CHAPTER–V

Findings and Discussions
CHAPTER-V
FINDINGS AND DISCUSSIONS

5.0 Introduction

This chapter deals with the major findings of the study and attempt has been made to discuss major findings of the study based on the objectives. The main findings of the present study are arranged under following sub-headings:

5.1 The development of Elementary Education in the State of Sikkim.

5.2 Administration of Elementary Education in the State of Sikkim.

5.3 Availability of Infrastructural facilities in Elementary Schools.

5.3 Academic aspect of Elementary Education.

5.5 Teachers’ Profile in Elementary Schools.

5.6 Financial Management for Development of Elementary Education.

5.7 Problems of Elementary Education in Sikkim.

5.1 Findings regarding the development of Elementary Education in the State of Sikkim.

(a) Status of education before Sikkim became part of India in the year 1975

- In the year 1954 the total number of schools were 88.
- From 1954 to 1960, in the six years, 94 schools increased.
- In the year 1954 the total number of students enrolled at different levels were 2,500.
- In the year 1960 the total number of students enrolled at different levels were 9,700.
- In the year 1954 to 1960 the number of schools increased by 94 with an increase of 7200 students.

(b) Status of elementary education after 1975

The status of elementary education after 1975 categorised into two categories i.e., number of government schools from 1975-76 to 2014-15, and enrolment of students in government schools at elementary level from 1975-76 to 2014-15:
(i) Number of government schools having elementary level

- In the year 1975 the total number of schools and college were 267 in the State.
- During the year 1975-76 to 2000 the total number of schools increased by 372.
- In the year 2001-2002 the total number of schools were 630 which were increased to 650 in the year 2004-2005 but in the year 2007-2008 the number of schools were decreased to 631.
- In the year 2010-2011 the total number of schools were 627 which were decreased to 613 in the year 2013-2014.
- In the year 2014-2015 the total number of schools were 590.

(ii) Enrolment in government schools having elementary level

- In the year 1975 to 2000 the total number of students increased by 35820.
- In the year 2001-2002, the total number of students enrolled at different levels in the year 2000 were 140277 which were further decreased to 125033.
- In the year 2007-2008, there again the enrolment number of students were decreased to 104380.
- In the year 2009-2010, the total number of students enrolled were 100482.
- In the year 2012-2013, the total number of students further increased to 114231.
- The gross enrolment ratio has increased from 2001-02 to 2015-16, and the maximum of 160.01 percent is recorded in the year 2006-07. The gross enrolment ratio at the elementary in Sikkim is 160.01 percent which is higher than the India, i.e., 87.79 percent.
- Net Enrolment Ratio has increased from 2001-02 (75.65%) to 2015-16 (83.00%) and the maximum is recorded in the year 2010-11 (98.17%). The Net Enrolment Ratio of Sikkim is higher than National level.
- The retention rate was 63.7 percent in the year 2007-08, and it has increased to 95.42 percent in the year 2014-15.
- The transition rate was 70.58 percent in the year 2004-05 it has increased to 92.3 percent of 96.5 percent is found in the year 2012-13.
• The repetition rate has declined sharply 109.7 percent in 2004-05 to 1.7 percent in 2014-15. However, the least of 0.75 percent is noticed in 2012-13.
• The dropout rate of 15.85 has decreased from academic sessions 2005-06 to 4.85 percent in 2014-15.

5.2 Findings regarding administration of Elementary Education in the State of Sikkim.

(a) School land and building
The finding revealed that 97.5 percent of the government schools at the elementary level schools’ land are registered. At the time of establishment 98.5 percent of the school building were temporary 1.5 percent were permanent but at present 100 percent of the school buildings are permanent. However, 42 percent of the school buildings need repair.

(b) School administrative record
(53.5%) schools administrative records are maintained right after the establishment and (100 %) overall performance of students’ record is maintained.

(c) Children with Special Needs
The present study found that 135 students at the elementary level are recorded as children with special needs. Out of the total, the maximum of 61(45.19%) are neuromuscular and orthopaedic impairment; 33 (24.44%) are visually impaired; 21(15.56%) are hearing impaired and the least of 20(14.81%) are learning disabled. Headmasters and teachers reported that they find difficulty to provide care to these children who have been enrolled in different classes at the elementary level.

(d) Incentives
• The present finding indicates that (100%) government schools’ children upto primary level (classes I-V) gets free textbooks, free school uniforms, raincoats, bags, shoes, socks, and exercise copies. Free textbooks and exercise copies are provided for the students of classes VI-VIII.
The finding shows that at the elementary level, amongst girls /SC/ST students, only (55%) received scholarship from HRDD. (28%) government school’s students get incentives within one week after the opening of school, within one month of opening of school (44.5%), after one month of opening of school (18.5%). (2.5%) just before examination, in the mid of academic session (6.5%). It is revealed by teachers that there is communication gap between HRDD and suppliers which led to delay in distributing incentives to students.

Cent percent of the students are getting free medical check-up and it is provided only once a year as stated by (66%) headmasters, twice in a year (34%).

(e) Adhoc teachers

- (100%) headmasters and teachers mentioned that Adhoc teachers are appointed in different government schools by HRDD.

- Headmasters and teachers stated that appointment of these teachers is the crisis management during lack of teachers which needs to be addressed immediately and the concerned department must recruit regular teachers in time as per the need of the school.

(f) Teachers’ appointment

- (60%) headmasters stated that appointments of teachers are done in time and appointments of teachers are not done in time (40%). With regards to duration of issuing appointment (45%) headmasters reported that whenever the vacancy arises and is to be filled up and only once a year (15%).

- (59%) headmasters stated that they are not satisfied with the recruitment norms and system, selection body is not properly constituted (13%), there is political interference (15%) and (31%) selection procedure is arbitrary (random).

- (100%) headmasters and teachers stated that appointment of Adhoc teachers’ should be made in the beginning of the session.
(g) **Promotion of teachers**
- (30%) teachers responded that they get promoted on the basis of qualification, it is on the basis of seniority (20%) and it is based on written examination and viva voce (50%).
- (63.5%) teachers stated that they are satisfied with the criteria for promotion and not satisfied with the criteria for promotion (36.5%). Dissatisfied teachers stated that political interference during promotion and selection of Assistant Education Officer (AEOs) on subjective basis is the reason for their dissatisfaction.

(h) **Deputation of teachers**
The finding revealed that (80%) teachers agreed with the deputation of teachers to administration post in the same department i.e. HRDD and deputation of teachers to other departments (20%).

