

# CHAPTER-I

## INTRODUCTION

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### 1.0. INTRODUCTION

‘Management is getting people together to figure out how to transform inputs into outputs. In the process of figuring out the process of how people work together, you have got to figure out who’s got what responsibilities and how do they work together’(Clayton Christensen).

India has a rich history of Management. In Shrimad Bhagvad Gita, Lord Krishna’s managerial skill shown to stable the mind of Arjuna when his mind was in conflict to fight against his own kith and kin in the battle of Kurushetra. Great Indian epics ‘Chatrapatti Shivaji Raja’ showed evidences of management in ruling the Kingdom.

Therefore, the effective result of Management skill was in existence since earlier period and has taken a formal shape in various fields of work and activities; and a good management skill also find its place in the field of Educational and Institutional Management.

Educational and Institutional Management includes the activities of setting the strategy of an Organization and coordinating the efforts of its employees (or of Volunteers) to accomplish its objectives through the application of available Resource, such as Financial, Natural, Technological and Human Resources. (<https://en.wikipedia.org>)

Management implies the strategies employed to reach Organizational goals by working with employees and available resources. Management in Educational Institutions refers to effective Management of the School Principal/Head Master/Head Mistress, Governing body in context to efficient functioning of various official, scholastic and non-scholastic activities by the teaching and non-teaching staff. It is

related to the process of Planning, Organizing, Directing and controlling the Human as well as Material Resources efficiently (B.N. Das)

Bolam (1999) defined Educational Management 'As an Executive functions for carrying out agreed policy' (<https://en.wikipedia.org>). Therefore, management comprises both Art and Science of decision making and Leadership. School Management comprises educational planning, decision making and problem solving through team work. In addition, management has to address and implement various welfare schemes for employees, financing, budgeting, conducting examination, evaluations, timely publication of results, convening meetings periodically with teaching, non-teaching staff, guardians & parents. Maintaining a conducive and positive academic climate in the Institution is an important task of the Management body. Management, is therefore, can be stated to be a force which keeps the entire School community vibrant, aware of different issues & problems, amicable solutions and effectively working to achieve Institutional Goal with efficiency in functioning and also to reach the objectives of the Institution.

As observed, one of the major drawbacks in the prevailing Educational system is the inability to function the Educational Institutions on the basis of good management. Management implies scientifically validated procedures for running a system which will optimise proper Institutional functioning. Management enables all educational operations and improve their quality and this is possible when there are competent managers placed at appropriate positions to give leadership to the success of the whole system. The creation of effective management system needs to be one of the priority reforms to be introduced by all educational systems for all round development of Educational Institutions but, those entrusted with management aspects must be accountable for producing quality and also to identify and develop the Human resources as Human resource management is a major area of concern in modern educational management.

A gradual expansion and promotion of Indian Education has been witnessed in India after 1947 at all levels of general and professional education. The Primary

Education in the country is a success story with expansion and retention of children with Management operations based on the assumptions that all schools need not and cannot be expected to evince superior performance, needs to be corrected. A new management culture where schools are operated using a different notion - all Educational organizations are capable of improvement and that all children are entitled to the best education that schools can provide (Professionalising Educational management: Frontiers of new Education: A.S. Nair). In various countries efficient management systems are introduced and our Educational administrators and planners need to adopt those practices for efficient management system in our Educational Institutions.

### **1.1. PRIMARY EDUCATION IN INDIA DURING PRE INDEPENDENT ERA:**

In India, development of primary education began from British period when they introduced their educational system. Hunter Commission (1882) made important recommendations on all the aspects of primary education for its speedy growth. They changed the shape of primary education by bringing it under the local boards. Gopal Krishna Gokhale (1910-1912) was a great champion of compulsory Primary Education in India. Although Gokhale failed in his effort to get the resolution passed, yet his efforts served a great purpose. It focused the attention of different sections of population in India on the importance of this issue. Hartog Committee (1929) recommended for closing down inefficient schools, improving the quality of primary education in place of expansion, reducing wastage and stagnation and conducting close inspection supervision. Apart from that, Christian Missionaries also played an important role in the development of Primary Education in our country.

