CHAPTER VII
SUMMARY AND CONCLUSION

The study ‘Status of Primary Education among Identified Social Groups in Assam: A Socio Spatial Analysis’ has been designed with seven chapters, namely Introduction and Methodology, Environmental Settings of the study area, Inequalities in the Status of Primary Education, Enrolment Pattern, Achievement Level of Primary Education, Factors effecting enrolment and achievement level and the Summary and Conclusion.

The first chapter is meant for introducing the research area with the statement of the problem and an overview of the work done in the field of primary education in global, national and regional contexts. In India, till 1914, no organized efforts were made regarding research in education. Research and development in this field received outstanding priority from 1948 onwards. The problem of the primary education has been stated in the socio-spatial perspectives. Primary education is the groundwork on which the progress of every citizen and the nation as a whole is built on. Virtually every World Development Report published annually by the World Bank has recognized, in one form or the other, the importance of primary schooling as an effort to the social and economic advancements of the poor countries. More than 100 million children including at least 60 million girls have no access to primary schooling. An equal number fails to complete basic education programme and though millions are satisfying the attendance requirement, but do not acquire essential knowledge and skills. These millions comprise of the poor rural and remote populations, indigenous people, ethnic, racial and linguistic minorities, people belong to low occupation and girls. These are the world’s educationally most disadvantaged population groups. As a result, there are vast inequalities in educational attainment all over the world. Coleman stated that ‘Literacy’ is both the cause and the effect of development and education is the most imperative solitary determinant of long-term economic growth of a nation. In Assam some social groups, namely the Tea Labourer Community, the Char Community, Scheduled Tribe and Scheduled Caste people have been recognized as major problematic areas or the special focused groups which have widen the gap between the achievers and non-achievers of the primary education.
The major objectives of the study are to find out the inequalities in the status of Primary Education of Assam in general and the Social groups in particular in terms of Education For All Development (EFA) Components, to find out the variations in enrolment among the Social Groups with regard to Grade and gender, to find out survival rate and trend in enrolment among the Social Groups, to find out the variations in the achievement level of students of Social Groups regarding Mathematics and Language Knowledge, to find out the factors of School environment, Teachers’ status and performance level and Students’ family background profile affecting enrolment, achievement level and survival rate. To meet the objectives of the study three research questions have been framed. They are i) Does inequality in the status of Primary Education exists in Assam in general and the identified Social Groups in particular? ii) Are there any variations in enrolment, achievement level and survival rate among the Social Groups? iii) What are the factors affecting the achievement level and survival rate?

The study has both academic and practical significances. The study bears a special significance in the growth and development of Educational Geography, an emerging branch of Human Geography in this part of the country. Moreover the study focuses the elements of Welfare Geography by addressing inequalities in primary education with respect to disadvantaged groups in the society. The methodology adopted in the study may be used for taking up further research in this line.

The study is based on both primary and secondary sources. The secondary sources pertain to various reports and data from District Primary Education Programme (DPEP), Educational Management and Information System (EMIS) of Sarva Sikshā Abhiyan (SSA), Assam, the school register and other relevant documents, National Council of Educational Research and Training (NCERT), Census of India, Village Directory besides relevant books and journals. For primary source an intensive field work has to be undertaken. Data has to be collected through a sample survey where pupils, teachers and parents are the target groups or the respondents.

The first stage of sampling pertains to the selection of four Community Development Blocks, one from each district, namely Sonitpur, Barpeta, Kokrajhar and Morigaon. The selection is based on the district’s highest concentration of
identified social groups i.e. Tea Garden Labourer Community, Char Community, Scheduled Tribe (Bodo) Community and Scheduled Caste Community. For this purpose, the census report of 2001 has been consulted. Thus, Behali C.D.Block has been selected from Sonitpur district to represent Tea Garden Labourer Community. Likewise Chenga C.D.Block from Barpeta district to represent Char Community, Kachugaon C.D.Block from Kokrajhar district to represent Scheduled Tribe Community and Mayong C.D.Block from Morigaon district to represent Scheduled Caste Community have been selected.

The second stage of sampling takes into account the selection of sample villages. At the very beginning villages are grouped according to their ranks like low, below average, average, above average and high. These groupings have been done separately for general literacy and female literacy. In order to draw the sample villages, the two sets of village groupings of general literacy and female literacy have been clubbed so as to find out over all ranking of the villages into three classes e.g. High literacy, Medium literacy and low literacy. The villages of high literacy level are marked by Villages with Above Average Literacy, Above Average Female Literacy and Villages with High Literacy and High Female Literacy. The villages of medium literacy level are marked by Villages with Average Literacy and Average Female Literacy. The villages of low literacy level are marked by Villages with low literacy, low female literacy and Villages with below average literacy and below average female literacy. Considering the lowest and the highest value of literacy rates and female literacy rates for all the C.D. Blocks the ranges have been prepared to represent various levels of representation. In order to find out the exact status of the villages predominantly occupied by the identified social groups, the villages with dominance of Scheduled Tribe and Scheduled Caste population with more than 50% concentration have been listed out. The general literacy rates and the female literacy rates of these aforesaid villages have been recorded. It gives us a clear understanding for drawing the sample villages. However, regarding the Char Community and the Tea Garden Labour Community, it is not possible to find them out separately from the Census Report as these social groups are not scheduled social groups in the state of Assam. Again number of villages with high literacy and high female literacy rate of the Scheduled Caste and the Scheduled Tribe dominated villages are found, but they are quite few in numbers.
In case of Behali C.D. Block the settlements of Tea Labour Community are confined only within the territory of tea gardens. The total number of villages under this community has been found at 28 out of the total villages of 109 (Census, 2001). The range between the highest and the lowest with respect to literacy and female literacy among the Tea Labour Community is found to be far below than that of the overall values of the Block. As such, a new range has to be set for Tea Garden Community represented Behali C.D. Block which is shown in parentheses. Likewise, the settlements of Char Community are also concentrated in the riverine silt islands of the river Brahmaputra as obtained from the villages located along the channels of the river. The literacy level of the Char Community settlement area in terms of general literacy rates and female literacy rates are found to be far below than that of the general status of the Block. In this case too, a separate range has been prepared to represent the literacy status of the Char Community under low, below average, average, above average and high which is shown in the parentheses.

This exercise is followed by the selection of the sample villages one from each group of villages following the random sampling method. Three villages are thus selected for each C.D. Block leading to a total of 12 villages to carry out the sample survey. Utmost care has been taken so that the sample villages under Kachugaon Block and Mayong Block would be representative for Scheduled Tribe community and Scheduled Caste community respectively. It is worth mentioning that the Scheduled Tribe population is a predominant social group with a total concentration of 100% in both Mukuldang II and Raikhumbari and 50.49% in the Gorjan II village of Kachugaon Block. Likewise in Mayong C.D Block, Scheduled Caste Population occupies a major share of the total population that is 63.725 in Thakurduba village, 75.96% in the Kholonibil village and 96.32% in Thengbhanga village. The sample villages thus found are Bargang Tea Estate., Barbil Tea Estate and Nilbari Tea Estate (Ketela) of Behali C.D.Block; Chenglidia village, Majorchar village and Damdama village of Chenga C.D.Block; Mukuldang II village, Raikhumbari village and Gorjan II village of Kachugaon C.D.Block; and Thakurduba village, Kholonibil village and Thengbhanga village of Mayong C.D.Block.
At the third stage, sample schools are selected based on simple random sampling method. Thus altogether 12 schools have been selected by the process of selecting one from each village. These are all Govt. Schools. However, in tea garden areas, schools run by the Tea Garden authorities are considered. Education Guarantee Scheme (EGS) centres are not considered because these are not permanent schools. Likewise other private schools are also not considered.

The fourth stage of sampling takes into account the selection of sample units for the study of the Enrolment and the achievement level. A maximum of 20 students from Class II and Class IV have been considered as sample unit. In case the total number of students in a class remains at less than 20, all the students are considered as the sampling units. The sample unit is applicable for assessing the test score and the difficulty level of a student in Mathematics and Language Knowledge. For collecting information to assess the influential factors for Enrolment and achievement level, 50 per cent of the sample is considered for choosing the respondent, as full attendance in a class cannot be expected in a particular day.