(i) **Transfer of teachers**
The present study observed that (65%) teachers transferred are done based on political reason and when there are excess teachers in school (35%). Teachers’ satisfactions with regards to transfer (53.8%) teachers reported that they are satisfied with the present system of transfer and (46.2%) not satisfied with the present system of transfer. It is also reported that political interference or subjective transfer without any proper reason, are the main reason for their dissatisfaction with transfer.

(j) **School Management Committee**
- The present finding revealed that (100%) government schools have formed school management committees in the schools and the members are included headmasters, teachers, parents, women members, panchayats and senior citizen.
- (86.5%) schools prepared school development plan before the end of the financial year and (13.5%) schools do not prepare school development plan. School management committee are not involved in the preparation of the school development plan (13.5%).
The finding shows that the roles of school management committee; to prepare and recommend school development plan (86.5%), to monitor the utilisation of the grants received from the appropriate government or local authority or from any other source (87.5%), to estimate of class-wise enrolment of each year (16%) and to visit the school once in a month (2%).

(67%) headmasters reported that SMC meeting is conducted half-yearly, quarterly (26%) and annually (7%).

(k) Parent Teacher Association

(64.5%) headmasters reported that they have parent teacher association in the school and (35.5%) do not have parent teacher association. With regards to parent teacher meeting (2.5%) schools conduct meeting with the parents once in month, once in three months (7.5%), twice in a year (12.5%), once in a year (30.5%) and whenever necessary (11.5%).

(l) School inspection

The present study found that (63.5%) school management committee inspects the school, it is the block co-ordinators (30%), cluster co-ordinators (33%), Assistant Education Officer (66%), Deputy Director of HRDD (69%) and District Institute of Education and Training officials, State Council of Educational Research and Training officials comes for inspection of school (18.5%) but 39 percent schools are never inspected.

(69%) school gets feedbacks from the inspection authorities after the visit; school always get feedbacks (25%), and sometimes (44%) and schools do not get any feedback (31%).

(m) Library

With regards to library (58%) schools have library facilities; schools have a full time librarian (10.5%) and it is the teacher who is in-charge of a librarian (47.5%) but (42%) government schools having elementary level do not have school library.

(37.5%) schools have particular period for accessing school libraries; students used library on daily basis (4%), once in a week (28.5%), and twice
in a week (5%) still (62.5%) schools do not have particular period for accessing library by the students.

- (29.5%) percent of the headmasters reported that reasons for not accessing library by the students is mainly due to the lack of books and there is no separate time is given to access the library (20.5%).

(n) Information and Communication Technology

- (22%) schools have facilities for Information and communication technology, computers (13.5%), over head projector (3.5%) and televisions, tape recorders and radios (5%) but (78%) headmasters agreed that there is no information and communication technology (ICT) in the schools.

- (12%) headmasters stated that Information and Communication Technology (Computer) is used for admission of students, it is used to keep records of school (10%).

(o) Mid-day meal

- (100%) schools are supplied mid-day meals in time; cooked food is provided (100%). Schools provide food according to the specified menu of the mid-day meal given by the HRDD (100%) and schools prepared food as per the menu (83.5%).

- (99.5%) schools have cooks for cooking mid-day meals, (0.5%) self help group cooks the mid-day meals in the schools (0.5%). Headmaster is managing of mid-day meals (60%) and school management committee (40%).

5.3 Findings regarding availability of infrastructural facilities in Elementary Schools.

(a) School building

- (58%) school buildings are well equipped and well maintained but (42%) school buildings need repair.

- The present finding revealed that leakage of school buildings is reported during rainy season. No ramps are installed in the buildings for children with special needs. The schools had insufficient number of class rooms and toilets with inadequate furnishing such as electrification etc. There was no fencing around the school compound. No timely repair of school buildings.
(b) **Staff quarter**

(5.5%) schools have staff quarter, quarter for headmaster/headmistress (3.5%) and teaching staff quarter (2%). It is observed that (94.5%) government schools having elementary level do not provide staff quarter; none of the non-teaching staff have quarter, not even for chowkidars and peons of the schools. Teachers stay in rented house (25%) and (75%) teachers are locals they do not require quarters as stated by teachers.

(c) **School compound**

- The present finding observed that (67%) schools have compound which have fencing around it but (33%) schools do not have fencing around school compounds.
- School’s compounds are big enough for conducting various recreational activities as reported by (46.5%) headmasters but (53.5%) school compounds are not adequate to conduct school activities.

(d) **Playground**

(70%) schools have playgrounds and (30%) government schools having elementary level do not have playgrounds in the State. With regards to the location of the playgrounds (10%) schools reported that playgrounds are located outside the school premises and within school premises (60%).

(e) **Games and Sports**

The present finding shows that (32%) headmasters stated that only outdoor games and sports are provided, (3.5%) only indoor games are provided, and (64.5%) schools have both i.e., outdoor and indoor games.

(f) **Co-curricular activities**

- (100%) teachers reported that schools organise co-curricular activities and (95.8%) teachers are also involved in various other activities but (4.2%) teachers stated that they are not involved in any activities.
- (40.5%) teachers mentioned that schools organised various games and sports, organise aesthetic (dance, singing) as reported by (25.5%) teachers and (29.8%) schools organise scholastic programmes like, debate, quiz and essay writing.
(g) Classrooms

- With regards to classrooms the present study revealed that (70%) headmasters responded that classrooms are well ventilated and lighted but (30%) classrooms are not well ventilated and lighted. (68%) schools have tables and chairs and (32%) schools do not have tables and chairs. (88%) schools have blackboards chalks, duster, and (12%) schools do not have blackboards, chalks and duster. (66%) schools have desks and benches and (34%) schools do not have desks and benches. Further, (31%) schools have book shelves and (69%) do not have book shelves.

- Majority of the schools (99%) do not have resource rooms for Children with Special Needs in the State. It is also noticed that (70.5%) schools do not have separate room for libraries.

(h) Kitchen shed for mid-day meal in government schools

The present study observed that (68.5%) school have permanent kitchen sheds for cooking mid-day meals, and (31.5%) have temporary kitchen sheds. Still more than 31.5 percent needs permanent kitchen sheds for mid-day meal in Sikkim.

