CHAPTER VI

SUMMARY OF THE FINDINGS

On Headmaster:

A questionnaire meant for the Headmasters of primary and upper primary sample schools of Darrang District has been used in the study, which is known in Appendix-1-A, of the thesis. The questionnaire schedule meant for the sample schools consist of name and location of the schools, types of schools, personal informations and qualification of Headmasters, teachers and their qualifications, enrolment and average attendance, financial help, building, adequacy of class rooms, facilities of drinking water, co-curricular activities, results of examination, pattern and functions of Managing Committees, inspections and supervision wastage and stagnation, material conditions of teaching and ancillary services etc. comprising a total of 75 items.

The personal information about the Headmaster in the study sample, regarding their qualification and training have been presented in Table Appendix-6-A.

Data presented in Appendix-6-A shows that there are 30 below Matric, 32 Matriculate, 19 P.U. or H. S. pass and only 4 B.A. pass Headmasters out of 85 primary schools, the percentage of which are 35.3, 37.64, 22.36 and 4.7 percent respectively. There are 47 trained Headmasters, the percentage of which is 55.25 only. In case of upper primary schools, there are 2 Matriculate, 4 P.U. or H.S. pass, 8 B.A. pass and only one M.A. pass Headmasters, the percentage of which are 13.33, 26.67,
53.33 and 6.67 percent respectively. Again, out of 15 Headmasters of upper primary stage, only 6 are trained while other 9 are non-trained. The percentage of trained Headmasters is 40 percent only. The table shows that the percentage of trained Headmaster in primary stage is comparatively higher than the upper primary stage Headmasters.

Again the likings of the Headmasters towards the job is known from the causes for choosing the profession, which have been shown in Table Appendix 6-B. An examination of Table 6-B shows that 23.53 percent primary school Headmasters and 20 percent upper primary school Headmasters opined that chances of other vocations were not available. On the other hand 11.77 and 26.67 percent primary and upper primary stage Headmasters respectively say that they could not afford to wait for other professions due to pressing financial needs. Whereas 35.27 and 20 percent primary and upper primary school Headmasters respectively feel that it was easy to enter teaching profession. Again 11.77 and 13.33 percent Headmasters of the two stages of education respectively feel that it was a human service. Only 17.65 and 20 percent Headmasters of both the stages respectively say that teaching profession provides intellectual and cultural growth and a happy life.

So far the teaching experience and average distance of a Headmaster is concerned, it is known by the Table in Appendix 6-C.

The Table indicates that the average distance of a primary school Headmaster is 6 kilometres and the same is 10 kilometres for the upper primary school Headmasters. Again in case of primary schools, there are 25 Headmasters having the experience of 4 to 25 years, 40 in between 15 to 25 years, and 20 of them having more than 25 years
of experience. But in upper primary schools, the same is 10 in between 4 to 15 years, 4 in between 15 to 25 years and only one Headmaster is having the experience of more than 25 years of teaching experience.

On teachers:

There were sources for obtaining data about the teacher's moral that have been used in this study. The purely descriptive items such as sex and training of the teachers, academic achievement, sources of extra income, reasons for choosing the profession of teaching and social status of the teachers etc. have been tabulated and then analysed.

Examination of data presented in Table 6-D (Appendix) shows that the study is confined to 280 primary and 105 upper primary school teachers of Darrang District, of which 83.93 percent male teachers and 16.07 percent female teachers in the primary stage of education. Again the same is 86.66 and 13.33 percent in upper primary stage. So far the training of both the sexes are concerned they are 81.87 percent male teacher and 18.13 percent female teacher, while 88.89 percent male and 11.11 percent female teachers respectively in both primary and upper primary stages of education.

The personal informations about the academic achievements of the teachers from the data collected, which have been shown in Appendix Table No. 6-E, indicates that there are 25.71 percent below Matric, 50 percent Matriculates, 19.64 percent P.U. or H.S. pass and 4.64 percent B.A. pass teachers in the primary stage of the District. Again in upper primary stage, in order of preference, the same is 0.95, 20.95, 29.52, 47.62 and only 0.95 percent M.A. pass teachers. It is observed that in case of upper primary stage the number of B.A. pass teachers are in the highest rank.
As regards sources of extra income of both primary and upper primary teachers, the Table shown in Appendix 6-F indicates that nearly about 50 percent and 47.61 percent teachers of both primary and upper primary schools respectively depend upon agriculture, while 21.78 percent primary and 14.28 percent upper primary teachers depend upon private tuition. The remaining others depend upon the items as shown in Table No. Appendix 6-F.