In case of the sample units for teachers, maximum 4 teachers have been selected. These sample units comprise of one teacher from Class II, one from Class IV, Head teacher and any one.

Fifth stage of sample selection pertains to finding out sample households. As the main purpose of the study is to understand students’ family background, household belongings to sample students have been considered. A total of 50% households of this category are the sample unit for carrying out the household survey.

In the Analysis and Interpretation of the data, the qualitative queries are transformed into quantitative terms employing weighted score method. In the study of inequalities in primary education, Apparent Survival Rate (ASR) and Gender Parity Index (GPI) have been used. For understanding of Enrolment, Gender Gap and actual Survival Rate have been calculated. For examining achievement level, test performance and difficulty level have been analyzed with the help of P-value. Analyses of Variance (ANOVA), Coefficient of Variation (CV) have been used to study the variations. The results have been interpreted and after that inferences are drawn based on them.
Chapter II discusses the environmental settings of the study area in physical and cultural perspectives. More emphasis has been given in cultural setting. The Behali C.D.Block is situated in the Sonitpur district of Assam in the north bank of the river Brahmaputra. The area is mostly covered by tea gardens. Total population of the Block is 79,890 inhabiting in 109 villages. Density of population is 360 persons per sq. km (2001). Literacy rate is 40.96 per cent (2001). As the area is mostly covered by tea gardens; Tea Labour Community is a dominant group of population in this Block. Tea Labour Community is socio-economically very backward, yet they are not included into the Scheduled Social group in the state.

The Chenga C.D. Block is a low lying area with prominence of riverine silt island locally known as Char or Chapari situated in the district of Barpeta in lower Assam. It covers an area of 168.62 sq.km. The total population of the Block is 76,079, inhabiting in 56 villages. The area has a dominance of minority Muslim community. Density of population is 461 persons per sq. km. Literacy rate is 35.62 per cent (2001). Flood and the heavy soil erosion are the burning problems which make the area socio-economically very poor. The Kachugaon C.D Block is situated in the westernmost part of Kokrajhar district of Assam. The total population of the Block is 2, 16,622 (2001) inhabiting in 237 villages. Density of population is 435 people per square km (2001). Literacy rate is 32.23 per cent (2001). The area is predominantly inhabited by the Scheduled Tribes People. The Scheduled Tribes people (Bodo community) comprise of 32.08 per cent of the total population. The northern part of the Block is bounded by the international boundary with Bhutan. This part of the Block has predominance of forest villages inhabited by newly settled Schedule Tribes (Bodo) and Adivashi communities. Being a forest covered block as well as sharing an international boundary with a multi-ethnic demographic pattern; the area is prone to frequent social conflicts which have a long lasting adverse impact on academic environment of the region affecting acutely the budding generations.

Mayong C.D Block is situated in the western part of Morigaon district of Assam. The physiography of the area is heterogeneous comprising of flood plains with low lying areas locally known as beels or swamps discontinued by small hillocks. Scheduled Caste is the most prominent group in this Block comprising 23.08 per cent of the total populations. The total populations of the Block are 2, 42,147
inhabiting in 244 villages. Density of population is 435 people per square km (2001). Literacy rate is 46.46 per cent (2001). Here agriculture and pisciculture are the main occupations of the people.

Chapter III discusses the inequalities in primary education among the districts and the identified Social Groups of Assam in respect of Education For All Development Index (EDI). One of the Millennium Development Goals (MDGs) agreed in September, 2000 at a UN Summit of world leaders held at Dakar is the Universal Primary Education (UPE). UNESCO’s Education For All (EFA) is a worldwide novel mission that is centered around six goals namely, expand early childhood care, especially for the most vulnerable and disadvantaged children; provide free and compulsory primary education for all; ensuring learning and life-skills for young people and adults; achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women; achieving gender parity by 2005, gender equality by 2015 and improving the quality of education. Quantifiable goals of Education For All which can be measured by its related components are Net Enrolment Ratio, Gender specific indicators GEI and Survival Rate at grade IV or V. Gender, the fourth EDI component is measured by a composite index, the gender specific EFA index (GEI).

Net Enrolment Ratio is the ratio of the number of children of official school age who are enrolled in primary school to the total populations of children of official school age. This reflects the percentage of primary school age children who are enrolled in primary school and each value varies from 0 to 100% or in ratio of 0 to 1. In order to calculate Net Enrolment Ratio (NER), population from age-group 5-9 years has been taken from Population Census 2001 in this study. Although the relevant age-group of primary school from Grade I to IV coincides with the age-group of 6-10 years but non availability of data compels the investigator to confine to the age-group of 5-9 years. Data on enrolment have been collected from the Education Management and Information System (EMIS) of SSA, Assam. As the enrolment data refers to 2008, the village level population data have to be estimated for 2008 by employing the decadal population growth rate.
Gender, the fourth EDI component is measured by a composite index, the gender specific EFA index (GEI). Ideally, the GEI should reflect the whole Gender related EFA goal. There are two sub goals of GEI, namely gender parity (achieving equal participation of girls and boys in primary education) and gender equality (ensuring that educational equality exists between boys and girls). The Gender Parity Index (GPI), when expressed as the ratio of females to males in enrolment ratio or the literacy rate, can exceed unity when more girl/ women are enrolled or literate than boys/ men. For the purposes of the index, the F/M formula is inverted to M/F (transformed) in cases where the GPI is higher than 1. To find out GEI, the primary GPI and transformed GPI are calculated by using the aforesaid model. In the present study, the GPI for Enrolment in Grade I-IV has been calculated using EMIS data2008, SSA, Assam.

Female literacy is considered to be a more sensitive index of social development compared to overall literacy. Widespread gender gap in literacy hampers the development in all aspects of the social development as well as success of Universal Primary Education. In this study, gender parity in literacy has been found out using the Census Report, 2001. Thus gender specific index GEI has been worked out for each Block as follows:

\[
\text{GEI} = \frac{1}{2} \text{(Enrolment GPI)} + \frac{1}{2} \text{(Literacy GPI)}
\]

The Grade specific Enrolment over a period of five years are considered in estimating the retention or the survival rate at the primary level and it gives a fairly good information about the retaining capacity of the education system. In this study, Apparent Survival Rate (ASR) has been used. The Apparent Survival Rate presents the share of enrolment in Grade-II and subsequent Grades in relation to the enrolment in Grade-I in a year. The rate is considered to be crude as it is based upon the enrolment data of one year only. It, however, reveals interesting and useful information about the retaining capacity of the system (DISE, 2007). In this study Apparent Survival rate at Grade III has been worked out using EMIS 2008, SSA, Assam, data of each study block.

