CHAPTER VII

OBSERVATIONS AND SUGGESTIONS
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FOR REMEDIAL MEASURES

After careful analysis and study of the data of investigation in the District during post-independence period, we are now in a position to make observations regarding qualitative and quantitative progress in the field of primary education. The analysis of the data of research shows that quantitative development has occurred in the field of primary education since independence in the District, but no such qualitative development can be noticed in the field of primary education if we analyse the examination result and number of trained teachers. Our foregoing discussion reveals that the low quality of primary education is due to the paucity of funds, unattractive school building, poor quality of students, defective method of teaching, inadequate number of trained teachers, high student-teacher ratio, defective administration etc. Where steps for their improvement are urgently needed. In the following pages our attempt has been made to suggest remedial measures to bring about qualitative progress of
primary education.

1. IMPROVEMENT OF SCHOOL BUILDING, ACCOMMODATION AND EQUIPMENT:

The remedial suggestions that may be put forward to solve the problem of school building within a reasonable time, is the construction of cheap buildings on the common houses in rural areas. This will substantially reduce building costs, minimise difficulties of obtaining building materials and increase the possibility of using local labour and co-operation. Another useful suggestion is to tap the resources of local charity and local enthusiasm for this purpose. Schemes may be worked out throwing the responsibility of constructing the building upon the local people. Here, the Government may give only a grant proportional to the local contribution.

The discussion in the foregoing chapter reveals that the housing condition of primary schools is unsatisfactory. The number of buildings owned by Government and Local Bodies and specially constructed for schools are very few and majority of schools are unsuitable for school purposes, as they are ill-lighted, ill ventilated and unhygienic.
But in reality, the problem of school building should not worry us too much and should not spend all the grant for construction of school building. Because alternative arrangements may be made in special cases and primary classes can also be held in temples, mosques, dharmashalas or in other public places. Whatever funds we have, must at present be devoted to the spread of education rather than construction. Attention must also be paid to improve the standard of instruction and reforming the system of examination, so that the rate of failure may be kept as low a level as possible.

Another important suggestion may be put forth regarding economising building cost is the double-shift system. In some of the primary schools where the enrolment increases, instead of providing new building, the same building might be used for two shifts -

(i) Morning shift for girls and evening shift for boys

(ii) Morning shift for the first two classes (if the enrolment is unmanageable), and the evening
shift for the remaining classes.

The housing problem of primary school can be solved if the Government grant loans and utilise provident fund of teachers for this purpose. The cost of building construction can be reduced to the minimum.

It should be kept in mind that sufficient number of doors and windows should exist in the building so that fresh air and light may reach every corner of the building. The presence of many doors and windows enables the fresh air to rush inside displacing the foul air within a short time of opening doors. The school building should have at least two main doors.

A play-ground should be provided for every school for games and sports and to do some co-curricular activities. Morning prayer and physical drill can be held in open air. Similarly, some aspects of curriculum like recitation of poetry, memorisation of multiplication tables, story telling, spinning, clay-modelling and other similar types of work can be introduced under the open air, where audio-visual aids and special teaching equipments are not needed.
If Black-board is necessary in the open air class, it may be suggested that it can be placed erecting against a tree.

Provision of the necessary equipment in the form of furniture, black-boards, almirahs, library craft-materials, stationaries are as important as the provision of building. Attempts should be made to get some equipment from the local community. A school improvement Committee may be formed for each school for - (i) annual maintenance and white washing of the school-buildings, (ii) annual painting of black-boards, (iii) Provision for supply of drinking water, (iv) Sanitary provisions for establishment of library etc.

If possible, primary schools should be provided with science kits and radio sets. Radio can be intensively utilised in all primary schools in the rural areas. In fact, the broadcasts, well-planned, can provide a breath of fresh air and infuse new life in the school situation.
2. **QUALITATIVE IMPROVEMENT OF TEACHERS**

Apart from the school building and equipment, the standard of education depends to a great extent on trained and qualified teachers. But small percentage of trained teachers for entire period of survey revealed a sorry state of affairs. Because teachers in Primary schools must be at least trained matriculate if not more. But the present training facilities for teachers in the district are not sufficient. There are only three training institutions for primary school teachers, and out of total 6,956 teachers in primary schools, 2,736 were untrained and non-matric during 1978-79 in the District.

