

## **CHAPTER 5**

### **Findings, Suggestions and Conclusion**

#### **5.1 Findings:**

The findings of research work are based on data collection through questionnaire, interview with teachers, children and parents as well as from offices of SSA in Nalbari district and Paschim Nalbari educational block. According to RTE norms, in every one kilometer there is a primary school and every three kilometer there is an upper primary school. Therefore, access of school is not a longer problem in this particular area. The major findings of research is mentioned in the following ways-

1. The total educational blocks of Nalbari district is four namely- Barkhetri, Pub-Nalbari, Borigog- Banbhag and Paschim Nalbari. The block wise total number of elementary schools such as- there are 244 lower primary schools and 30 upper primary schools in Barkhetri educational block, 395 lower primary schools and 110 upper primary schools in Pub- Nalbari educational blocks, 160 lower primary schools and 47 upper primary schools in Borigog-Banbhag educational block and 199 lower primary schools and 38 upper primary schools in Paschim Nalbari educational block.
2. The total number of government elementary schools of Nalbari district is 1223 and out of which lower primary schools comprises 998 and upper primary schools comprise 225. Similarly, the total number of government elementary

schools in Paschim Nalbari area is 237 and out of which lower primary schools comprises 199 and upper primary schools comprises 38.

3. The upper primary schools are divided into three categories namely- Middle English (ME), *Majalia Vidyalaya* (MV) and Senior Basic (SB) Schools in Paschim Nalbari educational block. The total number of government upper primary schools is 38 and out of which thirty (30) is ME school, seven (7) is MV and one (1) is SB school of this block. Likewise, the lower primary schools have two categories namely- lower primary schools and junior basic schools. There is one (1) junior basic school and the rest of others are lower primary schools of the block.

#### **5.1.1 Enrolment Indicators:-**

1. The total enrolment of lower primary schools of Nalbari district is 56082 and out of which boy's enrolment comprises 48.5 percent and girls enrolment comprises 51.5 percent as well as the total enrolment of upper primary schools is 17586 and out of which boy's enrolment is 46.6 percent and girl's enrolment is 53.4 percent. Similarly, the total enrolment of children in selected elementary schools is 2016 and out of which enrolment in lower primary schools is 1310 and enrolment of upper primary schools is 706. The boy's enrolment in lower primary schools is 639, which comprises 48.8 percent of total enrolment and girl's enrolment in lower primary schools is 671, which comprises 51.2 percent in total enrolment. Likewise, the boy's enrolment in upper primary schools is 334, which comprises 47.3 percent of

total enrolment and girl's enrolment in upper primary schools is 372, which comprises 52.7 percent of total enrolment.

2. The major percentage rate of enrolment students belongs from General (36.7 percent in lower primary and 23.8 percent in upper primary) and Schedule Caste (34.6 percent in lower primary and 55.1 percent in upper primary) category in the elementary schools of the selected area. Along with other categories like- Other Backward Class (OBC), Schedule Tribe (ST) and Muslim caste also occupy a significant percent of enrolment in school but the percentage of other caste is lower than General and SC category.
3. The total number of out of school children is still high in overall Nalbari district i.e. 645 children from lower primary schools and 940 children from upper primary schools in the session 2016-17. However, it has been found that there were no single out of school children from the study (Paschim Nalbari) area.
4. The dropout of children is found in the selected area. There was three boys' dropout from lower primary school of the area. One child dropout from class IV in 'Barbila Lower Primary School' in 2014 and two others children dropout from class V in 2015 in the said school itself. But it has been found that there were no single students dropouts in upper primary schools of the selected area.
5. It is also found that there is "Ka" class attached with most of the lower primary schools of the area.

### **5.1.2 Quality Indicators:-**

The term quality simply means that level of excellence. The quality of education is usually determined by access education by students, adequate facilities of infrastructure, providing mental & physical health development of students, subject specific teachers, and healthy environment in school premises. One of the broad strategies formulated by SSA is to improving the quality of education by arranging adequate infrastructural facilities in school.

Along with the SSA plays important role on recruitment of teacher for ensuring the norms of PTR under RTE Act, 2009, for improving the school condition.

