

ASSAM

Needs and Problems of Education of Assam State

(101)

FOR REFERENCE ONLY

S.K. Yadav

1987

Department of Field Services, Extension and Coordination  
National Council of Educational Research & Training  
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370-076  
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DOC. No. 3986.....  
Date.. 28/9/87.....

~~11/11/87~~  
24/6/2007

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## FOREWORD

Under its programme of interaction with the States for Identifying Needs, Problems and Progress Achieved in the Priority Areas of School Education, the Department conducted, a Meet of District Education Officers of Assam State from 8th February to 11th February, 86. I am happy that Dr. S.K.Yadav who acted as Coordinator of the Meet completed the assignment successfully. During this Meet the participants studied the various problems and needs related to the priority areas of school education, namely Universalisation of Elementary Education, Socially Useful Productive Work and Qualitative Improvement of School Education. Various factors responsible for the problems faced by the states in the above areas were also identified and discussed. The strategies, used by the state for solving the above problems were highlighted. The progress achieved in the priority areas was also brought out. The work done during this Meet should, therefore, help the state in looking at the problems in their total prospective and take positive action in regard to them.

I congratulate the participants who worked hard to make it possible for Dr. S.K.Yadav to prepare a good report of the Meet.

(Prof. Baqer Mehdi)  
Head of the Deptt.  
and Dean(C)



PREFACE

The present report has been prepared on the basis of the Meet of District Education Officers of Assam State conducted, at Directorate of Secondary Educationl Mahilipara, Guwahati, from 8th Feb. to 11th Feb., 86. In this programme needs and problems faced by the state in the priority areas of school, education namely, universalisation of elementary education, socially useful productive work and qualitative improvement of education have been studied in depth and information about the strategies/approaches adopted to overcome the problems of these areas were also obtained. In addition to this the development made by the state in the priority areas of school education was also assessed.

The introductory part of the report comprises the methodology, and procedure of conducting the Meet. The group work consists of the reports of the sub groups in the areas mentioned above. The above reports highlight the various needs, problems, strategies, factors responsible for the problems, progress achieved and recommendations made for the further improvement. The qualitative improvement of education covers three sub-areas namely, curriculum, teacher education, evaluation, system. I am very much obliged to the Govt. of Assam for nominating the senior education officers for this Meet and also to the participants who make it possible to complete this work during this period. I am highly grateful to Prof. Baqer Mehdi, Head, DFSE&C for his academic guidance and leadership, extended to me for completing this assignment success

fully. I am also obliged to my colleagues for helping to bring out this report. Last but not least I am thankful to the administrative staff for providing all sorts of administrative help including typing etc.

It is hoped that this document will prove quite useful to the planners <sup>and</sup> administrators of Assam State at the time of formulating and renewing the existing schemes and programmes. It will also be useful to the field workers and functionaries for implementing the various schemes effectively and in achieving the stipulated target successfully.

(S.K.Yadav)



### INTRODUCTION

The Department has undertaken a project entitled Interaction with the States to Identify their Problems, Needs and Progress Achieved in the Priority Areas of School Education. Under this programme the Department has conducted a Meet of District Education Officers of Assam State from 8th February to 11th February, 1986 at Directorate of Education, Kahilipara, Gauhati with the following objectives :-

1. To make an in-depth study of the needs and problems faced by the Assam state in the priority areas of school education.
2. To obtain information about the strategies/approaches adopted to overcome the problems faced by the Assam state.
3. To assess the development made by the state in the priority areas of school education.

In this Meet fourteen participants including District Elementary Education Officers and Inspectors of School participated. Dr. S.K. Gupta, Field Adviser, Gauhati acted as an Honourary Director of the Meet. The representation was mostly from every district of the State. The Meet was started with informal inaugural session. Dr. S.K. Gupta welcomed the participants and emphasised the need to conduct such studies for the benefit of the state. Dr. S.K. Yadav, Coordinator, discussed the aims and objectives of the meet and presented the background paper before the house. The paper was discussed thoroughly by the participants. The various issues were raised by the participants. They also presented their own write-ups on the basis of the guidelines sent by us of their districts. These write-ups were discussed in the Common House. After the discussion on all the write-ups, a common methodology for working during the coming four days was finalised. It was decided that the first two days the group will be divided into two groups and work in the areas of universalisation of elementary education and socially useful productive work. Both the group selected their chair-person and convener themselves. The members also joined the respective groups according to their own background and interest.

The Coordinator put up a guidelines for preparing the reports before the whole group. He suggested that the report may be prepared on the following lines :-

1. Introduction
2. Needs and problems
3. Factors responsible for these problems
4. Methodology and strategies adopted to overcome these problems.
5. Progress achieved by the state on the basis of existing strategies and methodology
6. Recommendations and suggestions for further improvement.

The above guidelines were approved by the whole group. Each group was agreed to work separately on the above two areas for the first two days i.e. on 8th and 9th February, 1986. On 9th February, 1986 both the reports were presented and discussed before the whole group by the respective convener under the Chairmanship of Shri N.C.Goswami, Director of Elementary Education, Assam. The report was improved and modified on the basis of the suggestions made by the Chairman and the participants. On 10th February, 1986 the whole group switched over to the third area namely qualitative improvement of education, this area covered three sub-areas namely :-

curriculum, teacher education and evaluation system. The whole group was divided into above mentioned three sub-areas. All the participants joined the sub-areas according to their own interests and backgrounds. They also selected the Chairmen and conveners of their groups themselves. All the three sub-groups worked separately for the last two days and prepared a report on the guidelines discussed earlier. Shri N.Khalita, Director, Secondary Education, was so kind enough to us in discussing and guiding with all the three groups out of his busy schedule. On 11th February, 86 these reports were presented before the whole group under the Chairmanship of Shri N.Khalita, Director of Secondary Education, Assam. The suggestions were incorporated in the reports made by the house. In the afternoon on 11th February, 86 an informal valedictory session was observed. Shri N.Khalita, Director of Secondary Education, Sh.N.C.Goswami Director of Elementary Education, Dr. R.C.Das Director of SCERT and Shri N.C.Sharma Additional Director of Adult Education were so kind enough to attend the valedictory session and showed path to the group. Dr. S.K. Gupta, Honorary Director, welcomed all the Directors of the state and felt proud for the presence of highest officials of education of the state on this occasion. Dr. S.K.Yadav, the Coordinator of the Meet presented a brief resume of the work done during the last four days and also discussed the background of the project. All these reports were presented before the House by the respective conveners of the groups before the Directors of Education. All the Directors of the State reacted sharply towards this report and praised the work

come during this  
Period. Director (Elementary) emphasised that the localities must be surveyed and planning should be made areas wise on the basis of the findings of the survey. Dr. Sharma suggested that the curriculum should be renewed with span of short interval. Dr. Das recommended the adult education for fulfilling the target of universalisation of elementary education. Director (Secondary) emphasised that the teacher should conduct the survey for the activities of S.U.P.W. and he should implement the SUPW programme according to the local specific needs. These reports were modified on the basis of the suggestions made by the respected Directors of the State and the participants. The Coordinator on behalf of the Department, and the NCERT thanked all the Directors who were present there and also expressed thank to the Govt. for the nominating such a senior officers of education of the state in this Meet. He also thanked the learned participants for attending this Meet and working enthusiastically. Last but not least he also thanked the Dr. S.K.Gupta who acted as an Honourary Director of the Meet for providing all sorts of help to conduct this Meet successfully. The reports of different groups are being highlighted in the following pages.

Report I is on Universalisation of Elementary Education, Report II is on Socially Useful Productive Work, Report III is on Curriculum, Report IV is on Teacher Education and Report V is on Evaluation System. The Reports on evaluation, curriculum and teacher education are covered under the area of Qualitative Improvement of Education.

In the Appondix I to V, the programme schedule, the list of the participants, background paper, the guidelines for preparing the write up, and the paper presented by the DEO's are given.

GROUP WORK

UNIVERSALISATION OF ELEMENTARY EDUCATION

The following members of the group participated in this area :

- |    |  |          |
|----|--|----------|
| 1. | Shri B.C.Konwar<br>DEEO, Guwahati          | Chairman |
| 2. | Dr K.P.Sharma<br>DEEO, Barpeta             | Convener |
| 3. | Sh. G.C. Talukdar<br>DEEO, North Lakhimpur | Member   |
| 4. | Sh. Haren Das<br>DEEO, Dhubri              | Member   |
| 5. | Sh. Sukla Vaidya<br>DEEO, Silchar          | Member   |
| 6. | Sh S. Ali<br>DEEO, Karimganj               | Member   |
| 7. | Sh. Maina Hazarika<br>DEEO, Sibsagar       | Member   |
| 8. | Sh. B. Gogoi<br>DEEO, Jorhat               | Member   |

1. Introduction:

The goal of free and compulsory education up to the age group of 14 years as per article 45 of the constitution of India has not been fulfilled even during the last 39 years after independence. This national commitment which was to be fulfilled by 1960 is still far away <sup>from</sup> the target date. Therefore, universalization of elementary should receive top priority if we are to achieve the specified target.

Based on the recommendations of the conference held in June 1971 at Shillong elementary education which previously carried class I to IV has been extended to class VII in the state with effect <sup>from</sup> 1973. For better academic and administration control, a separate Directorate for Elementary Education was also set up. S.I.S.E. and S.I.E. are the two consulting agencies which normally take initiative in formulating the syllabus for primary stage, and for the middle and the secondary stage, the Secondary Education Board of Assam chief consulting agency. The Directorate of Elementary Education of <sup>Assam</sup> has proposed to achieve 100% enrolment in the age group of 6-10 years and 75% in the age group of 11-14 years at the end of 1989-90, in the seventh five years plan. The Directorate of Elementary Education Assam.

To achieve this target, a systematic time-oriented planning is necessary so that new transformation of the system of education can be related more closely to the life of the people. To make education meaningful and productive, del

-king

degree for job and establishment of a broad uniform pattern with modernised curricular subjects according to local need and environment, the some of the aspects which require not only planning but also careful working to ensure that the effectiveness of the system helps to achieve the target of universalization of elementary education.

2. Needs and problems:

About 70% of the school buildings in the state are below the normal standard as per Draft Annual plan Report submitted by Directorate of Elementary Education Further, the whole state is very much insuccapatable to cyclone, storm and flood. Moreover, the state is situated partly in the earthquake belt which is a other reason for the frequent damage to the school buildings. Govt. also cannot expect the public to extend financial support to the schools all the time. The district education department is in darkness about the grants extended by DRDA to the schools for construction of the buildings which some times create some confusion because of inter departmental co-ordination.

As per Assam Govt's Reports about 90% of the schools in the state are without a single black board. Even the Department supplies a good number of black boards to the schools but they are of extremely low quality and do not last even for a year. Moreover, the black boards and other teaching materials such as maps, globes etc are very often stolen from the schools which remain unguarded after school hours.



The same in the case with furniture. The distribution of the school materials is also done not on the basis of needs but is also sometimes under pressure. It is seen that in most of the schools, the children have to sit either on gunny bags or bamboo mats carried from home and sometimes

it is seen that some big blocks of stones are used either, as desk or as bench. Even for the teaching staff tables and chair are not available in the Institutions.

Sanitary facilities are also not available in 90% of the schools. It is basic need from the hygienic and environmental point of view. Lack of drinking water-facility is another deficiency in the elementary schools.

Because of the lack of facility for recreational facilities such as playground and sports materials, the mental and physical growth of the child become stunted.

Lack of proper communication facility is another barrier in the universalisation of elementary education. In rainy seasons most of the lowlying areas become mini oceans in the state which makes it impossible for the schooling children to attend the schools regularly and such irregularities in the long run contribute to the huge number of dropouts. Rivers and tributaries, slippery roads in the hilly areas, shifting population patterns in the seres areas, poverty of the parents are some of the major problems which need thorough study and proper planning for taking up reme-

There are as many as 3890 single teacher primary schools. These single teacher schools cannot be expected to deliver the goods in schools having 4 classes.

To achieve 100% enrolment in middle schools with the target 1990, additional 3000 new middle schools are necessary in Assam but the seventh plan will cover only 25% of the total need because of paucity of fund.

3. Factors responsible:

There are various socio-economic political, academic and financial factors for non-achieving the target of universalisation of elementary education. These factors are summarised below:

- a. Increase in the number of insincere teachers in the absence of a well defined recruitment policy.
- b. Unattractive school environment.
- c. Effect of socio-economic environment on the teaching community resulting in consequent diversion of their mind from the main profession of teaching. Low salary paid to the elementary teachers is a major factor.
- d. Poor inspection due to unavoidable reasons such as lack of transport facilities.
- e. Lack of involvement of public/society in the Institutions.
- f. Poverty of parents.
- g. Provincialisation of the services of the employees of the institutions and not the institution as a whole.

h. Non-availability of vehicular facility even to the district inspecting officers.

i. Lack of initiation of motivation programme.

j. Non-availability of requisite accommodation for teacher trainees.

k. Non-availability of curriculum of productive nature.

l. The present system of examination.

m. The non formal education is not well designed and has not contributed to productive education.

4.

#### Strategy and Methodology

The main strategies adopted for solution of the problems related to universalisation of elementary-education are deal with the methodology, planning and management of incentive programmes for increasing of the motivation and social awareness among the people through mass media. Mass Media is also being used in service and pre-~~in~~duction training.

Incentive programmes are being introduced in the elementary stage such as midday meal, free supply of text books, uniforms, supply of drinking water, sanitary and, sports materials.

The system should be geared up and its effectiveness should also be emphasised. To attract school going children from economically backward group, mid day meal system definitely helps. Supply of free text book is another effective step taken up by the Government.

The other strategies being adopted included the following.

- a) Teachers training programme.
- b) Enrolment drive.
- c) Awards of scholarship to regular students.
- d) Conversion of single teacher schools to multi-teacher schools.
- e) Induction of leading public figures in the school managing committee.

5.

#### ACHIEVEMENTS

By the end of the Sixth-Five Year Plan, the main achievement in elementary education is discernible only in the field of enrolment drive. Out of the total child population 27'14 lakhs in the age group 6-10 and 16'62 lakhs in the age group 11-13 yrs respectively, 25'36 lakhs (93'4%) and 10'40 lakhs (62'86%) have been covered. The target fixed for the sixth five year plan is achieved but in the field of qualitative and productive education, perhaps we will have to think twice whether the target is fulfilled.

The single teacher schools have been converted into double teachers schools in a phased manner.

For decentralisation of administration and to take administration nearer to the people, 121 blocks in the state have been created and Elementary Education Officers are posted in all the blocks. Creation of such blocks and offices have definitely helped in motivating the people and keeping a check on the teaching in schools.

6.

#### RECOMMENDATIONS AND SUGGESTIONS

1. The content of education in one way is related to the need of the changing society while in another way it is related to the ability, aptitude and interest of the students. These two basic needs deserve a well planned, scientific modern national curriculum for elementary education with regional adjustment and/or environment. A curriculum for the state is to be prepared by the Directorate in consultation with the local agencies on the line of national curriculum.

2. Syllabus for elementary education should have a proper linkage with the secondary education. While preparing such syllabus regional, sociocultural aspects, historical background of the state and the country geography, elementary knowledge of modern mathematics, science, freedom movement and national interation should be given priority. SCERT, SEBA, SISE, SIE and other academic bodies should be consulted in preparing the syllabus.

3. The new pattern of education should not be introduced without the requisite mental, physical, academic and financial preparation, otherwise it may effect the universalisation target of 1990.

4. Educational planning must be formulated so that adequate supply of free text books and uniforms for which a sum of Rs.19'42 cr. has been allotted may be made available as per need. Library in each school should be established.

5. Pre-primary education has not been given proper position in our state and its importance and utility has not been given due attention. Only 482 Pre-Primary schools

are there as against a total of 26757 Primary schools. The Govt. is not directly for the Pre-Primary stage although the Kothari commission highlighted the objective and importance of the Pre-Primary education as a result the liability and responsibility for this first stage is entrusted to private management which has resulted in commercial venture. It is imperative that in each Primary school there should be a Pre-Primary section. These Pre-Primary schools beside establishing the first link in the chain of education help the child in the learning process through means like story telling, singing, dancing, playing, contact with physical plant and animal world.

6. Free and compulsory education be imparted up to the age of 14 as per constitutional provisions under article 45 of the Indian constitution. This national obligation is to be fulfilled within the target year of 1990. The question of drop out between the age group of 6 to 14 yrs. will not arise .

