SUMMARY

After all this part is a synoptic version of the work, arranged in different chapters. Naturally neither the total information, nor the micro-details of the result can be accommodated here. But all cares have been taken so that the salient features are neither excluded nor dropped. In dealing with the introduction, the reason for the selection of this research topic has been explained. In course of the same, the necessities have been highlighted. It is to be noted that education is as old as human culture, though not in specific terms, rather education as exposure and learning process is of informal nature. Formal education emerged much later, practically in very recent times. India as a nation with its own cultural identities was provided by a form of formal education. It was continued through modifications and changes pointing to development. During the same course, in accordance with historicity, this country was encountered with a number of invasions. The conquerors tried to impose their system of education. The final invasion was made by the English and in a very methodical way, system of education with rules and regulations was framed. This was continued with accelerated improvement till the independence of India. The same system is not only efficient but also practical. In the total education system, Primary Education was never on the low key. With regard to Primary Education, the curriculum was framed, schools were set up, examination system was enforced and such other allied activities were taken into consideration. After
independence no spectacular change has been made except a few amendments and alterations. Whatever be the critical assessment on Indian education system transplanted by the English, it is convenient, orderly and favourable, both in terms of policy matter and operation.

Despite the above condition, minor changes were made in accordance with the prevailing need. But such changes are not very conspicuous. In recent times, in 1981, a revolutionary change took place in Primary Education, emphasizing on the change of curriculum, abolition of examination and exclusion of English as a subject. This particular policy was implemented almost all on a sudden. There were many arguments and counter arguments in favour and against such changes. This particular feature has been taken as the key problem and it was worked out with data from various sources.

Primary Education, in West Bengal, has been dealt in comprehensive form. In such description as one moves backward, the availability of information decreases. This particular constraint can hardly be overcome. However, Primary Education system in West Bengal has been juxtaposed with its centre in the city of Calcutta. It may be noted that the condition in West Bengal, or even former Bengal, vis-a-vis the city of Calcutta is different from each other. Calcutta being the capital of West Bengal with the presence of urban traits have some special
characters. These include population, both in number and density, the hierarchical structure of different economic class and caste system, the concentration of different ethno-economic types etc. Primary education is somewhat full-fledged, of course, with complications, both in structure and function. The total scenario has been presented as the backdrop of the work.

Problem and Methodology are included in the third chapter. The problem has been explained and elaborated in two forms, one is the central focus and the other comprises the periphery in which sub-problems are dealt with. In pointed form the focal problem may be expressed as the comparative assessment of Primary Education systems in West Bengal - before 1981 and from 1981, which may be considered as old or early and new or present systems. Such comparisons are neither in blanket forms nor specified covering all the points. A compromising or compensatory model has been developed for bringing about the comparison of the two above mentioned systems with regard to schools, teachers, curriculum, students and guardians. These issues are placed in the orbit centering round the comparative evaluation and have been treated as sub-problems. Like other research works, in the present case, in coping with the problem research methodology has been developed. In cases some methods and techniques are available and at the same time some additional methods and techniques have also been developed. The methods, with the inclusion of technique, have been applied with the collection of data, its analysis and in
interpreting the results. Within the fold of methodology, provi-
sions have been made for incorporation of qualitative and
quantitative data.

Primary school constitutes the next or fourth chapter. All
Primary schools are not same in structural - functional sense.
Rather a classification may be made for the necessary treatment.
On the basis of a number of attributes it has been found out
that the school types constitute Missionary, Private, Government,
Government-aided including D.A. aided and Calcutta Municipal
Corporation (CMC). All these types are different with regard
to administration, micro-system of education and above all the
category of student's population. It has been observed that the
school typology is correlated with socio-economic class structure
of student's guardians in respective schools. The students them-
sonselves are also concerned with such class structure, nascent in
the early level and slightly marked at a later level. The impact
of this structure is made by the guardians on the one hand and
the school complex on the other.

Chapter five deals with teachers including teaching. For
the purpose of proper understanding, social, economic,
educational and cultural characters of the teachers have been
taken into consideration. The data also indicates that there
are correlations between the characters either individual or the
assemblage and the school types. The gradation of the quality of teaching largely depends on the type of schools with which the teachers are associated. Teaching aids are not always present in all schools. In some schools these are devoid of, in some other schools these are present but seldom used and in few schools teaching aids are present and those items are properly utilised. Teaching aids are directly related to the mode and quality of teaching. In finding out the quality of teacher, the major features are academic qualification, service condition, scale of pay and teaching load. The attitude of the teachers have also been explored with regard to the new system of Primary Education. Of course, with specific points connected with the change in curriculum, abolition of examination system and exclusion of English language for the purpose of avoiding complications, a three fold scale has been used as high, medium, low and the fourth one of non compatibility. From the data it is observed that majority of the teachers are unconcerned with those changes. A few of them are concerned but not in active form. In fact active participation and operation either against or in favour of such change is seldom met with.