At present, there are two types of Teacher training, viz:

(a) Pre-Service and
(b) In-Service.

Every teacher should be provided with the service training facilities so that they can acquire knowledge and experience in theory and practice of teaching.

On the other hand, a large number of teachers...
qualified and untrained teachers should be provided in-service training to be better teachers.

As a matter of fact, human knowledge is expanding rapidly. Changes in concept and theories in allied subjects of education such as Psychology, Sociology etc. necessitate changes in educational theory and practice also. With the innovation of new techniques and skills, new social needs and demands have occupied their educational implications. These developments and rapid changes in educational objectives, curricula, method etc. make in-service training essential for teachers.

In-service education is not only the responsibility of teachers' training centres. Several agencies, such as schools, various training centres, S.C.E.R.I., State Institutes of Education also should provide in-service education to the teachers. For this purpose, seminars, refresher courses, meetings, conferences may be organised by various agencies for broadening the professional outlook of the participants, to discuss the various educational problems like curriculum development, new techniques of teaching, administration and supervision, preparation of text-books, examination reforms, and so on.
So, to ensure the availability of adequately trained teachers for primary schools, necessary funds must be provided for a thorough overhaul of the system of training for the primary teachers. More and better equipped training institutions must be established without delay. Their curriculum needs reorientation. Practical teaching should be emphasised and revitalised. In this respect, the Government should also assume a special responsibility for improving teacher education through providing liberal funds for it. Level of general education of primary teachers should also be raised. Continuing programme of general education is also needed. Moreover, the social and economic status of primary teachers should be improved, and Tripple Benefit Scheme (Pension, Provident Fund and Insurance) should be introduced to ensure their economic security.

3. IMPROVEMENT OF INSPECTION AND SUPERVISION:

During the post-independence period, there has been tremendous increase in the number of primary schools, their enrolment and staffing in the district and at the same time there has been a gradual change
in the very function of the primary school. This has called for greater attention towards the supervision of the elementary schools, so that quantitative expansion does not take place at the cost of quality. So, there is need for increase in the inspection staff and improvement in their quality. But the condition of inspection is very unsatisfactory both in respect of quality and quantity. In fact, this has become an age-long problem. At present an inspector or a supervisor is busy with a number of tasks, namely, (i) Calculating and disbursing of accounts, (ii) Conducting investigations and enquiries, (iii) Preparing confidential reports, (iv) Auditing of accounts, (v) Submission of periodical returns, (vi) Transfers and postings of teachers (vii) Disbursing salaries (viii) Checking the stocks in schools etc. All these activities are, really speaking, extraneous to the actual task of supervising academic work in the schools and giving guidance. Most of the time of the inspector is spent on examining files and rest of time in touring to far-long areas of the district where means of communication become a problem.
On an average, it comes to two hours on journey per day, two hours on administrative work, and near about three hours on paper work connected with official routine. So, with this work-load he cannot pay proper attention to the major function of inspecting the schools in proper time.

The problem can be solved in a number of ways - (i) by correlating the area of each Inspector, (ii) separating the administrative and other tasks from inspection and shifting it to another type of personnel, (iii) appointing adequate number of Inspectors of schools and (iv) improving the service conditions of the Inspectors. Moreover, just as female teachers are required for women's schools, so also, for inspection there should be Inspectress of schools, because women Inspectress will understand the problems of girls more easily than the male inspectors.

4. **FINANCING PRIMARY SCHOOLS**

All through our investigation we have painfully noticed the paucity of funds which constitutes the greatest stumbling block in the way of primary
education in the District. Under Article 45 of the Constitution, it is the duty of the National Government to make suitable provision for primary education for the age group 6-14. But this obligation can't be fulfilled without adequate financial assistance to the State Government by the Central Government.

