CHAPTER - V

PROBLEMS OF PRIMARY EDUCATION IN THE DISTRICT OF GOALPURA.
CHAPTER - V

PROBLEMS OF PRIMARY EDUCATION IN THE DISTRICT OF GOALPARA.

The present chapter deals with the various problems of primary education in all the three sub-divisions of Goalpara District. During the period of field investigation many serious and acute problems have been observed by the researchers.

An attempt has been made in this chapter to flash a light on these problems of primary education in the District as a whole which will help us to provide some guideline for finding out remediator measures in the subsequent chapters.

It is a general fact that the quality and adequacy of schooling depends to a significant extent on material facilities, teaching aids and equipments available in the schools. During the post-independence period with the growth in the number of primary schools, it has become necessary to examine the impact of this expansion on improving the school buildings, equipments and other facilities.
in the schools.

1. **SCHOOL-BUILDING, ACCOMMODATION AND EQUIPMENT:**

   School building is considered as one of the most important factors of formal education where knowledge of reading, writing and arithmetic is imparted to the pupil. It is the school building that gives an impression about the quality of education imparted to the children. It is necessary to construct the school houses in such a way that it can provide minimum facilities for the all round development and safeguard the health, happiness and safety of the children.

   The rooms of the school building should be spacy and large enough to accommodate at least 30 to 40 students. Generally, 15 square feet of floor space is required for every child in the class-room and thus, a room of 30 feet long and 20 feet wide and 15 feet high is considered adequate for a class with 40 students.

   Sufficient number of doors and windows should exist in the school building so that fresh...
air and light may reach in every corner of the school house. The face of the school building should be in such a position that sunlight and fresh air may all the time be present throughout the working hours. Moreover, the amount and direction of light in the class-room should be such that the pupil may read and write without any strain in their eyes. The importance of adequate lighting and ventilation in the class-room can not be overestimated on account of the increased frequency of short-sightedness among the pupils. In less lighted rooms the pupils can't see clearly the letters written on the black-board, and the amount of strain put on their eyes daily and continuously affects their eyesight. So, class-room should be so designed that it may not face the sun at all times of the year, nor is it deprived of light in any season.

Along with all these, both the outer and inner walls of the school building should be plastered and properly painted. The plaster of the walls from ground level upto a reasonable height should be of such material, that may check the damages of the walls in the class-room. The floor of the
PHOTO NO. 1: The researcher is collecting data during the period of her field investigation.

PHOTO NO. 2: The researcher is taking interview of the teacher and the Headmistress in one of the oldest Primary Schools of Goalpara sub-division of the District.
PHOTO No. 3: The researcher is with the teachers and students in one of the Primary Schools in Kokrajhar (Sub-Division).

PHOTO No. 4: One of the Bodo medium schools in Kokrajhar.
house should be strong, smooth and clean. It should neither be slippery nor rough. The roofs should also be strong and thick enough so that they may neither become too cold in winter nor hot in summer.

The present condition of primary school buildings in the district become prominent to us from the field investigation carried out by the researcher during the period of her purposeful field study in all the three sub-divisions of the District. In fact, the condition of most of the primary school buildings are still in a deplorable condition. The schools are ill-housed, ill-equipped and not provided with essential teaching aids. The school houses in most cases are generally constructed and maintained by local people. Sometimes the School Boards provide substantial grants for the improvement of school buildings. But the problem of providing better school houses remain unsolved. In reality, the question of providing good houses for primary schools should receive serious attention by the sub-divisional school Boards due to the advancement of science and technology.
PHOTO NO. 5: Primary school in the District which is being held in the Dharmasala.

PHOTO NO. 6: Dusty and damp school houses.
Field study shows that out of the total number of 85 schools visited, about 23.53% schools were constructed during the pre-independence period in the District and majority of these schools were found in Dhubri sub-division. About 76.47% schools were constructed during the post-independence period with the help of public contribution or Government grant. The percentage of schools constructed with Government grant was less than the schools constructed through public contribution. More than fifty percent schools (52.94%) were constructed with the help of public contribution during the post-independence period and 47.06% schools were constructed with the Government grant. Public donated land for schools was found to be 35.29%.

Some of the school houses were too old, with broken walls and partly without roof, doors and windows. Some school houses tilted to one side and kept standing by support presented a depressive state of affairs. A large number of school houses were dusty and damp (Photo No. 6). Growth of mouses and fungi were also found. Only a few number of schools were found to have cement plastered floor.
PHOTO NO. 7: Condition of side-walls made of Ekra.