(i) Drinking water, toilets, and electricity connections

With regards to drinking water, toilets and electricity connections; (73.5%) schools have provided safe drinking water in the schools and also (23.5%) schools are managing by taping from neighbouring house and managing from nearest water source through temporary connection but (26.5%) do not have safe drinking water facilities in the school. It is observed that (87%) schools have separate toilets for teachers as well as students, and (80%) separate toilet for the boys and girls but (20%) schools do not have separate toilets for boys and girls. The present study also revealed that (67%) schools have proper electricity connections but (33%) schools do not have electricity connections in the schools.
5.4 Findings regarding academic aspect of Elementary Education.

(a) Syllabus

- The present study found that with regards to preparation of syllabus (100%)
  teachers stated that it is the State Council of Educational Research and
  Training (SCERT) officials with the involvement of
  headmasters/headmistress and few teachers who prepare the syllabus.
- The present syllabuses are very relevant as stated by (57%) teachers and
  syllabus are not related to real life and thus it is bookish and bulky (43%).
- (83.3%) teachers reported that they complete the prescribed course in the
  stipulated time but (16.7%) do not complete the prescribed course in the
  stipulated time; take extra classes to complete the syllabus (12.2%) and
  exclude questions from the portion of examination (4.5%).

(b) Lesson plan

- (81%) headmasters stated that teachers prepare lesson plan and it is planned
  weekly; do not agree that weekly lesson plan is prepared (19%). Further,
  weekly lesson plans are prepared as reported by (83.3%) teachers; do not
  prepare any lesson plan as stated by (16.7%) teachers. It is also noticed that
  (81%) headmasters check weekly lesson plan of the teachers but (19%) do
  not check the weekly lesson plan.

(c) Teaching learning material

- The present study revealed that (53.17%) schools have adequate teaching
  learning materials but (46.83%) do not have adequate teaching learning
  materials in the schools. Further, it is observed that (14.84%) teachers use
  only text books as teaching learning materials and (85.16%) utilize the
  teaching learning materials other than text books.

(d) Teaching method

- (87%) teachers reported that lecture cum demonstration method is applied as
  a teaching method in the classrooms, demonstration methods (7.5%) and only
  lecture method is applied (5.5%).
- With regards to make teaching interesting in the classes, while taking classes
  teachers use various techniques which attract the students’ attention and
interact with the students’ through various activities and also by teaching the students through demonstration method as stated by (70%) teachers.

(e) Resource facilities for Children with Special Needs

The study found that (2%) headmasters stated that teaching facilities are provided for Children with Special Needs by appointing of part-time resource teacher of the Block Administrative Centre (BAC) but (98%) reported that there is no special school teacher to teach Children with Special Needs and general teachers who teach Children with Special Needs.

(f) Medium of instruction

With respect to medium of instruction (33%) teachers stated that English is used while teaching at the elementary level (63%) English and Nepali languages are used in classroom to teach and only (4%) teachers used Nepali language to teach students at the elementary level.

(g) Information and Communication Technology facilities in classroom teaching

The finding revealed that (22%) teachers reported that they use information and communication technology facilities for classrooms teaching, computers (13.5%), over head projectors (3.5%) and televisions (5%) but (78%) teachers agreed they do not use information and communication technology while teaching in the classrooms.

(h) Examination and Evaluation

The present study revealed that all the schools in Sikkim follow Continuous and Comprehensive Evaluation where it has Formative Assessment and Summative Assessment. Final consolidation of marks for Formative Assessment is conducted four times in a year such as FA1, FA2, FA3, and FA4, Summative Assessment is conducted twice in a year such as SA1 and SA2 in the State.

(i) Detention

The finding found that (23%) teachers reported that students are detained in the same class who cannot score even 25% in re-test adding scores of summative assessment, which is the total of co-scholastic area and scholastic area.
(j) **Teachers’ opinion on grading system of Continuous and Comprehensive Evaluation**

- (54%) teachers mentioned that grading system is good for slow learners and it decreases inferiority complex among them; it helps to provide a holistic description of the students’ performance (40%); it decreases the stress among the students (52%). Further, CCE is useful from the point of view of assessing pupil’s knowledge (42.5%) but grading system is not justifiable for the outstanding students (45%).

- Grading system makes the students less competitive, and it is not satisfactory as it reduces competition level among students. Student’s who scores of 90 marks and 100 marks are given the same grade as reported by (72%) teachers. It affects the quality of school education in the State. Teachers also expressed that students know that they will pass even if they do not get good marks in different subjects and will get marks from other activities. So seriousness of students towards studies has been decreased as stated by (57.5%) teachers. Parents do not understand about the grade scored by their wards (60%).

5.5 **Findings regarding teachers’ profile in Elementary Schools.**

- The present study found that headmasters and teachers qualifications under matric (0.6%), secondary level (6.1%), senior secondary level (class XII) (15.2%), graduation level (B.A, B.Sc) (49.5%), and post graduate (M.A, M.Sc, M.Com) (28.6%).

- The study observed that headmasters and teachers have received diploma from TTI (24.8%), B.Ed (55%), M.Ed (2.25%) and crash training which intensive short term is training to train teachers (24.12%).

- (75%) headmasters and teachers attended the orientation programme and (10%) refresher programmes.

- The percentage of trained regular teachers’ (37.53%) in the primary level is comparatively low as compared to graduate/ upper primary level (76.90%).

- In case of primary level, the percentage of untrained teachers (62.47%) is found to be comparatively higher than the percentage of trained teachers (37.53%) but
it is just opposite in case of graduate/upper primary level (76.90%-trained teachers and 23.09%-untrained teachers).

- In case of Adhoc teachers who are teaching in government schools having elementary level regarding training status were also found to have similar status as was noticed in regular teachers’ training status.

- The total number of teachers (regular and Adhoc) in the government schools having elementary level in the State for the year 2015-2016 is 7102 teachers, of which the total number regular teachers 5953 (83.82%) and the total number of Adhoc teacher is 1149 (16.18%).

5.6 Findings regarding the financial management for development of Elementary Education.

(a) Expenditure on school education
Since the State has not separate directorate of elementary education so the actual expenditure of elementary education could not be retrieved. There is gradual increase in the total expenditure for school education spent by the State government. Further the data found that in the year 2007-08, the expenditure was Rs. 212.20 crore it was increased to Rs. 647.29 crore in the year 2014-15, there is increase of 435.09 crore over the six years.

(b) Budget
(100%) headmasters stated that school management committee prepared the school budget.

(c) Fund for schools
- Schools get sufficient fund from the HRDD (11%) but (89%) headmasters reported that fund received is not sufficient. They managed by collecting developmental fees of amount ranging from (Rs.150 to Rs. 200) from the parents, ancillary grants and also from the Cluster Resource Centre (CRC) grants.

