | 180 | 167 | 93 | 13 | 7 | 40 | 22 | 140 | 78 |

Table (iii) reveals that among the younger (120) school teachers, the majority (68%) are graduates and only 32% are post-graduates. Interestingly, the percentages of trained and un-trained young school teachers are almost same, i.e., 49% and 51% respectively. Among the older (180) school teachers, 93% are graduates and just 7% are post-graduates, while the majority (78%) are untrained, and only 22% are trained. This statistics also reveal that there is still lack of higher qualification and abundance of untrained persons among the young school teachers, but in case of

older teachers, the condition is worse. We can hardly get anybody having post-graduate degree and adequate training.

Table (iv) Professional Approach vis-à-vis Age

| Age | n | M | SD | z |
|---|---|---|---|---|
| Young ( Below 45) | 120 | 8.38 | 4.35 | -8.36 |
| Old (Above 45) | 180 | 4.75 | 2.38 | |

($H_o$ is rejected at 5% level).

The table (iv) shows that the status of professional approach among young and old school teachers varies significantly, as $H_o$ is rejected at 5% level. Compared to the old teachers, the young school teachers are quite advance in professional approach, as mean score of the young teachers (8.38) is greater than the old ones, i.e., 4.75.

Table (v) Numbers and Percentages of Qualification and Training between Rural and Urban teachers

| Locality | Nos | Qualification | | | | Training | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Graduate | | Post-graduate | | Trained | | Untrained | |
| | | Nos | % | Nos | % | Nos | % | Nos | % |
| Rural | 210 | 186 | 89 | 24 | 11 | 44 | 21 | 166 | 79 |
| Urban | 90 | 63 | 70 | 27 | 30 | 55 | 61 | 35 | 39 |
| Total | 300 | | | | | | | | |

Table (vi) Professional Approach vis-à-vis Locality

| Locality | n | M | S.D | z |
|---|---|---|---|---|
| Rural | 210 | 4.77 | 2.43 | -10.12 |
| Urban | 90 | 9.54 | 4.18 | |

($H_o$ is rejected at 5% level)

Among the rural (210) school teachers, the majority (89%) are graduates and only 11% are post-graduates, as revealed by the table 3. Again, the maximum (79%) rural school teachers are untrained, while only 21% are trained. Out of the urban (90) school teachers, the majority (70%) are graduates and only 30% are post-graduates. But the maximum (61%) are trained, while only 39% are untrained. This statistics also reveal that there is clear lack of highly qualified and trained teachers in the rural areas, but in the urban areas, the condition is satisfactory one.



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The table (vi) shows that professional approach between rural and urban school teachers varies significantly, as $H_o$ is rejected at 5% level. Compared to the rural teachers, the urban school teachers are better in professional approach, as mean score of the urban teachers (9.54) is greater than the rural ones, i.e., 4.77.

## MAJOR FINDINGS:

From the study, the following major findings have been obtained:

i) Professional approach between male and female teachers differs significantly.

ii) Female teachers are professionally more advanced than their male counterparts.

iii) As regards academic qualification, both male and female teachers are almost equivalent.

iv) In case of professional qualification (training), the difference between male and female teachers is quite prominent. Compared to female trained (23) teachers, more male teachers (65) are trained. Again, compared to male untrained (85) teachers, more female teachers (116) are untrained.

v) Professional approach of young and old teachers also differs.

vi) The young teachers are professionally quite forward than the old ones.

vii) Compared to old teachers, the most of the young teachers are post-graduate degree holder.

viii) The most of the young teachers are trained compared to the old ones.

ix) Professional approach between rural and urban school teachers varies greatly.

x) Professional approach of urban school teachers is better than their rural counterparts.

xi) In the field of academic qualification, there lies significance of difference between rural and urban school teachers.

xii) There is abundance of teachers with graduate degree, but clear dearth of teachers with post-graduate degree in the rural areas.

xiii) The most of the rural school teachers are untrained. There is lack of trained teachers.

xiv) Compared to the rural teachers, the urban school teachers are in a better position in academic and professional qualifications.

## CONCLUSION AND SUGGESTIONS:

The findings clearly indicate the nature of professional approach among the male and the female teachers, the young and the old teachers, and the rural and the urban teachers. The male and the female teachers differ significantly in professional approach. The female teachers are slightly better than their male counterparts. The young teachers are professionally quite forward than the old ones. The rural and the urban school teachers also vary as far as professional approach is concerned. The urban school teachers are more superior in competencies. Some of the factors viz., lack of adequate professional training, lack of motivation and spirit, lack of reward and due recognition for service and achievements, socio-political instability, lack of desire for self-improvement, lack of work-culture and competitiveness, lack of quality students, are mainly responsible for the dearth of satisfactory professional approach among the teachers, especially the rural and the old teachers. The present professional status of the teachers has exerted great impact upon the education of the children, which has ultimately influenced the standard of education adversely. Therefore, a series of prompt and pragmatic efforts are highly needed for improving the attitude of the teachers towards their profession. The following suggestions have, however, been recommended for renewing and reshaping the professional approach of the teachers:

i) Pre-service and in-service training should be made mandatory for every teacher irrespective of age, sex, or locality.

ii) Study leave should be introduced in the schools for those aspiring higher studies.

iii) Infrastructural facilities in the schools should be improved and schools should be adequately provided with A-V Aids, ICT equipments, E-learning, EDUSAT, etc.





iv) Some special programmes like, field trips or educational tours, community services, etc., should be arranged compusorily from time to time.

v) Facilities in the library should be enhanced with the provision of INTERNET browsing to search the latest relevant literature.

vi) Regular inspection and supervision by the authority concerned should be ensured.

vii) The genuine grievances of the school teachers should be redressed at right earnest.

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## A study on existing practices of pupils' evaluation in Assam

**Lakshmi Kanta Das**

**Abstract**

*A study on existing practices of pupils' evaluation in Assam was conducted to understand the process of school based pupils' evaluation in primary schools of the state. The need of the study was aroused because of a paradigm shift of pupils' evaluation after implementation of continuous comprehensive evaluation, particularly following the right of children to free and compulsory education Act-2009. The sample consisted of teachers, pupils of class V of 25 primary schools covering five sample districts of the state. Data were collected employing questionnaire for pupils, Assistant Teachers, Head Teachers, Focus group discussion schedule and classroom observation schedule and analysed both qualitatively and quantitatively. Simple statistic like percentage and graphical representation was employed to depict the data. Result revealed that the students were aware about their evaluation process and they were engaged in their own learning evaluation. 68% of the sample students were aware about assessment of their socio- personal qualities in school. Though the teachers were implementing CCE in schools there was some conceptual confusion among the teachers over the implementation skills of CCE, specially, on records keeping, formative evaluation process etc. The sample teachers even expressed dissatisfaction over summative evaluation.*

**Key words:** Assessment, Evaluation, quality, comprehensive, process



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## Introduction

Teaching without learning bears no meaning and both the process goes hand in hand. It is important that, Teaching being planned activities that will provide opportunities for learning, teachers are able to assess to what degree learning has actually occurred, before moving pupils on to the next stage in their understanding.

The words like 'evaluation' and 'Assessment' are used now a day instead of "examination in school education. This sort of change is not only a change in use of different terminology but a shift in paradigm of pupils' evaluation in school. Previously two examinations in equal interval called half yearly and annual examinations were held to understand and explain pupils' learning. The pupils were either promoted to next higher grade or detained in the same grade basing upon their achievement in this examination. Changes come to exist in this process of learning-measurement gradually as a consequence of educational reforms. Now a day, assessment is an integral part of the teaching and learning cycle and should be central to ongoing classroom practice.

The right of children to free and compulsory education (R T E) Act- 2009 clearly spelt that no children can be detained in the same class and learning assessment is to be done through continuous comprehensive evaluation (CCE). Obviously, changes or reforms came to exist after implementation of RTE in all aspects in elementary education including pupils' evaluation. Formative evaluation, summative evaluation etc. have come to exist in due course of change in evaluation in school. The plan, design, frequency etc. of CCE to be implemented is a subject of policy maker but changes from so called examination to CCE is not a linear one. So, obviously some queries come to every one's mind that has been involving in the system for long time. These queries include: What is the present status of pupils evaluation at school? Are the parent/guardians satisfied with their kids learning? How are the pupils evaluated in school? The proposed study aims to answer these questions. Assessment is an integral part of instruction, as it determines whether or not the goals of the lesson are being met. Assessment affects decisions about grades, placement,

advancement, instructional needs and curriculum. Assessment inspires the teachers to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?" Assessment to day is so important because as per RTE Act no child can be kept in the same class for more than one academic year. So, it is essential to evaluate whether the educational goals and standards of the lessons are being met.

Assessment to day is considered as a many fold activity. Considering nature of different activities for assessment, it is divided in to three key types of assessment. These are Formative Assessment, Summative Assessment and Assessment for learning. All these type of assessment were considered in this study.

**Objectives:**

The main objectives of the study are to:

- Understand the existing process of pupil's evaluation practice in Assam.
- Analyse the process of evaluation practiced in Assam in the light of National policies*.
- Understand the status of involvement of teacher, parents and guardians in the process of pupils' evaluation

National policies refer here to RTE Act-2009, NCF-05, and NCFTE-09 etc.

**Methodology**

**Method:** Both of the quantitative and Qualitative methods were followed to analyse the data.

**Sampling:** Convenient.

**Sample**: The sample consisted of five districts of the state of Assam. These were Dhubri, Kamrup (Metro), Bongaigaon Sonitpur and Nagaon. Five numbers of Lower primary Schools were selected purposively from each of the sample district out of which 3 were rural and 2 were urban schools. All the teachers of





sample schools including the Head teachers and pupils of the class V (one Section)

**Data collection:**

**Primary Data** were collected from Head teachers, Teachers and pupils and Parents/guardians through tools and classroom observation. Classroom observation was done for 25 numbers of teachers which included transaction of Mathematics, 1st Language (Assamese) and Environmental study. Secondary data were collected through observation of pupils' report cards, school's records, pupil's copies etc.

**Tools:**

Altogether five tools were administered to collect data. These were: Questionnaire for Teachers: (open-ended questions) Questionnaire cum opinionnaire for the Head Teacher, Questionnaire for pupils (structured questionnaire) Focus group Discussion schedule and Classroom observation schedule.

Data analysis

Considering the nature of data, these were analysed both quantitatively and qualitatively and while analyzing data the objectives of the study were kept in mind.

**Analysis of Pupils related variables:** It is today realized that learning assessment will be more relevant when students become involved in their own assessment. Students taking an active role in developing the scoring criteria, self evaluation and goal setting, more readily accept that the assessment is adequately measuring their learning. 67% of the sample students were aware about their assessment system which was introduced as per RTE- act 2009. 68% of the sample students were aware about that to day development of their socio- personal qualities were assessed in school. The sample students also showed their active involvement in teaching learning process. 97% students asked questions to the teachers while they did not understand. 89% of the students admitted that some times they were taught in small groups in class. 98% students were aware about their report cards. 94% of students expressed that they discused in classroom on different contents with their friends while they had doubts. The result also revealed

that Teachers encouraged students to ask questions during classroom transaction which gave clue for child centered classroom process. 92% of students responded that the teachers encouraged them to ask questions during classroom transaction. 95% of students gave clue that the teachers followed project method of teaching. 89% of the sample students responded positively that they were taught some times in small groups. Obviously these responses of the sample students unveiled that the classroom environment was a bit learner centered and conducive for continuous comprehensive evaluation.

**Analysis of data from focus group discussion:** Irregular attendance of students, unawareness of parents about evaluation timing and system create problems to the teachers in implementing CCE. The teachers who were present in focus group discussion expressed limitation in understanding and implementing CCE. The parents/guardians expressed reluctance to keep touch with the school.

**Analysis of Teachers related variables:** Though the teachers were implementing CCE in schools there was some conceptual confusion among the teachers over the implementation skills of CCE. Record keeping of students learning and taking remedial measures for learners who were wanting of it was not depicted clear picture. The possible reasons behind these may the teachers were not practicing these in proper way in schools. 91% of the teachers shared pupil's progress through the report cards of the pupils with their parents. According to 10% of the teachers the existing evaluation process was not appropriate while 100% of the teachers were engaging their pupils in the assessment process

**Analysis of Head Teachers related variables:** significantly out of 25 Head Teachers 14 Head Teachers (56%) admitted that some of the students could not learn up to the mark in a class even at the end of the academic session and following the no detention policy they were promoted to the next higher classes. Twenty Head Teachers out of twenty five (80%) admitted that the Teachers could not complete the syllabi with in the academic year. Twenty one Head Teachers (84%) expressed that keeping of records of





progress in socio personal qualities in the report card was not possible. However, all the twenty five Head Teachers (100%) of the sample schools said that the Teachers maintained communication with the parents/ guardians in respect to learning assessment of their children. Twenty four Head Teachers expressed that it was practicing to assess Socio Personal Qualities of the children in their schools. Twenty four Head Teachers out of Twenty five (84%) expressed that learning assessment was practicing during classroom transaction in their schools

**Analysis on teaching learning process related variable:**

Performances of most of the teachers were rated as satisfactory or average. The number of low achiever teacher was also more than that of high performer. In other words only few teachers in few aspects were rated as high performer. However, most of the observer stated in their note that the sample teachers did not use Teaching learning material ( TLM) in classroom transaction in spite of having scope for it and also availability if the same in school . Use of TLM by 40% of the sample teachers was satisfactory. Assessment of acquired competency by 60% and 8% of the teachers was satisfactory and high respectively. An unsatisfactory picture of classroom interaction was observed.

**Conclusions:**

The result of the study under reference was quite positive. Learning achievement in elementary stage of education in the state has been assessing through continuous comprehensive evaluation as per the instructions/ guidelines from authority concern since its implementation. The frequency of periodic evaluation was changed and recently fixed to four and these were practicing in all the schools. The formative evaluation of curricular contents and also of the socio- personal qualities was mare satisfactory i.c there was still enormous room for improvement of T-L-P and formative evaluation of learning achievement as well. Implementation of CCE as per the data has increased works load to the teachers even the teachers could not complete the syllabi in the academic year; Expression of support to the traditional process of evaluation,

Cluster- based evaluation in stead of school based one etc were indicators of confusion over the process of CCE. Obviously, the study unveiled the facts as it was designed..

## ACADEMIC ACHIEVEMENT IN RELATION TO ACADEMIC ANXIETY AMONG SECONDARY SCHOOL STUDENTS OF KAKOPATHER EDUCATIONAL BLOCK IN TINSUKIA DISTRICT, ASSAM

Miss Bibimoni Gogoi


## ABSTRACT

*The study was undertaken to find out the relationship between Academic achievement and Academic anxiety among secondary school students of Kakopather Educational Block in Tinsukia District, Assam. The main objective of the present study is to study the relationship and effects of academic anxiety on the academic achievement of secondary school students. The study was delimited to 300 secondary school students of Kakopather Educational Block in Tinsukia District, Assam. Academic Anxiety Scale standardized by Dr. A.K. Singh and Dr. A Sen Gupta was used to collect the data. Mean, SD, Product- moment coefficient of Correlation and t-test were used for the analysis of the data. Results were found that there is a relationship (negative correlation) between the academic achievement and the academic anxiety of secondary school students of Kakopather Educational Block in Tinsukia District, Assam.*


**Keywords:** Academic anxiety, Academic achievement

## INTRODUCTION:

Education provides opportunity to all individuals for whole some growth and development. It is an activity as well as a process





which modifies the behaviour of a person from instinctive behaviour to human behaviour. In all the stages of education right from nursery to university education, the secondary stage, is the most important stage, because, this stage provides the base for further education. In fact future depends on this stage. The progress of a nation depends upon students' academic achievement. Therefore, every nation emphasizes academic achievements.

Anxiety is an old concept which has been the subject of debate among philosophers from the dawn of civilization. But here anxiety is concerned with psychological concept of the term. Freud was the first psychologist to develop a scientific theory of anxiety in 1917. Every human being experiences anxiety in his day to day life. For example students face anxiety whey appears at the examination, a candidate experiences anxiety when he is called for an interview. There are certain terms which are used interchangeably with anxiety. These are like Anxiety, Fear, Phobia, Worry Tension etc.

Academic anxiety is a kind of anxiety which relates to the imminent danger from the environment of the educational institutions together with teacher and certain subjects like Chemistry, Physics for numerical, Mathematics, and English to some extent for some north Indian states. It is a mental sensitivity of uneasiness or distress in response to school or college circumstances that is perceived negatively. Academic anxiety is totally not a bad thing. However it is true that a high level of anxiety interferes with concentration and memory which are critical for day to day academic performance and success. A modest amount of anxiety helps academic performance by creating morale and motivation. If academic anxiety is not properly addressed, it can have many serious, severe and long lasting consequences such as causing a student to start hating a subject or a teacher, procrastinate, tell lies to parents, perform poorly on school work, absent classes to pursue activities that interest him and withdraw from socializing with peers or friends and may recoil into his own cocoon and drop school.

Academic achievement means, "The Performance of the student in the examination. It usually means "The knowledge acquired and skilled developed in school subjects, generally indicated by marks obtained in tests." It indicates up to what extent the students are able to acquire knowledge, skills and efficiencies in the contents prescribed by the Board of academic institutions. This is expressed in terms of marks, scores, grades and percentages. Academic achievement also refers to the student's performance in different co-curricular activities. It has become an index of a student's future in this highly competitive world. In general, achievement refers to scholastic or academic achievement of the student at the end of an educational programme.

In today's highly competitive world, every students has to progress to adjust with the environment. Some time, Academic achievement of some students is affected by many factors; academic anxiety is one of them. It is observed that the performance of the high academic anxiety learners is different from low academic anxiety learners. So it is very important to study the relationship between academic achievement and academic anxiety of secondary school students.

**OBJECTIVES OF THE STUDY:**

The present study intended to meet the following objectives:

1. To study the relationship between the academic achievement and the academic anxiety of secondary school students of Kakopather Educational Block in Tinsukia District, Assam.
2. To compare the academic achievement of high and low academic anxiety groups of secondary school students of Kakopather Educational Block in Tinsukia District, Assam.
3. To compare the academic achievement of high and low academic anxiety groups of male secondary school students of Kakopather Educational Block in Tinsukia District, Assam.
4. To compare the academic achievement of high and low academic anxiety groups of female secondary school students of Kakopather Educational Block in Tinsukia District, Assam.





5. To compare the academic achievement of high academic anxiety groups of male and female secondary school students of Kakopather Educational Block in Tinsukia District, Assam.
6. To compare the academic achievement of low academic anxiety groups of male and female secondary school students of Kakopather Educational Block in Tinsukia District, Assam

**HYPOTHESES OF THE STUDY:**

The following are hypotheses of the present study:

Ho1.There is no significant relationship between the academic achievement and academic anxiety of secondary school students of Kakopather Educational Block in Tinsukia District, Assam.

Ho2.There is no significant difference in the academic achievement of high and low academic anxiety groups of secondary school students of Kakopather Educational Block in Tinsukia District, Assam.

Ho3.There is no significant difference in the academic achievement of high and low academic anxiety groups of male secondary school students of Kakopather Educational Block in Tinsukia District, Assam.

Ho4.There is no significant difference in the academic achievement of high and low academic anxiety groups of female secondary school students of Kakopather Educational Block in Tinsukia District, Assam.

Ho5.There is no significant difference in the academic achievement of high academic anxiety groups of male and female secondary school students of Kakopather Educational Block in Tinsukia District, Assam.

Ho6.There is no significant difference in the academic achievement of low academic anxiety groups of male and female secondary school students of Kakopather Educational Block in Tinsukia District, Assam.

**METHODOLOGY OF THE STUDY:**

The present study was descriptive in nature. The population of the present study involves all the secondary school students of Kakopather Educational Block under Tinsukia District of Assam. In this study the purposive sampling method used by the researcher to select the secondary schools of Kakopather Educational Block under Tinsukia district and incidental sampling method is used to select the secondary school students of Kakopather Educational Block in Tinsukia district. The researcher selected 10 Secondary schools of Kakopather Educational Block under Tinsukia District of Assam from the entire population.

The researcher selected 300 secondary school students of Kakopather Educational Block under Tinsukia District of Assam as sample.

**The following tools are selected for collection of data in this study:**

i. Academic Anxiety Scale standardized by Dr. A.K. Singh and Dr. A Sen Gupta

ii. Academic achievement scores**:** The Academic achievement scores obtained by the secondary school students in their final examination during the session 2013-2014.

**The following statistical techniques were used to analyze the data:**

Mean, Standard Deviation, t-test and product moment coefficient of correlation.

**ANALYSIS AND INTERPRETATION OF DATA:**

The analysis and interpretation of data has been discussed under the following way:

**Analysis No. 1: Relationship between the academic achievement and the academic anxiety of secondary school students of Kakopather Educational Block in Tinsukia District, Assam.**

In order to study the first objective, the following research hypothesis was formulated:





Ho1: There is no significant relationship between the academic achievement and academic anxiety of secondary school students of Kakopather Educational Block in Tinsukia District, Assam.

To test the hypothesis Product moment coefficient of correlation (r) was computed.

**Table No. 1 showing the Co-efficient of correlation between Academic achievement and academic anxiety of secondary school students of Kakopather Educational Block in Tinsukia District of Assam**

| Variables | No. of students | Product-Moment coefficient of correlation (r) | Df | Level of Significance |
|---|---|---|---|---|
| Academic achievement and academic anxiety | 300 | -.35 | 298 | Significant at 0.01 level |

From the Table No. 1 it is observed that the Product moment coefficient correlation between the academic achievement and the academic anxiety is significant at .01 level. This means there is a negative significant relationship between the academic achievement and the academic anxiety. Therefore, the Ho1 is rejected. Negative correlation indicates that as the level of academic anxiety increases, academic achievement decreases of the secondary school students of Kakopather Educational Block in Tinsukia District of Assam.

**Analysis No. 2: Comparison of the academic achievement of high and low academic anxiety groups of secondary school students of Kakopather Educational Block in Tinsukia District, Assam.**

To test the Hypothesis No. 2 Mean, Standard Deviation, t-test were computed.

**Table No. 2 showing the comparison of the academic achievement of high and low academic anxiety groups of secondary school students of Kakopather Educational Block in Tinsukia District of Assam**

| Category | N | Mean | SD | T | Df | Significance |
|---|---|---|---|---|---|---|
| Academic achievement of high academic anxiety group | 101 | 308.07 | 82.5 | 2.40 | 298 | significant at 0.05 level |
| Academic achievement of low academic anxiety group | 199 | 332.17 | 81.44 | | | |

From the Table No. 2 it is observed that the't' value 2.40 is statistically significant at .05 level. This means there is a significant difference in the academic achievement of high and low academic anxiety groups. Therefore, Ho2 is rejected. Higher mean score of academic achievement of low academic anxiety group than the academic achievement of high academic anxiety group indicate that the academic achievement of low academic anxiety group is better than the academic achievement of high academic anxiety group.

**Analysis No. 3: Comparison of the academic achievement of high and low academic anxiety groups of male secondary school students of Kakopather Educational Block in Tinsukia District, Assam.**

To test the Hypothesis No. 3 Mean, Standard Deviation, t-test were computed.

Table No. 3 showing the comparison of the academic achievement of high and low academic anxiety groups of male secondary school students of Kakopather Educational Block in Tinsukia District, Assam

| Category | N | Mean | SD | T | Df | Significance |
|---|---|---|---|---|---|---|
| Academic achievement of high academic anxiety groups of male | 76 | 225.56 | 46.3 | 2.09 | 298 | significant at 0.05 level |
| Academic achievement of low academic anxiety groups of male | 91 | 246.74 | 45.92 | | | |

From the Table No.3 it is observed that the't' value 2.09 is statistically significant at .05 level. This means there is a significant difference in the academic achievement of high and low academic anxiety groups of males. Therefore, Ho3 is rejected. Higher mean score of academic achievement of low academic anxiety group of male than the academic achievement of high academic anxiety





group of male students indicate that the academic achievement of low academic anxiety group of male students is better than the academic achievement of high academic anxiety group of male students.

**Analysis No. 4: Comparison of the academic achievement of high and low academic anxiety groups of female secondary school students of Kakopather Educational Block in Tinsukia District, Assam.**

To test the Hypothesis No. 4 Mean, Standard Deviation, t-test were computed.

Table No. 4 showing the comparison of the academic achievement of high and low academic anxiety groups of female secondary school students of Kakopather Educational Block in Tinsukia District, Assam

| Category | N | Mean | SD | T | Df | Significance |
|---|---|---|---|---|---|---|
| Academic achievement of high academic anxiety groups of female | 25 | 240.63 | 42.5 | 4.31 | 298 | significant at 0.01 level |
| Academic achievement of low academic anxiety groups of female | 108 | 280.13 | 35.3 | | | |

From the Table No. 4 it is observed that the't' value 4.31 is statistically significant at .01 level. This means there is a significant difference in the academic achievement of high and low academic anxiety groups of female students. Therefore, Ho4 is rejected. Higher mean score of academic achievement of low academic anxiety group of females than the academic achievement of high academic anxiety group of females indicate that the academic achievement of low academic anxiety group of females is better than the academic achievement of high academic anxiety group of females.

**Analysis No. 5: Comparison of the academic achievement of high academic anxiety groups of male and female secondary school students of Kakopather Educational Block in Tinsukia District, Assam.**

To test the Hypothesis No. 5 Mean, Standard Deviation, t-test were computed.

**Table No. 5 showing the comparison of the academic achievement of high academic anxiety groups of male and female secondary school students of Kakopather Educational Block in Tinsukia District, Assam**

| Category | N | Mean | SD | T | Df | Significance |
|---|---|---|---|---|---|---|
| Academic achievement of high academic anxiety groups of male | 76 | 225.56 | 46.3 | 1.98 | 298 | significant at 0.05 level |
| Academic achievement of high academic anxiety groups of female | 25 | 240.63 | 42.5 | | | |

From Table No. 5 it is observed that the't' value 1.98 is statistically significant at .05 level. This means there is a significant difference in the academic achievement of high academic anxiety groups of males and females. Therefore, Ho5 is rejected. Higher mean score of academic achievement of high academic anxiety group of females than the academic achievement of high academic anxiety group of males indicate that the academic achievement of high academic anxiety group of females is better than the academic achievement of high academic anxiety group of males.

**Analysis No. 6: Comparison of the academic achievement of low academic anxiety groups of male and female secondary school students of Kakopather Educational Block in Tinsukia District, Assam.**

To test the Hypothesis No. 6 Mean, Standard Deviation, t-test were computed.

Table No. 6 showing the comparison of the academic achievement of low academic anxiety groups of male and female secondary school students of Kakopather Educational Block in Tinsukia District, Assam

| Category | N | Mean | SD | T | Df | Significance |
|---|---|---|---|---|---|---|
| Academic achievement of low academic anxiety group of males | 91 | 246.74 | 45.92 | 5.66 | 298 | significant at 0.01 level |
| Academic achievement of low academic anxiety group of females | 108 | 280.13 | 35.3 | | | |





From Table No. 6 it is observed that the't' value 5.66 is statistically significant at .01 level. This means there is a significant difference in the academic achievement of low academic anxiety groups of male and female students. Therefore, Ho6 is rejected. Higher mean score of academic achievement of low academic anxiety group of females than the academic achievement of low academic anxiety group of males indicate that academic achievement of low academic anxiety group of females is better than the academic achievement of low academic anxiety group of male students.

**FINDINGS OF THE STUDY:**

1. A relationship was found between the academic achievement and academic anxiety of secondary school students OF Kakopather Educational Block in Tinsukia District of Assam. More specifically, as the level of academic anxiety increases, academic achievement decreases.
2. A significant difference was found in the academic achievement of high academic anxiety group and low academic anxiety group of secondary school students. More specifically, the academic achievement of low academic anxiety group is better than the academic achievement of high academic anxiety group.
3. A significant difference was found in the academic achievement of high and low academic anxiety groups of male secondary school students. More specifically, the academic achievement of low academic anxiety group of male secondary school students is better than the academic achievement of high academic anxiety group of male secondary school students.
4. A significant difference was found in the academic achievement of high and low academic anxiety groups of female secondary school students. More specifically, the academic achievement of low academic anxiety group of females is better than the academic achievement of high academic anxiety group of females.

5. A significant difference was found in the academic achievement of high academic anxiety groups of male and female secondary school students. More specifically, the academic achievement of high academic anxiety group of females is better than the academic achievement of high academic anxiety group of males.
6. A significant difference was found in the academic achievement of low academic anxiety groups of male and female secondary school students. More specifically, the academic achievement of low academic anxiety group of females is better than the academic achievement of low academic anxiety group of male secondary school students.

**CONCLUSION:**

Modest level of academic anxiety is essential for the students to keep them motivated towards their studies and for achieving high standards in education. High academic anxiety can less learners' achievement in several ways. It affects their mental process that leads to breakdown in their learning process. Therefore, academic anxiety must not be ignored. Academic anxiety decreases students' learning capabilities and hinders excellent academic performance. In this study the result found that a significant relationship between academic anxiety and academic achievement among secondary school students of Kakopather Educational Block in Tinsukia District of Assam. Selected preventive activities can be undertaken at secondary schools on targeted students with academic problems. As the academic achievement of high academic anxiety group of females is better than the academic achievement of high academic anxiety group of males. Specialized attention should be given to male students in order to improve their academic achievement.