Now, coming to the questionnaires to the liking of teachers towards the job which are known from the causes for choosing the profession, have been shown in Appendix Table No.6-G. The Table indicates that quite a big number of teachers of both the stages, i.e. 29.64 percent primary and 34.29 percent upper primary school teachers have chosen the job because they could not wait for other professions, due to financial hardship.

Again the number of teachers in position and average number of teachers per school of the sample elementary schools of Darrang District, is shown in Table No. 6-H in Appendix.

A look at the above Table indicates the trend that in case of primary schools, there are 15.29 percent one teacher school, 30.59 percent two teacher schools, 28.84 percent three teacher schools and 25.58 percent more teacher schools. Again, in upper primary stage, there are 6.67 percent four teacher schools, 20.0 percent five teacher schools and 73.33 percent five and more teacher schools in the District. In primary and upper primary schools, the average number of teachers per school is 3.29 and 7 respectively.
Managing Committee:

From the data presented by the sample school Headmasters regarding the information about 520 primary and 125 upper primary school Managing Committee members, dealing with personal information, functions of Managing Committees and opinions regarding the difficulties faced by the schools have been shown in different Tables. The educational qualifications and sexes of Managing Committee members are shown in Appendix Table No. 6-I.

A perusal of Table No. 6-I shows that the percentage of Managing Committee members belonging to illiteracy is 55.19 and 18.4 percent; below Matric 14.23 and 16.8; Matriculate 17.6 and 26.4; P.U.or H.S. pass 7.27 and 12.0; B.A. pass 4.04 and 24.8 and 1.73 percent and 1.6 percent M.A. pass members respectively both in primary and upper primary schools. Again the percentage of male and female members is 98.47 and 1.53 percent in the primary stage. It is interesting to note that there are no female members in the upper primary schools.

Next comes up the subject of the extent of awareness among the members, about the functions of their respective Committees, the findings have been summarised in Appendix Table No. 6-J. An examination of the Table indicates the extent of awareness of functions of the Managing Committees, regarding appointment of the staff, sanction of leave and increment, staff payment; only the members of private primary and upper primary schools know that these are the important functions of the Managing Committees. These questions do not come in case of the provincialised primary and upper primary schools.

However, 28.84, 19.23 and 23.07 percent primary school Managing Committee members, and 20.24 and 16.0 percent upper primary
school members in order of preference are aware of their functions in matters of supervision of schools accounts, construction of buildings and solution of general problems.

What are the more important types of difficulties faced by the Managing Committees? The relevant findings have been summarised in Appendix Table No. 6-K. From the above Table, it is clear that there are only three major difficulties faced by the schools in both primary and upper primary school stages.

As much as 96.5, 98.0 and 67.3 percent of primary Managing Committee members and 80.88 & 20.0 percent upper primary school Managing Committee members, in order of preference feel that the major difficulties faced by the elementary schools are lack of accommodation, want of finance and want of teachers. Thus almost all members feel that financial difficulties are important in school organisation and management.

Material conditions of teaching

Building:

As regards to the condition of the buildings of the sample elementary schools of Darrang District, the following data have been collected from the Headmasters and shown in Appendix Table No. 6-L. The Table 6-L shows that the percentage of pucca building in both the stages of schools is 24.71 and 26.07 percent respectively. Again in the item of partly pucca building, the percentage is 60.0 and 73.33 percent respectively. There are 15.29 percent of Kacha and Thatched building in the primary schools. On the other hand the investigator
could not trace an upper primary school with Kacha or Thatched house, perhaps it may be due to the fact that, the investigation was done under stratified random sample process.

Position of furniture:

It is gathered from the collected informations that almost all schools of the two components have chairs and tables to be used by the teachers of respective schools. But near about 87 percent of the primary schools have no almirah or any such boxes to keep records or such other necessary utensils required for the schools. Again near about 65 percent of primary schools keep their important documents in their table boxes used for class teaching, sometimes without even lock and key. However, in urban schools they have all those necessary furnitures.

But in case of upper primary schools, almost 80 percent schools have one almirah and the remaining 20 percent have two almirah to be used for keeping necessary records.

Sitting arrangement:

The collected informations from the Headmasters regarding the sitting arrangement for the pupils of primary and upper primary sample schools of Darrang District, have been summarised in Appendix Table No. 6-M.