By summing up the three components of EDI namely Net Enrolment Rate, Gender Specific Index and Survival Rate in terms of ratio the EDI for the selected C.D. Blocks have been found out as follows:
\[
\text{EDI} = \frac{1}{3}(\text{NER}) + \frac{1}{3}(\text{GEI}) + \frac{1}{3}(\text{Survival rate to grade IV})
\]

The Education For All Development Index (EDI) is found to be the highest in Jorhat district with a ratio of 0.84 followed by Kamrup (0.83). On the contrary the lowest EDI ratio is found in the district of Dhubri (0.68). The overall EDI for Assam is 0.76. On the basis of the EDI value the districts have been grouped into three groups i.e. low, medium and high. The ranges have been fixed as < 0.75 as low, 0.75-0.80 as medium and > 0.80 as high. Accordingly Dhubri, Kokrajhar, Goalpara, Bongaigaon, Barpeta, Darrang, Morigaon, North Cachar Hills, Karimganj and Tinsukia districts fall under the category of low EDI (fig. 3.4). While Sonitpur, Lakhimpur, Dhemaji, Nagaon, Karbi Anglong, Golaghat and Hailakandi districts fall in the category of medium level EDI. On the contrary, Nalbari,Kamrup,Cachar, Jorhat, Sibsagar and Dibrugarh districts have claimed the level of High Education For All Development Index. The overall EDI for Assam is 0.76. Table 3.1 shows that the districts having the high EDI value are acquiring the high level of NER, GEI and ASR. A correlation analysis between Literacy level and Education For All Development Index is found to be \( r = 0.693544 \) which signifies the positive correlation. However, regarding the scenario of EDI in the identified Social Groups dominated villages of different districts, it is found far below than the overall EDI of the respective districts. In the Tea Labour Community dominated villages of Sonitpur district the Education For All Development Index is found to be 0.65 against the district EDI of 0.74. In the Tea Labour community dominated villages the NER, GEI and ASR are found to be very low. Hence, the EDI remain very low in the Tea Labour Community dominated villages of Sonitpur district. Likewise, in the Char community dominated villages of Barpeta district, the EDI is found to be 0.64 against the district overall EDI of 0.73 indicating low NER,GEI and the low apparent Survival Rate in the Char Community dominated villages. The situation of Scheduled Tribe dominated villages of Kokrajhar district is also not satisfactory. Here the EDI is found to be 0.68 against the district overall EDI of 0.74. In this area, the NER is found to be very low. Hence, the EDI takes on low value. Again, in the Scheduled Caste dominated villages of Morigaon district the EDI is found to be 0.68 against the district overall EDI of 0.73 indicating low status of Education For All Development Index.
Chapter IV discusses the Enrolment scenario of the sample villages in terms of trend, growth, gender and survival rate variations. In global scenario, recent statistics show that for every 100 boys out of school, there are still 117 girls in the same situation. To find out the gender wise enrolment boy-girl ratio has been calculated for each village during the period of 2006 to 2009 for Grade I to Grade IV. Mayong Block shows higher girls enrolment as compared to the rest of the study area. Tea Garden community represented Behali Block shows poor girls’ enrolments whereas the Char community of Chenga shows comparatively high in girls enrolment. The reason may be due to the availability of everyday labour work opportunities in the tea gardens area and harsh socio-economic environment and lack of labour work opportunities in the Char area. In the analysis of Grade III boy-girl enrolment ratio, we have seen a separate scenario. Here the Chenga Block shows a higher boy-girl ratio compared to the Grade II, which has increased up to a ratio of 3 indicating low survival rate of girls’ Enrolment. In the analysis of Grade IV boy-girl ratio it is observed that the Char Community dominated Block Chenga shows a very dismal scenario. Here all the villages show higher boy girl enrolment ratio which indicates the low survival rate for girls’ enrolment. Poor literacy among the mothers might have conventionally transmitted to the next generation or as a whole in such villages as the mothers do not have minimum education, so their girl child also follows identical path. Hence, there is a probability that low literacy rate of females which play a vital role in inhibiting their girl child from going to the schools.

It is found that Behali, being dominated by Tea Garden Labourer shows the worst girls’ enrolment than the boys over the period 2006 – 2009, followed by Chenga Block. Enrolment trend as well as growth rate of the sample villages of the selected Blocks are assessed from the year 2006 - 2009. In Behali Block, all the sample villages show declining trend of Enrolment during the period of 2006 - 2009 with varied intensities. The declining trend is more rapid in Nilbari T.E. compared to the other two sample villages. Among the villages of Chenga Block, Majorchar shows a downward trend between 2006 and 2007 and upward trend during 2007 - 2009; while the other two villages namely Chenglidia and Damdama also show a downward trend which indicates the low survival rate.
Growth rate is the change in a population over time, and can be quantified as the change in number of individuals in a population. It is found that the Enrolment growth trend is not homogeneous in all the four Blocks with their respective villages. In Behali Block, the Bargang T.E, Barbil T.E and Nilbari T.E show a negative growth in the year 2007-08, 2008-09 and 2006-07 & 2008-09 respectively with Barbil T.E having the highest negative growth of -22.36 among all the villages. The possible causes of this negative growth rate in Behali may the ignorance of the parents and the availability of daily work opportunities. In Chenga Block, the situation is even more dismal with Chenglidia showing a negative growth rate of -25.16% and -6.79% in the year 2008-09 and 2007-08 respectively. Village Majorchar has the highest negative growth of -50% in the year 2006-07, which is also the highest negative growth among all the four Blocks. The image of the Kachugaon Block is also not at all encouraging. Raikhumbari and Gorjan II of Kachugaon Block show a negative growth rate of -11.54 and -9.52 in the year 2006-07 and 2008-09 respectively. In Mayong Block, the village Thakurduba and Kholonibil village show negative drift in the growth rate, with a growth rate of -3.23% and -3.87% respectively. Compared to all the other Blocks negative growth rate has been seen at minimum level in Mayong Block.

Analysis of Variance (ANOVA) for enrolment within the three sample villages in Behali Block shows significant difference in mean enrolment. Analysis of Variance for mean Enrolment in the sample villages of Chenga C.D.Block rejects our research question of no difference in mean enrolment within the Block. There exists significant difference in mean enrolment in the villages of Kachugaon also. The analysis of Variance shows significant difference in mean enrolment between the four Blocks under study.

Chapter V discusses the achievement level of students in terms of test score and difficulty level test in Mathematics and Language Knowledge for Grade II and Grade IV. Test scores have been calculated in terms of marks in percentage. For calculation of difficulty level, the P-value is used, i.e. the proportion (Pi) of the individuals solving the ‘ith’ items (i=1, 2, 3………n). The items are arranged in order of percentage difficulty. Of course, the larger the percentage of pupils in passing a particular test item, the lower is the order of difficulty. In this study, the P-
value below 30% explains ‘very difficult’ test item. The range 30% - 50% is ‘somewhat difficult’ and above 50% is ‘not difficult’.

With respect to Numerical Knowledge of Grade II, overall mean score of the different selected Blocks are found to be 35.73 %, 38.03 %, 45.88 % and 48.02 for Behali, Chenga, Kachugaon and Mayong Blocks respectively. While the overall mean score in Language Knowledge of Grade II are found to be 37.81%, 37.01%, 46.98 %, and 48.99 % for Behali, Chenga, Kachugaon and Mayong Blocks respectively. Again with respect to Mathematics of Grade IV, overall mean score of the different selected Blocks are found to be 36.88 %, 36.71 %, 45.54 % and 46.98 for Behali, Chenga, Kachugaon and Mayong Blocks respectively. While the overall mean score in Language Knowledge of Grade IV are found to be 35.59%, 37.29%, 45.19 %, and 47.83 % for Behali, Chenga, Kachugaon and Mayong blocks respectively. From the above cited mean score of different Blocks, we could conclude that the performance levels in both Numerical Knowledge and Language Knowledge of Chenga, the Char Community represented Block and Behali, the Tea Labour Community represented Block are very poor. One of the reasons of this poor performance may be the medium of instruction. Because in Behali and Chenga the medium of instruction and the language spoken by the students at home are not the same. Mayong Block shows a better performance in both Numerical Knowledge and Language Knowledge compared to the other three Blocks in both Grade II and Grade IV. Among the many explanations of poor scoring of Chenga and Behali Block, the probable reason may be the lack of help availed at home in study by the students also.

The performance of difficulty level test of Grade II and Grade IV of all the Blocks vary appreciably. However, the performance of Behali and Chenga Blocks are somewhat poor taking into account the performance of Kachugaon and Mayong. The findings of the aforesaid test of all the Blocks are the following:

The questions N4 and N8 of Grade II Numerical Knowledge regarding before and after value of a given number and double digit simple subtraction respectively is found most difficult irrespective of all the sample villages of Behali C.D.Block. The question L7 of Grade II Language Knowledge regarding formation of appropriate words from the given jumbled words is found most difficult irrespective of all the
sample villages of Behali C.D.Block. The question M8 of Grade IV Mathematics regarding multiplication of multiple digits is found most difficult irrespective of all the three sample villages of Behali C.D.Block. The questions L4, L7, and L8 of Grade IV Language Knowledge regarding understanding nouns, pronouns, adjectives, prepositions etc., understanding different tenses and application of tenses in simple sentences respectively are found most difficult irrespective of all the three sample villages of Behali C.D.Block.