During 1921-31 the expansion of primary education in India was very great and in 1931-37 there was a sharp fall and again in the decade 1937-47 the expansion became phenomenal. The expenditure on primary education increased from 495 lakhs in 1921 to 1948 lakhs in 1947. The period 1921-47 may be described as the period of great educational thinking in field of primary education.

## **1.2. PRIMARY EDUCATION IN INDIA DURING POST INDEPENDENT ERA:**

India after achieving freedom in 1947, the Constitution of the country was adopted in 1949 and came into force on 26<sup>th</sup> January 1950. The Preamble of the Constitution outlines the social philosophy which should govern all Institutions including Educational and Right to Education is one of the Fundamental Rights enshrined in the Constitution. The Article 45 incorporated in the Constitution stated 'The State shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years ([www.preservearticles.org](http://www.preservearticles.org)). After this historic Article incorporated in the Constitution, the universal Primary Education lies with the Central, State, Local bodies and Voluntary Organizations. Realising the importance of universal Primary Education for the development of the country, a number of Education Commissions were set up to review and suggest effective Educational measures and one of such commission in post-Independence era was Education Commission 1964-66 established under the Chairmanship of Dr. D. S. Kothari, which advised the Government on National pattern of Education and on policies for development of Education at all levels. For expansion and improvement of Primary Education, the Commission was in full support for free and compulsory Education for all children up to the age of fourteen. Further the commission suggested to avoid wastage and stagnation at the Elementary level, establishment of primary schools within a mile from home of the children, universal enrolment and retention of children till completion of school, encouraging girls education and improvement of the quality of education. The National Policy on Education 1968 incorporated a number of programmes and one of the important suggestions forwarded was on Free and Compulsory education. On April 20<sup>th</sup> 1986, a new Educational Policy was placed before the Parliament and it was the result of renewed priority assigned to Education by the Government of former Prime Minister Rajiv Gandhi. The National Policy on Education, 1986 and its Programme of Action (PoA) which was the result of deliberations, consultations and consensus was reviewed and updated in 1992.

([www.inflibnet.ac.in](http://www.inflibnet.ac.in)). As early as 1990, an Education Committee under the Chairmanship of Sarvodaya leader Prof. Ram Murty was set up and the main purpose of this committee was to examine old Education Policies and suggest new measures for promoting Education in the country. In 1992, Janardhan Reddy Committee was appointed to make an access of the report submitted by Prof Ram Murty in 1990 under the Central Advisory Board of Education. A number of suggestions forwarded by the Committee also recommended free and universal Elementary Education.

In order to attain Universalization of Elementary Education, the Government has enacted the Right of children to Free and Compulsory Education (RTE) Act 2009 which paved the way for Free and Compulsory Education to all children in the age group of six to fourteen years. This significant Act came into force with effect from 1<sup>st</sup> April, 2010. This is a historic Act for according legal status as the Right to life as provided by Article 21A of the Indian constitution. As per this Act, all children to be provided eight years of Elementary Education in an age appropriate classroom in the vicinity of his or her neighbourhood and Sarva Siksha Abhiyan operating in the country since 2000-2001 to be the main drive for implementation of RTE Act and also to achieve the objectives of Universalization of Elementary Education in the age group of six to fourteen years in a time bound manner ([www.inflibnet.ac.in](http://www.inflibnet.ac.in)). India became one of one hundred and thirty-five countries to make Education a Fundamental Right of every child. With this Act, India has moved forward to Rights based on legal obligation to be the responsibility of State and Central Government to implement this fundamental Right of Child enshrined in the Article 21A of the Indian Constitution in accordance with the provision of the Right to free and compulsory education Act, 2009.

