PROBLEM AND METHODOLOGY
ON PROBLEM AND METHODS

In any work, specially in research pursuits, the problem may be taken as the basic core. Prior to initiation of any research work the selection of the problem, i.e. topic, is essential. In selection exercise there are a number of criteria. At the very beginning it may be enquired about the reason for selecting the problem and there must be answers with proper justification. In pursuing the work, of course on the basis of a hypothesis, there should be the net result. Between the hypothesis and the result there are a number of stages. First, the hypothesis is to be tested for which information and data are the only essential materials of relevance. The next stage is concerned with the collection of appropriate data and information. The area for the collection of data must be provided with potentiality at least of a standardised expectation. At the same time the credibility of the researcher can never be underestimated. In works like this a great part of the data is collected from the population. In majority of the circumstances, the population is heterogenous. This incompatibility ensures the topic for the purpose of research actions. It may be said that the researcher's job is to collect the data which are laid within the population and if the population, specially the informants are not favourable, data collection turns to be a greater problem. In situation of this nature the character of the population is to be estimated.

With regard to the selection of the problem the areal dimension and the required depth of information are to be taken into account with a view to finding out the basic limitation. Without such
concrete framework the problem may turn unmanageable and perhaps 
unending. Within an area and the population therein surfeit of 
information and data are set. The data of real necessity are to be 
identified. In pursuing the research activities there must be a 
close watch on the nature of compatibility between the problem and 
result at different stages. Such exercise will be helpful for the 
purpose of divergence instead of convergent plan. The above noted 
issues may be taken as prelude to present the problem in useful 
form and meaningful way. Herein it is to be noted that the problem 
will be of ample use if the tangible methods are present, either 
already available or to be made to emerge. Otherwise the problem 
will simply retain as a problem without the minimum change towards 
solution.

PROBLEM PROPER

In the present undertaking attempts have been made to focus 
the problem. The basic problem lies in the total system of educa-
tion in the Primary level. At present the word 'Primary' does not 
really connote the first stage. Initiation or formal education 
specially in urban area is always made at an earlier age. In the 
same arena there are structure, contents and method. This form of 
pre-Primary education was not inogue earlier. In majority of the 
cases the total time span is for three years.

The reason for proper operation of pre-Primary education may 
be explained in terms of existing need. The Primary level starts 
from the age of 5+ years. As a result there is preceeding stage 
during which the children are to be engaged. For dearth of stan-
dard schools with Primary level, admission has turned to be difficult and competitive. It is thought of that the pre-Primary level training may bring out security measure for admission. In urban life, specially in the families where education to children is essential, the setup is provided with fast living style. In cases, for economic reasons, all or most of the adult members of the family are engaged in various occupations.

Again for break-down of joint families, in simple nuclear family, looking after the children appears to be a big problem. In such circumstance sending the children to school is a great relief. The condition is being exploited to a great extent by the institutions in which the fees are exhorbitant. There are some conveniences or positive sides of the pre-Primary levels of education. As the basic lessons are already known to the children in the lowest stage of Primary level, the beginning may be made from a relatively advanced phase. As a matter of fact, in the theoretical sense the Primary level of education is standardised in nature. A problem comes in when the students of Primary level education are compared between urban and rural locales. There is an appreciable shortfall in the rural condition.

With regard to Primary Education at the initial stage any compact and universal syllabus was devoid of. This lacuna was compensated by the text books, not many in number. The above system was continued for a long period of time and after independence proper heed was paid to Primary Education. In the ideological view-point there was a good deal of rationality or logistic but in the operational part irrationality came in with conspicuous distin-
tion on the basis of differentiation in locality, economic discrepancy, cultural distance and above all the school typology.

Primary level of education was set with preliminary information and knowledge on literature, primary alphabets, spelling, construction and composition. The other constituents are basic Mathematics and cursory expositions on Natural and Life Sciences. For long-drawn British rule English was compulsory in informal sense, in the pre-Primary level and formal inclusion of English was made from the Primary level.

