

ABSTRACT

Primary school is the pattern of education which is imparted through some organised institution which the children attend after completing pre-primary education. Primary school/education is the foundation of the system of higher education. A good education is necessary in this tender age because this is the age when a child is like a pitcher/pot which depends on the hands of the potter who shapes and sizes the pot. Just as the saying goes “morning shows the day”, so also the primary level of education is regarded as the mirror of higher education. So if the base level is not strengthened one cannot expect satisfactory or standard results. So, primary education deserves the highest priority, not only on the grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing national productivity. Therefore, every human being, especially children have a right to education, to knowledge and to learning to improve their own quality of life as well as to participate meaningfully in social life.

Universalization of elementary education is the single most crucial education in all the countries- whether developing and under developing. However, inability to provide the optimum educational facilities has become a major hurdle to achieve the aims and objectives of universalization due to lack of resources. Besides, wastage, stagnation, non-enrolment, and non-attendance of pupils in the schools are also the responsible factors for failure in universalization of elementary education.

Universalization of elementary education has been one of the most important goals of educational development in India since independence. Article 45 of the Indian constitution directed states to endeavour to provide within a period of 10 years of the commencement of the constitution free and compulsory education to all children up to the age of 14 years.

The development of modern education in Assam started with the emergence of British rule in 1826 in Assam territory. For long, Assam was having her indigenous

system of imparting elementary education through formal institutions like Pathsalas for Hindus, Tols for Brahmins and upper class Hindu, Madrassas for Muslims and Satras for the Vaisnavites. Before the charter act of 1833 there was no noticeable progress in the field of education in Assam, but after that both government and missionaries actively took part in educational field.

Primary schools are divided into lower primary with four classes and upper primary schools consisting of two classes. The lower primary stages consist of class I-IV. The minimum age for admission to class I of the primary stage is generally 5+ or 6+ years. In this stage, pupils are taught only compulsory subjects in their mother tongue, as defined in the General Curriculum approved by the respective board. The Government of Assam has implemented the free and compulsory education policy for students up to the age of 14. Schools in Assam are either state run or under the management of private organizations. The syllabus at primary schools is set up by the Directorate of Elementary Education, Assam. These schools were established and maintained by the Education department, local bodies or private associations.

The main objectives of the study were to examine the teaching input, process and outcomes of government primary schools. For this study, 160 primary schools were selected as the sample from the universe of 535 (i.e. 30%). Out of this, 93 primary schools were drawn from Urban Guwahati block and other 67 were drawn from Dimoria block.

These objectives are mainly concerned with the present status of the government primary schools in Kamrup Metropolitan (Urban) District, Assam. Hence, this research study was brought under Descriptive research. This method was considered appropriate for this research work, because no readymade data which are required for examining different objectives under study, such as primary school data, teaching input, process and outcomes are available. This resulted in no alternative to the investigator but to visit sampled schools for collecting data. This method is used to obtain pertinent and precise information relating to primary stage of Education in Assam and to draw valid general conclusions from the facts discovered.

Management is the process of planning, organizing, directing, Staffing, Co-ordinating, Reporting and Budgeting to accomplish predetermined goals and objectives of an institution through the co-ordinate optimum utilization of inputs (physical & human resources) and the process of getting work done with and through other people in an effective and efficient manner.

In the present study, the management of government primary schools discussed from two angles. One from the “higher level management”, i.e., inspecting staff and other officials of the Government of Assam, this is what is called “Administrative Management” and the other is “low level management”. Thus, the information on the way in which how the management at the official as well as the institutional level takes place were extracted through questionnaire, interview, and observation.

This study has brought some light and insight in the management of government primary schools of Kamrup Metropolitan District (Urban), Assam regarding the factors/stakeholders of the teaching inputs and teaching learning processes that optimizes teaching learning output/outcomes of primary schools and effective unit cost. But factors influencing primary schools of other parts of Assam need detailed investigation and studies for future investigators.