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## Training Status of Teacher Educators in Assam- A Case Study

Dr. Jayanta Kr. Sarmah

### Abstract

*Continuing Professional Development among teacher educators for delivering services as facilitator of learning is inevitable for quality assurance in school education. Present study attempts to know the status of training of teacher educators and to identify the expressed training needs thereof. The study reveals that a good portion of teacher educators do not possess professional qualification mandated under NCTE Act. In case of Normal School and Basic Training Centre, 70.00 percent of Teacher Educators could not acquire Masters' Degree even*

*though most of them have completed more than 15 years of continuous services in TEIs .It is evident from the study that most of the teacher educators had attended only three training programmes during last three years. The process of deputation to the training programme is found to be centralized which is considered as imposed rather than need-based . It is also a fact that the frequency of training received by the faculty members varies from individual to individual due to lack of structured deputation mechanism with training management system based on assessment of individual training needs. The priority areas of expressed training needs of teacher educators are - designing and conduct of innovative projects, use of ICT tools, constructivist approach,*





*designing school internship programmes, educational research methodology and Continuous and Comprehensive Evaluation (CCE).*

## Introduction

Development of professional competence and personality among teachers are the essential preconditions for controlling and assuring quality in school education. Availability of quality teacher is the key determinant of school effectiveness. On the other hand, teachers have to ensure optimal use of all resources as well as opportunities in order to provide an environment conducive to unfolding genetically inherited potentialities of each and every child. Therefore, effective professional training is a pre-requisite for becoming a professionally competent teacher in the contemporary system of education. There are various types of training provided to teachers by TEIs in the state. These include pre-service as well as in-service programs such as Mass Teacher Training (MTT) program. There are also short term and very short term training programs basically conducted for strengthening teacher's performance leading to school effectiveness. The effectiveness of such training programs ultimately depends on the quality of master trainers and resource persons who have generally been selected among teacher educators of TEIs. Hence continuing professional development of teacher educators is inevitable so that they could update their knowledge and skills at par with the concurrent developments in the world of knowledge.

## Objectives

The following are the objectives of the study -

- To know about the academic and professional qualification of teacher educators of the elementary and secondary level in Assam
- To understand the status of training of teacher educators of the elementary and secondary level in Assam
- To identify the expressed training needs of teacher educators.

- To suggest strategies for improving professional competence of teacher educators.

**Sampling Technique**

In total 16 TEIs i.e. about 26 percent of functioning TEIs have been selected using Simple Random Sampling Technique. As such 6 DIETs, 5 IASE/CTEs and 5 Normal Schools/ Basic Training Centres have been included in the sample. As such DIET- Nalbari, Marigaon, Barpeta, Goalpara, kamrup, Sivasagar ; IASE – Guwahati; CTE- Nagaon, Goalpara, Golaghat ,Tezpur ; Normal School- Nagaon, Jorhat Howly ; BTC, Dudhnoi, Raha were included in the sample.

All the sampled DIETs and IASE/CTEs are found to be conducting D.El.Ed. and B.Ed. course respectively. Moreover all the sampled DIETs are also conducting D.El.Ed. course of KKHSOU through Open and Distance Learning (ODL) mode. On the other hand, both the two sampled BTCs and one Normal School do not conduct any teacher education course. This indicates sub-optimal utilization of resources available in these TEIs. Many of the sampled TEIs are found to have potentiality for conducting more than one teacher education courses subject to fulfillment of certain criteria of NCTE.

**Tools for data collection**

The data were obtained from both primary and secondary sources .The primary data were collected from the respondents with the help of a set of questionnaire, personal interview and observation method. Focus Group Interview (FGI) with the Teacher educators of sampled TEIs was also organized in order to have a collective view on the present system of teacher's training, deputation process, uncovered subjects and on other academic inputs or issues which directly and indirectly influence the efficacy of teacher educators. On the other hand, the secondary data were collected from different sources such as office of the Directorate of SCERT, books, documents and journals available at different libraries of SCERT, Assam (Guwahati), Gauhati University (Guwahati), SSA, Assam (Guwahati).





**Analysis of data**

Frequency counts, percentages as well as qualitative analysis techniques were the main statistical tools employed in analyzing the data generated through the questionnaires. A non response to any item of the questionnaires was considered invalid and was left out of the analyses. The analyses of the two questionnaires were done separately but similar items were presented on the same table for comparison purposes

**Findings and discussion**

**Status of academic and professional qualification of teacher educators**

In most of the Teacher Education Institutes such as DIETs and CTEs, there is the dearth of teacher educators as per NCTE norms. The teacher educators found are insufficient in number since almost 49.83 percent of sanctioned academic posts in DIET and about 47.87 percent of sanctioned academic posts in CTEs remain to be filled up. The shortage of manpower directly affected the quality of training programs . On the other hand, for recruitment of faculty members in TEIs, there are prescribed norms of NCTE so far academic and professional qualification are concerned. But in Assam, a large chunk of teacher educators do not have requisite professional degrees such as M.Ed. not to speak of Ph.D. In Assam, teacher educators are recruited with relaxed norms due to non availability of sufficient qualified manpower

Table II

Qualification of faculty members including Principals

| TEI (No. of Faculty members) | Percentage of teacher educators | | | | | | |
|---|---|---|---|---|---|---|---|
| | Academic Qualification | | | Professional Qualification | | | |
| | Master's Degree | M.Phil | Ph.D. | B.Ed. | M.Ed. | DEPA | Other Degree |
| DIET(294) | 94.21 | 3.06 | 1.36 | 77.89 | 12.24 | 2.04 | 6.12 |
| IASE/ CTE (76) | 100.00 | 17.11 | 11.84 | 100.00 | 31.58 | 1.32 | 0.00 |
| Normal School/ BTC (140) | 30.00 | 0.71 | 0.71 | 52.14 | 1.43 | 0.00 | 7.14 |

N.B.Masters'degree includes M.A., M.Sc., M.com., M.F.A., M.P.Ed. and other degree includes B.P.Ed., B.F.A. B.Music,PSTE,Diploma in Engineering etc.

Table III

Experience of teacher educator

| Experience in years | % of Teacher Educator | | |
|---|---|---|---|
| | DIET | IASE and CTE | Normal School and BTC |
| Below 3 years | 1.21 | 2.94 | 27.50 |
| 3 to 9 years | 13.25 | 20.59 | 20.00 |
| 9 to 15 years | 13.25 | 32.35 | 5.00 |
| Above 15 years | 72.29 | 44.12 | 47.50 |

Table II reveals that a good portion of Teacher Educators do not possess professional qualification mandated under NCTE Act. In case of Normal School and BTC 70.00 percent of Teacher Educators could not acquire Master's Degree . A meager number of Teacher Educators are found to have obtained higher academic qualification such as Ph.D. or M.Phil. degree. It is observed that due to lack of well-designed departmental deputation scheme for higher education like college teachers, the Teacher Educators of TEIs are generally neither motivated nor facilitated for pursuing higher academic or professional qualification. On the other hand, most of the teacher educators possess more than 15 years of working experience.

**Status of training of teacher educators**

Table IV indicates that most of the teacher educators had attended only three training programmes during last three years. The training programs attended by the faculty members of sampled TEIs are basically on NCFTE-2009, NCF-2005, Research Methodology, action research, CCE, D.El.Ed. curriculum, school subjects, mentoring skills, EGR, AIDS Education, education Psychology, life skills, Sanitation and Hygiene, Art Integrated Education, ESD, RTE, Teaching-Learning Process, Physical Education, Art Education, Braille Textbooks ,use of ICT tools, innovative practices, RTE Act-2009, Yoga, RTI Act-2005, Inclusive Education, B.Ed. Syllabus, Women Education etc. In





addition to these two faculty members from DIET, Marigaon and CTE, Nagaon were deputed by MHRD, Govt. of India to undergo 3 month In-Step Programme under USAID at USA.

Table IV

Training programme attended by teacher educators during last three years

| TEI | Percentage of Teacher Educators attended | | | | | |
|---|---|---|---|---|---|---|
| | One program | Two programs | Three programs | Four programs | Five programs | Six and more programs |
| DIET | 23.53 | 22.06 | 17.65 | 11.76 | 8.82 | 16.18 |
| IASE and CTE | 35.71 | 32.14 | 17.86 | 3.57 | 3.57 | 7.15 |
| BTC and Normal School | 33.33 | 16.67 | 29.17 | 20.83 | 0.00 | 0.00 |

In case of DIET, CTE and IASE programmes were organized by SCERT, NCERT, NUEPA,NERIE, CCRT, RMSA-TCA, WWF, Intel, AASC, Assam Science Society, NIPCCD, British Council, TESS-India, SSA, Universities, IGNOU etc. On the other hand, for Normal Schools and BTCs programmes were conducted by SCERT, CCRT, ELT, SSA. The faculty members who participated expressed that they had been benefitted from attending such programmes in respect of exploring new ideas, concepts and process related to curriculum transaction, research, educational psychology etc.

The process of deputation to the training programme is found to be centralized which is considered as imposed rather than need based by some deputed faculty members of TEIs. It might have restricted post training utility of training inputs in those cases resulting in wastage of money and time invested for the training programme. Some of the sampled Principals of TEIs also expressed that scheduled activities of TEIs were also sometimes hampered due to centralized deputation from SCERT , RMSA or SSA without prior knowledge of the Principal concerned . It is also a fact that the frequency of training received by the faculty members varies from individual to individual perhaps due to lack

of structured deputation mechanism based on assessment of individual training needs.

**Expressed training needs of teacher educators**

The sampled teacher educators expressed their training needs as reflected in the Table V .They mentioned that a ICT based Information Management System on Teacher Education would be useful in tracking each and every teacher educator of the state in respect of their training status . They also suggested that there should be provision for sufficient hands on practices inbuilt in the training packages. The teacher educators wanted the training authorities to develop and provide modules and handouts to the participants . They also preferred a change in deputation procedure so that every teacher educator will have the right to undergo training programmes based on their needs and aspirations. The centralized deputation process needs to be discontinued and teacher educators should be deputed to a training programme on the basis of individual need and aspiration, stated by the sampled teacher educators during FGI.

It is observed that training programmes for teacher educators were generally organized by state level organizations, like SCERT, Universities, SCPCR, Assam Administrative Staff college, SSA, RMSA-TCA etc. On the other hand, International and national level organizations such as NCERT, NUEPA, UNICEF, WWF, NIPCCD , NERIE, TESS-India etc. were also conducting programmes as per their work plan. These organization hardly assess the actual needs of the participants. Hence a systematic mechanism needs to be evolved so that participants will get maximum benefits from such programmes and also the organizing authority will be able to ensure optimal use of invested resources.

Table V

Training Needs of teacher educators





| Area No | Area | Percentage of Teacher Educators | | |
|---|---|---|---|---|
| | | DIET | IASE and CTE | Normal School and BTC |
| 1 | Early Childhood Care and Education | 61.45 | 20.59 | 40.00 |
| 2 | MLE ( Multilingual Education) | 62.65 | 17.65 | 45.00 |
| 3 | Formative and Summative Assessment / CCE | 74.69 | 73.53 | 47.50 |
| 4 | Constructivist Approach of teaching learning processes | 79.52 | 82.35 | 60.00 |
| 5 | Interactive and participatory learning | 62.65 | 32.35 | 50.00 |
| 6 | Inclusive Education | 59.04 | 38.24 | 37.50 |
| 7 | Designing of school internship programme | 69.87 | 41.18 | 70.00 |
| 8 | RTE Act, 2009 | 37.35 | 35.29 | 15.00 |
| 9 | NCF-2005 | 36.14 | 44.12 | 12.50 |
| 10 | NCFTE-2009 | 50.60 | 47.06 | 22.50 |
| 11 | Use of ICT tools in Teaching –learning Processes | 81.93 | 85.29 | 67.50 |
| 12 | Educational Planning | 50.60 | 35.29 | 42.50 |
| 13 | Designing and conducting innovative project | 83.13 | 73.53 | 75.00 |
| 14 | Work Education/creative drama/Art Education | 2.41 | 2.94 | 2.50 |
| 15 | Script Writing | 1.20 | 5.88 | 2.50 |
| 16 | Educational Research Methodology | 69.88 | 76.47 | 60.00 |
| 17 | Women Education | 3.61 | 8.82 | 5.00 |
| 18 | Human Rights Education | 4.82 | 11.76 | 7.50 |

From the Table V, five most priority areas were identified for different categories of organization and presented in the Table VI . Different training agencies may arrange training programs on the areas mentioned in the Table on the priority basis.

Table VI

Category wise Five Priority Areas of Training

| DIET | IASE and CTE | Normal School and BTC |
|---|---|---|
| Designing and conducting innovative project | Use of ICT tools in Teaching – learning Processes | Designing and conducting innovative project |
| Use of ICT tools in Teaching – learning Processes | Constructivist Approach of teaching learning processes | Designing of school internship program |
| Constructivist Approach of teaching learning processes | Educational Research Methodology | Use of ICT tools in Teaching – learning Processes |
| Formative and Summative Assessment / CCE | Formative and Summative Assessment / CCE | Constructivist Approach of teaching learning processes |
| Educational Research Methodology | Designing and conducting innovative project | Educational Research Methodology |

**Strategies for improving professional competence of teacher educators**

The following strategies have been suggested for improving professional competence of teacher educators.

- Well planned capacity building programs for teacher educators should be arranged immediately on the priority areas identified
- A web based Training Management System (TMS) for Teacher Educators should be operationalized at SCERT , Assam. This system should have provision for tracking each individual Teacher Educator in respect of their training status.
- It appears that some persons have been attending similar types of programs year after year which might be due to favoritism at different levels. On the other hand, reluctancy on the part of some teacher educators to attend training program restricts their professional development and performance. Hence a mechanism should be evolved so that no teacher educator will be deprived of undergoing training program as per his/her need. Their attendance needs to be acknowledged with proper certification and such participation should preferably be taken into account for further upward mobility in their service career.
- The centralized deputation process needs to be discontinued. Rather deputation should be done by the Head of the TEIs after assessing individual needs of the Teacher Educator concerned. Such assessment need not necessarily be done on the basis of expressed needs, but could also be done by the Head of the TEI on the basis of individual performance of that Teacher Educator in his own field of action.
- Easy process of deputing teacher educators of TEIs for undergoing higher studies such as Ph.D./M.Phil. and M.Ed. should be evolved.
- ICT based Information Management System on Teacher Education needs to be developed so that individual profile of each Teacher Educator will be accessible to Training Manager of SCERT, Assam.
- Refresher course of about 15 days should be designed for teacher Educators. Such a programme should be a residential





one and compulsion should be imposed that each Teacher Educator must undergo a refresher course during a five year term.

- Each TEI should develop Annual Activity Calendar reflecting the details of objectives, time-line, strategies and expected outcome of each and every activity. Overlapping of similar type of programmes in the activity calendars of SCERT and TEIs should be minimized.
- Systematically developed module and sufficient supplementary reading materials to be used for each training program. To ensure continuous learning of Teacher Educators, Open Educational Resources (OERs) in respect of particular training theme may be developed and uploaded in the official website.
- A post training assessment and support mechanism needs to be operationalized to know the status of implementation of training inputs by the Teacher Educator after undergoing a training program and provide further support to the weak Teacher Educator in accomplishing his/her tasks more effectively by using the training inputs.
- The fact that teacher educators of the sampled TEIs could not conduct any innovative project might be due to lack of knowledge. Hence, capacity building on innovative project should be a priority area for professional development of teacher educators.
- ICT enabled infrastructure should be created in all TEIs . Digital classroom with interactive white board may be provided to each TEI along with sufficient e-contents.
- Teacher Educators should be encouraged to undertake activities for professional development in a continuous manner.. A process of self assessment by the Teacher Educator in respect of CPD needs to be made functional.
- Separate library with reading room facility and internet connectivity needs to be provided. Sufficient number of journals especially research journals should be subscribed so

that Teacher Educators would be inspired to go through recent publications for their professional update.

- Regular supervision and assessment ( accreditation) of TEIs by national/ state expert and on-the spot support mechanism including guidance and counseling by state authority should be operationalized.
- Structured exposure visit needs to be arranged for teacher educators to enable to see the good practices in centres of excellence.
- It is observed that the State/ national level organization hardly conducts program on Physical, Art and Craft Education. Emphasis should be put on these areas on priority basis.

**Conclusion**

Training programs should be designed in accordance with needs and aspiration of the teacher educators. Duration of such program should be fixed depending on the conceptual complexity of the topic, nature of target group and available logistic support. Sufficient hands on practices should be incorporated in the training module.

## Prospects and Problems of Education in Below Poverty Line (BPL) Families: A Study of Sonitpur District in Assam

Spondon Borbora

**Abstract:**

*Focus on equity and social justice is important for a developing country like India, where nearly 40% of the population still lives below the poverty line (BPL Census, 2002). The proportion of the poor living in some educationally backward states of the country is even higher than the national average. This paper intends to provide an in-depth view of the educational level of poor families in Sonitpur District of Assam. The study was conducted in 245 BPL households of three villages where BPL intensity is quite high. Primary education is widely perceived to have a key role in reducing poverty and is positively associated with development-related outcomes such as improving productivity (Rose and Dyer, 2008). Education is seen as both a cause, and a factor contributing to the transmission of poverty (Kothari, R. 1993).*





*Therefore the type of education the poor people are getting is of prime importance to alleviate the poverty from our country, which is also included in millennium Development Goals in international context. After the amendment of the Right to Education Act 2009, which says that Elementary education should be 'free and compulsory', the state governments of all the concerned states are working on fulfilling the norms already set by the act. Assam is also not lagging behind and is working gradually towards attaining the RTE norms. Before that, it is very essential to know the current state of education that the underprivileged people of the rural areas have access to, and, in fact, the kind of education these people are getting is a matter of great concern. For the people who have to struggle for their livelihood, bringing them to school is a very difficult task. The present study examines schooling access in terms of enrolment and school attendance rates, and schooling quality in terms of literacy rates, learning achievement levels, school resources, and teacher inputs. The paper also gives inputs to investigate the role of government schools to bring the poor people to get the utmost benefit of education. The concluding section suggests a few points regarding the evaluation of the impacts*

*and costs of the numerous existing educational interventions, in order to learn about relative cost-effectiveness for policy-making.*

**Introduction:**

Access to education has always been a serious issue for a developing country like India. It was among the highest prioritized during the eleventh plan of India (2007-2012). There was a massive thrust in the Eleventh Plan on access to education and health, which are critical to social and economic empowerment of the people. In education, the Plan had spent more than double of what was spent in the Tenth Plan. Poverty is a multidimensional and relative concept. As per World Bank (2000) definition "poverty is pronounced deprivation in wellbeing". There are many methods to identify the poor as poor and in India, BPL card, Family Identification Card (FIC) or Antyodaya Anna Yojana (AAY) Cards are used for the Public Distribution System (PDS) and also sometimes as proxy criteria for selecting beneficiaries for various poverty alleviation programs (Tendulkar Committee Report). Poverty and education are both interrelated as in today's world it is perceived that education is very costly. Government has responded in various ways and polices to reduce inequality and discrimination with success (Planning Commission, 1986, 1987; Dandekar, 1988). Education has been a key area of function in this regard. Education is promoted for its assumed contribution to macroeconomic growth, it is also an important factor in getting a sustainable livelihood (Carney, 1998; Ashley & Carney, 1999) and education has the potential to enable the poor to enhance their capabilities and functioning (Sen, 1990; Dre`ze & Sen, 1989; Clark, 2000).

On the contrary, primary education is perceived to have a key role in reducing poverty and is positively associated with development-related outcomes such as improving productivity (Rose and Dyer, 2008). Education is seen as both a cause, and a factor contributing to the transmission of poverty (Kothari, R. 1993). With the introduction of RTE act, this is perceived that the scenario for accessing education will be changed specially in rural India where





the intensity of poor family has got higher rate of living (BPL Census 2002).

The North Eastern Region (NER) of India poses an interesting case for the study of education scenario. Located in the north eastern part of India, Assam is the largest among the eight north eastern states in terms of population and second to Arunachal Pradesh in geographical area. In spite of her rich natural resources and culture the state is lagging behind the rest of the country. The socioeconomic set up of the state has not been conducive to overall development. Insurgency and ethnic clashes have crippled growth in the region for the last three decades because of which not only its economy but also the social fabric is under threat.

**Rationale:**

In NSSO survey (64$^{th}$ round, Report no. 532), it was seen that Persons in 5-24 years age group belonging to relatively poor families have high proportion of non-attendance and low participation as compared to those belonging to the top 20% group. The children belonging to high-income families stay longer in the educational system whereas the children from low income brackets dropout early. Therefore, the chances are that few children belonging to poor families would be enrolled and those enrolled are likely to exit early as compared to the children belonging to the upper strata of the society. Taking this into consideration the current study was done so as to examine the level of access to education of the rural people of Sonitpur district of Assam. Sonitpur district is one of the most historically sound districts of Assam which is also called as the most financially inclusive district by the Planning Commission of India. Therefore it will be interesting to study the access of education of the rural poor, who were believed to be financially inclusive than the other parts of the state. Whether or not finance is a constrain in getting access to education is a big question always. This paper is specially focused to explore those facts.

**Objectives:**

The objectives of this study are:

1) To study the extent of education access of rural poor families.
2) To study the attrition rate of school leaving members and the reason behind it.
3) To study the perception regarding education and its importance/ benefits in their life by the poor families.
4) To study if the level of education is bringing any changes in their quality of life.

**Methodology:**

*Research plan:*

The type of research is analytical in nature .A census survey method was the basic research design. A self administered schedule was developed which addresses the objectives to be achieved. The schedule was prepared on the basis of review of literature and through works done which has familiarity with the study.

Both primary data and secondary data were used for the study.

***Sources of Data:***

***Primary data***: Primary data was collected from schedules prepared for this study. The respondents were being asked the questions that were there on the questionnaire.

***Secondary data***: This has been obtained from the following:

i. The Panchayat and Rural Development, Govt. of Assam website.
ii. Relevant Literature available in books, research articles published in professional journals and websites.
iii. Previous records available in District Rural Development Agency office.

***Research Instruments:***

The main research instruments used for this study are as follows:

a) Personally administered schedule.
b) Unstructured interview

**Population and Sample:**





*Type of Sampling Procedure*: Convenience sampling method was used for the whole study. First, three development blocks namely Balipara, Bihaguri, and Gabharu were selected purposively as they are the closest blocks to the district headquarter. In these three blocks there were 432 villages according to the census 2001.

These 432 villages were analyzed on the basis of the percentage of BPL household to total households which were calculated on the basis of the data available in Panchayat and rural development website of government of Assam (http://pnrdassam.nic.in/bplsonitpur.htm), and the census website of the government of India (http://censusindia.gov.in/PopulationFinder/Sub_Districts_Master.aspx?state_code=18&district_code=11) and from DRDA, Tezpur office. Based on the available data, three villages with higher BPL family concentration namely Balisiha Kachari(71%), Bahbari Bagisa(63.5%), and Ghatuwa Chuburi (54.4%) were selected purposively for conducting the census survey.

*Sampling Unit:* The sampling units used are the BPL card holders of these three villages. Data related to their family members were asked to the respondent available at the time of survey. The survey was scheduled in Sundays and holidays so as to access maximum number of members in a family.

*Extent*: This study has covered 245 households which are listed as beneficiary (having the BPL Card) in the selected villages.

**Tools:**

The data were analysed using simple statistical tools and packages of Microsoft Office Excel (MS Excel). Bar Graphs and Pi diagrams were used to represent the findings. Findings are represented in tabular forms.

**Analysis of Findings:**

*Gender of the respondents:*

Higher percentage of respondents was female, as the male members of the family go out for work. Mostly the female members (58.78 %) were found in the home.

Table I:

| Gender | Male | Female |
|---|---|---|
| Number | 101 | 144 |
| Percentage | 41.22% | 58.78% |

*Age group:*

The respondents were asked about their age, in many households the head of the family was absent as he went out for wage earning. Following are the findings, the instances where they could not call it properly the age that was reflected in the official documents(BPL card, voter list, school certificate etc.) was taken.

Table II.

| Age group | Below 5 | 5 - 15 | 16 - 25 | 26 - 35 | 36 - 45 | 46 - 55 | 56 - 65 | 66 -75 | 75 and above |
|---|---|---|---|---|---|---|---|---|---|
| Number | 0 | 34 | 38 | 36 | 25 | 33 | 42 | 27 | 10 |
| Percentage | 0 | 13.88% | 15.51% | 14.70% | 10.20% | 13.47% | 17.14% | 11.02% | 4.08% |

The people with age group 56-65 was found to be highest, they are mostly the elderly married women, followed by age group 16-25 which interestingly covered by the newly married women who stays at home. The other age grouped members are generally less because of the reason that they go for daily wage earning.

*No. of Members in a family:*

| Range | 1 to 2 | 3 to 5 | 6 to 10 | 10 to 15 | 15 and more |
|---|---|---|---|---|---|
| Number | 28 | 147 | 54 | 15 | 1 |
| Percentage | 11.42% | 60% | 22.04% | 6.13% | 0.41% |

Family with members ranging from 3 to 5 was found to be the highest (60%) as most of the BPL families were nuclear families. Very few families have 10 or more (6.54%) members which are mostly joint families.

*Access to Education:*





When questions were asked about the current scenario of education about the family members, many interesting findings came out. As many as 62% families have members, who have never seen the school. Most of those members belonging to this category were the aged ones. Whereas many (95%) are found who are either reading in Lower primary level or had left the school at that level. Only 2 graduates were found, but interestingly they both the members do not reside with the family, instead they live with their uncles. Households having HSLC ($10^{th}$) and HS (10+2) pass member are comparatively less 10.60 % and 3.67 % respectively.

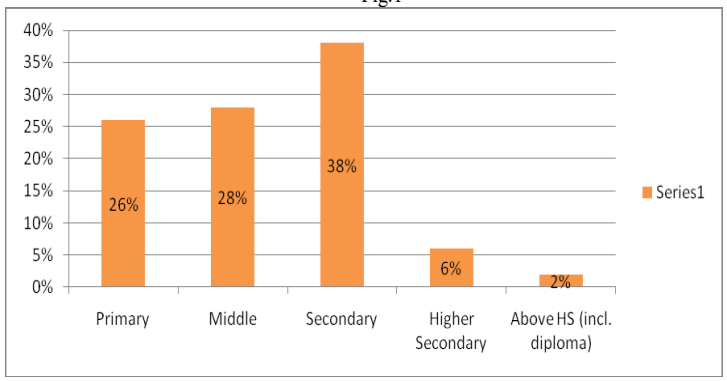
Table III.

| Reading Status | Illiterate | Lower Primary | Up to Class 7 | Up to Class 9 | HSLC | HS | Graduate | P.G. | Others |
|---|---|---|---|---|---|---|---|---|---|
| No. of Household | 162 | 233 | 226 | 186 | 26 | 9 | 2 | 0 | 0 |
| Percentage | 66.12% | 95.10% | 92.24% | 75.92% | 10.60% | 3.67% | 0.81% | 0 | |

*Members who left school before HSLC:*

It was found that in about 225 (91.83%) households there were members who left the school before the $10^{th}$ HSLC exam. Following is the breakup of the findings:

Fig.1




Highest tendency to leave school is at the secondary level where 38% of the members had left their schooling. Above HS only 2% had left. This is also because number of members reaching higher secondary level is very low as shown earlier.

*Reasons for leaving school*

When asked about the reasons for leaving the school the respondents mainly give the following reasons:





Table IV.

| Financial constraints | Parents not interested in studies | Child not interested in studies | Unable to cope up or failure in studies | Completed desired level or class | Getting involved in income generation activity |
|---|---|---|---|---|---|
| 21% | 9% | 23% | 10% | 10% | 27% |

The respondents (27%) revealed that the major reason for dropping out from school is that they left school mainly because they wanted to involve themselves in some income generating activity so as to contribute to their livelihood. 23% left school because they were no more interested in their studies. On the other hand 9% dropped out because of the pressure they got from their parents. On the other hand, the main reason what we thought be; the financial constrain remain in the third position with 21% respondents agreeing with the fact. With so much free education coming up from government schemes how come they feel that finance is effecting their education we cross questioned. They revealed apart from the normal school fees there are many hidden costs associated thereby affecting the financial stability of the families. Only financial crisis is not the biggest constrain. As they feel that government schemes have provided them enough to get the education without spending much. But they feel that involving in education for too much does not help them in getting their daily livelihood. Therefore they leave the school. Which literally means that they does not value education as such and therefore it was important to check what motivates the others to continue their education.

*Motivator for continuing school:*

The members who are still continuing their studies were asked about their basic motivation to continue their education. They responded as follows:

Table V.

| Need of the hour | Future security | To avail government schemes |
|---|---|---|
| 31% | 51% | 18% |

People who are continuing their education seems to understand the value of the education. As 31% of them feel it is the need of the hour and thereby to cope up with the present time education is

very essential. One responded specially mentioned that "education makes him aware of the rights and laws." More than half of the respondents think that a better education always ensures better future security. Interestingly 18% respondents said that they are continuing their education because they are enjoying government schemes like Mid Day Meal etc. So it is clear from the responses that most of continuing respondents are aware of the opportunities available for them after having a good education completion.

*Facilities available in the local schools:*

Respondents were asked about the facilities available in their schools of locality and their perception was as follows:

Table VI.

| | Highly Satisfied | Satisfied | Average | Dissatisfied | Highly Dissatisfied |
|---|---|---|---|---|---|
| Quality of teaching | 13% | 27% | 35% | 19% | 6 % |
| Infrastructure | 17% | 13% | 11% | 29% | 30 % |
| Sanitation | 5% | 9% | 16% | 46% | 24 % |
| Drinking Water | 32% | 34% | 22% | 8 % | 4 % |
| Mid Day meal | 33% | 27% | 22% | 11 % | 7 % |

While most of the respondents feel that quality of teaching is average for them, 6% are totally not happy with the level of teaching. In case of infrastructure also almost 59% are in the dissatisfied zone, which means Govt. has to look in to this segment a bit more whether the available funding are properly implemented or not. Same thing happens with sanitation facilities too, where as much as 70% are in the dissatisfied zone. In case of drinking water and mid day meal, more respondents are in the happy zone.

