# CONTENTS

| Declaration | I |
| Certificate | II |
| Acknowledgement | III-IV |
| Map of Bodoland | V |
| Map of Kokrajhar District | VI |
| List of Table | XIII |

## Chapter-I Emergence of the Study 1-18

- Introduction | 1 |
- Importance of Primary Education | 4 |
- Constitutional provisions of Primary Education in India | 7 |
- Rationale of the study | 11 |
- Title of the Study | 15 |
- Objectives of the Study | 15 |
- Operational definitions of the terms | 15 |
- Delimitation | 16 |
- References | 17 |

## Chapter-II: Theoretical Framework of the Study 19-77

- Introduction | 19 |
- A Brief Profile of Assam | 19 |
- Tribal Population | 27 |
- Migration and Concentration of Bodo Population: | 29 |
- Bodoland Territorial Area District | 48 |
- Kokrajhar District | 50 |
- Historical background of present Kokrajhar District | 51 |
- Development of Primary Education in Assam | 52 |
Present Educational Profile of Kokrajhar District 58
Present Primary Education Profile 61
National Policy of Education on Primary Education (1986) 62
References 75

Chapter- III Review of Related Literature 78-104

Introduction 78
Studies Conducted in Assam 79
Studies Conducted in India 84
Studies Conducted in Abroad 101
Conclusion 102
References 104

Chapter-IV Methodology of the Study 105-112

Introduction 105
Exploration of the Documents 105
Population 106
Sample of the Study 107
Tools used in the study 107
Procedure of Construction of tools 108
Pilot Study 109
Data Collection 109
Procedure of Analysis and Interpretation of Data 110
References 112

Chapter- V. Analysis and Interpretation of Data 113-221

Introduction 113
Section-I: Development of Primary Education in Kokrajhar district 114
  Growth of Primary schools in Kokrajhar district 114
Section II: Status of Primary Education of the Bodos in Kokrajhar District 118-190
A. **Physical Facilities**

- Type of School on the basis of Control
- Housing Facilities
- Type of school Building
- Number of Rooms Breaking for different purposes
- Number of average Classroom
- Number of schools used same Classroom for different classes
- Furniture Facilities provided to the Students
- Water and Electric Facilities
- Toilet Facilities
- Hostel Facilities
- Library Facilities
- School Uniform
- Mid-Day Meal
- Schedule of Mid-Day Meal
- Health Check-up
- Schedule of Health Check-up
- Playground Facilities
- Games and Sports and Other Facilities
- Separate Games and Sports Instructor
- Physical Training Facilities
- Physical Instructor

B. **Teachers and Students**

- Number of Teachers in Community wise
- Teachers in Sanctioned Post
- Number of Teaching staff in Schools
- Availability of Teachers
- Vacant Post
- Student – Teacher Ratio
- Educational Qualifications of Teachers 142
- Professional Qualification of Teachers 144
- Types of Training Received by the Teachers 144
- Institutions from which in-service Training is received 145
- Satisfaction of Teachers with the Infrastructure Facilities of Training Institution 146
- Joining year of the teachers 147

C. Teaching Aids and Materials 148-151
- Availability of Teaching Aids 148
- Number of Teachers Using Teaching Aids 149
- Number of Teachers Using Different Teaching Aids 150
- Availability of Audio-Visual Aids 151

D. Methods of Teaching 151-157
- Pattern of Instruction 152
- Methods of Instruction used by Teachers 153
- Technique of Teaching in Language Subject and Mathematics 154
- Lesson Plan 155
- Individual Attention and Individualized Instructions 156
- Students Who Can Write but Can Not Read Out Properly 157

E. Text Book 156-161
- Availability of Students Text Book in Time 158
- Teaching without Text Book 159
- Quality of Text Book 159
- Number of Teachers Following Extra Books 160
- Number of Teachers getting Hand Book 161
- Exclusion of some Items from Text Book 162

F. Curriculum 163-166
G. Co-Curricular Activities 166-170

- Availability of Play Materials 167
- Participation of Students in Co-Curricular Activities 168
- Science Projects 169
- Apparatus of Science Projects 169

H. Time Period or Workload 170-176

- Schools Receiving Time Table from Authority Concerned 171
- Schedule of Preparing Time Table 172
- Total number of Periods Teach by Teachers in a Day 172
- Length of the Period 174
- Satisfaction with Length of Period 175
- Time of First Class 175

I. Evaluation 176-188

- Procedure of Holding Examinations 177
- Types of Question included in Question Paper 177
- Responsible of Assessing Answer Scripts 178
- Use of Observational Schedule by Teachers 179
- Use of Oral Testing 180
- Teachers asking ‘Yes’ or ‘No’ Question 181
- Feed Back 181
- Methods of Giving Promotion 182
- Methods of Giving Rank 183
- Indisciplinary problems during Examination 184
- Progress Report 185
- Inspections of school 186
- Schedule of Inspection 186
- Schools sending students for Competitive Examinations 187
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.</td>
<td>Others</td>
<td>188-192</td>
</tr>
<tr>
<td></td>
<td>Relation with Other Teachers</td>
<td>188</td>
</tr>
<tr>
<td></td>
<td>Students Attendance</td>
<td>189</td>
</tr>
<tr>
<td></td>
<td>Reasons for the irregularity of the students</td>
<td>190</td>
</tr>
<tr>
<td></td>
<td>Teachers Visiting to the Students’ Home</td>
<td>190</td>
</tr>
<tr>
<td></td>
<td>Organisational Climate of the Schools</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>Co-Operation and Help Received by the Teachers</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>Section - III: Participation of Bodos in Education</td>
<td>193-200</td>
</tr>
<tr>
<td>Section-IV: Problems of Primary Education in Kokrajhar District</td>
<td>200-221</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Problems of general nature</td>
<td>201</td>
</tr>
<tr>
<td></td>
<td>Problems related to physical facilities</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>Problems related to time table</td>
<td>208</td>
</tr>
<tr>
<td></td>
<td>Problems related to Courses of study in an average</td>
<td>211</td>
</tr>
<tr>
<td></td>
<td>Problems related to resources of teaching</td>
<td>214</td>
</tr>
<tr>
<td></td>
<td>Problems related in achieving qualitative improvement</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td>Problems related to evaluation</td>
<td>219</td>
</tr>
<tr>
<td></td>
<td>Chapter - VI Major Findings of the Study and Conclusion</td>
<td>222-268</td>
</tr>
<tr>
<td></td>
<td>Concluding Remarks</td>
<td>261</td>
</tr>
<tr>
<td></td>
<td>Suggestions</td>
<td>262</td>
</tr>
<tr>
<td></td>
<td>Suggestions for further research</td>
<td>267</td>
</tr>
<tr>
<td></td>
<td>Bibliography</td>
<td>269-274</td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
<td>275-297</td>
</tr>
<tr>
<td></td>
<td>Appendix- A School Information Blank</td>
<td>275</td>
</tr>
<tr>
<td></td>
<td>Appendix- B Questionnaire</td>
<td>280</td>
</tr>
<tr>
<td></td>
<td>Appendix – C Checklist</td>
<td>290</td>
</tr>
<tr>
<td></td>
<td>Appendix – D List of Primary Schools</td>
<td>293</td>
</tr>
<tr>
<td></td>
<td>Participation in Seminars and Workshops</td>
<td>297</td>
</tr>
</tbody>
</table>