But the question of finances might be solved if the Centre provide 30 percent of the expenses, while the State and the Local Bodies should provide the remaining 70 percent. In fact, any well-planned scheme of primary education involves financial obligation which should be borne by the Central Government. The Centre should provide the State Government and the local bodies adequate financial assistance so that they can launch various developmental programmes for the expansion of mass education. Moreover, the expansion and improvement of primary education should be reviewed and administered in the light of changing Centre-State relations. Moreover, the approach of financing should be:

(i) need-based, determining the actual need in term of each item and

(ii) resources-based, determining the financial
resources that are actually available. In correlating both, much of the unnecessary waste can be avoided, and it will be economy affected.

5. MEASURES FOR CHECKING STAGNATION AND WASTAGE:

The data of field investigation has revealed that the problem of wastage and stagnation is an acute one and it is not possible to solve it easily. So, unless we can devise specific means of absorbing the children into schools and stimulate conditions which encourage them to remain at school, this complex problem will remain unsolved. The following important steps may be adopted to attack this gigantic problem:

(a) Adopting play-way technique in classes.

(b) Fresh admission should be made at the beginning of the school year only within two to three months from the date of commencement of the session of the school. This will reduce the incidence of stagnation and hence wastage.

(c) As far as possible, provision should be made for encouraging the starting of pre-primary schools to admit children of below 5 years of age.
(d) It is desirable that a census of children of school-going age may be made by teachers at the beginning of each academic session. The parents whose children have attained the prescribed minimum age of admission in primary school, should be informed well in time so that they could send their children for the admission in school.

(e) Detention of the first two classes should be abolished and children may be literally promoted from class I to class II.

(f) Part time classes will be provided to the children to get education at the time most convenient to them. The part-time classes will be of two types -

(i) Continuation classes for children who have completed four years of primary course and want to continue education.

(ii) Literacy classes to those who have dropped out after class I and II and duration and training can be determined according to the needs.

(g) The greatest need to improve was that
and stagnation is making improvement in the academic condition of the schools. As mentioned earlier, there should be provision for improving the professional efficiency of the teachers by providing them pre-service training in the case of untrained and in-service training in the case of trained teachers. It will improve the quality of education.

(h) Importance should be given to appoint earnest and devoted teachers to check the problem of wastage and stagnation in primary schools. An earnest and devoted teacher can, to a large extent, overcome all the obstacles through his alertness and through the respect and regard he enjoys in the society. If the teacher can register and enroll eligible children at the proper time and they are vigilant enough to notice any child becoming irregular in attendance and is prepared to probe into each case of irregularity there is every reason to say that enrolment will be cent percent in school.

(i) The system of Special Incentives should be introduced for the successful teachers. A teacher who has successfully trained 50 percent of the students from class I to IV, may be given a certificate. 

also cash award. In similar way, if there are 50 percent children admitted to standard IV, a special remuneration for the extra five children above the 50 percent successfully trained can be paid on prior basis.

(j) In the rural areas of the district, special allowance may be paid to primary teachers for serving in the backward areas.

(k) Only those persons should be appointed as teachers for primary schools, who have a sense of commitment and devotion to the work and who are interested in the progress of the children.

(l) The measures should be adopted to enforce compulsory attendance by better methods of teaching and motivating children for studies.

(m) Proper and effective inspection and supervision in primary schools are also important aspects for reducing wastage and stagnation in the district. Inspectors should carry out regular inspection and occasional surprise inspection. In addition to this, it is very much essential that a more senior officer at the District level should also visit
a primary school and carry out a surprise check and inspection. This will work as a corrective for deficiencies arising from the work of the Block Education Officer and at the same time check the absenteeism in the schools.

(n) The result of examination is also closely related to the wastage in primary education. In order to reduce large scale wastage and stagnation in primary schools of the district, we may adopt new techniques of evaluation and continuous assessment. To make the evaluation more realistic, question bank should be supplied to the teachers and to check the evil of stagnation, continuous evaluation should be utilised for helping the deficient children to progress. Moreover, weak students should be given extra coaching outside school hours or during the vacation periods. Such an evaluation programme should be utilised to sort out weak, average and above-average students of the District.

