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### A Study on the Existing Status and the problems of Primary Education with Special Reference Sivsagar District, Assam

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#### ABSTRACT

Primary education is the base or foundation of the education system where a child gets the basic education of his or her life. Every child's born in this world with some innate potentialities or abilities which differ from each others. According to John Locke "a child is born a blank state and its later behavior is shaped by experience". Primary education provides the first place where a child builds his or her self esteem. It is the right place for the child's foundation for lifelong progress. The main objective of the study is to find out the existing status with respect to infrastructure facilities, method of teaching, and medium of instruction, curricular or co-curricular activities. Also to find out the problems of Primary education and to provides some suggestions for the improvement of primary education. The method used for the present study is descriptive survey method. The study revealed that existing status of primary education is not good and in this regards some suggestions are provided for the development and improvement of pre-primary Education. Parents role is utmost important in this period of life as they are the first teacher through the child learn ideals and proceeds socialization. Teachers must give equal attention to the children to the children and motivate them to take part different activities that will help them learn new thing in life.

## 1. Introduction

Education plays the significant role for the development of individual with regards physical, mental, social, spiritual and cultural etc. Education is the major element which we cannot compare with the other resources. Through education human being able shares a responsible citizen in a society as well as nation. It is basic right of every individual which helps us to fulfill our needs and desires. In India education system broadly categories into four stages which are known as pre-primary, primary, secondary and higher education and primary education is the first phase of formal education where a child prepares towards his or her latter life. Secondary and higher education depends on primary education. Primary education starts with the age of 6 to 14 years of old. During this period child's rapid growth and development reflect with the physical and mental aspects. **According to Indian constitution article 21A** "the state shall provide free and compulsory education to all children of the age of six to 14 years". Primary education is the starting points where a child's introduce into the larger member of the society with school environment and learn the socialization process. Primary education is considered as the elementary education as it plays the vital role for the economic development and prosperity of a nation. Primary education occupies an important place in the educational system of a developing nation. It can be considered as the foundation stone for the whole educational process. The first stage at which a child receives formal education is at the primary level. It is at this stage where the young and impressionable minds of children are molded to become active and beneficial members of society and hence due importance should be given to education during this formative stage. Along with the progress of human society, the need for an effective primary education is highly felt for the development of society and nation. **(Ringmiso, 2013).** The primary education had been accepted as the starting point for promoting gender equality and empowering women in a society. It is a basic requirement for economic development, modernization of the social system and the smooth functioning of modern democratic institution. Economic development demands a constant supply of skilled manpower, for which the first step is primary education. The quality of a person's life depends on the primary education. All developed nations provide public primary education for the young children in the world. There is a global goal (MDG) to provide primary education for all. There is no definite definition of primary education. **(Kowar, 2018)**

## 2. REVIEW OF THE RELATED LITERATURE

Brahma K. (2012) conducted "a study of primary education of the bodos in kokrajhar district". The main objective of the study was to study the present status of primary education of the bodos in kokrajhar district. The population of the study was all the provincialized lower primary schools class 1-4 of Kokrajhar district. The sample of the study was 108 schools and 5 educational educational blocks and used stratified random sampling technique. For the collection of data the researcher used questionnaire and checklist. This study was revealed that during the year 1771-1780 only one primary school under

Gossaigaon educational block in Kokrajhar district also researcher observed that in the year of 2005-2010 the total numbers of primary education institution in Kokrajhar district were increased.

Rabha A.K. (2017) conducted “A study on the problems of primary education among the children of the rabha community of assam with special reference to the district of goalpara”. The objective of the study was to investigate the problem of primary education among the children of Rabha community of Assam with special reference to the district Goalpara. The researcher used descriptive method in the study. For data collection researcher used questionnaire and interview scheduled. Researcher used both primary and secondary source for data collection. The population of the study was all the primary school students belonging to the age group 6 to 14 years of age in Goalpara district. 45 schools were selected as a sample using purposive sampling technique. The study was revealed that parents’ illiteracy is a major hindrance in the success of primary education and also parent’s occupation influence influenced for the success in primary education.

Kowar P. (2018) carried out a study on “Status of Primary Education among the Kaibartas of Assam A Case Study in Sivasagar District of Assam”. The major objective of the study was to find out the status of enrolment, attendance and dropout in the Primary Schools of the Kaibarta villages in Sivasagar district of Assam. The nature of the study was analytical in nature. The researcher used random sampling and the sample of the study was consisted 28 lower primary schools and 25 percent Kaibarta students. This study revealed that the enrolments of the sample schools have been reduced during the period of 2011 to 2015. The total number of enrolment was 2107 of the 28 sample schools in 2011 which has been declined to 1764 in 2015.

### **3. STATEMENT OF THE PROBLEM**

The problem of the present study is entitled as “ A study on the Existing Status and The Problems of Primary Education with Special Reference Sivsagar District, Assam.”

