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A STUDY TOWARDS PROBLEMS AND PROSPECTS OF PRESENT SYSTEM OF EDUCATION WITH SPECIAL REFERENCE TO THE PROVINCIALIZED SCHOOLS IN BARPETA DISTRICT OF ASSAM



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INTRODUCTION :

Education is a multi-disciplinary subject to acquire knowledge within the four walls of the learning environment. There are many problems, issues that hinder the future growth of the educational system of our country. Youths are future prospects of our country and therefore, there is a need to minimize the Problems that puts an end to basic growth, the problems, issues and challenges in the present system of education in Assam is a complex phenomena that can be illustrated as, to reach out to the socially, economically, culturally and educationally poor, to develop multiple intelligence

based education, new breed of teachers who continuously update themselves, a participatory style of management where the sense of belonging and ownership is shared, Education becomes the responsibility of a community comprising of teachers, parents, students and management, Provide quality education for all, From a Banking System of education move on to A.C.I. (Analytical, Critical, Integral - project learning by doing) Skill based and job oriented education. Regular updating programs in the schools for the teachers, Introduce teachers evaluation program to assess the



development and areas of growth, to know, the students is the process of building relationship of harmony to enhance learning. Hence, to know the various opinions of the teachers to throw some light on the problems, issues and prospects of present system of education in Assam, the participant teachers from two days non-residential teacher training programme in Barpeta district hailing from Provincialized High School & Higher Secondary School were selected for the particular study. The various aims and objectives of the study came be illustrated in the followings.

2. OBJECTIVES

The objectives selected for the particular study is given in the following:

1. To find out the opinions about the various problems and issues of education in Assam.
2. To find out the opinions on the intensity of various problems and issues of education in Assam.
3. To suggest various solutions to the problems and issues of education in the education system.

3. METHODOLOGY

a) Population

150 participants of the 2 days non-residential training programme in Barpeta district.

b) Sample

106 teacher participants represent the sample of the study.

c) Tool

Opinionnaire Self Developed Scale Towards Problems And Prospects Of Present System Of Education Is Used As The Tool Of The Study. It s a Five Point Rating Scale Which Indicates: Strongly Agree (1), Agree (2), Undecided (3), Disagree(4), Strongly Disagree (5)

d) Data Collection

The collection of data was done after the 2 days of the training programme by distributing the opinionnaire scale to the participants collecting back the filled in scale.

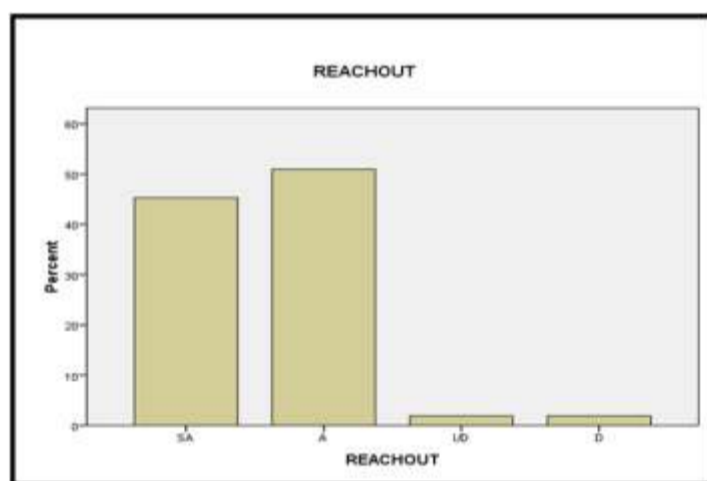
e) Statistical Technique

Simple percentages, averages, One Sample t-test etc.

