

CHAPTER-VI

SUMMARY AND CONCLUSION

6.0. INTRODUCTION

The Lower Primary stage of Education consisting from classes I to IV is the foundation on which development of every citizen and the nation as a whole built on. Generally, a child starts going to a formal institution that provides their physical, mental, emotional, intellectual and social development. Education at this stage contributes a lot to foster values of emotional and national integration. So the country under any circumstances cannot ignore the primary level of education. The progress of primary education is a vital index of the general, social and economic development of the country as a whole. A sound primary education gives a fillip to sound secondary and higher education. The world is going through rapid changes in all dimensions of development. Education has become the corner stone and main machinery of development in every country in this era of rapid social transformation and technological development. Therefore, every human being, especially children have a right to education to improve their own quality of life as well as to participate meaningfully in social life. Primary education deserves the highest priority, not only on the grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing national productivity.

Universalization of elementary education is the single most crucial education in all the countries- whether developing and under developing. However, inability to provide the optimum educational facilities has become a major hurdle to achieve the aims and objectives of universalization due to lack of resources. Besides, wastage, stagnation, non-enrolment, and non-attendance of pupils in the schools are also the responsible factors for failure in universalization of elementary education. A large number of schools in India, particularly in poor rural areas, do not have access to basic

facilities such as safe drinking water, electricity, and toilets. Another important issue is the efficiency of the elementary system of education. Efficiency refers to the relationship between input and output; if there is agreement between input and output, then the system may be interpreted as highly efficient. Now the problems lying before us are the issues of access and efficiency. Huge wastage and stagnation, non-enrolment are stumbling blocks to bringing about internal efficiency in the elementary system of education.

The research over the past decade suggest that increasing inputs to primary education in a "business-as-usual" way is unlikely to improve student learning meaningfully unless accompanied by significant changes in pedagogy and improvements in school governance. It is therefore imperative that education policy shifts its emphasis from simply providing more school inputs in a 'business-as-usual' way and focus on improving education outcomes.

A key determinant of how schooling inputs translate into learning outcomes is the structure of pedagogy and classroom instruction. Getting aspects of instruction right is particularly challenging in a context such as that of India where several millions of first generation learners have joined a rapidly expanding national schooling system. In particular, standard curricula, textbooks, and teaching practices that may have been designed for a time when access to education was more limited may not fare well under the new circumstances, since the default pedagogy is one of 'completing the textbook', which increasingly does not reflect the learning levels of children in the classroom, who are considerably further behind where the textbook expects them to be. Evidence that 'business-as-usual' pedagogy can be improved is found in several randomized evaluations.

Beyond pedagogy, another explanation for the low correlation between increases in spending on educational inputs and improved learning outcomes may be the weak governance of the education system and limited effort on the part of teachers and administrators to improve student learning levels. The most striking symptom of

weak governance is the high rate of teacher absence in government run-schools. There is evidence that even modest improvements in governance can yield significant returns. Improving monitoring and supervision of schools is significantly correlated with reductions in teacher absence and investing in improved governance by increasing the frequency of monitoring could yield an eight-to tenfold return on investment in terms of reducing the fiscal cost of teacher absence.

6.1. PROFILE OF PRIMARY SCHOOLS OF KAMRUP METRO (URBAN) DISTRICT OF ASSAM

The development of modern education in Assam started with the emergence of British rule in 1826 in Assam territory. For long, Assam was having her indigenous system of imparting elementary education through formal institutions like Pathsalas for Hindus, Tols for Brahmins and upper class Hindu, Madrassas for Muslims and Satras for the Vaisnavites. Debi (1897:1-2) notes that these indigenous systems were largely replaced by modern education pattern under British company's patronage. With the expansion of British rule in India as a whole, knowledge of English became a historic necessity both for administration and increasing commercial intercourse. Before the charter act of 1833 there was no noticeable progress in the field of education in Assam, but after that both government and missionaries actively took part in educational field.