PHOTO NO. 8: Poor condition of side-walls along with doors and windows.
In majority of the schools there were thatched roof which leaked during the rainy seasons. Side walls were made of "Ekra" or bamboo and mud plastered, but sometimes without any plaster (Photo No. 7). Doors and windows of a small number of schools were strong and others were found to be either weak or not-provided at all (Photo No. 8). Such unsatisfactory condition of the school houses leading to the damage of maps, charts, books and the school bells, windows and window grills, clock, furniture had also been reported during the field study.

Out of a total number of 85 schools visited, only 58.82% schools had satisfactory and 41.18% had unsatisfactory walls. Roof of 64.71% schools were satisfactory and 35.29% unsatisfactory. Floor of 41.18% schools satisfactory and 58.82% unsatisfactory. More than fifty percent (58.82%) schools were suffering from inadequate light and ventilation (Photo No. 9).

Added to these, the quality of accommodation in the schools could not be said as satisfactory.
PHOTO NO. 9 : Inadequate light in the class-room and broken side-wall.

PHOTO NO. 10 : An over-crowded class-room in the Primary School.
The overcrowded class-rooms failed to create congenial environmental condition of teaching-learning process in the school (Photo No. 10).

It was also noticed that majority of the school compounds were not properly maintained by fencing the boundaries. As a result, most of the school compound had become a grazing ground of cattle.

**Equipments**:

Just like the school building, teaching equipments are also very much essential for imparting knowledge of 3 R's to the primary school children.

**Black-Board**

The only furniture in a primary school that is absolutely essential, is the black-board. It is said that the black-board and a piece of chalk are tools enough in the hands of a resourceful teacher. The minimum number of these are one to each teacher. Generally, black-boards made of slate are more suitable as compared to those made of wood as these can be easily cleaned. In case of
PHOTO NO. 11: Colour of the Black-Board in primary school.

PHOTO NO. 12: Condition of the Black-Board in one of the Primary Schools in Dhubri sub-division of the district.
wooden black-board there is need for regular painting so that the colour does not fade and become glossy.

Field investigation also revealed that almost all the schools are suffering from the problem of inadequate number of black-boards and those which have, are of very inferior quality (Photo No. 11). It has been reported from many schools that the black-boards are of such inferior quality, that they are damaged easily due to humidity, sunlight or rain-water (Photo No. 12). Above forty percent schools had four or more than four black-boards, and near about sixty percent schools (58.82%) had less than four black-boards for the use of the teachers in the class-room. But all the boards could not be said as suitable for writing distinctly whenever necessary.

Just like the black-board some other teaching aids that are also considered important in the class-room teaching are - maps, charts, globes, models and pictures. All these aids are very useful for the teacher when it becomes difficult to make the children understand a lesson by oral illustration.
PHOTO NO. 13: Teaching equipments kept on the top of the Almirah.

PHOTO NO. 14: Environmental condition of the class-room in one of the schools of Goalapra sub-division of the District.
But we find that majority of schools have a very negligible number of teaching equipments or without any teaching aids. In some schools due to lack of teaching aids and equipments, subjects are taught in such a way that the children are forced to memorize lesson without understanding. Facts show that out of the total number of 85 schools, only 41.18% schools have charts, maps, globes etc. and rest of the schools i.e. 58.82% schools are without any teaching aids. Number of schools having other types of teaching aids are only 11.76%. Public contribution for equipments of schools is only 23.53%.

During the field study it was noticed that the schools which had some teaching equipments were not kept with care. Sometimes they were kept on the top of the almirah (Photo No. 13) and sometimes in a corner of the floor of a room. In a very few schools the teachers had made some hangers of bamboo or wooden shelf where the aids were kept properly. In majority of the schools visited the equipments were being damaged and were not in useable condition. In some schools even if equipments are available
PHOTO NO. 15: Dharies brought by the pupils for sitting in the school.

PHOTO NO. 16: Classes are being held under the shade of a tree.
they are not used by the teachers.

**School Furnitures:**

The school furniture have also an important bearing on the learning environment of schools. Suitable number of desks for writing and reading, and adequate number of benches for sitting are essential furniture for the school children. Because unsuitable sitting arrangements have bad effect on the body as well as handwriting. Similarly, there is also need for a table and chair for each teacher along with one or two almirahs for keeping some important books, official records and registers safely.