The question N6 of Grade II Numerical Knowledge regarding double digit simple addition is found most difficult irrespective of all the three sample villages of Chenga C.D. Block. The questions L4 and L7 of Grade II Language Knowledge regarding insertion of appropriate letters in the given blanks and formation of appropriate words respectively are found most difficult irrespective of all the three sample villages of Chenga C.D.Block. The questions M5, M8, and M10 of Grade IV Mathematics regarding subtraction of multiple digits, multiplication of multiple digits and division using different methods are found most difficult irrespective of all the three sample villages of Chenga C.D.Block. The questions L7 and L10 of Grade IV Language Knowledge regarding understanding different tenses and rhyming words are found most difficult irrespective of all the three sample villages of Chenga C.D.Block.

The questions N5, N6 and N8 of Grade II Numerical Knowledge regarding single digit simple addition, double digit simple addition and double digit simple subtraction are found most difficult irrespective of all the three sample villages of Kachugaon C.D.Block. The question L8 of Grade II Language Knowledge regarding understanding conjunct consonants is found most difficult irrespective of all the three sample villages of Kachugaon C.D.Block. The questions M8 and M10 of Grade IV Mathematics regarding multiplication of multiple digits and division using different methods are found most difficult irrespective of all the three sample villages of Kachugaon C.D.Block. The questions L7 and L10 of Grade IV Language Knowledge regarding understanding different tenses and rhyming words are found most difficult irrespective of all the three sample villages of Kachugaon C.D.Block. The question N8 of Grade II Numerical Knowledge regarding double digit simple subtraction is found most difficult irrespective of all the three sample villages of Mayong C.D.
Block. The question L4 of Grade II Language Knowledge regarding insertion of appropriate letters in the given blanks is found most difficult irrespective of all the three sample villages of Mayong C.D.Block. The questions M8 and M10 of Grade IV Mathematics regarding multiplication of multiple digits and division using different methods are found most difficult irrespective of all the three sample villages of Mayong C.D.Block. The question L7 of Grade IV Language Knowledge regarding formation of appropriate words from the given jumbled words is found most difficult irrespective of all the three sample villages of Mayong C.D.Block.

The multiple comparison of variation among the Blocks with respect to Grade and subject score have been carried on with Analysis of Variance (ANOVA) Test. In the analysis of variations, it reveals that there is significant difference in mean score of Numerical Knowledge and Language Knowledge of Grade II students between the villages of different C.D Blocks. Again in case of Grade IV also there found significant variations both in Mathematics and Language Knowledge score between the sample villages of different Blocks. Behali differs significantly from Kachugaon and Mayong in respect of both Numerical Knowledge and Language Knowledge score. But Behali does not differ from Chenga. Again Chenga differs significantly from Kachugaon and Mayong but does not differ from Behali in respect of Numerical Knowledge and Language Knowledge score. From the aforesaid analysis it is observed that the variations of score irrespective of Grade and subject are found to be not significant between Behali and Chenga. The mean score of both Numerical Knowledge and Language Knowledge are relatively low in Behali and Chenga and the situation may be related to their similarity in low literacy and low female literacy level. It is clearly revealed from the analysis that Char Community dominated villages and Tea Labour Community dominated villages belong to a relatively lower status as compared to Scheduled Tribes and Scheduled Caste dominated Villages.

Chapter VI discusses the factors influencing enrolment and achievement level of primary education among the sample villages of different C.D.Blocks. The totality of the school environment plays a crucial role in bringing out the very meaning of the teaching-learning process. The school environment should be well-equipped with all the educational and infrastructural facilities which will bring about the overall growth and development of the child. The pre-primary schooling not only plays a vital role in
education but also makes a child better prepared for adjusting himself to the school environment. Overcrowding in the Classroom is a common phenomenon observed especially in the early Grades not only all over the country but in Assam also. If the Pupil-Teacher-Ratio is high, the teacher will be overburdened and will be unable to give attention in any of the subjects. But in reality the situation is not congenial as sought for the learners in most of the sample villages under study. Among the 12 sample villages, there found only two pre-primary schools in the Thakurduba and Kholonibil village of Mayong Block. The rest of the villages of other selected Blocks are running without pre-primary school. Here the positive impacts of the presence of pre-primary schools are felt as significant. It is found that the Net Enrolment Ratio, Survival Rate, Gender Parity Index in Enrolment and the achievement level of the students of Mayong Block are found to be satisfactory compared to the other Blocks.

The physical environment of the school is important to help children feel safe, secured and nurtured. Availability of infrastructural facilities in schools plays a significant role in determining the enrolment and achievement level of the students. The correlation between infrastructural facilities and achievement level of Grade II Numerical Knowledge score and between infrastructural facilities and Language knowledge score are found to be $r = 0.763$ at 0.01 % level of significance and $r = 0.729$ at 0.01% level of significance respectively indicating significant correlation. Again, the correlation between infrastructural facilities and Grade IV Mathematics score and between infrastructural facilities and Grade IV Language Knowledge score are found to be $r = 0.803$ at 0.01 % level of significance and $r = 0.830$ at 0.01 % level of significance respectively indicating significant correlation. Again, the correlation between infrastructural facilities and survival rate in the sample villages is found to be $r= 0.272$ indicating positive correlation.

The new ‘competency-based teaching’, framework taken up by Sarva Shiksha Abhiyan where Teaching-Learning Materials (TLM) as well as expertise have been provided to the schools. In the present study, availability of TLM facility takes into account the items like maps, globes, charts, science instrument box, general instrument box and mathematical instrument box.

Against this backdrop, correlation analyses between the availability of TLM Facilities in the schools and the students’ achievement level and also between TLM
Facilities and survival rate of the sample schools have been worked out for all the C.D.Blocks. The correlation between TLM Facilities and Grade II Numerical Knowledge score and between TLM Facilities and Grade II Language Knowledge score are found to be $r = 0.396$ and $r = 0.420$ indicating positive correlation. Again, the correlation between Teaching Learning Materials Facilities and survival rate is found to be $r = 0.482$ indicating a positive correlation.

The school environment cannot be considered as total, without adequate health and hygiene facilities. It is highlighted all the time that in an ideal situation all schools need safe water and sanitation, without these children are unable to practice what they learn about hygiene in books. Here against the expected score of 420, Mayong and Behali have secured 300 each. The correlation between health and hygiene facilities and Grade II Numerical Knowledge score and between health and hygiene facilities and Grade II Language Knowledge score are found to be $r = 0.170$ and $r = 0.324$ respectively indicating positive relation. Again the correlation between health and hygiene facilities and the Grade IV Mathematics score and between health and hygiene facilities and Grade IV Language Knowledge score are found to be $r = 0.297$ and $r = 0.249$ respectively indicating positive correlation. While the correlation between health and hygiene facilities and survival rate of the students is found to be $r = 0.554087$ signifying positive correlation. Thus, it can be stated that improvement in Health and Hygiene Facilities of the schools can influence towards higher survival rate.

Co-curricular facilities are recognized to be pre-requisites for overall development of a child. Correlation analyses between Co-curricular activities and achievement level of the students and between Co-curricular activities and survival rate for the sample schools have been worked out for all the sample villages of the selected C.D Blocks. The correlations between Co-curricular activities and Grade II Numerical Knowledge score and between Co-curricular activities and Grade II Language Knowledge score are found to be $r = 0.390$ and $r = 0.485$ respectively indicating positive correlation. Again, the correlations between Co-curricular activities and Grade IV Mathematics score and between Co-curricular activities and Grade IV Language Knowledge score are found to be $r = 0.449$ and $r = 0.459$ respectively indicating positive correlation. While the correlation between co-curricular activities and survival rate is found to be $r = 0.547$. Thus, it can be
concluded that availability of Co-curricular Facilities in the schools will motivate the children towards study and thereby increasing the survival rate.