7. The existing legislation against child labour should be more rigorously implemented.

8. After completion of the elementary education student should be allowed to study according to ability, aptitude and interest and pre-vocationalisation scheme from this stage should be introduced so that it may create some impact on the society towards productivity and this help enrolment drive indirectly.

9. Multiple class teaching by a single teacher is a tremendous challenging task. No teacher even with exceptional capability can give justice equally to all the classes of the school. Therefore all the single teacher schools should be converted into multi teachers schools in a phased manner.
10. Training facility to the teachers to be given priority and by the <sup>end</sup> of the next five years plan all the teachers should be trained. Short term refresher course to be introduced for the teachers and it should be made compulsory at least once in ten yrs so that they may be enlightened with new development in the field of education.
11. Implementation of the incentive programme should be geared up.
12. Female candidates should be given priority in employment in elementary schools specially in the Pre-Primary and Primary stages which will indirectly help in motivation programme and enrolment drive and also promote women employment.
13. The total funds should be placed at the disposal of the district officer in the beginning of the financial year instead of periodic sanction from the Directorate. The district officer will implement the scheme as per norm communicated by the Govt. of Directorate. The action plan calendar is to be prepared for the year and responsibility be given to all district officers to fulfill the target like universalisation within specific period failing which the matter should be viewed by the Govt. seriously.

14. Abolition of annual examination system and introduction of continuous evaluation which will surely bring down the rate of stagnation and dropout.
15. The growing tendency for adopting malpractices in the examination which is more pronounced in secondary and higher level, must be eradicated .
16. The total budget for elementary education as a national commitment should be borne by the central Govt.
17. Intra departmental co-ordination between higher Secondary, and elementary including adult directorate should be established.
18. Mid day meal system needs thorough study. The implementation system is to be revised and instead of wasting time in preparation of feed in the campus, dry food system to be introduced. Vigorous and surprise check to be there to see that the fund allotted for midday meals is properly utilized.
19. Vehicular facility to be extended to all inspecting officers so that frequent inspection can be made.
20. Schools should not be allowed to grow haphazardly. The Govt. should take initiative to allow establishment of such schools by Govt. as per need.
21. Vigorous propaganda campaign for enrolment drive through a publicity wing attached to the district office must be made so that the target of universalisation of elementary Education is achieved by 1990.
22. The imbalance teachers-students ratio is also one of



the causes for general fall of education, Hence the ratio between the two should be minimised to 1:20.

23. In each teachers training institute such as BTC., normal school etc. provisions for accomodation and admission for female teachers should be provided.

24. There are still a good number of villages without any primary schools Immediate steps to be taken to establish one such school per village. square K.M.

25. Residential type of model school for elementary education, in each division/block should be established where free lodging and boarding should be provided. The basis of selection to such schools should be an merit. But sufficient number of seats should be reserved for students form social and educationally backward classes like ST, SC and other OBC.

26. The alternative strategies like non-formal education should be given priority and motivation programme should be extended to all the nonformal centres.

27. In view of financial constraints in constructing adequate number of school buildings, the same buildings are to put to the maximum use for both formal and nonformal education like elementary adult and nonformal teaching and the funds for constructing school building<sup>for</sup> all three catagories are to be pooled together.

28. The amount of retention scholarship now being awarded for regular attendance is not adequate. It is to be raised so that this may also serve as an incentive to the poor parents, to send their children to school. Instead of entering the

SOCIALLY USEFUL PRODUCTIVE WORK

The team on Socially useful Productive work (SUPW) consisting of the following members :

1. Sh. S.K.Chakravarty  
Inspector of School,Dhubri Chairman
2. Sh. Parvin Gogai  
Inspector of Schools,Barpeta Convener
3. Mrs Anjali Borah, Inspector of  
Schools Mangaldoi Member
4. Mrs. Nihar Barua Inspector of  
Schools, Goalpura Member
5. Dr. G.Medhi, Inspector of  
School, Tejpur. Member
6. Md. Lutfur Rehman  
Astt Inspector of Schools,  
Nowgong. Member

Introduction

In Assam SUPW is known as work-experience. It used to be a compulsory subject in High School Leaving Certificate (H.S.L.C.) course in Assam and the marks secured in this subject used to be added to the aggregate and the candidate had to secure a minimum of 30% marks to get through the examination. It was first introduced as a compulsory subject in the year 1973 with 100 marks of five grades A,B,C,D, and E i.e. 100,80 60,40 and 20 respectively. At the time

of High School Leaving Certificate (H.S.L.C.) Examination these gradings are converted into marks by S.E.B.A. (Secondary Education Board of Assam). In the primary stage also a kind of SUPW had been there since pre-independence days-known as handwork, and the student appearing in lower Primary examination has to pass in this subject. It is however, decided by the Board of Secondary Education that from 1986, the marks secured in work experience (W.E.) will not be taken into account towards the total marks secured by the students. The marks in W.E will however be shown in the mark sheet in grading system. Therefore passing in this subject will no longer be essential but one will have to take this subject and appear in the promotion in annual exam. from class V to X as well as final examination with work experience as a compulsory subject.

### Need

It is very much essential in order to develop the dignity of manual labour and the inborn talent of the students. As the state is economically backward SUPW if properly implemented, should go a long way in equipping the children for making, them fit for earning while learning.

In order to appreciate the problems a brief glance at the activities falling under W.E. will be fruitful. Generally, the activities falling under the subjects are: (a) Agriculture (b) Weaving, Embroidary and Knitting (c) Cane and Bamboo work. (d) painting (e) Gardening (f) Plantation (g) Model Making (h) Paper work (i) Chart making,

(j) Social work such as road repairment, repairment of public institutions. (k) Relief work at the time of calamities and (l) Establishment and running of co-operative societies.

### Problems & Issues

- (a) In order to implement all these activities the first and foremost problem is the dearth of qualified teachers especially in urban areas.
- (b) Lack of financial help from the Government.
- (c) Non-availability of land and raw materials.
- (d) Lack of incentive to the teachers.
- (e) Difficulties to place the subject in the daily time - table.
- (f) Lack of interest and sincerity on the part of teachers, students and parents and all others who are involved in the work.
- (g) Lack of proper and reliable method of evaluation as well as curriculum which is not well-defined.
- (h) Lack of market to sell the products.
- (i) Lack of work environment in urban areas i.e. accommodation raw materials etc.
- (j) Lack of proper tools and implements in the schools.
- (k) Lack of co-ordination and co-operation from other developmental agencies like Agriculture, Health, Irrigation etc.
- (l) Most of the schools are not implementing the scheme properly. In many cases the students buy finished

products from the market and submit them in the schools and there is no proper check to find out if the student had really done the work, as a result of which it has turned into a farce.

Factors responsible for the problems :

The factor may be divided into 6 major heads i.e.

Administration, Organisation and management;  
financial;  
academic;  
environmental; social and Psychological.

- 1) There are no technically expert people in the district or state level in the department of education exclusively for the implementation of these programmes. Though there is one officer in S.E.B.A. incharge of this programme, it is not practicable for him to oversee the teaching and implementation of this subject all over the state.
- ii) Lack of qualified teachers for the subject of W.E.
- iii) Absence of honorarium or other financial benefits for the teacher-in-charge.
- IV) Lack of co-ordination between govt. and S.E.B.A.
- V) Unlike other subjects there is no proper examination and clear cut definite curriculum for this subject. Much against the motto of this programme 'do it yourself', practical examination with constant and strict supervision and impartial assesment is absent
- VI) Very few periods are allotted for work-experience in

- VII) Lack of accomodation, tools & implement for field-work.
- VIII) Lack of govt. grant for implementation of this programme.
- IX) Poverty of the parents.
- X) Absence of financial incentives to the students.
- XI) Popular bias against manual work.
- XII) Wrong selection of subjects by school concerned irrespective of aptitude and interest of the student and local need.
- XIII) Lack of attempt to mobilise the public opinion in favour of work experience.
- XIV) Teachers & guardians are ignorant of the real significance of the subject.
- XV) Lack of market to sell the product.
- XVI) Lack of co-ordination between school and community.

Strategies :

- (i) Some schools ~~possessing~~ enough land and ~~utilising~~ the services of students for agriculture, fisheries, fruit gardening etc. and thus have been able to ~~augment~~ the financial resources of the school.
- (ii) The finished products are sold and a part of the sale is given to the students.
- (iii) Co-operative societies are being managed which directly help the students.
- (iv) Some schools get the repair of the school premises and the compound done through the students in the work-experience period. It adds to increasing the interest of the students in the subject.

- (v) Some schools give annual awards to the competent students.
- (VI) In the initial stage S.E.B.A. had trained up a group of teachers but unfortunately this has been discontinued.
- (vii) In certain places exhibition of W.E. products are being regularly held.

Achievement:

- (i) In the areas in which different strategies were adopted, a psychological atmosphere has been created in favour of W.E. Many schools have improved the financial conditions.
- (ii) In some girls' schools, specially in urban areas they have shown good result by their finished products such as knitting and embroidery works, making jam and pickles, which find ready local market.
- (iii) Free-plantation and gardening have added towards beautification of the school complex.
- (iv) It improves and encourages the inborn talent of the students
- (v) In many schools, school co-operatives have been successfully run.

Recommendation:

- (i) At the state level there should <sup>be</sup> separate cell exclusively in charge of W.E. attached to the state Directorate of Education under the charge of an office at least at the rank of Asstt. Director and there should be a few academic officers to oversee and co-ordinate the implementation of W.E. scheme.
- (ii) All the teachers of the school should be given in service training in W.E. (upto the secondary stage) at District level by S.C.E.R.T. & NCERT).

- (iii) At least three periods in a week on alternative days to be allotted towards the end of the day. Depending the nature of the work the Headmaster may however may make the periods consecutive in a single day.
- (iv) Students should be divided into groups according to aptitude in the work-experience periods under competent teachers and all the teachers and students should be engaged in the programmes, for the days.
- (v) The local Govt. offices should be instructed to purchase necessary articles from the school (W.E. products).
- (vi) Adequate fund for accomodation and tools in order to implement the programme should be made.
- (vii) Local, District and state level Exhibition should be arranged every year for displaying the outstanding W.E. products to encourage the students and the schools.
- (viii) Practical examination with strict and impartial supervision should be there for awarding grades.
- (ix) Service of the local experts to be utilised.
- (x) Grading in H.S.L.C. exam in W.E. subject should mention the field of activity in which the student appeared. This grading -g. should help the student to enter in Vocational institution in that particular field. In other words, it should be something like pre-vocational.
- (xi) Provision for light refreshment should be there.
- (xii) Public opinion in favour of W.E. be mobilised.
- (xiii) Items of W.E. to be introduced in a particular school should be decided by taking the local needs and conditions into consideration.



QUALITATIVE IMPROVEMENT OF EDUCATION  
CURRICULUM

The qualitative improvement of education is one of the major objectives of education. Under this, three sub areas namely curriculum, teacher education and evaluation have been taken.

The following worked in the area of Curriculum.

- |    |   |          |
|----|---|----------|
| 1. | Dr K.P.Sharma<br>DEEO, Barpeta            | Chairman |
| 2. | Dr H.C.Das<br>DEEO, Dhubri                | Convener |
| 3. | Sh Sukla Vaidya<br>DEEO, Nilchar          | Member   |
| 4. | Sh G.C. Talukdar<br>DEEO, North Lakhimpur | Member   |
| 5. | Sh S. Ali Lasker<br>DEEO, Karimganj       | Member   |

Introduction:-

The curriculum is the base media for imparting education systematically in the educational institution. This curriculum, helps in all round developments of a child mentally, physically and psychologically. Previously the curriculum activities and co-curriculum activities were regarded as two dimensions of school education, which has been now considered as one through which the activities of the schools are formalated for all round development of school children

Needs and Problems:-

- 1) The frequent changes in text book make it difficult to implement the curriculum properly.
- ii) The frequent changes of the academic session as per govt. direction hampers the activities and teachers find it difficult to finish the prescribed course.
- iii) Lack of trained and devoted teachers.
- iv) The present curriculum is the critical.
- v) Non-availability of text books in time by the state text book production corporation.
- vi) Want of proper linkage of curriculum of elementary and secondary stage.
- vii) Lower standard of our curriculum as compared with the national syllabus prepared by NCERT.
- viii) No definite curriculum for vocationalisation of education.
- ix) The present syllabus is teacher oriented and fails to attract students in self learning.
- x) Co-curriculum activities are not well defined in the national level.
- xi) Present curriculum has no scope for equipping local needs and requirements.
- xii) Irrationally placing of the contents particularly in science subject.

Factors responsible:

- 1) It is difficult to expect desired results of the curriculum in formulating the objectives by a single teacher in four classes school.
- ii) The present examination system without continuous evaluation process fails to deliver goods in formulating the basis objective of the curriculum.
- iii) Each school should have an action calendar of the year on the basis of the curriculum and that should be strictly followed. But in want of proper planning many effective teaching days are generally spoiled and as a result the curriculum, and syllabus could not be followed properly in the school.
- iv) It is a general doctrine that only in a good school building and good natural atmosphere proper results of curriculum could be expected; but in the state about 70% school building are below standard which can be also responsible not achieving the objectives in the curriculum.
- v) The teachers are recruited without any pre-service training in the state which hampered to detain the desired results of curriculum.

Strategies adopted:-

The department conducts some seminars and meetings of the teachers and educational officers in sub-division levels occasionally. The academic officers of SEBA who are experts in this line are also organising the seminars and trainings from time to time with the head of the selected institution to update the curriculum. The Govt. also deputed officers and senior heads of the institutions to <sup>from</sup> NCERT/time to time to have the new knowledge over the subject.

Achievement :-

- 1) In each year about 180 teachers in each district are being trained in teaching Mathematics, Science and English which are most important subjects in elementary education.
- ii) The education department through its agencies frequently broadcast the methods of teaching English and Science to educate the rural children in the field of education.
- 3) The departmental agencies started training and seminar to educate the teachers and students on human values.
- 4) Scout, Bulbul, Guide, N.C.C. etc. units are opened in good number of schools for involving the students in activities which require the learning of the value of discipline, **punctuality** and cleanliness and encourages in activities relating to social and national development.
- 5) The state has already established the state Text Book Corporation to prepare and publish the text books for school education.

6) The department has already taken over the programme of free distribution of text books to a section of students of elementary schools.

7) Monetary help is given to a number of schools for purchasing teaching aids in Science subjects.

8) The Directorates also are taking interest to give grant to the schools for smooth running of the co-curriculum activities in the school.

9) Inter school tournaments in winter and summer are held for better development of physical aspects of the children.

5) Recommendations & suggestions:-

1) A broad base curriculum is to be prepared by the department on the basis of the New National Educational Policy which can encourage the educated unemployed youth to observe themselves after getting two years of special training on Work Experience subjects. This will channelise the future generation of the country and help in eradicating unemployment problem in country. That means the curriculum should be framed in such a way that the education will serve as a work oriented course.

ii) The curriculum framing work may kindly be assigned to the officers of the SECRET Directorate in coordination with the SEBA, but before starting the work the officers should have a special training in NCERT.

iii) As earlier mentioned each school should prepare an action calendar of the academic year on the basis of curriculum, plan, and syllabi and that to be strictly followed.

- iv) The curriculum should be revised and framed to tune the general changes in time and knowledge so that there should not be gap between the time and knowledge.
- v) For implementating the broad-casting programme on tea-<sup>there</sup>chings, <sup>there</sup>should be specific period in the school and all schools to be provided with a radio set for <sup>this</sup> purpose.
- vi) In framing the curriculum & syllabi the stress should be given on the lessons of national integration.
- vii) Proper linkage of curriculum <sup>for</sup> elementary and secondary stage should be maintained <sup>for</sup> elementary.
- viii) The syllabus should be upgraded as per national pattern prepared by NCERT.
- ix) Definite curriculum for vocational education should be prepared for 2 stage of secondary education.
- x) Syllabus should be in such a manner that it attracts self learning. Text books should be prepared in multicolour so that it attract self learning among the students specially in the elementary stage.
- xi) Curriculum should also provide for equipping the students for meeting the local need and requirements.
- xii) Text books should made available to the students at the beginning of the academic session.