### **1.3. CONCEPTUAL FRAMEWORK OF THE STUDY UNDERTAKEN:**

Primary education in the country took a turning point with launching of Sarva Siksha Abhiyan in 2002. In India 80% of the Primary schools are run by Government or Government aided, thereby being the largest provider of Primary Education in the country. With the implementation of the Right to free and compulsory education Act,

2009, education for children within 6-14 years of age or up to class VIII (Upper Elementary) has been made free by the Government.

The Indian Government is laying emphasis on Primary Education (Elementary Education to children aged 6-14 years). The Investigator in her pilot study before undertaking the Research studies visited ten Primary Schools of Kamrup metro (urban) district Assam and observed a number of factors associated with unsatisfactory quality of Education imparted in the Government Primary Schools including unsatisfactory Management system. Under the provision of Sarva Siksha Abhiyan and RTE Act 2009, every school receiving support from the government at Elementary level need to constitute School Management committee with 75% of Management committee members to be nominated from Guardians and Parents. It was observed that the School Management committees were not functioning in the right manner for achieving its objectives. It was also observed that the school Infrastructure and the learning climate is also not favourable. The Teaching input and the Teaching learning process were observed unsatisfactory leading to below average outcome as observed in the schools. Therefore, these observations has led to formulation of few Research questions in mind and to make an attempt to study the Management of the Government Primary Schools of Kamrup Metro (Urban) district in Assam. Most of Review of the related studies undergone focused on Pedagogic methods and School Governance with increasing inputs to be given in the Process of Education only. The Investigator has come to understand that the learning outcome through the process of Education received by the Learners depends upon to a great extent on teaching Inputs as well as teaching Learning process. In context to teaching Input and teaching learning process, the Management and its efficient functioning is equally important. In spite of good inputs and teaching-learning process, if the School has weak management, it will lead to creation of problems of absenteeism of Teachers, imbalance ratio of Pupil-Teachers and below average outcome of the Education process failing to achieve the Mission and Vision of the schools. Modest and efficient Governance and Management systems can yield significant returns leading to all round quality of the schools.

The Government of India lays emphasis on Primary education, also referred as Elementary education, to children aged six to fourteen years old (<https://en.wikipedia.org>). In context to Primary education, it is the basic foundation for holistic development of children which needs maximum priority and attention to be put by all Educational Planners, Policy makers and Educationists to make the Primary education a strong basic foundation. A number of studies during last few decades revealed that meaningful learning can take place with significant changes in effective pedagogy and good governance. It is important to realise how School inputs translates into meaningful Learning outcome to ensure the broad based development of learners in their physical, mental, emotional, cognitive and social domains and preparing them for further education. In India, Elementary schools provide education from class 1 to class VIII, called lower elementary and upper elementary. Primary education in the country is provided both by Public and Private sectors with fund assistance from central, state and local. The Government is the largest provider of Elementary education in the country. However, due to constraint of adequate resources, viz., poor infrastructure, imbalance pupil-teacher ratio and ineffective teacher training, Elementary education imparted in most of the schools is far from satisfaction (<https://en.wikipedia.org>).

Efforts were being made to raise the quality of Primary Education by the Government of India. The District Education Revitalisation Programme (DERP) was launched in 1994 with an aim to universalise Primary Education in India by reforming and vitalising the existing primary education system (DERP, 1994). A study projected that 85% of the DERP was financed by the Central Government and remaining 15% by the states (<https://en.wikipedia.org>). At present the Sarva Siksha Abhiyan which is taking the initiatives to promote quality of education and in equipping the schools with full infrastructure is however successful in enhancing the enrolment. The enrolment aspect is fairly successful in India with 96% enrolment rate at primary level (ASER, 2012), but the quality of education is below expectations. Therefore, this study undertaken on Management of Primary schools and the selected variables to be studied will enable the Investigator to highlight the findings so that in near future constructive

strategies can be adopted for all round betterment of Primary schools and in enhancing the quality of education.