*Education and quality of life:*

*Quality of Life* is defined as the subjective well-being of an individual. It is the product of the interplay among social, health, economic and environmental conditions which affect human and social development (Ontario Social Development Council, 1997). As per the Quality of Life Research Unit, University of Toronto, quality of life is "the degree to which a person enjoys the important possibilities of his/her life. Possibilities result from the opportunities





and limitations each person has in his/her life and reflect the interaction of personal and environmental factors."

There are nine factors of quality of life index (Economist Intelligence Unit) that are taken in to account, they are:

i. *Health*:
ii. *Family life*:
iii. *Community life*:
iv. *Material well being*:
v. *Political stability and security:*
vi. *Climate and geography*:
vii. *Job security*:
viii. *Political freedom*:
ix. *Gender equality*:

At first respondents were given the idea of quality life and its importance in their life. Then they were asked whether they feel that education will give them a better quality of life. The response was as follows:

Table VII.

| Parameters | Yes | No | Can't say |
|---|---|---|---|
| Health | 13 % | 77 % | 10 % |
| Family Life | 22 % | 70 % | 8 % |
| Community Life | 62 % | 38 % | 0 % |
| Material well being | 52 % | 21 % | 27 % |
| Political Stability and security | 68 % | 24 % | 8 % |
| Climate and geography | 55 % | 41 % | 4 % |
| Job security | 90 % | 10 % | 0 % |
| Political Freedom | 16 % | 80 % | 4 % |
| Gender equality | 35 % | 59 % | 6 % |

Most of the people feel that that a better education will always lead them to a better political stability, job security, a better

community life etc., whereas they feel that they feel that education has very little to do with health and family life. They feel that can handle this without the impact of education.

**Conclusion***:*

Our study reveals that apart from government claiming 66% household of the study area is still having at least one member who is illiterate. The tendency to go for higher education in BPL families is quite low as only about 15% households have members educated above HSLC and more. The basic reason behind this low participation is not directly the financial constrain (21%), instead they find it more interesting to get themselves involve in income generation (27%). However the study reveals that the respondents understand the benefits of education as they feel it can give them a secured future. With the kind teaching quality and the infrastructure the local school are having, the respondents do not seemed satisfied (59%). About quality of life enhancing, they feel that education can contribute in their enhancing quality of life. The study suggests that the government should identify these causes so as to minimize the attrition rate of schoolings. Introduction of 'free' conveyance, particularly at the secondary level, might help to encourage more children from the poor families of remote villages to continue their higher studies further. NGOs, Medias, Social activists, political leaders, everyone has a real role to play for upgrading the education of poor families. An increase in this sector will lead to a "better quality of life" environment in the areas concerned.

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**Learner friendly future classroom in school**

**- a vision to be made in reality**

Dr. Sushmita Sutradhar Das

**Abstract**

*Classroom is a most important place in the school education. This is the space surrounded by such an environment which plays a great role in enhancing learning among the learners where they spend most part of their child life in school. The aim and expectation of school education is to make a child a perfect human being who can face challenges of present and future in the fast changing world. To meet this aim many major ideas and thoughts which have emerged in the field of education must be transferred to the learner mainly through*

*the classroom, where teacher is the key person to transfer these ideas to the learner in such a way that the learner becomes competent in various fields by development of learner's individual personality enriched with skill, intelligence, knowledge, attitude, values etc. In the last few decades the world has been changing very fast in every aspect. All are in the race to reach various goals as fast as possible. There are tremendous development in infrastructure, technologies and life style etc. In contrary to this, though large attempts have been made in the field of education for quality, but in reality quality learning in school is not so much encouraging for all children at present. This is because,*





*the classroom is yet to be shaped to meet the need and demands of the learner.*

*This paper discuss the present status of classroom in enhancing learning in school education in general along with the changes to be made in shaping the classroom for future to make the classroom totally learner friendly which can meet the need and demand of the learner of all categories through which one can became a human resource for the whole world in the future.*

## Introduction

Classroom is an important place in school education. The main aim of the school education is the all round development of all the learner. In the school education a child has to spent 12 years of schooling through which he/she has to develop various qualities, construct knowledge, attain skills as well as inculcate values which make her/him a future citizen of the world.

The goal of school education is to create a new vibrant generation with necessary skill, committed to Human Values and capable of facing challenges in the present and future in the fast changing world.

In a nutshell, school education should aim at all round development of a child's personality by rebuilding it around the Four Pillars of Education as suggested by Delo's commission – Learning to know, Learning to do, Learning to be, Learning to live together.

The broad objective of Education is the all round development of learner's personality enriched with knowledge, skill, attitude and values. This would involve intellectual, moral, spiritual, aesthetic, physical and social development of learners. Apart from bringing about behavioral changes in an individual learner, education must also instill a sense of well being of the society, the state, the nation and the world.

With these aims in recent years many attempts have been made from all over the world including our country and therefore curriculum have been reformed time to time to make the school education more effective for the learner. Recently in our country, India, many remarkable attempts have been made in last two decades through various measures like DPEP, SSA, Right to

Education Act, Mid-day meal scheme, RMSA etc for providing access for all children to quality school education ensuring their completion of school education for all. At present both quantity as well as quality have been given emphasis in school education not only in our country but all over the world. But yet a lot of changes need to be made in shaping the classroom in real sense as the expected scenario is yet to be seen in the classroom of a school of any type- whether it is rural, urban, government, private, public etc. This is really a concerned area in respect of the right implementation of various innovative schemes. Hence there is an urgent need to shape classroom for future to meet the need and demand of each child of the fast changing world.

**What is a classroom**

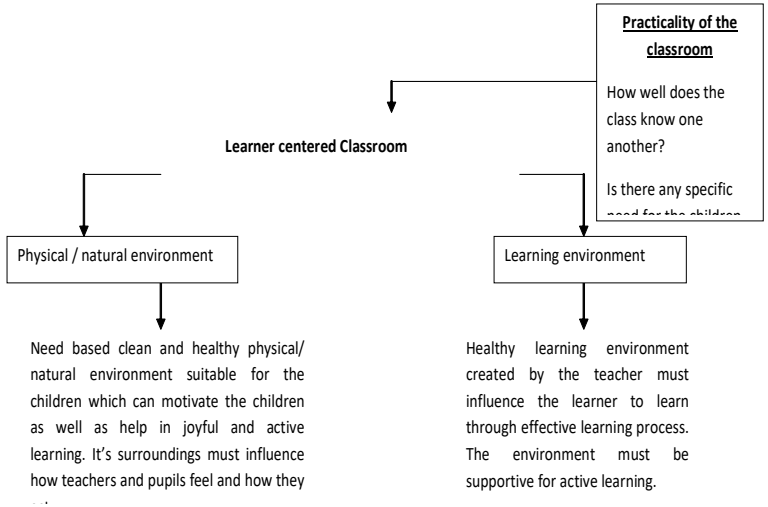
Classroom in a school can be described as specific learning space/area where a group of children with almost same objective gather for learning to get the desired learning outcome equally by each one. So major role of the classroom is to provide necessary physical, natural as well as academic learning environment for each child through which a learner can be benefited more in respect to their learning. In the classroom two dominating characters are (1) children who come to learn and (2) teacher, whose presence in the classroom is to enhance children's learning. A classroom is not only a room, where children just sit for long time as passive listener or do some dull class work in four walled bare room where they are not allowed to talk, think, express, laugh and enjoy freely.

The teacher's role in the classroom is to facilitate the children's learning by creating right environment with various means. The effective classroom is one which can create such an environment which motivate and attract the learners as well as where they can enjoy the learning process with active involvement either individually or in group. Education in class and out of class should be linked as closely as possible so that learning becomes a part of life. Child to child and child/learner centered learning approaches adopted by the teacher in the classroom place the learner in a central role in learning process. The learner becomes the core focus of entire learning process. Their experiences and liking is drawn upon and used as a basis of new learning. In learner





centered approach the child is exposed to posing problem, asking questions, collection information, finding solutions of the problem and answering question through his/her effort or activity. Here teacher has to encourage the child participation in the above process through classroom activities.




**Classroom in past and present**

In the ancient period in India, pupil were called the "Sishya" who stays at the residence of the "Guru" for learning. The entire "Guru Griha" along with the surroundings of the "Ashram" was the classroom in a free and homely/ natural atmosphere where the "Sishya" through the Guru acquired various knowledge and skill along with inculcation of values in such a way which became the strong foundation for their future life. The Guru declares that the learning of the Sishya is complete only when the desired outcome is observed in the learner.

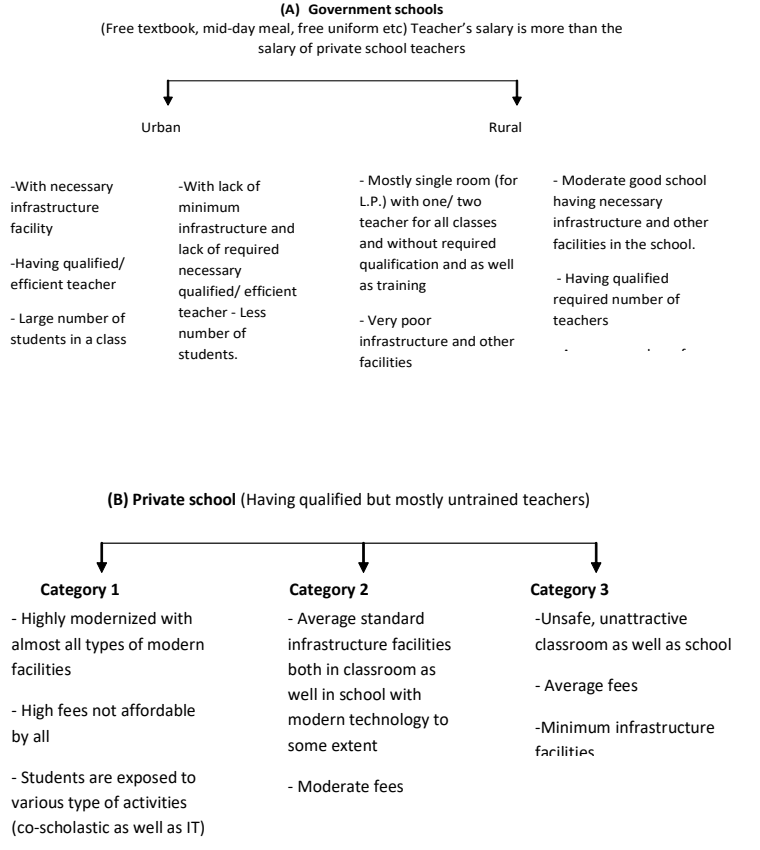
But at present learning takes place in a school building surrounded by four walls where the teacher teaches with stereo type chalk and talk method and students are seated in desk and

bench only with some dull reading or writing work in which way they have to spend 12 years of schooling. And after 12 years it is often observed that most of the children complete these 12 long years without proper learning for which he or she was in school. In this long period, in the school, children learn very less in the actual classroom. Due to which there are mushroom growth of tution and coaching classes for one section aiming to score high marks in so called theoretical examination. Another section drop out from the learning system and found that these 12 years of learning did not help him or her in the future life. So if it continues in this manner the future of education in the world seem to be under attack in ways that ultimately will affect the over all quality of life for everyone. This is the vital time for each nation to recognize that the human resources are their most valuable resources which should be properly addressed.

Due to technological advancement there are tremendous resource material/sources of learning at present and there will be more in future in comparison to the ancient period. But in contrary, proper learning is very less in the class at present for all. This is a serious issue at present. Hence educationists must think globally for proper shaping of the future classroom for the benefit of the learner. At present though we are running mainly on quantity i.e "Education for All" but the present classroom fails to provide quality education for the learner of all sections having different levels of learning. At present, we have various type of schools where different type of physical classroom is seen depending on the type of school.








## (C) Kendriya Vidyalaya, Navoday Vidyalay

These schools mainly for central government employees maintain a particular standard where all types of modern facilities are available including qualified trained teacher. But it is very unfortunate that the status of teaching learning in almost all type of schools remain the same particularly in our state as well as country.

***The present classroom scenario is as follows -***

**Present classroom consists of**

Students from all sections and with different learning needs and belonging to different socio-cultural back

In a classroom most common observations are -

- Text based teaching learning
- Dull and unattractive classroom where students are mostly passive.
- No freedom of speech for the student in actual classroom.
- Teachers role is very less in enhancing students learning in the classroom.
- Evaluate children mainly with the written test.
- Rote learning without any understanding and learning without doing.
- Traditional sitting arrangement.

However most of the curricular goal emphasis on various quality learning in respect of - *how children learn*. But in reality or in actual practice very less part of the curriculum is being considered. Parents, teachers, students are more concerned with the examination result and marks acquired.

***Vision made for an ideal classroom -***

In the last decades various innovative ideas/vision have been made for an ideal classroom so that children learning can be ensured with the following characteristics -

- Learner feels homely.
- Learner is free to share ideas, questions, discuss among themselves or with the teacher.
- Children get their chance to learn what they like most and the way they prefer.





- Whatever learning needs are there learner is able to learn in the classroom itself as per his or her own choice and pace.
- Sufficient TLM, including ICT related material must be available in the classroom so that children can learn themselves with full involvement.
- There will not be any barrier in the classroom for their learning.
- It must conduce active learning by each child with varieties of learner appropriate activities along with the use of varied TLM including IT.
- The time table must be flexible as per the need of learning area. It should not be fixed like at present.
- Teacher must design different types of activities as per need of the child instead of using single/same activity for the whole class.
- Sitting arrangement must be totally different than at present so that they can sit in group, display or experiment in the open spaces, do various type of activities as per their learning need in the classroom itself.
- Lots of motivating and recreational activities like music, dance, story telling, role play, dramatization, film show should be there along with the other activities using TLM and IT, related to the topic of discussion, in the classroom.

[In the traditional method, which exist at present, particular content or area is transacted by the teacher for all children at a time expecting that they will learn at the same time. Emphasis has not been given on children's level of learning and ability of learning. Hence most of the children fail to learn what they need to learn.]

**In the changed new classroom one can expect to see in future**

- Children are very happy to be in the classroom.
- Children are cleaning, arranging and decorating the classroom from their own.
- Lots of resource materials for learning are available for each child.

- They are busy in their work either individually or in group or in peer.
- They are freely discussing with each other about their problems and discovering their learning from their own in the classroom from various means or resources available in the classroom itself.
- It is difficult to identify where the teacher is and what he or she is doing.
- Teacher in or outside the classroom are found to be working, playing and doing work with the children.
- Children are free from tension and enjoying the learning in the classroom.
- Children are freely mixing with other children with love and affection.
- In a multigrade situation children are working on their own even in absence of the teacher in the classroom
- Each learner is having their up to date learning profile in the classroom.
- They do their different work/task from their own as per their progress of learning.
- They assess themselves in the classroom about their own learning from their own choices on what they actual need to learn and what they need for their practical life.





**Common understanding on *THE CHILD***

*- Child's attention keeps fleeting from one thing to another like a butterfly. That is why children can pay attention only as long as the subject is interesting to them.*

*- Children are naturally curious and want to learn, as soon as they come in contact with the world outside them. It raises a lot of inquisitiveness in them and they want to explore the environment. This phenomenon can be ascertained from the process of questioning. Satisfactory answers stimulate his curiosity and the process of learning takes place.*

*- The child is not "an empty vessel" to be filled but he/she is a plant to be watered. Each child differ from the other in his/her likes and dislikes, interests, behaviour, skills and abilities.*

**Conclusion :**

Any progressive society or nation demands change in education to fulfill the emerging needs and aspiration of the people of all sections. Education thus need to shape the new generation capable of facing the challenges of the time. Keeping this in mind, day to day new ideas, plan and programmes are being launched in the education field in all over the world since last few decades. A huge amount of investment has already been made and also to be made in the coming future for quality improvement of education. As a result many changes have been observed in education also. The new technology has already changed the scenario of education system at present. But in spite of all these changes the expected result is not seen in the real classroom of a school of any type because, the learning process in the classroom is not shifted form the traditional method and hence, whatever resources or changes are seen in the school or classroom are not benefiting the learner in their learning as per their need and demand. We the stake holders of education system must realize that "Education for all is the soundest investment in a peaceful and prosperous future that we can make for our children". Whatever vision we have made in recent years could not be made in reality due to a number of causes. Our mindset has to be changed first for making the vision a reality. Untill we can not shape the classroom for future in such a manner that will

really be an effective platform for the learning in the learning process basically in school education, we will never reach the expected goal in the fast changing future world. All of us therefore need to rededicate ourselves to the cause of education and ensure the right education in shaping the future classroom to all children at any cost which can enable to lighten the whole world from each corner.

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## Socio-Economic scenario and its impact on Literacy Rate: A Multivariant Demographic analysis of Assam

Somenath Bhattacharjee

**Abstract:** *Education is regarded as the backbone of every society. In India the rural population shares a significant position from the demographic and socio-economic point of view. Ever since the independence a number of developmental plans and programmes were initiated related to the socio-economic and educational development particularly in the rural areas. However still it is far from the satisfactory level. What is the root cause then? Is it the failure of Governmental policies and their implementation or it is due to some other issues? The present paper is trying to correlate the socio-economic condition, gender issues, livelihood amenities with the educational scenario and literacy rate.*

**Key words:** Education, literacy, socio-economic condition, gender, livelihood.





### Introduction

Literacy Level and Educational attainment are vital indicators of development in a society. Attainment of universal primary education is one of the millennium development goals of the United Nations. Planning Commission has also targeted in the Eleventh Five year plan to increase Literacy Rate of persons of age 7 years or more to 85% and reducing Gender Gap in Literacy to 10% points.

Literacy Rate and Educational Development are considered to be Key variables affecting Demographic indicators like fertility, Mortality, ( especially infant mortality ) rate, and migration. It greatly contributes in improving the Quality of Life, particularly with regard to Life Expectancy, infant mortality, learning levels and nutritional levels of children. Higher levels of Literacy and Educational Development lead to greater awareness on one hand and help people acquiring new skills on the other.

### Definition

1. ***Literacy*** **:** The term Literacy is defined in different ways as given below. However, in this study the definition used in Census is considered.

**(i) The United Nations Educational, Scientific and Cultural Organisation** (UNESCO) has drafted a definition of literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

**(ii) The National Literacy Mission** defines literacy as acquiring the skills of reading, writing and arithmetic and the ability to apply them to one's day-to-day life. The achievement of functional literacy implies (i) self-reliance in 3 R's — *reading, writing and arithmetic* (ii) awareness of the causes of deprivation and the ability to move towards amelioration of

their condition by participating in the process of development, (iii) acquiring skills to improve economic status and general well being, and (iv) imbibing values such as national integration, conservation of environment, women's equality, observance of small family norms.

**(iii) The working definition of literacy in the Indian census since 1991 is as follows** : A person aged seven years and above, who can both read and write with understanding in any language is treated as Literate. A person who can only read but cannot write is considered as Literate as per the Census concept. Therefore all children in the age group 0-6 , is treated as illiterate by definition and the population aged seven years and above only has been classified as literate or illiterate. However the Literate concept also includes the status that to be treated as Literate it is not necessary that a person should have received any Formal education or acquired any minimum educational standard. The Literacy Rate calculated in Census is called the Effective Literacy Rate as only the population Aged seven years and above is considered for calculating the Literacy Rate.

***2. Socioeconomic status (SES)*:**

Socioeconomic status (SES) is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power, and control are emphasized. Furthermore, an examination of SES as a gradient or continuous variable reveals inequities in access to and distribution of resources. SES is relevant to all realms of behavioral and social science, including research, practice, education and advocacy.

As per the National Centre for Educational Statistics Report, 2008 , Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a regions SES, the income, education, and occupation are examined.





Socioeconomic status is typically broken into three categories (high SES, middle SES, and low SES) to describe the three areas a region may fall into on the basis of its SES. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

Education in higher socioeconomic families is typically stressed as much more important, both within the household as well as the local community. In poorer areas, where food and safety are priority, education can take a backseat. So, Education can be used as one of the measure to gauge the SES of a particular District or the state as a whole. However this cannot be said to be an exhaustive factor as many other factors are seen to effect it.

**Objectives *:***

All round development of any region can be achieved only when the people of the region attains universal Literacy as Education is considered as the Key for Socio- Economic progress. It is felt that Literacy is both the means as well as the ends for the progress of any nation. When a region is well developed in Social and Economic fields it is bound to make progress in the field of Education as well. Similar truth holds for the fact that attainment of high Literacy paves the path for Social and Economic Development. When a person is educated his perspective changes as he then becomes aware of the developments taken place in the Global societies. As his outlook changes, he has a better understanding of social values, income prospects and importance of sanitation and health. He looks forward to embrace the progressive lifestyle breaking through the shackles of many ills of the society which stands as barriers towards growth thus ushering in socio economic progress for the region.

With this view in mind the present paper tries to co-relate the literacy status of the State of Assam with its Socio- Economic prevailing condition. As a state is comprised of a group of heterogeneous districts having diverse social and geographical conditions, it is necessary to understand the disparity in the context

of its unique characteristics so that situation based needs can be addressed to and better growth and prosperity can be achieved.

In the first part of this paper the present Literacy Status of Assam is presented in the context of India and the other states so that an idea can be derived as regard to its standing in the National context. The main realms of the Literacy presentation was the Gender basis and the Place of Residence basis. With this insight, next is presented the district wise status on the same basis of Gender and the place of Residence. As Literacy is considered as a key ingredient of progress, this has been tried to prove in the context of Assam by bringing forth the present status of its socio –economic indicators vis-à-vis its literacy to get an insight into the present scenario of the region.

The Socio – Economic factor comprised of mainly Income, occupation and the Standard of living of a particular region. In this paper the Income status of the state of Assam in comparison with the other status of the country is presented to get an idea of its position. With regard to occupation studies the Work Participation Rates of Assam is presented in district level. For assessing the standard of Living of any area, the percentage of Below poverty line population can give the best estimates. Hence this is presented for Assam in comparison with other states of the country. The Health Sector is another indicator of progress of a region. Improvement in Health has its impact on the Birth Rate, Death Rate and the Infant Mortality Rate. This is also placed for having an Idea of the status of Assam in this respect with regard to India and some bigger states.

**Methodology** :

This paper is completely based on secondary data source. Census of India provides a variety of information with regard to various social, demographic and economic indicators which is largely used in the preparation of this paper. Specially the information from Primary Census Abstract of Assam as well as India of Census 2011, is referred for the Literacy figures of the National, State and the District level data. Information on population growth rate and





work participation rate are derived from the same source while the data pertaining to amenities and assets are derived from the House listing and the Housing Census data. Birth Rate Death Rate and Infant Mortality tables are taken From the Sample Registration System publications.

Another important source of Information with regard to Assam and its economy is the Statistical handbook of Assam, 2013 published by the Directorate of Economics and Statistics , Government of Assam from wherein the information with regard to the Economy of Assam is obtained. Information from various other published sources are collected and co-related for bringing forth the objective of the study. Data collected are compiled in tables, graphs and Charts as required to present the objectives for cross verification.

**Assam – a profile view**

Assam, also called the gateway of the North East is the largest state among 'the seven sisters' in the North-East region of India. The seven states of the North East excluding Sikkim which were parts the undivided Assam during the British regime, got gradually split up into the seven states with the greater objective of better administration and development maintaining the uniqueness and culture of each region. Assam has the major plain land in the Brahmaputra and the Barak valley with two Hill districts of Karbi Anglong and Dima Hasao.

The Assam economy represents a unique example of poverty amidst plenty. Inspite of being richly endowed with natural resources, the State lags behind the rest of India in many aspects. It was once counted among the economically prosperous states of the country in the early 1950s. It has continuously slipped down since then in the process of economic growth compared to other states. The social and economic development process of Assam has been affected by the two wars in the eastern front of the country and large-scale migration of people from Bangladesh. While inadequate state income growth itself might be attributed as part of the causes of the social tension and movements during the seventies and eighties, the growth process itself got adversely affected due to the movements in the subsequent period. The economic, social

and political environments are obviously inter-dependent. Given the natural and human resource potential of Assam, the need for higher growth has recently been felt by various sections of the people as well as the State and Central governments.

**Literacy initiatives taken up in India**

It is important to get an idea of the state of Literacy of any region so that it can be understood in a better perspective. Even though Education is a state subject, Central Government has taken up the mission of universal Literacy in great earnest and have taken up lots of schemes and measures for attaining that goal. As Literacy is considered as a very important tool towards growth and development of any region considering the fact that it is one of the major factor of measurement of the Socio- economic status of any regio , Its important that Literacy status be understood in proper perspective so that improvement measures can be taken up in a better and more effective way. Studies have been conducted for finding out the lacunas with regard to the spread of Education. What are the ills or affliction of the society which is hindering Literacy. Why are the rural masses not interested in sending their children to schools? Why most people do not consider education as a means of growth and development? How the illiterate adults can be made literate etc. Governments and social organisations tried to find out solutions for each such problems and devise ways and means to spread Education. Many government measures like Right to Education, Sarba siksha Abhiyan, Adult Literacy Scheme etc have come to be in force for achieving this goal. Specially **The Right of Children to Free and Compulsory Education Act** or **Right to Education Act (RTE)**, is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010. Mid day meal scheme of the Government where the school children were provided free meals proved to be a





successful initiative as the poor parents felt the thrust of sending their children to school at least for the sake that there they would get a free meal. Many scholarships, loans and employments on completion of Education are slowly working their way towards achieving the Literacy status for India as desired. However there is still a long way to go for attaining Universal Literacy.

**Literacy of Assam in the context of India:** In order to have a better understanding of the state of Literacy of Assam it is important to view it in the context of the National status and its trend. So for that the following study is made to have a proper understanding of its present stand.

**1. Trend in literacy:**

The literacy rate in India has grown to 73.0% as per 2011 census from 18.3% at the end of British rule as per 1951 Census. Although this was a greater than six fold improvement, the level is well below the world average literacy rate of 84% . India currently has the largest illiterate population. A 1990 study estimated that it would take until 2060 for India to achieve universal literacy. The 2011 census, however, indicated a 2001–2011 decadal literacy growth of 8.2%, which is slower than the growth seen during the previous decade.

Considering the Literacy status of Assam in the National perspective we can see that the rate of Growth in Assam is slightly below the National Average during the past few Decades. From a meagre 18.5% Literacy Rate in 1951 Assam has reached 72.2% Literacy Rate as per the 2011 Census report. In Assam the decadal growth of Literacy during the decade 1991-2001 is 10.4% while the growth during the decade 2001-11 it is 8.3% which should definitely be a cause of concern when the Government objective is attainment of universal Literacy.

**Table i. Literacy Rate of Assam and India since 1951**

**Table i.i** Literacy Rate of Assam since 1951

**Assam**

| Year | Person | Male | Female | male female gap in literacy rate |
|---|---|---|---|---|
| 1951 | 18.5 | 28.0 | 7.6 | 20.4 |
| 1961 | 33.0 | 44.3 | 18.6 | 25.7 |
| 1971 | 33.9 | 43.7 | 22.8 | 21.0 |
| 1981 | | | | 0.0 |
| 1991 | 52.9 | 61.9 | 43.0 | 18.8 |
| 2001 | 63.3 | 71.3 | 54.6 | 16.7 |
| 2011 | 72.2 | 77.8 | 66.3 | 11.5 |

**India**

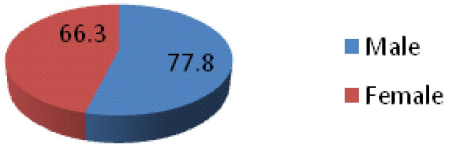
| Year | Person | Male | Female | male female gap in literacy rate |
|---|---|---|---|---|
| 1951 | 18.3 | 27.2 | 8.9 | 18.3 |
| 1961 | 28.3 | 40.4 | 15.4 | 25.1 |
| 1971 | 34.5 | 46.0 | 22.0 | 24.0 |
| 1981 | 43.6 | 56.4 | 29.8 | 26.6 |
| 1991 | 52.2 | 64.1 | 39.3 | 24.8 |
| 2001 | 64.8 | 75.3 | 53.7 | 21.6 |
| 2011 | 73 | 80.9 | 64.6 | 16.3 |

### 1. Literacy rate by Gender- Assam & India

There is also seen to be wide gender disparity in the literacy rate of India which is also a cause of concern. As per 2011census report 80.9% of males and 64.6% of females are Literates The low female literacy rate has had a dramatically negative impact on family planning and population stabilisation efforts in India. Studies have indicated that female literacy is a strong predictor of the use of contraception among married Indian couples, even when women do not otherwise have economic independence. However, the census provided a positive indication that growth in female literacy rates (10.9%) is substantially faster than in male literacy rates (5.6%) in the 2001–2011 decadal period. The gender gap in Literacy is also seen to be narrowing from 21.6% in the 1991-2001 decade to 16.3% in the 2001-11 decade.