QUALITATIVE IMPROVEMENT OF EDUCATION

TEACHER EDUCATION

The following group worked in the area of teacher education;

- |   |          |
|---|----------|
| 1. Mrs N. Barua<br>Inspector of Schools,<br>Goalpara. | Chairman |
| 2. Sh. N. Hazarika<br>DEEO, Sibŕagar                  | Convener |
| 3. Mrs A. Borah<br>Inspector of Schools,<br>Mongoldoi | Member   |
| 4. Sh B. Gogoi<br>DEEO, Jorhat.                       | Member   |

Introduction

Although Assam is one of the resourceful state in India, still, unfortunately it is one of the educationally backward state situated in the North East of India. Different kinds of educational institutions such as Pre-Primary, Primary, High, Higher Secondary schools, Colleges and the Universities have taken every effort to educate the children of Assam. In this regard the contribution of private organisations like missionary, rotary club and Mohila samity etc cannot be ignored.

It is an universal truth that the standard of education largely depends on the quality of teachers. In advanced countries like UK and USA a teacher is never appointed if he is not trained, But in our country the picture is quite

It is immaterial whether he is trained or not. It is a fact that any one who does not get service elsewhere comes to teaching profession.

Hence due to lack of qualified persons, the standard of education is deteriorating every day.

Therefore, an exhaustives programme to train the teachers from Pre-Primary to secondary level is an urgent necessity.

### Problems

1. One Pre-Primary training centre is quite insufficient for a state like Assam.
2. The number of training institutions is also not sufficient considering the number of untrained teacher in elementary and secondary level.
3. There is no provision of Pre-Service training for the teachers of elementary stage except Pre-Primary and secondary school teachers.
4. The staff pattern of the B.T.C's is not encouraging as we have seen that some basic training centres are running sometimes without a science graduate. Similarly some B.E.T/B.T Colleges are also running without science staff.
5. In many cases it is also a problem that many teacher educators are still untrained specially in Normal schools, Basic Training Colleges and Jr. Basic Training centres. There is no provision of training for the teacher educators for S.U.P.W.



6. Many teachers are also not willing to undergo training.
7. The curriculum of the B.Ed course is totally stereotyped, rigid and lack of vitality. This is applicable to the the curriculum of normal school also.
8. The old type of Practice teaching following the Habar-tion steps has been followed which can be said to be quite out-dated,
9. The isolation of teachers training programme from the university which now exists is also a problem.
10. Overcrowding of teacher trainees specially in the B.Ed/B.T. Colleges has become a problem for effective teaching and learning.
11. There is very few Provisions for refresher courses, seminars & work-shops etc. inside and outside the state for the teacher educators of Assam.
12. The pay scales of the teacher educators of the basic training colleges/centres except the Principals are lower than the asstt. teachers of a provincialised high schools although the posts are of same category.
13. The Practice teaching school attached to the training institution are not well equipped with teaching learning materials. It is found that some P/T. schools have no good building furniture and teaching aids.
14. Each basic training centre is provided with a very big science laboratory with enough scientific apparatus is not well utilised, in some B.T.C's

- 7
15. NO. P.T. schooles are attached to the B.Ed. colleges.
  16. B.Ed./B.T. colleges are also not equipped with modern types of teaching aids and T.V. etc.
  17. There is no provision for training of the teachers of higher secondary level.

#### Factors Responsible

1. For want of fund govt. is also unable to establish more Pre-Primary training cente and other training institutions.
2. The environment and atmoshphere of the school condition donot allow the trained teachers to apply the methods and teachniques what they have learnt in training institutions in many of the schools, both in elementary and secondary.
3. There is no adequate provision of accomodations in teacher training institutions both for trainees and staff specially for girls trainees.

#### Methods and Strategy

1. Generally the short term courses of training like semi-nars, work-shops and refreshers course are being held in sub-divisional and district level by S.I.E. and S.I.S.E. In state level also S.C.E.R.T. and S.E.B.A. have been arrargning, such short term courses of training both from the teachers of elementary and secondary from time to time. More over the teachers are being helped with lectures of experts for improving in different subjects. Sometimes orientations courses are also organised.

### ACHIEVEMENT

1. One Pre-Primary training centre in Assam in Dibrugarh Dist. with adequate facility has been working.
2. Training facilities for the teachers of elementary education in 22 Basic training institutions in 6 Normal schools and in one Basic training college, at Titabar and the total is 29 in all, are available.
3. Training facilities are available for the teachers of secondary education in 6 B.Ed./B.T. colleges of Assam out of which 2 are still in venture state, In addition to these Dibrugarh district has also a teachers training wing for the teachers of secondary schools. Further, there is two hindi training centres also in Assam which have given scope from the training of hindi teachers of both elementary and secondary education.
4. The curriculam of Jr. Basic training was reviewed and properly renewed in 1983-84 .
5. The incentive of two advanced annual increments for sucessful completion of B.Ed/ B.T. course has been granted to the teachers.

### RECOMMENDATION

As it is agreed upon that the qualitative improvement of the education in general is based on the professional competence for teachers, hence it should be treated as primearea in educational planning and adequate financial and administrative provision should be made for it at the state level.

1. Summer Institution should be organised for the teacher educators in specific subjects like English, Mathematics, physics, & Chemistry etc.
2. At least 2/3 High and H.S. Schools should be placed under the administrative control of the principals of the B.Ed/B.T. College as done in B.T.C./Normal schools for Practical teaching.
3. In B.Ed/B.T. Colleges there should be adequate provision for accommodation for the teaching staff specially for the ladies.
4. The involvement of principal of B.Ed colleges and the district heads of education deptt. is highly essential in connection with preparation of curriculum of the training programme.
5. There should be a provision of training for the subject teachers of H.S. schools.
6. Orientation courses should be organised by SCERT/SIE/SEB for the newly appointed teacher.
7. Allotment of funds should be made available to the Directorate of Education of Secondary and Elementary for conducting such courses.
8. Existing Governing Bodies of teachers training centres should be activated by conducting quarterly meeting District Education Officers such as Inspector of schools and D.E.O., and reputed retired teachers should be included as the member of the committee.
9. The numbers Pre-Primary Training Centres should be increased from 1 to 5.

10. The number of B.T.C. should be increased from 22 <sup>to</sup> 30.
11. Four Basic Training Centre may be kept reserved for the short term course of training like refresher's course, work shop, orientation course. There may be reserved accommodation for resource person, expert etc.
12. The teaching staff may be appointed according to the need of the trainees.
13. All untrained teacher educators should be trained immediately.
14. No untrained teachers educators should be appointed in the training Centres in future.
15. There should be provision of short term training for the teacher educators inside and outside the country at an interval of every 5 years of their service.
16. Training institutions must be supervised and inspected frequently by the competent authority.
17. The pay and allowances of teachers educators of B.T.C. College/Normal schools may be equalised with the pay/allowances of H.S. and H.S.S. school teachers as the employees fall in the same categories with same qualification.
18. There should be a provision of intra-transfer between the inspecting staff and teaching staff in training institutions which has already been recommended by Kothari commission.
19. Revision of curriculum of Normal school should be done immediately by the appropriate authority. Improved type of practice teaching should be introduced.

20. Preference should be given to the trained personnel for appointment of teachers in schools.
21. Congenial atmosphere to be created in the school for teachers for implementing methods/techniques etc.
22. Venture B.Ed College should be taken immediately by the government.
23. Part time facilities and correspondance course should provided in B.Ed. College.
24. The backlog of untrained teachers should be cleared at an early date.
25. Preference should be given to the teachers belonging SC and ST/ OBC community for training on deputation from the authority.
26. Training centres should be established in planned way preferably in backward pockets.
27. The trainees should be equipped with modern teaching methods like micro-teaching etc. Each and every training centre should be provided with. T.V. and Mass media set with experts.
28. To remove the existing isolation of teachers training from university schools of education should be established in Guwahati university also to develop training programme in teachers education.

QUALITATIVE IMPROVEMENT OF EDUCATION-EVALUTION

The team of the following officers discussed the various needs and problems of the existing system of evaluation:

- |    |  |          |
|----|--|----------|
| 1. | Sh S.K. Chakarvarty<br>Inspector of Schools,<br>Dhubri   | Chairman |
| 2. | Sh P.Gogoi<br>Inspector of School,<br>Barpeta            | Convener |
| 3. | Sh B.C. Konwar<br>DEEO, Guwahati                         | Member   |
| 4. | Dr G. Mehdi<br>Inspector of Schools.<br>Tejpur           | Member   |
| 5. | Sh Lutfur Rchman<br>Asth. Inspector of School<br>Nowgong | Member   |

Introduction

Evaluation is an essential part of the teaching learning process. In our state of Assam this is done mainly through examinations.

The main purpose of examination is to bring out and assess howfar the desired objectives of education have been achieved by the students and there after to take appropriate remedial measures.

## OBJECTIVES

The main objectives of the examination system are :-

- i) To assess the achievement of knowledge, understanding and intelligence of the students.
- ii) To assess the interest, attitudes, psycho-motor skill and smartness they have developed.
- iii) To assess the total emotional ~~integrity~~ <sup>and</sup> harmonious balancing of emotions.
- iv) To assess the adjustability of the students to the society.
- v) To know the defects of teaching and curriculum if any, and also to rectify them.

## PROBLEMS & ISSUES

The above are the major objectives that our examination system seeks to achieve but the system is facing the following problems:

1. It encourages cramming of information by the students and fails to assess properly their knowledge and understanding.
2. It fails to assess the interests, attitudes and psycho-motor skill and smartness of the students. In other words it fails to assess the total personality of the students.
3. It fails to assess the emotional development of the students.
4. It fails to assess the social development of the students.
5. It further fails to spot the defects of teaching and curriculum.



6. Our-examination system, instead of solving the above problems, creates a few more ones :-

- (a) It leads to a large number of failures every year that in turn leads to huge-drop-outs and wastage.
- (b) Due to its inherent defects and adverse effects on the young learners, it leads to the large-scale adoption of unfair means by students in the examination halls.
- (c) It strains the teacher-pupil as well as teacher-guardian relation ship.

#### FACTORS RESPONSIBLE

The following chief factors are responsible for the above problems.

(1) Our-examination system is pre-dominantly based on written tests and as such is evidently confined to the assessment of cramming on part of the students and is not capable of assessing the other essential aspects of the individual student's development.

(2) The examination is periodical (generally twice in an academic year) and not continuous. It is selective and not exhaustive of the course contents. So, naturally it fails to assess the actual knowledge and understanding of the learners and encourages selective study.

3. The question papers are not suitably adjusted to the curriculum, the syllabus as well as to the actual practising methods adopted by the teachers, so, they fail to identify properly the real defects in the curriculum, the syllabus as

4. Most of the teachers are not yet trained in the modern methods and techniques of evaluation and of paper setting.
5. Types of questions are not well developed and question papers are not well planned. Questions are sometimes put in an ambiguous way.
6. Large scale use of note-books, private tuition and coaching create lot of confusion in the system.
7. The questions are much more coercive than corrective and remunerative. In other words the questions seem to find out how much the examinee does not know rather than finding out how much they know.

#### STRATEGIES BEING ADOPTED

The following few strategies have been adopted to overcome the above defects and draw-backs:-

1. Essay type questions have been reduced to a considerable extent and replaced by various objective type questions.
  2. Short-term training to teachers of high schools in modern methods and techniques of evaluation is imparted by SEBA from time to time in collaboration with the NCERT & SCERT.
- The State Institute of Education and State Institute of Science Education are also conducting such training course.
3. Model question patterns are prepared by SEBA on certain subjects of high school courses from time to time and supplied to the schools, for guide lines. Model answers are also supplied to the examiners of the final Board Examinations.
  4. Objective wise allotment with separate weightage of marks has been prescribed by SEBA for classes VIII to X.

5. Examination Boards for secondary education, elementary education in Circle/Sub-division/District level have been constituted for preparing common question papers for half yearly and annual examinations for all the schools falling under them resulting in uniform patterns of teachings and evaluation.
6. In addition to SEBA, the State Institute of Education and also the SCERT have been established in the state to help the state-education in the evaluation matter along with other as-pects of education.

#### ACHIEVEMENTS

1. Subjectivity in evaluation has been minimised to a considerable extent as a result of reducing essay type questions and replacing with objective type.
2. More content coverage has been made possible by the objective type/multiple type questions.
3. Standard of evaluation has been achieved to some extent as a result of training of a few teachers in evaluation and preparation of question papers by the examination Boards.
4. Uniformity in evaluation as well as exchange of ideas on teaching learning in different schools has been made possible at least in the district level as a result of the formation of common examination Boards.

#### RECOMMENDATION

The following suggestions for improvement of evaluation are forwarded:-

1. In secondary level there should be continuous assessment of the class works and the home tasks of the students in all classes I to XIII. To achieve this, the burden of teaching per-teacher will have to be reduced by increasing the number of teacher.
2. A fair percentage of mark, say 30, should be allotted for the internal assessment & terminal examinations and taken into account in the annual promotion examinations.
3. VIVA-TEST should also be introduced on the internal examinations in all classes from V to X atleast and a fair percentage of marks say 10, should be allotted to this also.
4. Cumulative record cards should be maintained for each student right from class I showing in it the Bio-data and the performance of student in curricular, co-curricular & social activities.
5. All the teachers should invariably be trained in the modern methods and techniques of evaluation & paper-setting.
6. There should be a separate evaluation bureau in the state, with the experts in the line to develop evaluation methods & techniques & train the teachers.
7. Separate cells in the SEBA which conducts the H.S.L.C. final examination and in SCERT be set up to evaluate the evaluation of the final examiners and to let them know the defects.
8. Though it has been decided not to detain any student from classes I to IV, the evaluation system should not be done away with, the provision for records on the basis of proficiency should be made to encourage the young children.

9. The successful strategies already adopted (enumerated in the relevant heading) are to be continued.
10. Quarterly progress reports of the students to be sent to the parents/ guardians regularly.
11. The patterns of question papers should be as follows:-
  - (a) Long answer type (essay-type) -40%
  - (b) Very short and other type (answer in a word or in a single/sentence) multiple-choice questions/ matching type question/filling up the blanks.  
30%
12. No Question Bank should be introduced which leads to answer bank

Appendix - I

MEETING OF THE SENIOR EDUCATION OFFICERS OF ASSAM STATE UNDER THE PROJECT ENTITLED INTERACTION WITH THE STATES FOR IDENTIFICATION OF PROBLEMS, NEEDS AND PROGRESS ACHIEVED IN PRIORITY AREAS OF SCHOOL EDUCATION.

Venue: Directorate of Secondary Education, Kahilipora, Guwahati

Date: 8th Feb, 1986 to 11th Feb, 1986

PROGRAMME

8-2-1986

9.00 A.M.- 10.30 A.M.	Registration
10.30 A.M.-12-00 Noon	inauguration
12.00 noon-12.30 P.M.	Discussion regarding the programme, .
12.30 p.m.-2.00 p.m.	Lunch Break
2.00 p.m.-5.00 P.M.	Discussion by individual groups on "Universalisation of Elementary Education" and Socially useful Productive Work.

9-2-1986

9.00 A.M.-1.00 P.M.	Discussion by individual groups of "Vocationalisation of Education, and SUPW".
1.00 P.M.-2.00 P.M.	LUNCH BREAK
2.00 P.M.-5.00 P.M.	Group presentation and discussion of Reports on "Universalisation of Education" and SUPW.

10.2.1986

9.00 A.M.-1.00 P.M.	Discussion by individual groups on Qualitative Improvement of School Education.
1.00 P.M.-2.00 P.M.	LUNCH BREAK
2.00 P.M.-5.00 P.M.	Continuation of Group Work on "Qualitative Improvement of School Education".

11-2-1986

9.00 A.M.-1.00 P.M.

Group presentation and Discussion of reports on 'Qualitative Improvement of School Education'.

1.00 P.M.-2.00 P.M.

LUNCH BREAK

2.00 P.M.-4.00 P.M.

Discussion on other problems of school education.