After the proposal of establishing local self government in India in 20th century a considerable development started in Assam education. A fixed amount of balance was provided for the promotion of primary education. Assam naturally welcomed the all governmental helping hand in the direction of educational expansion. In this context, the resolution of 1882 made first attempt which laid emphasis on the importance of local bodies in the matter of expansion of primary education. This resolution of 1882 empowered the local board to establish aid, manage and control the primary schools. It also authorized the Boards to exercise general supervision and give grant-in-aid to the lower middle schools also (Govt. Resolution, 17th November 1882). Educational policy under resolution of 1913 provided greater emphasis on the

primary education. The Assam local self Government Act of 1915 gives wider power to local bodies to manage all affairs of primary and middle education. In Assam the relevant Act was passed in 1926, but it failed to achieve its primary objectives. Afterwards, this policy was changed and by 1930, compulsory primary education Acts were passed in all the provinces. The Assam primary education Act was passed in 1947, which removed most of the defects of the 1926 Act. Compulsory education was not just to be implemented but enforced through various measures. Further repeals of this Act came through the Assam Basic Education Act of 1953 and the Assam Elementary Education Act of 1962 and 1968. From 1950, there began planned development of primary education with the five-year plans. The government undertook development schemes in primary schools and teachers increased considerably. By 1973-74 total numbers of schools were 19,595 and the numbers of teachers were 15,92,613. The growth rate of primary schools during the period 1975-76 to 1993-94 was 1.75 Lakhs (2005:173). The National Policy on Education (1986) recommended several schemes for improving the reach and quality of primary education all over India. One of these schemes was called ‘Operation Blackboard ‘. This policy was initiated in Assam in 1987 and it provided greater number of teachers to the teacher needy schools. The District Primary Education Programme (DPEP) programme was initiated in Assam in 1994 to achieve the Universalization of Elementary Education with a view to improve the quality of education in the government school system.

The lower primary stages consist of classes I-IV. The minimum age for admission to class I of the primary stage is generally 5+ or 6+ years. In this stage, pupils are taught only compulsory subjects in their mother tongue, as defined in the General Curriculum approved by the respective board. The Government of Assam has implemented the free and compulsory education policy for students up to the age of 14. The Primary Schools in Kamrup Metro (Urban) District of Assam are either state run or under the management of private organizations. The syllabus of the primary schools in Kamrup Metro (Urban) District of Assam is set up by the Directorate of Elementary Education, Assam. While most schools are affiliated to state boards there

are several schools in the state affiliated to the Central Board of Secondary Education (CBSE). Primary schools in Kamrup Metro (Urban) District of Assam are divided into lower primary with four classes and upper primary schools consisting of two classes. These schools were established and maintained by the Education department, local bodies or private associations. The scheme of Sarva Siksha Abhiyan (SSA) was launched by the Govt. of India in 2001 with the objective of Education for All (EFA) and it gives special focus on elementary education of satisfactory quality with emphasis on education for life. The Right to Education Act was passed in 2009 and came into force in Kamrup Metro (Urban) District of Assam with effect from 1st April, 2010.

6.2. STATEMENT OF THE PROBLEM

The research problem undertaken is entitled as “Management of Government Primary Schools: A Study in Kamrup (Urban) District, Assam”.

The main purpose of the present study was to analyze the management of Government primary schools, covering classes I-V, on the basis of three basic parameters of system, such as Teaching Input, Process and Outcomes. Accordingly, the variables included for the present study were:

- a) Teaching Input,
- b) Teaching Learning Process and
- c) Teaching Learning outcomes

6.3. OBJECTIVES OF THE STUDY

Following are the main objectives of the present study:

- 1) To study the management of primary schools in relation to teaching- inputs.
- 2) To study the management of primary schools in relation to teaching-learning process.

3) To study the management of primary schools in relation to teaching-learning - outcome.

4) To study the effective unit cost of primary schools.

5) To forward constructive suggestions in context to management of schools.

6.4. RESEARCH QUESTIONS OF THE STUDY

The following research questions are formulated which can be reflected in the statements in conformity with the above objectives:-

1) Is the management of primary schools in relation to teaching-inputs viz., a) infrastructure and b) man power, adequate in Kamrup Metro (Urban)?

2) Is the management of primary schools in relation to teaching-learning process viz., a) academic/curricular b) co-curricular activities, adequate in Kamrup Metro (Urban)?