Teachers’ qualification is an important parameter in rendering quality teaching to the students. It plays a very important role in the teaching-learning process. Hence it should be at a competent level in the respective schools. Correlation analysis between teachers’ qualifications and survival rate has been worked out. The correlation between teachers’ qualifications and survival rate is found to be $r = 0.247$. Thus, it can be concluded that teachers’ qualifications play a positive role in increasing the survival rate.

Professional training programme being a positive input for increasing efficiency of a teacher affects the enrolment and achievement level of the students. It can be said as a ‘warm up kit’, or an accelerating means in quality teaching. Correlation analyses between Teacher’s Professional Training and student’s achievement level and between Teacher’s Professional Training and survival rate for the sample schools have been worked out for all the schools. The correlations between Teacher’s Professional Training and Grade IV Mathematics score and between Teachers’ Professional Training and Grade IV Language Knowledge score are found to be $r = 0.435$ and $r = 0.464$ respectively indicating positive correlation. While the correlation between Teacher’s Professional Training and survival rate is found to be $r = 0.608$ at 0.05% level of significance. Thus, it can be concluded that Teachers’ Professional Training plays an effective role in the achievement level and the survival rate of the students.

There is an increasing awareness among the researchers that the performance level of a teacher may be examined as per students’ perception. A correlation analysis between the perception P1, i.e. whether teacher attends the class regularly and achievement level and between teachers’ attendance and survival rate for the sample schools have been worked out. The correlation between the Teachers’ attendance and the Grade IV Mathematics score and between the Teacher’s attendance and the Grade IV Language Knowledge score are found to be $r = 0.785$ at 0.01 % level of significance and $r = 0.771$ at 0.01 % level of significance indicating significant positive correlation. While the correlation between Teachers’ attendance and survival rate is found to be $r = 0.508$ indicating positive correlation. Again the correlations between the factor individual attention given in solving problems and Grade II
Numerical Knowledge and also between the factor individual attention given in solving problems and Grade II Language Knowledge are found to be $r = 0.266$ and $r = 0.359$ respectively indicating positive correlation. Again, the correlations between individual attention given in solving problems and survival rate is found to be $r = 0.748$ at 0.01% level of significance indicating significant positive correlation. Here the correlation between class work assignment duly checked and the score of Grade II Numerical Knowledge and also between class work assignment duly checked and Grade II Language Knowledge are found to be $r = 0.279$ and $r = 0.379$ respectively indicating positive correlation. In addition, the correlation between class work assignment duly checked and the survival rate is found to be $r = 0.672$ at 0.01% level of significance indicating significant relation.

The students’ home environment profile makes the teaching-learning process either easy or difficult. Children’s learning begins at home. Therefore, the role of parents and other care givers become especially important in fostering the social, intellectual, emotional and physical characteristics that will enhance children’s later learning both in school and in life. Correlation analysis between the help availed at home in study and achievement level of the students has been worked out. The correlation between the help availed at home in study and Grade II Numerical Knowledge score and the correlation between the help availed at home in study and Grade II Language Knowledge score are found to be $r = 0.868$ and $r = 0.883$ at 0.01% level of significance indicating significant positive correlation. Again, the correlation between the help availed at home in study and Grade IV Mathematics score and the correlation between the help availed at home in study and Grade IV Language Knowledge score are found to be $r = 0.472$ and $r = 0.497$ indicating significant positive correlation.

Home is the breeding ground of first education. Basic educational spirit, curiosity, interest etc. are stem from home only. In order to read and write effectively in a condusive environment, basic household amenities play a very pivotal role in children education. Pure drinking water, proper sanitation and electricity are the key aspects of a household. All these amenities are bearing considerable effects in maintaining total health of a family. Against this backdrop correlation analyses between household assets and students achievement level and between household assets and survival rate have been worked out. The correlations between household assets and survival rate have been worked out. The correlations between household assets and survival rate have been worked out.
assets and Grade II Numerical Knowledge score and between household assets and Grade II Language Knowledge score are found to be $r = 0.364$ and $r = 0.488$ respectively indicating positive correlation. In case of Grade IV also, it is found positive correlation. While the correlation between household assets and students’ survival rate is found to be $r = 0.822$ at 0.01 % level of significance indicating significant correlation.

The parental education and their economic level are all time recognized parameters which help and guide a student at home. The impact of parental education on child education is causal; there are significant knock-on effects of investment in education. Correlation analyses between the household income and the student’s achievement level and between parental educations and student’s achievement level have been worked out. The correlations between household income and Grade IV mathematics score and between household income and Grade IV Language Knowledge score are found to be $r = 0.567$ and $r = 0.564$ respectively indicating positive correlation. Likewise, correlation between survival rate and household income is found to be $r = 0.694$ at 0.05 per cent level of significance are also indicating a significant correlation. The correlations between father’s educations and Grade II Numerical Knowledge score and between father’s educations and Grade II Language score are found to be $r = 0.549$ and $r = 0.641$ at 0.05 % level of significance respectively indicating significant positive correlation. Likewise, the correlation between father’s educations and Grade IV Mathematics score and between father’s educations and Grade IV Language score are found to be $r = 0.608$ at 0.05 % level of significance and $r = 0.613$ at 0.05 % level of significance respectively indicating a significant positive correlation. Likewise, the correlation between mother’s educations and Grade IV Mathematics score and between mother’s educations and Grade IV Language score are also found to be significant correlation. Again, the correlation between father’s educations and survival rate and between mother’s educations and survival rate are found to be $r = 0.661$ at 0.05 % level of significance and $r = 0.643$ at 0.05 % level of significance indicating significant correlation Thus the parental education has a positive impact on the performance level and the survival rate of the students.
Conclusion

The major findings of the above discussion are given below

1) In sum, in the enrolment trend, it is found that the enrolment of Grade I-IV in the Govt. and Govt. recognized schools of Assam has decreased from 32,32,547 to 26,55,582 during the period of 2004-2010 with a few exception of insignificant increase in between the said period. The reason may be the proliferation of private schools; because nowadays most of the parents and the guardians have a notion that their children would get better teaching, guidance and other facilities in the private schools rather than the schools run by the Government. In Assam there are more than 5 lakhs children learning in these private schools.

2) Comparing the present findings at the national context, it is seen that Assam is placed a little behind from the nation’s EDI which stands at 0.77 (in 2007) as calculated by UNESCO. India lags far behind in the global context occupying 105th rank in EDI among 125 countries in the world which falls under the category of Low EDI country (EFA Global Monitoring Report, 2010).

3) Among all the Districts of Assam Nalbari Shows the Highest NER of 0.78, while Goalpara shows the lowest NER being the 0.57. On the basis of the NER value the districts have been grouped into three groups, i.e. low, medium and high. The ranges have been fixed as < 0.65 as low, 0.65-0.70 as medium and > 0.70 as high. Accordingly, the districts Kokrajhar, Bongaigaon, Goalpara, Barpeta, Morigaon, Nagaon, Sonitpur, Dhemaji and Tinsukia fall under the low category of Net Enrolment Rate. Again Dhubri, Darrang, Karimganj, Hailakandi, North Cachar Hills (Dima Hasao) fall under the medium category of NER. Furthermore, Nalbari, Kamrup, Karbi Anglong, Cachar, Golaghat, Jorhat, Sibsagar, Dibrugarh, and Lakhimpur fall under the category of high Net Enrolment Rate group. The overall Net Enrolment Ratio for Assam is 0.66. An observation at a glance gives an understanding that enrolment is associated with literacy level. With comparatively better status of literacy level Nalbari, Kamrup, Cachar, Golaghat, Sibsagar, Dibrugarh and Sonitpur show high enrolment rate. Again, Goalpara, Kokrajhar, Bongaigaon, Barpeta, Morigaon, Darrang with poor literacy level show lowest Net Enrolment Ratio.
4) The highest Gender Equality Index (GEI) 0.87 is found in Jorhat and Kamrup districts. On the contrary the lowest GEI of 0.77 is found in both the Goalpara and Karbi Anglong districts. Again, the districts Dhubri, Kokrajhar, Goalpara, Bongaigaon, Sonitpur, Karbi Anglong, Hailakandi and Tinsukia fall under the category of low Gender Equality Index. While the Nalbari, Darrang, Morigaon, Nagaon, North Cachar Hills (Dima Hasao), Cachar, Karimganj, Golaghat, Lakhimpur, Dhemaji, Sibsagar and Dibrugarh fall under medium range of Gender Equality Index.

