CHAPTER VII
CONCLUSION

In the foregoing chapters we have seen that considerable progress has been made in the field of pre-primary and primary education in Tripura and Cachar particularly during the different plan periods. The native state of Tripura has made rapid strides in all the spheres of education after its integration with the Indian Union in 1949. For the first twenty years of Independence the progress was more striking and remarkable as will be evident from the following statistics:

In 1951 the percentage of literacy in Tripura was 15.5 which rose to 20.2 in 1961. The sex ratio of the literates in the same year was 296 out of every 1000 males and 102 out of every 1000 females. In 1971 the percentage of literacy increased to 30.98 (40.20 for male and 21.19 for female) against 29.46 (for male 39.45 and female 18.72) for all India figure.

The progress in the field of general education also began to take place since the introduction of the provisions of the Five Year Plan in the territory. It has already been observed that during the princely regime pre-primary education was totally non-existent in Tripura. But the position started to be changed after the merger of this native state with the Indian Union and more particularly with the launching of the Five Year Plan.

Thus 'Shishu Bchar', the first pre-primary school of the state was established at Agartala only in the year 1954,
that is during the First Five Year Plan. After Shishu Pchar had come into existence the pre-school education gained such a momentum that year after year number of pre-primary educational institutions with teachers and students began to increase in the territory of Tripura. Upto the year 1976-77 Tripura occupied a very significant position in the field of pre-school education in the country. In the year under reference (1976-77) no. of Balwadi classes (pre-primary schools) rose to 575 with enrolment of 30,895 against 1 (one) in 1954. In the same year enrolment ratio at the pre-primary stage rose to 15.95. But number of students per teacher was 34 and expenditure per capita of students rose to 24.02. Of 30,895 total enrolments 16,147 were boys of all categories and 14,748 girls of which 3736 were Scheduled Caste and 2877 were Scheduled Tribes and the rests were belonging to other categories. In the year under review (1976-77) number of teachers in the pre-primary stage was 916 including 437 trained. During the later years, the progress of pre-school education in Tripura was more encouraging. In the year 1978-79 major effort was made to start pre-primary schools in the remote and unserved areas. Measures started to be taken more effectively to enrol more children in the pre-primary schools from the weaker sections of the society and to retain them in schools. Provision for mid-day-meal was introduced in the pre-primary schools located in the rural and tribal sub-plan areas, mostly inhabited by the people of tribal and backward communities.
In the field of primary education also little attention was paid by the hereditary monarchs and the position did not improve much even up to the time of the merger of this native state to the Indian Union. Even in the year 1945-46, there were only 123 primary schools mostly with classes I and II in the state of Tripura. The total enrolment was 5115 covering 7.9% of the school-going children in the age group 6-11 years. However, the condition of primary education started to improve with the initiation of the Five Year Plan in the territory.

Thus in 1955-56, that is, at the end of the First Five Year Plan vis-a-vis the beginning of the Second Five Year Plan, the number of primary schools (basic and non-basic) increased to 1001 with the total enrolments of 53966 against 404 primary schools with an enrolment of 19261 in 1950-51 (Pre-plan year). At the end of the Second Five Year Plan (1959-60) the number of primary/Jr. basic schools further rose to 1074 with the corresponding enrolment strength of 81,268. From this study it will also be evident that due to positive measures taken during the different plan periods, the number of educational institutions began to increase year after year and as such, the total number of primary (basic and non-basic schools) rose to 1531 excluding the attached sections up to the year 1976-77. Similar increase is also noticed in the financial allocations and the provisions of aids and facilities in the primary stage of education over the plan periods.