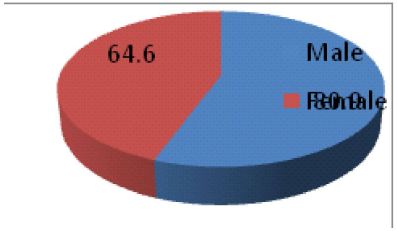
**Chart 1: Total Literacy Rate by Gender, India and Assam**

**Assam** **India**







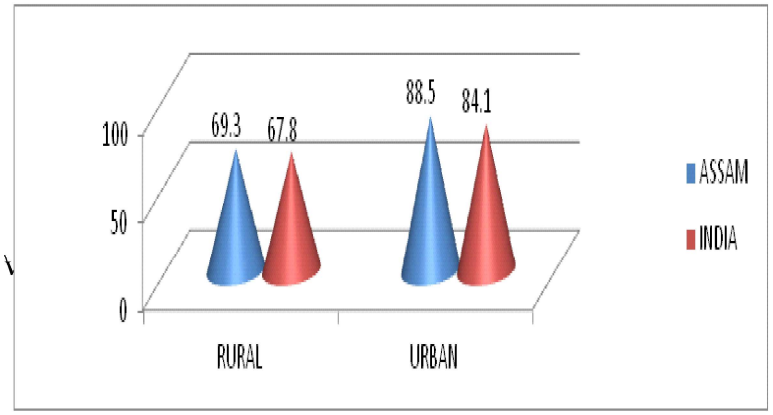

As per the census 2011 report, the male Literacy rate of Assam is 77.8% and the female literacy rate is 66.3% ie as indicated in the table below, the male growth rate of literacy is 6.5% while the female growth rate during the decade is 11.7% which definitely a good sign as it indicates the fact that the gender gap in literacy between male and female is narrowing. The present gender gap in literacy for Assam is 11.5% which is much lower than the National average of 16.3%.

### 1. Literacy Rate by place of residence Assam & India

The study of Literacy status remains incomplete if the Rural Urban distribution of Literacy is not taken into account. It is seen that usually in the Urban areas people have a better scope for education and hence have a higher Literacy Rate. The Rural areas lag behind in Education as it has limited scope . Its common phenomenon for the Rural populace to encourage the children and youth to take up manual works and earn income for the family rather than spend years in gaining education and end up without proper jobs. This ideas are detrimental towards growth of Literacy status. Government both at the Centre and State are seen to take up various measures specially in the Rural areas like free schooling facilities , mid-day meal schemes and offering jobs after completion of various courses etc. Inspite of all the efforts undertaken , it is seen that there is a huge disparity existing between the Rural and Urban areas. While in Assam 69.3% of the Rural Population are literates, its Urban share is 88.5%. Considering the country as a whole also we find this disparity glaring. Of the total Literates of

the country the Rural share is 67.8% while the Urban share of Literates is 84.1%

**Chart 2 : Rural Urban Distribution of Literacy India and Assam**




**The present Literacy Status of Assam- A district wise overview**

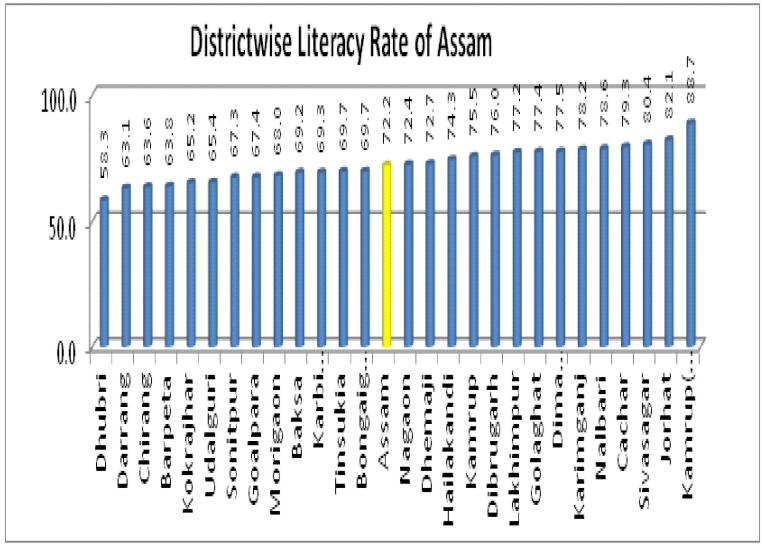
The Chart below clearly gives us a picture of the Literary status of the State. While the district of Dhubri with 58.3% has the lowest Literacy rate in the state , the largely urbanized district of Kamrup ( Metropolitan) is the most literate district with Literacy Rate of 88.7%. Besides Dhubri, the districts of Darrang, Chiranj, Barpeta , Kokrajhar Udalguri are some of the districts which falls quite below the state average in Literacy status. Again, the districts of Jorhat Sivasagar Cachar, Nalbari and Karimganj besides Kamrup ( Metro) are above the state average in Literacy Status. Considering the Growth rate of the districts in comparison to the Literacy rate we can see that the Districts which are considered as Developed like Jorhat Sivasagar or Dibrugarh have a high Rate of Literacy, while districts like Dhubri, Morigaon Goalpara which have high Growth Rate of population are districts having low literacy Rates. . However it can also be seen that Literacy is not the only factor





deciding on the Growth Rate as can be observed from the Bodoland Territorial Autonomous Districts (BTAD) of Kokrajhar, Baksa , Chirang and Udalguri where Ethnic clashers leading to out migration of population is a major cause for low growth rate rather than as an impact of Literacy. Similarly the districts of Kamrup (Metro) and Cachar has shown high growth rate of population inspite of having high literacy rate as due to in migration of population into these districts for employment and occupation possibility

**Chart 3 : District wise Total Literacy Rate of Assam**

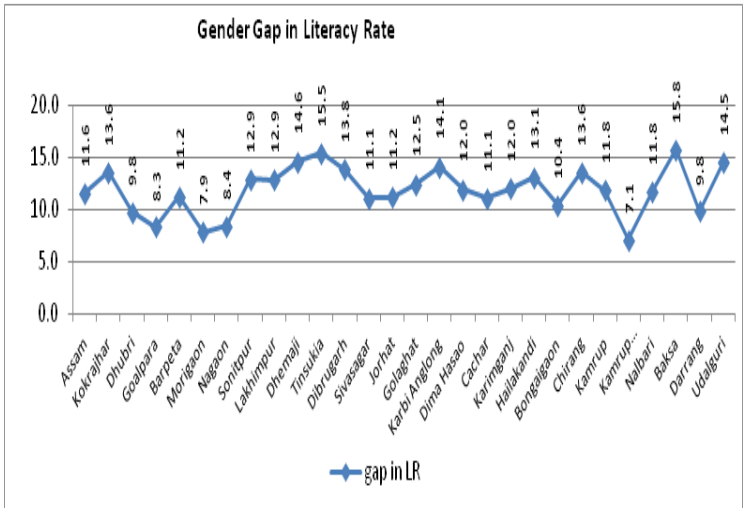



**1. Gender Gap in Literacy**

While considering the male female literacy rates the Gender gap is also to be taken into consideration as it is expected that lower the gender gap in literacy the better it is for the district to march ahead in literacy as females as well as males are found to have equal opportunities of Education. From then chart below it can be

seen that kamrup metro has the lowest gender gap in literacy with 7.1 % followed by morigaon with 7.9%. The largest Gender Gap in literacy is seen in the district of Baksa with 15.8% followed by Tinsukia with 15.5 %.

**Chart 4 : Gender Gap in districts of Assam**




**1. Male – female distribution of Literacy Rate over the districts:**

The table below shows the male female distribution of Literacy over the districts .. It is clearly seen that the distribution is somewhat similar to the general distribution of Literates with Dhubri being at the lowest rung of the ladder with male literacy rate of 63.1% and female literacy rate of 53.3% which is quite low. In the topmost place stands Kamrup ( Metro) district with male literacy rate of 92.1% and female literacy rate of 85.1 %.

**2. Rural - urban distribution of Literacy Rate over the districts:**





As it is seen that the place of residence have its impact on the Literacy status, consideration of the Rural Urban distribution of Literacy throws light on the areas which need special concentration and to take up area specific line of actions. In Assam, we find the percentage of Literates in Rural areas is 69.3% and that of the Urban area is 88.5%. This definitely is not a satisfactory scenario as the Rural population constitutes approximately 86% of the total populace. With approximately 30 persons out of hundred illiterate of the total rural populace, the development of the region is bound to be hampered on this account. Dhubri has the lowest Rate of Literacy of Rural, followed closely by Barpeta Darrang, Chirang and Kokrajhar. The district of Jorhat has the highest Literacy Rate of Rural followed closely by Sivasagar, Cachar and Nalbari. With very low percentage of Urbanisation in the absence of any statutary towns , Baksa has the lowest rate of Literacy in Urban. The status of Goalpara with only 76.1 % is quite deplorable. Hailakandi , Karimganj ,Dima Hasao and Kamrup Metro have Good Literacy Rates of its Urban parts.

**Table ii: District wise Total Male Female & Rural Urban distribution of literacy**

| Distribution of Literacy over the Districts of Assam | | | | | |
|---|---|---|---|---|---|
| Literacy Rate | Total | Male | Female | Rural | Urban |
| Assam | 72.2 | 77.8 | 66.3 | 69.3 | 88.5 |
| Kokrajhar | 65.2 | 71.9 | 58.3 | 63.6 | 87.9 |
| Dhubri | 58.3 | 63.1 | 53.3 | 55.2 | 82.3 |
| Goalpara | 67.4 | 71.5 | 63.1 | 65.9 | 76.1 |
| Barpeta | 63.8 | 69.3 | 58.1 | 61.5 | 86.3 |
| Morigaon | 68.0 | 71.9 | 64.0 | 66.6 | 84.2 |
| Nagaon | 72.4 | 76.5 | 68.1 | 70.0 | 87.2 |
| Sonitpur | 67.3 | 73.6 | 60.7 | 65.0 | 89.7 |
| Lakhimpur | 77.2 | 83.5 | 70.7 | 76.2 | 86.9 |
| Dhemaji | 72.7 | 79.8 | 65.2 | 71.8 | 84.0 |
| Tinsukia | 69.7 | 77.2 | 61.7 | 65.0 | 87.2 |
| Dibrugarh | 76.0 | 82.8 | 69.0 | 72.8 | 90.1 |
| Sivasagar | 80.4 | 85.8 | 74.7 | 79.3 | 90.9 |
| Jorhat | 82.1 | 87.6 | 76.5 | 80.0 | 90.4 |
| Golaghat | 77.4 | 83.6 | 71.1 | 75.9 | 91.7 |
| Karbi Anglong | 69.3 | 76.1 | 62.0 | 66.7 | 87.4 |
| Dima Hasao | 77.5 | 83.3 | 71.3 | 71.1 | 92.2 |
| Cachar | 79.3 | 84.8 | 73.7 | 77.1 | 89.0 |
| Karimganj | 78.2 | 84.1 | 72.1 | 76.7 | 92.8 |
| Hailakandi | 74.3 | 80.7 | 67.6 | 72.7 | 92.9 |
| Bongaigaon | 69.7 | 74.9 | 64.4 | 66.4 | 87.4 |
| Chirang | 63.6 | 70.2 | 56.7 | 62.1 | 81.3 |
| Kamrup | 75.5 | 81.3 | 69.5 | 74.2 | 87.9 |
| Kamrup Metropolitan | 88.7 | 92.1 | 85.1 | 76.4 | 91.2 |
| Nalbari | 78.6 | 84.4 | 72.6 | 77.2 | 89.9 |
| Baksa | 69.2 | 77.0 | 61.3 | 69.2 | 74.5 |
| Darrang | 63.1 | 67.9 | 58.0 | 61.5 | 85.9 |
| Udalguri | 65.4 | 72.6 | 58.0 | 64.4 | 85.1 |

## Factors of Socio-Economic Status

As discussed earlier, the main factors for derivation of the Socio –Economic Status of a region are Income, Occupation and Standard of Living besides Education. So , as our objective is to study the impact of Literacy on the Socio- Economic Status of Assam in the present day, the present status of Income of the state is taken into consideration along with is Work participation Rate pertaining to the four categories of work . For derivation of the Standard of Living the status of Health and Sanitation Long with the Ammenities and Assetts available are taken into consideration.

### 1. Income





**Per capita income**, also known as income per person, is the meanincome of the people in an economic unit such as a country or city. It is calculated by taking a measure of all sources of income in the aggregate (such as GDP or Gross national income) and dividing it by the total population.

**Per capita income: total resources/total population.**

Per capita income is often used as average income, it can also be used as a measure of the wealth of the population of a nation, particularly in comparison to other nations. Per capita income is often used to measure a country's standard of living. It is usually expressed in terms of a commonly used international currency such as the Euro or United States dollar, and is useful because it is widely known, easily calculated from readily-available GDP and population estimates, and produces a useful statistic for comparison of wealth between sovereign territories. This helps a country or a state to know their development status.

**Table iii: Per capita Net State Domestic product at current price India and states**

Per Capita Net State Domestic Product at Current Prices (2004-05 Series)

| Sl. No. | State\UT | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Andhra Pradesh (undivided) | 25321 | 28539 | 33135 | 39727 | 46345 | 51114 | 62148 | 69742 | 78958 | 88876 |
| 2 | Arunachal Pradesh | 26721 | 28171 | 30132 | 34466 | 39726 | 51068 | 60935 | 68667 | 76218 | 84869 |
| 3 | Assam | 16782 | 18396 | 19737 | 21290 | 24099 | 28383 | 33087 | 36415 | 40475 | 46354 |
| 4 | Bihar | 7914 | 8223 | 9967 | 11051 | 13728 | 15457 | 19111 | 22502 | 27202 | 31229 |
| 5 | Chhattisgarh | 18559 | 20117 | 24800 | 29385 | 34360 | 34366 | 41165 | 48366 | 52983 | 58297 |
| 6 | Goa | 76968 | 84721 | 94882 | 108708 | 135966 | 149164 | 168024 | 211570 | 200514 | N.A. |
| 7 | Gujarat | 32021 | 37780 | 43395 | 50016 | 55068 | 64097 | 77405 | 87175 | 96976 | N.A. |
| 8 | Haryana | 37972 | 42209 | 49261 | 56917 | 67405 | 82037 | 93852 | 106358 | 119158 | 132089 |
| 9 | Himachal Pradesh | 33348 | 36949 | 40393 | 43966 | 49903 | 58402 | 68297 | 75185 | 83899 | 92300 |
| 10 | Jammu & Kashmir | 21734 | 23240 | 25059 | 27448 | 30212 | 33650 | 40089 | 46734 | 52250 | 58593 |
| 11 | Jharkhand | 18510 | 18826 | 19789 | 24789 | 25046 | 28223 | 34721 | 36554 | 40238 | 46131 |
| 12 | Karnataka | 26882 | 31239 | 35981 | 42419 | 48084 | 51364 | 62251 | 68053 | 76578 | 84709 |
| 13 | Kerala | 31871 | 36276 | 40419 | 45700 | 53046 | 60226 | 67652 | 78387 | 88527 | N.A. |
| 14 | Madhya Pradesh | 15442 | 16631 | 19028 | 20935 | 25278 | 28651 | 32453 | 37979 | 44989 | 54030 |
| 15 | Maharashtra | 36077 | 41965 | 49831 | 57760 | 62234 | 69765 | 84858 | 93748 | 103991 | 114392 |
| 16 | Manipur | 18640 | 20395 | 21423 | 23090 | 24764 | 27093 | 28931 | 34518 | 36937 | N.A. |
| 17 | Meghalaya | 24086 | 26284 | 30952 | 34229 | 40583 | 43142 | 49261 | 50316 | 52090 | 58522 |
| 18 | Mizoram | 24662 | 26698 | 28764 | 32488 | 38582 | 42715 | 50956 | 53624 | 63413 | N.A. |
| 19 | Nagaland | 30441 | 33792 | 36568 | 39965 | 46207 | 50263 | 55582 | 63781 | 70274 | 77529 |
| 20 | Odisha | 17650 | 18846 | 22237 | 27735 | 31416 | 33029 | 39537 | 41876 | 49241 | 54241 |
| 21 | Punjab | 33103 | 36199 | 41883 | 49380 | 55315 | 61805 | 69582 | 76895 | 84526 | 92638 |
| 22 | Rajasthan | 18565 | 20275 | 24055 | 26882 | 31279 | 35254 | 44644 | 52735 | 59097 | 65098 |
| 23 | Sikkim | 26690 | 30252 | 32199 | 36448 | 46983 | 90749 | 108972 | 130127 | 151395 | 176491 |
| 24 | Tamil Nadu | 30062 | 35243 | 42288 | 47606 | 54137 | 64338 | 78473 | 89050 | 98628 | 112664 |
| 25 | Tripura | 24394 | 26668 | 29081 | 31111 | 35587 | 39815 | 46050 | 54077 | 60963 | N.A. |
| 26 | Uttar Pradesh | 12950 | 14221 | 16013 | 17785 | 20422 | 23671 | 26698 | 30071 | 33616 | 37630 |
| 27 | Uttarakhand | 24726 | 29441 | 35111 | 42619 | 50657 | 62757 | 73819 | 85372 | 92191 | 103349 |
| 28 | West Bengal | 22649 | 24720 | 27823 | 31567 | 35487 | 41039 | 47245 | 53383 | 61352 | 69413 |
| 29 | Andaman & Nicobar Islands | 40921 | 44754 | 53778 | 61430 | 69177 | 78936 | 80558 | 89642 | 97687 | 107418 |
| 30 | Chandigarh | 74173 | 84993 | 97568 | 102980 | 108486 | 117371 | 126651 | 136883 | 141926 | 156951 |
| 31 | Delhi | 63877 | 72208 | 83275 | 95241 | 111756 | 125936 | 145129 | 166883 | 192587 | 219979 |
| 32 | Puducherry | 48302 | 67205 | 68673 | 74201 | 79306 | 96860 | 101072 | 103149 | 114034 | 148784 |
| All-India Per Capita NNI (2004-05base) | | 24143 | 27131 | 31206 | 35825 | 40775 | 46249 | 54021 | 61855 | 67839 | 74380 |





## Table iv : Per capita Net State Domestic product( % change over prev year) at current price India and states

Growth of Per Capita Net State Domestic Product at Current Prices (2004-05 Series) (Percentage change over previous year)

| Sl. No. | State\UT | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Andhra Pradesh (undivided) | 12.7 | 16.1 | 19.9 | 16.7 | 10.3 | 21.6 | 12.2 | 13.2 | 12.6 |
| 2 | Arunachal Pradesh | 5.4 | 7 | 14.4 | 15.3 | 28.6 | 19.3 | 12.7 | 11 | 11.4 |
| 3 | Assam | 9.6 | 7.3 | 7.9 | 13.2 | 17.8 | 16.6 | 10.1 | 11.1 | 14.5 |
| 4 | Bihar | 3.9 | 21.2 | 10.9 | 24.2 | 12.6 | 23.6 | 18.2 | 20.5 | 14.8 |
| 5 | Chhattisgarh | 8.4 | 23.3 | 18.5 | 16.9 | 0 | 19.8 | 17.5 | 9.5 | 10 |
| 6 | Goa | 10.1 | 12 | 14.6 | 25.1 | 9.7 | 12.6 | 25.9 | -5.2 | N.A. |
| 7 | Gujarat | 18 | 14.9 | 15.3 | 10.1 | 16.4 | 20.9 | 12.5 | 11.2 | N.A. |
| 8 | Haryana | 11.4 | 16.4 | 15.5 | 18.4 | 21.7 | 14.4 | 13.3 | 12 | 10.9 |
| 9 | Himachal Pradesh | 10.8 | 9.3 | 8.8 | 13.5 | 17 | 16.9 | 10.1 | 11.6 | 10 |
| 10 | Jammu & Kashmir | 6.9 | 7.8 | 9.5 | 10.1 | 11.4 | 19.1 | 16.6 | 11.8 | 12.1 |
| 11 | Jharkhand | -1 | 8 | 25.3 | 1 | 12.7 | 23 | 5.3 | 10.1 | 14.6 |
| 12 | Karnataka | 16.2 | 15.2 | 17.9 | 13.4 | 6.8 | 21.2 | 9.3 | 12.5 | 10.6 |
| 13 | Kerala | 13.8 | 11.4 | 13.1 | 16.1 | 13.5 | 12.3 | 15.9 | 12.9 | N.A. |
| 14 | Madhya Pradesh | 7.7 | 14.4 | 10 | 20.7 | 13.3 | 13.3 | 17 | 18.5 | 20.1 |
| 15 | Maharashtra | 16.3 | 18.7 | 15.9 | 7.7 | 12.1 | 21.6 | 10.5 | 10.9 | 10 |
| 16 | Manipur | 9.4 | 5 | 7.8 | 7.2 | 9.4 | 6.8 | 19.3 | 7 | N.A. |
| 17 | Meghalaya | 9.1 | 17.8 | 10.6 | 18.6 | 6.3 | 14.2 | 2.1 | 3.5 | 12.3 |
| 18 | Mizoram | 8.3 | 7.7 | 12.9 | 18.8 | 10.7 | 19.3 | 5.2 | 18.3 | N.A. |
| 19 | Nagaland | 11 | 8.2 | 9.3 | 15.6 | 8.8 | 10.6 | 14.8 | 10.2 | 10.3 |
| 20 | Odisha | 6.8 | 18 | 24.7 | 13.3 | 5.1 | 19.7 | 5.9 | 17.6 | 10.2 |
| 21 | Punjab | 9.4 | 15.7 | 17.9 | 12 | 11.7 | 12.6 | 10.5 | 9.9 | 9.6 |
| 22 | Rajasthan | 9.2 | 18.6 | 11.8 | 16.4 | 12.7 | 26.6 | 18.1 | 12.1 | 10.2 |
| 23 | Sikkim | 13.3 | 6.4 | 13.2 | 28.9 | 93.2 | 20.1 | 19.4 | 16.3 | 16.6 |
| 24 | Tamil Nadu | 17.2 | 20 | 12.6 | 13.7 | 18.8 | 22 | 13.5 | 10.8 | 14.2 |
| 25 | Tripura | 9.3 | 9 | 7 | 14.4 | 11.9 | 15.7 | 17.4 | 12.7 | N.A. |
| 26 | Uttar Pradesh | 9.8 | 12.6 | 11.1 | 14.8 | 15.9 | 12.8 | 12.6 | 11.8 | 11.9 |
| 27 | Uttarakhand | 19.1 | 19.3 | 21.4 | 18.9 | 23.9 | 17.6 | 15.7 | 8 | 12.1 |
| 28 | West Bengal | 9.1 | 12.6 | 13.5 | 12.4 | 15.6 | 15.1 | 13 | 14.9 | 13.1 |
| 29 | Andaman & Nicobar Islands | 9.4 | 20.2 | 14.2 | 12.6 | 14.1 | 2.1 | 11.3 | 9 | |
| 30 | Chandigarh | 14.6 | 14.8 | 5.5 | 5.3 | 8.2 | 7.9 | 8.1 | 3.7 | 10.6 |
| 31 | Delhi | 13 | 15.3 | 14.4 | 17.3 | 12.7 | 15.2 | 15 | 15.4 | 14.2 |
| 32 | Puducherry | 39.1 | 2.2 | 8 | 6.9 | 22.1 | 4.3 | 2.1 | 10.6 | 30.5 |
| All-India Per Capita NNI(2004-05 base | | 12.4 | 15 | 14.8 | 13.8 | 13.4 | 16.8 | 14.5 | 9.7 | 9 |

*Source : For Sl. No. 1-32 - Directorate of Economics & Statistics of respective State Governments, and for All-India - Central Statistics Office

## Table v: Gross State Domestic Product and per Capita Income at Current and Constant prices India Assam

| Year (2011-12) | Gross State Domestic Product (Rs in Cr) | | Per capita Income (Rs) | | Growth Rate of GSDP at (2004-05) Prices % |
|---|---|---|---|---|---|
| | At Current Prices | At Constant prices | At Current Prices | At Constant prices | |
| Assam(2010-11) | 104015 | 74215 | 30569 | 21406 | 7.34 |
| India(2010-11) | 7157412 | 4885954 | 53331 | 35993 | 8.39 |
| Assam(2011-12) | 115408 | 80465 | 33633 | 22956 | 8.42 |
| India(2011-12) | 8279976 | 5222027 | 609721 | 38005 | 6.88 |

## Definition of Poverty

There are several definitions of poverty, and scholars disagree as to which definition is appropriate for India. Inside India, both income-based poverty definition and consumption-based poverty statistics are in use. Outside India, the World Bank and institutions of the United Nations use a broader definition to compare poverty among nations, including India, based on purchasing power parity (PPP), as well as nominal relative basis. Each state in India has its own poverty threshold to determine how many people are below its poverty line and to reflect regional economic conditions. These differences in definition yield a complex and conflicting picture about poverty in India, both internally and when compared to other developing countries of the world.

As with many countries, poverty was historically defined and estimated in India using a sustenance food standard. This methodology has been revised. India's current official poverty rates are based on its Planning Commission's data derived from so-called Tendulkar methodology. It defines poverty not in terms of annual income, but in terms of consumption or spending per individual over a certain period for a basket of essential goods. Further, this methodology sets different poverty lines for rural and urban areas. Since 2007, India set its official threshold at ₹ 26 a day in rural areas and about 32 per day in urban areas While these numbers are lower than the World Bank's $1.25 per day income-based definition.

## Impact of Poverty

Since the 1950s, the Indian government and non-governmental organisations have initiated several programmes to alleviate poverty, including subsidising food and other necessities, increased access to loans, improving agricultural techniques and price supports, and promoting education and family planning. These measures have helped eliminate famines, cut absolute poverty levels by more than half, and reduced illiteracy and malnutrition any nation, including India. The Impact of a Nation's Income is best reflected in its



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status of Below Poverty Line Population (BPL). In their annual report of 2012, Reserve Bank of India names the state of Goa as having the least poverty of 5.09% while national average stands at 21.92% The table below presents the poverty statistics for rural, urban and combined, percent below poverty line (BPL) for each State or Union Territory.

In the context of Assam we see that the percentage of Below poverty Line Population for the Rural is 33.89% and for Urban it is 20.49%. The Total percentage of BPL population is 31.98% which is much higher than the National Average. The economy of Assam is lagging behind the rest of the country. There is wide disparity between the per capita income figures of the State and all India average figures. The disparity has widened over time and particularly in the post liberalisation era. The growth rate of population continued to be very high over the decades, more since 1961. Although there is a decelerating trend during the last decade, the density of population is still higher than the all India average.

**Table vi : State wise No. And percentage of BPL population**

**Number and percentage of population below Poverty line by states 2011-12**
**( Tendulkar Methodology)**

| | | Rural | | Urban | | Total | |
|---|---|---|---|---|---|---|---|
| Sl No. | States | % of Persons | No. of persons (lakh) | % of Persons | No. of persons (lakh) | % of Persons | No. of persons (lakh) |
| 1 | Andhra Pradesh | 10.96 | 61.8 | 5.81 | 16.98 | 9.2 | 78.78 |
| 2 | Arunachal Pradesh | 38.93 | 4.25 | 20.33 | 0.66 | 34.67 | 4.91 |
| 3 | Assam | 33.89 | 92.06 | 20.49 | 9.21 | 31.98 | 101.27 |
| 4 | Bihar | 34.06 | 320.4 | 31.23 | 37.75 | 33.74 | 358.15 |
| 5 | Chhattisgarh | 44.61 | 88.9 | 24.75 | 15.22 | 39.93 | 104.11 |
| 6 | Delhi | 12.92 | 0.5 | 9.84 | 16.46 | 9.91 | 16.96 |
| 7 | Goa | 6.81 | 0.37 | 4.09 | 0.38 | 5.09 | 0.75 |
| 8 | Gujarat | 21.54 | 75.35 | 10.14 | 26.88 | 16.63 | 102.23 |
| 9 | Haryana | 11.64 | 19.42 | 10.28 | 9.41 | 11.16 | 28.83 |
| 10 | Himachal Pradesh | 8.48 | 5.29 | 4.33 | 0.3 | 8.06 | 5.59 |
| 11 | Jammu & Kashmir | 11.54 | 10.73 | 7.2 | 2.53 | 10.35 | 13.27 |
| 12 | Jharkhand | 40.84 | 104.09 | 24.83 | 20.24 | 36.96 | 124.33 |
| 13 | Karnataka | 24.53 | 92.8 | 15.25 | 36.96 | 20.91 | 129.76 |
| 14 | Kerala | 9.14 | 15.48 | 4.97 | 8.46 | 7.05 | 23.95 |
| 15 | Madhya Pradesh | 35.74 | 190.95 | 21 | 43.1 | 31.65 | 234.06 |
| 16 | Maharashtra | 24.22 | 150.56 | 9.12 | 47.36 | 17.35 | 197.92 |
| 17 | Manipur | 38.8 | 7.45 | 32.59 | 2.78 | 36.89 | 10.22 |
| 18 | Meghalaya | 12.53 | 3.04 | 9.26 | 0.57 | 11.87 | 3.61 |
| 19 | Mizoram | 35.43 | 1.91 | 6.36 | 0.37 | 20.4 | 2.27 |
| 20 | Nagaland | 19.93 | 2.76 | 16.48 | 1 | 18.88 | 3.76 |
| 21 | Odisha | 35.69 | 126.14 | 17.29 | 12.39 | 32.59 | 138.53 |
| 22 | Punjab | 7.66 | 13.35 | 9.24 | 9.82 | 8.26 | 23.18 |
| 23 | Rajasthan | 16.05 | 84.19 | 10.69 | 18.73 | 14.71 | 102.92 |
| 24 | Sikkim | 9.85 | 0.45 | 3.66 | 0.06 | 8.19 | 0.51 |
| 25 | Tamil Nadu | 15.83 | 59.23 | 6.54 | 23.4 | 11.28 | 82.63 |
| 26 | Tripura | 16.53 | 4.49 | 7.42 | 0.75 | 14.05 | 5.24 |
| 27 | Uttarakhand | 11.62 | 8.25 | 10.48 | 3.35 | 11.26 | 11.6 |
| 28 | Uttar Pradesh | 30.4 | 479.35 | 26.06 | 118.84 | 29.43 | 598.19 |
| 29 | West Bengal | 22.52 | 141.14 | 14.66 | 43.83 | 19.98 | 184.98 |
| 30 | Puducherry | 17.06 | 0.69 | 6.3 | 0.55 | 9.69 | 1.24 |
| 31 | Andaman & Nicober Islands | 1.57 | 0.04 | 0 | 0 | 1 | 0.04 |
| 32 | Chandigarh | 1.64 | 0.004 | 22.31 | 2.34 | 21.81 | 2.35 |
| 33 | Dadra & Nagar Haveli | 62.59 | 1.15 | 15.38 | 0.28 | 39.31 | 1.43 |
| 34 | Daman & Diu | 0 | 0 | 12.62 | 0.26 | 9.86 | 0.26 |
| 35 | Lakshadweep | 0 | 0 | 3.44 | 0.02 | 2.77 | 0.02 |
| | All India | 25.7 | 2166.58 | 13.7 | 531.25 | 21.92 | 2697.83 |





## Occupation

Occupation is considered as another indicator of Socio –Economic Status. The table Below gives an idea of Distribution of the four categories of occupation by place of Residence. A comparison of each occupation is shown with respect to its status in the previous decade. The Work participation Rate is the figure of the percentage of the total workers with respect to the Total population. Here total workers include both main workers and marginal workers. Considering the table below we find that the total work participation rate has only slightly increased from 35.8% to 38.4%. The Total Work participation rate is seen to have increased more in the Urban than in the Rural. The rural increase is 2.5% while the Urban rate of increase is 3.2%. There is a fall in percentage of cultivators from 39.1% to 33.9%. All the other sectors viz Agricultural Labourers, Household Industry workers and Other workers shows arise in Work participation rate.

