Chapter -V

Summary of Findings and Conclusions

6.1.0 Introduction

Taneja R.P (1989) Secondary Education means that education provided in secondary schools following primary education. In most countries secondary education begins at approximately 11 years of age. Mukherji (1981) “The term Secondary Education stood for three things- a stage, a type and a standard. As a stage it stands for what comes next to elementary education. As a type, it stands for something that, though related to a certain intelligible classification of things to be learnt is constantly being modified and enlarged, but the fundamental of which can be expressed only by a still more elusive name, humanisms or liberal education. As a standard, it aims at that measure of erudition of which universities can take cognizance. The part that secondary education has played as an element in the national system has depended largely upon the measure in which these three meaning have been brought into harmonious relation with one another. Originally all secondary schools are English schools. They are established by Private Bodies, Christan Missionaries and Government. The Secondary Education was introduced in India as per recommendation of Woods Despatch Report 1854.

The medium of instruction also plays a significant role in the qualitative improvement of education at all levels. Medium of instruction is the language that is used in teaching. It may or may not be the official language of the country or territory. Where the first language of students is different than the official language that may alternatively be the medium of instruction through part or all schooling. Multilingual education may involve the use of more than one language of instruction.

The Secondary Education Commission (1952-53) also realized the need of imparting education in the mother tongue to children from linguistic minorities. The Education Commission (1964-66) too supported the claim of mother tongue as medium of instruction. It remarked, “the medium selected should enable the students..."
to acquire knowledge with facility to express themselves with clarity and to think with precision and vigour."

Regarding medium of instruction the Indian Education Commission (1964-66) suggest the following three languages in lower secondary level (class VIII - X).

In Non-Hindi speaking areas-

1. Mother tongue or Regional language.
2. Hindi at a Higher or Lower level and
3. English at a Higher or Lower level.

In Hindi speaking areas-

1. Mother tongue or Regional language.
2. English (or Hindi) if English has already been taken as the Mother tongue.
3. A modern Indian language other than Hindi.

So, medium of instruction plays a very important role for successful education.

The present study was proposed to be taken up in the state of Assam. Assam is one of the North-Eastern states of India with the Capital at Dispur. Assam is located south of the Eastern Himalayas and comprises of beautiful River Valleys and Hills. In terms of education Assam is developing educational institutions. In Assam secondary education is divided as Secondary and Higher Secondary. Secondary comprises from class VII to class X and Higher Secondary comprises class XI and XII.

The present study was concerned with secondary level and its medium of instruction. Medium of instruction in Assam at secondary level is Assamese, though there are few schools in the State that also use other modern Indian language (Bodo, Bengali, Sanskrit etc.) as medium of instruction. Some other few schools also use
English as medium of instruction at secondary level of Assam. The final examination of Secondary level (class X) is conducted by the Central Board of Secondary Education (CBSE) and Secondary Education Board of Assam (SEBA). Central Board of Secondary Education is concerned with the English medium schools and Secondary Education Board of Assam is concerned with other medium of schools. The Greater Bodoland Territorial area districts is one of the part of Assam which covered 8,795 km² with four districts i.e. Kokrajhar, Udalguri, Chirang and Baska. This area is situated at the bank of Brahmaputra with 31,51,047 populations. The population structure of the Bodoland Territorial Area is given below.

<table>
<thead>
<tr>
<th>Name of Districts</th>
<th>Total Population of District</th>
<th>Scheduled Tribe</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baska</td>
<td>8,87,142</td>
<td>2,78,665</td>
<td>31.41%</td>
</tr>
<tr>
<td>Kokrajhar</td>
<td>4,82,162</td>
<td>1,78,688</td>
<td>37.05%</td>
</tr>
<tr>
<td>Chirang</td>
<td>9,50,075</td>
<td>3,31,007</td>
<td>34.84%</td>
</tr>
<tr>
<td>Udalguri</td>
<td>8,31,668</td>
<td>2,67,372</td>
<td>32.14%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>31,51,047</td>
<td>10,55,732</td>
<td>.............</td>
</tr>
</tbody>
</table>

Education of the greater area is under developing. Educational structure of this area is same with the state structure i.e. Pre-Primary, Primary, Secondary and Higher education. Medium of instruction was Assamese, Bodo, Bengali, Sanskrit and English up to Secondary level.