In 1976-77, percentage of budget expenditure of the state Education Department on primary education rose to 39.3
against 49.4 in All-India. In the same year expenditure per capita of students rose to Rs.139.09 against Rs. 16.02 in 1950-51 and number of students per teacher was found to be 51. In the year under reference total number of teachers in the primary stage was 3897 (trained 2883) against 567 (trained 47) in 1950-51. Enrolment ratio at the primary stage rose to 80.62 against 24.8 in 1950-51. Despite of such expansion of primary education in the territory it is observed that in the year 1965-66 the proportion of school going children in the age groups 6-11 years was lower in Tripura (72.4%) than that of All-India average (78.5%) and Assam (75.8%). Of course, compared to the state of Manipur (65.4%) the proportion of school going children in Tripura was higher. Even upto the year 1976-77 Tripura was lagging behind in respect of enrolment ratio which was 80.62 against All-India enrolment ratio of 83.90, in the primary stage of education. Number of primary (basic and non-basic) schools further increased to 1573 up to 30.9.78 and child population in the age group 6-11 years rose to 230690 of which 167044 were enrolled. Percentage of enrolment of girls in primary stage was 41.60. Percentage of Scheduled Caste and Scheduled Tribe girls were 40.74 and 32.12 respectively. All this said above indicates that there still remains much to be done for the proper development of primary education in Tripura. Teacher-students ratio in 1981-82 as found out by this investigation was 1:33. There has also been

considerable improvement of the training facilities of primary school teachers. Administrative machinery in the state as well as district levels has been strengthened. Much progress is also observed in Secondary, Higher and Technical education.

Like Tripura Cachar too has made rapid stride in the field of education after Independence. The whole of the North Eastern Region including Cachar was most backward in education before the freedom of the country. At the time of liberation of India rate of literacy in the entire North Eastern region including Cachar was 13%. However, things started to be changed rapidly with the advent of freedom and more particularly with the launching of the Five Year Plan.

Due to the introduction of the different provisions of the successive Five Year Plans there has been considerable growth of education in the district of Cachar. Thus the rate of literacy rose to 40.42% in 1971 against 13% at the time of freedom of the country. In the same year the rate of literacy of Cachar compared to that of All Assam (36%), Tripura (41.58%), Meghalaya (33.23%) and Manipur (41.99) was undoubtedly satisfactory.

But for the first few years of Independence the progress was very slow. Pre-school education was practically non-existent in Cachar. Upto the year 1960-61 there was only 1(one) Nursery school for the whole of Cachar district and that too with an enrolment of 36 children only. Classes Ka and Kha (Section A and section B) which were attached to some of the primary schools as the preparatory classes of primary education were also ultimately abolished.
Upto the year 1980-81 (as found out by the recent investigation) the number of pre-primary schools rose to 4 with the total enrolment of 146 (boys 78), (girls 68) against one Nursery school in 1960-61.

Recent investigation reveals that number of pre-primary schools in the entire district of Cachar rose to 4 in 1981-82 with the corresponding enrolment of 146 children (boys 78, girls 68) against one Nursery school with 36 children in 1960-61. Besides, there are some infant schools in Cachar known as Montessori, Nursery, Little Flowers etc. managed by missionaries and other private bodies. But they are very few in number and confined to only some progressive town of the district. Thus Cachar is still lagging far behind in comparison with Tripura in respect of Pre-school education.

However, Cachar has achieved a commendable progress in other stages of education too including primary, after Independence. In 1949-50 there were in all 464 primary/Jr. basic schools only in the Silchar subdivision of Cachar district with an enrolment of 22,091. Number of teachers was 853. Total number of primary/Jr. basic schools in the Silchar subdivision rose to 1184 in 1981-82 with the enrolment strength of 102990 and total number of teachers 2623 (trained 1964).

For the whole district of Cachar there were all total 316 Jr. basic schools and 1346 primary schools with the corresponding enrolments of 31,323 and 90,956 in the year 1960-61.
the same year there were 4 teacher training centres in the district of which 2 were for the training of the teachers of basic schools and other two were for the training of the teachers of the non-basic schools. The progress was found to be more remarkable within the decade from 1961-71. In the year 1971 primary and Jr. basic schools increased to 1928 against 1662 in 1960-61. Percentage of literacy increased to 40.42 against 28.6 in 1961. During the period from 1947 to 1961 the average number of teachers per school increased from 1 (in 1947) to 1.5 (in 1961). The extent of coverage of the villages by the schools was also not unsatisfactory.

The progress of education in Cachar within the decade from 1971-81 is all the more remarkable. Upto the year 1981-82 number of primary (basic and non-basic) schools increased to 2655 with the enrolment strength of 1,75,040 (boys 1,03,861; girls 71,179) against 1928 primary schools in 1971. Of these 2655 primary/Jr. basic schools 91 were for girls and the rest 2564 were for boys or co-educational. Expenditure (direct and indirect) on primary education for the whole district for the year 1981-82, was 7 (seven) crores approximately.