4.00 P.M.-5.00 P.M.

Disbursement of TA and DA and Valedictory Sessiom

LIST OF PARTICIPANTS

1. Shri G.C. Talukdar,  
D.E.E.E.O.  
North Lakhimpur,  
Assam.
2. Shri. K.P.Sarma,  
D.E.E.O., Barpeta,  
Assam.
3. Shri Haren Das,  
D.E.E.O. Dhubri,  
Assam.
4. Shri L.M. Sukla Vaidya,  
D.E.E.O., Silchar.  
Assam.
5. Shri S. Ali Laskar  
D.E.E.O., Karimganj.  
Assam.
6. Shri B.C. Konwar,  
E.E.E.O., Guwahati,  
Assam.
7. Shri Maina Hazarika,  
H.E.E.O., Sibsagar,  
Assam.
8. Sh. D.R. Boro  
D.E.E.O, Jorhat,  
Assam.
9. Sh. Lutfur Rehman  
Asstt. Inspector of School  
Nowgong (Assam)
10. Shri P.Gogoi,  
Inspector of School,  
Barpeta (Assam)
11. Mrs. N.Barua,  
Inspector of School,  
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12. Shri S. Chakraverty,  
Inspector of Schools,  
Dhubri (Assam)
13. Shri G.C. Medhi,  
Inspector of School,  
Tezpur (Assam)
14. Mrs Anjali Borah,  
Inspector of School,  
Mongoldoi (Assam)
15. Dr. S.K. Yadav  
Coordinator  
DFSE, NCERT  
New Delhi-16.
16. Dr S.K. Gupta  
Field Adviser  
Guwahati (Assam)



Background Paper

APPENDIX -III

One of the important activities of the Department of field Services and Coordination is to assess the needs and problems of the state in matters relating to school education, so that NCERT could devise plans and strategies for helping the states in this regard. In order to make a systematic study of the problems, and needs of the state, the department now proposes to organise a four-day state level Meet of District Education Officers, The following are the objectives of the Meet.

- 1) To make an in-depth study of the needs and problems faced by the State in the priority areas of school education.
- 2) To obtain information about the strategies/approaches adopted to overcome the problems faced by the states.
- 3) To assess the development made by the state in the priority areas of school education.

Keeping in view the above objectives, an attempt has been made in this paper to highlight the possible problems in priority areas of school education which the District Education Officers may be facing in implementing the various programmes.

1. Universalisation of Elementary Education

The following are some of the problems which the D.E.Os might be facing in achieving the target of universalisation of elementary education:

- 1) Access to schooling is one of the main hurdles in achieving the target of universalisation. The geographical situations such as hilly areas, deserts, forests, coastal areas complicated by lack of means of communication may create the problem of accessibility to schooling facilities.
- 2) Physical facilities are not available in adequate measure. In some of the state provision for schools buildings, is not adequate. The schools are not equipped with teaching-learning materials like teaching aids, blackboards, dusters, furnitures, maps, almirahs and textual materials etc. In some schools even facilities of drinking water and toilet are also not available.
- 3) In a large number of schools, trained teachers are not available.
- 4) Most of our schools are still single teacher schools which makes it almost impossible for the teacher to attend, to the academic and other needs of the children.
- 5) Financial constraint is another major restricting factor in the progress of universalisation of education. The available funds too are released irregularly and are usually short even in the Govt. run school. The procedure, and practices of releasing grants are quite cumbersome.
- 6) The problem of absenteeism (non attending) is acute at this stage. In addition to this, there is a heavy drop-out rate at the elementary stage also.

- 7) The position of girls' education and special education of handicaps. SCs, STs are not encouraging at elementary stage.
- 8) There is a lack of community participation in elementary education. It is difficult to achieve the target without, involving the community in school education programme,
- 9) The alternative strategies like non-formal education have not proved to be so fruitful in achieving the target. The non-formal system is also facing a number of problems of physical, financial and administrative nature.

## II. Vocationalisation of Education

There are some very acute problems in effective implementation of SUPW and vocationalisation of education. Some of them are stated as under:

- 1) The SUPW and vocationalisation of education are facing problem of integration of work with education.
- 2) Curricula for SUPW and vocationalisation of education are not well defined.
- 3) Organisation of both the programmes is very poor.
- 4) Placing of SUPW in school timetable is very difficult.
- 5) There is a lack of financial resources in effective implementation of the programmes.
- 6) Trained teachers for both the programmes are not sufficiently available.
- 7) There is lack of infrastructural facilities like laboratories, workshops and forms etc.

Evaluation of SUPW and vocationalisation of education is very difficult.

### III. Qualitative Improvement

Qualitative improvement is the ultimate goal of all our efforts in the field of education but there are many problems which confront us in making satisfactory headway in this direction. Some of the significant problems are mentioned below:

- 1) The curricula are not always planned keeping in view the immediate needs of the children and are sometimes not relevant. In the transaction of the curriculum teachers do not adopt methods and strategies suited to the content and the objectives. Instructional materials used by the teachers also leave much to be desired.
- 2) There is no system of continual updating of teachers' knowledge and new methods suggested in research literature are seldom used by them. In-service programmes have not been made attractive for the practising teachers.
- 3) The evaluation methods used by these teachers are based on traditional lines and only attend to categorise children into two classes namely pass and fail. Evaluation, should be meant to provide feedback to children for their self-development.

GUIDELINES FOR PREPARING THE WRITEUP

1. Strengths and weaknesses of school education (Primary to Secondary) in the District.
2. Difficulties in implementing the scheme of 10+2+3.
3. Strong and weak points in the implementation of vocationalisation of education at the +2 stage in the state.
4. Role of voluntary agencies in school education.
5. Strengths & weaknesses of school administration and management in the District.
6. Type of Incentives provided in the District for fulfilling the goals of the universalisation of Elementary Education (NEF)
7. Difficulties experienced in operating the schemes of incentives being provided.
8. Any measures being proposed to overcome the difficulties, if any.
9. Present position regarding the cooperation and participation of community in educational effort and measures proposed for enlisting further participation.
10. Scope for mobilising resources for extending schooling facilities in the District.
11. Strengths and weaknesses in Teacher Training programmes:
  - (a) Pre-service
  - (b) In-service
12. Proposed Measures for remedial action in the area of school education :

- (a) Administrative
- (b) Financial
- (c) Physical
- (d) Academic

13. Any break-through achieved by the District in School education, (points in brief).
14. Pockets/Areas/Blocks etc., which need urgent attention for improving economic and educational development in the District.

Write up .. Barpeta

Dr K.P. Sarma  
D E E O,  
Barpeta.

The sub-Division of Barpeta of the then undivided Kamrup, District had been given the status of a district with effect from 1st. July, 1983 for better administration and control, and just after the creation of the district, the District Elementary Education office was established.

The total population of the district as on 1st. Oct/84 as projected by expert Committee on population projection Register General and Census Commissioner of India (Source statistical handbook in 1980) is 1470000 as per projected figure based on 1971 census. The total area covers about 3307.3 sq. K.M. having only one Sub-Division and 1081 Nos. of revenue villages. The density of population is 294 per sq. K.M. as against 186 per sq.K.M. in the state of Assam as per 1971 census. The S.C. population constitute 5.64% and S.T. 4.82% in the district as per 1971 census as against 6.24% and 10.99% of the state respectively. The percentage of literacy in the district is 23.3 as per 1971 census.

The composition of the population in the district is heterogeneous with different languages, traditions, Customs etc. which needs to be protected, to be developed in their own ways and requires constant and detailed micro-planning for educational development and survival for better economy

There are 8(eight) Development Block in the District as against 121 in the state where besides general population, there are various linguistic Minority Groups such as Bidis, Napalis, Sautalis and Tea-Garden Tribes. In addition, to the above, a huge number of immigrant Muslims are there in the Char areas.

The D.E.E.O. is the District Head of elementary education, who control the three units viz.

1. Primary schools (including Pre-Primary section in a few Jr.Basic schools from the age group 5 to 10YE
2. Middle School (3) Other training institutes such as Basic Trg. Centre and Normal Schools.

Total Nos. of Inspecting officers

Coordinator (Non formal )	1
S.I.of Schools (Formal Education)	16
S.I. of Schools (Non-Formal Education)	12
A.S.I.of Schools	2
(One S.I./A.S.I. covers approximately 90 schools under their jurisdiction)	

Nos.of schools provided Text Book/Uniform/ States 1633

(All institutions covered but all students are not benefited because of poor/catagoriwise supply)

Nos.of teachers awarded up to 1985	4
Nos of schools having sanitary facility	227
Nos of schools having Girls Commonroom	Nil
Nos. of schools having Drinking water facility	207
Nos. of schools having Woman teachers quarter (in each G/P)	46



Nos. of schools having No. female teachers wher 40, girls enrolment is there	780
Nos of schools having radio Broadcasting facility	450
Nos of schools having permanent building	138
Nos of schools having semi-permenent building	709
Nos. of school having thatched house	786
Nos. of M.E./M.E.M (Provincialised)	220
Nos of M.E./M.E.M. (Ad-hoc)	83
Nos. of MV. Schools (Provincialised)	43
Nos of Govt.M.V.	3

Total enrolment (Provincialised) Middle School

Male	12728	
Female	10393	23121

Total enrolment(Ad-hoc) Middle School

Male	6718	
Female	5839	12557

Nos. of teachers (Middle school) 1178

1. Almost 60% school buildings are in very bad condition. Over and above the district Barpeta is low lying and very mucy susceptible to heavy cyclone, storm and flood As a result heavy damaged of school building can be seen through out the district. To give incentive to the school an ~~gaurdi~~ children and gurdeain for motivation the permanent building condition is and atmost need which also helps to keep properly the teaching-learning materials such as Black Board. maps, Clobe etc. in the school. The district rural

development agency(DRDA) had normally extended building grant to the schools to a maximum of Rs. 45 thousand only but the concerning district education department is quite in darkness about such grants. As a result the education department while sanctioning building grants might create some confusion. Therefore co-ordination between such department might help the healthy growth of the institutions.

2. There are 149 single teachers schools in the district. It is very difficult to cope with four classes by one teacher. Therefore all the single teachers schools should be converted to multi teachers schools for the sake of better academic environment and motivation.

3. Teaching and learning aids including free text book to all the pupils should be provided as per need. Reference Books for school going children should be supplied at a comparatively cheaper rate.

4. Teaching facility to the teachers should be given priority and within in the target all the teachers should be trained up. Syllabus should be modernised with new scientific, and political thoughts, ideas, culture, heritage etc. Past Indian cultural heritage to be studied by introducing sanskrit language in the Middle schools Short term refresher, course to be introduced to the teachers and it should be compulsory at least once in the ten years, so that they may be enlighten with new development in the field of education, to make education more meaningful and to promote delivery system.

5. In-service training of the teachers should be given attention where new methodology and syllabi such as science and Mathematics for beginners, social studies, Geography etc should be introduced.

For successful supervision and inspection a special refresher training course may be introduced for inspecting officers at least once in a year.

6. Curriculum and syllabus needs modernisation and national curriculum for elementary education with regional adjustment should be given due importance. While preparing such syllabi regional socio cultural environment historical, aspect, geographic suitability and regional freedom movement, national integrity etc should be given priority.

7. There are 1080 revenue village in the district against which 1633 Primary schools are there. But still there are some villages where no Primary schools are there. The ratio between Primary school and total area in term of sq. K.M. is approximately 1 :2. So it is desirable that per sq. K.M. there should be one Primary school to facilitate the school going children in the light of universalisation of Elementary Education and also to create a learning society.

8. The imbalance teachers-pupils ratio is also one of the causes for general fall of standard of education. Hence the ratio between the two should be minimise to 1:20.

9. It is a point of regret that in the District not a single model school is there (either Primary or Middle)

Which perhaps creates barrier to the poor people to send their intelligent students for such studies Hence proposal for establishment of a residential model school in the sub-Division level be moved where education should be imparted in the light of international children Development Scheme Modern mathematics, Science, Social Studies, Geography etc, and also to make people more efficient so that they may be adjusted with modern development in any part of the country-world.

10. Venture Primary schools should not be allowed to grow instead Govt, should allow establishment of such Primary, schools as per need.

11. The incentive programme should be extended to all schools in the District/state to check the absentees. This will help to minimise the drop-out if not check totally. The incentive should include (a) Drinking water facility (b) Mid-Day-Meal (c) text book (d)uniform (e)Sanitary facility (f) Recreation (g)Sports materials (h) Furniture (i)Play ground etc.

For drinking water facility PHE department may be requested to provide one tube-well for one school.

Social forestry department may be requested to extent plantation in the campus of the school, so that the students, may learn the utility and productivity of plantation as well.

12. In Barpeta district there are 780 schools where

40% girls students concentrated but there are no female teacher. Therefore where a reasonable girls students are concentrated, a female teacher should be appointed. Such school should be provided a girls' common room too.

13. In each teachers training institution such as BTC, Normal school provision for female teachers should be provided.

14. Female Candidates should be given priority in employment in elementary Schools specially pre-primary and primary stage.

15. To make the people aware of the universalisation of elementary education, there should be a publicity wing attached to the department of the Dist. Education which might help motivation of the community participation.

16. The alternative strategy like Non-Formal Education should be expanded and the motivation programme should be given to them. Frequent inspection of such centres by inspecting officers might help the healthy growth of Education, for survival and removal of high percentage illiteracy.

17. Funds should be placed at the disposal of the District officer at the beginning of the financial year instead of individual sanction. The District Officer will implement the schemes as per guide line communicated by Govt or Directorate. The action plan calendar to be prepared, for the year and responsibility be given to District Office to ful-fill the target within specific period failing which the matter should be viewed by Govt. seriously

18. Item No-16 of the 20 points programme leads to the demand to open additional shift and/or section in some of the schools for which additional staff are to <sup>be</sup> recruited. Double shifts schools even with different sets of teacher normally hamper the educational environment in the school which should not be insisted.

19. Most of the school premises during rainy session are overflooded. Lack of Communication facility during rainy season leads to deterioration of educational standards as well as the building condition. Therefore roads and communication system through out the district needs improvement.

20. Vehicular facility to be extended to all inspecting officer. The District is in some cases inaccessible for officer to inspect institutions. Frequent inspection prelates sincerely responsibility of the teaching cum Students community.

21. The present infra-structure of the offices is insufficient in the District. Hence sufficient staff to be recruited so that administrative and academic environment hamper people in no ways.

22. Intra-departmental co-ordination for achieving the target should be given attention.

23. Free and compulsory education be imparted up to the age of 14 years as per constitutional provision. This national responsibility is obligatory and must be taken in due consideration and accordingly compulsory education upto 14 years must be imparted. If the obligation is full-filled

then the  
question of drop out does not arise up to 14 years age. Hence

may be noted that no manpower below the age of 14 years be allowed to waste by giving their services as servant or maid/in any private house or of any other kind.

24. The drop out manpower between the age group 14 to 18 years, should be given vocational training for self survival by self employment for economic growth if necessary. They should not be allowed to pollute the society environment but to be engage them in vocational training institution for a period of not less than 2 years, so that they get maturity and knowledge in their respective field and to get employment at the age of 18 years.

25. The causes for a general fall in the standard of Elementary Education may be because of the following :-

1. Increase in the Nos. of delinquent teachers in the absence of a well considered recruitment policy.
2. Un attractive school environment.
3. Effect of socio-economic environment pollution in the minds of teaching community resulting in consequent diversion of their mind from the main profession of teaching.
4. Poor inspection due to un-avoidable reason.
5. Lack of involvement of public/society in the institution.

6. Poverty of parents.
7. Provincialisation of the services of the teachers and not the institution.
8. Poor involvement of voluntary organisations to impart education.
9. No constitution/involvement of district level academic Board or Research Centre to look after the academic affairs of the district.
10. Education fails to contribute to economic growth as the present education system is not related to productivity.



Write-up-Goalpara

Mrs N. Bama  
Inspector of School,  
Goalpara.

1. Though our Govt. has thinking and trying to universalise the primary education upto the age level of 11 years yet we do not get an encouraging picture in this regard if we have a look in this district.

The causes are many:-Broadly speaking illiteracy and poverty are the two main hurdles which hampers the progress of education.

Schools are not adequate. Because no physical survey was made before the establishment of the Schools. Hence it appears, that generally a bit well to do persons and people with educative mind establish Schools- within their vicinity but not with an aim for the benefit of the general public. Hence, some poor people cannot send their wards to long distance Schools. In my opinion, each school district should have a properly surveyed plan where primary schools will have to be established for development of general public basing on the local condition. Lower primary schools should be available with a distance of one mile from the house of each child.

Secondly, though there are schools, but buildings are in such a state that they never attract students. Some buildings have no wall, some have no roofs etc. If building is there

then there is no sitting arrangement. Students bringing mats hasslar bags to sit on but there are some schools which does not provide a single table or chair for the teacher.

People inhabited in the char areas and backward tribal blocks are below poverty line, there students are ill fed, ill clad. Gurdians are so poor that cannot provide book and slate even.

e) No pre-primary school is here! This is also one of the main hurdle. Each and every primary school must have a pre-primary school with the help Anganwadies. Appointment of trained female teacher would encourage the whole education system.

d) Teachers are generally from peasant folk who used to continue agricultural work at home side by side with his teaching profession become irregular in attendance, specially in harvestry season. There is none to check this or advise not to continue such tradition. In single teacher school, (mostly single teacher) if the teacher takes leave, the whole school gets holiday which harms the academic atmosphere and hampers the discipline of the whole school system.