1. It is found that the percentage of infrastructural facilities of the elementary schools of the area. The percentage of proper school building shows that a good result having in lower primary school is 90.5 percent. But the percentage of proper school building in upper primary schools is not very well i.e. having 66.7 percent only. Proper sitting arrangement in elementary schools of the area shows a gloomy picture i.e. having 76.2 percent in lower primary schools and having 66.7 percent in upper primary schools. The general toilet facilities having most of the schools of both primary and upper primary schools i.e. 90.5 percent in lower primary schools and 88.9 percent in upper primary schools of the area. The provisions of separate girls toilet in lower primary schools is same like provisions of general toilet but the provisions of separate girls toilet in upper primary schools shows a gloomy picture i.e. having 66.7 percent only. The provisions of electricity in schools of both lower primary and upper primary is very less i.e. having 23.8 percent lower primary schools

and having 44.4 percent in upper primary schools of the area. The teaching learning materials is showing a very good result i.e. having 95.2 percent in lower primary schools and having 100 percent in upper primary schools. The provisions of library facilities in lower primary schools having 23.8 percent and upper primary schools having 55.6 percent. But it is mentioned here that though the provisions of library in school shows a gloomy picture, but most of the schools having book stock facilities. The provision of play ground facilities shows a very dark picture i.e. having 19 percent in lower primary schools and having 44.4 percent in upper primary schools of the area. The play materials are having in schools 23.8 percent and 22.2 percent in both lower primary schools and upper primary schools of the area. The provisions of pure drinking water facility are having 76.2 percent in lower primary schools and 77.8 percent in upper primary schools of the area.

2. The pupil- teacher ratio in lower primary schools is 17:1 and upper primary schools are 11:1 which directly fulfill the norms of RTE Act, 2009 in the particular area.
3. The teachers have used teaching learning materials for making teaching learning joyful and it is helping students to increase interest and motivate them in their day to day classes.
4. It is found that all students of both lower primary schools and upper primary schools of the area are participating in different games, activities and competition inside the school premises or outside the schools. Some of the major games participate by the students is kabaddi, football, cricket, hide and

seek, *pani- par*, carom, *ludu* etc. It is essential for them in their all round development.

5. The mid day meal scheme has both positive and negative impact on the quality of education. Positively, it brings increase attendance of children, help the poor section of children to get food in the school and provide a chance to the children to become socialized in the school premises. Negatively, it diverts the attention of children from study to meal and the teachers also unable maintain their classes because they are also engaging to provide mid day meal to the students. In this regards, the teachers cannot give 100 percent service in their day to day classes.
6. There are 52.4 percent teachers in lower primary schools who take remedial classes for educationally weak students but most of the teachers i.e. 88.9 percent in upper primary schools take remedial classes for educationally weak students of the area. The provisions of remedial classes are low in some of the lower primary schools because of high enrolment of students in schools and less appointment of teachers in comparison to enrolment of students in such schools.
7. Most of the teachers of lower primary schools have their basic training i.e. 96.1 percent. It is essential for teachers to understand the capacity level of children and guide them in accordance with their needs, interest and understanding level. But the teachers of upper primary schools have basic training is 60.6 percent of the area.

8. Health check-up facilities comes forward one time in a year towards elementary schools of both lower primary and upper primary schools of the area.
9. The students of lower primary and upper primary schools are getting free text books and free uniform of the area. But the students have got only two textbooks during the time of admission. The other textbooks are not getting by students still completed the month of February, 2017. Along with the students of lower primary and upper primary schools are not getting free uniform from the government last two years.
10. The amount of rice provide by the government for mid day meal is 100 grams for lower primary students and 150 grams for upper primary students.

### **5.1.3 School- Community Involvements:-**

For the smooth running of school, community involvement with school is necessary.

1. The School Management Committees (SMCs) plays a significant role for the development of school both lower primary and upper primary schools. The most of the members of SMCs are active in monitoring and supervision of school conditions and tries to increase the enrolment of students.
2. Most of the parents of student i.e. 76 percent are attending the school functions organized by the school in the selected area.
3. Most of the villagers take responsibility towards the development of condition of the schools to a high extend and to an extend i.e. 38.1 percent in lower primary schools and 66.7 percent in upper primary schools as well as 47.6

percent in lower primary schools and 22.2 percent in upper primary schools respectively of the area. So, the villagers of particular area take responsibility towards the development of the condition of the schools both lower primary and upper primary schools 'to a 'high extend' and 'to an extend'.