Much later, in recent times, without proper aim and any basic data a policy was framed with two main operational objectives. One, exclusion of English from the Primary level and the other the abolition of the system of examination. Nowhere appropriate explanation in favour of the same was given. As the policy was framed by the State Government, the operation part was compulsive in nature and thereby two major deficiencies came into being. When English was ruled out from the Primary level the systematic change in the Secondary level of education specially on English, was not given the least attention. As a result, the deficiency on the language was seldom compensated. For abolition of examination system in the Primary level, seriousness was devoid of. The accumulated pressure made a great impact in the Secondary level giving rise to a situation of chaos. In the background of the above preamble the problem may be visualised in appropriate form. The basic proposition of this work is to estimate the system of Primary Education over a long spectrum of time, covering two major phases. The present one, since its inception in 1981 to recent time, and
the same system prevailing prior to introduction of the new policy in the curriculum development of Primary Education.

As the work is practically pointing to the analysis of the total system, the components of the system will be given proper importance. In case of education, as the present writer thinks is practically a mode of elevation of the individual and finally the group. In case of total literacy vis-a-vis the education, such education is concerned with the mass which is yet to come either in the country or in the State of West Bengal or in the city of Calcutta. However, in such mode of elevation there are some inputs. These are expositions in formal sense with aims and objectives on the one hand and the constituents on the other. In the operational procedure, the inputs are given to the students by the teachers in formally structured institutions or schools. There is a close linkage between students and guardians. Among the latter who have the desire for elevating their wards, they render their energetics to a large extent. It is to be mentioned that either for the schools or for the teachers or for the students and even for the guardians instead of minimum equality or standardised uniformity a good deal of variation is often met with. In the theoretical scheme there should be the ways and means with a view to having a feedback. In reality the minimum scope of feedbacks is often remote. The output is only scanned with formal tests, examinations and achievements in career competitions.

In view of the above premises, the estimation of Primary Education in comparative nature may be understood from similarities and differences between the above mentioned two systems. In such cases there is proper scope to ascertain the inputs and the real
output in return. Because of the State Government policy of revised system of Primary Education, the total impact came as compulsion. There was practically no objection, movement and protest from the teachers. Even the guardians did not pay much attention. As a result a new policy was taken as accepted. It could be noted that moves came out from some individuals and organisation but in course of time the same did not continue, and ultimate cessation took place. On the other hand, existence was there of the new system of Primary Education and variable forms came into being with the students.

The estimation of the total system in comparative manner has been made from different constituents. The details on the same will be discussed in the appropriate chapter on Methodology. For the purpose of objective analysis of the data, the course contents, students' participation, teachers' involvement and guardians' reactions have been worked out in necessary details.

SUB-PROBLEMS

In a problem there are a number of componential units which are the sub-units or sub-problems. Any specific sub-unit is rarely fullfledged by itself. In working with one of such sub-units completion is never achieved and the lacuna retains. The sub-units of a problem of the integrated mass covers the total area of enquiry. In the present undertaking there are a number of sub-units like curriculum, school, guardian, teacher, students etc. The holistic idea about students cannot be acquired without the understanding of other sub-units. For the purpose of clarity the sub-units have been discussed here in specific terms, as far as practicable and possible.
Primary Education is basically a system meant for a group of students who belong to the initial level of formal education. They are expected to be unbiased and fresh without any preconceived notion and idea pertaining to education and the system thereof. The most important task is to formulate the need based curriculum in accordance with the potentiality. On the above basic premises the formulation of the curriculum is to be structured, focusing the aim under consideration. Primary level of education is the formative phase of education and there are two requirements. One, a programme is to be set which may bring out the conveniences for basic necessities of life. This includes a developed form of literacy, basic Arithmetic, understanding of important facets of Nature. Secondly, the training part of Primary Education is to be imparted in such a way so that the linkage with the next level may be made in appropriate form.

The work is primarily concerned with the city of Calcutta which should be similar with the whole of West Bengal from the administrative point of view. The regional language, Bengali, is to be given importance. In the post-Primary or Secondary level, English is compulsory for the sake of language as well as basic science. In such circumstance, English as a language is to be included as a compulsory element. In case of language, specially foreign one, the most basic parts comprise alphabets, composition, grammar and stock of words. This idea was taken proper care of almost throughout from the initiation of Primary Education by the British right up to the implementation of new curriculum in Primary Education. Exclusion of English from the curriculum of recent times may obviously hamper the post-Primary level of education.
Arithmetic comprises number and simple mathematics of addition, subtraction, multiplication and division. These are the basic need. In addition to the same the conversion part from one unit to another cannot be ruled out. In Nature Studies the simplest part is avoided in the modern syllabus thereby the acquaintance and relationship with nature in proximity are neither proper nor intense.