#### **1.4. DEVELOPMENT OF PRIMARY EDUCATION IN ASSAM:**

The development of modern Education started in Assam in 1826. Assam came under the control of East India Company. It was David Scott, the first agent of East India Company who was interested in promoting Indigenous system of Education in Assam and established schools in Lower Assam including in Garo hills for the expansion of Primary Education for Hill tribes. After 1857, administrative control went to the Britishers and this had an impact in the Educational system of the country. In 1882, Hunter Commission established under Sir William Hunter entrusted the responsibility of Primary Education to the Local Boards and recommended that financial grants to be given to schools on the basis of School results. As the Provincial Government granted one-third of the total expenditure of the local boards which adversely effected the promotion of Primary Education in Assam.

In Assam, the first Primary Education Act was passed in 1926 and extended to entire Assam. This Act made the provision that any local authority with a majority of two-thirds of the members may resolve to introduce schools within its jurisdiction for children between 6-11 years of age. However, Primary Education made a slow progress during this period due to Grant-in-aid system and Local Boards were unable to control Primary Education. Again in the year 1954, the Assam Basic Education Act was passed and the Government of Assam accepted Basic Education as the National system of Education which was passed as Assam Basic Education Act 1954. The Constitution of a State Board for Basic Education was formed to advice the Government on Grants to be received, management and control, recruitment and service conditions of teachers, selection of teachers and training. Under this Act , all Government MV schools, all MV schools managed by private bodies, all Primary Schools, all Basic schools and any private Elementary school to be recognised as Basic schools under this Act. In 1962, The Assam Elementary Education Act was



passed and made provisions for the control and management of Elementary schools and to provide free and compulsory Education in Assam. This Act made the State Government responsible on certain matters related to Elementary Education. The Act entrusted responsibilities for management of Elementary Education to Local authorities of the areas concerned ([www.kkhsou.in](http://www.kkhsou.in)).

From 1950, the planning commission gave priority to Education in the Five year planning programme of the country. The Government undertook development schemes of Primary schools and number of schools and teachers increased considerably. By 1973-74, total number of schools were 19,595 and the number of teachers were 15,92,613. The growth rate of Primary schools during the period 1975-76 to 1993-94 was one lakh seventy five thousand (Lais, 2005:173). The National Policy on Education 1986 recommended schemes like Operation Black Board to improve the quality of Primary Education. This policy was introduced in Assam in 1987 and provided assistance to the needy schools. The Government of Assam under 'Operation Black board' took measures to establish primary schools in different villages, made provision of free text books and other materials, construction of two additional class rooms in schools, supply of Black board to schools, appointment of teachers in single teacher schools, establishment of teacher training Institutes for primary school teachers and provision for additional posts for school Inspectors for supervision and inspection ([www.kkhsou.in](http://www.kkhsou.in)). The District Primary Education Programme (DPEP) was also initiated in Assam in 1994 to achieve Universalization of Elementary Education and improve the quality of Education in Government Primary schools. The objectives of DPEP scheme were to provide access to primary education by all children from class I-V, to reduce the dropout rate to less than 10%, to increase learning level at primary stage by 25% and to reduce gender gaps and differences in social group to less than 5% ([www.kkhsou.in](http://www.kkhsou.in)).

After the 86<sup>th</sup> Constitutional amendment, the Sarva Siksha Abhiyan was introduced by the Government of India, which is a time bound project to provide Elementary education to all children of six to fourteen years of age. Sarva Siksha Abhiyan was started in Assam in later part of 2001-2002. Sarva Siksha Abhiyan, with

the main objectives aim at universal elementary education, quality education, to promote social justice for all children to be in school and to provide an opportunity to the state to develop their own vision of Elementary education. Further, SSA made an effort to involve Panchayati Raj, School Management committee, Village and Urban slum level committee, Parents and Teachers associations, Mothers association, tribal autonomous committee and other grass root level structures in the management of Elementary schools. Under Sarva Siksha Abhiyan various committees were formed for efficient functioning to work together for universal enrolment, retention and school improvement on their own ([www.kkhsou.in](http://www.kkhsou.in)).