## 2. Difficulties ..... 10+2+3

First and foremost difficulties is dearth of teacher. Though in arts stream there are teacher but for science it is almost nil. Hence schools which was allowed to open science stream in +2 stage goes without tea-chers as a result science stream had to be suspended in some school. We do not get teachers in English, Physics, Chemistry, Mathenatics, Zoology and Geography.

Most of our higher secondary schools are running without subject teacher except a few schools in town area.

Physical facilities such as laboratory facilities, equipments are also lacking. Government grants also not sufficient. Besides old head teachers are not acquainted with, the A.B.C. of science in their schools or colleges days finds difficult to run the administration in respect of science stream.

3. Strong and weak point..... 2 stage.in the state.

Non availability of trained and qualified person in different vocation is one of the main cause which hamper the vocationalisation of education. Part time teacher can't give full attention to their trade.

Inadequacy of financial resource is also a great handicap. Extra room, impliments, tools for workshop etc. are some of the things to start with the different trades which requires a handsome amount is quite <sup>in</sup> sufficient ~~and~~ condition should be considered upon the willing-ness of the students. It should not be imposed. Moreover, this course should be introduced from Class IX only. ~~Two~~ year, is not sufficient to equip the children with full knowlage of the vocation.

4. The role or voluntary agencies in mobilising the people mind to be concious of eudcation in a great factor to be considerd in planning education system in a district or ccuntry. Hence all voluntary age cies should be encouraged and advised to play their part usefully so that every one of the villager get benefits from their services.

Planners and the administrator should try to make full use of all assistance it can impart. It is desirable to bring the school and community together in a programme of mutual support. These agencies always have the advantage of being in touch with the people of the area so that they can exert their influence for sending children to school. Apart from these, now a days, every school has a school Committee. This committee should be entrusted to look after the well-being of the school campus, beautification of the school etc.

5. Strengthen weakness..... management in the district.

Many a difficulties one has to face in running the administration and management 1(a) shortage of officers. One officer, has to pass the salary bills right from the provincialised school to ad-hoc grant. After passing the bills there is little time to go for school inspection. Office staff is also short. Assistants are all quite new hand so works get delayed.

b) No vehicle is allotted at the disposal of this office though one Year has already elapsed. It is impossible to go to the interior places without any vehicle where bus can not ply. Even then one has to walk a mile long distances especially in riverine areas where there is big sand track where no jeep also can go. There are some schools where <sup>there is no communication</sup> except country boat. Due to non availability of Educated people in the rural areas as, most M.C's are manned with illiterate people.

c) School accounts cannot be audited due to non availability of internal auditor in this office.

d) Sometimes political interference is also felt in constituting M.C's or appointments.

6. Types of..... Elementary Education.

Free dresses (Shirt and pant) books & Exercise Khatu for all and /Mid-day meal only for tea garden schools are the only incentive, provided in the district, to bring the Children to school.

7. Difficulties.....provided.

But these are inadequate. If in first or second year it seems bright but slowly it goes down having drop outs in every class.

This is mainly due to illiterate parents. Because most of their wards had to help them in domestic affairs, girls to their mother and sons to their father in field.

a) Dresses supplied are not adequate.

8). Any measure ..... if any.

Mid-day meals should be supplied to all students. With Books, 2 exercise books, slate, pencil may also be supplied, to help the guardians.

9. Present position.....participation.

If you go to the villages you get public co.operation They are not against establishing school rather they are very much enthusiastic in this respect. Having seen the employment facilities of lady teachers in primary schools people now are inclined for girls education also. Hence to

enlist more public participation wide publicity should be given by way of helping meetings given leaflets, by showing of documentary films of educative value are some of the measure to make people <sup>ous</sup> ~~consci~~ about the present day trend of society. Effort should be made to tape the best assistance <sup>of</sup> and interest ~~this~~ organisations towards the progress of education.

10. Scope for..... in this District.

Though we have not other facilities, we have man power facilities, Hence, by organising adult education and non formal education centre, we can attract mass people towards education. But proper checking of these centres should be there and one must see whether after talking training trainee <sup>Centre on paper</sup> -as, open the centres or not, only opening of educational ~~wil~~ not do.

11. Pre-service are Montessories, Kindergartan pre-primary traing course etc.

- Inservice-
1. Refreshment course.
  2. Orientathic course.
  3. Seminars.
  4. Lecture.
  5. Camps.etc.

1. Weakness:- Traning Institution have remained isolated from the main stream of the accademic life of the University & from the daily problem of the schools.

2. Quality of teacher training remains madiocre & poor.

3. Competant staff was not attracted to this posts of tra~~ing~~ -ining, inst~~itution~~

4. Curriculum is ..... In practical teaching

4. Curriculum is not broad based, In practical teaching always set patterns, rigid technique are followed so becomes dull.
5. The standard of entrants to these training institutions is very poor.
6. Right motivation towards teaching as profession does not exist. This profession becomes the last resort of the unemployed.
7. Over crowdedness is also a point of weakness to note.
8. Both the training helps the teacher to increase their efficiency professional growth <sup>with</sup> widens the perspective and refresh their knowledge.
12. Administration:- Administrative machinery should be toned, up to make proper and frequent inspection of the schools which will improve a lot of education system.

For this, no of officers should be increased. In all Inspectorate <sup>there</sup> should be <sup>an Assistant Inspector to</sup> help <sup>the inspection of</sup> schools. Post is there but person is not appointed.

After bifurcation of the (primary & middle stage) from secondary, Inspector of schools has practically no subordinate machinery to take help at least in some administrative matters.

Single officer cannot do justice to all the matters.

They are also over burdened with paper work in the office. Frequent transfer of Officers is also hampered the progress of education. At least Officer posted in one place should be allowed to remain at least for three years except in very greivous circumstances.

Financial:+ Govt.allotment of T.A. Officers also hampers the inspection works.

Physical :- Physical facilities are not there to work promptly & vigorously. Every Officers should be provided with a Govt vehicle of its own, which will surely enhance the capability of inspecting staff & it will minimise time also. There are some schools say char area, hilly areas (tribe belte) where there is no Bus communication at all.

Academic :- In my opinion, there should be a short period of training for Inspecting Officer also.

There should a Meet in every two months of all Inspecting Officers conducted by the Directorate which will prompt and guide the Officers to work vigorously in different line, To exchange their difficulties to get clarified some of the Govt. policies taken time to time by the Govt.

By doing this Directorate also will be acquainted with the first hand knowledge of ~~XX~~ the problem, his officers has to face in different districts.

Director's attitudes towards his subordinates also should not be of centure but of mutual help & guidance.

13. Not Yet.

14. Prior attention should be given to Char Area, Tribal Blocks, & Belts, tea Garden areas and Scheduled Caste dominated areas.

1.Dress :-Shirt pant for folk going boys,Not adequate.

Mid day meal only tea garden Schools.



--Simlitala, Birjhora.

At last, for greater expansion of modern educative programme to make it effective, we must look to the qualitative improvement of teachers, Inspectors and Others who are in help of affairs.

To get the dedicated Service from the teachers community, we should try to inspire them, guide them by way of lecture and talk or showing examples of better services.

Write up - Lakhimpur

Sh. G.C.Talukdar  
DEEO, Lakhimpur

1. Strengths and Weakness of Education Elementary :

- a) Educational Sub-Division :(i) North-Lakhimpur(ii) Dhemagi & (iii) Jhnai.
- b) Educational Blocks : i) North-lakhimpur, ii) Nowboicha iii) Bihpuria iv) Narayanpur v) Dhemaji vi) Dhakuwakhana vii) Bardaloni & viii) Murkong Selekh (Jonai).

c) No.of Schools	(1) North Lakh- impur	(2) Dhemaji	(3) Jonai	Total
i) Middle Schools	156	115	9	280
ii) Primary Schools	899	850	129	1878

D) Enrolments

i) Middle Schools	11,271
ii) Primary Schools.	13,066

The Lakhimpur District is the most backward district of Assam. The people are educationally very backward and economically very poor. Though the departmental Officers and the teachers are working with amissinary zeal and spirit more steps to be taken to encourage the scheduled tribe, scheduled Caste and O.B.C. children in the field of education.

The District Ele. Edn. Officer is the district head of the elementary education who controls the three Units Viz:-

- a) The Primary Schools including pre-primary section in a few Jr. Basic Schools from the age group 6th to 10 Years.
- b) Co-ordinating the Inspecting Officers like D.I. of schools, A.D.I., of Schools, B.E.E.O's, S.I. of school and A.S.I. of schools of the District.
- c) Primary and Middle schools, age group from 6 to 13 (V to VII), National policy is age group 6 to 14 (Class V to VIII)

Weakness :-

1. The District Lakhimpur is a low lying area and very much susceptible to heavy flood and rain including natural calamities through out the year. As a result, heavy damaged of school buildings can be seen throughout the district. About 70% school buildings are really in bad shape and in delapidated conditions. So, to give incentive and to encourage, the school going children and guardians for mativation and encouragement, the permanent as semi-permanent school buildings are an utmost need which also helps to keep "Teaching Learning" procession good account of the district
  2. Shortage of furniture and equipments in the schools
  3. Shortage of properly qualified training staff.
  4. Illiteracy of the parents and guardians and social awareness.
  5. Govt's grants-in-aids rendered from time to time is quite inadequate and insufficient as required.
2. The Govt. of Assam has established three directorates to look at higher education, secondary education and elementary education.

In implementing the scheme of 10+2+3 various difficulties are being faced. As noted earlier, there is the problems of school buildings, furniture and equipments, science apparatus, laboratories, common room, play-ground, lack of trained and qualified subject teachers, library facilities, and laboratory, facilities etc.

3. There is a strong ground for which vocationalisation of educationalisation of education in the +2 stage is highly essential, because secondary education should be completed in itself. But under the present circumstances it will not be essential, Long back Mudaliors Commission introduced vocational, education in secondary stage but failed, Moreover, the separate vocational Institution conducted in Assam are not complete in itself, Therefore, in secondary state, it will not be possible to workout vocationalisation of education, because, of lack of proper teaching staff, lack of equipments and poor economic condition, i.e. funds etc.
4. The voluntary agencies can play a very important role in education. They can help in the management of the educational, institutions in maintaining dual relation amongst the students, the teachers and the guardians. But unfortunately such agencies are rare in this district.
  - ii) Pre-Primary, non-formal and adult education may be improved, by entrusting the responsibility to the voluntary agencies.
5. The present system of administration and management in different, categories of schools are not satisfactory. There are separate high school and high secondary school, high and middle school in the same establishment which is not congenial, and for smooth administrations and management., Besides, there are lack of supervisions which is highly essential for good and effective administration.
6. Mid-day-Meals to the students of tea-garden school. as gainin g,. enrolment drive, conducting seminars, meets, to make the people aware of the universalisation of elementary education through publicity and motivation to the community participation.
7. Difficulties which is provided by the UNICER etc. are not adequate and sufficient.
  - 1) Lack of funds of the Govt.
  - ii) Illiterate of the guardians and parents.
  - iii) Poverty of the parents.
  - iv) Poor and bad communication.

- v) Lack of supervision.
  - vi) Lack of qualified and trained teachers
8. Measures taken to overcome the above difficulties by the department are not sufficient.
  9. At present co-operation and participation of community in educational efforts is not encouraging, the community takes interest only in the initial stage of establishment of the school but as soon as the school gets Govt-help the interest, of the community the guardian meetings should be held regularly and at frequent intervals to discuss the problems of the schools and to suggest remedies. A teacher guardian Co-ordination Committee can also play a good role in this regard.
  10. There are better scope for mobilising resources for extending schooling facilities in the district. Responsibilities can be given to the local agencies like :-
    - i) Municipal Boards.
    - ii) Town Committee.
    - iii) Panchayats.
    - iv) Blocks.
    - v) Voluntary organisations like Mahila Samitee and sanghas etc.
  11. Present facilities for both pre-service and in-service training, is quite inadequate. As to impart better education every teacher should be trained-up. In service training should be encouraged. "Pre-induction Teacher's training" is highly essential in the district and the state both.
  12.
    - i) The Headmasters and the Principals may be made drawing and disbursing Officers.
    - ii) The M.C. of the school may be given some more powers and functions.
    - iii) The teacher-guardian-co-ordination committee is to be formed.
    - iv) Financial grants be given for constructing and repairing, the school buildings Library grants, science grants, field improvement, providing sanitary facilities etc., adequate grants to be sanctioned regularly.

13. Process of break-through is being experienced as regards selection of teachers, for appointment, distribution of grants, up-gradation schools. Clearcut norms of appointments should be maintained properly.
14. The Lakhimpur is the most backward district in the state so the district as a whole requires urgent attention, specially the flood effected low lying area, T.S.P. area and the area under scheduled caste component schemes.

Write-Up-Sibsagar

Sh. M. Hazarika  
DEEO, Sibsagar.

1. STRENGTHS AND WEAKNESSES OF SCHOOL EDUCATION (Primary).

STRENGTHS.

- (a) Number of Schools etc:- There are 1410 primary schools and 304 middle schools in this district up to december 85, and 1,59,590 students have been receiving their Education. All these schools are situated in the urban and rural areas of the district and newly formed habitations are also been included here. The lower primary schools are established nearly, at a distance of 1'5 Kms. and the middles are at a distance of about of 400 Kilometres form one another.

(b) BUILDING OF THE SCHOOLS:-

40% of the school buildings are constructed with state Govt. grants through I.T.D.P, Managing Committee of the schools. Rest 60% school buildings have been constructed with the donation subscription etc. from the public and the tea-garden Management and the number of such tea-garden schools in the district will be one hundred.

(c) FURNITURE TEACHING AIDS ETC :+

50% of the schools have been provided with various kinds of useful teaching aids such as books, maps and furniture etc either by cash or by kinds sanctioned by the education department, Govt. of Assam every year.

It is to be mentioned that 260 Nos. of radios were also distributed to L.P. and middle schools in 1984 as teaching aids, for the benefit of the pupils.

(d) TRAINING OF TEACHERS.

Two teachers training centres of district (Jr. Basic Training Centre) have given facilities for training of teachers, of lower primary schools and at present 80% of the L.P. teachers are trained. Further, in district and sub-divisional levels the refresher courses, seminars and work shop are also organised by State Institute of Science Education of Assam. In the state level also SCERT AND S E B A have organised short course of in-service training on mathematics and English.

(e) EVOLUTIONZ-

Form the evaluation records it is seen that 80% of the L.P. schools students successfully complete the course and get their admission in middle or high schools, Formal annual examination from 1st Grade to 2nd Grade is abolished.

WEAKNESS:-

- (a) 20% of the teachers of elementary education of the district are still untrained.
- (b) 50% schools have no good school building.
- (c) 50% of the schools have no sufficient furniture and teaching aids 2% of the primary schools are running without black board.
- (d) All primary schools are not attached with pre-primary section, in the district and at present the district has only 28 (Twenty eight) pre-primary schools.
- (e) About 250 schools are running with one teacher for 4 Class in the district.



2. DIFFICULTIES IN IMPLEMENTATING THE SCHEME 10+2+3.
3. STRENGTH AND WEAK POINTS IN THE IMPLEMENTATION OF VOCATIONALISATION OF EDUCATION AT 2<sup>nd</sup> STAGE.

(Points No.2 and 3 have been detailed in Secondary Education Sheet.

4. ROLE OF VOLUNTARY AGENCIES IN SCHOOL EDUCATION:-

The voluntary Agencies like Rotary Club, Mohila Samit, Missinary Private Schools have played an important role in spreading reading, school education. There are several instructions including the private schools, managed by the public.

5. STRENGTH AND WEAKNESSES OF SCHOOL ADMINISTRATION AND MANAGEMENT IN THE DISTRICT.

- (a) The District has the following officers for Administration, and management.
- (a) In District Level - One District Officer for Elementary Education.  
One District Officer for Secondary Education (Inspector of School)
- (b) In-Sub-Divisional - Deputy Inspector of School, one for each Sub-Division.
- (c) In Sub-Divisional - Additional D.I. of Schools, One for each Sub-Division.
- (d) Sub Divisional Level - Sub-Inspector of Schools 18 Nos. (For L.P. and Middle Schools).
- (e) In Block Level - One Block Elementary Education Officer for each Block.  
Total 6 (six) B.E.E.Os in the District
- (f) In Sub-Divisional level - Sub Inspector of Schools for Non Formal Education.  
14 Nos, in the District.
- (g) In Sub-Divisional level - Sufficient Nos of Office Assistant for management of Official Works.