With regard to curriculum the students have hardly any reaction because they do not have any prior information. On the other hand, the teachers of Primary level of education might have some reflections. In the same way the guardians are mostly exposed to different curriculum and they are in a position in making comparative assessment. In fact the teachers and the guardians have their own views with curriculum. This particular aspect has been given due importance.

Between urban and rural Primary students there are distinctions. It is not really known whether a blanket curriculum may be formulated for all or some distinctions are to be made in the curriculum in terms of the area in which the students live as urban or rural areas.

SCHOOLS

It is obvious that for Primary Education the institutions should be Primary schools for the existing need, specially population pressure and dearth of schools. Primary Education is found to be extended either with lower level or upper level or both the levels. In many schools with Primary level the pre-Primary stages are found to be included. In quite a number of high schools the Primary section is present. In the other category of schools,
Primary level is found to exist with preceding pre-Primary and succeeding Secondary stages. The reason for the same may be explained in different ways, both with pros and cons. Without going into the details of the same the necessary discussion have been included here.

Inclusion of the additional level with Primary Education gives rise to increase of students and teacher populations. In cases the ratio between teachers and students are not properly maintained which leads to unmanageable situations. Further, when students are entered in the pre-Primary level of a school with the presence of Primary, Secondary and Higher Secondary stages, the promotion from one level to another is obvious. In the same system any competition appears to be lacking. In similar circumstances, the students are deprived of varietal exposures. It is also felt that staying in a school for about 15 years may hamper the disciplinary measures, greater acquaintance between teacher and students may give rise to personal relationship either favourable or unfavourable.

In school with continuous stages of pre-Primary, Primary and Secondary stages, the level of education vis-a-vis standard of teaching may not be at par. Teacher of a specific discipline are teaching the same topic in different classes thereby the dosage may be lighter or heavier instead of required nature.

These issues, mentioned above, have never been taken care of and the resultant stagnation is found to prevail. Comparative studies on a number of schools with variations may justify the hypothetical problems through tests.
This particular issue turns complicated in case of the present day curriculum system in Primary level. There were two major drawbacks in the existing system. Curriculum of new Primary Education is completely devoid of English whereas in the Secondary level English is a compulsory subject. In the lower stage of Secondary education the teacher is aware of the level and he acts reluctantly on the subjects with the students. This makes restriction on the development and proper standardization of both the students and the course. As the examination has been ruled out from Primary Education problems crop in with the students when they face the examination for the first time in the early part of Secondary Education. On part of the teachers, they work with compassion with their own students. Change in level of education from late Primary to early Secondary stage turns out to be problematic. This is an important area of investigation.

GUARDIANS

In real sense of the term the guardians are the initial teachers in Primary Education. Broadly there are two categories of guardians, with the inclusion of parents, i.e. father and mother and other senior members of the family, either educated or uneducated. In the city of Calcutta the guardians of the Primary students are mostly educated and provided with the minimum qualities to coach and train the wards. Students of such families form a bulk comprising the level upto lower middle class group. Among the lower income group or working class parents are not always educated in minimum level and in such circumstance they cannot render least help to their wards. In the former group with educated guardians there is another basic problem. The guardians constitute only the
parents. Other senior members in the family are seldom present because of drastic change in the family structure giving rise to nuclear family (Kukherjee, 1976; Ramu, 1977).

The composition of the family in terms of number of people has greatly being reduced for the acceptance of family welfare scheme in which economy may be considered as the primary reason. In the age group up to 60 years of the present day middle class population of Calcutta, the number of children is exceedingly minimum. In addition to the above factors the problem of guardians' role in rendering educational help and assistance to their wards have turned absolutely meaningful. This may be explained in terms of economic reason. In many cases both father and mother are employed and thereby time is a great constraint.

In all levels of education, specially in the city of Calcutta, a new tradition has developed. Employment of private tutors and in cases involvement of students into coaching classes have turned to be a status symbol. From case studies it has been revealed that security in class promotion is there with the students who are coached by teachers of the respective schools.