Chapter six, entitled curriculum, is one of the primary foci, because an overall change has been brought about in this sector. There are two facts of curriculum, 'old' and 'new'. For the purpose of scanning the curriculum in intensive details, the related constituents have been taken into consideration. These are the text books, the content parts of the same, the style of
expression, the bio-data of the authors, the subjects etc. All these components have been compared between 'old' and 'new' curriculum. Thereby it appears that the 'old curriculum was much more meaningful and so also useful than the new counterpart. In the same scheme the duration of class hours in the scale of daily, weekly and yearly have been computed. In 'new' curriculum time duration of school class hours is variable in terms of the grades. Students of Class I spend a relatively lesser time than the students of Class V. At the same time, the so called need based and social objective components have been included. This is not only relevant but appears to be meaningless. Finally, the question arises why this 'new' curriculum has been formulated? With much exploration, it is found that there is no positive answer.

Students comprise the content of chapter VII. In this summary part instead of presenting the figures, the contour has been attempted to include. Primary students are spread in five classes, Classes I – V. As per the provision, the age-group of the total Primary Student population is between 6+ and 10+ years, though deflections are not altogether absent. Students of higher age-group crossing the range by 4 – 5 years for respective classes are not absent in the so called low-grade schools, specially CMC schools. The trend of student population shows a pyramidal
structure, more students in the lower level and less students on the upper level. The gradient is steep and gentle in case of better schools and ordinary schools respectively. Education being free, hardly any attention is paid on this problem in ordinary schools. In Missionary and Private schools, the same trend is found in a very feeble manner and to accommodate the same, the number of sections in each class is not constant but gradually decreasing from lower to higher level. Unlike, in secondary school education, at the Primary level, the condition is more democratic and children of majority of the families, irrespective of any difference attend Primary schools. It is to be pointed out that, earlier education was not for all due to economic constraint. When education, specially Primary education was made free, no significant change in the growth rate has been observed. Slight growth may be explained as a consequence of the growth of population. On the other hand, in better schools, which are not free, rather expensive, the demand for admission is too acute. Children may only be admitted in the earliest level i.e. Class I. In the later level there is no scope because the students of the same school are promoted from lower to higher classes. With regard to the demand, a casual estimate shows that the ratio
between demand and success is 100:1, if not more. In these schools, the above noted three major changes have not been incorporated. As a result, within the same state and under the same Government, there are two rules or rules and anti-rules. For a number of reasons, like non-sociability, materialistic attitude, lack of work culture, there is hardly any relationship between teacher and student in the Primary level. In this case neither exception nor change is found in any of these schools hardly and they differ from one another.

Guardians have been taken into account in chapter eight. Among them, information have been pulled on different aspects like economy, education, culture. These three points are the basic units. It has been found that there is direct relationship among education and economy, though exceptions are not altogether absent. In the same way, the relationship is there between education and culture on the one hand and culture and economy on the other. In all cases, deviations of course of lesser number, are likely to be present. As a matter of fact, there are guardians or families with higher education, better economic condition and elevated cultural level. Similarly, guardians with low level economy, education and culture are also present. These two are the extreme points and between the two poles,
there are other categories of guardians. On the whole, the first kind of guardians with complete homogeneity in positive form are relatively less and the just opposite form of guardians are more. The number of such category of guardians are placed within the normal curve. The attitude of the guardians has been attempted to find out with regard to their wards and the schools in which their wards are studying and the teachers of the same school. In fact, in majority of the cases, the guardians are unconcerned except in very few cases which are difficult to identity. It may be stated that compared to fathers, at least outwardly, mothers show a kind of interest to their respective wards.

The penultimate chapter is an endeavour for making evaluation and in such cases selected nature of data have been compared in bivariate forms. As a matter of fact, it is found that not a single factor has its independent presence. Rather, each particular character is influencing and being influenced by other characters. After all, the total network in the sector of Primary Education comprising all the constituents form a complex and complicated network. From the quantitative and qualitative forms of data and results, it appears that the central point is economy. The change
of progressive manner in education and its dissemination may be accounted for in terms of economic development. In the same context, growth of education is observed with which progressive change in other spheres are coming into existence.