WEAKNESS.

- (a) No 2nd hand to the District Elementary Education officer in the district level is appointed yet.

- (b) No employae has been appointed yet in the statistical Branch in the district elementary education Office.
- (c) Insufficient no of Office Assistant and Grade IV employees in the District Elementary Education Office in the district
- (d) No vehicle has been Provided to the District Officer and Deputy Inspectoy of School.

6. TYPES OF INCENTIVES PROVIDED IN THE DISTRICT FOR FULFILLING THE GOAL OF UNIVERSALISATION OF ELEMENTARY EDUCATION (U.E.)

- (a) Supply of free Uniforms, teaching aids such as text book, slates, clay pencils, Black Boards, Wooden pencil etc, are being made to all the enrolled students of T.S.P., S/C and Backward areas of the district in the primary schools.
- (b) Award of attendance scholarship, Merit Scholarship and poor scholarship have also been made to the primary school students of the district.
- (c) Free supply of mid-day meal to all the students of tea garden primary schools of the district has been continuing, 98 (Ninety eight) primary Schools have been included, in this Scheme

7. DIFFICULTIES EXPERIENCED IN OPERATING THE SCHEME OF INCENTIVES BEING PROVIDED.

- (a) Not so much difficulty has been faced so far, But, the free mid-day meal and free supply of uniforms, text books etc. may be extended to all the students of poor parents in other general areas also.
- (b) Want of Govt. Vehicle in the district and Sub-divisional level has become a problem for equal and right distribution of the incentives specially in the interior areas.

8. ANY MEASURES BEING PROPOSED TO OVER COME THE DIFFICULTIES IF ANY.

- (a) The Director has been requested to extend the supply of free Mid-Day Meal to all the L.P. Schools of the district, and to provide Govt. Vehicle for the purpose.

9. PRESENT POSITION REGARDING THE COOPERATION AND PARTICIPATION OF COMMUNITY IN EDUCATIONAL EFFORT AND MEASURES PROPOSED FOR ENLISTING FURTHER PARTICIPATION.

Full participation of the community has been received in educational effort. The community is seen to be co-operative, helpful, friendly and enthusiaslic in all respect except in vevy few areas.

10. SCOPE FOR MOBILISING RESOURCES FOR EXTENDING SCHOOLING FACILITIES IN THE DISTRICT.

- (a) There is every scope to mobilise the resorces from the public in construction of school buildings, in receiving, financial help, and by sending their children to schools for enrolment etc.

11. STRENGTH AND WEAKNESSES IN TEACHER TRAINING PROGRAMME.

The provision of in-service training for teachers for a period of one acadamic year is there in 2(two) B.T.C.'s in the district, Further, the refresher course in form or workshop, seminar are organised in sub-division, and district level.

Secondary Education

STRENGTHS AND WEAKNESS OF SCHOOL EDUCATION.

STRENGTHS.

- (a) Number of Schools etc :- There are 172 High and Higher Secondary Schools in the Sibsagar district upto December 85. Out of these 172 Schools 1 (one) Govt. H.S. & M.P. School, 84 provincialised higher/higher/secondary school 48 ad-hoc and 19 recognised and permitted high School. Most of the schools are situated in the rural areas of the district.
- (b) Building of the Schools:- Most of the buildings conditions, are not satisfactory and sufficient. A few number of schools have received building grants from the department.
- (c) Furniture, Teaching Aids, etc:- A few number of high and higher secondary schools are provided with various kinds of useful teaching and scientific aids and various books, but these are insufficient.
- (d) Training of Teachers:- There is no teachers training Institute in the district. After creation of new district-34 teachers have been deputed for B.Ed training in 1985. Further in district and sub-divisional levels the refresher courses seminars and workshops are also organised by State Institute of Education, Assam and State Institute of Science Education, Assam. In the State level also S.C.E.R.T. and S.E.B.A. have organised short term course of in-service training in Mathematics, and English and correspondence cum contract course. Moreover the department deputed some number of teachers for

language training outside or inside the State time to time.

WEAKNESS:-

- (a) 60% of the schools have no good building.
- (b) 60% of the schools have no sufficient furniture and teaching aids.
- (c) About 10 schools are running with insufficient teaching Staff.
- (d) 50% of the teachers of secondary schools of the district still are untrained.
- (e) About 100 schools are running with either one Office Assistant or without Office Assistant.

2. DIFFICULTIES IN IMPLEMENTING THE SCHEME OF 10+2+3.

Want of laboratory facilities, want of reference books and sometimes want of trained teachers specially for the Science, subjects are the difficulties in implementation of the scheme <sup>of</sup> 10+2+3. But it is expected that these problems will be solved if the Govt. take necessary steps in this regard.

STRENGTH AND WEAK POINT IN THE IMPLEMENTATION OF VOCATIONAL-  
ALASATION OF THE EDUCATION IN + 2 STAGE

STRENGTH

At present only two higher secondary schools have proposed to implement this scheme in the district, with the following subject:-

(1) Type writing, volcanising and motor macheni  
-c etc.

WEAKNESS

- (1) No regular teaching staff have been appointed till date.
- (2) Sufficient provision of accomodation is not avail  
-able, in the present building of the schools.
- (3) Necessary laboratory facilities, and apparatus etc.  
are not yet provided to the schools.
- (4) The curricula for vocationalisation of education  
is not well difined.
- (5) Insufficient financial grants is the main problem  
in implementation of the scheme.
- (6) Evaluation methods of the subjects are not so cle  
-ar, for easy understanding.

Role of voluntary agencies in school education.

The educational institutions of the district are started through public initiative and contribution. The public are to provide land, some sort of semipermanent bullding, staff, library books etc, for formal recognition of the institution by the department. After recognition of these institution by

department these institutions are eligible to get recurring-grants from the Govt.

The voluntary agency like missionary private schools have played an important role in the secondary education in the district.

5. STRENGTH AND WEAKNESS OF SCHOOL ADMINISTRATION AND MANAGEMENT IN THE DISTRICT.

The district secondary education have been administered such as 1 Inspector of Schools, 2 Assistant Inspector of schools, which are not sufficient for proper administration. There is no sub-divisional or block level Officers. In the district level office, office Assistant and Grade IV employees are also not sufficient. No employee has been appointed as yet in the statistical branch in the Inspector of Schools which is most essential for Inspectors.

The condition of the Office building is very bad. Neither sanitary facility nor accommodation is available in the building.

6. SCOPE FOR MOBILISING RESOURCES FOR EXTENDING SCHOOLING FACILITIES IN THE DISTRICT.

There is every scope to mobilise the resources from the public and private sector for establishment a residential type, of school for educating the local students in oil and oil technology, tea and tea technology. The students of the district should be awarded by special scholarships for higher education for local resources inside and outside the state as well as outside the country.

7. TEACHERS TRAINING PROGRAMME.

There is no pre service training for teachers. For

in service training, there is no training institution for secondary day school teachers in the district. After formation, of new district 34 teachers has been deputed for B.Ed training out side the district.

Further, refreshers course in form of seminars are organised in the district level.

8. PROPOSAL MEASURES<sup>S</sup> FOR REMEDIAL ACTION IN THE AREA OF SCHOOL EDUCATION.

- (a) Administration:- <sup>None</sup> of inspecting staff of Assistant Inspector of schools is to be increased.
- (b) Office staff of the Inspector's office is to be increased.
- (c) Govt, Vehicle facility may be extended to Inspector of schools for the purpose of inspection.

FINANCIAL:-

More fund allotment is to be made for construction of school buildings and for purchasing furniture and teaching aids, laboratory facilities, science equipments and reference, books.

9. POKETS/AREAS/BLOCK ELES WHICH NEED URGENT ATTENTION FOR IMPROVING, ECONOMIC AND EDUCATIONAL DEVELOPMENT IN THE DISTRICT

- (a) T.S.P.AREAS:-  
Following schools are situated in the T.S.P. AREAS OF THE District.

PROVINCIALISED.

1. Katori H.S.School.
2. Dehingmukh High School.
3. Dikhowmukh Ja ajati High School
4. Dikhowmukh High School.
5. Desangmukh High School.
6. Afala Miching High School.
7. Panidihing High School.



8. Te gapani Tribal High School.
9. Rupahumukh Hanajati High School.
10. Rojabari Girls' High School.

The above mentioned schools have required special improvement. Moreover the school are situated in S/C areas and backward areas which require urgent attention for improving, the school building etc. special emphasis is to be given to the schools situated in Nagaland and Arunachal Border, and the Schools situated on the bank of the river mighty Brahmaputra.

District Education Officer,  
Gardol, Assam.

Write Up-Dhubri

Dr H.C.Das  
DEEO, Dhubri

(1)

DHUBRI DISTRICT

1. Strength and Weakness of School education (Primary to Secondary) in the District.

(a) Strength

(a) Population and Number of L.P.Schools Ratio-709:1

(b) " " " " Middle Schools " 2579:1

WEAKNESSES

(a) Prevailing poverty and ignorances due to which a great number of guardians could not afford to send their children to schools.

(b) Huge number of drop-outs, wastage and stagnation.

(c) Poor and dilapidated building condition.

(d) Less number of trained teachers.

(e) Want of furniture and equipments.

2. Difficulties in implementing the Scheme of 10, 2 3.

(a) Due to lack of pre-primary schooling facilities the curriculum introduced in the elementary stage becomes tiresome to the age group of 6 to 11 years.

(b) Removal of the weakness mentioned above will help in implementing the scheme of 10+2+3.

(3) Strength and Weak Points in the implementation of Vocationalisation of Education at the +2 stage in the State.

Not to be dealt with.

(4) Role of Voluntary agencies in school Education.

Role of Voluntary agencies at Present is insignificant.

(5) Strength and Weakness of School administration and Management, in the District.

Strength:- (1) D.E. E.O.....One.  
(ii) D.I. of Schools.....Two.  
(iii) Addl.D.I.of Schools.....One.  
(Iv) B.E.E.O.....Seven.  
(V) S.I. of Schools:-  
Formal Edn.....Twelve(12).  
(VI) S.I. of School:-  
Non-formal Edn.....(19).  
(VII) ASI of Schools for  
Formal Edn.....1  
(VIII) Co-ordinator for  
Non-formal Edn.....1  
(IX) Gram Sevak for  
Non-formal.....3

Weakness:-

(a) Less number of inspecting staff in Comparision to the load of works and lack of vehicles allotted to the district and sub-Divisional level inspecting officers.

(b) Engagement of inspecting staff in non-academic works.

(c) Lack of proper communication system and natural calamities.

(d) lack of residential quarters to the inspecting staff in their respective Head-Quarters.

(e) Im-proper payment system of teachers.

(f) In sufficient office ~~Asstt.~~incomparasion to the load of works in every stage of administrative set-up.

(g) Taking over of job security of teachers through prov-  
~~anc~~ilisation leaving other management of schools to the public creates dual responsibilities which greatly hampers the management.

(6) Types of incentive provided in the District for fulfilling the goals of the Universalisation of Elementary Education:-

(a) Uniforms.

(b) Cash-awards for increasding girls enrolment.

(c) Mid-day meals for tea garden students.

(7) Difficulties experienced in operating the Schemes of incentives being provided.

(a) Insufficient and inequal distributions.

(b) Lack of transportation.

(c) Irregular and un-timely supply of incentives.

(8) Any measures being proposed to overcome the difficulties, if any:-

Incentive should be provided in time irrespective of Caste, Creed and sex.

(9) Present Position regarding the co-operation and Participation of Community in educational effort and measures

PROPOSED FOR ENLISTING FURTHER PARTICIPATION:-

(a) Existences of parent-teacher relation, School Complex, Annual gatherings in the schools are insignificant.

Measures proposed :-

(a) Formation of teachers-guardians Co-ordination Committee.

(b) Formation of Mahila Samity for motivating the children.

(c) Annual Sports and cultural meets.

10. Scope for Mobilising resources for extending Schooling facilities in the District :-

Care to be taken through proper survey and enquiry for establishing new schools where schooling facilities are not available particularly in the Char areas and backward areas.

(b) Pre-primary schools to be started.

(c) Meeting and seminars are to be organised in the interior places to motivate the guardians to send their Children to the schools at any cost.

11. Strength and Weakness in Teacher Training Programme :-

(a) Pre-Service.

(b) In-Service

(a) Strength : Provision for pre-service Training in the District in nil.

(b) Weakness :- (i) Provision for pre-service training in the

existing training Centre should be introduced.

(ii) Any private institution facilitating pre-service training should be encouraged.

In-Service

Strength :- (a) Number of junior basic training Centre is one in the district i.e. in two sub-division.

Weakness :- Short term re-orientation courses should be introduced in the training Centre.

12. Proposed Measures for Remedial action in the area of school education.

a) Administrative :-

(i) Smooth functioning of the present Administrative set up will serve the purpose.

(ii) Increasing of inspecting staff and office asstt. in every stage of administrative set up.

(b) Financial :-

(i) Huge transaction is being made in the office of the D.I. of schools for which accountant to be posted in every office to avoid any irregularities.

(ii) Payment system of the teachers should be made through Cheque if possible to avoid teachers involvement in the present payment system.

(iii) To avoid delay in making payment of Salaries the system of L.O.C. should be withdrawn.

(c) Physical : Gardening, social forestry, Cleanliness, good approaching to the schools, Medical check-up of the pupils, compound, playground etc. should be provided.

(d) Academic : (i) For making science education effective, re-orientation and short term training to be organised.

(ii) Frequent and surprise inspection and supervision by departmental officers should be made and should be followed up.

(iii) Seminars and discussions to be held for the removal of defects of text books and for making them more attractive, educative and easy, understandable to the Pupils.

13. Any break through achieved by the District in School education (Points in brief).

(i) It has been decided to maintain uniformity in Annual examinations of elementary schools in sub-divisional level.

(ii) Quarterly meet of inspecting staff to review the progress of education of the district is initiated .

14. Pockets/Areas/Block etc. which need urgent attention for improving academic and Educational development in the District :-

(i) Banganati G.P. Kaznikata G.P., Nayer Alga G.P. Ambari G.P. of Bilasipara Block

(ii) Alonganj G.P., Mdhusoulmari G.B., Bidyapara G.P. Pathamari G.P., Dharmosala G.B. of Gauripur Block.

(iii) Laxnimari G.P., Bisandai G.P. of Golokganj Block, Indo-Bangladesh Boarder side of Satrasal G.P., Alokjhari G.P. of Agomoni Block.

(iv) Boterhat G.P. Indo Bangladesh Boarder of Satrasal G.P., Northan part of Halakura G.P. of Agomoni Block.

(v) Southern Part of Chapar G.P., Nayak Gaon G.B. Nayak Gaon G.P. of Chapar Dev. Block.

(vi) Entire South Salmara Block and Mankachar Block.



Write Up - Silchar

Sh. L.M. Shukla Vaidya  
D.E.E.O, Silchar

1. STRENGTHS AND WEAKNESSES OF SCHOOL EDUCATION (PRIMARY TO SECONDARY) IN THIS DISTRICT.

In comparison with the Geographical area measuring 5102 Sq. K.M. and population numbering about 15 lakhs, the schooling facilities provided 2811 Elementary & 161 High & Higher Secondary Schools are an achievement in the field of Education in this district. The proper functioning of these schools are hindered due to shortage of trained teachers & Teachers with teaching aptitude, furniture and basic teaching facilities untimely & insufficient supply of text books etc. Existence of about 300 schools without building & about 1100 schools with delapidated building created a service problem in the field of Elementary Education. School environment could not be made attractive to pupils for Education. Existence of large number of single teacher school in backward area fails to serve the purpose of education. Lack of co-operation of parents and and guardians and improper supervision/Inspection increased absentism of both teachers & students and indulged in less effective utilisation of funds often released as building/furniture grant. There are also schools with a very few enrolment due to unsystematic and unplanned growth in the past.

IMPLEMENTATION OF THE X + II + III

In implementation of 10+2+3 scheme, there will be no difficulty in this district as it is adopted in Assam from

this year.

3. STRONG & WEAK POINTS IN THE IMPLEMENTATION OF VOCATIONAL =  
ISATION OF EDUCATION AT THE +2 STAGE IN THE STATE.

Vocationalisation from +2 stage will be great help in putting a check on the rapid growth of unemployment and for encouraging and equipping the students for entrepreneurship. This will help in transfer of technology for rural development, if a need based syllabus is framed and the scheme is implemented with proper spirit.