With the advance of modernity in Indian culture, the relationship between parents and children have appreciably been decreased. The family members live under the same roof but their own world of ideas and operations is drastically different from one another. The situation is further marked between two generations.

Children are practically living in isolation, not only within the framework of the society, community and family but the neighbours are also indifferent. In the prevailing situation such isolation has
been accentuated. With the impact of media, specially audio-visual, the role of guardians have been shifted from academics to academic related material aspect as food, dress, materials for school going children, games and toys. In the truest sense of the term the urban children are not living in their own world, instead they are moving in a common world of adults in which the communication is free and frank. It is not unlikely to opine that nowadays children are relatively devoid of emotion, sentiment and above all imagination and inquisitiveness.

From the point of view of schools a standard has been appreciably elevated. As a result there is a conspicuous gap of the students between pre-Primary and Primary levels. The indifferent attitude of guardian is revealed from lack of movement against change in curriculum. Nowhere any justification has been supplied in favour of abolition of examination system and exclusion of English language in the 'new' curriculum. In other words, the silence on the part of the guardians has been taking as the concept in favour of the change of curriculum in Primary level of education. A group of guardians, numerically recessive but financially affluent try their best to put their wards in English medium schools or in Private schools where English has been retained. These students form a privileged group in the level of post-Primary or Secondary education where the standard of English has not been changed. The condition of this sort is difficult to understand in the content of calculation but a comparative evaluation of the result of Madhyamik examination indicates higher percentage of failures in English of rural students. Earlier, it was the duty and obligation on part of guardians to coach their wards. In recent times, as said earlier,
it has been replaced by private tutors and coaching classes. The indifference between guardians and wards have gone to such an extent that the minimum parity between these groups have been scarcely observed. In view of understanding the problem in details, data on guardians and wards who are students of Primary level of education have been corroborated later in the appropriate context.

TEACHERS

In education, specially in Primary levels teachers are acting as prime operators. It is true that there is a good deal of difference between expected operations and the manifestation in reality. All teachers in the Primary schools are not exactly homogenous. Differences are there with regard to gender, age, economy, religion, etc. In addition to such distinctions, further dissimilarities are often observed in connection with the schools i.e. the school typology, with which they are attached. The total behavioural makeup of a person teaching in CMC school abruptly undergoes through appreciable shifts when he is teaching in a Missionary school. It is not due to his overall constitution but the alteration of environment is the triggering force. It has further been observed from the case studies with the application of geneological method that devotion, sincerity and obligation of the Primary teachers have largely been changed from immediately earlier to present generation.

Teaching methods have been improved in recent times with the utilisation of research oriented techniques and scientific teaching aids. Despite this, the utilisation of the same in appropriate form has hardly been seen with the teachers. These ideas are completely lacking in CMC and Government-aided schools. The nascent form of
the same may be present at times in the Government schools. In Private and Missionary schools, some amount of reinforcement is found to occur.

One of the conspicuous landmarks in educational system is on social and interpersonal relationship. Relationship between teachers and students was in existence which is completely lacking in recent times. The other form of social network is between teachers and guardians. It was possible because of locational conveniences. The students' family and the teachers used to live near to schools. This has completely been shattered specially with the establishment of new schools and so also problems of unemployment. Nowadays, neither the teachers, nor the students and guardians are living in the vicinity area of the schools. It is necessary in the Primary level of education the existence of a proximal relationship between the teachers and taught and teachers and guardians.

In the methodological context for the collection of data, there are three phases:
1. From the schools,
2. From the teachers, with the aid of questionnaire,
3. In some cases, interview and direct observation methods have been applied.

As a result both quantitative and qualitative information on teachers have been pooled. In the abovenoted methodological framework, there is ample scope of cross-checking of the data. At this point special attention may be laid on the change in curriculum of Primary Education. It has been observed that the teacher who had been supporting the new curriculum is presenting an opinion of contrast when he is interviewed. There are two more observations.
A considerable number of teachers are not using their own logic against Government policy. Because this may lead to some problems. The other observation indicates that in a number of cases, politicalisation has been infiltrated among the teachers and there is dominance of the ruling party and naturally their policy matters in administration.