(d) Grants for teaching learning materials in government schools
The present finding observed that (63%) schools have received grants for teaching learning material from the government till the year 2013 and it has been stopped at present but (37%) did not receive any grants for teaching
learning materials till date. It is also revealed that (60%) aid was provided under Sarva Shiksha Abhiyan scheme directly to the schools but it has been stopped at present.

(e) Salary and allowances for teachers

(100%) teachers get salary in time and it is also mentioned that the teachers are getting following allowances like house rent allowance; medical allowance and also special duty allowance are provided to regular teachers of government schools in the State.

(f) Pay scale

The finding revealed that (68.5%) teachers are satisfied with the present pay scale but (31.5%) are not satisfied with the present pay scale. Present pay scale is low as compared to the labour put (20.8%) and it is not adequate to fulfil daily necessities of life (10.7%).

(h) Incentives

The present study revealed that (100%) teachers are getting incentives like professional development i.e., study leave and time for training, gratuity scheme, insurance schemes like group insurance scheme (GIS) and employee provident fund provided by the concerned department HRDD which is the policy of the State government.

5.7 Findings regarding problems of Elementary Education in Sikkim.

(a) Findings based on problems with regards to administration

- The present study revealed that problems with regards to admission of students majority of the government schools (60.5%). Majority of the headmasters (60.5%) and teachers (100%) stated that all the government schools have un-timely admissions, and over age of students get enrolled at the elementary level in the State.
- Moderate percent of the headmasters (40%) reported that there is a lack of cooperation from members of school management committee.
- Majority of the schools (70%) has problems with regards to managing mid-day meal which is to provide cooked meal of balanced diet to children due to late disbursement fund by HRDD and also rising price of commodities adds
difficulty. Other problems that are stated by headmasters’ are shortages of water supply, no proper dining sheds, delay in billing systems and less of amount of salary for cooks.

- Shortages of computers, printers and internet connection in majority of the government schools (78%).
- Inadequate number of teaching staff in moderate percent of the schools (33%).

(b) Findings based on problems with regards to infrastructural facilities

- The present finding observed that various problems with regards to co-curricular activities in the schools; activities for senior students are done in public ground which is ¼ km away from school since schools have a small playgrounds moderate percent of the schools (35%).
- Moderate percent of the school (42%) needs repair of roofs, walls, floor etc, and repair of protective/ supporting walls (42%).
- The study revealed that problems with regards to furniture, majority of the government schools (82%) managed by repairing the old benches and tables.
- Majority of the schools reported that shortage of classrooms (50%), lack of boundary walls (80.5%), need of repairing of drinking water connectivity and water hydrant (54.5%). Moderate percent of the schools (43.5%) stated that there is a need of repairing of electricity connection and (34%) repairing of toilets is needed in the schools.

(c) Findings based on problems with regards to academic

- The present finding found that there is a lack of adequate trained teachers in majority of the government schools (55%). There is shortage of teachers in all streams such as maths, science, social studies and languages in majority of the schools (80%). There are shortages of specific language teachers in the schools such as Lepcha, Bhutia, Limboo, Newar, Rai, Gurung, Tamang and Sheerpa as reported by moderate percent of the headmasters (45.5%).
- The appointment of Adhoc teachers are delayed as stated by majority of the headmasters (60.5%). There are shortages of teachers mostly in rural area schools which make the teachers to take more classes than the required
classes which further add difficulty in completing the syllabus in time as reported by majority of the headmasters (75.5%) and moderate percent of the teachers (40%).

- Majority of the headmasters (70%) and teachers (80%) stated that transfer of teachers are done during mid-academic sessions which affects the academic calendar of the schools.

- The study revealed that guardians and parents of students are still unaware of their children performances in the schools as stated by moderate percent of the headmasters (45%) and majority of the teachers (66%).

- Majority of the headmasters (80%) and teachers (90%) stated students have become careless in their studies it may be due to non detention policy and also students have become irregular in schools and they lack interest for studies.

- Moderate percent of the headmasters (46.84%) and majority of the teachers (60%) stated that there are shortages of teaching learning materials in the schools.

- Though English is the medium of instruction in schools in the State of Sikkim, teachers are still facing problems while teaching as reported by majority of the headmasters (80%) and teachers (89%).

- Teachers faced problem in teaching different subjects at the elementary level as they are not trained in teaching specific subjects as reported by moderate percent of the teachers (39.5%).

- (100%) teachers reported that there is no policy for promotion and transfer of government teachers.

- There is no adequate training for teachers when there is a changed in textbook and syllabus as reported by majority of the teachers (65.5%).

- Workloads of teachers have increased due to continuous and comprehensive evaluation as stated by majority of the teachers (52%).

- (100%) teachers stated that due to less number of parents’ participation lead to student’s poor performance in their studies.
• The present study revealed that most of the students have become careless in studies because they get marks from other activities rather than their scholastic area and unable to achieve minimum level of learning which results in poor standards as reported by majority of the headmasters (75.5%) and teachers (80%).

• Moderate percent of the teachers (45%) reported that a good learner seems to neglect their studies as grades are easily achieved.

• Quality education cannot be achieved as those students who are without proper knowledge get easily promoted according to moderate percent of the teachers (45%).

• Students who do not study at home as they do not have to worry about promotion to the next classes as stated by moderate percent of the teachers (45%).

• Majority of the teachers (52%) stated that there is a shortage of time for Formative Assessment and Summative Assessment.

• Majority of the teachers (52%) reported that teachers are overloaded with works whereby students becoming careless, and some of them even remain absent during the examination.

• Majority of the teachers (70%) mentioned that there is rise in indiscipline among the students.

• Low percent of the teachers (16.7%) reported that CCE consumes more time because of project works and other activities and it creates too much burden on children as well as teachers.

• (100%) teachers reported that students become careless in submitting their homework and projects work.

• Majority of the teachers (80%) reported that there is no time for remedial teaching for weak students.

• The finding revealed that format for FA and SA is not supplied in time (100%). Due to unavailability of textbooks there is difficulty in conducting Formative Assessment (I) in the month of March right after the session begins as reported by moderate percent of the teachers (40%).
• The present study shows that moderate percent of the teachers (49%) stated that there is an increase of misbehaviour and indiscipline among students and teachers are disrespected and not allowed to scold for disciplining the students and they know the teachers will be in problem if students report to the police as reported by low percent of the teachers (10%). Further, it is also revealed that moderate percent of the teachers (31%) stated that they give suggestions for individual counselling and consultation with their parents if they find students misbehave in the class. Teachers remain indifferent towards students’ misbehaviour as they cannot take any action against the students as reported by low percent of the teachers (10%).