3) Is the management of primary schools in relation to teaching-learning outcomes satisfactory in Kamrup Metro (Urban)?

4) What are the different strategies to prevent/decrease the rate of dropouts?

6.5. METHODOLOGY OF THE STUDY

Because of its nature and characteristics, the present research study falls under Descriptive Survey method. The main objective of the study was to examine the management of primary schools in relation to teaching-inputs ,teaching-learning process and teaching-learning outcomes in Kamrup Metro (Urban).This objective is mainly concerned with the present state of the government primary schools of Kamrup Metro (Urban). Hence, this research study was brought under Descriptive research.

In the present study, all the government primary schools in Kamrup Metro (Urban) of the sampled two blocks, namely Urban Guwahati and Dimoria block of

Assam, are the population for the investigation. Only simple random technique has been used in the present study. There is no official information about the management of primary schools and it is inconvenient for the investigator to find out the total management of government primary schools for these particular schools in the sample blocks of the district. Hence, the above mentioned sampling technique was employed for this research investigation.

The sample for this study is taken from the Government primary schools from two blocks of Kamrup Metro (Urban), namely, Urban Guwahati and Dimoria blocks where majority of government primary schools are found.

For the present study 160 government primary schools were selected as the sample from the universe 535 i.e. 30% of the universe is selected as sample of the present study. Out of this, 93 primary schools were drawn from Urban Guwahati block and other 67 were drawn from Dimoria block.

Hence, keeping in view of the main objectives of this study, the investigator used following types of tools for data collection.

- a. Questionnaire
- b. Observation
- c. Interview

With the help of above mentioned tools, precise and relevant information and data are collected.

6.6. ANALYSIS OF DATA

Teaching learning input, Teaching learning process, Teaching learning outcomes and effective unit cost were analysed on the basis of the responses of the sample government primary schools on the questionnaire, interview and observation. For analysing the data, appropriate statistical techniques were used. Descriptive statistical techniques were used to analyse the variables under study and bar diagram, statistical techniques like simple percentage were used.

6.7. MAJOR FINDINGS OF THE STUDY

Objective 1: Teaching Input

- 61% are female teachers whereas 39% are male teachers.
- 65% are trained teachers whereas 35% are untrained teachers.
- 53% are graduate teachers, 35% are under graduate teachers and 12% are HSLC passed teachers.
- 100% school buildings are pucca.
- 81.2% schools have electrification whereas 18.9% schools do not have electrification.
- 56.2% schools do not have library books whereas 43.8% schools have library books.
- 51.9% schools have maps whereas 48.1% schools do not have maps.
- 47.5% schools have average condition of desks, 32.5% schools have below average desks and (20%) schools have good desks.
- 48.1% schools have average condition of benches, 31.3% schools have below average benches and 20.6% schools good condition benches.
- 48.7% schools have average condition of doors, 31.3% have below average and 20% have good condition doors.
- 100% schools have separate boys and girls toilets.
- 86.2% schools have below average drinking water facility whereas 13.8% schools have good drinking water facility.

Objective 2: Teaching Learning process

- 93.8% teachers are regular in attendance 6.2% teachers are irregular in attendance.
- 47.5% students are regular in attendance whereas 52.5% students are irregular in attendance.

- 93.8% teachers adopted Demonstration method, 4.3% teachers adopted Activity method and 1.9% teachers adopted Field trip method.
- 8.1% teachers prepared lesson plans, 91.9% teachers did not prepared lesson plans.
- 9.4% teachers used teaching aids all the time whereas 90.6% teachers do not use teaching aids.
- 68.1% schools organized co-curricular activities annually and 31.9% schools do not organize co-curricular activities.
- 60% schools inspected regularly by the inspector in 2010 and 2011 whereas 40% schools have no inspection.
- 66.2% schools inspected regularly in 2012, 2.5% schools inspected sometimes and 31.3% schools not inspected in 2012.
- 54.4% schools inspected regularly by SMC in 2010, 6.2% schools inspected sometimes, 39.4% schools not inspected by SMC in 2010.
- 49.3% schools inspected regularly by SMC in 2011, 8.8% inspected sometimes and 41.9% schools not inspected by SMC in 2011.