## Standard Of Living

**Table vii: 2001-11 status of WPR Total and the four different sectors of Occupation**

| Assam | | Work Participation Rate | % of Cultivators to Total Workers | % of Agricultural Labourers to Total Workers | % of Household Industry workers to Total Workers | % of Other workers to Total Workers |
|---|---|---|---|---|---|---|
| | T | 35.8 | 39.1 | 13.2 | 3.6 | 44.0 |
| | R | 36.2 | 44.2 | 14.9 | 3.7 | 37.1 |
| 2001 | U | 33.2 | 1.6 | 0.9 | 2.7 | 94.8 |
| | T | 38.4 | 33.9 | 15.4 | 4.1 | 46.5 |
| | R | 38.7 | 38.8 | 17.5 | 4.2 | 39.6 |
| 2011 | U | 36.4 | 2.7 | 2.0 | 3.6 | 91.8 |

## Conclusion

Assam, the Land of the Red River and the Blue hills is very strategically located as the gateway to the subcontinent of South East Asia. The Centre and the State is taking a lot of interest and development initiatives so that through this corridor Trade and commerce can be initiated with the neighbouring nations which would usher in development and progress for the country as a whole too. The economy of Assam is lagging behind the rest of the country. There is wide disparity between the per capita income

figures of the State and all India average figures. The disparity has widened overtime and particularly in the post liberalisation era. The growth rate of population continued to be very high over the decades, more since 1961. Although there is a decelerating trend during the last decade, the density of population is still higher than the all India average. In this paper, the Scio –Economic scenario of the state is tried to be depicted with a special focus on the Literacy Status . Many of the indicators were tried to be studied in comparison with the National Average. Some indicators were placed in context with other states and UTs to give an idea of the position of Assam in respect to the National scenario. The State is above the National Average in terms of female literacy rate but below the same in case of male literacy rate and total literacy rate. Literacy Rates for rural female and urban male and female are higher in the State but the national average rural male literacy rate is higher than that of the State. The Rural literacy rate of 69.3 and urban rate of 88.5 are higher than the National rate of 67.8 and 84.1% respectively. The Decadal growth Rate for Assam is 17.1 % which is lower than the National Growth Rate of 17.7%. The Male growth Rate is 15.7 and Female GR is 18.5 . The National GR with respect to Male and female is 17.1 and 18.3 respectively. The State is above the national average in the case of sex ratio as well as Child Sex ratio with 958 against 943 for India and 962 against 919 of India respectively. Per Capita Net State Domestic Product is lower than the national average. The percentage of Below Poverty Line population in the State is 31.98 which is higher than the National average of 21.92. Percentage of Total population as well as the percentage of Males in Labour Force is higher and Percentage of Female in Labour Force in the State are lower than the National average. The total Work Participation Rate of Assam being 38.4 is lower than that of the All India average of 39.8. The female work participation rate of 22.5 is lower than the all India average of 25.5 while Male WPR of 53.6 is slightly higher than the National average of 53.3 Female work participation rate is higher in the agricultural sector and traditional occupations.

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# Problems of Primary Education and Proper Implement of Sarba Shiksha Abhijan(SSA) in Podumoni Block, Golaghat , Assam

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## Abstract

*Education is a process of gaining experiences through which we can modify our behaviour. So, education is regards as a process that bringing changes in human behaviour. Education is also known as social process, which is related to the society. It provides such knowledge, skills and experiences which help for adjustment in any situation.Education broadly divided into three category i.e. formal, informal and non-formal education.In the formal education system knowledge is provided in some specific stage. These stages are Pre-Primary, Primary, Secondary and Higher education. Pre-Primary stage is the first step of formal education but in India Primary education recognize as first step of formal education. Primary Education starts at the age of six and continue up-to fourteen (6-14) years of age and it is free and compulsory for all. It is preceded by pre-school or nursery education and is followed by secondary education. In this study attempts has been made to explore problems of primary education and proper implement of SarbaShikshaAbhijan(SSA) in Assam, specific to Podumoni Block, Golaghat , Assam. For this study data are collected from primary as well as secondary sourcesand for that we have prepare a questionnaire which include both open-ended and close-ended questions for the school headmasters. Here also we try to give some suggestions for proper implementation of SSA as well as proper utilization of primary education for the 21st century.*

## Introduction :

Education is the deliberate and systematic influence, exerted by the mature person upon the immature through instruction, discipline and harmonious development of physical, mental, intellectual, aesthetic, social and spiritual powers of the human being. The process of acquire education are generally three types.





One is formal process which is based on controlled environment and conditions; one is informal process which is based on natural environment and situations and lastly non-formal process which is based on the demand of individual as well as social needs and interest. In the formal education system knowledge is provided in some specific stage. These stages are Pre-Primary, Primary, Secondary and Higher in general terms of education. The formal education is provided in different types of institutions like- Nursery, Kindergarten, Lower Primary School, Middle Vernacular School, Secondary School, College and University. Vocational and Technical education is also including in formal education system.

In education system Pre-Primary stage is the first step of formal education but in India Primary education recognize as a first step of formal education. Primary Education provides basic foundation of good citizen for the future society or nations in a very beginning period of life. It starts at the age of six and continue up-to fourteen (6-14) years of age and it is free and compulsory for all. It is preceded by pre-school or nursery education and is followed by secondary education. In the present study we try to analysis the primary education system in India from the British period and here also discuss about different problems of primary education in India for the proper implementation of constitutional provisions regarding the primary education. We try to give some suggestions for remove of different problems as well as proper utilization of primary education in the 21st century.

## Objectives and Methodology of the Study:

Primary education is the basic as well as first step of formal education in India. For the development of social, political, economical, physical etc. conditions of a country it is important to provide minimum education i.e. primary education to all. For that, every country of the world gives importance to provide free and compulsory education to all citizens. The nature of free and compulsory education in any country is different according to economic and political conditions. Here we are trying to analysis briefly the primary education in India before and after

independence. India has face different problems for the implementation of free and compulsory primary education from the independence and also takes different plans and programmes for the solving problems of universalization of primary education. Here we are going to analysis different problems and implemented programmes on free and compulsory education. One of the most important and current programme which is related with primary education is Sarva Shiksha Abhiyan (SSA).

Sarva Shiksha Abhiyan (SSA) is a programme to remove darkness and illiteracy from the children's life in India. For providing better education to all children between the age group 6-14 years Sarva Shiksha Abhiyan (SSA) has been taken different qualitative and quantitative programmes from 2001. The objectives of this study are:

1. To study about history and problems of primary education in India.
2. To study about the different project and programme for the implementation of universalization of primary education.
3. To study about teacher training. Here importance is given to find out whether teacher is well trained or not? And where, when and how training is received?
4. To study about use of TLM in teaching learning process. Here importance is given to find out whether the teacher used TLM or not and receiving financial help for the preparation of TLM or not?
5. To study about infrastructure of the school. Here importance is given to find out separate common room for the teacher and headmaster, playground, proper water supply and library facility in the school are available or not.

For the study we are select 7 primary schools under Podumoni Block of the Golaghat district to know about proper implementation of SSA programme among them. The selected 7 schools are

1. Tarun L.P. School.
2. 2 No. Chinatoli L.P. School.





3. 21 No. Kacharihat L.P. School.
4. Kakotigaon L.P. School.
5. 10 No. Ahomgaon L.P. School.
6. Vogagaon L.P. School.
7. Kaborugaon L.P. School.

For the study data are collected from primary sources. The collection of information according to the objectives we have prepare a questionnaire where include both open-ended and close-ended question for the headmasters. Questions are divided on five category i.e.

1. Questions related training of the teachers.
2. Questions related teaching learning materials.
3. Questions related school infrastructures.
4. Questions related the facilities for the students.
5. Questions related Ratio of teachers and students.

**History of Primary Education in India before Independence:**

The Indian culture has a long relation with formal institutions of education. This education system was generally teacher oriented and dominated by the religion. The guru or teachers would guide the student or shishya. The student learnt all till they become efficient. Princes of certain ages would go to the teacher's house and stay there permanently till their education was over. This was a form of modern days hostel. Like that, education was provided in Monastery for Buddhist children and in Maktabs and Madrassas for Muslims childrens.

Over the course of the 19th century, the indigenous system of schooling in British India was replaced by the new state system of education developed by the East India Company till 1857 and controlled by the British Crown from 1858 to 1919. Wood's Despatch of 1854 was the first official document which was link with a national education policy, which outlined the Company's role with regard to the provision of schooling in British India. The Despatch created an elaborate machinery of provincial education departments and established guidelines for the development of

schools at the primary, secondary and collegiate level. Beginning in the 1860's, a new system of schooling emerged, which incorporated schools managed by provincial governments and local boards (district and municipal) as well as privately managed schools known as aided and unaided schools. While aided schools received public subsidies or grant-in-aids, unaided schools did not receive public grants but were nonetheless classified under the public system because their students were allowed to take public examinations offered by either education departments or colleges.

Over the second half of the 19th century, official reports highlighted the need to increase mass primary schooling. For example, the Indian Education Commission Report of 1883 made primary education a subject of critical importance with a declaration that "elementary education of the masses, its provision, extension, and improvements, to be that part of the educational system to which the strenuous efforts of the State should now be directed in a still larger measure than heretofore." As part of the 1882 Resolution of Local Self-Government, the provision of primary education was decentralized to rural and urban boards, and they were encouraged to increase the number of primary schools by either building new schools or by offering public grants to privately managed schools.

While 19th century colonial policy focused on quantitative improvements and private support for schooling, Lord Curzon switched the focus to quality improvements and greater state control in the early 20th century. The importance of mass primary schooling was emphasized yet again and larger revenues were allocated to increase primary schooling. However, the Government of India upheld its policy of levying fees, nominal in some cases, and rejected new schemes for introducing compulsory schooling laws until 1918.

Gandhiji used the term primary education in his newspaper "Harijan". According to him, "The course of primary education should be extended at least to seven years and should include the general knowledge gained upto the matriculation standard less





English plus a substantial vocation." The first conference of National Education, held at Wardha on 22nd and 23rd October 1937, considered the new system of primary education proposed by Gandhiji which was known as Basic education. The Sargent Report(1944) first time recommended universal, compulsory and free Primary or Basic education for all children between the age of 6-14th, divided into the Junior Basic (6-11) and Senior Basic (11-14) stage.

**History of Primary Education in India after Independence:**

Free and compulsory education to all children up to the age of fourteen years is the Constitutional commitment in India. At the time of adoption of the Constitution in 1950, the aim was to achieve the goal of Universalisation of Elementary Education (UEE) within the next ten years i.e. by 1960. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to achieve within a short span of ten years. Hence, the target date was shifted to a number of times.

The government has come up with unique steps to make primary education compulsory for all. In simple words, elementary education implies eight years of compulsory schooling that begins from the age of six. The government ensures to make elementary education free and compulsory for all. After the inception of DPEP (District Primary Education Programme) in 1994, the government came up with the SSA or "Sarva Shiksha Abhiyan" in 2001 so as to bring in an improvement in the elementary education system. The Government has recently decided to re-introduce the Constitutional Amendment Bill, which will make elementary education a fundamental right. The Right of children to Free and Compulsory Education Act has come into force from, April 1, 2010.

**Problems of Universalization of Primary Education:**

After independence India progressed tremendously on universal primary education but still it has certain areas of concern, which are primarily responsible for fulfillment of the goals of universal literacy and enrolment. Across the country, educational facilities are now available to a large segment of population and

areas but compared to primary, upper primary facilities are not yet available to all areas and population. Some of the specific problems regarding the primary education are:

1. The country failed to provide adequate alternative facilities in all unserved habitations and areas where out-of-school children concentrate.
2. A few schools still do not have school buildings and other teaching-learning facilities.
3. The number of teachers and pupil-teacher ratio over time has improved significantly but still there are schools that do not have adequate number of teachers.
4. The number of female teachers over time improved significantly but still their number is far less than their male counterparts.
5. Except the northeastern part of the country, majority of teachers are trained. The responsibility of training is entrusted to District Institutes of Educational Training. But the majority of DIETs are not fully equipped to handle this mammoth task mainly because of the shortage of faculty and lack of expertise.
6. The enrolment at the primary and upper primary levels of education over time improved significantly but still more girls are out-of-school than their boys counterpart.
7. A large number of children continue to dropout from the system before completion of an education cycle, which severely affects the efficiency of the education system.
8. The children are taking more years to become primary graduates than ideally required. The unfinished task in terms of un-enrolled and out-of-school children is a challenging one.

**Project and Programme for Universalization of Primary Education:**

The Union Government initiated a number of projects and programmes under the Centrally Sponsored Schemes on education





most of which have been initiated after the National Policy of Education was evolved in 1986. Some of these projects wear:

***The Scheme of Operation Blackboard***

The scheme of Operation Blackboard (OBB) was launched in 1987 to improve facilities in schools by providing for more teachers, rooms and teaching learning equipments. The OBB Scheme seeks to bring both the quantitative and qualitative improvements in primary education.

***District Institutes of Education and Training***

The scheme to strengthen teacher education by establishing quality training institutions, such as, the District Institutes of Education and Training (DIET) was initiated in 1987. The scheme proposed to create viable institutional, academic and technical resource base for orientations, training and continuous up-gradation of knowledge, competence and pedagogical skills of school teachers' in the country.

***Non-Formal Education***

The Non-Formal Education (NFE) scheme was initiated in 1979 to cater learning needs of working children and children in difficult circumstances is one of the other important centrally sponsored schemes. The NFE programme is for the children of 6-14 age group who remain outside the formal system due to various reasons.

***Total Literacy Campaigns***

The Total Literacy Campaigns mobilize communities and contributed to greater participation of children in schools. The uniqueness of the TLC lies in the fact that it is delivered through voluntarism. The programme is being implemented through the Zilla (district) Saksharata Samities created for the purpose.

***District Primary Education Programme***

This programme was first introduced in 1994 in 42 districts spread over seven states is now under implementation in about 240 districts of fifteen states. The programme is structured in such a fashion so that it can provide additional inputs over and above

the provisions made by the state governments for elementary education.

**Sarva Shiksha Abhiyan**

In addition to the Centrally Sponsored Schemes, states have initiated schemes to give momentum to their efforts towards the goal of 'Education for All'. More recently, the Government of India has also initiated an ambitious programme called Sarva Shiksha Abhiyan (SSA): An Initiative for Universal Elementary Education to achieve the goal of UEE. The targets under the SSA is that all children will bring back to school by 2003 and complete five years of schooling by 2007 and eight years by 2010. The focus of the programme is on to bridge the gaps between gender and social category at the primary level by 2007 and elementary level by 2010 and universal retention by 2010.

***The functions of Sarba Shikha Abhijan :-***

1. One teacher for every 40 children in primary and upper primary level should be appointed. At least two teachers in primary schools should be provided.
2. Primary school should be established within one kilometer of every habitation.
3. As per requirement based on the number of children completing primary education, upto a ceiling of one upper primary schools/ section for every two primary schools.
4. A provide at lest one separate room for every teacher in primary and upper primary school/sector.
5. The State should provide fund for preparing free text books for the students.
6. Rs 2000/ per year should be provided for primary and upper primary school for replacement of nonfunctional school equipment's.
7. Rs 500/ is to be provided to every teacher per year in primary and upper primary school for preparation of TLM.
8. The drinking water facility and toilet facility will be provided to all schools.





9. Provide Mid- day-meal programme upto upper primary level.
10. Incentives like uniforms and scholarships for the students to be funded from state plans only.
11. Adequate teaching learning equipment's should be provided for all primary and upper primary schools.
12. At least 50% female teachers should be appointed in primary level.
13. Provide grants for development of the school and the teachers.
14. 20 days in service training should be provided each year for all teachers.

**Findings of the Study:**

After collecting of data we are able to find that-

- All the teachers i.e. 24 of the 7 schools are well trained but they are not able to obtain short term training programmes which are provided by SSA.
- Maximum teachers are trained in Mathematics, Assamese and Environment Science.
- All teachers are not able to gain training on English and Hindi.
- All teachers are generally use black board as a teaching aid in classroom.
- Only 7 among 24 teachers are used other than black board as a teaching material. On the other hand only two school i.e. 21 No. Kacharihat L.P. School and Kaborugaon L.P. School teachers are able to received grant for preparation of TLM.
- Among seven schools only 10 No. Ahomgaon L.P. School has not able to provide blackboard for every class room.
- Every school among seven have separate common room for teachers. But there ia no individual room for the teachers.
- Vogagaon L.P. School and Kakotigaon L.P. School have no separate room for the headmaster.
- Standard playground and play material are not available in all selected seven primary schools.

- Library facility is also not available in all selected seven primary schools.
- There is no electricity in 21 No. Kacharihat L.P. School, Vogagaon L.P. School, Kaborugaon L.P. School and 2 No. Chinatoli L.P. School.
- Every school have separate toilet for both boys and girls but it is not hygienic.
- Pure water supply is very poor in every school under the study.

**Conclusion and Suggestions for the Improvement of Primary Education in India:**

Improvement in the quality of elementary education raises many issues which may briefly be stated here.

(a) Facility of multiple entries of the student in primary education system should be encouraged.

(b) Provide training facility for the teacher in every area.

(c) Provide necessary teaching learning materials.

(d) Provide library facilities.

(e) Reduced teacher student ratio.

(f) Pure water supply system must be improved in the school.

(g) Provide importance on standard playground and play material in every school.

(h) Appointed teacher according to student enrolment as well as subject.

(i) Flexibility should be maintain in preparation of syllabus, school working days and timetable.

(j) Improve inspection system.

(k) Emphasis on physical education, drama and music.

(l) Give stress on qualitative improvement of teacher training programmes.

(m) Take special programmes for the increase of girl's enrolment.





(n) A large number of non-formal education centers have been established to cater to the educational needs of non-school going children.

(o) Facility should be increased for part-time teachers.

(p) Appoint minimum one office assistant to maintain office record in every primary school.

The provision for Universal Primary Education is crucial for spreading mass literacy, which is a basic requirement for economic development, modernization of social structure and the effective functioning of democratic institution. It also represents an indispensable first step towards the provisions of equality of opportunity to the citizens. At last we sum up that for the fulfillment of different problems and utilization of primary education in the 21st century, mast create a strong relation between government and non-government organizations, teaching institutions, parents and the public.

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## *Educational problems among the Rongmei Nagas of Kalabil Village, Silchar, Cachar District.*

Dr. Christene Bora

**Abstract**

*Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, or research. The present study carried out was conducted from the 27th December 2004 to 6th January 2005 at Kalabil village, Silchar. It can be concluded from the present study that the education level at the village mentioned above are very low. They want to be educated or to educate their descendents but due to financial as well as lack of educational institutions, they can't able to*





*do so. Thus the Government should take appropriate steps to educate this village as well as our nation. In today's competitive world education is necessity for man after food, clothing, and shelter. Education is the solution of any problem; it is the only education which promotes good habits, values and awareness towards anything like terrorism, corruption and much more. Education is the strength to a person and* ***education need*** *to a person. Now a days technology plays a important role in continuing the communication of education through known and unknown persons. It is the only fundamental way by which a desired change and upliftment in the society can be taken into effect.*

Education in its general sense is a form of learning in which the knowledge, skills, values, beliefs and habits of a group of people are transferred from one generation to the next through storytelling, discussion, teaching, training, or research. Education may also include informal transmission of such information from one human being to another. Education frequently takes place under the guidance of others, but learners may also educate themselves (autodidactic learning) (John, 1994). Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Now, education is one of the important factors for overall development of a society. Rather to be very precise, it is considered as the foci in augmenting the process of development by imparting different education to people needed to man different areas of development of the present dat societies of the world (Bharali et. al., 2002).

In the foregoing paragraphs it has been projected about the indispensability of education in every society of the world, be it a developed society or developing society. In case of India, it is well known that it harbours many caste and tribe infested societies in its different regions. In North-East India there are seven states among which Assam is also included (Bharali et. al., 2002). Assam is one of the more prominent states in India and has been involved in the political and the social issues of the nation since a long time. Assam was a prominent province even during the British rule in India and among the few provinces to retain their name and structure after independence. The state has undergone many changes with

respect to territories and areas within its boundaries over the years. The state and its leader played a prominent rule in India's freedom struggle. The state is known for its scenic beauty and wildlife. The city of Dispur is the capital of Assam. As per details from Census 2011, Assam has population of 3.12 Crores, an increase from figure of 2.67 Crore in 2001 census. Total population of Assam as per 2011 census is 31,205,576 of which male and female are 15,939,443 and 15,266,133 respectively. In 2001, total population was 26,655,528 in which males were 13,777,037 while females were 12,878,491. Literacy rate in Assam has seen upward trend and is 72.19 percent as per 2011 population census. Of that, male literacy stands at 77.85 percent while female literacy is at 63.00 percent. In 2001, literacy rate in Assam stood at 63.25 percent of which male and female were 75.23 percent and 51.85 percent literate respectively (Census of Assam). The present study was carried out at Kalabil village, Silchar. The total habitational area including paddy field field is approximately 2000 bighas. Where only 16 bighas of is homestad land. The village is surrounded by paddy fields. The northern side of the village consists of *Narayanpur tea estate* ; the southern part consists of *Konthauleikai village* ; the eastern part – *Devipur village* and west – *Tarapur tea garden*. Actually, it was believed by the *Rongmei* peoples of Kalabil village that they are migrated from *Mahautaubi*, near China. About 77,000 families left *Mahautaubi* and settled over India, mainly in the Southern region. They first entered Burma and went to Thailand. Then by taking a U-turn they entered the N-E part of India from south-east gradually. After many years they came to *Bhuvan* hills. There they came in contact with *Bishnu baba,* who can be considered as god. *Bishnu baba* asked them to settle near *Bhuvan* hills and settled on the south-east part of it. Things were going well when one day the *Bishnu baba* left *Bhuvan* hills and moved westwards leaving the Rongmeis. In course of time they were attacked by caterpillars, who destroyed the crops, livestocks and even ate babies. The grief striken *Rongmeis* ultimately decided to leave the place. As one by one crossed the





*Bambu* (the god's temple) *Bishnu baba* appeared and called back the people promising to return them what was lost but the people rejected his offer since they crossed the *Bambu* they could not return back. So from there they dispersed and settled in different places of N-E India. They divided themselves into three parts, firstly- they went to *Nagaland* and they are called *Liangmei Naga*; secondly- they went to *Manipur* i.e, *Rongmei Naga* ; thirdly- to *North Cachar* i.e, *Zemi Naga*. They came from there due to:- (a) *Kuki-Rongmei* war and the defeated one came to the plains (b) there might be hill epidemic (c) also may be bonfire, and (d) also might be economic disaster.

The people of *Kalabil*, firstly inhabited in Tea gardens because the labourers of tea gardens are also tribal and their foodstuffs are similar to them. They also don't know to cultivate. Then they learn to cultivate and thus spread over the Cachar district. They are of *Kuki-Chin* linguistic group and *Palaeo-mogoloid* group, racially. But according to Naga National Right and Movements NNC, there are 77 Naga tribes, which include the sub-tribes and major tribes (Wikipedia, 2010). The Rongmei are one of oldest tribe of Naga inhabitant, and their home land being Tamenglong, subdivision of West District of Manipur. The Rongmei is the short form of the old name for 'Maruongmei", which mean Southerners ('Rong') and People ('Mei') (Dindai, 2008). Earlier the Rongmei are label as sub-tribe of Kacha Naga, in Nagaland. And as Kabui in Manipur and commonly as Zeliangrong in Assam constituted by Zemei, Liangmei, Kabui and Rongmei as according to J. H. Hutton. The Rongmei (Ruangmei), are an indigenous Naga tribe living in the states of Assam, Manipur and Nagaland in North-East India. They were divided when the official boundaries were set by the Government of India. Originally, they shared the same history and traditions with the kindred tribes of the Zeliangrong i.e., Zeme, Liangmai and Rongmei, along with Inpui (Kabui). But due to dialect differences these kindred or cognate groups have adopted their own separate identities today. Most Rongmei live in the Tamenglong district of Manipur. Some

of the Rongmeis reside in Imphal valley, the capital city of Manipur. In Nagaland they are settled in Kohima, Dimapur and Jalukie. In Assam the Rongmei are found in North Cachar and Silchar areas. Rongmei tribe is one of the major tribes of Manipur. The Rongmei are patrilineal and patriarchal. The Rongmei dance is the most popular dance of Manipur. Gaan-Ngai is their biggest festival, celebrated annually in December or January.

The villagers of Kalabil are mainly agriculturist. And their secondary occupation includes agriculture, poultry farming, piggery, fishery, business, etc. (Table-I and II). They follow traditional methods of cultivation by using plough and drought animals like bullocks. Thus, the productivity is low and the most cases no surplus is available for sale to get cash in order to finance the study of their children. As such, the parents prefer that their children should actively be engaged in agriculture rather than going to school for obtaining formal education. The village school is present at the entrance of the village. It was established in 1956. The name of the school is *Kalabil Nagapunji L.P. School*. During 2005, the headmaster of the school is Mr. *Machulong Rongmai.* Firstly, the land of the school was occupied by Manipuris. Then they brought the land from them. The land the school is donated by one Manipuri gentleman named *Choudhury Singh.*

Another person named, *Chamu Singh*, President of *Sibpur Gaon Panchayat* protested for the road and school to *Kalabil* to *Kamala Prasad Chalia*, Education minister of that period. Firstly, the school was made up of wooden pole and bamboo walls and thatched roof. Then in 1990, allotment of Rs.60,000 is sanctioned and the managing committee donate upto Rs.20,000. Then the school was reconstructed with cement and tin-roofed. There are all total three teachers at the beginning of the school, namely :- *Choudhury Singh* of *Sibpur ; Kanai Das* of *Devipur ; Gauri* Das of *Sibtilla.* They are also the founder of the school. It is a *Bengali medium* school. In 2005, there are all total 59 students. In Class- IV :-10 students ; Class- III :-18 students ; Class- II :-9 students and Class- I :-22 students.

There are five teachers in this year, namely :-





*a*. *Machulong Rongmei* -55yrs (H.S.Passed).
*b*. *Thainampoi Kama* -49yrs
*c*. *Praful Singh*-50yrs
*d*. *Sankar Aacharya*-51yrs
*e*. *Ram Narayan Guala*-48yrs

The students of this village have to go far off places for getting higher education due to non-availability of M.E. and High school. Sometimes they have to stay outside such as at boarding house of the school or in private mess etc. This, however, puts a heavy toll on the economy aspect of the families who are already poor as to support the study of their children who are staying outside a sizeable amount of income generally to be given for the study. Many families cannot afford to do this and as e result, the dropout rate of the Rongmei students from the school presently increasing due to the above stated condition. Another problem is their own dialect, they speak their own language at home as in the case of the school premises. That is why; it has been observed that school dropouts are mostly under matric or matric level. On the other hand, now-a-days may be students of Rongmei Naga go to the school more frequently; this is because new Government schemes such as Sarba Siksha Abhiyan, Mid-day meal and so on. These schemes allow them without failing till Class-VIII; free books and uniforms; free mid-day meal. Receiving a good education helps empower us, thus making you strong enough to look after our self in any given situation. It keeps us aware of your given surrounding as well as the rules and regulations of the society you're living in. It's only through knowledge that you can be able to question authority for its negligence or discrepancies. It is only then that you can avail your rights as a citizen and seek improvement in the structural functioning of governance and economy. It's only when a citizen is aware about the policies of its government can he be able to support or protest the change. As a whole, people can bring about development only when they know where improvement is necessary for the greater good of mankind. Education helps you understand our self better; it helps us to realize our potential and

qualities as a human being. It helps you to tap into latent talent, so that you may be able to sharpen our skills.