(d) Findings based on problems of finance

• The present study revealed that majority of the headmasters (80%) reported that there is no appropriate distribution of budgets in the schools.

• (100%) headmasters reported that there is a shortage of ancillary and stationary grants and also less grants is also provided by the department.

• Majority of the headmasters (70%) stated that grants given to the schools are not sent in time and they opined that rate should be revised as per the present situation.

• Right to Education Act, 2009, does not allow schools to collect fees upto elementary level which result in difficulty in managing the schools as per majority of the headmasters (60%).

• Majority of the headmasters (80%) reported that grants which the school received from the department are not adequate enough for schools budgeting and difficulty in maintaining infrastructures.

• Majority of the headmasters (89%) stated that less amount of funds teachers could not meet their needs and not able to conduct activities as desired, and at certain occasions schools collected money from school management committees and school staffs.
Discussion based on objective 1

The present study found out that the total number of schools were 88 and from 1954 to 1960 i.e., six years. According to consortium for research on education, access, transitions and equity, 2009 revealed that in India the primary schools increased from 210,000 in 1951 to 611,000 in 1997-98, whereas upper primary schools has been increased nearly by three-fold, to 186,000 in 1997. The finding of the present study revealed that during the year 1975-76, the total number of schools were 258 and it later increased to 599 in 1985-86, whereas in the year 1991 the total number of schools were 632 which again increased to 652 in 1996 in the State of Sikkim. Government of India, 1998 indicates that the number of primary schools has been increased from 2.10 lakhs in 1950-51 to 5.90 lakhs and number of upper primary schools has been increased from 13,000 to 1.71 lakhs in 1995-96 in India. The present finding showed that the numbers of schools were decreased from the year 2005-06 to 2013 2014. A similar finding has been found by Govinda and Bandyopadhyag (2008) that substantial numbers of primary and upper primary schools were closed down in Kerala. The growth of schools remained slow generally in the State.

The present study revealed that the enrolment of students increased by four-fold in a decade (1975-1986). Enrolment in the decade (1991-2000) has increased by 35,820. The finding of the study is supported by the findings of Kamal (2015), who found that the highest rates of growth have taken place during the period from 1960 to 1965 in India. According to Kumari and Makkar (2012) and Rana (2013), found that the number of students’ enrolment at primary level and upper primary level has increased. However, this finding is contradicts the study of Nangia (2013) whose findings revealed that there is overall decline in the number of students’ enrolment at the elementary level.

The finding revealed that the gross enrolment ratio at the elementary level in the State is higher than the national level. According to Kamal (2015), Gross Enrolment Ratio between the period 1950-51 and 1998-99 improved significantly in Kerala. The present study is consistent with other research which was conducted by
Pajankar & Pajankar (2010) who found that the Gross Enrolment Ratio (GER) of all children has been increased. Further Ministry of Human Resource Development Department (2014) found that the Gross Enrolment Ratio in elementary education (Classes I-VIII; Age 6-13 years) has increased by 15.4 percentage points during the period 2001-02 to 2013-14. The present study found that the net enrolment ratio of the State is found to be comparatively higher than the national average in all throughout the years. According to Ministry of Human Resource Development Department (2014), the NER in elementary education (6-13 years) was (88.315) for the year 2013-14. The present study found that the increase in the retention rate of the State. According to Kamal (2015), it was found that retention rates at the primary and elementary levels are (60% and 43%) respectively.

Discussion based on objective 2

The present study revealed that (100%) government schools at the elementary level have permanent buildings in the State of Sikkim. Similar findings were made in studies conducted by Kharkongor (2006), Zaidi (2008), who found that (70%) primary schools and (63%) upper primary schools have permanent buildings and half of the schools had satisfactory buildings. Further Govinda and Bandyopadhyay (2008) findings have revealed that a total number which is nearly 900,000 have lower and upper primary schools, while only around (80%) have pucca (all-weather, usually concrete) buildings. However, according to Bagga (2013) the three government schools are functioning under one roof from a pre-partition dilapidated building on Mahna Singh Road. Govinda and Bandyopadhyay (2008) in their studies found that in Assam, less than 40% of schools have pucca buildings, and the condition is serious in several other states, such as Bihar, Chhattisgarh, Himachal Pradesh, Jammu & Kashmir, Orissa and West Bengal.

The present study found that the total number of children with special needs who have enrolled were 135 in the government schools at the elementary level in the State. According to Singal (2009), it is found that in the year 2006-07 about 1.42 million children with special needs were enrolled in elementary classes across the country, out of which 1.04 million were in primary and 0.38 million in upper primary classes. Further, the percentage of children with special needs, in primary is 0.79 and
0.80 in upper primary which is out of the total number of the students both in primary and upper primary.

The finding of the present study revealed that (98%) headmasters and teachers reported find it difficult to handle the children with special needs. A similar finding has also been expressed by Ashima and Ruth Kattumuri (2011), who found out majority of the teachers, had inability to deal with children with special needs.

The finding of the study found that majority of the teachers and headmasters’ expressed that resource teachers do not visit them frequently so these children with special needs go uncared. However, according to the research studies done by Ashima and Ruth Kattumuri (2011), found that the resource teacher handles the remedial workload, and conduct counselling sessions with the child and parents, collaborates with the regular monitoring their progress in class, and takes responsibility of the child during co-curricular activities. The government as well as the Human Resource Development Department should look into this matter seriously and arrange for provision of teachers for Children with Special Needs otherwise they will be neglected and it may lead to failure in achieving inclusive education.

The present study shows that (100%) schools children enrolled at the elementary level get free textbooks, free school uniforms, raincoats, bags, shoes and socks, and exercise copies up to the primary level. This finding has been supported by Saxena et al (2000), Indian Institute of Education, Pune (2006), Hamid & Hamid (2012), their study shows that almost all schools were implementing the schemes of providing uniforms and free text books. The present study revealed that (62.5%) girls especially Scheduled Tribe (ST), and Scheduled Caste (SC) children received the scholarship. A similar finding has also been reported by Saxena (2000) who found that the State of Tamil Nadu and Uttar Pradesh have provided incentives like attendance incentives and scholarship for girls. The finding of the present study revealed that there are late distribution of incentives in the school and it also showed that whole subjects textbook in the schools are not received in time. Similar findings were made by Sahu (2006) and Sayed et al (2007) cited by Raj (2011) found out that the incentives like scholarships, free books and free uniforms are not timely distributed and textbooks do not reach schools in time.
The present study also found that (36.5%) teachers reported that the political interference is the main reason for their dissatisfaction regarding the promotions. If any posts are vacant in Human Resource Development Department such as Assistant Education officer (AEOs), educational administrator and director of education, the promotion must be based on interview and written. Teachers should have a right to appeal against assessment which they deem to be unjustified.