Objective 3 : Teaching Learning outcomes

- 55.6% schools use written test for evaluation whereas 44.4% schools use both written test and oral test as tools of evaluation.
- 36.3% schools provided feedback to the students whereas 63.7% schools did not provide feedbacks. It further shows that 16.3% schools gave home assignments to students but 83.7% schools gave no home assignment. And 15.6% schools gave project work and 84.4% did not give project works.
- 47.5% schools think dropout is due to lack of interest of students in study, 14.4% schools do not agree to this and 38.1% schools undecided in this issue of dropout.

- 53.8% school authorities believe low economic condition and occupational status of parents caused dropout of children, 8.1% schools do not agree to this and 38.1% schools undecided in the issue of dropout.
- 61.9% schools agree low educational level of parents affect dropout and 38.1% schools undecided.

Implementation of RTE act, 2009

- 100% schools implemented the right of children to free and compulsory education till completion of elementary education in your school.
- 95.6% schools agree RTE specifies the duties and responsibilities of appropriate governments, local authority and parents in providing free and compulsory education and sharing of financial and other responsibilities between the central and state governments whereas 4.4% schools do not agree to this.
- 48.1% schools agree to have provision of appointing trained teachers whereas 51.9% schools do not agree to have provision of appointing trained teachers.
- 100% schools implemented prohibiting physical punishment and mental harassment to the students.
- 50% schools agree RTE prohibits private tuition by teachers and 50% schools do not agree to this.
- 70% schools agree curriculum ensures all-round development of children whereas 30% schools do not agree to this.
- 78.1% schools agree to curriculum should be child centred whereas 21% schools do not agree to this.
- 46.3% schools agree curriculum ensures the potentiality talent and making the child free of fear, trauma and anxiety whereas 53.7% schools do not agree to this.

- (94.4%) schools agree with norms and standards relating inter alia to pupil teacher ratio (PTRs), buildings and infrastructure, school-working days, teacher-working hours whereas (5.6%) do not agree to this.
- (100%) schools implemented the provision of regular mid-day meal to students.

Objective 4: Effective unit cost of Government Primary Schools

- According to the Norms of RTE Act, 2009; the pupil-teacher ratio should be 30:1. But findings in my study projects 22:1 with a fall of 8 pupils per class.
- It reveals that the schools failed to adhere to the Norms and standards of pupil-teacher ratio as only 73% pupils were enrolled and the remaining 27% wasted .
- Low enrolment and dropout were main issues of the sample schools, thereby resulting in huge wastage of resources.

6.8. IMPLICATIONS OF THE STUDY

1. Since the variables of this study, viz. teaching input and teaching learning process were found to be influencing the outcomes of primary schools in this area, so there is need to undertake study to find out the influence of some other variables on teaching inputs of primary schools.
2. Studies need to be undertaken to check the dropping out of children from primary schools and the more effective measures to prevent this epidemic.
3. Studies need to be undertaken to determine the causes of deterioration of the quality of primary education so that improvement measures can be adopted.

4. In this study helps government, managing committees, parents teacher association, communities, stakeholders etc. to understand the weakness and strength points of primary schools and they can take preventive measures for development of primary schools..

6.9. SUGGESTIONS FROM THE STUDY

On the basis of the findings of the study, following suggestions are submitted:

1. Government primary schools in Kamrup Metro (Urban) appear to be fruitful as far as management is concerned. To retain such benefits and push these forward, further efforts must be made to provide special encouragement to the stakeholders of primary education for realization of individual potential.
2. Priority must be given to train all the untrained in service teachers, to improve the school buildings and modernize the infrastructural facilities like electricity, computer, library, teaching aids, furniture, playground, toilet and safe drinking water.
3. The attendance of teachers may further be improved, moreover, special efforts needed to improve the attendance of children, proper methods of teaching should be adopted making lesson plans and using teaching aids, furthermore, co-curricular activities, games & sports, literary & artistic activities SUPW should be regularly organized and encourage the children to participate for overall development; regular supervision of schools will bring amenities and development.
4. Giving home assignments, unit tests, project works, feedbacks, using latest techniques of evaluation and organising parent teacher meet regularly will surely bring better results/outcomes.
5. Proper implementation of RTE and responsibilities of authorities and parents be specified, prohibit physical punishment and mental harassment, child centred curriculum, standard pupil teacher ratio and better buildings and infrastructure will yield better results.