The main objectives of Sarva Siksha Abhiyan is universalising Primary Education in the country, to raise the quality of Elementary Education and increase enrolment in schools so as to fulfil the mission of 'Education for all'. However the lack of focus on quality is evident in the recorded learning outcomes of ASER well as in the annual report 2012-13 of MHRD where all achievements listed under SSA are input based. There is no mention of learning outcomes achieved by the students'. The Investigator in her pilot study in the selected Government Primary Schools in Guwahati observed low teaching quality and failure for implication of policies and Acts in the best possible way. The Right to Education which is a fundamental Right to Education is being found to increase the access to schools but not learning.

#### **1.4. SARVA SIKSHA ABHIYAN MISSION IN ASSAM:**

Assam Sarva Siksha Abhiyan Mission was launched in the year 2001 as National Flagship programme with the objectives of enrolling all children of the age group 6-14 years, retaining children in school till the completion of Elementary education, training teachers and improving the quality of education, provision of teaching-learning materials promoting social justice, involvement of Panchayati Raj institutions and people's committee in management of schools, opening schools in the unserved areas and providing school facilities in the habitations. With the enforcement of Right to Education for free and compulsory education Act, 2009, Sarva Siksha Abhiyan Mission, Assam along with SCERT and Directorate of Elementary education, Assam

has been notified as the 'implementing authority 'of the Act, 2009. The SSA programme is entrusted with the responsibility with interventions which are, establishing new schools, teachers' training centres, constructions of additional classrooms and school buildings, providing drinking water facilities and toilets for boys and girls separately, academic Resource support, mid-day meal provision and distribution of text books.

The Governing body of Sarva Siksha Abhiyan in Assam is headed by the Chief Minister and Education minister as Chairman and vice Chairman with Mission Director. The executive committee is headed by the Chief Secretary; State Project office is headed by Mission Director, District level committee headed by Deputy Commissioner and the Block level structure headed by President of Gaon Panchayats. For specific attention on children's education and to achieve education for all children there are significant components functioning under SSA. These components are Early Childhood Care and Education (ECCE), Alternative and Innovative education (AIE), Education Guarantee scheme (EGS), Hard to reach children (HTR, Integrated Education for disable (IED) and Community mobilization (CM). The Government of Assam is doing the best possible to provide mid-day meal to the children as per norms prescribed by the Honourable Supreme Court of India. To facilitate nutritious mid-day meal to the students, the State Government have been providing with large financial assistance to the schools.

Regarding the budget sharing by Central Government and State Government, it was earlier 85:15 in the ninth plan, 75:25 during the tenth plan and there after sharing is 50:50. The State Mission plays a pivotal role to cater to the needs for developmental works related to SSA in the various districts. The implementation team of SSA works in decentralized management of Education with accountability to the community. One of the most important functionaries in SSA programme is the School Management Committee (SMC). SMC serves for two years. SMC is headed by a President who is either selected or elected from amongst senior citizens of the village or from amongst the parents of the school children. The Head master/mistress is entrusted with the

responsibility of SMC Secretary. The SMC has twelve members, five of which are elected or selected from amongst the parents or Guardians of school children and two women out of the five to be included in the committee and three of which are selected from non-parent members, one member from village panchayat, one member from Donor and one member from President of VEC/TGEC/WEC/CEC and one member from Mothers group. The SMC is entrusted with the responsibility to ensure congenial academic environment in the school, to address the attendance of students and to stop early withdrawal from school, to supervise, coordinate the teaching and non-teaching staff, to see to the knowledge enhancement of school children, to ensure maximum utilization of available local resource in the administration & management and to see to the proper utilization of teaching-learning materials in the classroom.