Present study shows that (46.2%) teachers are not satisfied with the transfer norms. The study suggests that teachers transfer should be done every five years on rotation basis. It hampers the study of students when the teachers get transferred in mid academic session, and due to changing of teachers frequently, syllabus cannot be completed. When teachers get transferred politically, school cannot achieve their objectives and goals. When a teacher is replaced by another teacher during the mid academic session, the learning process of student is suspended for some time. The ultimate sufferers are students. Therefore, the study suggests that there should be specific time scheduled for teachers transfer in the State. The present study also observed that in urban areas the numbers of teachers are excess in numbers than the number of teachers in the rural areas, so equal distribution of teacher is necessary.

The present study revealed that (64.5%) schools have Parent Teacher Association in the schools. The finding of the research done by Mahmood et al (2011) reported that parent teacher association has positive impact on management, students’ enrolment and quality education. According to the finding of Rao, (2012) less than one-fourth (24.58%) percent are aware of the fact that PTAs exists in the villages but parents and teachers are not aware of the roles. However, the present study shows that some schools (35.5%) percent do not have Parent Teacher Association in the schools. Further, the present study found that headmasters responded that schools conduct meetings with the parents once in year. Contradictory finding is revealed by Mahmood et al (2011) who found out that parent teacher association meeting create disturbance in teaching learning process.

The present study revealed that (39%) of government schools were not inspected as they are located far from main road and cannot be reached by car and thus no officials visit the schools. The finding of the study is supported by Neihsial (2016) who showed that there is no proper or regular inspection of elementary
schools which is due to non-availability of vehicles and they are also located far from the main road.

The present study revealed that (42%) of government school at the elementary levels do not have school library. A similar finding is supported by Neihsial (2016), who found out that library facilities were almost nil in the elementary schools of Senapati and Chandel hill districts of Manipur. However, according to Indian Institute of Education, Pune, 2006, revealed that majority of the elementary schools have libraries in Maharashtra.

The present study shows that (100%) of government schools supplied mid day meals in time in schools. This finding is contradicted by (Blue, 2005), who revealed that delivery of wheats are not in time. The present study also revealed that schools provide cooked food. This finding is supported by (Blue, 2005) who found that 14 districts were providing cooked meals. The present study also revealed that funds for mid day meal are not given in time. Similar findings were also made in studies conducted by (Blue, 2005) and (Sikligar, 2011), who found out that financial assistance is not reaching in time. If the programme of MDM should be successful the HRDD should develop mechanism to provide fund to schools on time.

Discussion based on objective 3

The present study revealed that (58%) school buildings are well equipped and well maintained. This study is supported by Leclercq (2003), Jain and Agrawal (2011), who found out that school buildings were in good condition. However, it is also revealed from the present study that the school buildings need repair. This finding is supported by Lochan (2007), Zaidi (2008), Jain & Agrawal (2011), Times of India (2012), Singh (2013) and Neihsial (2016) found out that the school buildings needed major repairs or complete rebuilding and most schools in India are still not equipped with many of basic facilities.

The finding of the present study found that there are inadequate class rooms, no proper electrifications, fencings and toilets. This finding is supported by Singh (1998), Leclercq (2003), Barnawal & Sinha (2009) Kumar, Kumar and Narula (2011) and Neihsial (2016) found out that there are inadequate number of classrooms, no
proper electricity, fencings and proper toilets. The poor quality of school buildings is one of the main reasons for school dropouts of students which further leads to discouragement and de-motivation of pupils.

The present study found out that only (5.5%) of government schools at elementary level have staff quarter in the State. A similar finding revealed in studies which was conducted by Neihsial (2016), that teacher’s quarter was available in (6.67%) of the elementary schools. It is also observed from the present study that none of the government schools at the elementary levels have non-teaching staff quarters in the State.

The present study found out that (33%) schools do not have fenced school compounds hence it is open. Similar finding was also revealed by Neihsial (2016), who found out that schools do not have proper fencings in most of the elementary schools in the two districts. It is necessary to have fenced school compounds which may help to run the school without any disturbances.

The present study revealed that (70%) schools have playgrounds. The similar finding was revealed by Indian Institute of Education, Pune (2006), that in three (3) districts of Maharashtra viz Akola, Beed and Bhandara, majority of the schools have playgrounds. However, these findings are contradicted by Sarma (2011), who found out that in Jorhat District of Assam, (65%) schools do not have playgrounds. The present study also found out that majority of the school’s playgrounds location is located within school premises. However, Gandhe, Gogate, Babu, Kudlu, & Dyahadroy (2002), Zaidi (2008), and Sarma (2011) found out that playgrounds were almost non-existent in most of the schools.

The present study revealed that only (32%) government schools have only outdoor games. Games and sports are an integral part of student’s life along with bookish learning where a student can spend his/her time on games and sports. Therefore, games and sports make the body fit and channelize the energy of growing children in a proper way. The study suggests that there is need to pay great attention towards games and sports in government schools at elementary level in the State.

The finding of the present study revealed that (70%) schools have well ventilated and lighted classrooms. It is also found that (60%) schools have furniture like tables, chairs, blackboards, chalks, duster, desks, benches, and book selves.
However, studies conducted by Lyngdoh, Paritan & Nikhla (2006), Zaidi (2008), Ambhore (2010), Bagga (2013) and Neihsial (2016) found out that majority of the primary schools and upper primary schools do not have even blackboards, benches, desks and even rooms.

The present study found out that the (68.5%) schools have permanent kitchen sheds for having mid-day meals. However, according to (Blue, 2005) there are no separate spaces for cooking, and no separate places for serving meals and no storage facilities for grains.

The present study found that (73.5%) schools have safe drinking water facilities in the schools. According to Ministry of Human Resource Development Department (2014), the percentage of primary and upper primary schools has drinking water facilities have increased from (83.1% in 2005-06 to 95.3 % in 2013-14). The present study observed that(23.5%) schools do not have safe drinking water facilities in the schools. This finding is supported by finding of Kharkongor (2006), Lyngdoh, Paritan & Nikhla (2006), Si and Sharma (2008), Zaidi (2008), Barnawal & Sinha (2009), Ambhore (2010), Sarma (2011) and Singh (2013) found out the most of the schools do not have safe drinking water facilities in the schools.