But field study shows that more than forty percent (41.18%) schools have thirty or more than thirty pair desks and benches which may be said as inadequate in relation to the number of students in each school. In most of the schools visited the lower classes were without any desk and bench. It was found that some pupils brought "Dharies" from their home for sitting in the school (Photo No. 15) and sometimes they sit under the shade.
PHOTO NO. 17: A school in Kokrajhar sub-division of the District without any desks and benches.

PHOTO NO. 18: Single table being used by two or more teachers in a class-room.
of a big tree (Photo No. 16) or ground of a veranda for learning 3 R's. Very few schools were without any desk and bench (Photo No. 17). In some schools chairs and tables for teachers were also insufficient (Photo No. 18). Out of the total schools visited, 64.71% schools had five or more than five chairs and 52.94% schools and five or more than five tables. It indicates that all the teachers of the schools did not have chair and table for using in the classroom. In such a condition the teachers were using benches for sitting and sometimes without sitting. The condition of schools having chairs and tables could not be said as satisfactory and safe for use because of the chairs and tables did not have all the four legs, but were being used with some extra support.

2. **DRINKING WATER FACILITIES**:

Provision of drinking water facilities in the school is another important aspect for the physical welfare of the primary school children, where they have to spend more than five hours daily. But it is a matter of grief that all the primary
PHOTO No. 19: The researcher is in one of the oldest schools at Gauripur (Dhubri Sub-division).

PHOTO No. 20: The present researcher is seen standing with the Headmaster and one of the teachers of Primary school at Goalpara (Goalpara Sub-Division).
PHOTO NO. 21: One of the better-housed primary schools in Dhubri sub-division of the District.
schools in the District do not have such facilities. Out of the total number of 85 schools visited, only 47.06% schools in the District had drinking water facilities having water well or hand pump. Five schools had arranged big mud pitches for storing drinking water in the schools. Those schools which had "pucca ring wells", the water of half of the resources were not good for human consumption.

3. SANITATION FACILITIES;

In each and every primary school there is need for toilet facilities for children as well as for teachers. The toilet room should be located at a place accessible easily from all class-rooms. Special care should be taken for cleansing after every three hours. Phenyle and other disinfectants must be used regularly. But, it was noticed in the practical field that least attention is paid in the primary schools to this aspect of the school building. More than fifty percent schools (52.94%) do not have urinal and latrine facilities for children as well as for teachers, and those which have sanitary facilities are not maintained regularly.
Apart from the school sanitation, the general condition of environmental sanitation of the schools was said to be satisfactory as was reported from 60.59% schools in the District.

4. TRAINED TEACHERS:

One very important - in fact, we may say, the most important aspect in the field of primary education is the qualification of the teaching staff. Because the efficiency and ability of the teacher depends not only on the qualitative improvement of the school, but also on professional training received. Every teacher in the primary schools, so needs some special training to teach his pupil. Statistical figures of the field investigation shows that a large number of primary school teachers in the district are untrained and ill-qualified. Out of the total number of 85 schools, only 43.3% were trained and remaining were untrained during 1981-82. Some trained teachers of the schools did not get any opportunity to utilise their knowledge of training in the class-room, sometimes due to lack of interest and sometimes due to lack of teaching aids in the school.
5. **INSPECTION**

Regarding inspection of the schools it is necessary to mention that the Inspecting Officers at the Circle level who were responsible for the direct inspection and supervision of primary schools in their jurisdiction, were expected to pay two or more surprise visits to each school, besides carrying out a detail annual inspection. But it had been reported from most of the schools of all the three sub-divisions of the district that the expected number of visits did not materialise in most cases. In this regard most of the Officers at this level who were interviewed, contended that it could not be done because the average number of schools to be visited per Officer was too large. Some other factors were also reported viz. (a) wide disparity in the dispersal of primary schools in different parts of the District, (b) The absence of provision of transport to the Officers for paying required number of visits to each school.

No independent transport is provided to the Inspectors at this level of education. Only travelling allowances are paid for their inspection.
6. FINANCE:

On the basis of the field study it may be said that dearth of money is another serious problem, that confronts the primary schools of the district. The scanty help given by the Government cannot be said as adequate for the improvement of school houses and fulfilment of other requirements. In order to obtain grants from the State Government, generally the schools have to live at the mercy of the Government.