In addition, the SMC monitors the regular attendance of both teaching and non-teaching staff, submit monthly report to the higher authority of the SSA mission and maintaining proper records of the financial matters and to submit the utilization certificates timely. In Assam, the structural change came in the elementary level of Education by putting class VIII in the upper Primary level (Elementary level) and class V in the lower Primary level. The new provision has been made according to the mandate of the RTE Act, 2009 which has included class I to VIII in the Elementary stage (The Assam Tribune 03-01-2011).

The RTE Act has important implications for the overall approach and implementation strategies of SSA and it is necessary to harmonize the SSA vision with the RTE mandate ([www.shodhganga.inflibnet.ac.in](http://www.shodhganga.inflibnet.ac.in)).

#### **1.6. STATEMENT OF THE RESEARCH PROBLEM:**

The present study is entitled as *Management of Government Primary schools: A study in Kamrup Metropolitan (Urban) District, Assam*. In this study an attempt is made to study the Management of Government Primary schools of Kamrup Metropolitan (Urban) district. Management is the organization process that includes strategic planning, setting objectives, managing resources, deploying Human and financial assets needed to achieve the objectives and measuring results. In this study

the term Management is associated with School Management committee formed in Government Schools of which 75% members of the Management committee are nominated from Parents and Guardians community.

### **1.7. OPERATIONALIZE DEFINITIONS OF THE KEY TERMS USED:**

The variables which are used in this study are Teaching Input, Teaching-Learning process, Teaching outcome and Cost effective.

- (a) Teaching Input:** The Teaching Input means and operated in this study are school Infrastructure available viz., class rooms, Desks and Benches, Black Board, Library, Teaching aids, Playground, Games and Sports facilities, Protected campus, Computer and Internet facilities and Human resources comprising Head Master, Teachers and Non-teaching staffs.
- (b) Teaching-Learning process:** Teaching–Learning process means and operated in this study comprises teaching hours, class period duration, number of working days, lesson plan, teaching methods, teaching aids, examinations conducted, co-curricular activities facilities, supervision, training, field trips, role of school Management committee, class attendance and teachers regularity of presence.
- (c) Teaching-Learning outcome:** Teaching-Learning outcome means and operated in the study comprises skills and knowledge acquired by the Learners and which needs to be developed by learners after completion of the course or programme of studies. Learning outcome provide students with guidance to improve their studies. Learning outcome in the study is used to assess the knowledge acquired by Learners. The teaching-learning process taking place in the classroom is of importance and in a study it stated that ‘effectiveness of the teacher in the classroom is the most important’ (Wright, Horn, Sanders, 1977).
- (d) Effective unit cost:** The effective unit cost means how much amount had been invested in producing a pupil who had completed the 5-Year Primary Education Course.

### **1.8. PROFILE OF KAMRUP METROPOLITAN (URBAN) DISTRICT:**

Assam is the gateway of North east India. It spreads over a geographical area of 78,438 square km and shares boundary with Arunachal Pradesh, Manipur and Nagaland in the east; West Bengal and Bangladesh in the west; Meghalaya, Tripura and Mizoram in the south; and Bhutan in the north. The state has thirty three districts and Kamrup Metro (Urban) district is the capital district of Assam which has a geographical area of 955 sq. km.



### **1.9. AREA OF STUDY:**

The area of Study includes whole of Kamrup Metropolitan (Urban) district of Assam covering Geographical area of 955 km including 692.57 km in rural area and 262.43 km in urban area. The Kamrup Metropolitan (Urban) District has two blocks -Dimoria with 222 Government Primary Schools and Guwahati block with 313 Government Primary schools.

### **1.10. SIGNIFICANCE OF THE STUDY:**

The investigator has gone through various related Research studies conducted earlier before undertaking this Research study. During the course of study it was found that no study was earlier conducted on Management of Primary schools with special reference to Kamrup Metropolitan (Urban) district in Assam on Management of Primary schools in context to selected variables.