(o) The school buildings should be made well-equipped and as far as possible attractive. Necessary equipments and teaching aids should be supplied by the Boards in time.
(p) In the rural areas, the farmers should be given proper guidance for non-withdrawal of their school-going children from the school at the time of shifting cultivation. The incidence of wastage and stagnation should be reduced among the children belonging to lower socio-economic strata of society, by adjusting school hours and vacations in such a way that they may assist their parents in cultivation and also study at school.

(q) Teacher-pupil ratio should be minimised as far as possible at such a level as to ensure adequate individual attention to each individual child in class I and II.

(r) As far as possible only trained teachers should be in charge of class I.

(s) Importance should be given on spreading adult or social education. Because an educated parent, specially an educated mother is the best insurance for the education of his or her children. So we can remove illiteracy among the parents and make the adults to appreciate the value of education and awaken them in their sense of duty and responsibility to the rising generation, not only problems
enrolment but the problem of wastage and stagnation would also be solved.

(t) Library facilities should also be made available in all the primary schools to encourage the reading habits and increasing the knowledge of primary school children. It will also help to reduce large scale wastage and stagnation in the district. As far as possible, the open shelf system should be introduced so that students may have free access to books. There should be a small Committee of teachers, for selecting the books for library. The guiding principles in selection books, the students must be based on the natural and psychological interests of the children and should not be on the teachers' own idea.

In every school library a systematic register should be maintained and each student must be allowed a few pages of the register in which all books studied by him may be entered date-wise. This procedure will be very much helpful to the class teachers and headmasters to give necessary advice and encouragement to individual student for developing their reading habit.
(u) Facilities should be there in every primary school for organising co-curricular activities by the students. Such activities can include gardening, hobby clubs, local games, celebrating national days, festivals, birthdays of great men etc.

(v) It has been noticed that wastage and stagnation in primary school are also caused by poor health problems of the children. So, arrangements must be made to have periodical medical check up of children and to provide them free medical aid in case of illness or physical deformity. There is a great need for checking the height, weight, eye-sight, motor-ability and physical strength of the growing children, so that deficiency, if any, can be overcome at the earliest stage and further deterioration is avoided. The teacher himself should look after the healthful habits of pupils and provide first aid and simple medical help. The School Improvement Committee may raise funds and provide the service of a part-time local doctor.

Along with the medical facilities, in the existing primary schools proper arrangements for sanitation and drinking water should exist in the
school campus.

(w) Another important suggestion for reducing wastage and stagnation of primary education in the district is to introduce compulsory primary education without delay. It would make children more regular in attendance and thereby help to reduce the number of failures in annual examinations. It would also overcome the opposition and indifference of parents and make them strive to control truancy of the children and compel people to use child-labour as sparingly as possible. Moreover, compulsory primary education would inevitably lengthen the average duration of a child's school life and thereby make the possibility of wastage more remote.

In fact, compulsory primary education is the only effective remedy for many of the existing defects in the primary education in the district. If we are to have an efficient system of primary education, then we must enforce compulsion which alone can stop wastage, eliminate uneconomic investment and ensure some measure of efficiency. It is obvious that the enforcement of compulsion can no longer be left to the option of the local authorities and
that the entire machinery of the administration of primary education must be thoroughly and properly overhauled and recast.

At last the importance of an organised and strong educational system in the life of a nation can not be over-emphasised. The edifice of a national system of education can be built upon the foundation of primary education of the mass people. The sad thing is that many of the problems are old and many of the suggestions offered to-day, were offered generations ago. As a matter of fact, if the earlier Primary Education Acts, rules and regulations would have been implemented in right earnest and in proper co-ordination, the condition of primary education in the State as well as in the District might have entirely been different. So, in the present setup, the Government, Local Bodies, the Social Workers and every educated individual should join hands to achieve the desired progress in true sense.