It is learnt from most of the schools that they did not receive any kind of building grants for more than ten to twelve years. As a result, in many cases the condition of schools is such that it is difficult to hold and continue classes specially during the rainy seasons.

7. LIBRARY FACILITIES:

The school library plays an important role in education of younger generation. A good school library contains story-books, plays, poetical selections, short biographies, travel-accounts and descriptions. So libraries if properly utilised, can con...
but a great deal to supplement the class-room teaching as well as check effectively the present large-scale wastage and stagnation in the field of primary education.

Field study reveals that only 23.52% schools have some library books and rest of the schools i.e. 76.47% schools are without any books. But some of the schools which have library books are not properly maintained and utilised by the pupils or teachers.

8. FACILITIES FOR CO-CURRICULAR ACTIVITIES:

In the school environment different co-curricular activities are valuable media for the proper development of physical, social, moral, emotional and civic qualities and faculties in a child. They train the child for adjustment to life, around and ahead of him, by providing him a dynamic type of experience and environment. Moreover, it is through these activities that the energies of the child are directed towards fruitful channels.

So, every primary school must have a well developed playground and some essential equipments for
co-curricular activities. It is said that a school which has no play-ground is no school at all; it is an academic shop, a business centre of books, a dry monument of memorisation. Because play is most essential and inborn tendency of children and education is complete without play. Every school should, therefore, find ways and means of providing play-fields to their pupils and for organising co-curricular activities in school.

But unfortunately all the schools visited did not have play ground as well as facilities for organising co-curricular activities for the children. Only 52.94% schools had play ground, but the land could not be considered as well developed play-ground. Out of the total 85 schools, only 17.65% schools had materials for games and sports and majority of schools i.e. 70.59% schools were without having these materials. Similarly, the percentage figure of equipments for physical exercises may be said very negligible. It had been observed during the field investigation that more than forty percent schools neither have any provision for co-curricular activities nor any equipment for the purpose. Other schools make arrangements for such activities by their own.
efforts. Fifty eight percent (58.82%) make arrangements for annual games and sports, 29.41% for picnics and 41.18% for music and drama.

9. **PROVISION OF SCHOOL HEALTH SERVICE**:

Provision of medical check-up of primary school children is also essential for the qualitative and quantitative improvement of primary schools. Provision for a thorough medical check-up of each individual child by the qualified doctors must be there in every school. Because defective physical health contributes greatly to mental disorders and conflicts. Every child should be medically examined at least twice, first at the age of five or six when a child is admitted in the school and next, when he is ten years of age and completes the primary education.

But during the field investigation it was reported by the teachers that no regularity is maintained in the programme of medical examination of the children in the schools.
10. **ARRANGEMENT OF CLASSES**:

In each and every primary school there should be separate room for each class or a proper type of class-partition should be provided between two classes so that the sound effect of one class can not hamper the learning environment of other classes.

But it was found that in majority of the primary schools of the District there were no arrangement for separate rooms or any partition for each class (Photo No. 22, 23 & 24). As a result, the teaching of one class exerted an adverse effect on the teaching-learning process of other classes in the schools.

11. **COMPLETION OF SCHOOL COURSE**:

Another important problem in the field of primary education in the District was that, though children under the age group 6-11 are admitted in primary schools, yet in many cases the children do not complete their course within the specified time limit. Irregular attendance of pupils in lower classes, illiteracy of parents and want of trained teachers were reported as the main causes for incompletion.
PHOTO NO. 22: No class-partition for each class.

PHOTO NO. 23: Another school in the District without having any partition for separating each class.
PHOTO NO. 24: Class-partition made of Ekra, which cannot prevent the sound effect of other class-teaching.
of primary school course within the limited time of four years.

12. **PRE-MATURE WITHDRAWL AND RETENTION**:

The foregoing discussion about the findings of field investigation has brought to light some important shortcomings in the existing system of primary education. The most serious and complicated problem that has been noticed in the field of primary education in the district is wastage and stagnation.

The term "wastage" means premature withdrawal of children from school at any stage before the completion of the primary course.

Wastage is statistically calculated comparing the number of children in the first class from years later. In the table-5.1 an attempt is made to give an idea of the extent of wastage in primary schools in the district during the period of investigation.¹

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TABLE - 5.1

The extent of wastage in Primary schools in the District during the period 1970-71 to 1981-82.