Despite an accelerated change in the society responsible for changes brought about a spontaneously and in an induced manner, the 'new' curriculum has failed to play any positive role. It may be said that instead of accelerating the progress, the abrupt and meaningless change in the curriculum, abolition of examination and exclusion of English language have acted as hindrances. The curriculum does not show any logic for its change. Automatic promotion instead of examination is affecting the personality structure of the children. They are lacking the speed of competition and also adjustment with the environment. Exclusion of English from the Primary level is making an isolation in terms of communication not only abroad but also in the national level. The dirth - due to exclusion of English in the Primary level cannot be compensated later and thereby the deficiency in language and communication and above all ininteracting relationship can never be compensated.

Conclusion

For any work, the Primary aim is to get the result and the ultimate objective is to find out the conclusion. Prior to
arriving at the conclusion, it is necessary to point out for what this work was selected and carried out. Not only the worker but the people at large specially of West Bengal, witnessed a sudden and abrupt change in the policy matter of Primary Education. The basis change constitutes redrafting of the syllabus, dissolution of examination system for promotion in the school class level and extirpation of English as language from Primary Education. Even after proper methodical and exhaustive search the reason for such catabolic change has not been found to the worker's satisfaction. Obviously, an enquiry emerges why the shift has been made. As the reason or objective is not recorded, it is useless to pinpoint any. Under the circumstance, it is better to set the issue aside.

Even then it is necessary to find out and estimate the effect of the same. When a change has been made, prior to that, there was a state of affairs of which the changes have been brought about. In the present case, we have the earlier curriculum to be compared with the existing or new curriculum of Primary Education. It is hard to explain why such a basic alteration failed to evoke much reaction in the society. After all Primary Education is rightly considered as the basic foundation of education, and in case of its failure the collapse of the total system of education is likely to follow. With a view to understanding the social awareness,
some additional data have been sought for specially from the persons who are directly involved with Primary Education. There are students, teachers and guardians. The students are too young for understanding the pros and cons of the changes brought in. At the same time they are the principle constituents in the matrix of Primary Education. In view of the same, they have been included. The reasons for the inclusion of teachers of the Primary level of education and guardians of the Primary students do not require to be explained. In addition to the same, Primary Education is in action through an institution, ie., the school. Naturally, the major focus is laid on the areas of students, teachers, guardians, schools and curriculum. In the same frame of reference, the derived conclusions are presented here in a holistic manner.

Without going into the great details of the history of Primary Education in the area, now known as West Bengal, it may be noted that prior to 1981, Primary Education had been consistently exhibiting a graphical upward trend of expansion. And among the educated population of the area, the bulk population had their training within the fold of old curriculum. The cut off point in this context in terms of age, here is 23 years, meaning thereby people from 23 years to lower down are expected to be educated within the frame of new syllabus. On the basis of this fundamental observation, it appears that practically
none of them have entered into the fold of social responsibility through occupation. People from all walks of life as teachers, Doctors, Engineers, Lawyers, Scientists, Technologists, Businessman and such other professionals are the age range of 25 years. All of this range had their Primary Education according to old curriculum. In fact from 1981 onwards there beginning with the Primary Education according to new curriculum, are yet continuing education in the higher level as students. Naturally, no apprehension can be made with regard to their future contribution in the respective fields mentioned above,

Such a generalisation has a very significant variable aspect to be carefully looked into which is a pointer to the fact that better schools like Missionary and Private schools are educating the students of Primary level in the traditional form, that is, as par the old syllabus. Almost in all cases, most of the students of such schools are making furtherance following the path of higher education. This means that among students of Primary level, there are two groups, one who are studying not in accordance with new syllabus and do not belong to free education, and others following the new syllabus studying free in schools. In between these two major groups, there is an interphase consisting of Government Schools. The number of such schools are least. Naturally student population who have undergone through Primary Education in Government schools form the minimum. In Government schools, education is
free and officially the 'new' curriculum is followed. To substantiate the placement of this intermediate group of students, information and data on the guardians of those students have indicated interesting results. The makeup of those guardians are at par with the majority of the guardians of Missionary and Private schools. As a matter of fact, though these students belong to interphase category but they may be characteristically equated with the students of Missionary and Private schools.

After independence, Primary Education exhibited a continuous growth rate in number of schools except Government schools. Government aided schools however marked the highest incidence. Number of Missionary and Private schools during the same period also increased although not comparable with the Government aided schools but containing much larger roll strength of the students, specially in the Primary level. On the basis of concrete data, it is found that in one of the reputed Private schools, in the Primary level, the number of students exceed ten thousand distributed in twelve sections per class conducted in at least two shifts. On the basis of such figures, the number of students in Private and Missionary schools cannot be judged simply on the basis of number of schools.

In Missionary and Private schools, the 'new' curricula
is not adhered to. Examination system is strongly prevalent and teaching-learning English is compulsory apart from being the medium of instruction. Textbooks, teaching, examination even conversation and other kind of communication are all only in English. Students of these schools are high achievers free from drop out entering into the fold of higher education.