The present study showed that (87%) schools have separate toilets for teachers as well as for students. However this finding contradicts the finding of Kharkongor (2006) that majority of the schools had common toilets for students as well as for teachers. Further the present study also found out that (80%) schools have separate toilets for the boys and girls. According to Ministry of Human Resource Development Department (MHRD, 2014), percentage of primary and upper primary schools with separate girls’ toilets have increased from (37.4%) in 2005-06 to (84.6%) in 2013-14. However, the finding of Kharkongor (2006), that very few schools had separate toilets for girls and this finding is also supported by findings of Gandhe, Gogate, Babu, Kudlu, & Dya hadroy (2002) and Singh (2013).

The present study also revealed that (67%) schools have electricity connection in schools. This finding is supported by finding of Sikligar, (2011), who found that all the sample schools have got connection of electricity. However, this finding is contradicts the finding of Leclercq (2003), Kharkongor (2006), Kumar, Kumar and
Narula (2011), that most of the schools have no electricity connections. The study also suggests that it is necessary to provide electricity connection to all elementary schools in the State.

**Discussion based on objective 4**

The present study revealed that (83.3%) teachers complete the prescribed courses in the stipulated time. However, this finding is contradicted by Kothari & Thomas (2012), who found out that teachers were finding it difficult to manage the timings in order to complete the syllabus while carrying out continuous comprehensive evaluation in order to finish the syllabus on time.

The present study showed that (16.7%) teachers stated that they do not prepare lesson plan. Lesson plan is a detailed guide for teaching a lesson and it is a road map for teachers of what has been taught and what needs to be taught. It allows teachers to focus on one objective at a time and communicate to learners what they will learn in each lesson. According to present study eight teachers mentioned that there are many activities like evaluation of the students’ performance and less time for preparation of lesson plan. The study suggests that it is important to prepare lesson plan for each lesson which may help teachers to grab the children attention in the classroom.

The present finding revealed that (53.16%) schools have adequate teaching learning materials. Similar findings were made in studies conducted by Gandhe, Gogate, Babu, Kudlu, & Dyahadroy (2002) and Indian Institute of Education, Pune (2006), that the availability of teaching-learning material was reported satisfactory. The study suggests that it is important to have teaching learning materials because they can significantly increase student achievement by supporting student learning.

SSA and RTE, Act 2009, seeks to ensure that children with special needs, irrespective of the kind, category and degree of disability should be provided with meaningful and quality education. The present study revealed that (98%) government schools have no special school teachers for Children with Special Needs. According to Arora and Sahu (2015) inclusive education is accepted as an integral part of general education. There are trainings of regular classroom teachers in the areas of integrated education, curriculum modifications, parental educations, awareness to parents and developing positive attitude towards the disabilities. The study suggests
that there is an urgent need for interventions for equipping general teachers with special skills inorder to achieve the goal of inclusive education in the State.

The present study showed that (22%) teachers use information and communication technology facilities for classrooms teaching like computers and televisions. Similar finding were revealed by R.V.Educational Consortium Rashtreeya Sikshana Samithi (2010), that radio and the TV programmes were used and it is useful as they reinforce the lessons thought. According to R.V.Educational Consortium Rashtreeya Sikshana Samithi (2010) ICT is used for teaching and learning, children of classes VI and VII where they have computer periods every day. Further the school strength has increased as a result of computers. According to Neihsial, (2016),and Singh (2013), found that no computer facilities are provided in majority of the elementary schools in both the districts under the study. The present study revealed that (78%) teachers do not use Information and Communication Technology for teaching in the classrooms. ICT has become an integral part of students’ everyday life. It is suggested that ICT offers teachers and children educational tools and resources which will extent their learning environment. Usage of ICT fosters the child’s confidence through enjoyable learning experiences. It is important to provide ICT facilities in government schools so that it can help to teachers to transform the classroom learning and teachings.

The present study revealed that Formative Assessment is conducted four times in a year. However, this finding is contradicted by Kothari & Thomas (2012), who found out that the number of formative assessment conducted per term is varied as per teachers. However, according to Panda (2014) there is more emphasis on annual examination than weekly and monthly assessments. According to Kothari & Thomas (2012) projects assignment, quizzes, oral questions and research work were used for making formative scholastic assessments.

Research finding also revealed that though there is no detention policy at the elementary level in the State of Sikkim, (23%) teachers agreed that students are detained in the same classes. Further, cent percent of headmasters and teachers reported that no detention policy fails to instil the fear of examination in a student’s mind which makes them less attentive to their studies. Similar findings were made in studies conducted by Ghosh (2015), Haneef, Balia, & Lone (2015) who found out
that the no detention policy has affected the teaching-learning environment greatly. The students who come to school do not concentrate on their studies as they know very well that even if they do not learn anything and do poorly in the tests, they will be promoted to the next class.

The present study revealed that (60%) teachers stated that parents do not understand about the grades scored by their wards. They also reported that students even remain absent during examination. According to Ghosh (2015), students know that the formative and summative tests are mere formality and hence they do not bother to come to school regularly and remain absent for long periods.

The present study showed that (100%) schools organise the co-curricular activities. A similar finding was revealed by Kothari & Thomas (2012), who found out that co-curricular activities were conducted by all schools. It is important to conduct co-curricular activities in schools which allow students to get involved in diverse interests where these activities will allow them to explore various interests that they may have. It helps to raise the self-esteem of children and mastering new skills which may help in building confidence in children. According to Massoni (2011), extracurricular activities have effects on students because they have positive aspects for students need in order to become productive students and adults. By participating in extracurricular activities, students learn lessons in leadership, teamwork, organization, analytical thinking, problem solving, time management, learning to manage many tasks at once and it also allows them to discover their talents. The study of Rajput, Tiwari & Kumar (2003) found out that the Students’ performance has been improved steadily in co-curricular activities. Continuous monitoring helped teachers in strengthening their understanding of various techniques of evaluation.