4. The local community takes part in the activities and programme in schools like- Children Day, Saraswati Puja, celebrating Independence Day, Republic Day, Teacher Day etc.
5. The parents- teachers- students meetings are not held regularly in the schools premises of both lower primary schools and upper primary schools of the area. There is also no any uniformity to holding such kind of meeting in schools.

#### **5.1.4 Equality Indicators (Gender):-**

The one of the significant features of SSA is to reduce gender inequality in education and increase the girl's enrolment in elementary level.

1. The percentage of girl's enrolment in schools of both lower primary is 51.3 percent and upper primary schools is 52.7 percent which shows that girls enrolment is higher than boy's enrolment of the particular area.
2. The percentage of male teachers is higher than female teachers in both of the lower primary and upper primary schools of the area. There are total 69.7 percent of male teachers in lower primary schools and 87.9 percent of male teachers in upper primary schools of the particular area.
3. The teachers of the elementary schools have given equal importance on education between boys and girls of the area. Some teachers argued that girls



should be given more importance regarding education because the future of community and society based on the educated mothers.

4. The 66.7 percent of the total percentage of students both boys and girls have do better performance in the examination of elementary schools of both lower primary and upper primary schools of the area. But the 33.3 percent of girls do better performance in the examination in comparison to boy's performance of the elementary schools of the area.
5. The parents also gives equally importance on child education both boys and girls in the selected area.

#### **5.1.5 Findings of RTE related other Indicators:-**

The SSA is providing basic facilities for the students to promote right to education. The right to education is not included that the student's access education in a proper way, but it is also including the other side like- emphasizing on curriculum development, mental and physical health development of students etc.

1. All students of the area are willing to come to school and they want to continue their study after passing their elementary level.
2. The students of the area are getting scholarship.
3. Most of the students have extracurricular activities like- singing, dancing, playing football, arts etc. but they do not get chance or platform where they show their talents. The main reason behind that is lacking of finance and proper guidance from their families.

4. Most of the parents take care about their child education i.e. 90 percent. The parents are very much conscious about their child education and take responsibility towards the development of their education.
5. Large number of the parents (54 percent) does not prefer home tuitions for their children.
6. Most of the parents (58 percent) do not use any modern technology related with their child education.
7. Most of the schools both lower primary and upper primary schools has lack of play materials which is becoming hindrances for all round development of the students.
8. All teachers are argued that the provisions of SSA and RTE Act are implemented in the particular area but some schools failed to fulfill the RTE norms on the basis of appointment of teachers. Some schools have low enrolment but existence of teachers is high and some schools have high enrolment but existence of teachers is less.
9. Large number of teachers argued that the distribution of funds by government is not sufficient for the development of students.
10. There are some parents (30 percent) do not know about the provisions of SSA and RTE Act, 2009.
11. The educational qualification of parents shows a very negative picture of the area. There are only two (2) percent of parents have graduate and above degree. Most of the parents are illiterate, some of have primary education.

12. Most of the family's monthly income is less than 9000 of the area. Actually, the range of family income falls 5000 per month.

#### **5.1.6 Miscellaneous:-**

There are some findings which are not included with questionnaire.

1. One non- enrolment lower primary school is found in the selected area. The name of the school is- '*154 No Pakowa Balak Lower Primary School*' and it is located at Panigaon Village of the selected area. The teachers of the said school have been transferred to the others schools of the area.
2. Computer has already provided by the government to develop computer literacy among the students of upper primary schools of the area but most of the computer is damaged at present only because of its useless in day by day.
3. The child marriage is one of the problems of some villages where most of the inhabitants belong to the Scheduled Caste community. The percentage rate of child marriage is comparatively less in elementary educational level but below the age of 18 years, it is high in the said community.
4. There are no appointed clerk and chowkidar in lower primary schools of the area. They have appointed chowkidar in some of the upper primary schools of the area but there are still not appointed clerk in upper primary schools of the area.
5. It is found that every year the government has provided 5000 rupees for the purpose of infrastructural development of each school both lower primary and upper primary schools of the area.

6. A Differently able child is found in lower primary schools of the area. The government assurance the child to give some special treatment for her study purpose.