From the preceding account of expansion of education it follows that the present condition of pre-primary and primary education in Tripura and Cachar is better than what was before. But in this connection it may also be pointed out that neither Tripura nor Cachar has been able to reach the target of universalisation of the primary education even after 35 years of Independence. The main findings of our study responsible for this deficiency are given area-wise in the following paragraphs:
Single-Teacher-School:

The data shown in table Nos. 2 and 3, Chapter VI reveal that 2.8 percent of the sample schools in Tripura and 21.7 percent of the sample schools in Cachar are running till now (30.3, 88) with single teacher. Subdivision-wise analysis of the data shows that 8.4% of the primary (sample) schools in the Udaipur subdivision of Tripura and 40.0% of the primary (sample) schools in the Karimganj subdivision of the district of Cachar are still found to run with single teacher. The data further pinpoint that the problem of single-teacher school is more acute in Cachar both in district as well as in subdivision levels than that of Tripura.

The problems arising out of single teacher are found to be responsible for inadequate attention of the pupils, poor quality of teaching, and greater stagnation and drop-out. Further, the school invariably stops functioning when the teacher goes on leave or remains engaged in other works. In many cases single teacher finds no inspiration in teaching and suffers from monotony. Therefore, for the qualitative improvement of primary education, the authority concerned may adopt measures to tackle the problem of single teacher school with an immediate effect.

Educational status of the teachers:

From the statistics given in table No.4 and table No.5 of Chapter VI we got a comparative picture of the educational status of the teachers in the sample schools of Tripura and Cachar. It is observed that the proportion of non-matric teachers
in the primary schools (sample) of Cachar is much higher (20.87%) than that of Tripura (5.03%). The qualitative improvement of education depends to a large extent on the qualifications of the teachers. In view of the above fact the school authority may fix certain norm for the appointment of fresh personnels in teaching profession in the stage of primary education.

Training of teachers:

From table No.6, Chapter VI, it appears that 76.51% of the primary school teachers (in sample schools) of Tripura and 91.09% of the teachers of the primary schools (sample) in Cachar upto 30.3.83 are trained and the remaining teachers are still untrained. Though there has been a rapid expansion of education in both the regions over the years after Independence, the backlog of untrained teachers is yet to be cleared. The qualitative development of education not only depends on the number of teachers, physical plants and the facilities found in the schools but it also depends on the training status of the teachers. Under the circumstances proper care requires to be taken for the extension of training facilities for the teachers in the primary stage of education.

School building,equipments and facilities:

It is revealed from the study that most of the schools in Tripura and Cachar though are housed in the catcha structures owned by the schools themselves and the remaining are housed in the rent free accommodation arranged by the sardars and other villagers. On field verification it is found that most of the schools in the interior parts of Tripura and Cachar are of
In course of physical verification many of the schools in the rural areas in Tripura and Cachar were found in broken condition. It was reported by some of the teachers of the sample schools that due to such roched condition of the school houses they had to keep the necessary teaching equipments including charts, graphs, maps etc. in the houses of the village Sardars or Leaders for the sake of security and therefore, it becomes not always possible to carry all these materials to schools for free and wide use when necessary. This inconvenience results into ineffective teaching.

Furthermore, very few schools particularly in rural areas in Tripura and Cachar are found to provide with the facilities of playground, flower garden, small farms and drinking water. The problem is more acute in Cachar. None of the sample schools in Cachar was found with a suitable playground. The facility of drinking water is practically nil.

To make teaching effective, to introduce the children with 'nature' and to make the school more attractive to the children, breaking the monotony of school life, the administrative authority requires to take in hand the task of annual repairing and maintenance of school buildings (houses) more actively. This should get first consideration. Secondly, facilities for flower garden, small farms, drinking water as well as play ground attached to school should be provided by the primary schools of Tripura and Cachar at the earliest opportunity. This will go a long way to minimise the drop-outs and increase the attendance
at the school.