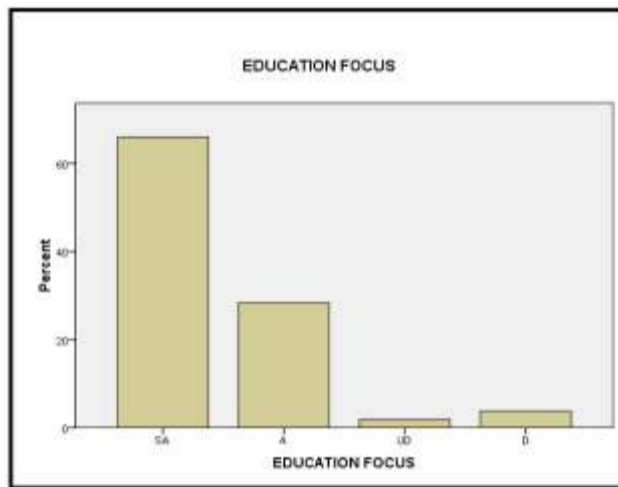
f) Data analysis

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
REACH OUT	106	1.6038	.62761	.06096
EDUCATION FOCUS	106	1.4340	.71739	.06968
NEW BREED TEACHERS	106	1.4528	.64928	.06306
STYLE OF MANAGEMENT	106	1.9340	.80792	.07847
EDUCATION RESPONSIBILITY	106	1.3774	.65397	.06352
QUALITY EDUCATION	106	1.5377	.66439	.06453
REGULAR UPDATING	106	1.4528	.71889	.06982
TEACHER EVALUATION PROGRAM	106	1.8019	.82138	.07978
ENHANCING QUALITY LEARNING	106	1.5660	.89463	.08689
LIFE ORIENTED VALUE BASED EDUCATION	106	1.6887	.79718	.07743
URGENTNEED	106	1.7358	.70781	.06875
EFFORTS	106	1.8774	.86962	.08447
NETWORKINGS	106	1.7547	.84866	.08243
VOCATIONAL GUIDANCE	106	1.6321	.87642	.08513
MODIFICATION	106	1.7736	.75949	.07377
OUR EDUCATION	106	2.2547	1.06959	.10389
COMMUNITARIAN APPROACH	106	1.8302	.85603	.08315
TEACHING A VOCATION	106	1.6792	.84569	.08214
EDUCATIONAL INSTITUTIONS	106	1.9340	.74666	.07252
PLANNING	106	1.9811	.76819	.07461
ADVANTAGE IN TECHNOLOGY	106	1.6604	.64567	.06271
CONSTRUCTIVE ASSESSMENT	106	1.7453	.63338	.06152

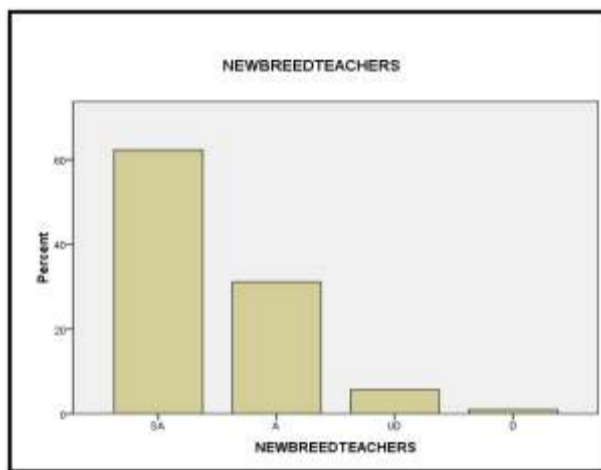
	t	df	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
REACH OUT	-334.592	105	-20.39623	-20.5171	-20.2754
EDUCATION FOCUS	-295.155	105	-20.56604	-20.7042	-20.4279
NEW BREED TEACHERS	-325.817	105	-20.54717	-20.6722	-20.4221
STYLE OF MANAGEMENT	-255.708	105	-20.06604	-20.2216	-19.9104
EDUCATION RESPONSIBILITY	-324.669	105	-20.62264	-20.7486	-20.4967
QUALITY EDUCATION	-317.089	105	-20.46226	-20.5902	-20.3343
REGULAR UPDATING	-294.268	105	-20.54717	-20.6856	-20.4087
TEACHER EVALUATION PROGRAM	-253.175	105	-20.19811	-20.3563	-20.0399
ENHANCING QUALITY LEARNING	-235.160	105	-20.43396	-20.6063	-20.2617
LIFE ORIENTED VALUE BASED EDUCATION	-262.323	105	-20.31132	-20.4648	-20.1578
URGENT NEED	-294.759	105	-20.26415	-20.4005	-20.1278
EFFORTS	-238.236	105	-20.12264	-20.2901	-19.9552
NETWORKINGS	-245.610	105	-20.24528	-20.4087	-20.0818
VOCATIONAL GUIDANCE	-239.271	105	-20.36792	-20.5367	-20.1991
MODIFICATION	-274.190	105	-20.22642	-20.3727	-20.0801
OUR EDUCATION	-190.063	105	-19.74528	-19.9513	-19.5393
COMMUNITARIAN APPROACH	-242.585	105	-20.16981	-20.3347	-20.0049
TEACHING A VOCATION	-247.391	105	-20.32075	-20.4836	-20.1579
EDUCATIONAL INSTITUTIONS	-276.689	105	-20.06604	-20.2098	-19.9222
PLANNING	-268.302	105	-20.01887	-20.1668	-19.8709
ADVANTAGE INTECHNOLOGY	-324.328	105	-20.33962	-20.4640	-20.2153
CONSTRUCTIVE ASSESSMENT	-329.243	105	-20.25472	-20.3767	-20.1327