<table>
<thead>
<tr>
<th>Enrolment in -</th>
<th>Enrolment in each class</th>
<th>Extent of wastage in each class.</th>
<th>Percentage figures of wastage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Class A in 1970-71</td>
<td>50,169</td>
<td>32,614</td>
<td>82,783</td>
</tr>
<tr>
<td>Class B in 1971-72</td>
<td>20,345</td>
<td>13,118</td>
<td>33,463</td>
</tr>
<tr>
<td>Class I in 1972-73</td>
<td>18,960</td>
<td>12,416</td>
<td>31,376</td>
</tr>
<tr>
<td>Class II in 1973-74</td>
<td>15,684</td>
<td>9,728</td>
<td>25,412</td>
</tr>
<tr>
<td>Class III in 1974-75</td>
<td>12,184</td>
<td>7,825</td>
<td>20,009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrolment in -</th>
<th>Enrolment in each class</th>
<th>Extent of wastage in each class.</th>
<th>Percentage figures of wastage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Class I in 1978-79</td>
<td>73,760</td>
<td>55,399</td>
<td>1,29,313</td>
</tr>
<tr>
<td>Class II in 1979-80</td>
<td>26,340</td>
<td>19,399</td>
<td>45,939</td>
</tr>
<tr>
<td>Class III in 1980-81</td>
<td>18,157</td>
<td>14,125</td>
<td>39,202</td>
</tr>
<tr>
<td>Class IV in 1981-82</td>
<td>17,202</td>
<td>11,338</td>
<td>29,009</td>
</tr>
</tbody>
</table>
It appears from the Table-5.1 that out of every 10 pupils admitted in class I in 1970-74, hardly 3 could reach class III (V) in 1974-75. The same was the condition during the period 1978-82. The percentage of scholar in class IV to those in class I (1978-82) was about 22.45%. The wastage thus came to 77.54%. Generally, the wastage in class I or A in both the decades was high in case of girls. Statistical figures also show a sharp decline in the percentage of wastage from the second year of schooling onward.

Here, it is to be noted that the statistical method of calculating wastage can't be said as quite accurate because a pupil of class I in 1970-71 may not be found in class III of 1974-75 for several reasons other than wastage in the technical sense. The child may be more brilliant and have been reading in class III (V) as a result of double promotion or he may have gone to a school in an area outside that covered these statistics. But even the application of rigorous statistical methods estimate wastage at about 59.58% in 1970-71 and 64.47% in 1978-79 in class I, which are very large percentages indeed.
and justifies considering the problem of wastage as a major evil in the path of the progress of primary education in the District.

The most important factor leading to this wastage is the economic condition of the general mass. The other leading factor contributing to this wastage seem to be indifferent of the average parents about educating their children and the failure of the village primary schools particularly the single teacher school to provide an environment sufficiently attractive to create interest in studies and to retain in the school for definite period and thus discourage regular attendance.

Some other factors responsible for huge number of wastage in primary schools in the District are -

(i) Irregular admission and attendance.

(ii) Difficulties of communications during the rainy seasons which set-off shortly after the commencement of the school session.

(iii) Inefficient teaching in a large number
of primary schools in the district.

(iv) Repeated failures in the school which make the parents think that the child is not good at books.

v) Lack of interest in studies of the first generation learners.

(vi) Early marriage of the girl students.

(vii) Truancy, which the parent does not or can't control.

(viii) Migration to a place where facilities for primary education do not exist.

(x) Unattractive school building, inadequate teaching aids and overcrowding class-room.

(xii) Ill health of the children which prevents regular attendance and ultimately leads to premature withdrawal.

**Stagnation**:

Like wastage, stagnation is another frequently
discussed evil in the field of primary education in the district. "Stagnation" means repeated failure of a student in the same class. It is stagnation, which dampens the enthusiasm of both pupil and parents and leads to a waste of time, money and energy. It is also a major contributory factor to wastage for, when pupils begin to have repeated failures, the usual parental reaction is to withdraw them from schools and to put them on some employment.

The major causes of stagnation may be pointed out as -

(i) Ill-qualified or untrained teachers in the primary schools of the District.

(ii) Irregular attendance on the part of the pupil owing to the absence of compulsory education and partly to the lack of adjustment of the school hours and vacations to local conditions of the rural areas.

(iii) Over burdened curricula in class three.

(iv) Lack of pre-primary education of the children.
(v) Lack of pre-primary schools in the district which prepares the child for receiving the knowledge of 3 R's in the subsequent school period.

(vi) Unattractive curricula for the school children.