In Kokrajhar District there was 53 Government Provincialised Secondary Schools out of which 30 were combined (Bodo and Assamese) medium schools, 11 Bodo medium schools, 5 Assamese medium schools, 1 Bengali medium school, 2 English medium schools and 1 Hindi medium schools were functioning. In Udalguri District there were 45 Government Provincialised schools out of which 15 combined schools, 24 Assamese medium schools and 4 Bodo medium schools and 2 Bengali medium schools were functioning. In Chirang district there were 25 Government Provincialised Schools out of which 20 are combined schools, 1 Assamese medium school, 3 Bengali medium schools and 1 Bodo medium schools were functioning. In Baska district there was 91 Government Provincialised schools out of which 44 were combined school, 45 Assamese medium schools and 2 Bodo medium schools were
functioning. In this greater area there were 214 Government Provincialised Secondary Schools are functioning and the final high secondary examination was conducted by Secondary Education Board of Assam (SEBA).

Education is considered an important factor for the development of the society. Therefore, there should be no discrimination among the individual irrespective of caste, colours, creed, sex etc. UNESCO encourages activities designed to increase educational opportunities for all people. Secondary Education is the last stage of compulsory education and success of a nation is depending on successful secondary education.

6.2.0 Significance of the study

Secondary stage is the most important and longer period of formal education. Secondary education is that stage of education which helps children to become full members of a complex modern society. It develops the highest potentiality, ability, aptitudes, interest and qualities of character. It enables the individual to enter life as knowledge, active minded, sociable individual. Secondary education is really the Nation-Building education and the maintenance of good quality. As primary teacher come from secondary schools, good standards in secondary education help ultimately to improve primary education. The university students, too, are drawn from secondary schools. Thus, standards of higher education also depend considerably upon those of secondary education. So secondary education is very important for individual, social and national development.

Here in the present study of Bodoland Territorial Area Districts, Secondary final results were not satisfactory in comparison to state (Assam) level. Here, it was found that the pass percentage of High School leaving Certificate (H.S.L.C) in Assam is 58.68, 61.55 and 63.21 in 2008, 2009 and 2010 respectively, where 40.56, 42.51 and 50.50 in 2008, 2009 and 2010 respectively in Bodoland Territorial Area Districts. So from this point of view secondary education in Bodoland Territorial Area Districts is not satisfactory.
Medium of instruction is the language that is used in teaching learning process. The present study is concern with two medium of instruction (Bodo and Assamese) in secondary level of greater Bodoland territorial area districts. In this matter literature written by Mr. Gohin Chandra Bodo in his article “The role and responsibility of the Guardians and people committee in building up of academic atmosphere in the rural areas with special reference to Bodo Medium” (August /September 2009), publish in weekly paper ‘YATRA’ from Udalguri for a long month part by part. Here Mr. G.C. Bodo (2009) state that Bodo medium is lacking behind in comparison to Assamese medium schools, so the responsibility of the guardians & people committee is increased to develop an attractive social environment towards education of Bodo people especially in rural areas. In this connection it is seen that Bodo medium secondary education is not satisfactory in comparison to Assamese medium Schools. It is mentioned that the question paper, exam hour, evaluation system was same for both medium, even though Bodo medium students are not able to get good results in secondary final examination conducted by Secondary Education Board of Assam (SEBA). It is also seen that both medium students are following same syllabus, time table, school environment and Assamese medium students are from different community like Nepali, Bengali, Assamese, Bodo but in Bodo medium schools most of the students are from Bodo community. So Mr. Bodo Advice in his article to develop educational environment among Bodo people.