The pre-requisite of vocationalisation is creation of an infra-structure. Presently the facilities available in Engineering College, Polytechnics & I.T.I. may be utilised by requesting them to introduce in selected centrally located schools which may be equipped with technical personnel and workshop facilities in phases. The +2 students of all neighbouring schools will attend vocational classes in this schools.

4. ROLE OF VOLUNTARY AGENCIES IN SCHOOL EDUCATION

The various institutions run by Christian Misionaries & other agencies are running smoothly and effectively.

Besides most of the schools in Elementary and Secondary stages are originally started by the voluntary agencies to facilitate education on the one hand and to give employment on the other. The village or urban agencies that initiated the school work used to take lesser interest when the service of the teacher are provincialised which deteriorates the

environment of the school. In fact social involvement is very poor in this dist. which resulted in (i) decreasing social interest and maintenance & development of school buildings (ii) Increasing absentism among the student and teachers and (iii) Less effective utilisation of Govt. grants.

5. STRENGTHS AND WEAKNESSES OF SCHOOL ADMINISTRATION AND MANAGEMENT IN THE DISTRICT.

Lack of sufficient number of staff, vehicle facilities for dist. and sub-divisional officers, residential quarters of field officers in their respective circle put serious hardles on the way of frequent and effective supervision. Besides the frequent absent absence of teachers due to present system of payment detoriates academic performance. Further, the existance of large number of single teachers, schools & concentrating of teachers in urban areas due to difficulties in placing them in rural schools creates difficulties in running the schools smoothly and iniformly throughout the district.

6. TYPE OF INCENTIVES PROVIDED IN THE DISTRICT FOR FULFILLING THE GOALS OF THE UNIVERSALISATION OF ELEMENTARY EDUCATION (UEE)

In this district, free text book, uniforms Mid day meal, attendance scholarships etc. are given as incentives pupils of schools.

7. DIFFICULTIES EXPERIENCED IN OPERATING THE SCHEMES OF INCENTIVE BEING PROVIDED.

The incentives provided are insufficient in relation to the needs and it encourages only particular section of peoples eg. Attendance scholarship is given to SC,ST,OBC. Besides the text books are supplied long after the session starts and the system of distribution is defective and it delays to reach the pupil in time. Again in implementing the mid day meal programme many of the garden management did not provide cooking shades and free fire woods. The payment of helper is also delayed thus this programme is also suffering badly.

8. ANY MEASURES BEING PROPOSED TO OVERCOME THIS DIFFICULTIES IF ANY.

Mid day meal programme need supervision by the community viz the local managing committee. Besides garden authorities may be further requested to provide shade and fuels for the purpose as their association agreed earlier payment of cook cum helper are to be paid monthly.

Besides attendance scholarships may be given to all categories of students, uniforms should also be give to all pupils of lower income groups.

9. PRESENT POSITION REGARDING THE CO-OPERATION AND PARTICIPATION OF CUMMUNITY IN EDUCATIONAL EFFORT AND MEASURES PROPOSED FOR ENLISTING FURTHER PARTICIPATION

The present position of community participation in education is not encouraging. At present for every school there is a managing committee formed in a general meeting

through election as donor, guardian representative, patrons of learning and nominated members. They look after the general well being of the school building and environment. Besides there is a present teacher organisation in the village to look after the regular enrolment and progress of child education locally. These two machineries of public involvement in education are very little effective in improving the school building and in supervising the developmental work of the schools.

To review the above mentioned machinery of public involvement in education the parent teacher organisation may be formed both in centre and block level with leading local people and block level officers of different department to boost up the educational programme and review the progress periodically. Besides to enlist the participation of community an annual General meeting needs to be organised at block level for general discussion on the development of education. problem in the sphere. This will give them a line of involvement.

10. SCOPE FOR MOBILISING RESOURCES FOR EXTENDING SCHOLING FACILITIES IN THE DISTRICT.

There are 103 tea garden in this district having annual production of 32 M.K.G. A nominal educational cess at the rate of 10 PS per K.G. annually may raise a fund of Rs.3.2 lakhs annually which may be used in construction of about 65 schools buildings annually. Besides there are schools with enough cultivable land

and some schools having highly valuable unutilised land. These land may be properly utilised by the managing committee of the school and the yield can be utilised for the development of school building and furniture etc.

#### 11. STRENGTHS AND WEAKNESSES IN TEACHER TRAINING PROGRAMMES

There are three training institute in this dist. viz, two B.T.C. and one Normal School with an annual in take capacity of 180.

(a) Training is an organised procedure by which people acquire knowledge/Skills for a definite purpose. It improves the abilities of teachers help in attitude formulation and reduces learning time to achieve acceptable performance. Therefore pre-service training is more realistic and advantageous.

Pre-service training will be a wastage if the trained person can not be provided with a job immediately after completion training. Therefore pre-service training should be arranged on the basis of probable vacancy <sup>and</sup> the person admitted into pre-service training course can be taken into the teaching profession immediately after training.

Since training is a continuous process for development of skill this should be arranged very frequently. At least within a block of two years a trained teachers must attend a refresher course. Long term in service training is essential for all the untrained teachers in service. All

untrained teachers should be provided with training

under qualified teachers<sup>of</sup>/middle schools are to be trained on priority basis. Normal schools which may equip them with requisite qualification ~~and improve skills~~ of teaching. In service training is also essential of keeping abreast with the latest development in pattern of education and for revitalising the spirit of teacher by giving them a scope of refreshment.

12. PROPOSED MEASURES FOR REMEDIAL ACTION IN THE AREA OF SCHOOL EDUCATION :

(a) ADMINISTRATIVE :

The number of administrative staff are to be increased to meet the need of frequent supervision, quick disposal of official files, departmental vehicle for district officers and sub divisional officers are essential requirement for supervision of schools. Residential quarters for the administrative officers are right from the district level officers to this circle officer in their respective Head quarters are to be arranged. Besides for effective control of this subordinate staff the officers need be fortified with necessary powers so that they can work effectively and keep them free from political pressures. Statistical cell for sub divisional office and preference in giving motor cycle advance to the field officers will be helpful in inspection work.

(b) FINANCIAL :

For maintainance of school, building in working

condition fund may be placed under disposal of sub divisional officers of this department which will be disbursed, when necessary on joint recommendation of block level administrative officers and block level elementary education officers. The field staff should be vigilant enough to collect utilisation of govt. grant with in target date. Strict vigilance is necessary to see the grant properly utilised. Regarding the payment of teachers an alternative system of payment may be thought of so that the teachers may draw their salary through nearest bank of post office which will reduce the delay in payment of absentism.

(c) PHYSICAL :

Though there was a system of periodical check of child health in the school it is now not in vogue. Hence the district health authority may be asked to send teams to school to check child health periodically. Public Health engineering department is to be requested to provide good drinking water facilities through extension of pipelines of feasible schools or to setup tubewells.

(d) ACADEMIC :

The present academic session is not suitable to the climatic condition of this district. The moon soon start earlier than the annual examination of the school begins. It creates much struggle to examinee to attend the examination centre because of rain & storm. One the



other hand the session between December & January is more suitable in the pupils. The text books may be supplied before the beginning of the session so that they may get their books <sup>in</sup> /time. The free supply of text books should be reached the disbursing officer or distributing authorities much ahead of the session begins. The system of scheme of work of every teacher must be strictly adhered to. Before the beginning of the session, the teacher should get the scheme approved by his superior officers. Single teacher school are to be made double teacher school. Soon so that school may not suffer for want of teachers during his short term leave where substitute can not be appointed. Basic teaching facilities should be provided to each schools so that the teachers may perform his duties smoothly. It must be made positive that every school should have one black board at the minimum.

13. ANY BREAK THROUGH ACHIEVE BY THE DISTRICT IN SCHOOL EDUCATION (( POINTS IN BRIEF))

Steps are being taken for strengthening inspection and supervision of works which may check absentism of both the teachers and students and may increase social involvement which will ensure effective utilisation of Govt. grants. During the month of Jan. about three hundred elementary schools were inspected in this district. It is decided to inspect all schools atleast twice in a year. The building less schools are already listed.

Schools with delapidated building are identified. The list of single teacher school are collected. School without having upto date recognition are being inspected, unpaanned growth the school will be completely restricted.

**14. POCKETS/AREAS/BLOCK ETC. WHICH NEED URGENT ATTENTION FOR IMPROVING ECONOMIC AND EDUCATIONAL DEVELOPMENT IN THE DISTRICT.**

There are few pockets of backward areas in this district where communication system is poor and population is scattered and natural barries caused isolation of the areas from the main stream of public life. With the surrounding areas are Jiri Fulertal G.P., Binnakandi G.P. Hawaithang G.P., Dhancherra G.P., Detacherra G.P. Tapasil in Silchar sub division, Boarder areas of Hailakandi sub division to Mizoram state, Block like Rajarbazar is treated as tribal as plan area. These backward pockets and areas including the block mentioned above need speical attention in developing school education.

WRITE UP-DHUBRI

Sh. S.K. Chakaravarty  
Inspector of School  
Dhubri

1. The Inspector of Schools are not at present connected with the conduct of elementary education in the state. Therefore, the DEEO's will be the best persons to deal with the problems of Elementary Education.

In the field of Secondary education it has been noted that notable expansion has been made. The people have realised that their children should be sent to schools so that they can get some jobs after the completion of the Secondary stage or may be able to get self employment. As a result many new High Schools have been opened, some of which are still in the Ventur stage. There is still scope for opening of some schools in the remote areas of the district.

The condition of the Secondary schools in a district cannot be said to be satisfactory. Most of the schools have no proper building, equipments, play field, adequate member for teaching aid, furniture, teachers etc. The existing buildings of the schools are also in a sorry state due to lack of repairing for want of fund. The condition of all categories of schools provincised, deficit and adhoc needs to be improved.

2. The difficulties faced in the elementary stage may be dealt with by the district Elementary Education Officer. But in the stage 10 where secondary stage is also included various difficulties are being faced. As noted earlier there is the problems of building, furniture, equipment, laboratories, Common room, Play grounds trained teachers etc. More the teacher student ratio being beyond normal ratio has also posed a problem.

In the +2 stage i.e. in the Higher Secondary stage, the dearth of adequate number of qualified teacher specially in the Science and Commerce stream has been causing great problem.

There is also the problem of accommodation the increased number of classes. It has also been observed that the Principals of such schools are facing troubles in maintaining a cordial relation amongst the High School teacher and Higher Secondary Subject teacher.

Vocationalisation is a new thing in the field of education. The idea behind it is very good, but it has not worked well in practice. It is due to the fact that there is no required number of qualified teachers to impart teaching in the approved subjects. Moreover, the students are afraid to get themselves into this stage due to the uncertainty about their future education. Therefore, this scheme is not working in

in the schools in the schools 2 (two) where it has been introduced.

Voluntary agencies can play a very important role in education. They can help the management of educational institutions in maintaining dial relation amongst students, teachers and guardians. But unfortunatesuch agencies are rare in this school.

In the field of school administration and management this district is running rather smoothly. However, there are some problems some of the problems were the result of political interference in the field of administration and management. The new generation has become more conscious about their rights and whenever they see that they have not been provided with these they demand it and the management is to fact troubles. Want of teachers and other facilities give rise to unrest amongst students and irregular payment due to want of Government sanction make the teachers dissatisfied. The district Officers also cannot take any drastic action against any mischief-maker as they are to take approval from their higher authority. It is also felt that there is no close connection amongst the district Officer in the field of education. It expected that the senior most Officer in the District be given the <sup>opport</sup>unity to invite help and co-operation in the field of education in the district. This will be dealt with by the District Elementary Education Officer.

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9. Present position of Co-operation and participation of community in educational effort is not encouraging. The community takes interest only in the initial stage of establishment of the school but as soon as the school get govt. help the interest of the community diminished. But this is to be continued. For this the guardians meetings should be held regularly and at frequent intervals to discuss the problems of the schools and to suggest remedies. The M.Cs' of the schools can be given some more powers. A teacher guardians co-ordination committee can also play a good role in this regard. We are trying to in this line.
10. It would have been very good if some resource could have been mobilised for extending schooling facilities. But this is northable in this district as this district is financially backward. A area of this district consist of Char areas, who are generally poor.
11. (a) There is no provision for Pre-service training in this district which is a great necessity.

Teacher are deputed to various institutions for in service training but the numbers of such teachers are few in comparision to the total number of working teachers. Symporia and seminars are also to be organised to acquaint the teachers with upodate and modern methods of teaching.

12. (a) The Headmaster & Principals may be made drawing and disbursement Officer.

M.C. of the schools may be given some more powers Teachers guardian co-ordination committee is to be formed.

(b) Financial grants be given for schools building construction and repair and purchase of educational equipments. payment of salary to the teachers, fee compensatory grants, contingency grants etc. should be sanctioned regularly, preferably for one year at a time.

(c) Grants should be given for improvement and construction of building, purchase of equipment, development of play<sup>ground</sup> so that the schools, get a good look and students <sup>take full</sup> interest to come to school.

(d) Qualified and trained teachers should be appointed in consideration of merit only. In service training and seminars may be organised to acquire the teachers with modern development in education. Audio visual aid be supplied to the schools.

13. In the district an expansion has been made in the field of school education. The number of schools in the district are as follows.

(i) Provincialised : High/H.S. School. 54

(ii) Adhoc : 53

As many as 21 schools have been upgraded to Higher Secondary school in the year.

- 1 4 The district as whole requires urgent attention especially towards the tribal areas.



Write Up- Tezpur

Dr. G.C. Medhi,  
Inspector of Schools  
Sonitpur Dist. Circle Tezpur

1. The problem of integration of work with education is there in the district as all over in India. There were some schools converted to higher secondary and multipurpose schools with the introduction of certain vocational trades. But the programme failed mainly due to lack of motivation on the part of the students (for that matter, guardians) lack of trained teachers, dearth of equipments funds etc. known to us all.

2. We have not received the detail curricular for SUPW and as such cannot comment on its viability in the school atmosphere.

3. As regards organisation, a separate agency will not be required. We are to gear up the existing staff for better implementation of SUPW and vocational courses.

4. SUPW is not yet given a place in the time table. It will certainly pose a problem if the students gets dirty, feels tired or otherwise become inattentive in his day's lessons thereafter.

5. Financial constraints will always remain in India for implementation of educational programmes if the present policy is not changed by the Government. The people need not <sup>to</sup> dig a canal or construct a bridge before it is taken up

by the government, but in case of education the people have to purchase a big build up plot of land, a school house, appoint qualified teachers, provide furniturers, library books, drinking water facilities and fill all many other conditions before the Government comes forward to help or to take over the school as its own, At least this is the condition in this district regarding secondary education.

6. Trained teachers are not at all available the training colleges in Assam are not having a curriculum to train teachers for the SUPW or vocationalisation.

7. Infrastructural facilities are to be built up within a reasonable time say 5 years, Otherwise the whole programme may be changed again before it completely covers the entire country.

8. Evaluation will be difficult as has already been experienced in case of work experience.

There are lots of other problems, like overcrowding class room, lack of accomodation for classroom and laboratory, or workshop insufficient number of career master, lack of residential facilities for teachers, and above all motivation of the guardians who think that their children should be trained up for white colour job and not for field or factory worker.

Write Up - Mangaldai

Mrs. Anjali Bora  
Inspector of Schools  
Mangaldai

1. WEAKNESSES :

- (1) Poor School building
  - (2) Poor school equipments (material condition of teachings)
  - (3) Shortage of teaching staff.
  - (4) Govt. grants-in-aids rendered from time to time is quite insufficient as required.
  - (5) Illiteracy.
  - (6) Lack of social awareness.
  - (7) Most of the primary school buildings are in a dilapidated condition for which enrolment is deteriorated. Resulting in stagnation & dropouts.
  - (8) 45% of primary schools for which effecting teaching cannot be imparted in four classes by a single teacher.
  - (9) Teaching aids are inadequate in the schools.
  - (10) Due to lack of furniture, schools are not properly accommodated.
  - (11) Due to lack of pre-primary education between age group four to six (4-6).
- 2.
- (a) Different type of high schools (actually a national pattern of high school is needed to implement a national pattern of school).
  - (b) +2 Education system should be separate establishment it should neither be amalgamated to +3 year college education nor to Lower Secondary stage.
  - (c) +2 Science education is totally neglected in the rural areas.