**Supervision and administration:**

Supervision of primary (basic and non-basic) schools in Tripura is the direct responsibility of the I.S. (Inspector of Schools). The I.S. is assisted in his work by a good number of subordinate inspecting officials. In comparison with the magnitude of works the inspecting officials are insufficient in number. As a result in most cases the supervision of the schools was reported to be irregular. This irregularity has resulted into the negligence of craft works and extra-curricular activities in the schools. The responsibility of supervision of the primary schools in Cachar is entrusted upon the D.I. The D.I. is assisted by a good number of subordinate supervising officials. Still, in many cases the report of the irregular supervision of the schools were recorded. This irregularity in supervision of the schools may be due to either the inspecting officials are not requisite in number so as to carry on their duties smoothly, or they do not take up the task of inspection seriously. Under the circumstances the supervising officers at the lowest level who actually perform the works of supervision and administration of primary schools should be persuaded to take up their charges seriously and sincerely. The concept of supervision has to be improved from the older idea of control and inspection. Guidance and help which form the core of supervision have to be given more emphasis in future for an effective implementation of the national programme of universal compulsory primary education.
Further, for the proper development of pre-primary and primary education in Tripura and Cachar the present administrative machinery should be strengthened in order to ensure regular supervision and smooth management of school affairs. Number of inspecting officials requires to be considerably increased in both the regions - Tripura and Cachar. The responsibility of pre-primary and primary education in Tripura may be entrusted upon a separate Directorate to be known as the Directorate of elementary education. Similarly, in Cachar, a separate administrative office under the charge of a D.D.P.I. may be entrusted with the responsibility of pre-primary and primary education.

**Text books:**

This study reveals that the Government of Tripura has adopted the policy of distribution of free books to the children reading in classes I and II only. Besides provision for book bank has been made in most of the primary schools of Tripura up to the year 1979-80. The majority of the children of the primary schools in Tripura are coming from the economically backward classes. Therefore, the policy of free distribution of books should be extended so as to cover all the children of weaker section of the society reading in classes I - V.

It is also revealed from this study that in Cachar Government has not yet adopted any concrete policy to ensure the readily availability of Text books in time at a fixed place at a reasonable rate.
Of course provision is there, for publication of textbooks by the Government on selected subjects for selected classes. But no care is reported to have taken for the distribution of all these books regularly and timely. As a result uncertainty of the availability of books and the availability of books at a convenient place at a reasonable price were reported from the different parts of the district of Cachar. To ensure the timely availability of books at the convenient places at a reasonable rate Government may take all the necessary steps. Readily availability of the text books is the pre-condition of the qualitative improvement of education.

Inadequacy of furniture.

It is revealed from the study that furniture, teaching aids and equipments are not sufficiently provided for the primary schools of Tripura and Cachar. Out of 35 sample schools in Tripura only 5 schools reported having no dearth of furniture and teaching equipments, the rests 30 schools forming 85.7% of the total (sample schools) reported want of furniture and teaching equipments. Cent percent of the sample schools (No.23) in Cachar reported inadequacy of furniture and teaching equipments.

The qualitative improvement of education depends to a considerable extent on the adequate quantity of furniture available on the school. Therefore, measures may be taken by the school administration authorities of both Tripura and Cachar to furnish every school in their respective areas with the sufficient quantity of furniture.
School community relations:

This study reveals that the concept of school functioning as a community centre is not yet a concrete reality in Tripura and Cachar. Not to speak of the performance of social activities in the school even the scope of parent-teacher relation is very limited. The village school can take an active part in the rural upliftment works if organised properly. Unfortunately none of the sample schools either in Tripura or in Cachar reported to function as the community centre. In fact, the school is one of the three basic social institutions in a village, the other two being the Panchayat and Co-operative. In view of the above fact the concerned authorities may take necessary step to make the school to perform its duty as a social institution as it means in the real sense.