The literature on Secondary Education shows that studies have been directed to study student achievement, attitude, equality of educational opportunities and relevance to secondary education. An investigation conducted by Directorate of Higher Education (1966) in Andhra Pradesh attempted to study the reasons for the high percentage of failures in the public examination taken at the secondary level. The sample consisted of 20 High Schools which registered a low result in April 1963 examination. Data was collected from teachers, students and administrators through questionnaires. The study revealed that (a) The majority of the schools were originally primary schools which were later on raised to the status of high schools without any significant change either in accommodation or in equipment. (b) In most of schools untrained teachers were working. (c) Most of the head masters didn’t exercise any systematic supervision over the assistance handling the subject. Prakash Chandra (1975) investigated the extent of the various problems of rural and urban students and
the effect of these problems on the academic achievement of students. The sample consisted of 1107 students from 27 schools appearing to school final examination of 1972 conducted by Board of High School, Uttar Pradesh. Study habits, Socio-Economic-Status, intelligence & cultural levels were controlled. It was observed that lack of reading facilities, recreational facilities & strict discipline imposed were negatively co-related with achievement. Rao Y.R. (1976) studied the relationship of a few selected variables relating to school, teachers & people to the academic achievement of secondary schools. The sample comprised of 1752 students and 482 teachers from 45 secondary schools of City of Madras. Questionnaires were used to collect data were subjected to factor analysis. The study observed that the teaching condition appear to be unique environmental factor influencing achievement of students. Ojha K.P (1979) studied the relationship between socio-economic status and achievement of High school boys studying in Janpur district. The sample consisted of 1050 male students studying in class XI belonging to rural & urban High Secondary Schools. Information was collected by means of information blanks. The marks obtained in the high school examination served as the criterion for achievement. It was observed that achievement was positively related to the students SES, both Rural & Urban areas.

The investigator after examining the above stated studies, it is observed that there is hardly any study that has been conducted by any of the researchers on medium of instruction of Bodo and Assamese of High Secondary Education of Greater Bodoland Territorial Area Districts of Assam and showing the comparative picture of both the medium. Therefore, the researchers took this comparative study in hand for investigation, which is quite significant in nature.

The finding of the study were immensely useful for the educational planner, administrators, Teachers, parents and society for getting the feedback and improving the quality of education at Secondary school stage in both Assamese and Bodo medium of Greater Bodoland Territorial Area Districts.
The study also attempt to make a comparison between two medium i.e. Assamese and Bodo in respect to status of enrolment, exam result, attitude of parents and teachers towards Secondary Education.

The study will fulfil the research gap in this area and it will assist policy makers, educationist and concern officials to develop promising strategies and take pertinent measures that will minimize the problem of secondary education.

Finally, the findings of the study were expected to serve as organized data for further studies to improve secondary education.

Therefore, considering the social, economic need of the greater Bodoland territorial area districts of Assam, the researcher has shown keen interest and carry out a study on-

“A comparative study of the Assamese and Bodo medium Secondary schools in Assam with special reference to greater Bodoland Territorial Area Districts.”

6.3.0 Objectives of the study

1. To analyse and compare the academic achievement in different school subjects of 10th grade students studying in Bodo and Assamese medium Secondary Schools in the selected districts of Assam.

2. To analyse and compare the study habit of 10th grade students studying in Bodo and Assamese medium Secondary Schools in the selected districts of Assam.

3. To analyse and compare the enrollment and composition of students, number of teachers in Bodo and Assamese medium Secondary Schools of the selected districts in Assam.

4. To analyse and compare the level of parental involvement in the education of 10th grade students studying in Bodo and Assamese medium secondary schools of the selected districts of Assam.

5. To analyse and compare the problem faced by teachers working in Bodo and Assamese medium Secondary schools of the selected districts in Assam.
6.4.0 Hypotheses of the study

The main hypotheses of the study are put as under-

1. There is no significant difference between the academic achievement of the 10th grade students studying in Assamese and Bodo medium Secondary Schools in different school subjects.

2. There is no significant difference between the study habit of the 10th grade students studying in Assamese and Bodo medium Secondary Schools.

3. There is no significant difference between Boys and Girls of 10th grade students studying in Assamese and Bodo medium Secondary Schools.

4. There is no significant difference between the level of parental involvement in the education of 10th grade students studying in Assamese and Bodo medium Secondary Schools.

5. There is no significant difference between the level parental involvement in the education of Boys and Girls of 10th grade students studying in Assamese and Bodo medium Secondary Schools.

6.5.0 Delimitations

The present study has been delimited to


2. Students of 10th grade.

3. Four districts, viz; Kokrajhar, Udalguri, Chirang and Baska

6.6.0 Methodology

Selection of an appropriate method of educational research plays an important role in the completion of any research. As per the nature of this research study, the researcher adopted the descriptive cum normative method of educational research.
Population

The population of the present study were consists of all Bodo and Assamese medium Secondary schools, all the 10th grade students enrolled in these schools during the session (2010-2011), parents of the 10th grade students and all teachers working in both the Assamese and Bodo medium secondary schools among the selected four districts of Assam.