- (d) Lack of sufficient accommodation, teaching staff, equipments etc.
  - (e) Existing secondary schools are tentatively converted into P.S schools in the district without providing school building for accommodation of students.
  - (f) Lack of qualified subjects teachers.
  - (g) Library facilities and laboratory facilities be provided for the higher secondary schools.
3. There is a strong ground for which vocationalisation of education in the +2 stage is highly essential, because secondary education should be complete in itself, but under the present circumstances it will not be essential. Long back Mudaliar Commission introduced Vocational Education in Secondary stage but failed. Moreover, the separate vocational institution conducted in Assam are not complete in itself. Therefore, in secondary stage, it will not be possible to workout vocationalisation of education because of lack of proper teaching staff, poor equipments and poor economic condition (Funds) etc.
4. Role of Voluntary agencies :-
- (1) The role of voluntary agencies in school education in developed countries is a glorious one. But in our state specially in this district, the role of such agencies in improvement of school education is till lagging behind.
  - (2) Pre-Primary, Non-formal and adult education may be improved by entrusting the responsibility to the voluntary agencies.

5. The present system of administration and management in different categories of schools are not satisfactory. There are separate High and Higher Secondary school, High and H/E School in the same establishment which is not congenial for smooth administration and management. Besides there are lack of supervisions which is highly essential for good administration.
6. The incentives provided for fulfilment of the goals of universalisation of E. Education in the district is not sufficient.
7. Difficulties which is provided by the UNICEF etc. are not adequate.
  - (a) Lack of funds of the Government.
  - (b) Illiteracy of the guardians.
  - (c) Poverty of the parents.
  - (d) Backwardness of communication.
  - (e) Lack of supervision.
  - (f) Lack of trained teachers.
8. Measures taken to overcome the above difficulties are not sufficient.
9. The co-operation and participation of communities in present educational efforts is lagging behind because the communities themselves are under developed.
  - (a) The present position of the communities should be improved so as to receive their contribution in educational efforts. Their (1) Literacy (2) Economic condition (3) Social consciousness should be increased.

10. There is a better-scope for mobilising resources for extending schooling facilities in the district. Responsibilities should be distributed among the agencies (Local authorities) :-

- (1) Municipal Boards.
- (2) Town Committees.
- (3) Panchayats.
- (4) Blocks.
- (5) Voluntary organisation :
  - (a) Mahila Samittee.
  - (b) Sanghas etc.

11. Strenghts of Teacher Training.

Present facilities for both Pre-Service and in-service Training is quite in-adequate.

As to impart better education every teacher should be trained-up. In service training should be encouraged more.

12. (a) Structure, Principles should be adopted for improvement of school education.
- (b) Regular financial assistance should be given democratically to all categories of schools.
- (c) Govt. should take all Physical responsibilities of their own hand including finance.
- (d) District authorities along with the co-operation of Head of Institution and the staff should take strenuous effort to improve academic condition and for this purpose school complexes should be formed in area basis.

13. Process of break through is being experienced as regards selection of teachers for appointment distribution of grants up-gradation of schools etc. clear out norms should be maintained properly.
14. In Darrang Distric, the following Blocks i.e. Mazba & Khoirabari Block are deficit in Schools. More schools are necessary in these two blocks.

Write Up- Nagaon

Sh. L. Rahman  
Asstt. Inspector of Schools  
Nowgong

1. Strengths and Weaknesses of school education (primary to secondary) to the district :-

(a)	Strengths	Total No. of Schools	Enrolment	No. of Teachers
	No. 2352 - L.P. School		22,1280	5024
	451 - Middle School		68861	2473
	232 - H/Schools		74437	2502
	42 - H/S School		4056	291
	2 - Multi purposes schools		70	5

(b) Weaknesses : 1. Difficult access to schooling particularly for Primary and middle school students due to the Hills and the forest towards the east and the south and the rivers and vast watong birds towards the north and the west of the district complicated by floods and poor and unsatisfactory means of communication.

ii) Large scale absenteeism (non-attendance) and huge drop-outs particularly at the elementary stage miserable handicapped school education in the district.

iii) There is a good number of single teacher primary schools in the rural areas which fails to give even the minimum need of elementary education of the areas.

iv) In most of the schools, particularly in primary and Middle schools, provision for building is quite-inadequate. Most of the Primary schools buildings are poorly thatched with broken bamboo walls. There is dearth of teaching-learning materials like, black boards, dusters even chalk-pencils, desks-benches and even drinking water and toilet in most of the primary and middle schools in this district.



- v) Most of the teachers are yet in-trained
- vi) Girls education and education of SCS and STS particularly at the elementary stage are not yet encouraging in the district
- vii) Community participation particularly in elementary education is also not yet encouraging.
- viii) Non-formal education too is not contributory satisfactory.
- ix) Financial constraints like lack of adequate funds, irregular and cumbersome pro-education of releasing the funds are miserably affecting the smooth maintenance of the schools.
- x) Shortage of staff of additional section teachers Clerical personnels and menials the middle and High and Higher secondary schools is another major difficulty felt. Most of the Middle and High & Higher Secondary schools are suffering from want of additional sections teachers. The Heads of the Middle schools having no clerical personnel and having only one menial have often to attend themselves to the functions of these jobs.

The present staffing pattern is not adequately suitable to the present increasing enrolment.

2. Difficulties in implementing the scheme of 1) 10+2+3 :

- i) Most of the existing High Schools are not upto the standard in respects of building, equipments & funds etc. to manage higher classes of +2 stage. It is quite beyond the resource-capacity of most of the existing High and Higher Secondary schools to provide adequate laboratory & workshop facilities for science stream of +2 stage.
- ii) Non-availability of qualified subject teachers of English Mathematics, & science subject is another major difficulty. Moreover, long procedural delay in appointments and release of salary for the staff causes suffering.

3. Strong and weak points in the implementation of vocationalisation of education at the +2 stage in the state :-

Strong point :- 1) The State Govt. is very keen for introducing vocationalisation at the +2 stage and identified 19 secondary schools for vocation causes in the state.

ii) Sufficient resource of various vocations except funds and equipments are locally available.

Weak points :- i) Curriculum for vocationalisation of education not well-defined.

ii) There is a lack of financial resources in effective implementation of the programme.

iii) Provision of adequate infrastructural facilities like laboratories, workshops etc. is miserably wanting.

Trained teachers are not sufficiently available.

iv) The existing method of evaluation of vocational education, is not satisfactory.

4. Role of voluntary organisation in school education :-

These are a few English medium schools with classes 1 (one) to X (ten) run of the Christian missionaries and the Indian Mission authorities in the state. But these institutions are too costly for the children of the poor people.

The role of other voluntary agencies is very meagre.

5. Strengths & weaknesses of school administration and management in the district :-

Strengths :- Administrative and supervising staff for the elementary education of this district have been increased by providing one district Elementary Education Officer and a few block education officers & S.I. of Schools.

Weaknesses :- But the Inspecting staff of the Inspector of Schools and two Asstt. Inspector of schools are insufficient in view of the three sub-divisions in this district.

6. Types of incentives provided in the District for fulfilling the goal of the universalisation of Elementary Education :-
  - i) Mid-day meals & uniforms provided to a very few primary schools in the district.
7. Difficulties experienced in operating the schemes of incentives being provided :-
  - (i) There is lack of seniority in the proper distribution of the incentives.
8. Any measure being proposed to even-course the difficulties, if any :- More stress on supervision should be given.
9. Present position regarding the cooperation and participation of community in educational efforts and measures proposed for enlisting fresh participation present position is not encouraging. For more community participation more powers and functions should be delegated to the school managing committees.
10. Scope for mobilising resources for extending schooling facilities in the District :-
  - i) Local bodies like Mahkuma Parishad, Development-Block, Gaon-Panchayats etc. may be entrusted with the increasing tasks and responsibilities of expending schooling facilities in the District.
11. Strengths & weaknesses in Teacher training programme :-
  - a) Pre-service -
    - i) Strengths There is provision in the state for post graduate teachers training in the B.T. Colleges for the graduates.

In the last year the states Govt. has appointed primary teachers in this district on stipended basis and arranged for Training to them.
    - ii) Weaknesses : But the Pre-service training for a large number of entrants in the teaching profession is wanting yet.

b) In service Training : i) Strength ! Since recently a good number of in-service teachers are provided training every year on deputation with an extra training allowance and the Post-Graduate-training passed teachers are given two advance increments.

ii) Weaknesses :- But a large number of in-service teachers are yet un-trained. Various short-term training programmes are there, but not yet sufficient enough to cover the huge back-log.

12. Proposed measures for remedial action in the area of school education :-

a) Administrative : District level seminars short term training programmes etc. may be arranged for the Heads of schools.

b) Financial :- Efforts may be made to get financial help from the funds of the local bodies like Mahkuma Parishad, Rev. Block Gaon-Panchayats etc. for the development of the local schools.

c) Physical :- Students social services may be encouraged and utilised for the development of the school buildings and furniture.

d) Academic :- 1 to 2 months remedial courses in the core subject may be introduced for the L.P leavers and the middle school leavers immediately after they get enrolled at the next stage of education.

Write Up - Barpeta

Sh. P.K. Gogoi,  
Inspector of School  
Barpeta

1. About 40% students admitted into class V, after competition of class IX & X, manage to get some sort of employment. They are supposed to become socially and politically conscious. But the High School course is not related to life. The course also should not be a means to an end, rather it should be an end in itself. The course is too heavy. Hence, a large number of drop-outs has been noticed. It should be both terminative as well as preparatory for higher course.
2. The people, in general, are not aware of the benefits derived from 10+2+3 system. The Kothari Commission's aim of affixing +2 stage at the High School is to check students' indiscipline which has been a major problem throughout the world today. Students also want free atmosphere of college education. When there are provisions of Higher Secondary Classes in our colleges, they naturally prefer going there; colleges are also equipped with better teaching staff and educational facilities. Hence, better facilities should be provided in the Higher Secondary Schools to attract students. So far as the course for the +3 stage is concerned there seems to be lack of proper coordination so far as the new subject 'Foundation Course' is concerned.

Lack of text books poses a serious problem. No provisions for extra remuneration for the teachers engaged in teaching is there. Lack of incentive to the teachers.

3. Aptitude and interest differ from pupil to pupil. It is necessary that there should be vocational Education along with general Education. There is urgent need for clear-cut policy, course, trained teachers, money to be required for class accomodation, the actual needs of the locality etc. provision of properly equipped work-shop etc. The first and foremost requirement is the turning out of sufficient member of trained teachers. Precaution should be taken to see that it does not have to turn out in the way work-expericnee has done in the H.S.L.C. course.

The popular bias against vocational stream needs to be removed at present it is seen that students of comparatively weaker calibre opt for the vocational stream. The course should be so designed as to attract brighter students. One way it to do this is to make it both terminative (for those who want to go far a profession after the +2 stage) and preparatory (for those who want to go in for higher vocational education).

4. There are a few voluntary agencies in our state, dedicated to the cause of education, Eg. Ram Krishna

Mission, Christian Missions and other organisations. In our villages there are some youth welfare centres. They provide all round help in the cause of Education. Such centres, may help in the improvement of education at all stages if some incentives are given.

5. The Headmaster should be selected through an expert committee. A good teacher may not be a good administrator. Some sort of Administrative training can be arranged for Heads of the institutions. This in-service training should be a must for all educational administrators. Secondly, at present the I/S is the appointing/dismissing authority only in case of Intermediate grade teachers. So for the higher posts in schools the I/s can do very little in matters of official discipline.

6 | D.E.E.O.'S concern.

7

8

9. Representatives of the public are included in the school Development Committees. Schools hold guardians' meeting twice a year. Participation of the public in schools functions are sought. For better co-ordination parent-teacher meet at least thrice a year should be obligatory.

10. From time to time students can be sent to help the people of the locality in public welfare works. Thus they may gather experience of different works which may acquaint them with the needs and realities of life.

11. Pre-service training : The course is not related to actually equipping the teacher for his job. The course may be of two year duration.

In-Service training :- The aims and objectives of such courses are not well designed. The duration of such courses are to be fixed in correlation to the aim of the course. There should be evaluation course, method course. Remedial teaching course. Summer institutes are to be organised for almost all subject.

12. Thorough surprise check to the schools to check Administrative and Financial loopholes (c) The District sports Officer attached to the I/S Office) who looks after the games and sports of the schools should hold different tournaments at different seasons, coaching through physical instructors should be given regularly in the schools Demonstration classes may also be arranged. For qualitative improvement, regular in-service training should be there.

13. Common evaluation process is achieved through common question papers prepared by the Academic Council.

Previously H.S.L.C. Test Examinations used to be conducted by the individual schools. After the establishment of



of the office of the Inspector of Schools, B.D.C. steps were taken to conduct the text examination by single board to bring about on uniformity of standard. Random Inspection of schools has already set an impact on punctuality in attendance, regular conduct of classes and in maintenance of discipline in schools.

14. The Tribal areas and other blocks inhabited by the educationally and economically backward people need special attention.

Write Up- Karimganj

Sh. S. Ali Laskar,  
D.E.E.O.  
Karimganj

1. Strength and weakness of primary education in Karimganj District.
  - a) There are still areas (Backward) to be covered with primary schools.
  - b) No of schools have increased rapidly without simulteneous increase in physical facilities i.e. well furnished building, furniture and equipment and the like. There is pressing demand for furniture and equipment to accommodate the ever increasing enrolment. There are schools which cannot provide accommodation to children due to lack of building. No definite principle is followed in distributing building grant & furniture grant funds allowed for the prupose is too inadequate again.
  - c) No of single teacher school is yet to be eliminated.
  - d) Irregular attendance and insincerety on the part of teachers is a very serious problem. Minds of average teachers are diverated from their profession means are to be evolved out to tackle this serious problem.
  - e) Drop out due to economic reasons is a factor to be reckoned with and given due consideration.

f) Lack of community interest in education due to ignorance and frustration arising out of wide spread unemployment is also another facts to give serious consideration.

2. Difficulties in the implementation of 10+2+3 pattern.

In the implementation of 10+2+3 pattern in primary stage especially in introduction of pre-pry class in each and every school, as recommended by Kothari Commission still remains a far cry and it is for this that courses of studies prescribed for elementary school are through to be hard by the community. Besides, due to non-introduction of vocational courses of studies at two stages of secondary education as recommended by Kothari Commission has led to think by many as education is meant of avebe avarged pupils only and for others the amenue is blocked.

3. ....Nil.

4. Role of voluntary agencies coming forward spentaneously can play a very important role in school education by meeting partly if not wholely the physical needs of schools especially in backward areas. They can start model school of their own here and there also. But as, such organisation has no legal bindings, they cannot be relied upon fully.

5. Schools administation and management in the district is satisfactory to a considerable extent. Simply vehicalar

facilities need be provided upto district the block level for effective supervision.

6. Incentives provided in the district for universalisation of primary education are :-

(i) Attendance scholarship to S/C pupils.

(ii) Books and uniform to SC/St/ and economically backward pupils .

(iii) Mid-day-Meals to garden schools pupils.

7. But in all the above four case, there is no attempt to coverage to all. The public demand is for all. Besides supply of book is not often timely and public criticism is faced for this.

8. (a) Attempts may be made to supply uniforms to all pupils of class I at least irrespective pf caste, creed or religion.

(b) Late supply of books may be taken up with text book production cooperation of states.

9. Community prticipation in educational effort and measures proposed for enlisting further p rticipation.

(a) Community participation in educational effort is not spontenious of upto the mark. Education is thought to be the responsibility of the State.

(b) Wide publicty and propoganda need to be made to make the people aware of their duties and responsibilities in the educational effort of their children.

This may be done through Radio, T.V. educational Journals etc.

10. Scope for mobilising resources for extending schooling facilities in the district.

(a) There are resources in terms of building materials etc., but such resources may be mobilised through community participation alone.

11. Strength and weakness of teacher training programme.

(a) Pre-Service.

Teachers pre-service training is desired to bring about a change in the mental outlook of the teacher trainee. But in fact, this is not happened.

Teachers after training will seem to relapse to pre-training state. Means may be found out to effect lasting change after training.

(b) Five steps Harbartianon method of teaching may be substituted with the newly invented micro teaching method.

(b) Regular organisation of in service training is necessary to make the teacher aware of the latest know how in the filed of education.

12. Propose measures for remedy in the filed of education.

(a) Administrative set up in the pry stage of education is now satisfactory.

(b) Financial-Regular financial grant for building furniture and equipment is necessary for keeping the school well furnished and attractive.

13. Any break through achieved in your district--NNdNoVotk, remarkable.
14. Pockets/areas/Block etc. which need urgent attttttten for improving economic and educational development in the district R.K. Nagar & Patherkandi Blockk k : as whole.

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DOC. No... 3986 .....  
Date... 28/9/87 .....

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