Teachers may be known not only from themselves, either individually or in group, but also from the concerned guardians and students. There is seldom any example which illustrate the opinion of the guardians towards a single teacher. Rather an opinion is framed on the teachers as a group. In such cases, there are conjunctions of experiences both of personal and the members of reference groups.

Individual opinion in incipient form is not rare among the students about their teachers. In majority of the cases, such opinions are in a fluid state. Instead of the quality of a teacher in the perspective of teaching, discussions are made on personal and extra-academic activities. These information are carried from schools to homes and the guardians, specially the mothers, pay heed to such secondary information.

The teachers themselves are completely ignorant about the guardians of the respective students. Exceptions are met with in case of students who are associated with the teachers through private tuitions or coaching. The methodology has been framed in such a way that the extensions may be made to different spheres with which the teachers are connected academically or/and on the basis of institutions, directly or indirectly. It may finally be said that the total network
is both complex and complicated. Inspite of such constraints, proper attention has been paid with a view to finding out the appropriate methodology, in an integrated manner.

STUDENTS

Students are the basic core of the present undertaking. Earlier curriculum was imposed to the students and the change of curriculum must have made maximum impact on the students themselves. The present day students do not have any information about their earlier predecessors. As a result no comparison can be made on the students with regard to the change of curriculum. In such situation the guardians are better placed, at least to some extent they had the old curriculum of Primary Education during their studenthood in direct form. In an indirect way the 'new' curriculum of their wards may give some comparative assessment.

In dealing with the students, the primary method applied are interviewing, participants observation method both with the respective students and their guardians. At the same time additional information as data, have been pooled from the respective guardians and the teachers. With a view to understanding the students with 'new' curriculum, a number of major aspects have been given due attention. These are assimilation of the course content, clarification of the concepts, proper understanding, interest oriented motivation etc. It may be noted that among the sampled students some amount of similarities are met with in case of age, overall course work and the studenthood in general. At the same time dissimilarities are there with types of schools, socio-economic
class, preference of medium of instruction etc. In the methodo-
logical aspects, both the similarities and differences have been
taken into account. The methodology has been oriented in such a
way so that both quantitative and qualitative information may be
drawn with a purpose of finding out the differences as well as
commonness. It is to be mentioned that collection of data from
students themselves is indeed a painstaking job. The stress of
the same has greatly wiped out because the issue itself is indeed
fascinating and interesting.

In dealing with the methodology, special precautions have
been made on the students themselves and their age, vis-a-vis,
the class in the school. Students in the level of Primary Education
are between the age group of 6+ and 10+ years. Naturally, the
distinction among the students of class I and V is conspicuous. Any
two successive classes are within the same spectrum. In such condi-
tion, arbitrary groupings have been made. The students of first
group, classes I and II, comprise little kids and the last group,
classes IV and V, is formed of relatively matured students. The
intermediate group, class III, acts as the interphase. This method
was applied on experimental basis to begin with and later when the
results appear to be logical, the same method has been used as a
continuity. The groups are appropriate as revealed from the first hand
data on the basis of experiences, it may be noted that the information
are better and more reliable and stable in group III compared to
unstable and even contradictory information from the sampled
students of group I. For practical reasons, the students of
Group II have not been given much attention rather the students
of this group have been placed as a buffer for distinguishing two groups with a reasonable barrier indicating the limits of both the above noted groups.

In connection with methodology, in the present case, both broad and specific methods and techniques have been presented in comprehensive but brief manner. The micro-methodological aspects have been dealt with in the appropriate context, when necessary, to point out the same.

METHODOLOGY IN GENERAL

Methodology includes the knowledge on methods and techniques and the selection criteria with regard to the problem under consideration. Proper care should be taken so that the application of method, including techniques, may be finalized. In broad sense methodology comprises multiple areas. There is hardly any blanket method which may be applied for all purposes. For all practical purposes methods are largely dependent upon the problem. In view of the same the problem part of the work has been described and discussed earlier in comprehensive manner.