**Discussion based on objective 5**

The present study showed that the data shows that majority of the headmasters and teachers at the elementary level have completed graduation with higher percentage of B.Ed. The findings of the present study supports the previous studies conducted by Ministry of Human Resource Development Department (2014), that the proportion of professionally trained teachers at the elementary stage of education (Classes I-V) increased by 9.3 percentage points during the period 2005-06 to 2013-
14. The proportion of trained contractual teachers was only 49.37 per cent in 2010-11. About 640,000 teachers in the government schools across the country are yet to acquire the qualifications prescribed by NCTE. Most of these teachers are in the North-east States, as well as in Bihar (191,000), Uttar Pradesh (150,000) and West Bengal (100,000).

**Discussion based objective 7**

The present study revealed that (60.5%) schools have problems with regards to admission of students where admissions are done throughout the year due to RTE implementation. These findings are in agreement with Neihsial (2016) findings showed that (56.67%) of the elementary schools conducted students’ admission in the middle of the academic session although specific timing for school admission was given. No uniformity in the standard of minimum age of children for admission at elementary schools.

The finding revealed that (40%) schools have problems with respect to school management committees like lack of co-operation from school management committees. Similar findings were made in studies conducted by Dwivedi & Naithani (2015), that there is a lack of community involvement especially parents in school administration at rural areas and legal provisioning of community participation is very weak. According to Dayaram (2011), under the RTE Act 2009, parents have been entrusted with certain powers through the school management committees which are elected by them and they can properly exercise inorder to initiate a process to improve the functioning of schools.

The present study revealed that (70%) schools have problems with regards to manage the cooked mid-day meals due to inadequate funds as also result in vegetables rate have gone and shortages of water supplies, delay in billing systems and less amount of salaries for the cooks. The finding of the study is supported by the finding of Si and Sharma (2008) that the remuneration of part time cooks and helpers was Rs 200 and Rs 100 respectively per month. There are no separate space for cooking, and no separate place for serving meals, no storage facilities for grains and no proper source of drinking water.

The findings of the present study observed that (82%) schools have problems with regards to furniture. It is found that in order to maintain the classrooms,
teachers’ repair the old chairs and tables, and teachers make students to sit three to four students in one bench which is actually meant for two students. This finding is consistent with other research conducted by Gandhe, Gogate, Babu, Kudlu, & Dyahadroy, (2002), Leclercq (2003), Lyngdoh, Paritan & Nikhla (2006) and Bagga (2013) found that there is lack of basic facilities like chairs and tables, pupils sit on mats as they have nothing to lean their notebooks or slate while writing. The present study also revealed that (44%) schools have shortage of furniture, chairs, tables, almirah in staff rooms. These findings are matched with those observed in earlier studies done by Lyngdoh, Paritan & Nikhla (2006), Sarma (2011) and Kumar, Kumar and Narula, (2011) that there were shortages of basic amenities like furniture, chairs, tables, almirah in staff room. (80.5%) percent of the schools have lack of boundary walls, This finding is matched with those observed in earlier studies done by Lyngdoh, Paritan & Nikhla (2006), Sarma (2011) and Kumar, Kumar and Narula, (2011), that schools do not have any boundary walls. It can also be seen from the present finding that school needs repair of roof, walls, and floors. This finding is supported by finding of Singh (2013), that (32%) primary schools require major or minor repairs of school buildings.

The present study revealed that (55%) schools have lack of adequate trained teachers and (80%) schools have shortage of teachers in all streams. According to Lochan (2007) there are single teacher schools, lack of quality teachings and lack of teachers. From the present study, it is found that students have become careless in their studies and there is irregularity in attendance of students and lack of interest among the students. This finding is consistent with those of Ghosh (2015) who found out that students are not regular to the school, or bunked it half the way and the students are not serious any more towards their studies. Present research also revealed that there are shortages of teaching learning materials in the school. Similar findings were made in studies conducted by Roul & Sahoo (2005) that there is a lack of teaching learning materials in the school.

(52%) teachers stated that there are shortages of time for Formative Assessment and Summative Assessment where teachers are overloaded with works and (16.7%) unable to complete the syllabus and they are not trained properly in CCE. According to Panda (2014), the head teachers feel that Continuous and
Comprehensive Evaluation is not satisfactorily implemented because of certain difficulties such as inadequate teaching staff, overcrowded classroom, and excess workload for the teacher, engagement of teachers in other activities and poor attendance of students and inadequate infrastructural facilities. These findings are in agreement with Joshi (2013) findings which showed that continuous and comprehensive evaluation is a hectic process for teachers. Further Rajput, Tiwari & Kumar (2003) showed that students’ performance had improved steadily in co-curricular activities. This finding differs from the present finding which presented that co-curricular activities are conducted once in a month and thus it affects the scholastic area and there arises incompletion of syllabus in time.

The present study revealed that (80%) headmasters and (89%) teachers have problems in teaching by using English as the medium of instruction at the elementary level. This also indicates that the teachers are not confident in the usage of English and thereby students make the lack in developing the confidence to communicate in English which is a Reference to the previous research conducted by Dutta and Bala (2012), who found out that teachers feel uncomfortable while using English as a medium of instruction in the classrooms. Children did not get the opportunity to listen or speak in English and they were not able to narrate experiences, exchange ideas and carry out brief conversations in English. The present study revealed that (39.5%) teachers stated that they faced problem while teaching different subjects in the school as they are not trained in different subjects. According to Gandhe, Gogate, Babu, Kudlu, & Dyahadroy (2002), in majority of the schools, teachers did not have subject-specific trainings.

The present study revealed that (65.5%) teachers stated that there is no adequate training of teachers when there is a change of syllabus and textbooks. This finding is in agreement with Kharkongor (2006) majority of the teachers were untrained. Further the present research also found out that workloads of teachers have increased. This finding further supports the finding of Panda (2014) reveals that there are excess workloads for the teachers, and engagement of teachers in other activities. It is also observed from the present study that there is less number of parents’ participation in school. It is found that the earlier study conducted by Indian
Institute of Education, Pune (2006) have matched the present finding where schools were not properly supported by the parents of pupils.

The present study revealed that continuous and comprehensive evaluation is not conducted properly. These findings are consistent with other researchers conducted by Hazarika (2009), Panda (2014), who found out that continuous and comprehensive evaluations are not satisfactorily conducted. The present research revealed that (75.5%) headmasters and (80%) teachers have expressed that most of the students become careless in studies. Further these findings are supported by the findings conducted by Ghosh (2015) found out that the students takes it for granted that they will be promoted to the next classes irrespective of their performance in the formative and summative tests which makes the students to be hardly serious and less attentive in their studies. According to Haneef, Baliya, & Lone (2015) reported that student gets promoted to next grades, with no fail and pass system in schools.