5) The highest Apparent Survival Rate 0.93 is found in the districts of Jorhat) and Kamrup followed by Hailakandi and Sibsagar with 0.90. On the contrary the lowest Apparent Survival Rate 0.59 is found in Dhubri district. On the basis of the ASR value the districts have been grouped into three groups, i.e. low, medium and high. The ranges have been fixed as < 0.80 as low, 0.80-0.90 as medium and > 0.90 as high. Accordingly, the districts Kokrajhar, Dhubri, Bongaigaon, Goalpara, Darrang, Morigaon, North Cachar Hills (Dima Hasao), Karimganj, Golaghat and Lakhimpur fall under the category of low Apparent Survival Rate. Again, Barpeta, Nalbari, Nagaon, Karbi Anglong, Cachar, Sonitpur Dhemaji, Dibrugarh and Tinsukia fall under the category of medium range of Apparent Survival Rate. Furthermore, Kamrup, Hailakandi, Jorhat and Sibsagar have claimed the high category of Apparent Survival Rate. It is observed that districts having the high literacy level have acquired the high survival rate; while the districts having poor literacy level are placed in the low survival rate category.

6) In all the identified Social Groups dominated villages of selected districts of Assam Net Enrolment Ratio is found at low compared to the respective districts NER. The Net Enrolment Ratio of the Sonitpur district is 0.63, while in the Tea Garden Labour Community dominated villages of the district, it is found only 0.59. Likewise, the district NER of Barpeta is 0.60 but Net Enrolment Ratio in the Char Community dominated villages of Barpeta is found to be only 0.55. Again in the Scheduled Tribe dominated villages of Kokrajhar, the Net Enrolment Ratio is found to be 0.60 against the district NER of 0.64. While in
Scheduled Caste dominated villages of Morigaon district, the NER is found to be 0.59 against the district Net Enrolment Ratio of 0.61.

7) The GEI in the Tea Labour Community dominated villages of Sonitpur district is found to be 0.64 against the district GEI of 0.79 indicating very low female literacy and low girls’ enrolment in the Tea Garden areas. In the Char Community dominated villages of Barpeta district, the GEI is found to be 0.65 against the district GEI of 0.79. The situation is a bit improved in the Scheduled Tribe dominated villages of Kokrajhar district where the GEI is found to be 0.71 against the district GEI of 0.79. Again, in the Scheduled Caste dominated villages of Morigaon district the Gender Equality Index is found to be 0.74 against the district GEI of 0.80. The slight improved scenario of the GEI in the Scheduled Caste dominated villages of Morigaon district may be comparatively high literacy, improved socio-economic conditions and stable social environment.

8) The Apparent Survival Rate found in the identified social Groups dominated villages of different districts is very poor. The ASR in the Tea Labour Community dominated villages of Sonitpur district is found to be 0.74 which is far lower than the district ASR of 0.86. While in the Char Community dominated villages of Barpeta district, the ASR is found to be 0.71 against the district overall ASR of 0.80 depicting low survival rate in the Char Community dominated villages. The reasons for this low Survival Rate in the Tea Garden and Char areas are illiteracy among the parents, miserable economic condition and poor household amenities. Parents in these areas prefer their children to be engaged in household activities rather than sending them to schools. The situations of Kokrajhar and Morigaon districts are also not satisfactory. In the Scheduled Tribe dominated villages of Kokrajhar district, the ASR is found to be 0.72 against the district ASR of 0.78; while the ASR in the Scheduled Caste dominated villages of Morigaon district is found to be 0.70 against the district ASR of 0.79. The reasons for improved scenario of the ASR in selected Social Groups dominated villages of Kokrajhar and Morigaon district can be counted as comparatively better socio-economic condition and improved literacy level.
9) The Education For All Development Index is found to be the highest in Jorhat district with a ratio of 0.84 followed by Kamrup with 0.83. On the contrary the lowest EDI ratio 0.68 is found in the district of Dhubri. The overall EDI for Assam is 0.76. On the basis of the EDI value the districts have been grouped into three groups i.e. low, medium and high. Accordingly Dhubri, Kokrajhar, Goalpara, Bongaigaon, Barpeta, Darrang, Morigaon, North Cachar Hills, Karimganj and Tinsukia districts fall under the category of low EDI. While Sonitpur, Lakhimpur, Dhemaji, Nagaon, Karbi Anglong, Golaghat and Hailakandi districts fall in the category of medium level EDI. On the contrary Nalbari, Kamrup, Cachar, Jorhat, Sibsagar and Dibrugarh districts have claimed the level of High Education For All Development Index. The overall EDI for Assam is 0.76. The districts having the high EDI value are acquiring the high level of NER, GEI and ASR. A correlation analysis between Literacy level and Education For All Development Index is found to be $r = 0.693544$ which signifies the positive correlation.

10) To find out the correlation between quality of education and economic development at district level, Education For All Development Index (EDI) and Per Capita Gross District Domestic Product have been considered. The correlation between Education For All Development Index and Per Capita Gross District Domestic Product is found at $r = 0.381662$ indicating a positive relationship.

11) The reasons for the low EDI in the Identified Social Groups dominated villages are manifolds and differ from each other. Tea garden labour community of Assam represents around 20% of the total population of the state accounting more than 45 lakhs tea garden labour population in the state. About 17 % of the workers of Assam are engaged in tea industry. Among them, around 50% of the total workforces in the tea gardens in Assam are women. The tea garden labour colony in Assam has a unique identity. It is basically an industrial village cluster and is always kept underdeveloped so that tea Management Company could get cheap labour easily. The welfare schemes for the labour in the tea gardens are in a very pathetic condition. Majority of the tea gardens do not have proper health facility, drinking water, sanitation etc. In recent days due to Sarva Shiksha Abhiyan, many tea garden labourers are receiving a free mid-day meal service.
and other facilities in their schools. A survey commissioned by Assam Sarva Shiksha Abhiyan during 2002 shows that 25% of children in the age group of 6-14 are out of schools, while 43% are among the tea garden. The Tea Garden Education Committee constituted by Sarva Shiksha Abhiyan in 2003 reports that in the tea garden areas classes are held in very poor quality buildings with inadequate desks and benches. Majority of schools are closed during plucking time since both the teachers and the students work in the garden during that time. As child labour is highly encouraged in tea gardens, in majority cases children leave school to work in the tea garden for a nominal amount of money. Among the many possible reasons for low EDI in the Tea Labour Community dominated villages only a few have been cited above.

12) The reasons for low EDI in the Char community dominated villages are many and differ from the other areas. The Char-Chapori areas are rich in population as there is extremely high population growth. With the rising population pressure in the area, the per capita availability of cultivable land has been decreasing. Along with the decline in the cultivable land and increase in population, the vicious circle of poverty in the area almost roots permanently. Notwithstanding persistent efforts in the struggle of life, large numbers of people of the area are still in the acute poverty. In the Char Community dominated villages of Barpeta district, there are 66.78% families who are living Below the Poverty Line (Socio-economic survey, 2002-03). These people are deprived of even basic necessities of life. The people accumulating food for survival compel their children to engage in earnings implying the child labours. Large numbers of Char in Assam as well as district Barpeta have been washed away by the erosional activities of the river Brahmaputra. Consequently, thousands of people have lost their rights on land and become homeless. As a result, the educational environment vitiates mostly in the Char areas for which the EDI remains at low in the Char Community dominated villages.