In dealing with methodology, attention is to be laid on the problem. The problem in the present case is related to education and the appropriate methodology from the discipline of education has been scanned and applied. It may be noted that there are some methods which are common to a number of disciplines. This is very much appropriate in the present case. After all education is concerned with a number of components belonging to different groups as students, teachers and guardians. All the above noted constituents
are not only members of the society, of course in a given time and place, but along with the same social norms, values and tradition are closely connected. It is also true that societal change comes into being through time with the impact of a number of factors. In the midst of such change the groups of students, teachers and guardians also pass through changes with variation. On the other hand, the system of education never turns static, rather it is dynamic in all possible ways. In the present work an attempt has been made to understand the change in the sector of Primary Education. The change of this nature is induced, not spontaneous. After all such shift alters the society, specially within its members, more specially among students, teachers and guardians. The change in the curriculum of Primary Education officially came into effect in 1981. Prior to this a long drawn system was very much in vogue. The main points of consideration are the basic change in the curriculum part.

To carry out the work, educational methodology, comprising proper scanning of the curriculum in two phases have been taken into consideration. In connection with the same, justification for change was sought for. For this the need and the demand were explored. After all Primary Education is not an isolate but it is a regular continuity in the education system at least from pre-Primary to post-Primary and Secondary level. It is expected that the continuity of the total system covering three major levels are found to be present in compatible manner. For such purpose methodology pertaining to education was further extended. In dealing with the details, the policy matter on education was examined since its inception though the focal attention was drawn
on recent times. In the same spectrum the relevant historical methodology has been taken into account with the purpose of determination of erudication and of the special characters which are involved with the same.

Despite the system of education of any level the special dimension can seldom be ignored. Within the same system of education a good deal of difference is met with between urban and rural areas. In addition to the same further variations are observed in many sections of special areas. Taking care of all the constituents the universe of the work was fixed. Instead of rural and urban difference, only the urban setting specially in the city of Calcutta has been given importance so that instead of generalisation with superficial work, indepth study may be carried out in specific forms.

The city of Calcutta is provided with not only a huge area but also there are distinctions in terms of special characters of the composite areas within the city. The city is being enlarged through time and simultaneously education is making continuous propagation. There are large number of examples which indicate that the areas which have higher population with large number of Primary schools were away from the city with over density of population and meagre number of schools. The city of Calcutta is provided with such distinctions in different areas. The composite condition can only be viewed through special attention on the area itself.
For the purpose of studying the attributes of the city specially of different areas, a geographical methodology was applied. In view of the same the city of Calcutta has been divided into a number of areas on the basis of genesis and population. In connection with this cartographic methods were applied on the distribution of population in terms of ethnic types, religion, number of schools, population density, even the number of families and the number of Primary students living in each area. The correlation between the number of schools and expected number of Primary students will point out the ratio between the candidate, the students, their opportunities and the number of schools. Geographical methodology is also important in research work on Education for finding out the indications of the class structure, educational background and economic status of the guardians of Primary students. In such case the communication system of teachers and students is of great relevance.

Educational methodology has been applied for making the classification of schools as Government, Government aided, Government D.A. aided, Private, Missionary and Corporation schools. Some types of schools specially Government, Missionary and Private are only present in city areas, not in rural town and in rural areas. With these schools, the educational methodology was further intensified with the scope to survey the students communities belonging to different socio-economic compositions. For pursuing this intricate problem, Sociological and Social Anthropological methodologies have been treated. It is assumed that the different types of schools are provided with the specific nature with which
the features of the guardians of the family is of great use. In slum areas there are distinct types of schools while in the affluent areas of specific nature the issue related to mobility is very much concerned with the type of school on the one hand and the status of guardians on the other. In fact the conjointed effort of social geography has been taken into consideration. The above description on generalised methodology serves the purpose of the background aspect in relation to methodology. In fact, if not total, but the partially relevant broad spectrum of methodology is worth mentioning with a view to selecting the appropriate methods, including techniques to be applied. In recent times methodology, even in social science research, has achieved a stronghold. As a matter of fact the broad canvas on methodological aspect can never be ignored. This consideration on methodology will be helpful to select the relevant methods and techniques in specific terms which is primarily need-based.

METHODS UNDERTAKEN

This part is pointed towards the methodology selected for the purpose of administration to carry out the present work for the purpose of organised action. Undertaken methodology has been spelt out in stagewise manner.