### **4. OBJECTIVES OF THE STUDY**

The present study had been carried out with the following objectives:

1. To find out the existing status of primary education with references to infrastructure facilities, method of teaching, and medium of instruction, curricular or co-curricular activities.
2. To find out the problems of Primary education and provide some suggestions for the improvement of primary education.

### **5. RATIONAL OF THE STUDY**

As we know India was developing country and the literacy rate of India was 77.7%. For the development of nation as well as the development of well being society we have to give importance the education sector and also provide opportunity for the enrollment in the education system. Primary education is the first phase of formal education. Primary education leads the significant

place of the entire education system as through the primary education a child's introduce the formal education and starts the socialization process. Primary education help to fulfill the basic needs and desire in regards to physical, social, emotional, mental also educational. There are various policies and programmes were made by the Government of India for the development and improvement of primary education. But there is a huge difference between the objectives or recommendation and the implementation phase of those policies and programmes. In India primary education means schooling of children in the age group of 6 – 11years comprising of classes from I – V. There is no denying the fact that the nation's strength rests on the sound foundation of its primary education. But it is primary education which plays the most significant role in laying that foundation. It is primary education which helps in removing mass illiteracy, thus making the most significant contribution to the efficient functioning of democratic institutions. India has entered 21st century and modernization of social structure and development of science and technology is a must. **(Das, 2015)**

There is need to study the existing status and problems of primary education. In a democratic country India primary education is considered the integral part of the whole development pattern of the nation. Without a sound primary education system democracy cannot make successful. So more priority is must be given to the development of a sound primary education of the country. A well planned primary education makes the nation perspectives as well as progressive. Thus primary education plays a vital role to make all citizens good social human being. **(Rabha, 2017)**

## **6. METHODOLOGY OF THE STUDY**

The method used for the present study is descriptive survey method. Descriptive survey method had been the most popular and most widely used research method in education which tries to highlight the conditions and relationships that exists, opinions that are held, by the major stakeholders of education.

## **7. POPULATION OF THE STUDY**

Population is the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study. It means all those people, who are proposed to be covered under the scheme of study. It is any group of individuals that have one or more characteristics in common that are of interest to the researcher. **(Sidhu, K.S 1984)**

The population for the study comprised of the head teachers and the students of primary school of Sivasagar district, Assam. All the head teachers of Government school considered as the population of the study. The population included both male and female teachers from the government schools.

## **8. SAMPLE AND SAMPLING TECHNIQUE OF STUDY**

A sample is the small proportion of the population selected for observation and analysis. The representative proportion of the population is called sample. To obtain a representative sample researcher selects each unit in a specified way under controlled conditions. A sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the objects or individuals of the population which is selected for the express purpose of representing the population. (Sidhu, K.S. 1984).

In the present study purposive Sampling technique is use for selection of sample. Teachers are selected randomly in respected schools. The total sample of the present study comprised 10 head teachers and 50 students.

## **9. TOOLS AND DATA COLLECTION**

In the present study questionnaire and interview scheduled were prepared for data collection.

## **10. DELIMITATION OF THE STUDY**

1. The present study delimited only Sivasagar district in Assam.
2. The sample of the study delimited to head teachers of primary schools only.
3. The present study delimited to 10 government primary schools and 50 students only.

## **11. ANALYSIS OF THE STUDY**

### **❖ Infrastructure Facilities**

90% teachers are extremely positive respond towards infrastructure facilities. They agreed that teaching learning process especially in primary level depends on infrastructure facilities. Proper classroom environment, teaching aids, setting arrangement, blackboard, sanitation facilities for both girls and boys are very much needed. It can create motivation and build a good personality among the students. Due to the advancement of science and technology teaching learning process has change in many ways. In this regards teachers should use the new pedagogical methods and teaching aids to fulfill the needs and desire of the students. In this regards infrastructure facilities helps a lot to fulfill all the requirements according to changing time and demands of the teaching learning process.

### **❖ Method of Teaching**

88% teachers are positively response towards the significant of method of teaching. They said that primary education is the stage where children cover at the age group 6 to 14 years of age. During this period the growth and development of mental and physical aspect are very high. At this age children have the ability to develop proper language ability and concept formation. So 88% teachers use plays way methods in the classroom. Using the play way method they get the result that students are actively participate in the classroom and learn the things easily. 50% teachers are give importance to train the sense organs of the children which help to provide the direct knowledge. 65% teachers ask questions and clear their doubts and accept the student's ideas or

views in the classroom which helps to develop the curiosity ability of the students. 35% teachers give priority to get the knowledge through experience.

#### ❖ **Medium of Instruction**

In the primary level all the teachers use mother tongue in the classroom. They said that through using mother tongue students are understands the concept easily and share their views, feeling and it also helps exchange their opinion and conversation. 80% teachers suggest that to understand the concept teachers can use also the local language in the classroom. If the teacher use local language to give the example in the classroom in the particular topic it will create motivation to the students towards learning.