13) The scheduled Tribes dominated villages of Kokrajhar are socio-economically very poor. Villages are marked by low literacy level, low female literacy, lack of social infrastructural facilities, predominance of agricultural activities and lack of economic opportunities. Most of the villages are Forest villages. The tribal people have the natural tendency to live in an isolated atmosphere. They
show less inclination towards developmental activities which keep them apart from the modern education. People are generally poverty-stricken and a large numbers of families live Below Poverty Line. Low social rank, low economic conditions keep them in low level of education in the Scheduled Tribes dominated villages of Kokrajhar district.

14) The economic and educational status of Scheduled Caste people of Assam is very low. Although, since many generations they had been accepting fishery and pottery as a chief means of their livelihood but the present day situation has compelled them seek other additional source of income, because through their traditional occupations they become unable to cope with the competitive market. Literacy level among the Scheduled Caste population is very low. Scheduled Caste people are generally living in the river bank or near the low lying areas where they can easily have their livelihood. Low social rank, low level of education, acute poverty in the Scheduled Caste dominated villages of Morigaon district keep them at the low level of EDI.

15) Though the overall enrolment of primary school in Assam decreases, the enrolment in the sample villages of Kachugaon and Mayong Blocks show increasing trend during the period of 2006-2009. Because the primary schooling in these areas are solely dependent on Govt. schools. The slight decreases of the enrolment in the sample villages of Chenga Block may be linked to the changing school catchment area. Likewise the Barbil and the Nilbari villages of Behali Block show slight decrease of enrolment but Bargang shows increasing trend in enrolment.

16) High level Thakurduba Village of Mayong C.D.Block claims the highest actual Survival Rate of 0.93 while the lowest one 0.47 is claimed by the village Majorchar of Chenga C.D.Block. While analyzing the cause of these high and low survival rates between these two villages it is found that village Thakurduba claims high literacy level in both general literacy and in female literacy with the literacy rate of 61.06% and 52.47% respectively. On the contrary, village Majorchar of Chenga Block is in the poor state in respect of literacy level with 22.46% and 14.19% for literacy and female literacy level respectively.

17) Highest girl Survival Rate of 100% is found in Mukuldang II village of Kachugaon Block followed by Thakurduba of Mayong Block with 86%; while
the lowest girl Survival Rate of 31% is found in Chenglidia village of Chenga C.D.Block. Mukuldang II is placed in the highest position among the sample villages of Kachugaon Block in terms of general literacy and female literacy levels. This high level literacy may be the cause of high girl’s survival rate in both the Mukuldang II of Kachugaon and Thakurduba of Mayong Blocks. At Block level, the lowest survival rate has been found 55% in Chenga Block. Likewise in the village level also, it is found at a rate of 31% for girl’s survival rate in Chenglidia village. The reason for low survival rate in Chenga is the harsh socio-economic environment and poor parental education where mothers are mostly illiterate.

18) In Grade I highest boy girl ratio of 4.5 is found in Nilbari village in the Tea Labour Community represented Block Behali indicating poor girl’s Enrolment; while the lowest ratio is found in Mayong Block. The cause of low girl’s Enrolment in Behali may be the ignorance of parents. Illiterate parents have a wrong notion in their minds that educating girls is of no use as they think that daughters are made only for household works.

19) In the last part of the primary schooling, i.e. Grade IV, boy girl ratio is found up to 3.6 in Chenga Block represented by Char Community indicating very low girl enrolment as well as survival rate compared to the other selected Blocks. The reason for this high boy-girl ratio may be the engagement of girls in household activities when their parents are busy in the agricultural fields or regular labour work for livelihood.

20) In the performance level test both in Grade II and in Grade IV irrespective of the Mathematics and Language Knowledge, Mayong have performed much better compared to the other three Blocks, namely Behali, Chenga and Kachugaon. In contrast, Behali and Chenga have shown very poor performance in both the Grades in the concerned subjects. The reasons of poor performance in Behali and Chenga are poor state of parental education, lack of help availed at home in study, poor household amenities, engagement of child in household works instead of sending them to school and very low female literacy level in the areas.

21) In difficulty level test, the sample villages of Mayong show better performance in both Grade II and Grade IV followed by the villages of Kachugaon C.D. Block. With a substantial number of questions achieving ‘not difficult’ and
‘somewhat difficult’ levels, Mayong has topped in the difficulty level test performance. Again, the performance in difficulty level test of the sample villages of Behali and Chenga Blocks are found very low, where most of the questions have achieved either ‘very difficult’ or ‘somewhat difficult’ level. The reasons may be the low literacy rate among the parents, poor home environment, poor facilities of Teaching Learning Materials and the medium of instruction.

22) The multiple comparisons of variations among the Blocks with respect to Grade and subject, score have been carried on with Analysis of Variance Test. In the analysis of variations it reveals that there is significant difference in mean score of Numerical knowledge and Language Knowledge of Grade II students between the villages of different C.D Blocks. Again, in case of Grade IV too, significant variations both in Mathematics and Language Knowledge score between the sample villages of different C.D.Blocks are found. Behali differs significantly from Kachugaon and Mayong in respect of both Numerical Knowledge and Language Knowledge score. But Behali does not differ from Chenga. Again Chenga differs significantly from Kachugaon and Mayong but does not differ from Behali in respect of Numerical Knowledge and Language Knowledge score. From the aforesaid analysis, it is observed that the variations of score irrespective of Grade and subject are found to be not significant between Behali and Chenga. The mean score of both Numerical Knowledge and Language Knowledge are relatively low in Behali and Chenga and the situation may be related to their similarity in low literacy and low female literacy level. It is clearly revealed from the analysis that Char Community dominated villages and Tea Labour Community dominated villages belong to a relatively lower status as compared to Scheduled Tribe and Scheduled Caste dominated Villages.

23) Among the 12 sample villages, only two pre-primary schools in the villages of Thakurduba and Kholonibil of Mayong C.D. Block. The rest of the villages of other selected Blocks are running without pre-primary schools. Here, the positive impacts of the presence of pre-primary schools are felt as significant. It is found that the Net Enrolment Ratio, Survival Rate, Gender Parity Index in Enrolment and the achievement level of the students of Mayong Block are found to be satisfactory compared to the other Blocks.
24) In respect of availability of infrastructural facilities in schools, Behali Block have secured the highest score of 400 against an expected score of 720, while Behali and Chenga Blocks have secured only 340 and 360 respectively. Availability of infrastructural facilities in schools plays a significant role in determining the Enrolment and the achievement level of the students. The poor state of infrastructural facilities in the schools of Behali and Chenga Blocks affects the students’ performance and survival rate which are found to at very low compared to the other selected Blocks. The correlations between infrastructural facilities and achievement level of Grade II Numerical Knowledge score and between infrastructural facilities and Language knowledge score are found to be \( r = 0.763 \) at 0.01 % level of significance and \( r = 0.729 \) at 0.01% level of significance respectively indicating significant correlation. Again, the correlations between infrastructural facilities and Grade IV Mathematics score and between infrastructural facilities and Grade IV Language Knowledge score are found to be \( r = 0.803 \) at 0.01 % level of significance and \( r = 0.830 \) at 0.01 % level of significance respectively indicating significant correlation. Again, the correlation between infrastructural facilities and survival rate in the sample villages is found to be \( r = 0.272 \) indicating positive correlation.

25) Correlation analyses between the availability of TLM Facilities in the schools and the students’ achievement level and also between TLM Facilities and survival rate of the sample schools have been worked out for all the C.D.Blocks. The correlations between TLM Facilities and Grade II Numerical Knowledge score and between TLM Facilities and Grade II Language Knowledge score are found to be \( r = 0.396 \) and \( r = 0.420 \) indicating positive correlation. Again, the correlation between Teaching Learning Materials Facilities and survival rate is found to be \( r = 0.482 \) indicating a positive correlation.