The Table shows that in case of primary schools, 37.65 percent schools have desk and benches, 42.35 percent have combined arrangement, while 20 percent schools have still mats for sittings arrangements. But it is found that all sample upper primary schools have desks and benches for sitting arrangement.
Black Board:

In case of primary sample schools, 77 percent schools have two black boards, 10 percent have three, 5 percent have more than three and 8 percent schools have one black boards. Again in upper primary schools, it is found that almost all schools have class-wise black boards to be used by the teachers and the taught, however, useable or not.

Instructional Room:

The collected informations indicate the trend of instructional rooms as, only 5 percent primary schools have required instructional rooms, while another 5 percent of the same stage have fulfilled half of the required numbers of instructional rooms. The remaining 90 percent of the schools have no required instructional rooms. They are housed in a hall type building without partition. But in case of upper primary schools, almost all schools have required number of instructional rooms, however, ill-fated.

Map, Chart and Globe:

The study reveals that near about 70 percent of the total sample primary schools have no material conditions of teaching like maps, charts and globes to be used for the students. The remaining 30 percent schools have maps and globes, of course not according to the requirements of the pupils. Further, it is observed that very few elementary schools have the provisions of models and charts. The percentage of such schools will be of 7 percent only. It is observed during investigation that the urban primary and upper primary schools have some charts, hanging in the walls of the office rooms, probably which are not even used in the class room for teaching.
Again in upper primary schools, it is reported by the Head-masters that almost all schools have a globe of their own, of course not according to their needs. Nearly 50 percent of the schools have old ill-fated maps which are not according to the present needs of the students.

Ancillary services:

At present, there is hardly any provision for school health services, except in few urban areas of India. Ancillary services like school health programme, school meals and providing free text books and uniforms are some of them. Unfortunately, looking into the above services, the same could not be found except free distribution of text books to the elementary goer pupils in the District.

Position of teaching aids, Science apparatus, Drinking water and Sanitary facilities:

Regarding the position of teaching aids, science apparatus, drinking water and sanitary facilities, the findings have been summarised in Appendix Table No. 6-N. On examination of the Table indicates that in the sample primary and upper primary schools of Darrang District, there are no scientific instruments to impart lessons on science subject or topics on science. In the name of teaching aids, maps, charts, globes, boards, comp-boards and dusters could be seen in 25.88 percent primary and 46.66 percent upper primary schools.

Again in regards to the drinking water facilities, both in primary and upper primary schools, the positive percentage is 43.53 and 60.0 percent respectively.
So far the sanitary condition of the elementary schools of Darrang District is concerned, a look on the Table 6-N shows that only 2.35 percent of primary and 13.33 percent of upper primary schools have lavatory facilities. On the other hand, 65.88 percent and 53.33 percent of both the types of schools respectively have, however, temporary urinals. During investigation, it was experienced that only about 3 percent of primary and 15 percent of upper primary schools have permanent urinals to be used by both teachers and taught.

Organisational Climate:

In regards to the average number of days school held and closed in a year, social functions held in the schools and the average distance of the schools from the District Head-quarter Town, have been shown in Appendix Table No. 6-0. The average number of days school held and closed were calculated dividing the actual working days of the schools and total days closed for by the total number of sample schools. The same process was followed in calculating the average distance of the schools from the District Head-quarter Town.

A look at the Table in Appendix 6-0 shows that the average number of days school held, is 230 and 210 days in primary and upper primary schools respectively. Again the average number of days school closed, for some unavoidable circumstances is 10 and 8 days respectively for both the two stages of education. The average distance of the same elementary schools are 30 to 20 Kilometres respectively for primary and upper primary schools.
Parent teacher association:

Parent teacher associations are very rare in both the two stages of education. Only 20 percent of primary and 33.33 percent of upper primary schools respectively have such functions.

Enrolment and average attendance:

So far the enrolment and average attendance is concerned, the sample schools represent the following figures which are furnished in Appendix Table No. 6-P. On examination of the above Table indicates that in primary stage, the percentage of boys enrolment is 59.56 percent and girls enrolment is 40.44 percent, while the same is 64.81 and 35.19 percent in case of upper primary schools. Again, the average enrolment is 80 and 180 students respectively in per primary and upper primary schools, while the average number of pupils attending per school is 60 and 130 pupils in order of preference.