Lack of residence of the teachers:

It is revealed by the study that lack of residence of the teachers of primary schools in Tripura and Cachar has for long remained a problem. No teachers of the sample school of Tripura and Cachar reported to have the privilege of Government residence. The school could be made the centre of cultural and community activities if the teachers could be made to reside with their families within the school campus. This is not possible until the teachers are provided with the Government accommodation. But no such step is known to have contemplated for the primary school teachers in Cachar. However, it is encouraging to note that the Government of Tripura has recently undertaken the project of construction of 146³ quarters within the state under 3. Information is collected from the Inspector of Schools, Udaipur, South Tripura.
the Central Government special assistance scheme. Under the same scheme 7 (seven) quarters for primary school teachers have been constructed in the Udainur subdivision of South Tripura. Upto 30.3.83 5 quarters out of 7 were distributed among the deserving teachers. Two quarters still remained undistributed for want of demand from the teachers. In lieu of a quarter a teacher has to pay 10% of his basic pay monthly in the shape of quarter rent. This is perhaps considered by the teachers as the high rate for occupying a quarter which many teachers do not want to forego from the monthly salary. This may be the reason for less demand of residential accommodation. In a state like Tripura which is economically backward and where price level is always high Government may make provision for providing the primary school teachers with rent free accommodation. It is desirable that construction of quarter may be made in a convenient centre place where a good number of teachers of the different schools of the neighboring areas may reside together and can perform their respective school duties. Attention should be paid for the provision of medicine, drinking water and marketing facilities within the campus. This will provide the teachers with the environment for suitable living.

Problems of enrolment of girls, Scheduled Caste and Scheduled Tribe children:

It is revealed from the study that despite of rapid progress in the field of primary education Tripura is lagging behind in terms of enrolment of girls, Scheduled Caste and
Scheduled Tribe children. Compared to total children of all categories in primary stage, girls are lagging behind. Further, in comparison with the children belonging to all categories, Scheduled Caste and Scheduled Tribes children are found to be backward in respect of enrolment in the primary schools. A comparison between the Scheduled Caste and Scheduled Tribes children in respect of enrolment in primary stage of education shows that Scheduled tribes children are more backward.

The reason for backwardness of girls in the field of primary education is that many of the parents or guardians do not put equal importance on the education of the girls like that of the boys. This is because of their ignorance of the value of woman education. The factors responsible for the slow progress of education among the Scheduled Caste and Scheduled Tribes are illiteracy of the parents and their poverty. Parents of the children belonging to the Scheduled Caste and Scheduled Tribe communities are mostly illiterates and cannot appreciate the value of education of their children. Due to poverty many parents cannot afford educational expenses and hence do not send their children to schools. Moreover, majority of the tribal people are of shifting nature. They move from place to place in search of lands for Jhum cultivation. Due to this nomadic way of life lead by a section of tribal population, cannot avail themselves of the facilities of schooling. Besides the above factors, the social tradition, superstitions or prejudices are also responsible for slow progress of education of those communities.
Cachar is an adjacent district of Tripura and the population of Tripura and Cachar has common socio-economic background. Therefore the problems of enrolment of girls, Scheduled Caste and Scheduled Tribes children which are found to exist in Tripura are also believed to exist in Cachar.

Therefore, to overcome these difficulties the children belonging to above categories may be given direct financial assistance. The provision of incentives should be actively operated. By way of extensive propaganda and persuasion the attitude of the parents should be moulded. They must be made able to appreciate the value of child's education. The present practice of shifting cultivation should be totally stopped by emphasising the scheme of 'Jumia Punarbashan'. Constant propaganda and adoption of other measures for the upliftment of standard of living of tribal people will be very much effective for overcoming the problems of enrolment of tribal children.

Working of Basic schools:

The data presented in Table No.9, Chapter VI of this study reveals that basic (primary) schools in Tripura are not functioning properly in the real sense of the term. The reporting teachers of the sample schools have given different difficulties in making lessons craft oriented. The more common ones are shortage of raw materials and equipments and lack of trained teachers or inadequacy of teachers. 35.2% teachers of Sadar, 33.4% teachers of Dharmanagar and 41.7% teachers of Udaipur subdivision (all the teachers are of sample schools) reported shortage of raw materials and equipments. Further 29.4% teachers of sample
schools of Sadar, and 33.4% teachers of Dharmanagar subdivision (of sample schools) and 33.4% teachers of the sample schools of Udaintur subdivision reported the difficulty of trained teachers or inadequacy of teachers in imparting craft oriented lessons. Some of the sample schools also reported the shortage of accommodation while others did not reply.

Leaving aside the question of craft oriented lesson, the method that is followed in the junior basic schools in Tripura is also traditional. Not a single school (sample) in Cachar was found to function in the basic line.