## **5.2 Constrains in Education of Children:-**

The area has some basic problems which are related with the barriers of education of the children. The study has found the following basic constrains in education of children of the area.-

1. The dropout of children in lower primary schools is still going on basically belongs from Schedule Caste (SC) community of the area.
2. Most of the lower primary school has existence with “*ka*” class in this area. The existence of “*ka*” class with lower primary schools hindrances to received proper education to the students of lower primary schools.
3. There are no specific teachers are being recruited by the government for “*ka*” class. So, the teachers of lower primary schools also engage with the students of “*ka*” class which is creating bad effect on the students of other classes of lower primary schools to received proper education.
4. The Head teachers of lower primary schools are facing more burdens in their day to day classes. Apart from taking classes, they have managed mid day meal for children, official document etc. Because there are no clerk and chowkidar in lower primary schools of the area.
5. Shortage or lack of female teachers in lower primary and upper primary schools is another constrain of the area. Because it is well known and

psychologically proved that female teachers can easily understand about children behaviour and guide them properly.

6. Though the government provide mid day meal to the students but the teachers of the elementary schools arrange the mid day meal to the students for their own way. So, it is creating constrains for the teachers to provide quality education to their students.
7. The amount of rupees is providing by the government for mid day meal is very less i.e. 4.13 rupees for each children. But it is very difficult to provide hygienic food due to its fewer amounts of rupees.
8. Lack of adequate teachers for each classroom and subject specific teachers is important problem in the selected schools of the area.
9. Lack of play materials in schools is another important barrier for the all round development of students.
10. A large number of teachers in lower primary schools do not take remedial classes for educationally weak students of the area. It is happened only because of high enrolment of students in school and lack of sufficient teachers in schools.
11. The book stock is available of each schools of both lower primary and upper primary but there is lack of separate library facilities in most of the schools of the area. So, it is failed to creating habits of the students about their reading books in this particular area.

12. The illiteracy of some parents is another important barrier for receiving quality education of the children. The parents do not know anything about education, so they failed to give guidance towards their child education.
13. Another important problem of the area is that use substance by the parents. It is creating negative effects on their child minds and breakdown the reading environment of children at home.
14. Lack of class room in some schools of the area is another barrier for providing quality education to the students. Because two classes are taken in a same room by the teacher and it directly affects the teaching learning process.
15. Most of the schools have no provisions of electricity yet. Along with boundary wall is still a problems for both lower primary and upper primary schools of the area.

### **5.3 Suggestions: -**

- ❖ The measures should be taken by the teachers, members of School Management Committees and government to stop dropout of children in this particular area.
- ❖ To appoint sufficient teachers by the government especially for the “ka” class in this particular area.
- ❖ Computer teacher, Physical Instructor and Yoga teacher should be appointed both lower primary and upper primary schools of the area.
- ❖ Clerk and chowkidar should be appointed in lower primary schools of the area.

- ❖ Spoken English classes should be introduced both in lower and upper primary schools of the area, because most of the students fail to speak English in both lower as well as upper primary schools of the area.
- ❖ The government as well as the teachers of both lower primary and upper primary schools should take steps like educational tour, visit to historical places etc. which helps the students to increase knowledge and gaining first hand experiences of such places.
- ❖ Although there are provisions of *Anganwadi Centres* in this area, but in most of the schools the “*ka*” class have been attached in lower primary schools. So, necessary steps should be taken to establish separate classroom for such class.
- ❖ Adult education program should be introduced at the area, through which the adult illiterate people of the area may avail a chance to be educated. It also helps the parents to take care of their child in taking education properly.
- ❖ Introduce moral science as a school subject. It is necessary for developing the moral values of the students and it is helpful for the students to become a good human being in their future life.
- ❖ Improvements of school infrastructure and tools. The present school infrastructure should be totally broken down and it should be restructured scientifically, because it is seen that in most of the time good infrastructure creates an environment which help for the students to learn.
- ❖ Provide medical facilities at least four times in a year to the school students of the area.