(vii) Faulty methods of teaching and examination.

(viii) Overcrowded class-room and absence of individual attention.

(ix) Illiteracy of the guardians.

(x) Lastly, majority of the primary schools have either inefficient roofed accommodation or unattractive buildings, inadequate equipments, overcrowded classes and indifferent teachers. Such a poor environment creating the problem of stagnation in the field of primary education in the District.

The data presented in the three different tables shows the enrolment in each class during the three decades of the District, extent of stagnation, and incidence of retention in the classes for more than one or two years.
### TABLE - 5.2

Table showing enrolment in each class during the three decades. 1

<table>
<thead>
<tr>
<th>Years</th>
<th>Class A</th>
<th>Class B</th>
<th>Class I</th>
<th>Class II</th>
<th>Class III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>1961-62</td>
<td>52,584</td>
<td>34,706</td>
<td>87,290</td>
<td>20,226</td>
<td>11,225</td>
</tr>
<tr>
<td>1962-63</td>
<td>56,652</td>
<td>36,990</td>
<td>93,042</td>
<td>20,837</td>
<td>11,684</td>
</tr>
<tr>
<td>1970-71</td>
<td>50,169</td>
<td>32,414</td>
<td>82,583</td>
<td>20,491</td>
<td>12,856</td>
</tr>
<tr>
<td>1971-72</td>
<td>53,772</td>
<td>35,211</td>
<td>88,983</td>
<td>20,345</td>
<td>13,118</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class I</th>
<th>Class II</th>
<th>Class III</th>
<th>Class IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980-81</td>
<td>71,962</td>
<td>52,541</td>
<td>124,503</td>
</tr>
<tr>
<td>1981-82</td>
<td>78,700</td>
<td>55,998</td>
<td>134,698</td>
</tr>
</tbody>
</table>

**TABLE - 5.3**

The following table indicates the extent of Stagnation at primary level for three decades in the District.¹

<table>
<thead>
<tr>
<th>Class</th>
<th>Enrolment in 1961-62</th>
<th>Enrolment in 1962-63</th>
<th>Rate of Stagnation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>87290</td>
<td>93042</td>
<td>62.74%</td>
</tr>
<tr>
<td>B</td>
<td>31451</td>
<td>32521</td>
<td>15.47%</td>
</tr>
<tr>
<td>I</td>
<td>23550</td>
<td>26587</td>
<td>15.80%</td>
</tr>
<tr>
<td>II</td>
<td>18453</td>
<td>19829</td>
<td>16.75%</td>
</tr>
<tr>
<td>III</td>
<td>14606</td>
<td>15363</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Enrolment in 1970-71</th>
<th>Enrolment in 1971-72</th>
<th>Rate of Stagnation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>82783</td>
<td>88983</td>
<td>59.58%</td>
</tr>
<tr>
<td>B</td>
<td>33347</td>
<td>33463</td>
<td>13.49%</td>
</tr>
<tr>
<td>I</td>
<td>28332</td>
<td>28850</td>
<td>15.12%</td>
</tr>
<tr>
<td>II</td>
<td>23608</td>
<td>24217</td>
<td>17.75%</td>
</tr>
<tr>
<td>III</td>
<td>23551</td>
<td>19418</td>
<td>-</td>
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</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Enrolment in 1980-81</th>
<th>Enrolment in 1981-82</th>
<th>Rate of Stagnation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>124503</td>
<td>134698</td>
<td>57.44%</td>
</tr>
<tr>
<td>II</td>
<td>47896</td>
<td>52993</td>
<td>10.28%</td>
</tr>
<tr>
<td>III</td>
<td>32282</td>
<td>42972</td>
<td>10.05%</td>
</tr>
<tr>
<td>IV</td>
<td>25425</td>
<td>29037</td>
<td>-</td>
</tr>
</tbody>
</table>

¹ Source: op. Cit.
TABLE - 5.4

Incidence of retention in the same class for more than one or two years during the period 1972-73 to 1974-75 in the district.