The authority concerned may take necessary steps to overcome the difficulties of the schools in imparting craft oriented lesson and function properly as the basic schools in the truest sense of the term.

**Incentives:**

It is revealed from this study that free books are given to all categories of children reading in class I. Book grants are given to the students belonging to Scheduled Caste and Scheduled Tribe communities reading in classes II - V. Students belonging to other communities (reading in classes II to V) securing 60% marks are also sometimes given this benefit. The girl students belonging to Scheduled Caste and Scheduled Tribe communities reading in classes II to V are given free uniforms. To sum up, the incentives in the form of free books, book grants and free uniforms are given in all the primary schools (basic and non-basic) in Tripura but the percentage of beneficiaries per school under this provision is still limited.
Compared to Tripura Cachar is still now (unto 30.3.83) lagging far behind in respect of incentives given to the students. This study reveals that only 4.4% schools (sample) in Cachar offered financial assistance in the form of book grants to the students. 95.6% of the sample schools do not give free books or book grants to the students. 82.6% of the sample schools in Cachar do not extend the facility of free uniforms to the students. Other forms of incentives were not reported to have been given.

In the foregoing discussions we have already observed that poverty of the parents have long been a problem in sending the children for schooling. Therefore, for the success of programme of universalisation of primary education the scope as well as the coverage of incentives badly needed to be extended in both the regions in Tripura and Cachar.

Mid-Day-Meal:

The introduction of the Mid-Day-Meal programme in the primary schools of Tripura has been proved to be most effective form of incentive to increase enrolment and attendance in the schools and to minimise 'drop-outs'. It is revealed by the study that there has been remarkable progress in total enrolment and that of girls up to the year 1980-81 in comparison with the position in 1978-79 when the scheme was not in operation. It was further found that the proportion of drop-outs in 1981 has decreased from 1979 in both tribal and non-tribal blocks as well as for girls. The clear picture about the impact of mid-day-meal on the stagnation could not be ascertained. Yet, we can expect that
if the programme of mid-day-meal is organised properly it will go a long way to minimise the present rate of stagnation in the schools.

In view of the above facts the scheme of mid-day-meal may be actively implemented in all the primary (basic and non-basic) schools of the territory with the following modifications:

1. The present rate of 45 paise (including .05 paise incidental expenses) per student per day is too much meagre amount for serving tiffin in the present price level. Therefore, to increase the quantity and quality (having nutritive value) of food the amount for tiffin may be increased to a considerable extent. If fund position so desires a further deduction in the number of mid-day-meal days may be made in the beginning of the new session of the schools, when the classes do not run in the full swings.

2. The coverage of the mid-day-meal programme may be extended. It should cover not only the students of primary/Jr. basic schools in the rural areas. But the programme should also include the children of primary schools in the town and notified areas. If possible primary sections attached to Middle or Secondary schools and functioning in the same shift should be separated so as to bring those primary schools under this programme.

3. The present administrative machinery is found to be weak for organising and supervising the programme. So the present machinery requires to be strengthened.

4. At the school level number of guardian representatives to the school Meal Committee may be increased. Teacher representatives
to the school Meal Committee should be elected by the teachers wherever is possible.

**Stagnation in primary schools:**

This study gives us a picture of stagnation in primary schools in Tripura upto the Third Five Year Plan. It appears from the data given in Table No.10 of chapter VI that in the school villages the proportion of children who stagnated in the schools accounts for 12.8% of all children whoever attended the school. The proportion is slightly higher (14.8%) in case of girls than that of boys (11.8%). But in non-school villages the proportion of boys (11.6%) who stagnated in schools is higher than that of girls (6.7%). Classwise interpretation of the data show that proportion of stagnation is higher in lower classes than that of in higher classes in both school and non-school villages. In the table maximum stagnation is observed in class I. This is due to heterogeneity of the age group. Students of different ages are admitted in class I. In most of the cases the age is determined by the parents' statement. Consequently children below and above 6-7 years of age get admitted in class I. Strictness must be observed at the time of admission so that only the children who are genuinely of 6 or 7 years of age get admission.