#### ❖ **Curricular or Co-Curricular Activities**

**85%** teachers having positively response in regard curricular and co-curricular activities. They said that to fulfill the objectives of education curricular and co-curricular activities play the significant place. As a result they give the opportunities to all the students to actively participate in the games, music, art-craft, drama, quiz etc. They agreed that these activities help to develop in regard physical, mental, social, emotional and spiritual aspects. So they give priority curricular as well co-curricular activities in the school. Also they said that for all round development they organized some programmes in the schools such as Children day, education day, constitution day and the great educationist birth ceremony where they give opportunity to understand the significance of the day and also encourage them to participate the activities. 10% respondents are unaware towards co-curricular activities. Due to the lack of proper infrastructure facilities they cannot fulfill the needs or demands of the students. At present they can organize some programmes related co-curricular activities but the participation of the students are very less.

### **PROBLEMS OF PRIMARY SCHOOLS**

#### **1. Lack of infrastructure facilities**

But 50% schools don't have proper infrastructure facilities which are the major problem of primary school. The availability of the resources are very less to fulfill the needs of the students. 40% schools don't have proper desk bench facilities for seating arrangement of all the students. 30% schools have not separate classroom to teach the students. There is only available one hall to teach all the class from one to five standards. Only 10% schools have proper toilet and sanitation facilities both for the girls and boys.

#### **2. Problems of wastage and stagnation**

The enrollment ratio of the students is 70%. But 25% students are left the school before completing the course. Due to the various reasons the students could not completed the course as a result it shows that children are engage various factory for surviving their own life as well family before the age of 14years. It is major problem of primary education which leads the child labour.

#### **3. Financial problems**

There are various initiatives hold by the Government of India for the development and improving for primary education. Numbers of policies and programmes provided recommendation to develop the existing status of

primary education as NPE, ECCE, SSA, RTE etc. but there is huge difference between recommendation and the implementation phase. To set up proper climate according to these policies there is a very much needed for the fund. To universalize the primary education fund are less so that objectives are unable to fulfill according to changing demand of the society.

#### **4. Lack of supervision**

For the development and improvement of primary education supervision is very much needed. Supervision helps to improve the status of primary education in regards staff development, teaching learning process, effective classroom management, improve the incompetent teacher and so on. But in primary level there is one or two time supervision per year.

#### **5. Lack of trained teacher.**

Teaching learning process has change in many ways. Needs and demands of the students are changing according to time. In this regards teachers should be train to deal with the new pedagogical methods, teaching aids to create an effective classroom. Teacher training programmers should be conducted for the teachers to introduce new teaching methods, about the using of teaching aids in the classroom. But in primary level teacher training programmes conducted very less and in primary level school numbers of teachers are very less according to the students.

#### **6. Problems of illiterate parents**

In some backward places most of the parents are not aware about the significance of primary education. They prefer to send their child engage some factory or any other working place. Most of the parents want to educate to their male child rather than female child. With reference to girl child's they engage with household activities. On the other hand most of the parents give less importance to educate with regards differently able children. They are unaware about the initiatives that the Government provided by differently able children.

### **12. SUGGESTIONS**

1. Infrastructure facilities play vital role in the teaching learning process. It can be considered as the major part of any educational institution. So in primary level proper infrastructure facilities should be provided for fulfilling the needs of the all the students including differently able children.

2. As we know curriculum is an inseparable part of the education system. When curriculum design for primary level students it should be child's centered and preference should be given child's development stage. Curriculum should be change according to the need and changing demands of the society.

3. Proper supervision should be needed for the improvement the existing status of primary education as well we to maintain a standard both teacher and students.

4. We can say that feedback is the one of the major initiatives which helps further improvement in primary level education. In this regards feedback should be provided both from the students and teachers.

5. School managing committee should be organized parents-teacher meet in the school. It is the platform where teachers can create awareness about the

significance of primary education and can also aware about the facilities and rights for every children provided by the Government of India including our constitution.

6. Teacher training programmes should be conducted and increase the appointment of teachers in primary level education.

7. As we know for the all round development of children curricular as well as co-curricular activities plays the significant role. So teachers should organized some programmes related to co-curricular activities and always encourage and motivate to participate in such kind activities.

### 13. CONCLUSION

Primary education plays the significant role towards the entire education system. It can be considered as the base or foundation of the educational system. Secondary and higher education mostly depends on primary education. There are so many problems are arises in primary education. Government of India made various policies and programmes for the improvement and development of primary education. So it the responsibility both from the teachers and community as well as parents to fulfills the basic needs and requirements of the children at primary level. At the age 6 to 14 years the growth and development of reflects with reference to physical, mental, social, spiritual and emotional etc. A teacher can lead the students to bring a responsible citizen with understanding the developmental characteristics at this stage and helps to provide opportunity to build a well adjusted personality throughout the life.

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