**Table-I: Analysis based on primary occupation of the studied population**

| Sl. no. | Type of occupation | Male | Female | Total | Percentage |
|---|---|---|---|---|---|
| 1. | Agriculture | 13 | 7 | 20 | 13.25 |
| 2. | Poultry farming | 1 | 0 | 1 | 0.66 |
| 3. | Fishery | 0 | 0 | 0 | 0 |
| 4. | Business | 1 | 0 | 1 | 0.66 |
| 5. | Service | 13 | 1 | 14 | 9.27 |
| 6. | Others | 38 | 54 | 92 | 60.92 |

**Table- II: Analysis based on secondary occupation of the studied population**

| Sl. no. | Type of occupation | Male | Female | Total | Percentage |
|---|---|---|---|---|---|
| 1. | Agriculture | 11 | 8 | 19 | 12.58 |
| 2. | Poultry farming | 17 | 10 | 27 | 17.88 |
| 3. | Fishery | 3 | 0 | 3 | 1.99 |
| 4. | Business | 3 | 1 | 4 | 2.65 |
| 5. | Service | 0 | 0 | 0 | 0 |
| 6. | Others | 4 | 14 | 18 | 11.92 |

**Table-III: Analysis based on educational status of the studied population**





| Sl. no. | Educational status | Male | Female | Total | % |
|---|---|---|---|---|---|
| 1. | Pre-primary | 10 | 12 | 22 | 14.57 |
| 2. | Primary | 7 | 15 | 22 | 14.57 |
| 3. | M.E | 11 | 10 | 21 | 13.91 |
| 4. | Upto S.S.C | 17 | 10 | 27 | 17.88 |
| 5. | S.S.C passed | 7 | 3 | 10 | 6.62 |
| 6. | Upto H.S | 2 | 11 | 13 | 8.61 |
| 7. | H.S passed | 10 | 6 | 16 | 10.60 |
| 8. | T.D.C | 2 | 4 | 6 | 3.98 |
| 9. | T.D.C passed | 6 | 8 | 14 | 9.27 |
| 10. | Others | 0 | 0 | 0 | 0 |
| Total | | 72 | 79 | 151 | 100 |

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## Vocational Education & Training (VET) (+2) for Learning to live Together: Allocation Procedure for Total Quality Management

Er (Dr) Porag Kalita

### 1. Abstract

Vocational Education plays a vital role in bringing out a change in society. It changes the behavior and attitude of the people in the

society. We know that without education, the individual is not qualified for group life. So, education is preparing the individuals to fetch knowledge and life experience through learning and share the same that is needed for group life. For the competitive environment of the present vocational educational system towards 10+2 Level, Total Quality Management (TQM) has gained wide importance and is generally being introduce and experimental in educational institutions.

TQM means, "A management approach to an organization centered on quality, based on the participation of all its members and aiming at long-term success through student satisfaction and benefits to the members of the educational institutions and to Society".

For a comprehensive approach of TQM for vocational education & training (VET), the Seven S's approach is important to be considered. The Seven S's approach describes clearly the organizational change process with respect to Total quality Management. The seven S's relate to:

1. Strategy,
2. Structures,
3. Systems,
5. Skills,
6. Style,
7. Shared Value etc.

**Key words**: vocational education, resource mobilization, efficiency and Process

## 2. Introduction:

Due to the LPG era, VET for learning to live together becomes a new mantra for skill development at the down of 21st century. This concept has adversely affected of the third world countries including India. Now the concept, how best one can perform, dominates the kingdom of quality education.

Because, the last century the 20th one was dominated by Europe, and the USA and to some extent by Japan. But, it is a fact that the present century will be dominated by Asia-Pacific Region and very soon India will be outset from the race. For, example, in the year of 2000, it was estimated that 70% of the Hardware industries was under the control of China and 70% of the Software industries





was under the Indian control. But astonishingly, the year of 2001-2002, picture was that China is going to chunk the major share of both Hardware and Software sectors.

Dr. Radhakrishnan rightly pointed out that education must develop humane, refine heart and sprit, import scientific habits of mind and promote learning to the present society and for the future society.

## 3. Literacy Review:

Vocational Education makes individuals to undergo varieties of learning experiences about human life in the society. But still we find that the present human life is full of conflict, prejudices, intolerance, regionalism, corruption, narrow mindedness and lack of moral and ethical attitude and we face some burning problems such as terrorism based on religion bigotry and intolerance, communal clashes and poverty and unemployment creates antisocial elements and rebellion group in the society that affect the normal life of people living together in any country. All those problems are actually demolishing humanity and prevents people to live together in the present society, and what type of role should be performed by the educational institutions in 10+2 level in VET by the introducing of Total Quality Management

(TQM). Let us analyses few problems that affect human life to live together:

***3.1. Religious Bigotry*:** People with religious bigotry and intolerance involve in human activity and they also indulge in murder, looting, rape and arson. These evil activities destroy our unity and co-operative living condition. If people have religious intolerance, they neither render their services to their own religion and nor their nation. Not only that they suppress other religious people and never follow the real doctrines of their own religion in their practical life. In these circumstances, religious education must play a vital role to instill and inculcate the religious values such as love, truth and tolerance etc in a learning situation in connection with our life activities at pre-primary stage to university level. The religious leader should spend their valuable time to give spiritual education and offer value enriched sermons to people in the society. Instead of wasting their valuable time in doing outward activities, Swamiji,

father's priest and evangelists should come forward and do yeoman service to society in the name of religion and develop a good moral life. So that all religion people understand the felling of other religious people and they never enter in terrorism. Swami Vivekanada rightly pointed out, if one desires and dreams for the destruction of any other religion, he deserve to be pitied.

***3.2. Communal clashes:*** After all communal divisions are manmade. Now, these manmade divisions demolish men in the society in the name of violence and conflict. It is not even permitting the people unite together in the society and work for the welfare of the nation and their self-development. In the present society, communal classes occur everywhere and particularly downtrodden minority communities are severely affected by the majority groups and thereby they affect the normal life of the minority groups to live together in a peaceful way. Even the so called highly educated persons have communal disparity in their working place as well as in their residential place. Unless and until we understand the real meaning of social and moral values enriched human life through education. We cannot avoid communal feelings. Good human life means one release the maximum of values and it is argued when a person chooses in accordance with the principle of self-determination self realization and self integration, he has the best chances of realizing the maximum values.

**3.3. Poverty and Unemployment:** These two problems are based on education and some extent to economic condition. Most of the anti-social behaviors are based on poverty and unemployment that affect our normal living. The problems such as broken family, conflicts in the family, unhygienic condition, sex crimes, lustful activities appear in the society that are based on economic stringency which also kills the right sense of man. To avoid these social problems education must have a practical value. Our educational activities must link with our day-to-day life and that should also promote knowledge rationality and skills of individuals for self-dependency. If education is not enriched with economic values or education is not useful for survival of human beings. Education should make individuals to earn money for better living





in the society and create awareness to know the right way of earning money by using his skill and knowledge.

## 4. Basic Research:

### 4.1. Methodology:

For the competitive environment in India, Total Quality Management (TQM-ISO 9000) has gained wide importance in industry and is generally being introduce and experimental with technical and management institutions. An educational system can't be treated as industry. However, there are similarities with respect to their sub-components. Each of these viewed as a system consists of input, processes, management, resources, output, and feedback. Educational institutions system is complex as it involves human beings as input to and output from the system. Students are input and customer too.

#### 4.1.1. Implementation Process of Quality Policy:

There are five main steps used to implement the policy or quality programme towards Quality assurance in vocational educational Institutions

in India.

**4.1.1.1. Understanding means**:

(a) How does our quality system compare to the standards ISO 9000 series? In case, it matches then we are obtaining all the benefits.

(b) Though, there is no national standard to advise regarding the best practice, but attempt to use statistics effectively.

(c)Asses the attitude and awareness of teachers about the quality programme.

**1.1.1.2. Top Management Commitment**:

(a) Top commitment means a positive direction of senior teacher to implement quality programme and there is no hidden intention to waste time and effort.

(b) To implement policy, try to explore the key Areas – parents cum teachers, system and technology.

(c) It means Vocational educational institutions wide awareness can be introduced top-to-bottom to implement policy, try to explore the key areas- people, system and technology. Director /Principal may commit to introduce Total Quality circle (TQC) or Taguchi method but details should not be worked out at this stage.

(d) Good way to conveying the message …What is quality and why is it important?

(e) What is the quality improvements Programme and how each can participate?

**1.1.1.3. Planning:**

(a) Planning means what you do, before you do anything plan it properly so that you do mix up the various activities when you do it,. This covers

(i) Education, and (ii) Training.

**1.1.1.4. Implementation:** It means an accepted

fact that the quality improvement programme is a continuous process and has got to be built into the system. Quantify the benefits.

**1.1.1.5. Review:** It means, to review the

Vocational educational institutions are emphasis on quality performances on regular basis. Review will improve the understanding to improve further. Etc. From the above, Organization for Quality Management, towards development of effective system of quality assurance, depends on VET. Structure of an organization is no guarantee to success, because it simply represents pictorial or graphical view of interlinking of various head of departments, who are responsible for quality.

As such the organization structure for quality management in vocational Education Institution may be different; however, the





main objective is to implemented International Standard ISO 9000 series, so as to:

Clarify the distinctions and inter-relationship among the principal quality concepts, and

Provide guideline for the selection and use of a standard that can control the quality internally and externally to assure the quality.

2. **Result:**

ISO 9001 is consisting by 20-quality element, and educational institutions to certify their quality education system throughout the input use ISO 9001. ISO 9002 is consisting by 18-quality element. Educational institutions for whose focus in on input and output use ISO 9002. ISO 9003 is consisting by 12-quality element. ISO 9003 for educational institutions in which comprehensive quality of educational system may not be importance or necessary and final inspection and testing would be sufficient.

TQM is not a set of rules or procedures. It is more in the nature of a culture or philosophy throughout the organization. It is presumed that TQM shall after the entire way to working in an organization. This is a misnomer because, if the prevalent work processes are conducive to fostering the TQM philosophy, there is no need for change.

The Distinguishing features of a TQM organization are——

1) Clear vision, 2) Total involvement,

3) Customer focus, 4) Management by fact,

5) Continuous improvement, 6) Systemic support, etc.

**6. Discussion:**

**6.1. Pragmatic importance of vocational Education for learning to live together):**

Vocational Education should not be given only for the sake of knowledge development. The knowledge and skills must be useful in our day-to-day life and it must be linked with our life practices. Therefore, vocational education must make people undergo learning process throughout their life and gain the fullest potential for the

individual's development. The concepts of lifelong education may be taught either direct or indirect or implicit way through various streams such as formal, informal and non-informal.

Here, teacher plays a pivotal roles such teaching demonstrating the life situation, conducting seminar and conference related lifelong education and other programme such as value enrichment programmes may be in social, religious, moral and ethical aspects, workshop on value practices, social linked programmes, creation programme to know the economic value of education and to know the problems that are present in the prevailing social condition and to solve the same.

All the above programmes for mobilized quantifiable community resources for the physical development in the school, the following educational concepts and it must be given through the agencies of family, school and society.

**In Home:**

1. Parents must teach social qualities such as discipline, sympathy, love, leadership, qualities, to take care of others etc., which lead to maintain social relationship with others.
2. Parents must make their children realize the importance of social adjustment and co-operation by providing varieties of life experience that are considered as a best teacher to lead our life and prepare ourselves to live together with adjustment.
3. Home is an effective agency for providing moral and spiritual education.

**6.1.2.**

**In society**:

1. Building of basic character of the student in the society is mainly based social value and culture. The practical knowledge obtained through social education is essential for successful living of student in future society.





2. Here the society and school should jointly involve in improving social and physical development values and organizes social responsibility.

**6.1.3.**

**In School:**

1. School education should develop innate power among student, not only that it claims at complete development of the student in physical, emotional, mental and ethical aspects.
2. In school, the major function is to maintain the continuity of social life, social values, social customs etc from one generation to other generation. Thus the school provides minimum general culture to all pupils, which is indispensable for a successful living in the present society.

**7. Type of Data:**

The Government of India, had already take a step for converting the job seekers to job creators, and it is no doubt that progress was achieved, however, in Assam is very negligible in comparison overall picture.

If we do not do this, our concept primitive, we shall be out of the race due to globalization impact. Due to unemployed problem and such as large scale of unemployed mainly graduate and post-graduate is one of the main causes for present day social unrest. Therefore, vocational education in +2 levels already provided in higher secondary school of Assam and students less interest for vocational education and Govt. of Assam is not interest from the picture of resource mobilization.

We feel that vocational education in +2 level means educating a few students and after completion of their course they are become unemployment. Now, the time has come to break our mental blocks and try to visualize the whole process of vocational education from a different angle.

If we consider to application of vocational education in secondary level from class viii to x for awareness of entrepreneurial activities, yet to find a place of importance in academic curriculum, it will be

better impact for upgrading of vocational education for social and economic due to the science and technology is changing every moment.

The subject may be introducing in the form of an advance rapid reader. The rapid reader may incorporate stories of a vocational education foe entrepreneurship development. Such stories will create a positive impact on the young mind and their motivation for achieving excellence will develop. So, in this way after completion of HSLC/CBSE/Matric examination, they shall be reverting back to study of vocational education in +2 levels.

However, BVET will have the overall responsibility for implementation of VET. It will develop a National VET strategy implementation of VET in the Country. To execute the policies and strategic decision of the council, the Bureau of Vocational Education and Training (BVET) at MHRD, Govt. of India, New Delhi would be set up, and PSS central Institute of Vocational Education, Bhopal will be redesigned as the National Institute for Vocational Planning and Development (NIVPD), and would provide necessary inputs related to planning, research and strategic implementation of national VET in the Country. In the proposed VET scheme, Industry will play a key role in planning and implementation of VET programmes. Collaboration will be established for identification of work force, development of sector-wise skill profiles,

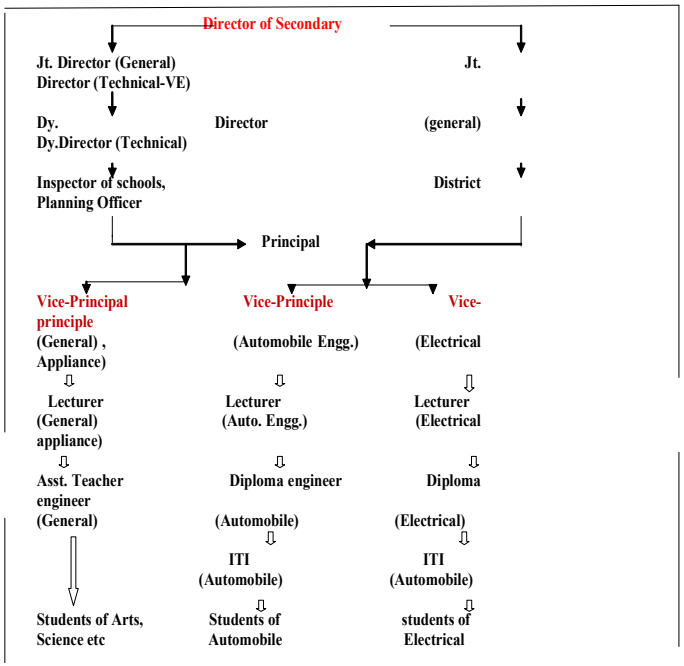
Identification of courses, development or modular competency based curricula and learning materials, experts for providing training work place. Cluster Wise Industry Skills Committees (ISCs) would be constituted by VETA for development of national skills standards and training packages. During Eleventh Plan, a capacity for about 0.5 crore persons would be created for providing initial VET through strengthening of existing VET institutions ( Higher Secondary/Junior college) as well as College/University. However, in the state of Assam, more than 120 higher secondary school, School (+2)/ Junior college were implanted vocational education discipline and the





government of Assam is very negligible of organization structure to upgrading of VET

The following organizational structure (Fig 1.) –




## 6. Conclusion:

To summarized to the above, for the introducing TQM- ISO 9000 in Higher Secondary School, on highly effective "Strategic Management Process" – could be classified into 3 categories:

1. Formulation of strategy involving decision making.
2. Implementation phase of strategy to carry out-new-strategies or support – current techniques.
3. Evaluation/Control, needed covering multifarious activities to "keep – up the process", on healthy line.

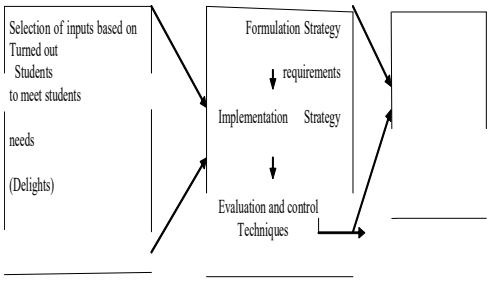



**Fig 2: On strategy Management Process:**

**(Source: United Writers Association Annual Magazine).**

## 6. Acknowledgement:

The author would like to thank the many people who helped and supported with this work. We received considerable tutorial information from UGC/NAAC/ICSSR sponsored National/ International seminars /conferences and Course material from NCLM, Chennai with Management Development programme in XLRI and Executive Development programme in IIM Bangalore respectively.

The author as Engineering Graduate, MBA along with Ph.D. in automobile engineering from International University, Washington, USA/2001 and Published more than 155 numbers of research paper/projects completed.

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## 7. Definitions/Acronyms/Abbreviations

### Definitions:

***Zero Defect*:** to expose and to enlist commitments of all personnel to the ZD programme.

***Management Commitment***: to a consistent and thoroughly communicated policy of quality through defect prevention rather than troubleshooting.

### Acronyms

***Behavioral Change***: Many teachers in vocational educational institutions think that TQM is achieving set standards. But it is not so. The Seven S's approach.

[a] ***Strategy***: Senior Teacher's in the institutions can have a good idea of the educational institution's goal towards quality for the next 3 to 5years.

**[b]** ***Structures***: If quality of teaching is not satisfactory, restructuring takes place and

the responsibility of the IQAC department teacher is changed.

[**c] *Systems*:** Systems are required things are not showing results.

[**d**] ***Staff*:** Teachers are the most valuable resource of institutions.

[**e**] ***Skills:*** Providing the teacher training in attitude, skills and knowledge is vital if the educational institutions expect them to be as innovative and capable as its competitors in the academic field.

**[f] *Style*:** The management style or the leadership style of those teachers who are implementing TQM in the institution will determine the rate of success of TQM efforts.

[***g] Shared Values*:** TQM needs a new organizational culture which has to be created.

**Abbreviations:**

***TQM***: Total Quality Management,

***TQC***: Total Quality Circle,

***ISO***: International Standard of Organization,

***ISCs*:** Cluster Wise Industry Skills Committees,

***BVET***: Bureau of Vocational Education Training,

***VET***: Vocational Education and Training,

## Value of Education-A case study in Assam

Saurabh Kumar Sarma & Khairul Islam

***ABSTRACT:***

*Education plays a crucial role in enabling people to meet the complex challenges of the world around them. In dynamic scenery, art various developmental steps e.g. built houses, roads and paths, literacy rate,*





*progress of life, innovation etc. in every part of the world and education is behind all these creation. Educational institutions play vital role in the community, and are important elements of the values and culture of the society. A proper education through the institutions not only teaches, the children, but also reaches deep into the community through the parents and teachers. The role of education as an agent or instrument of social change and social development is widely recognized today. Social change may take place – when humans need change. Education is seen as a major vector in society, but that it is largely allocated a conservative role, since its main function is in the socialization of the young and the maintenance of the social order. Education can initial social changes by bringing about a change in outlook and attitude of man. It can bring about a change in the pattern of social relationships and thereby it may cause social change.*

## INTRODUCTION:

In the words of Golda Meyer "The purpose of education is to civilize the thousands of barbarians that are born in to this world every hour". If education fails to bring change in the learner, then it is worthless. Education is considered the most powerful tool in bringing change in man. On one hand, education acculturates an individual; on the other hand, it preserves, transmits and develops the culture of a society. In short, education and culture are mutually interdependent, complementary and supplementary in all their aspects and activities. Thus the relation between education and human right is inseparable. It is commonly presumed that formal schooling is one of several important contributors to the skills of an individual and to human capital. It is not the only factor. Parents, individual abilities and friends undoubtedly contribute. Schools nonetheless have a special place, not only because education and 'skill creation' are among their prime explicit objectives, but also because they are the factor most directly affected by public policies. It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have had. Generally speaking more schooling means higher lifetime incomes. These outcomes emerge over the long term. It is not people's income while in school that is affected, nor their income in their first job, but their income over the course of their working

life. Thus, any noticeable effects of the current quality of schooling on the distribution of skills and income will become apparent some years in the future, when those now in school become a significant part of the labor force.

**AIMS AND OBJECTIVES:**

Before going to discuss about the topic firstly we may find out the aims & objectives of the topic

- To have an overall idea about the results of HSLC and H.S level.
- To understand the cast wiseaware ness on education.
- To understand the influence of educational development and living standard.

**METHOD AND METHODOLOGY:**

It is not easy to survey all the study area thus we can select multi-Stage stratified random sampling method, is suitable to achieve the objectives of the study. Data collected from the various groups of respondents for better research work in the project, it is a lottery process.

The methodologies we used to complete the paper are as mention below

1. Field study material being employed i.e.

- Observation
- Collection of data
- Classification of data
- Analysis & drawing inference

2. Data sources: primary data collected from the area under study. Secondary data obtained from the govt. offices, schools and colleges.

3. Data collected by means of prepared questionnaire & schedules.

**PROCEDURE:**





Study area is divided in to 12 quadrates. Data collected separately from all segments compiled and analyzed.

**ANALYSIS:**

This paper focuses on what I regard as the most important advance in knowledge – that of obtaining credible estimates of the causal influence of education on individual and social outcomes. Over the past 10 to 15 years there has been a resurgence of interest among scholar in value of education. Presently in Assam total number of schools are 48,001(including both upper primary and lower primary). But in spite of this lots of problems shows in our education system.

The following tables are given better idea:

Table:I-Trend of results of HSLC examinations since 1989 to 2014

| Year | Total Pass | Overall Pass Percentage |
|---|---|---|
| 1989 | 70,534 | 29.78 |
| 1990 | 80,398 | 26.42 |
| 1991 | 35,557 | 31.01 |
| 1992 | 59,556 | 29.00 |
| 1993 | 78,959 | 30.36 |
| 1994 | 92,417 | 30.94 |
| 1995 | 63,048 | 33.24 |
| 1996 | 73,710 | 35.54 |
| 1997 | 61,839 | 28.94 |
| 1998 | 51,896 | 31.23 |
| 1999 | 54,150 | 32.13 |
| 2000 | 71,637 | 38.69 |
| 2001 | 5,670 | 33.27 |
| 2002 | 72,374 | 40.87 |
| 2003 | 77,274 | 44.11 |
| 2004 | 92,011 | 49.79 |
| 2005 | 1,09,917 | 53.07 |
| 2006 | 1,06,983 | 53.54 |
| 2007 | 1,11,956 | 54.93 |
| 2008 | 1,40,618 | 58.68 |
| 2009 | 1,44,491 | 61.55 |
| 2010 | 1,71,276 | 63.21 |
| 2011 | 1,92,639 | 70.38 |
| 2012 | 1,94,067 | 69.63 |
| 2013 | 2,59,149 | 70.71 |
| 2014 | 2,26,685 | 61.42 |

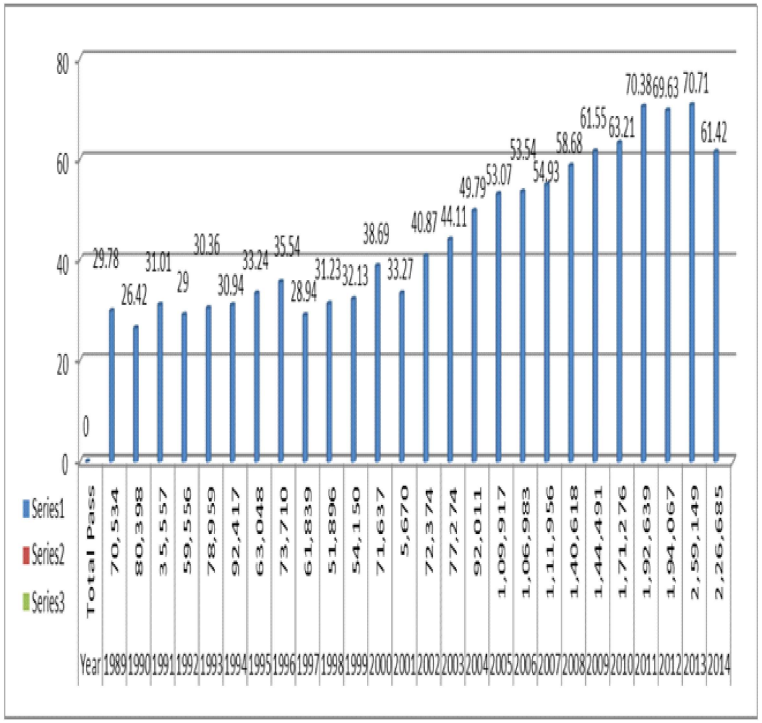


Fig-1: Showing the percentage since 1989-2014 year respectively





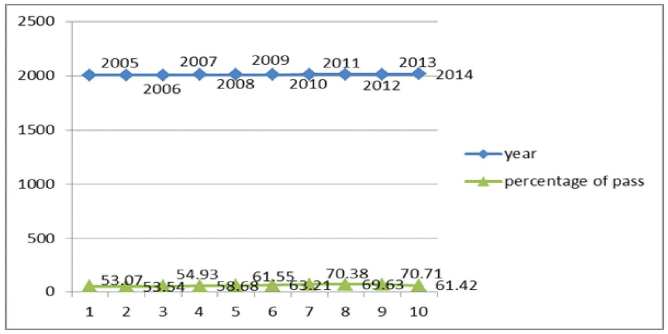


Fig-2: Trend diagram of results of HSLC examination from 2005 to 2014

Table-II: Last three years cast wise analysis

| Year(2012) | Sex | PassPercentage | Year(2013) | Sex | Pass Percentage | Year(2014) | Sex | Pass percentage |
|---|---|---|---|---|---|---|---|---|
| General | Male | 77.25 | General | Male | 78.18 | General | Male | 72.98 |
| | Female | 71.23 | | Female | 72.82 | | Female | 65.14 |
| MOBC | Male | 71.92 | MOBC | Male | 73.21 | MOBC | Male | 63.14 |
| | Female | 64.84 | | Female | 69.12 | | Female | 56.85 |
| OBC | Male | 75.43 | OBC | Male | 76.20 | OBC | Male | 68.06 |
| | Female | 71.19 | | Female | 71.81 | | Female | 61.11 |
| SC | Male | 69.08 | SC | Male | 70.45 | SC | Male | 62.27 |
| | Female | 61.57 | | Female | 64.74 | | Female | 53.48 |
| ST(H) | Male | 61.87 | ST(H) | Male | 59.04 | ST(H) | Male | 51.17 |
| | Female | 50.78 | | Female | 49.54 | | Female | 40.97 |
| ST(P) | Male | 67.45 | ST(P) | Male | 69.39 | ST(P) | Male | 58.92 |
| | Female | 62.23 | | Female | 64.55 | | Female | 50.76 |

Trend of results of HSLC cast wise pass percentage of last three years:

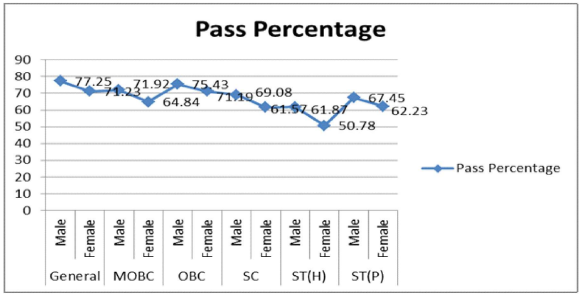


Fig-3: Pass percentage of 2012

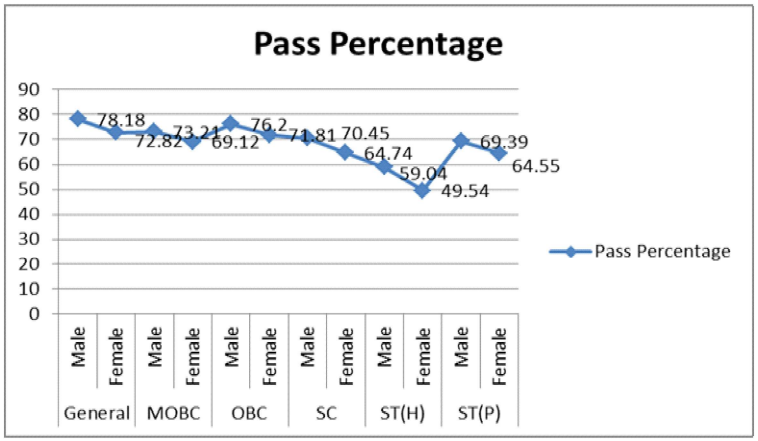


Fig-4: Pass percentage of 2013



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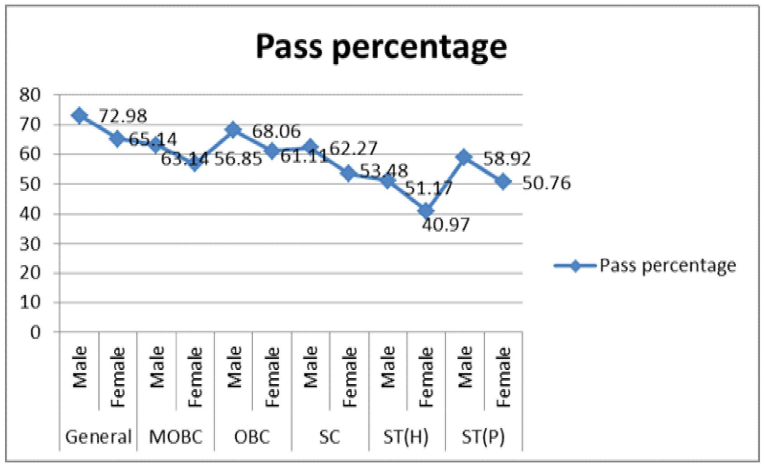