The selection of the topic is not based on haphazard manner, instead of the same the methodological application is conspicuously there. In researches within the domain of social sciences, there are theoretical exercises and practical applications. In the selection of topic, to begin with, a need-oriented proposal was
searched for. In such sector of change of any human activities there are spontaneous and induced changes. Spontaneous changes are incessant in nature and with regard to the same there are other changes which act as factors. Instead of induction most of such changes are automatic. It is difficult to monitor and to stop those changes. On the other hand, in cases changes are imposed. For any imposition there should be some necessities or motivation. These changes are to be worked out whether they are imposed for betterment.

In recent years, within the last decade almost a total shift has been made in Primary Education in West Bengal in the area of curriculum. The curriculum is one of the most important components of education. Better curriculum brings about better development otherwise it leads to chaos. In terms of preliminary study, the changeover in the curriculum of Primary Education in West Bengal has been taken into consideration. With necessary scanning it has been found that there is hardly any scope for betterment in the existing situation with the induction of the 'new' curriculum. This is still a hypothesis on part of the worker based on self assessment. The same hypothesis was further tested from different corners, comprising several individuals representing different groups as students, teachers and guardians. These groups are related to Primary Education and their understanding, outlook and estimation are of great value.

In accordance with the same, reconnoitering survey was conducted with relatively small samples. The result of such survey reveals a good deal of non-acceptability of the curriculum by the
teachers and educated guardians compared to students of the pre-change period. The post-change students are found to be suffering with academics and their future course of education, the hypothesis has turned to be an important topic to be taken as the proposed research topic. In the total exercise the methodology was not set aside. In the same case a number of methods have been applied with integration. The main methods are geneological, participants observation, questionnaire and interview methods. The next stage constitutes the final selection of the problem with the limitation of the universe of the work. In such case the limitation was further framed for specification. West Bengal as a state has wide spatial dimension and within the same in 1991-92, there are 51,021 schools, more number of teachers and almost an unmanageable number of students (the figure is 9,209,000), including their guardians. In this case a decision has to be taken about the work - whether extensive or intensive. In case of the former, it is difficult to make an estimation of the number of samples. Smaller samples from different regions may not be representative. In that case the problem will not be complete for understanding in depth and it will also not be possible to evaluate the impact.

On the contrary in-depth study was selected with the consideration of Calcutta as the universe of the work. In this case the area is restricted and for such a universe, the sample may be taken as representative. In this case, specific methods were applied to formulate the problem both with inclusion of relevant issues and exclusion of the irrelevant points. The estimates have been made
on the basis of statistics available on number of schools and the population of teachers, students and guardians. Through such works finally a problem has been selected and the same is defined with the applicability on the one hand and constraints on the other.

The applicability includes the estimation of merits and demerits of the curriculum of Primary Education, recently imposed and even prior to this. In the same canvas, not merely the curriculum but the operation, i.e. teaching in the schools, following the same and the product involving the students have been taken into consideration. The constraint part is connected with collection of samples in intensive manner.

The universe of study has been selected on the basis of population composition and spread and level of education. The city of Calcutta has many disparity among the areas in population makeup in all possible ways and the milieu of education and the view of the same in other areas outside the city of Calcutta has been intentionally excluded so that greater attention may be paid on the unifocal area. With this view, demographic and geographic methods have been applied. These two methods, have further been extended for micro-study of the constituent areas so that the representative zonations may be made. Each zone has a geographical entity with land use pattern, distributions of zones for various purposes along with the number of types of educational institutions at the Primary level.

Concrete analytical method has been utilised for the purpose of scanning of the curriculum in general and syllabi in particular of both the periods. To carry out such work prescribed books have
been gathered and analysis have been made. In this regard the educational methods have been taken into consideration.

In case of education the individuals are the main components as students, teachers and guardians. On the other hand the institutions or organisations are based on teachers and students which are based on schools. Similarly students and guardians are based on families. The interaction of all the individuals of course, on representative samples have been collected in generalised manner. In this case anthropological methodology has been utilised in intensive manner. Collected data have further been analysed in quantitative and qualitative terms on the one hand and with the aid of variables and correlates on the other.

Besides the above noted methods other techniques have also been brought into the fold of the work and those have been discussed in the appropriate context. In the present undertaking the methods are both of isolated and integrated forms. Despite this at times in the overall methodology as the individual method, difficulties are ascertained because of higher level of integration.