26) Correlation analyses between Health and Hygiene Facilities and the achievement level of the students and also between health and hygiene facilities and survival rate for the sample schools have been worked out. The correlations between health and hygiene facilities and Grade II Numerical Knowledge score and between health and hygiene facilities and Grade II Language Knowledge score are found to be \( r=0.170 \) and \( r = 0.324 \) respectively indicating positive
relation. Again, the correlations between health and hygiene facilities and the Grade IV Mathematics score and between health and hygiene facilities and Grade IV Language Knowledge score are found to be $r=0.297$ and $r = 0.249$ respectively indicating positive correlation. While the correlation between health and hygiene facilities and survival rate of the students is found to be $r=0.554087$ signifying positive correlation. Thus, it can be stated that improvement in Health and Hygiene Facilities of the schools can influence towards higher survival rate considerably.

27) Correlation analyses between Co-curricular activities and achievement level of the students and between Co-curricular activities and survival rate for the sample schools have been worked out for all the sample villages of the selected C.D Blocks. The correlations between Co-curricular activities and Grade II Numerical Knowledge score and between Co-curricular activities and Grade II Language Knowledge score are found to be $r = 0.390$ and $r = 0.485$ respectively indicating positive correlation. Again, the correlations between Co-curricular activities and Grade IV Mathematics score and between Co-curricular activities and Grade IV Language Knowledge score are found to be $r = 0.449$ and $r = 0.459$ respectively indicating positive correlation. While the correlation between co-curricular activities and survival rate is found to be $r = 0.547$. Thus, it can be concluded that availability of Co-curricular Facilities in the schools will motivate the children towards study and thereby increasing the survival rate.

28) Correlation analyses between teacher’s qualifications and survival rate have been worked out. The correlation between teacher’s qualifications and survival rate is found to be $r = 0.247$. Thus, it can be concluded that teachers’ qualifications play a positive role in increasing the survival rate.

29) Correlation analyses between Teacher’s Professional Training and student’s achievement level and between Teacher’s Professional Training and survival rate for the sample schools have been worked out for all the schools. The correlations between Teacher’s Professional Training and Grade IV Mathematics score and between Teacher’s Professional Training and Grade IV Language Knowledge score are found to be $r =0.435$ and $r=0.464$ respectively indicating positive correlation. While the correlation between Teacher’s Professional Training and survival rate is found to be $r = 0.608$ at 0.05% level.
of significance. Thus, it can be concluded that Teachers’ Professional Training plays an effective role in the achievement level and the survival rate of the students.

30) Correlation analyses between Teacher’s attendance and achievement level and between Teacher’s attendance and survival rate have been worked out. The correlation between the Teacher’s attendance and the Grade IV Mathematics score and between the Teacher’s attendance and the Grade IV Language Knowledge score are found to be $r = 0.785$ at 0.01% level of significance and $r = 0.771$ at 0.01% level of significance indicating significant positive correlation. While the correlation between Teacher’s attendance and survival rate is found to be $r = 0.508$ indicating positive correlation. Again, the correlations between the factor individual attention given in solving problems and Grade II Numerical Knowledge and also between the factor individual attention given in solving problems and Grade II Language Knowledge are found to be $r = 0.266$ and $r = 0.359$ respectively indicating positive correlation. Again, the correlations between individual attention given in solving problems and survival rate is found to be $r=0.748$ at 0.01% level of significance indicating significant positive correlation. Here the correlation between class work assignment duly checked and the score of Grade II Numerical Knowledge and also between class work assignment duly checked and Grade II Language Knowledge are found to be $r=0.279$ and $r=0.379$ respectively indicating positive correlation. In addition, the correlation between class work assignment duly checked and the survival rate is found to be $r =0.672$ at 0.01% level of significance indicating significant relation.

31) Correlation analyses between the homework duly corrected and the achievement level of the students and between homework duly corrected and survival rate have been worked out. The correlations between homework duly corrected and Grade II Numerical Knowledge score and again between homework duly corrected and Grade II Language Knowledge score are found to be $r =0.133$ and $r=0.312$ respectively signifying again positive correlation. Again, the correlation between the homework duly corrected and Grade IV Mathematics score and between the homework duly corrected and Grade IV Language Knowledge score are found to be $r =0.280$ and $r = 0.144$ respectively signifying positive
While the correlation between the homework duly corrected and survival rate is found to be $r=0.506$ indicating positive correlation.

32) Correlation analyses between the help availed at home in study and the achievement level of the students has been worked out. The correlation between the help availed at home in study and Grade II Numerical Knowledge score and the correlation between the help availed at home in study and Grade II Language Knowledge score are found to be $r = 0.868$ and $r = 0.883$ at 0.01% level of significance indicating significant positive correlation. Again, the correlation between the help availed at home in study and Grade IV Mathematics score and the correlation between the help availed at home in study and Grade IV Language Knowledge score are found to be $r = 0.472$ and $r = 0.497$ indicating significant positive correlation.

33) The correlations between household assets and Grade II Numerical Knowledge score and between household assets and Grade II Language Knowledge score are found to be $r = 0.364$ and $r = 0.488$ respectively indicating positive correlation. In case of Grade IV also, it is found positive correlation. While the correlation between household assets and students’ survival rate is found to be $r = 0.822$ at 0.01% level of significance indicating significant correlation.

34) Correlation analyses between the household income and the students’ achievement level and between parental educations and student’s achievement level have been worked out. The correlations between household income and Grade IV Mathematics score and between household income and Grade IV Language Knowledge score are found to be $r = 0.567$ and $r = 0.564$ respectively indicating positive correlation. Likewise, correlation between survival rate and household income is found to be $r = 0.694$ at 0.05 per cent level of significance indicating again a significant correlation. The correlations between father’s educations and Grade II Numerical Knowledge score and between father’s educations and Grade II Language score are found to be $r = 0.549$ and $r = 0.641$ at 0.05% level of significance respectively indicating significant positive correlation. Likewise, the correlation between father’s educations and Grade IV Mathematics score and between father’s educations and Grade IV Language score are found to be $r = 0.608$ at 0.05% level of significance and $r = 0.613$ at 0.05% level of significance respectively indicating a significant positive
correlation. Likewise, the correlation between mother’s educations and Grade IV Mathematics score and between mother’s educations and Grade IV Language score are also found to be significant correlation. Again, the correlation between father’s educations and survival rate and between mother’s educations and survival rate are found to be $r = 0.661$ at 0.05% level of significance and $r = 0.643$ at 0.05% level of significance indicating significant correlation. Thus, the parental education has a positive impact on the performance level and the survival rate of the students.

The most essential parameters by way of which the educational scenario can be measured are enrollment, achievement level, survival rate and the like. These parameters are greatly influenced by a number of governing factors such as infrastructural facilities, teaching-learning materials, quality and quantity of teachers, co-curricular activities, health and hygiene facilities of the schools, guidance or help availed at home etc. So, to bring about an overall improvement to this educational environment, an integrated and co-ordinated approach is exceedingly necessary. The school should be equipped with modern amenities so that the children develop an interest towards learning. Another important aspect of these facilities is co-curricular activities which is effective in physical education. In some section of the societies, still there are some prejudices regarding girls’ education. Evidently, parental education plays a crucial role in children education in general and girls’ education in particular. The most vital pillar upon which the educational edifice is built is the teachers. That is why, teachers’ qualifications, trainings and above all the commitments are taken into considerations that impact the students significantly in moulding their lives. So, all these aforesaid factors should be improved to an expected level to initiate a desired change. This process, in turn, will develop the enrollment, achievement level, survival rate etc. High proliferation of private schools has a negative impact on the welfare approach of Education For All. So, private schools can never be a solution to bring about qualitative change of primary education. Therefore, Government, Non Government organizations should take proactive steps to bring about a positive change on all fronts.

In the calculation of Education For All Development Index (EDI) four parameters were adopted in the UNESCO’s report, but the present exercise
could consider only three of the selected parameters. Limitation in study is felt in Enrolment analysis where trend is shown based on four years only as organized data was not available at schools for long duration. The sample size being a limited one gives us a more academic essence rather than an applied one. More scientific in-depth research may be oriented for generating enrolment data for a long span of time. There is enough scope to carry out future research with broader dimension for the enhancement of the applied significance.