- ❖ The students are very active in game. But there are no well playground and proper guidance from the teachers and parents. So there should be provisions of sufficient play materials and at least a well developed playground in each of the village in this area.
- ❖ The teachers, local communities and the government should take necessary steps to organize inter- school programmes and competition in the school premises. Such kinds of programmes help students to develop their talent.
- ❖ The quality of mid-day meal should be improved. The present amount of mid day meal for each student should be increased more. Since, present amount of rupees is insufficient to provide hygienic food for the students.
- ❖ Most of the people in the area are living Below Poverty Line. They have no sources of income. So, the government should establish industry or other facilities through which the people can get a chance to work and earn something for maintaining their family.
- ❖ Civil society and Non Governmental Organizations (NGOs) come forward to this particular area and to provide chance and give the students platform through which they can achieve all round development.
- ❖ Provisions should be made on educational support program in terms of tuition, supplementary nutrition and health checkups for school going students.
- ❖ There should be provision of skill development classes, vocational education and training to the students in the school premises. Since, it is helpful for their future life and completing their school education they can make themselves capable, assertive and strong agents of the society.



## **5.4 Testing of Hypotheses:-**

The testing of hypothesis is basically conducted from the collected data, analysis and interpretation of data as well as findings of the area. Following are the main analysis which shows the hypothesis are proved or not in the area-

### **5.4.1 Hypothesis 1:**

*“The children of the Paschim Nalbari area are not getting adequate facilities in pursuing their education”.*

This hypothesis is related to facilities in government elementary schools of the area. The basic facilities like- proper school building, proper sitting arrangements, general toilets, separate girls toilet, teaching learning materials and pure drinking water in schools provided by the government which helps the children to pursuing their education in proper way. All the above mentioned facilities are required for children mental and physical health and it is getting almost all schools of the area. Along with the library facility is available in upper primary schools of the area. However, the library room is still a problem of lower primary schools of the area but they have available book stock in school. Besides, the lack of electricity, play ground and play materials existing with school are the problems of both lower primary and upper primary schools of the area.

The children like to come regularly in school. They also want to continue their study after completing their elementary level of schooling. They are getting free text books and uniform from the government. They are receiving health check up facilities

in school premises from the government side every year. The children of the area are also receiving scholarship in terms of Merit, SC, ST, OBC and Minorities.

This hypothesis was formulated to study the above problem however; it is not proved which means the children of the area are getting adequate facilities in pursuing their education.

#### **5.4.2 Hypothesis 2:**

*“The teachers as well as the parents of this area are very much responsible and conscious towards child education”.*

This hypothesis is related to the responsibility and consciousness of the teachers and parents towards their child education. The teachers of both lower primary and upper primary schools are very much responsible towards their school children of the area. The children are facing problems in teaching by teacher and they (children) inform the teachers about their learning difficulties, then teachers rapidly teach them again. The teachers of both lower primary schools (52.4 percent) and upper primary schools (88.9 percent) are taking remedial classes for the educationally backward students of the area. Some teachers of lower primary schools are not taking remedial classes for educationally backward children, because of lack of sufficient teachers, high enrolment of children and difficult for managing time during the school hour. The teachers of both lower primary schools and upper primary schools are using teaching learning materials in their every day classes. It is helping the children to learn easily with an immediate effect, make teaching learning interesting and increase the attention of children towards teaching learning process.

The parents of the children are also responsible towards their child education. Most of the parents i.e. 90 percent of the area is take care about their child's education. They are given equal importance on both boys and girls in terms of getting education. They are also responsible and want to provide every necessary requirement for their child's education, however, most of the time they have failed to provide the necessary requirement towards their child's education only because of their less monthly income.

This hypothesis was formulated to study about this problem and it has been proved. The above mentioned hypothesis is fully proved that the teachers and parents are very much responsible and conscious towards their child's education.

### **5.5 Conclusion:-**

The right to education is important for all. Without education a people cannot know about his/her rights. Although the right to education a fundamental requirement for all but it is still a major problems even today's world. Many Children of the world are not getting Education because of overcoming inequality between boys and girls, illiteracy of parents, poverty of parents, war, terrorists groups etc. The right to education of children is the demand of time and the world community is doing a lot of works in said matters. Today it's a big problem basically for the third world countries. But the world community and International Organization is working to remove the barriers of child education and improve the quality education across the world. The richest countries of the world and International Organizations like UNESCO, UNICEF etc. is expanding thousands of dollar to the development of the condition of education of the children across the world, along with the governments of countries are also

giving importance towards the development of their own educational system and incur expenditure for the said system every year.