Study on Management of Primary Education has its importance as Educational management helps to professionalise all educational operations and improve their quality. An efficient team of management would definitely be a boon to revolutionise the overall Educational system in the country. It is deeply felt that it is efficient management system behind developing a new school culture with focus on quality. Efficient management would develop a new style of functioning by which the school succeeds in bringing the community into the school and make the community responsible for shaping and sustaining the programmes of the school. The role of management body is highly important and paramount in context to the overall efficient functioning and brilliant performance by teachers and the students. Therefore, the role of management in the Government Primary schools has been taken as one of the aspects of study along with selected variables.

The Government Primary schools of Kamrup Metropolitan (Urban) district has been selected for the study as the students from middle class and majority from poverty laden students gets enrolled in Government Primary schools due to the fact that education is free along with free distribution of text books and provision of mid-day meals. The Teachers and Head master appointed in the Government Primary



schools are well paid by state government with provision of annual salary increment and to avail leave as per Government rules. On the other hand, the private primary schools are run by private bodies, take decisions for recruitment of teachers, hours of working and overtime works and rules and regulations are fixed by the authority of the private Institutions. The Investigator has taken the Government Primary schools as per Government notification, the School management committee is mandatory and to be formed with inclusion of parents or guardian, village panchayat, women community, non-parents, mothers group and Donor member. As SMC is one of the most important functionaries of the Sarva Siksha Abhiyan programme, the Investigator has selected the Government Primary schools in this study. All Government, Government aided, and special category schools have to constitute the SMC as per section 21 of the RTE Act. Private schools are mandated to form management committees on the basis of their Trust or Society Registration and they are not covered by Section 21. Hence the investigator selected only the Government Primary Schools.

The Right to free and compulsory Education Act, 2009 came into force with effect from 1<sup>st</sup> April, 2010 throughout the country. The historic Act is also equally implemented in both public and private Institutions. During the pilot study it was observed that less or no awareness about RTE exists among most of the teachers and community involved in the school management process in the Government Primary schools. This study will help to find out the awareness of RTE Act in all the schools taken which would help the Government in taking adoptive measures.

This study will reveal a clear outcome about the functioning of the Management committee formed in the Government Primary schools which will again be an important document for the Government to take constructive measures.

The study will provide documented data in context to selected variable which are Input process, teaching-learning process and learning outcomes of the Government Primary schools in Kamrup Metropolitan (Urban) district.

The study is justified on the ground that on basis of the empirical study, constructive suggestions to be given and also for further Research studies to be

conducted by Researchers in context to Management and Elementary education's status in the country.

#### **1.11. OBJECTIVES OF THE STUDY:**

1. To study the management of Government Primary Schools in relation to Teaching Inputs.
2. To study the management of Government Primary schools in relation to Teaching-Learning process.
3. To study the management of the Government Primary schools in relation to Teaching outcome
4. To study the cost effectiveness of Government Primary schools.
5. To forward constructive suggestions in context to management of schools.

#### **1.12. RESEARCH QUESTIONS:**

1. Is the management of the Government Primary schools of Kamrup Metropolitan (Urban) district in relation to teaching inputs adequate?
2. Is the management of Government Primary schools in relation to teaching process adequate in the Government Primary Schools of Kamrup Metropolitan (Urban) district?
3. Is the management of Government Primary schools of Kamrup Metropolitan (Urban) district in relation to teaching outcome satisfactory?
4. What strategies have been adopted to prevent drop-outs in Government Primary schools in Kamrup Metropolitan (Urban) District?

#### **1.13. DELIMITATION OF THE STUDY:**

The study is delimited on the following aspects.

1. For the study 30% of Government Primary Schools of Kamrup Metropolitan (Urban) district is taken as representative sample.
2. The data used in this study is of 2014-15.

3. The final outcomes of the study is not generalised and refers to Kamrup Metropolitan (Urban) district only.
4. In this study the investigator is projecting administrative management.