Sample

The present study was adopted stratified sampling technique where equal representation will be made in relation to different strata, namely- school, parents, students and teachers. The sample size will be 40% of the total population which is shown as follows -

No of Schools (82)

Kokrajhar (18) → Udalguri, (20) → Chirang (09) → Baska (35)

No of Parents (146)

Kokrajhar (36) → Udalguri, (40) → Chirang (18) → Baska (70)

No of Teachers (164)

Kokrajhar (36) → Udalguri (40) → Chirang (18) → Baska (70)
6.7.0 Tools to be used

The researcher used the following tools for the completion of the study-

a) School Records

The researcher was collected data on the status of the students of both Bodo and Assamese medium secondary schools with respect to enrollment, composition of students and number of teachers.

b) Academic records

The academic achievement of the students in different school subjects of both Bodo and Assamese medium Secondary school were collected from the each school record and analyzed.

c) Questionnaire

Self-developed questionnaires were used to measure-

a) Study habit of the students.

b) Parental involvement in education of 10th grade students.

c) Problems of teacher.

6.8.0 Analysis

Appropriate statistical techniques were used for the analyses and interpretations of data.

6.9.0 Testing of Hypothesis

Taking into account the outcomes after processing the data pertaining to different variables belonging to the study as reported in preceding section, the hypotheses were tested and the interpretations are mentioned here under.
Hypothesis – I

The result of the study indicated significant difference in the academic achievement of Assamese and Bodo medium students. The result revealed that Assamese medium 10th grade students have higher academic achievement than the bodo medium counterpart. So the hypothesis “There is no significant difference between the academic achievement of the 10th grade students studying in Assamese and Bodo medium Secondary Schools in different school subjects.” stand rejected.

Hypothesis – II

The result of the study indicated significant difference in the study habit of Assamese and Bodo medium students. The result revealed that Assamese medium 10th grade students have good study habits than the bodo medium counterpart. So the hypothesis “There is no significant difference between the study habit of the 10th grade students studying in Assamese and Bodo medium Secondary Schools.” stand rejected.

Hypothesis – III

The findings of the study indicated significant difference in the enrolment between Boys and Girls (male and female) in Assamese and Bodo medium students. The result revealed that male student have higher enrolment in both medium of 10th grade students. So the hypothesis “There is no significant difference of enrolment between Boys and Girls of 10th grade students studying in Assamese and Bodo medium Secondary Schools.” stand rejected.

Hypothesis – IV

The findings of the study indicated significant difference in parental involvement between Assamese and Bodo medium parents. The result revealed that assamese medium parents of 10th grade students are more aware than bodo medium counterpart. So the hypothesis “There is no significant difference between the level of parental involvement in the education of 10th grade students studying in Assamese and Bodo medium Secondary Schools.” stand rejected.
Hypothesis - V

The findings of the study indicated significant difference in level of parental involvement between parents of male and female student of Assamese and Bodo medium. The result revealed that parents of male 10th grade students are more aware than female counterpart. So the hypothesis. There is no significant difference between the level parental involvement in the education of Boys and Girls(male and female) of 10th grade students studying in Assamese and Bodo medium Secondary Schools.” stand rejected.

The study has analysed the academic achievement, study habits, enrolment and composition of student, parental involvement and teachers problems in the ground of medium and sex as per hypothesis and objective set before. The data was collected from Secondary Schools and HSLC result conducted under Board of Secondary Education Assam (SEBA) from the research area Bodoland Territorial Area District as per the sample. The report of the study presented in five chapters Introduction, Review of related literature, Methodology, Analysis and Summary of findings and Conclusions.

7.1.0 Findings

* Academic Achievement
There is a significant difference between assamese and bodo medium, male and female, assamese medium male and bodo medium male, Assamese medium female and bodo medium female students total academic achievement.

* Study habits
There is a significant difference of study habit between assamese and bodo medium, male and female, assamese medium male and bodo medium male, assamese medium female and bodo medium female students.

* Enrolment and Composition
There is a significant difference in total enrolment and composition between assamese and bodo medium, male and female, assamese medium male & bodo medium male, assamese medium female and bodo medium female students.
Parental Involvement

There is a significant difference in parental involvement between assamese and bodo medium parents, parents of assamese medium female student and parents of bodo medium female student. But there is no such difference found between parents of male and female student, parents of assamese and bodo medium male student in their Childs education.