Though the guardians of the students of Primary Education appear to be reluctant in airing free expression of their reaction on the imposition of new curriculum and associated changes, but their motivations and operations clearly indicate that they have positive bias for old curriculum, examination system and inclusion of English. This is conspicuously observed when there is the highest priority and also the desire to admit the wards in Missionary and Private schools. Applicants who are refused admission turn to be left over and prefer to try for their admission in Government and Government aided schools. Such allurement of the guardians for Private and Missionary schools is associated with somewhat exorbitant educational expenses which include tuition fees and several other fees. In addition, the fees in coaching and private tuitions cost much higher than those of students of ordinary schools. The teachers outside the school who are involved in coaching or private tuitions belong to a different category. Despite all these factors, the demand for admission in Missionary and Private schools is increasing. The teachers of these schools do not
have any reactions with the new curriculum and other changes because they are in no way involved with the new system of Primary Education.

The teachers of Government aided and CMC Primary schools are tuned with new curriculum. In such case the labour input is less because there is no class for English and at the same time the load of examination being eradicated provides a good deal of relief. May be also for political reason, they are reluctant with the 'new' curriculum and associate systems. Among the students, equality is at the cross-road specially between the two groups of Private and Missionary schools on the one hand and of Government aided schools on the other. Each group has its own identity and frame of reference. This is further elevated due to the influence of the respective types of schools and the class structure of the concerned guardians.

An overall study of this research work tends to direct the worker towards certain suggestive formulations relevant to the problem undertaken. From the data collected through sampled questionnaires and interviews covering cross sectional populace related to Primary education in direct and indirect ways, the worker became increasingly aware of some reaction-trends of critical nature in response to issues arising out of the 'new' system. These, she feels, need be
accommodated in the conclusive part of this work, although not as conclusive suggestions but in the form of veiled pointers or clues for consideration by all to whom these may concern.

First comes in priority order the banishment of teaching-learning of English from the Primary stage as a shocking change creating thereby a number of serious side-effects. This change is held quite abrupt and hasty as other factors remained unchanged. At the Pre-Primary level English dominated the scene and at the Secondary - Higher Secondary levels English was retained. A vacuum was created in-between at the very first formal stage of education the harmful effects of which started being felt in no time. As reaction - ante proneness to English and English medium institutions became more and more pronounced which ultimately led to the creation of class-distinction in Primary education. The inherent failure of this new venture has been admitted even by the recently published Asok Mitra Commission instituted by the Govt. of West Bengal and in recognition of which the Govt. has late decided to re-introduce the teaching of English from Class V. This face-saving compromise formula again seems to exhibit a hasty retreat lacking any principled approach. According to this worker an unbiased assessment of the total position in its proper situational perspective need be undertaken at the earliest with a follow up programme ensuring expert opinion and counselling from all concerned. Dissenting notes of the Mitra Commission members certainly deserve serious consideration.
Second significant major change in the new Primary Education is the abolition of examination cum promotion system yielding place to continuous evaluation and automatic promotion. The worker's observed data reveals a dismal picture of total non-implementation of the highly landable suggested device for obvious practical limitations. The time-tested traditional system was most unceremoniously shown the exit without the proposed replacement being given effect creating thereby heretoo another vacuum. This became responsible for dragging the quality and standard of Primary education down to an abysmal low. 'Sick' Primary students posed serious problem for secondary education diluting its quality and standard as well. Gathering reaction-momentum centering round this issue has of late found its manifestation in the form of an organized popular venture of holding a Final Public Primary Examination evoking popular response. A fresh look into this problematic issue with an open mind may not be uncalled for and too early.

The third pointer arising out of this work is an infrastructural one on the proper workability of which education of any stage and system remains dependant for its success or failure. It is revealed from this work that the infrastructure of Primary education in the state suffers from may inadequacies failing to provide even minimum requirements such as school building, accommodation, teaching equipments, and
furniture, minimum number of teachers, hygienic amenities and the like. The basic question abegging here is whether any curricular change in a big way is desirable and feasible without a prior handling of the infrastructural lacuna. This is quite relevant a poser to be taken note of in reference to this work.

It is suggested that a full scale survey is to be conducted on the system of Primary Education with the inclusion of the important components as school, teacher, student, guardian. In framing the syllabus, the concept is to be framed on the basis of relevant need. On the basis of data and results thereof, a draft scheme is to be made. In accordance with the same, a few tests are to be carried out as experiments. If the results are successful, only then the operation is to be carried out on a broad scale. This is to be kept in mind that education specially in the Primary level, must be open without any division based on any factor.