<table>
<thead>
<tr>
<th>Number of years spent in each class</th>
<th>Years</th>
<th>A (I)</th>
<th>B (II)</th>
<th>I (III)</th>
<th>II (IV)</th>
<th>III (V)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>(A) Total Enrolment as on 31st March</td>
<td>1972-73</td>
<td>62,429</td>
<td>41,721</td>
<td>22,423</td>
<td>14,200</td>
<td>18,960</td>
</tr>
<tr>
<td></td>
<td>1973-74</td>
<td>59,324</td>
<td>39,712</td>
<td>22,315</td>
<td>14,088</td>
<td>18,873</td>
</tr>
<tr>
<td></td>
<td>1974-75</td>
<td>54,286</td>
<td>39,321</td>
<td>20,608</td>
<td>13,646</td>
<td>18,276</td>
</tr>
<tr>
<td></td>
<td>(B) of (A) above, the number of students who are in classes for :</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1972-73</td>
<td>41,132</td>
<td>27,398</td>
<td>19,163</td>
<td>11,864</td>
<td>16,155</td>
</tr>
<tr>
<td></td>
<td>1973-74</td>
<td>38,967</td>
<td>25,857</td>
<td>18,112</td>
<td>12,377</td>
<td>15,846</td>
</tr>
<tr>
<td></td>
<td>1974-75</td>
<td>24,199</td>
<td>24,953</td>
<td>16,446</td>
<td>11,739</td>
<td>15,333</td>
</tr>
<tr>
<td>(i) 1 year or less</td>
<td>1972-73</td>
<td>17,937</td>
<td>11,949</td>
<td>3,072</td>
<td>2,234</td>
<td>2,637</td>
</tr>
<tr>
<td></td>
<td>1973-74</td>
<td>17,262</td>
<td>11,650</td>
<td>3,191</td>
<td>1,983</td>
<td>2,816</td>
</tr>
<tr>
<td></td>
<td>1974-75</td>
<td>16,351</td>
<td>11,872</td>
<td>3,776</td>
<td>2,313</td>
<td>2,640</td>
</tr>
<tr>
<td>(ii) More than 1 year and less than 2 years</td>
<td>1972-73</td>
<td>3,137</td>
<td>2,226</td>
<td>186</td>
<td>98</td>
<td>2,144</td>
</tr>
<tr>
<td></td>
<td>1973-74</td>
<td>2,940</td>
<td>2,060</td>
<td>207</td>
<td>119</td>
<td>2,061</td>
</tr>
<tr>
<td></td>
<td>1974-75</td>
<td>3,039</td>
<td>2,253</td>
<td>367</td>
<td>329</td>
<td>2,681</td>
</tr>
<tr>
<td>(iii) More than 2 years and less than 3 years</td>
<td>1972-73</td>
<td>218</td>
<td>146</td>
<td>3</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>1973-74</td>
<td>151</td>
<td>137</td>
<td>-</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1974-75</td>
<td>391</td>
<td>241</td>
<td>19</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>
In the Table-5.2, enrolment in respect of both boys and girls in class A(I) onward from 1961-62 to 1981-82 is shown. From this table, the total rate of stagnation is calculated and presented in the Table-5.3. The table reveals that the stagnation rate in class A(I) varies between 57.44 to 62.74 while the total rate between class I(A) to III(I) varies between 10.05 to 62.74 percent during the three decades in the district. Table-5.4 represents the number of students and number of years spent in each class. The table shows that large number of students retained in the same class for one year or less than one year (column no. (i)), and more than two years and less than three years (column no. (iii)). The number of students who retained in the same class for one year or less (column no. (i)), were more than forty one thousand, thirty eight thousand and twenty four thousand respectively for boys and twenty seven thousand, twenty five thousand and twenty four thousand for girls during the periods 1972-75. Similarly, the number of students retained more than two years and less than three years (column no. (iii)), were thirty one thousand, twenty nine thousand and thirty thousand respectively.
for boys and twenty two thousand, twenty thousand
and twenty two thousand for girls during the period
1972 to 1975. Very few number of students were found
to retain in the same class for more than three
years and less than four years (column no. (iv)).

Thus, from the study of the data presented
in the tabular form, the following conclusions may
be drawn :-

(a) The rate of wastage and stagnation
is found to be very high at the first year of schooling

(b) No such significant difference in the
rate of wastage is found between the boys and girls
in the first year of schooling.

(c) A sharp decline in the rate of wastage
and stagnation is noticed from the second year of
schooling.

(d) Sometimes the rate of wastage and stagna-
tion for girls is higher than that of the boys and
vice versa.

(e) The rate of wastage and stagnation
is very high at class A(I) as compared to other classes.

The remedial measures of all the problems that discussed above prevents the normal quantitative and qualitative development of primary education in the District, are being discussed in the subsequent chapter.