Stagnation is a great problem of primary education as it results in to wastage of time, money and effort of the child. Sometimes it develops inferiority complex among the stagnated children and that effects adversely on the healthy growth of the child. Therefore, for the proper development of
education the problem of stagnation should be tackled. The main reasons of stagnation as found out by this study are:

1) Indifference of the child.
2) Poor in studies.
3) Irregular attendance.
4) Domestic works.
5) Teachers do not take interest.
6) Lack of educational equipments in the schools.
7) Overcrowded classes.
8) Unsuitable curricula.
9) Inability of teachers to use play way method.
10) Inadequately prepared teachers.

The administrative authority may adopt measures to remove the above mentioned factors responsible for stagnation.

Drop-outs of children from the school:

Another problem of the primary stage of education is wastage arising out of drop-outs of children. The statistics provided in table No.11, Chapter VI of this study reveal that the percentage of children who discontinued study is maximum in class I. The proportion of drop-outs tends to be same or uniformly low in classes other than class I.

Some of the important reasons responsible for premature withdrawal of children from school given by the parents as revealed in the present investigation were:
1) Indifference of the children, needing for homework and financial difficulties of the parents. Of all these reasons financial difficulty is most important one. Because majority of the children in Tripura and Cachar
in the primary stage of education are found to discontinue studies on ground of poverty.

In view of the above fact the concerned authority may take necessary measures for tackling 'drop-outs' which is still now a vital problem of primary education.

Any attempt at summing up the various findings of this investigation will reveal certain desperate trends. As regards quantitative development, there has been a vast expansion of pre-primary and primary education particularly during the successive Five Year Plan Periods. For instance there has been an enormous growth in the number of schools including the number of teachers and students on the roll, both boys and girls and a proportionately increase in the enrolment of the Scheduled Caste and Scheduled Tribe students. This growth has taken place more as a result of opening of new schools than through the expansion of the existing ones. This rapid growth has given rise to a number of problems. Some of the important problems are inadequate physical plant as found out in majority of the sample schools. The progress in the training of teachers has been uneven between Tripura and Cachar and has not been able to keep pace with the expansion of schooling facilities in the different parts of both the regions, inspection and supervision of schools have tended to suffer in quality and adequacy. The availability of text books in Tripura and Cachar leaves sufficient scope for improvement in respect of timeliness, convenience and price. Enrolments of the weaker sections of the society like Scheduled Caste and Scheduled Tribe are still lagging behind. There has
be a continuous pressure of wastage arising out of stagnation and drop-out, the movement of basic education seems to have been totally failed to make its room in Cachar, and is found to have lost its momentum in Tripura, and the school community relations do not show any significant role of the teachers in the community development activities.

All these findings point the areas of problems some of which require to be tackled immediately, and others continuingly over a long period. As these have been discussed in the relevant sections we do not like to mention them here again to avoid repetition.

However, certain basic issues resulted out of the total findings of this study in some form or other deserve to be mentioned here:

This study observed that there is no uniformity in respect of the period of schooling in the primary stage of education in Tripura and Cachar. While the general assumption is that primary education should cover a period for 5 years comprising the classes from I - V. If school going is to be made compulsory for children of the age group 6 - 11 years, a five year period of primary schooling is to be followed all over the country. In Tripura, primary education is imparted for five years from class I - V to the children of the age group 6 - 11 years, in all the primary (basic and non-basic) schools throughout the state. However, variation is noticed in case of Cachar, in Assam. In the district of Cachar, like any other district of Assam, primary schools have only IV classes (from
class I - IV) and this stage of education begins in the life of a child from 6 years of age. Practically there is no scope for the pre-primary education of the children in the age group 2 - 5 years, in the district of Cachar in Assam. For the qualitative improvement of primary education this gap should be bridged as early as possible. We have already observed that pre-primary education is not only necessary for forming certain good habits among the children. Rather, it forms an integral basis of primary education and also helps to minimise drop-out and stagnation. In this connection we like to point out that Tripura has achieved remarkable progress in the field of pre-primary education during the plan periods. In Tripura pre-primary education is imparted to the children, through the Balwadi classes attached to each social education centre.

Like Tripura in Cachar too social education centres may organise Balwadi classes to provide pre-primary education to the children of 2 - 6 years of age. This will help Cachar to solve its problems of pre-school education within the minimum possible time with minimum fund.