Teachers’ Problems

There is no such difference seen in the ground of teachers training between assamese and bodo medium. But it is noted that more than 55% teachers are not trained in the area of both medium. Assamese medium teachers in Bodoland Territorial Area District are more satisfied than their Bodo medium counterpart as a whole. It is also noted that comparative to other categories school laboratory facility and use of audio-visual aids (including computer education) teachers of both medium are dissatisfied.

There is a marginal difference between assamese and bodo medium student teacher composition as a whole. But there is a shortage of teachers of both medium seen in the area.

There are significant difference of level of facilities in the ground of School. Combined schools are well facilitated/well equipped for teachers comparative to Assamese and Bodo medium schools (single medium schools). Again it is also noted that bodo medium schools are in better position comparative to Assamese medium schools in the of Bodoland Territorial Area Districts.

7.2.0 Conclusion

We have seen from above analysis a difference in students' academic achievement, study habits, parental involvement enrolment and composition among assamese and bodo medium and male and female students. Bodo medium showing poor performance in academic achievement, study habits, parental involvement compared to assamese counterpart. Female student showing poor performance in study habit, enrolment and parental involvement.
Again it is noted from the above analysis that in every ground of present study of both medium showing poor scores. It is also observe that educational environment of society and institution is not up to the mark in the area. From the above statement it seems to be clear that as a whole level of secondary education in the area is poor.

7.3.0 Educational Implication

Following are some of the educational implication based on the research.

* The result of the present study reflect that bodo medium students are poor in study habits compare to assamese counterpart. Special concentration and initiative need from teacher, family, society, NGO'S and Govt. make student awareness about their study habit.

* The result of the present study reflect that bodo medium parents are poor in parental involvement of child’s education compare to assamese counterpart. Thus it is suggested to initiate awareness campaign and rewards specially for bodo medium parents.

* The result of the present study reflect that parents of female student are poor in parental involvement of child’s education compare to male counterpart. It may be due to orthodox mentality or illiteracy. Thus it is recommended to initiate special program from the Govt. and NGO’S for girl child education.

* The result of the present study reflect that bodo medium students are poor in academic achievement compared to assamese counterpart. Thus it is suggested healthy institutional environment, full support and motivation from parents to improve academic achievement of bodo medium student.

* To increase the efficiency of secondary teacher of both medium compulsory and frequent training for all teachers need to introduced by the government.
* From the primary stage of medium, teacher and parents priority should be to build students good study habit.

* Qualified, motivated and trained teacher need to appoint in vacant post or with creating of new posts.

* Special and effective initiatives should be taken from government for quality Laboratory facility and facility of audio visual aids (including computer education).

* Educational awareness program should be organize frequently to create healthy educational environment and competition among schools, parents and students for better achievement in the area.

* Teachers level of job satisfaction need to measure frequently with special parameters.

* Special initiatives should be taken for achievement, motivation and building confidence among female students of both medium for better achievement.

* There is wide gape of improvement of facilities in secondary school of the area specially in the assamese medium schools (single medium). Govt. should take effective initiative for all round development and quality education in the area.

* Social awareness program for education should be organized by the school, government and Non-Government Organization. Presser groups of the area should be play a constructive role for better tomorrow.

Aforesaid any initiative is fruitful for secondary education in the Bodoland Territorial Area Districts. It will intensify trend of poorest academic performance of Secondary level (HSLC examination) in the area. Thus the findings of the present study will also serve in educational planning and development to eliminate problems and improve secondary level of education in the area.
7.4.0 Suggestion for further study

* Non-provincialized Secondary Schools are major stockholders in the education of the area, so study may be undertaken in provincialized and Non-provincialized (both medium) schools for the further study.

* Study may be undertaken in the ground of combined medium school (assamese and bodo medium in one school), assamese medium school (single medium) and Bodo medium school (single medium) of the area.

* Study may be undertaken in the ground of comparison of Assamese and Bodo medium secondary level among four districts of Bodoland Territorial Area District.

* Study may be undertaken in the ground of comparison between four districts of BTAD and neighbouring districts i.e. Dhubri, Bongaigaon, Barpeta, Nalbari, Darrang and Sonitpur district of Assam.

* Study may be undertaken in the ground of comparison between rural and urban secondary level bodo and Assamese medium of the area.

* Study may be undertaken in the ground of comparison of achievement motivation, intelligence and socio economic status between Assamese and bodo medium.