The United Nations General Assembly was adopted the Convention on the Rights of the Child (CRC) in 1989 and it tries to do lots of work to preserve the rights of the children. It helps millions of children in whole of the world to give outstanding progress to preserve their rights but still many of the children are lagging behind to preserve their rights. In 1990, over 150 Governments of the world adopted the “World Declaration on Education for All” at Jomtien, Thailand to make an effort to provide education for all. This declaration basically gives priority on education sectors and it is bound to all the governments that they worked for achieving EFA through awareness programme, framework for developing realistic and functional international plans of action, conference as a forum to mobilize worldwide support and resources necessary to achieve EFA. But the declaration has failed to achieve 100 percent success within its clear time frame. Again world community met in Dakar, Senegal in 2000 and makes an effort to achieving EFA by 2015. They identified basically six educational goals for learning needs of children, youth and adults of the world community and affirmed their commitment towards achieving EFA by 2015. But this Declaration also failed to achieve the expected results during its time frame and a new post-2015 agenda has established and fixed 17 Sustainable Development Goals (SDGs) and 7 targets to be achieved by 2030.

India is one of the largest states in terms of child population comprises nearly 40 percent of total population. But child education is one of the greatest problems in India along with literacy rate is still alarming in India. The fifteen years of the

implementation of SSA in India, the dropout children, out of school children, inequality in education, access schooling etc. is still going on. Although education becomes fundamental rights to the Indian citizens, most of the children are not enjoying this right even today. The RTE Act, 2009 becomes a fundamental step towards providing free and compulsory education to the children between the age groups of 6 to 14 years. It is also fundamental duties of parents that they should be send their child to the school between 6 to 14 years of age. These are the major steps taken by the Government of India to getting UEE but still many children are out from school in India. Along with most of the children are not admitted in school and many children are being dropout from school in every years in India. Still most of the children in India become a bread earner of their family. It can be removed from India only with the help of consciousness of parents to their child education, awareness programme towards remote area, responsibility taken by Non Governmental Organizations (NGOs) and proper implementation of government policies and programme by schools authority.

The child education is one of the important issues in every state of India. The government of Assam is also working for the successful achievement of elementary education to all children. The SSA is properly functioning in Assam for its implementation but it is still not achieving 100 percent literacy rate. The literacy rate of Assam is 73.18 which show us that still Assam is far from achieving total literacy rate in India (74.04 percent). The government is trying to do a lot of works to developing the elementary education for children but it has failed to get 100 percent success in this regards.

The Nalbari district shows a good result about its literacy rate 79.89 percent in comparison to state literacy rate (73.18 percent) but it also failed to achieve 100 percent literacy rate. There are total four Educational Blocks in Nalbari district. All blocks have failed to stop dropout of children in Nalbari district. The gender gap is not a problem in Nalbari district.

From the ongoing discussion of the “Right to Education of Children in Nalbari district with special reference to Paschim (West) Nalbari area”, the research found that the area is backward and all the villagers are facing lots of problems. Basically this study aimed to find out the actual truth about the right to education of children in this particular area. The basic facilities regarding child education is being provided by the school of both lower primary and upper primary schools of the area. The villagers also take responsibility to develop the condition of school and the teachers take the responsibility of their student’s. The parents also give importance regarding their child education equally both boys and girls. But the parents are poor in this area and they fail to give basic requirement towards their child education though they want to give that. The text books and uniform should be given to the children at the time of admission in every year which helps students to motive them about learning and to go ahead properly towards their education as well as make themselves as a competitor with changing situation of the society. Along with it is found that most of the children are having extra-curricular activities but they could not get a platform at all where they can show their activities. Even after 70 years of independence in India, proper attention has not been given on the welfare of the children of the area though this major segment of population is the important resource for future prosperity and nation

building. There is a rumour existing in our society that the government elementary schools cannot provide everything towards the development of mental and physical health of the students. It cannot provide sufficient materials regarding all round development of the children. But it is also important that the future of a country rests on healthy, protected, educated and well developed children. So, each and every child of that area deserves special attention for proper growth and development. This is possible only when we be mentally fit about the government elementary schools as well as the proper implementation of the welfare policies and strategies of the government. Along with the above, the co-operation between the people and Non Governmental Organizations (ONGs) may be developed the status of the children in the area.