5. Low enrolment in every school was the most important problem to which schools and educational authorities need to pay serious attention. The reasons for low enrolment may be explored. Infrastructural facilities in terms of classrooms, library, playground, teaching learning materials (TLM), etc., appeared to be very poor, as indicated by experiences. These things need to be improved.

6. It was high time to implement effectively the interventions under the SSA programme like Mid-day Meal, free uniform dress with shoes (as done so in Manipur), books, etc.

7. Inspection and supervision on the part of the Inspecting Staff of the State Government seemed to be low. It should be reinforced.

8. The dropout rate was very high. There were 1,222 cases of dropout from class I-V in the 160 schools with an average dropout of about 8 pupils per school during 2014. The causes of the dropout may be explored. In this connection, the Odisha Model may be adopted, wherein if a pupil is absent from school, the class Master should visit the house of the pupil; the teacher should meet the parents, asking them to send the pupil to the school. If the parents did not send their children to the school, the Head of the school should visit as second time; even after this if the parents did not send again, then the officials should do the same as a last resort. Such a practice would be of great help because absenteeism is the root cause of dropout of pupils from school. Most particularly, schools should be very careful when a pupil happens to be absent even if it is for a single day.

9. The study found a huge estimated wastage of resources. Out of Rs. 22,48,56,00.00 incurred on payment of salary of 694 teachers in 160 schools only in one year (i.e. 2014), Rs. 10,21,80,465.00 had been wasted with 45.44 per cent. It was a matter of great concern. For example, if there happened to be such a huge loss of resources every year in the 160 schools, the magnitude of the wastage during five years would have been not less than Rs. 50 crore. Again, if the present findings can be generalized to the whole of thousands of primary school population in Assam, then the loss might have been thousands of crore in a single year.

The basic factors for such a heavy loss were low enrolment and dropout. Until and unless every school is able to utilize the optimum enrolment size fully, on the one hand, and the problems of dropout are solved, on the other, wastage after wastage would aggravate the situation beyond control. It was high time to pay serious thought to the existing state of affairs before it was too late. Now, the ball is in the court of schools, teachers, educational authorities, parents, and stakeholders.

6.10. RECOMMENDATIONS FOR FURTHER STUDY

The present study is throwing light and insight in the management of government primary schools regarding the stakeholders of the teaching inputs and teaching learning processes that optimizes teaching learning outcomes of primary schools. From the present study, it becomes obvious that a number of problems relating to teaching input and teaching learning process and its influencing factors of primary schools of Assam need detailed investigation and studies. Keeping in view, the future investigators need to take the following areas of study:

1. In this study the investigator studied mainly three parameters, viz. teaching input, teaching learning process and outcomes of primary schools in Assam, so there is needed to undertake study to find out the influence of some other variables of primary schools.
2. Studies need to be undertaken to check reasons of dropping out of children from primary schools and the more effective measures to prevent this epidemic can further study.
3. Studies need to be undertaken to determine the causes of deterioration of the quality of primary education so that improvement measures can be adopted.

A number of suggestions for further research can be given, but the above mentioned suggestions seem to be according to the need of the time.

6.11. CONCLUSION

It is one of the important functions of education to bring social change in the society. It is more particular to say that lower primary stage of education is the foundation on which development of every citizen and the nation as a whole depends. When children start going to Lower Primary School, it provides their physical, mental, emotional, intellectual and social development. Education at this stage contributes a lot to foster values of emotional and national integration. So the country under any circumstances cannot ignore the primary level of education. The progress of primary education is a vital index of the general, social and economic development of the country as a whole. A sound primary education gives a fillip to sound secondary and higher education. Education has become the corner stone and main machinery of development in every country in this era of rapid social transformation and technological development.

Every children have a right to education to improve their own quality of life as well as to participate meaningfully in social life. To conclude, it is pertinent to say that Primary education deserves the highest priority, not only on the grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing national productivity.