Examination:

In regards to the average pass percentage of the successful candidates of the school leaving examinations for last five years since 1985 to 1989, which are shown in Appendix Table No. 6-Q indicates that the average pass percentage is 96.39 and 92.79 percent respectively for primary and upper primary schools. In calculating the percentage of the examination results of last five years, in the first place, the percentage of individual school was calculated. After that the percentage of individual schools of each year were added and divided by the total number of sample schools of both primary and upper primary stage to
get the total percentage. Then the total percentage was divided by 5 years to get the average percentage of successful candidates.

Co-curricular activities:

The study reveals that co-curricular activities are found to be absent in the primary schools of Darrang District, except the regular prayer of the schools before the beginning of the classes, observance of Independence Day only in few urban schools, performing Swarasati Puja in the schools of Hindu areas, gardening in 4 percent of schools and cleaning the school campus and so on.

Again in upper primary sample schools, other things remaining the same. Co-curricular activities constituted in the form of organising farewell meetings to the final year students, annual sports festivals in 13 percent of schools and organising debating competitions in only 26.67 percent of schools. Not to speak of co-curricular activities, but as shown in Chapter-VI, demographic features of sample characteristic that, only 47.05 percent primary and 40 percent upper primary schools have their own play grounds which are seemed to be under the grip of uncleaned jungles awaiting for proper use of it.

Further, it is revealed that neither the school can purchase the sports materials, nor they are getting it from the concerning authority. The boys and girls play the local games, running this way and that way, jumping over a number of times amidst hue and cry and so on and thereby they derived joy, satisfaction and freedom during leisure hours. In the name of co-curricular activities, foot-ball is seemed to be the only activity for very few upper primary schools, which is played by the students in rural areas.
Supervision and Inspection:

It is revealed from the information of the primary and upper primary Headmasters that the schools are very seldom inspected by the persons of the concerning authority. Further, it was collected that the urban and semi urban schools are inspected at least once in a year. But in case of rural schools specially situated in a distant position from the Head-quarter Town, are inspected sometimes once in a year, and some times once within two or three years. During field survey the investigator was reported by one Headmaster of Kuhiaarpaka Primary School, situated at a distance of 40 Kilometres from the District Head-quarter, that his school was not inspected by any authority for the last two years.

Over and above, during his inspection, the Inspector stays in the school for 2 to 3 hours. Generally, Inspectors give stress upon teaching work, discipline and written work of the students, records, accounts, apparatus and equipments of the schools. But they do not give any demonstration lesson. Further, it is revealed that no seminars and discussions are held regarding the improvement of educational climate, in between teachers and inspectors.

Wastage and stagnation:

In order to find out wastage and stagnation, the researcher collected the following data which are shown in Appendix Table No. 6-R. From the examination of the Table, it is observed that out of 3011 students enrolled in 1986, in Class-I of primary schools, only 1280 students completed the school in 1990, the percentage of which is 42.51%.
Again in upper primary stage, out of 1200 students in 1987 enrolled in Class-V, only 516 students completed the school in 1990, the percentage of which is 43 percent.

A statistical analysis of the data shows the sex-wise and average rate of wastage and stagnation which is summarised in Appendix Table No. 6-S. The above Table indicates that the rate of wastage and stagnation is 39.84 percent for boys and 66.16 percent for girls in the primary stage. Again in case of upper primary stage the same is 19.38 and 80.62 percent respectively. The average percentage of wastage in primary school is 57.49 while the same 57 percent in upper primary stage of education.

Financial resources:

The data collected from the Headmasters of sample elementary schools shows that there are no regular grants offered to the schools from the Government. In the name of contingency Rupees 5 against each teachers for primary schools and Rupees $\frac{75}{30}$ percent of the loss of fees against the total number of enrolment in upper primary schools is not sufficient as reported by the Headmasters to purchase chalk, duster, necessary papers and other utensils. But for the private schools, there is no such provision. They manage their expenditures out of the fund collected from the people.

For the provincialised schools, hardly some shorts of maintenance grants are given for their development from time to time. Those
grants are not equally distributed to the schools. Only the influential Headmasters and the schools located in urban and semi urban pockets, those who have a close contact with the concerning office get the chances. The remaining bulk of the schools located in backward areas and in a distant places from the Head-quarter Town do not get the chances.

However, the qualitative trends of the summary findings of all the items will be discussed in course of discussion in the next Chapter of the thesis.