Another important finding of this study is the relatively lower proportion of school-going among the children of the backward classes and tribal communities. The reason for this state of affairs as found out under the study is the financial difficulties of the parents. Due to financial difficulties the parents of the children belonging to these sections of the people cannot afford books, uniforms, stationery and necessary equipments for their children. If the children of these weaker sections of
the society are provided with the free books, free uniforms, stationery and equipments liberally, the enrolments of the Scheduled Caste and Scheduled Tribes children will be considerably increased in the schools. Perhaps it will be relevant to say that the facilities of free books, free uniforms and mid-day-meal are found to be provided by almost all the primary (basic and non-basic) schools in Tripura though the scope of this provision requires to be extended so as to cover the cent percent children of the primary stage.

But the facilities of incentives in the shape of free books, free uniforms and stationery are found to be still now neglected in the district of Cachar in Assam. Only 5% of the sample primary schools in Cachar was found to provide for free books and free uniforms to the children and that too was reported to have received once for all from the Government for distribution among the needy children. The scheme of mid-day-meal is still unknown to the district of Cachar. To raise the enrolment of the children of the weaker sections of the society all these facilities require to be made available in the primary schools.

Besides the provision of adequate incentives in the schools, there will even remain another difficulty which is faced by the children of the landless labourers and other weaker sections of the people. This difficulty is associated with the homeworks. Due to poverty, the children of the poor parents are required to work at home or outside to help their parents in occupational jobs. Girls generally assist their mother in domestic works or taking care of the younger ones.
Pressure of domestic works lead to premature withdrawal of the child from the school or stagnation in many cases. The only long term solution of the problem of drop-out or stagnation resulting from the pressure of domestic work is to raise the economic condition of the common people. Another way out is to provide part time education to those children who cannot attend the school on a whole time basis. Adjustment of school hours may also be attempted particularly in the rural areas of Cachar and Tripura in order to enable the children to help the parents after school hours.

The consciousness of the parents in regard to the significance of education helps to a great extent in availing of the educational opportunities by the children. The common experiences show that the children of a literate father, and daughter of a literate mother are generally enrolled in schools. The spread of education among the adults, would therefore be most helpful in improving enrolments in primary schools. But unfortunately, not much progress has been made in the spread of literacy among the adults in Tripura during the long period after Independence.

To popularise adult education among the masses, extensive propaganda is expected to be very much effective. The best way of doing this for every primary school is to carry out a house-to-house survey of all children of school-going-age within its area about one or two months before the beginning of the school year. When the school year begins, the teachers of the school with the support of the V.L.W., S.E.W. and enlightened villagers will have to go out for intensive propaganda so as to
bring every child in to school. If this effort is made at the beginning of each academic year the situation will be definitely improved. The fact that adult education is necessary for the progress of the society as well as for the advancement of learning, is now being increasingly felt by the Government. Thus the Education Minister of Assam in a meeting with the Joint Director of Adult Education said that an extensive programme for adult education will be taken.

In addition to the above measures the service of the village Panchayat, Clubs or Sanghas and any other voluntary organisation may also be utilised to induce the villagers to send their children to schools.

The success of the programme of pre-primary and primary education also depends on the satisfaction of the teachers with their jobs. Therefore, in order to remove the general discontentment as found in some of the teachers of pre-primary schools of Tripura and especially in primary school teachers of Cachar, the scope of promotion of the teachers should be widened. To remove the discontentment associated with the place of posting a system of special allowance may be introduced in both Tripura and Cachar to be given to the teachers working in the difficult areas. The percentage of such allowance may vary with the variation of the distance of the school from a town or a notified area in a subdivision and the degree of difficulty of the place of posting. Care should also be taken so that every teacher can get his monthly salary timely and regularly.

In fine, it may be said that most of the problems of education in Tripura and Cachar are the problems of rural education. A vast majority of the population in both the regions consists of tribal people and backward communities. Some of them are still leading an outlandish way of life in the unbreaking solitude of the forest.

Therefore, the educational policy of Tripura and Cachar should be designed with utmost concern so as to accommodate the distinctive tribal ways of life along with other things.

All the measures referred to in this study, if given effect with due importance, we can hope that Tripura and Cachar will be able to reach the target of universalisation of enrolment in the field of primary education within the minimum possible time.