Fig-5: Pass percentage of 2014

ASSAM HIGHER SECONDARY EDUCATION COUNCIL

Table-III: Trend of results of H.S Pass percentage (stream wise) since 2005 to 2014

| | YEARS AND PASS PERCENTAGE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| ARTS | 57.08 | 57.11 | 61.50 | 65.33 | 67.99 | 68.66 | 73.14 | 70.23 | 70.11 | 73.91 |
| SCIENCE | 67.68 | 72.52 | 68.44 | 80.73 | 80.23 | 85.15 | 87.32 | 85.58 | 83.82 | 85.31 |
| COMMERCE | 64.79 | 62.55 | 67.14 | 69.96 | 72.11 | 73.32 | 79.81 | 81.17 | 80.08 | 82.70 |

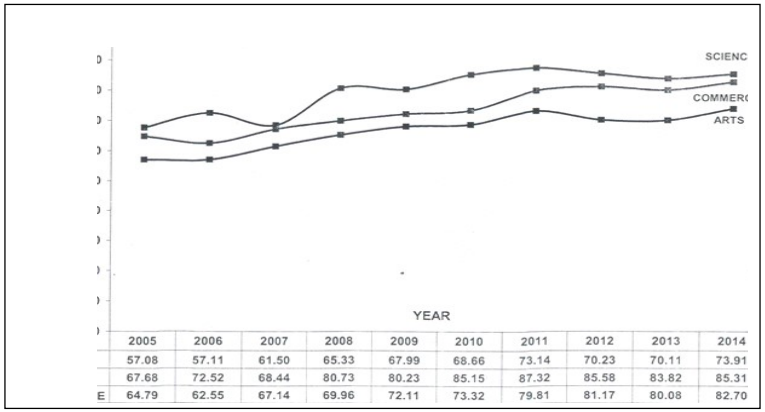


Fig-6: Assam higher secondary education council year wise combined pass percentage analysis in line graph

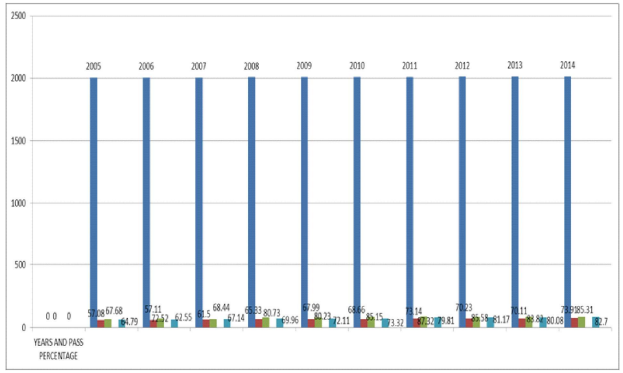


Fig-7: Assam higher secondary education council year wise combined pass percentage analysis in bar graph

Cast wise performance from 2012 to 2014

Table-IV: Year 2012





| ARTS | | | SCIENCE | | | COMMERCE | | |
|---|---|---|---|---|---|---|---|---|
| year, sex and pass percentage | | | year, sex and pass percentage | | | year, sex and pass percentage | | |
| General | Male | 79.25 | General | Male | 90.69 | General | Male | 85.81 |
| | Female | 79.92 | | Female | 93.49 | | Female | 93.56 |
| SC | Male | 74.04 | SC | Male | 89.53 | SC | Male | 78.69 |
| | Female | 73.75 | | Female | 91.27 | | Female | 85.54 |
| ST | Male | 64.43 | ST | Male | 86.15 | ST | Male | 76.48 |
| | Female | 63.39 | | Female | 90.54 | | Female | 81.50 |
| OBC | Male | 75.91 | OBC | Male | 91.41 | OBC | Male | 81.53 |
| | Female | 77.09 | | Female | 94.44 | | Female | 88.87 |
| MOBC | Male | 76.91 | MOBC | Male | 90.23 | MOBC | Male | 84.88 |
| | Female | 80.99 | | Female | 93.97 | | Female | 95.24 |

Table-V: Year 2013

| ARTS | | | SCIENCE | | | COMMERCE | | |
|---|---|---|---|---|---|---|---|---|
| Year, sex and pass percentage | | | Year, sex and pass percentage | | | Year, sex and pass percentage | | |
| General | Male | 78.90 | General | Male | 89.50 | General | Male | 84.17 |
| | Female | 78.90 | | Female | 94.34 | | Female | 89.83 |
| SC | Male | 71.95 | SC | Male | 87.52 | SC | Male | 79.26 |
| | Female | 71.45 | | Female | 91.24 | | Female | 87.01 |
| ST | Male | 68.27 | ST | Male | 82.30 | St | Male | 77.36 |
| | Female | 67.64 | | Female | 88.04 | | | |
| | | | | | | | Female | 85.17 |
| OBC | Male | 74.40 | OBC | Male | 90.74 | OBC | Male | 81.24 |
| | Female | 74.92 | | Female | 93.06 | | Female | 82.08 |
| MOBC | Male | 75.85 | MOBC | Male | 89.91 | MOBC | Male | 81.29 |
| | Female | 76.94 | | Female | 94.85 | | Female | 100.00 |

Table-VI: Year 2014

| ARTS | | | SCIENCE | | | COMMERCE | | |
|---|---|---|---|---|---|---|---|---|
| Year, sex and pass percentage | | | Year, sex and pass percentage | | | Year, sex and pass percentage | | |
| General | Male | 82.68 | General | Male | 88.88 | General | Male | 87.80 |
| | Female | 84.42 | | Female | 93.76 | | Female | 91.93 |
| SC | Male | 75.82 | SC | Male | 86.48 | SC | Male | 84.73 |
| | Female | 76.91 | | Female | 89.32 | | Female | 83.06 |
| ST | Male | 72.15 | ST | Male | 78.29 | ST | Male | 82.61 |
| | Female | 71.36 | | Female | 83.75 | | Female | 88.10 |
| OBC | Male | 77.77 | OBC | Male | 89.60 | OBC | Male | 84.43 |
| | Female | 79.91 | | Female | 93.73 | | Female | 86.40 |
| MOBC | Male | 78.99 | MOBC | Male | 91.35 | MOBC | Male | 90.21 |
| | Female | 80.16 | | Female | 92.18 | | Female | 88.24 |

## CAST WISE AWARE NESS ON EDUCATION:

Cast wise educational aware ness is uneven. From the table it is clearly shown that pass percentage of SC and ST students are lacking behind to General, OBC & MOBC students; it because of their un conscious character i.e. basically not involve in education system, impact their community. Female students are gradually more increases in pass percentage than male students.

## IMPACT OF EDUCATION:

Education contributes to the economic prosperity and social environment in a community or society. Well-educated citizens work in higher level jobs, drive business development and earn more money. Higher earning potential means greater community development and tax income, which support buildings and infrastructure. Many social conditions are enhanced with an educated population. Overall health rates are improved because educated people tend to monitor their health and have better insurance. Crime rates are also lower in an educated society. Because there are fewer people living in poverty, citizens have less need to steal. Voting rates and incarceration levels are also better in an educated population. Education provides economic benefits to society in many ways, because well-educated citizens are better-equipped for significant economic production. Education leads to greater job opportunities, higher income potential, better





health and improved relationships. A well-educated population leads to improved.

## INFLUENCE OF EDUCATIONAL DEVELOPMENT AND LIVING STANDARD:

Education aims at all round development of human beings, therefore Cognitive, Conative and Affective domains are taken to task at learning levels for individual progress. Individuals who are living engrossed in sensory engagement cannot understand the detrimental results of their own actions. It is the responsibility of elders and enlightened people the best way of life, and then disseminates the knowledge through all available media. Such a planned method0C of living should be inculcated as a holistic education in all institutions to truly civilize all people, whatever may be their other fields of study. Through holistic education, each person should know himself as completely as possible, i.e., his body mind, knowledge, consciousness, genetic center, and brain function, including the process of storing and releasing all the experiences of life. Education in the science of living should begin with the basics of understanding the human physiology, growth and development: the importance of personal hygiene; reproductive health; physical and mental energy use, conservation and potential; prevention of disease; healthy eating habits; and simple first-aid and self-medication with home remedies. The next level would be learning about the importance and value of one's relationships –with parents, teachers, friends, colleagues, the future life partner and children. The concepts of morality, ethics, duty, honesty, sincerity, kindness and compassion should be imparted. Each person should know how to adjust with others and be prepared to sacrifice his whims and pleasures for the benefit of the group or family so as to avoid conflict and live in harmony.

## FINDINGS:

In the table found pass percentage decrease in many times which is very effectual for our society because it badly impact on our

social environment. The main causes as I found in my analysis are given below

- Ø In 55.41% rural school the ratio between teacher and students are not proper.
- Ø The training for teacher is not available; hence the teaching quality cannot improve.
- Ø Most of the rural school's infrastructure i.e. buildings, playground, sanitation, drinking water etc. are in poor condition.
- Ø Over 20,098 schools in Assam has not yet well conditional toilet in both rural &urban.
- Ø Till now in many schools, ICT program me are not executed (in sufficiency of LCD monitor, lack of machine)
- Ø The subject environmental science not properly teach in school and college level
- Ø There are many faulted and problems in evolution system i.e. present evaluation system increases quantity rather than quality.
- Ø Mid-day-meal system may effect on environment i.e. 35% schools are unaware at village level, how to manage this system.
- Ø More than 90% Permanent principal is unavailable in secondary level (10+2) which create lots of difficulties i.e. in charge principal has doubt and he has not proper trained, hence problems are arises.
- Ø The laboratories facilities are lack in provincialize schools.

## CONCLUSION:





Education has tremendous scope as an instrument of social and cultural change. One should bear in mind that through education not only knowledge is imparted, but skills, interests, attitudes, aspirations and values are developed, social and cultural progress is facilitated, and at the same time social and cultural level of the people is raised. Education brings cultural changes which may result in many transitions and alterations in the society in many forms. This may be observed in every aspects human culture like variations in norms of values and thinking modes, changes in material culture, ideas, family relations, political culture, patterns of administration at the local, state, regional and national level, involvement in social activities, change in abilities and attitudes of personnel; in short in every aspects of human activity. Right to life includes the right to live with human dignity and all that goes along with it, Viz. the bare necessaries of life such as adequate nutrition, clothing reading, writing and expressing oneself in diverse forms, freely moving about and mixing and co-mingling with fellow human beings. Therefore, educated people may take the responsibility to make guide them and stat e a well regenerated world.

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Foundation Course –I (Part-IV) Value Education, Bharathiar University Coimbatore

Ismailsaheb Mulla Law college, Satara, Maharashtra, India, Miss. Namita P.Patil.

Publishing result books of AHSEC and SEBA

OTHER SOURCES:

Data collected from schools, colleges and internet

**Use of Core teaching skills and their effects on the capacity building of teachers towards the teaching Profession at Secondary Level**

Mrs Lawanu Bordoloi, Lecturer

**Abstract**

*This study was conducted to see the impact of Teacher Education Program especially in the core teaching skills that increases the quality of teaching. The sample comprised of 40 student teachers who were undergoing B.Ed in Nagaon Govt Sikshan Mahavidyalay (CTE) Nagaon , Assam . From the collected data , based on 5 point scale developed by the investigator herself, was calculated. The findings clearly indicated a high level of satisfaction towards the performance in the use of core teaching skills exploring the teacher's capacity of teaching towards their professional growth . There was positive response by the student teachers regarding the teacher education specially core teaching skills towards teaching profession. Undoubtedly, the program was found to be helpful in promoting professional growth of the teachers, Yet some suggestions were made to make the program more meaningful.*

Teaching is a profession which lays the foundation for preparing the individuals for all other professions. It is a well-established dictum that no nation can rise above the level of the teachers. It is the teacher who plays pivotal role in the educational system and is a catalytic agent of change in the society. Various factors influence in capacity building of teachers. Among these the training and education during the teacher education program which affect the teacher's capacities the most. But there is a feeling that teacher education is not effective in turning out efficient and this concern is adequately reflected in the National Policy of Education (NPE, 1986) and (Program of Action, 1992). A teacher should not only be competent in his subject, teaching methods and understanding the learner but also have a favorable attitude on innovative practice of core teaching skills to enhance the quality of teaching. Teaching attitude refers to how a teacher thinks or feels about the ways in which he intends to act as a teacher (Goyal, 1984). During the teacher education program student-teachers have various types of experiences which are responsible for shaping their behavior as a teacher.



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**Rational of the Study :**

Teaching is a complex phenomenon comprising several teaching skills. Through introduction of micro teaching, different skills of teaching are identified on a broad premises. It provides rational and systematic way of identifying teaching skills. N, L. Gage (1988) as " Teaching skills are specific instructional activities and procedure that a teacher may use in his classroom. These are related to the various stages of teaching in a lesson. In simple words, teaching constitutes a number of verbal and non verbal teaching acts, like questioning, probing questioning, accepting pupil's responses, introduction of the lesson, closing the lesson, presentation of the lesson, nodding to pupils response, movements, gestures, etc. These acts in particular combinations facilitate the achievement of objectives in terms of pupil's behavior . A set of related teaching acts or behaviors performed with an intention to facilitate pupil's learning can be innovative process for teacher education program which has been introduced in latest curriculum of B.Ed approved by the Gauhati University constructed under the National Curricular Frame work. In this process the student teachers firstly identify these skills and then try to use them in different micro lessons in miniature classroom situations when micro teaching program is conducted under the supervision of the teacher educators. Then they have to practise these skills in real classroom situation. But finding from the studies that teaching and teacher behaviours are insignificant as compared to the complexity of the teaching process and moreover, they are inconsistent. They are not significant even from the point of view of practical aspects.

Therefore, the investigator conducted her study on "use of core teaching skills and their effect on student teachers towards their teaching profession " and takes the student teachers who are undergoing B.Ed in Nagaon GovtSikshan Mahavidyalay, (CTE), Nagaon Assam.

**Objectives :-**

(i) To measure the behavioral action of the student teachers in the use of core teaching skills before supervision of the class..

(ii) To find the change in behavioral actions in use of core teaching skills after supervision of the class

(iii) To find the difference in behavioral actions in the use of core teaching skills in relation to qualifications and genders.

(iv) To suggest the measures for the improvement of the teacher education program specially for core teaching skills.

**Delimitation of the study : -**

This study is confined to skills of teaching towards teacher education program only.

This study is confined to student teachers undergoing B.Ed in Nagaon Govt Sikshan Mahavidyalay with their gender and qualifications.

**Method of study:**

The Experimental method was used.

**Population:**

The population of the present study comprised the student teachers studying in Sikshan Mahavidyalay , Nagaon , Assam.

**Sample :**

The total sample was 40 student teachers studied in Govt Sikshan Mahavidyalay , Nagaon, Assam.

**Tools :**

A self developed questionnaire consisted of 22 items in terms of teaching skills such as skill of writing objectives in behavioral terms, skill of questioning , skill of probing questioning, skill of stimulus variation, skill of achieving closure and skill of explaining.

The investigator visited the practice teaching schools at the time of supervision period and physically met the student teachers and observe them with a questionnaire consisted 22 items. Each statement has been assigned a scale value. The behavioral action scores on skills of teaching of a respondent is the sum total of the scale values of the statements ticked by the investigator divided by the number of statements.

**Data were collected in two phases :-**





(i) Before supervision of practice teaching

(ii) After supervision of practice teaching

The 't' test was employed to test the significance of difference of the change in use of core teaching skills towards effective teaching .The effect of these skills in case of qualification and gender were also calculated.

**Results & Discussion :-**

**Preliminary information about the respondents.**

Table - 1

**Distribution of respondents according to Qualification and Gender**

| Variable | Frequency | % age |
|---|---|---|
| **Qualification** | | |
| Arts graduate | 22 | 55.0 |
| Science Graduate | 18 | 45.0 |
| **Gender** | | |
| Male | 13 | 32.5 |
| Female | **27** | **67.5** |

**Table 1** represents the distribution of the respondents on the basis of qualification and gender. Data reveals that 55.0% and 45.0% of the respondents were Arts graduates and science graduates respectively whereas 67.5% and 32.5% were female and male respectively.

**Table - 2**

**Distribution of behavioral action scores of the respondents on core teaching skills**

| S.No. | Pre-test | Post-test | Diffe-rence | Qualifi-cation | Gender | S.No. | Pre-test | Post-test | Diffe-rence | Qualifi - cation | Gender |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | 2.82 | 2.77 | 0.05 | B.Sc | M | 21. | 3.61 | 0.44 | 0.44 | B.Sc | M |
| 2. | 5.38 | 5.25 | 0.13 | B.Sc | M | 22. | 5.38 | 0.46 | 0.46 | B.A | M |
| 3. | 3.72 | 3.52 | 0.2 | B.Sc | M | 23. | 3.84 | 1.07 | 1.07 | B.A | M |
| 4. | 3.04 | 2.78 | 2.26 | B.Sc | M | 24. | 4.26 | 0.07 | 0.07 | B,A | F |
| 5. | 3.84 | 3.56 | 0.28 | B.Sc | M | 25. | 4.27 | 0.08 | 0.08 | B.A | F |
| 6. | 5.23 | 4.76 | 0.47 | B.SC | M | 26. | 4.48 | 0.08 | 0.08 | B.A | F |
| 7. | 4.93 | 4.19 | 0.74 | B.Sc | M | 27. | 4.57 | 0.3 | 0.3 | B.A | F |
| 8. | 5.23 | 3.87 | 1.36 | B.sc | M | 28. | 4.67 | 0.4 | 0.4 | B.A | F |
| 9. | 3.95 | 3.82 | 0.13 | B.Sc | F | 29. | 4.11 | 4.45 | 4.45 | B.A | F |
| 10. | 4.24 | 3.99 | 0.25 | B.Sc | F | 30. | 4.72 | 0.46 | 0.46 | B.A | F |
| 11. | 4.27 | 3.98 | 0.29 | B.Sc | F | 31. | 4.27 | 0.75 | 0.75 | B.A | F |
| 12. | 4.86 | 4.47 | 0.39 | B.Sc | F | 32. | 4.11 | 0.77 | 0.77 | B.A | F |
| 13. | 3.04 | 2.63 | 0.41 | B.Sc | F | 33. | 5.38 | 0.83 | 0.83 | B.A | F |
| 14. | 3.96 | 3.17 | 0.52 | B.Sc | F | 34. | 3.48 | 0.85 | 0.85 | B.A | F |
| 15. | 3.17 | 2.63 | 0.54 | B.Sc | F | 35. | 4.58 | 0.85 | 0.85 | B.A | F |
| 16. | 3.34 | 2.78 | 0.56 | B.Sc | F | 36. | 4.2 | 0.86 | 0.86 | B.A | F |
| 17. | 3.34 | 2.77 | 0.57 | B.Sc | F | 37. | 4.6 | 0.88 | 0.88 | B.A | F |
| 18. | 4.43 | 2.82 | 1.61 | B.Sc | F | 38. | 4.55 | 0.94 | 0.94 | B.A | F |
| 19. | 4.57 | 4.48 | 0.09 | B.A | M | 39. | 4.49 | 1.41 | 1.41 | B.A | F |
| 20. | 4.68 | 4.4 | 0.28 | B.A | M | 40. | 5.18 | 2.4 | 2.4 | B.A | F |

Mean Scores : Pre-test = 4.2555 Post-test= 3.6685

Difference = 0.587

**Table - 3**

**Distribution of bevavioral action scores of the respondents on skills of teaching. (Category-wise)**

| Behaioral action | Pre-test | | Post-test | | Category |
|---|---|---|---|---|---|
| | Frequency | % age | Frequency | % age | |
| 0-2.9 | 0 | 0.00 | 11 | 27.50 | Most satisfactory |
| 3-4.9 | 34 | 85.00 | 27 | 67.50 | satisfactory |
| 5-5.9 | 6 | 15.00 | 2 | 5.00 | Neutral |
| 6-6.9 | 0 | 0.00 | 0 | 0.00 | unsatisfactory |
| 7-7.9 | 0 | 0.00 | 0 | 0.00 | Mostly unsatisfactory |





Category-wise distribution of respondents has been shown in **Table 3.** Before supervision of the core teaching skills 85% and 15% of the respondents had satisfactory and neutral use of core skills of teaching towards the teaching profession. None of the respondents had most satisfaction in the use of skills of teaching towards the teaching profession. But at the end of the program 27.50% of the respondents had most satisfaction, 67.5 had satisfaction and only 5% had neutral in the use of teaching skills towards the teaching profession. It is clear from the Table 3 that 17.50% and 10% of the total respondents shifted from satisfactory and neutral category to the most satisfactory category.

To test the significance of difference between the pre-test and post-test scores of behavioral action on core teaching skills towards teaching profession 't' value was calculated, which have been shown in following tables.

**Table - 4**

**'t' values of change in behavioral actions on core teaching skills**

| Sl.No. | | Variable | Mean Scores | 't' Values |
|---|---|---|---|---|
| 1. | Behavioral action on core teaching skills | Pre-test scores | 4.2555 | 7.698 |
| | | Post-test scores | 3.6685 | |
| 2. | Qualification | B.A (Difference in mean scores) | 0.4867 | 1.2285 |
| | | B. Sc (Difference in mean scores) | 0.6691 | |
| 3. | Gender | Male (Difference in mean scores) | 0.4485 | 1.3966 |
| | | Female (Difference in mean scores) | 0.6537 | |

*** Significant at 0.05 level**

Calculated't' value of (7.698) was greater than the table 't' value (1.6848). It is concluded that the change in use of core teaching skills which was in the positive direction was significant at 5 percent level of significance. Therefore, it can be inferred that orientation program of Micro teaching plays significant role in developing satisfactory use of core teaching skills towards the effectiveness of the Micro teaching Program.

**Relationship of change in use of core teaching skills with Qualification and Gender :**

The 't' values for difference in mean scores of core teaching skills of Arts and Science graduate as well as male and female respondents were also calculated **(Table 4)**. In case of qualification, calculated 't' value was 1.2285, which was less than the table value (1.6859). Similarly in case of gender 't' value was 1.3966, which was less than the table value (1.69726). Hence it can be concluded that qualification and gender had no significant relationship with change in use of core teaching skills.

**Conclusions :**

It is concluded from the present study that the orientation program on core teaching skills initiated to student teachers helps to develop satisfaction towards the teaching profession. Therefore, all the teachers irrespective of all levels i.e. School, College and University should undergo for some sort of Teacher Education Program. The Teacher Education Program should be modernized by providing latest infrastructural facilities in the present day context.

**Suggestions:**

Following suggestions are very important regarding the improvement of the teacher education program especially for developing capacity building of teachers towards teaching profession.





(1) Orientation Program on micro teaching in different skills should be constructed where student teacher and pupils work together in a practice situation so that they will be able to accomplish some specific tasks such as practice of instructional skills, the practice of techniques of teaching , the mastery of certain curricular materials or the application of teaching methods.

(ii) Practical work needs to be equally important in curriculum in addition to the theoretical part to make practice of core teaching skills very effective .

(iv) Supervision of practice teaching should not be haphazard and indiscriminating.

Feed back regarding teacher training performance should be objective and impressionistic.

(v)The student teachers should be provided due credit or rewards for practice of skills at the time of micro teaching program to develop their interest.

(vi) Some technological supply for video recording such as computer disc, digital audio tap, digital TV etc to get the feed back in regard to practice of skills done by the student teachers during micro teaching period should be utmost importance.

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# THE PROBLEM OF TEACHERS IN TEACHING SCIENCE AT UPPER PRIMARY STAGE WITH SPECIAL REFERENCE TO DALGAON BLOCK IN DARRANG DISTRICT

Swapna Sikha Choudhury

## ABSTRACT

*The Science is prescribe as a compulsory subject and occupies a very eminent place in curriculum both at school and university stages. Science education enables the learner to know the facts and principles of science and its application, consistent with the stage of cognitive development; acquire the skills and understand the methods and develop scientific knowledge. Still it is far from achieving the goal of equity enshrined in our constitution. Even at its best, develops competence Science education does not encourage inventiveness and creativity. In actual practice the teachers facing lots of problems during teaching science at upper primary stage. The study focuses on 15 teachers who teaches science at U P stages and the students of 15 UP schools of Dalgaon Sialmari development block of Darrang district. The researcher interviewed them and observed them try to find out the reasons for which the teachers facing problems.*

## 1.0 INTRODUCTION

This modern age cannot be even imagined without science and technology. Continuous thirst of knowing the nature has created a new knowledge domain. Science and its uses in the process of human development have brought comfort to day life. At the same time it has also perturbed the environment which threatens human society and yields a paradox of development and conservation.

Human minds have always been curious about the world around them and have responded to the wonder and awe of nature in different ways. This is science and is a dynamic, expanding body of knowledge covering ever new domains of experience. As with many complex things in life, the scientific method is perhaps more easily discerned than defined. But broadly speaking, it involves





several interconnected steps: observation, looking for regularities and pattern, making hypotheses, devising qualitative or mathematical models, deducting their consequences; verification or falsification or theories through observations and controlled experiments and thus arriving at the principles, theories and law governing the physical world. There is no strict order in these various steps. Speculation and conjecture also have a place in science, but ultimately, a scientific theory to be acceptable must be verified by relevant observations and/or experiments.

The laws of science are never viewed as fixed eternal truths. Even the most established and universal laws of science are always regarded as provisional, subject to modification in the light of new observation, experiments and analysis.

### 1.01 Meaning of science education

The vision of true science education is that there are three factors involved here: the learners (child), the environment i.e. physical, biological and social (life) in which the learner is embedded and the object of learning (science). People can regard good science education as one that is true to the science. It establishes bridge between science and education, using psychology, It is possible to arrive at the concept of science education, which bluntly speaking is an integrated concept if so it is then within the realism of possibility to link the most powerful concept of science to the growing minds of children through active experimental pedagogy. In that case, science education need no longer remain a single dimensional activity.

Science education occupies a very eminent place in curriculum both at school and university stages of education in India. Continuous advances in scientific and technological research have led to the growth and greater application of science in contemporary society. Accordingly science becomes a priority area in education, both at the compulsory education level as well as the level of specialization. Science education is supposed to perform a two-fold task. At the societal level, one of the major objectives of science education is to equip individuals to participate in the creation of a

society which is free from poverty, hunger, disease and evils such as violence, exploitation, oppression, etc. The good science education is true to the child, true to life and true to science leads to six basic criteria of validity: a) Cognitive validity b) Content validity c) Process validity d) Historical validity e) Environmental validity f) Ethical validity. Looking at the complex scenario of science education in India, three issues stand out unmistakable. First, science education is still far from achieving the goal of equity enshrined in our constitution, second science education even at its best, develops competence but does not encourage inventiveness and creativity. Third the over powering examination system is basic to most if not all, the fundamental problems of science education.

### 1.02. Meaning of upper primary education

The NCERT, in its publication entitled National Curriculum for Elementary and Secondary Education : A Framework (1988) mentions elementary education (8 years) divided into primary stage (3 years). According to Ministry of Human Resource Development, Deptt. Of Education, elementary education is the combination of two stages of Education—Primary education covering classes I to V and upper primary education covering classes VI to VIII. In case of Assam, the Assam Government has stated in a notification (No.:499/2010/1-A, dated 31st December, 2010) that it is going to introduce an eight years education cycle in the elementary stage and consequently the class VIII in the secondary stage and class V in the upper primary stage of elementary education shall be integrated with the upper primary and lower primary stages of elementary education respectively from the 2011 academic session.

### 1.03. Objectives

a) To study the proper qualification of the teachers who teach science at UP stage.

b) To find out the number of trained and untrained teachers at UP school.

c) To study the environment of the school during teaching.

d) To study the effectiveness of science teaching at UP stage.





### 1.04. Hypotheses

a) Most of the teachers have not requisite qualification to teach science at UP stage.

b) Trained teachers are less in number than untrained teacher.

c) In most of the school the environment is not as adequate for proper science learning.

d) Students are less interested to science subject and far from it.

### 1.05. Operational Definition

***I) Teaching at UP stage:***

According to Kothari Commission, importance of teaching science at upper primary stage should emphasize on the acquisition of knowledge along with the ability of logical thinking and drawing conclusions for taking decisions at a higher level on the basis of evidence and observations. At this stage a disciplinary approach of teaching science is favored instead of an integrated science teaching.

***II) The science teaching***

The science teacher should teach science in such a way that the pupils understand the social functions of science think and act in relation to the implications of science and society. They should appreciate science as a part of modern living and that science should always be used for the benefit of the society. The science teacher should be of scientific attitude. Obviously, all science teachers need a thorough understanding of the basic principles that underlie good teaching.

The National Focus Group on Teaching of Science set up by National Council of Educational Research and Training has attempted to addresses a range of issues related to science curriculum and problems in its implementation but has particularly focused on the three issues. First people must use science curriculum as an instrument of social change to reduce the economic class, gender, caste, religion and region. It must use the text book as one of the primary instruments for equity, since for a

great majority of school going children, as also for their teachers, it is the only accessible and affordable resource for education. Science teaching must encourage alternative textbook writing in the country within the board guidelines of the national curriculum framework. Information and Communication Technology (ICT) is also an important tool for bridging the social divides. ICT should be used in such a way that it becomes an opportunity equailiser, by providing information, communication and computing in remote areas. Second for any qualitative change from the present situation, science education must undergo a paradigm shift.

### 1.06. Delimitations of the problem

The scope of the study has been limited by the following consideration

i) The study will be confined to science only in order to understand the nature of the problem it is decided to make an intensive study of the problem in a limited area.

ii) The study is limited to Dalgaon block and upper primary stage of the schools of Dalgaon block in Darrang district.

## 2.00 METHODOLOGY

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. Research methodology is the systematic procedure of investigating a problem starting from its initial identification to the final conclusion. It provides the tool and technique by which the research problem is attacked. It consists of procedure and techniques of conducting the study.

### 2.01_Method of the present study

There are different methods for formulating the research hypothesis. Among them the suitable method selected for this study will be descriptive survey method.

The descriptive survey method :

It is a method of investigation which attempts to describe and interpret what exists at present in the form of conditions,





practices, trends, effects, attitudes, beliefs etc.It deals with clearly defined objectives. It requires an imaginative planning, a careful analysis and interpretation of the data and a logical and skill full reporting of the findings.

It does not aspire to develop or organized body of scientific laws but provides information useful to the solution of local problems. It may provide data to form the basis of research of a more fundamental nature. Descriptive survey method is adapted to conduct this present study.

### 2.02_Sample

As the study is related to investigation the problem of science teacher in teaching science at U.P. stage the sample will be the teachers and students of U.P. schools of Dalgaon Sialmari development Block. For those the random sampling technique will be followed.

### 2.03 Tools

A great variety of tools have proved useful in educational research. These are Observation, Interview, Questionnaire, Rating, Scale, Psychology test etc. The tools used in this methods are interview, questionnaires and observation for data.

a. ***Questionnaire***

It is a popular means for collecting data and it is widely used in educational research to obtain information about certain condition and practices and to inquire about the opinion and attitude of an individuals or a group.

In the present study, the questionnaire for teachers is a self reporting inventory consisting of 15 items to assess the problems faced by the teacher in teaching science. The items of questionnaire for students are 10 in number.

b. ***Interview***

Interview is also an important data gathering device for conducting a research. In the present study, the teachers and students are interviewed one by one. The interviews were instructed.

c. ***Observation***

It is a more natural way of gathering data. It is a refined technique of research. Restriction in questionnaire and interview are missing in observation. Data collection through observations may be more real and true than other techniques. Therefore, the investigator observed personally the school environment.

## 3.00 ANALYSIS AND INTERPRETATION

### 3.01. Concept

Analysis of data and its interpretation is an important phase in a research study. Analysis of data means studying the tabulated materials in order to determine the inherent facts. Organizing of raw data is important to serve the intended purpose. The data may not be considered valid, reliable and adequate, if it does not serve any worthwhile purpose and cannot be systematically classified, tabulated, scientifically analyzed and interpreted. Analysis breaks down data into its simplest form and also arranged for studying it in new light.

Interpretation states the result of the research data, their meaning and significance and answer to the original problems. This process of interpretation calls for a careful and critical examination of the results obtained after analysis.

## 4.0 MAIN FINDINGS AND SUGGESTIONS

### 4.01Findings:

Findings on Teacher's response

1. Satisfactory numbers of science teacher are there.
2. Number of not receiving in service training is higher.
3. No teacher follows the lesson plan or prepared lesson plan.
4. No one work is given by the teachers regularly as reported by the teacher also done by a majority of students.
5. Majority of the teachers and students reported that the school environment is not suitable.
6. No teacher arranges the class room scientifically.





7. Prevalence of the lecture method is found with the great extent.
8. Majority of the teachers do not follow the proper process of science teaching (80%)
9. Student's involvement in the process of science teaching and teaching is not encouraging.
10. Teaching aids are not sufficient.
11. Arrangement of field trip with the purpose of teaching science is not to be louded. It is mostly because of less time for completion of course.
12. No science Quiz, debate, science and technical exhibition and discussion are being organized in the school. It is not felt by the teacher, guardian or school authority that they are important for the cause of science teaching.
13. Teachers are not giving individual attention to the students for better learning by the student.
14. Majority of the teacher are satisfied with their job. Some teachers negatively reported on the ground that number of students in the class are larger and lack of quality students.

**Findings on Students' response:**

1. Method of teaching science largely depends upon lecture method.
2. No students involvement is found directly in learning science i.e. passive participation are there.
3. Teachers' use of TLM is not up to the mark as the students reported.
4. Majority of the teachers complete the syllabus before evaluation.
5. Home work is given by the teachers.
6. No field trip is organized by the teachers.
7. As the majority students reported no science quiz, debate, science and technical exhibition and dimension are organized.

8. Majority of the students reported that the teacher do not give importance to them.
9. Regarding the school environment, majority of the students reported negatively that the school environment is not satisfactory.

### 4.02 Suggestions:

- Ø In this modern age, the teacher has become a very important cog in the whole educational system. To keep up with the tide of educational modernization the teacher should be given due attention and the Government should provide them with both pre service and in service training. So that they will be able to tackle with their work properly.
- Ø It is said that teachers are borne and not trained. Truly, a teacher is borne but training transforms a teacher into a more efficient and skilled one with different method of teaching. Psychological knowledge etc. Again borne teacher are few in number. So we require a large number of teachers who are trained for proper education. The trained teacher can follow the proper process of science teaching.
- Ø Teaching aid is helpful in teaching and learning science. It is observed from the data that there are not enough teaching aids in the schools. So it becomes a problem for the science teacher to give the actual knowledge of the subject matter. For successful teaching it is important to provide teaching aids to the teacher. Government should provide adequate grants for teaching aids in the schools so that, science teachers can be well equipped.
- Ø Elementary education is really the nation building education. It helps the children to become full members of a complex modern society. Elementary education develops the child's ability, his aptitudes his interests and qualities of character to its highest potential. But these are possible only through suitable school environment. Therefore the teacher should arrange the class room scientifically as well as the school environment also.





- Ø Field trips, science exhibition, quiz, debate, discussion etc. can encourage the students to motivate to learn the science more effectively.
- Ø Periodical, science magazines and other reading materials must be kept in the school for science teachers.
- Ø The evaluation system at lower primary level should be proper for strong foundation of the schools so that the students promoted to class VI can cope with the course.
- Ø Inspection of the school should be done regularly by the Government agencies. Proper monitoring will help the Government to realize the problems of science teachers in different areas.

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## EDUCATION IN ASSAM: PROBLEMS AND PROSPECTS

**Dr Ranga Ranjan Das**

## INTRODUCTION

Education is the hallmark of a developed society. It is one of the core sectors, which is categorized into five sub-sectors: primary education, secondary education, higher education, adult education and any other education, as per the UN central product classifications. According to New Oxford Advanced Learners's Dictionary 'education is a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills'. Education is not only simply imparting knowledge in a particular faculty or subject or making one fit for securing jobs or fair well in exams, but at the same time, it is also attaining logical thinking which helps the coming generations adjust to the ever changing environment (Kalita and Baruah 2014).

Since colonial period, Indian education system has been divided into primary, secondary, higher education, university education and other education, etc. Plans, policies were made in accordance with the then existing framework. This had made a significant impact on the existing society. When the British rule ended in 1947, the literacy rate was just 12 per cent. Over the years, India has passed through a period of transition due to socio-economic reforms. After the 2011 census, the literacy rate becomes 74.04%. Some Indian states like Kerela (93.91%), Lakshwadeep (92.28%) and Mizoram (91.6%) show more than 90% of literate people. In India, the scenario of education has undergone a remarkable change during post-Independence period. It is reflected in the statistics of the number of educational institutes in the country. Government of India also put serious concern on education. The implementation of Right to Education Act (RTE) and Sarva Sikha Mission are significant steps in this regard. These attempts have provided positive result in terms of literacy and enrollment of students in the school. But important question arise . Whether the number of student enrollment and increasing literacy rate really signify well-developed educational system ? Nevertheless, there is sharp distinction between criteria of considering literate in census and really 'educated' people. Education helps people to become human





resource of the country. Education is not only regarded as a facilitator for growth for society but it is the main instrument for development and transformation. As an important indicator of socio-economic development, education is significant in order to build a knowledge-based society in contemporary times. It is the quality of education that decides quality of human resources of the country.

The free and compulsory Right to Education Act has a positive and negative effect. Findings of the latest Annual Status of Education Report have made it clear that despite substantial improvement in enrolment of students in the age group 6-14 which has shot up to 96% in rural Assam, the learning level of the students remains a big concern. While just about 46% of the students studying in Class III-V are able to read standard I-level text, a meager 30% in the same segment can do simple subtractions correctly. Worse, only 52% of students in Class VI-VIII can read standard II-level text and 19% can do mathematical divisions. This is an extremely serious situation, as it shows quality teaching to be non-existent in many of our schools. While a lot has been claimed about 'improvement' of school education in recent times following the launching of Sarva Shiksha Abhijan, the real picture continues to be one in stark contrast. Enhancing enrolments levels alone can neither be the goal nor the yardstick of any education system (Source: Editorial, Assam Tribune, 6 Feb 2015)

Assam, the gateway to the North-eastern part of India, is located strategically interfacing international borders and geo-ecological regions. The developmental exercises practised in the State in the post-Independence period have been unable to facilitate the uniform spatial development of the state and its people (Sarma 2013). The educational sector is also facing various problems in spite of adopting various plans, programmes, policies by the state as well as central government. There are various problems from primary level to higher level educational system. No doubt, the numbers of higher educational institutes are increasing in numbers. As stated there are 12 Universities, 366 colleges for general education, 217 junior colleges, 13 medical colleges (including homoeopathic, ayurvedic,

dental, pharmacy and nursing colleges), large number of private engineering colleges besides the government ones, and the institutions for law, veterinary, agriculture and forestry education in Assam (Das 2013). But there are still problems in educational system. The institutes of outside the state has taken the advantage and able to attract many students for pursuing higher studies in diversified courses. We have often seen the advertisement of such educational institutes in leading local dailies. This endeavor is an attempt to highlight various problems and prospects associated with education at all the levels in Assam.

## PROBLEMS AND PROSPECTS OF EDUCATION

In Assam, it is observed that 'education' is one of the important area where government put serious concern. Impact is observed under the 'Sarba Sikha Mission'. During 2001 census, the literacy rate of Assam was 63.25 %. It becomes 73.18 % in 2011 census. The growth of literacy in Assam is an encouraging one. The amendment of Constitution relating to education is praiseworthy. As it pave the way for forming new educational policy in the state. *Sarva Siksha Abhijan* (SSA) and *Rastriya Madhyamik Siksha Abhijan* (RMSA) are actively functioning in the state. The Rashtriya Madhyamik Sikha Abhijan (RMSA), Assam, is a comprehensive and integrated flagship programme of Government of India, implemented in the state of Assam for providing quality and meaningful education to all children within the age group of 14-18 years. They are doing their part. A large number of teachers are posted in the L.P and M.E section recently. Selections of such teachers are done on merit basis. It is found that getting job as a teacher is not their aim. They accept it as they have no alternatives. They are seriously looking for government job. Most of them are highly qualified. Their qualification is above than required qualification. They are posted in nook and corners of the state. Often state government is criticized for corruption regarding any appointment issue. But, the teachers' appointment in recent days sheds rays of hope to overcome the issue of corruption. It is one of the significant prospective in education. On the other hand, there are various emerging problems in the field of education. The





following discussion will highlight such problems in a summarized way.

Statistics reveal that the poor result in primary education. Findings of the latest Annual Status of Education Report have made it clear that despite substantial improvement in enrolment of students in the age group 6-14 which has shot up to 96% in rural Assam, the learning level of the students remains a big concern. While just about 46% of the students studying in Class III-V are able to read standard I-level text, a meager 30% in the same segment can do simple subtractions correctly. Worse, only 52% of students in Class VI-VIII can read standard II-level text and 19% can do mathematical divisions. This is an extremely serious situation, as it shows quality teaching to be non-existent in many of our schools. While a lot has been claimed about 'improvement' of school education in recent times following the launching of Sarva Shiksha Abhijan, the real picture continues to be one in stark contrast. Enhancing enrolments levels alone can neither be the goal nor the yardstick of any education system (Editorial, AT 6 Feb 2015. We have the put a serious retrospection in primary education. We have found a serious division in society. Economically sound families have a tendency to educate their children in private schools. There is a mushrooming growth of such private schools in the nook and corner of the state. In recent days, there are serious controversies of following rules and regulations by private schools. We are happy that Educational Department of Assam has taken the matter very seriously. They are not negotiating at all which is encouraging. But question is in spite of having so many government schools having adequate man-power why so many private schools and colleges are coming out? Not only school level, there are number of private junior colleges. Interestingly, these junior colleges have shown good performances in examination. So parents are not hesitated to send their son/daughters to these private schools and colleges paying high fees.

Regarding primary education, one problem which I have noticed that newly appointed teachers are affected by their postings. As postings are done through merit basis, one have to compel to join

in their receptive schools without any objection. Women and girls are still affected. They have to focus on their bus and train timings and cannot put more focus on students. BEEO (Block Elementary Education Officer) and DEEO (District Elementary Education Officer) are doing well to keep a close eye on their jurisdiction. Thing is that they can control the physical possession but mental possession of the teachers are beyond their jurisdiction. The effort of teachers is perhaps missing. To raise the level of education both primary and secondary education, the role of teacher is significant. In this regard, the Secondary Education Commission (1954) said: " We are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it." Besides, the Education Commission (1966) had observed: ' Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and characters of teachers are undoubtedly the most significant.' Teacher training is essential. The challenges to teacher education as to the other fields of educational theory and practices are unfolding themselves with the transformation of the society, mainly from agrarian to technological and from its rural moorings to the urban base. A few challenges are socio-political (Goswami 2013). Punishing teachers, is not the solution. It is essential to have a close look towards the problems of teachers, so that they can deliver their best. Teacher training is essential as it has done by the government as a part of educational policy. Pointing out on New Educational Policy, Human resource Development Minister Smriti Irani said (2015) the new education policy will be formulated in consultation with the states. It is added that the education policy was earlier formulated on the basis of advice of a select few people. She said that we should go to the blocks, to the districts, talk to states, and make the new education policy through mutual consultations. Education will be given within the parameters of the





constitution and the government was also paying attention to teachers' training and Rs 900 crore has been allocated under the Pandit Madan Mohan Malaviya National Mission on teachers and teaching (AT, 28 April 2015). So government is planning to spend a lot for teacher training. The important thing is that how student are benefitted from such training programmes.

The teaching and learning process of the net-generation of our day demands revolutionary changes in classroom dynamics and transactions. The present generation can no longer afford to be mere consumers of knowledge. Instead they need to become adept at being producers of knowledge. This implies that the teaching techniques and methodology which we adopt in our classroom have to be changed radically to meet the needs and expectations of the present generation. It is pertinent to mention here that in the training course (DL. ED), understanding child psychology is an important section but understanding working teachers' psychology is important to get positive result. There are some other problems to higher education as well as technical education. Pointing out the problems of higher education, Konwar and Chakraborty (2013) observed in the context of north eastern region which is similar to Assam. They argued improper ratio of student and teacher, inadequate physical infrastructure, choosing better options by quality teachers, lack of innovative outlook and research, inadequate funds for improvement of technology and research based activities, lack of job guaranteed courses are some of major problems in higher education. In technical education also, these are the same problems as observed by Pant (2011). He further observed that syllabus has not been updated for more than 10 years, courses are not added according to demand for trained human resources (hydropower, Bamboo technology, Bio technology, herbal medicines), institute-Industry interaction is almost nonexistent, quality and quantity of qualified faculties is declining at an alarming rate and placement of students are poor.

The problem in education is also due to the existing socio-political situation in Assam. History reveals that education is highly effected during the Assam movement. Many of students had to lose valuable

years. Education is still effected due to frequent Assam *bandh* by various socio-political organizations. Some *bandhs* have impact on the entire Assam while some have partially affected area or district specific. Ethnic violence, flood and poor economic condition are some reason which is directly or indirectly effects the education of Assam. These are the bigger issues which needs serious retrospection. Due to existing situation many students like to pursue their higher education outside Assam. The brilliant students hesitate to return back. It is great loss for Assam.

## CONCLUSION

Education is the marker of a developed society. In the days of globalization and modernization, where every nation is on the race of being super power, well equipped education system prepares the platform. In Assam like other states of India, education is one of the important sectors. Government of Assam also left no stone unturned to improve the educational system of Assam. Taking loop holes of governmental policies, private sector make education as a profitable business. They are not hesitating to violate the governmental rules and norms. The present activities of government pertaining to private institutions are praiseworthy. In the same way, the government should take serious note of the various problems and challenges faced by teachers in LP and ME school. The infrastructure and facilities of high and higher secondary school need re-examination. Teacher-pupil ratio should be maintained. Higher and technical education need innovate as well as job oriented courses.

Increasing literacy rate is one of the important missions. Various programmes have been initiated by the governments and the NGOs like the National Adult Education Programme, National Literacy Mission, Total Literacy campaign and Shakshar Bharat Mission, but the expected result are yet to be achieved. We should focus 'literacy campaign' and 'education' in two different perspectives. Adult education is proper of illiterate people. But, for others education should be considered as a serious issue. It is associated with building knowledge based society and developed as a human





resource. Primary education and secondary education are important that it provide direction and guidance. The issue of corporal punishment is taken seriously. As study (done by Law Research Institute) shows that corporal punishment in the schools are still prevalent. I personally interacted with some teachers. They said that it is impossible to maintain discipline in the schools without corporeal punishment. I must agree that primary school teacher have to adopt innovative approach in order to control innovative approach. Again, ME and high school students have different problems. They are at the age of transition. Use of cell phone has also create new problems and hamper the proper growth of new generation. The positive and negative impact should be taught. On

the part of teacher, they should understand their duties and responsibilities. Government is paying huge revenue for them. It is their duty to raise the educational standard and return as a feed back to the government. Government should also show interest to understand their problems. An integrative and multidimensional approach is needed to overcome the various problems faced in the field of education. Sincere efforts of administrators, policy makers, education department help to rich our goal.

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**Education of girl child in the Tea Gardens of Assam: A Study (With special reference to Udalguri District of Assam)**

Paresh Kumar Sarmah



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**Abstract:**

*Despite all possible effort of Government by implementing several act, policy, right a large number of girl child in tea gardens of Assam are still illiterate as compared to other areas .Though workers of tea gardens are aware of about their constitutional right to education ,its importance in life style ,socio economic condition ,professional skill development etc.-they are still far behind from the expected goal . It is worth mentioning that without proper education the concept of women empowerment its totally meaningless for the workers of the tea gardens in Assam.Development of women can be achived only through education ,which is very poor in the district. Some of the tea garden in the district was established in eighteen century such as Hatigarh T.E established in 1893 Bhuteeachang T.E in the year 1897 ; But it is unfortunate that the literary rate is still measurable*

*Though the forefathers of the Tea tribe community were originally from other parts of India, like Odisha ,Bihar Jharkhand ,West Bengal ,Andhra Pradesh, Madhya Pradesh and Uttar Pradesh etc. they are now part and parcel of great Assamese nation . They are the backbone of flourishing Tea industry of Assam, as well as the economy of Assam .Due to lack of education girl child of tea community becomes victims of child marriage, deserted by their husband ,poor health condition, inhygienic dwelling condition –where empowerment fridges itself. This paper is an earnest effort to study the challenges faced by the girl children in the tea Gardens in Assam-specially in Udalguri District of Assam .*

**Key Words**-Girl child of tea garden , upliftment, Education, Development

## Introduction :

1:0 The word education is derived from the latin word *educare*, which means 'to raise';' to bring up': 'to train'; 'to rear'; etc. Education is such a process by virtue of which an individual is encouraged and enabled to fully develop his potential. It may also serve the purpose of equipping the individual with what is necessary to be a productive member of a society .

1:1 Women education is a process where by women become able to organize themselves to increase their self reliance,to assert

their independent right to make choices and to control resources which will assist in challenging and eliminating their own subordination.

The constitution of India provides gender equality in its preamble, fundamental Rights, fundamental duties and directive principle of state policies -within this our democratic polity, laws, policies, plans, programs aimed at women advancement, in different spheres. In recent years the empowerment of women has been recognized as the central issue determining the state of women.

1:2 The constitution (Eighty sixth amendment) Act 2002 inserted article 21-A in the constitution of India to provide free and compulsory education to all Children in the age group of six to fourteen year as a fundamental right in such a manner as the state may by law , determine. The right of Children to free and compulsory education (RTE) Act ,2009,which represents the consequential legislation envisaged under article 21-A . means that the every children has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

1:3 It is clearly mentioned that the goal of national policy for the empowerment of women 2001, is to bring about the advancement, development and empowerment of women. To achieve this goal, girl children should be educated, which is very low among the working woman of tea garden especially in Udalguri district of Assam in India.

## Review of Literature:

2:0 Various study and survey covering review of literature on women advancement and empowerment in India have coming out over last three decades. A large number of programmes have been formulated and implemented like employment Guarantee schemes, food for women programmes, women co-operatives, enhancement of forming SHG's, NGO's etc. The paper is based upon a study on women education in the tea gardens of Udalguri District in India.

A lot of discussion have been made so far for Girl education of women workers of tea gardens in Assam. Tea is a popular





beverage around the world and people consume tea irrespective of ages or classes. Constituting half the work force, Assam Tea Tribe women are a jovially devoted themselves to their duties and are the backbone of the flourishing tea industry of Assam. It is the only sector where majority of the workers are female. The industry progressed by leaps and bounds, while the condition of workers has remained almost the same for years, since the British brought their ancestors here to work plantation from various parts of India.

The Girl children of Tea Garden suffer physically, mentally, economically, socially in day to day life e.g. literacy, living style, poverty, cleanliness etc. After every monsoon they suffer from vector borne diseases like Tuberculosis, diarrhea, Malaria etc.

Due to lack of education women workers were deprived and exploited in various ways such as in wages, distribution of subsidized food grains, maternity leave etc, But after independence, along with the plantation Labour Act 1955; the Tea board was set up to provided facilities for the growth of tea industry as well as the upliftment of tea community.

## Objective of the study

3:0 The objectives of the study are-

i) To study the Challenges faced by the girl children in the way of Education in the Tea-Gardens in Udalguri district of Assam.

ii) To study the educational and social backwardness among the women Community of tea gardens, especially in Udalguri District of Assam.

## Methodology:

4:1 This paper is based on both primary and secondary sources. Primary data's are collected directly i.e. from oral interviews. Some opinions are collected from questionnaire mainly from girl students of higher classes and colleges. Some data's are obtained from some official websites and also from some organization. The primary data's are collected randomly from different tea gardens of the district. A list of this tea gardens are

given in the appendix-III. A pre structured questionnaire was distributed among selected persons to collect their opinions.

4:2 Secondary information are collected from different News paper, Magazines, Journals, Books, Thesis and other publications. Some sources are also obtained various official websites of Government of Assam and India.

**Discussion:**

5:0 There are two sub-divisions in Udalguri district and total number of tea garden in the district is 25. Of course there are a larger number of small tea gardens which are comparatively new.

5:1 The working women in the tea garden of Assam are mainly from tea garden community. Tea garden community itself is a composite community having different language, culture and tradition. Some of the sub-caste are mentioned in Annexure-I

5:2 According to a report, published by world Economic forum New York, the position of India is 114 among 142 countries, where the survey was made for determination for Development index for gender equality. In economic sector this position is 134 while in literary rate the position of India is 126. In Health sector this position is at 141. This shows the horrible picture of women in India.

5:3 The literary rate in the tea garden area is very poor, compared to other areas. The censtraints for the development of literary campaign in the tea garden are-

i) Poor quality infrastructure. Almost all tea gardens have only a lower Primary school with capacity 100 to 250 students.

ii) Classes are held in very poor quality buildings with inadequate desk and benches.

iii) Usually there are one or two teachers for classes I to V having 100 to 250 students.

iv) Some of school remains closed during plucking time.

v) Teacher is paid nominal salary by the management authority.





vi) A Child labour is highly encouraged in tea gardens etc.

5:4 Surprisingly, even after intervention from the Sarva Siksha Abhijan Mission, the girl child in tea estates still gets a raw deal. Right from the time she step into the school, the girl child also has to take part in running the household with little time to enjoy childhood. Later, as the family grows, and with her mother at work she would take care of younger sibling, and thus find no time for studies.

**Results/ Findings:**

6:0 The data's and information collected during investigation are given below-

Table- I

| Sl. No | Characteristics | | No. of Respondent | Percentage |
|---|---|---|---|---|
| 1. | Age | 12 to 16 years | 297 | 46.40% |
| | | 16 to 20 years | 302 | 47.18% |
| | | 20 to 24 years | 38 | 5.93% |
| | | 24 and Above | 03 | 0.46% |
| 2. | Educational Qualification | LP | NIL | NIL |
| | | UP(Class VII) | 103 | 16.09% |
| | | High School (Class IX & X) | 194 | 30.31% |
| | | Higher Secondary (Class XI & XII) | 302 | 47.18% |
| | | Graduate | 38 | 5.93% |
| | | Post Graduate & Other | 03 | 0.46% |

Table- II

Reason behind illiteracy

| Sl. No | Reason behind illiteracy | Number of Respondent | Percentage |
|---|---|---|---|
| 1. | Lack of School facility | 57 | 9 % |
| 2. | To look after their younger brother/ sister | 199 | 31 % |
| 3. | To engaged with house hold affairs | 135 | 21 % |
| 4. | Financial hard ship | 166 | 26 % |
| 5. | Ill health | 13 | 2 % |
| 6. | Negligence of parents | 70 | 11 % |

6:2 The result of study can be summarized as follows-

A)

i) 46.40% of the respondent are in the age group of 12 to 16 years i.e. they are in the classes from VIII to XII.

ii) 47.18% of the respondent are in the age group of 16 to 20 years i.e. they are in the classes from XI & above .

iii) 5.93% of the respondent are in the age group of 20 to 24 years i.e. almost all of them are in Post Graduation.

iv) 0.46% of the respondent are in the age group of 24 to above and most of them are engaged in some jobs.

B)

i) 9% of the respondent are in the opinion that there is no available school facilities at the time of their childhood.

ii) From the data collected it is seen that 31% of them were in the opinion that girl child used to look after their younger brother and sister, while 26% were deprived due to their financial hardship and 21 % were engaged in house hold affair.

iii) 11% of them were abandoned from schooling due to their parent's negligence.

**Suggestions :**

7:0 From the analysis of the data mentioned above it is clear that-





i) Importance should be given on Education at all levels for girl children in tea garden areas; because education increases self dependence, provides liberation to think independently and master themselves.

ii) The management of tea garden should be compelled to provide minimum basic facilities, rations, health and hygiene, education etc. by adequate legislation.

iii) In every tea garden where in fifty or more women worker are employed, there should be the provision of crèches whereby the girl children- which are engaged in looking after their younger siblings, can be imparted education.

iv) The NGO's, Social Organizations and Government should adopt special measure for education in the tea garden area.

v) The Government should provide necessary facilities to the girl children so that they may get rid of tea garden duties.

vi) Parents of the girl children should manage separate arrangement or household affairs.

vii) Scholarship should be given to the girl children from higher classes i.e. from IX onwards.

viii) Organizations should adopt necessary strategies for awareness in the field of women empowerment.

**Conclusion:**

8:0 In the conclusion it may be stated that the girl children of tea garden in Assam particularly in Udalguri District legging for behind socially literally, culturally, economically. As they are isolated from the mainstream of the society, they should be brought forward. Though they are now aware of their right to education- a lot of work is still to be done through political legislation, NGO's and other implementing agencies.

As the nucleus of a family is the women, they should be provided proper education of every aspects of life so that they may be educated. Women plays a vital role in the economic development, socio-cultural development, provides proper guidance to their children.

To solve the increasing problem of girl children of tea garden effort should be made collectively to make them literate, culturally reach, and economically stable, with mutual co-operation and understanding among the workers, management, local people and of course the government.e

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**Annexure- I**

**Different Sub-Caste Constituting Tea-Tribe Community**

| | | | |
|---|---|---|---|
| 1. Arya Mala | 24. Chowdhari | 47. Kurwa | 70.Mirdhar |
| 2. Asur. | 25. Chere | 48. Kol | 71. Majwar |
| 3. Ahir-Goala | 26. Chick Borik | 49. Kalahandi | 72. Modi |
| 4. Bashpher | 27. Chamar | 50. Kotwal | 73. Nagasia |
| 5. Bhokta | 28. Dandari | 51. Kharia | 74.Nagbansi |
| 6. Bowri | 29. Dandasi | 52. Kumhar | 75. Nath |
| 7. Bhuyan | 30. Dusad | 53. Kherwar | 76. Pasi |
| 8. Bhumij | 31. Dhanwar | 54. Khodal | 77. Paidi |
| 9. Bedia | 32. Ganda | 55. Koya | 78. Panika |
| 10. Belder | 33. Gonda | 56. Kondpan | 79. Parja |
| 11. Baraik | 34. Ghansi | 57. Kohor | 80.Patratanti |
| 12. Bhatta | 35. Gorait | 58. Kormakar | 81. Pradhan |
| 13. Basor | 36. Ghatowar | 59. Kishan | 82. Rajwar |
| 14. Balga | 37. Hari | 60. Kalihandi | 83. Sawar |
| 15. Baijara | 38. Holra | 61. Lohar | 84. Sahora |
| 16. Bhil | 39. Jolha | 62. Lodha | 85. Satnami |
| 17.Bondo | 40. Keot | 63. Lodhi | 86. Turi |
| 18. Binjia | 41. Koiri | 64. Madari | 87.Telenga |
| 19. Birher | 42. Khonyor | 65. Mahli | 88. Tassa |
| 20. Birjia | 43. Kurmi | 66. Mohli | 89. Teli |
| 21. Beddi | 44. Kurmi | 67. Mahato | 90. Tantubai |
| 22. Barhai | 45. Kowar | 68. Malpharia | 91. Tanti |
| 23. Bauri | 46. Karmali | 69. Manki | |

**Annexure- II**

**Some of the Tea Garden of Udalguri District:**

| | |
|---|---|
| 1 | Chandana T.E |
| 2 | Tata Tea Limited Hatigarh T.E. |
| 3 | Panery T. E. |
| 4 | Bhutiachang T.E. |
| 5 | Corramore T.E. |
| 6 | Majuli T.E |
| 7 | Orang T.E. |
| 8 | Mazbat T.E. |

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