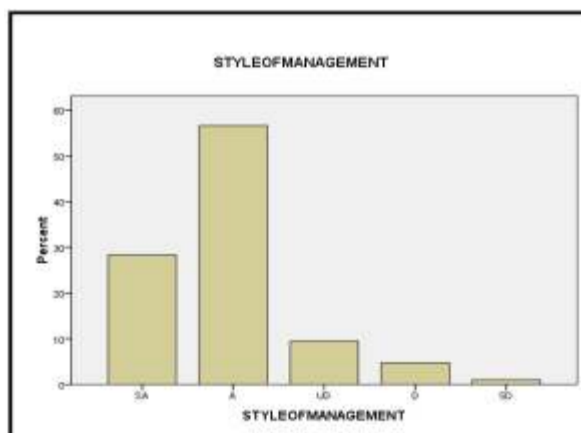
a) Regarding the reach out to the poor, around 46% of the teachers strongly agreed 50% agreed, 2% undecided and 2% strongly disagree.



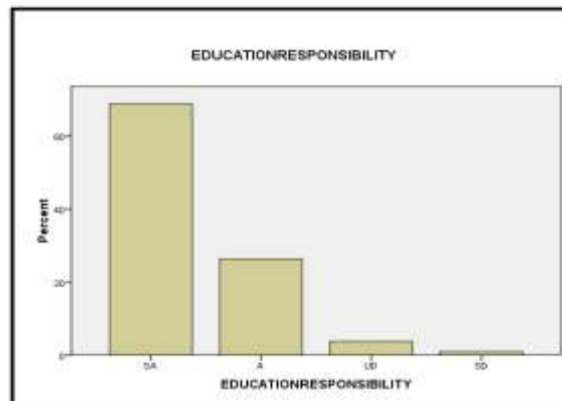
b) 65% strongly agreed, 28% agreed, 2% disagreed and 5% strongly disagreed about education is a point of focus.



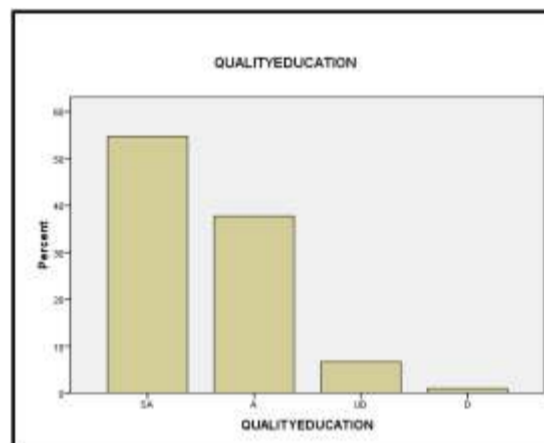
c) Regarding new breed of teachers are the need of the hour. 62% of the teachers strongly agreed that 30% agreed, 5% Undecided and 2% of the teachers strongly disagreed.



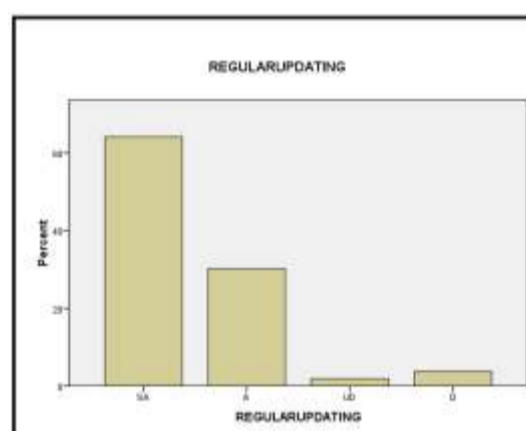
d) About the style of management. 28% of the teachers strongly agreed, 56% just agreed, 9% undecided, 5% disagreed and 2% strongly disagreed.



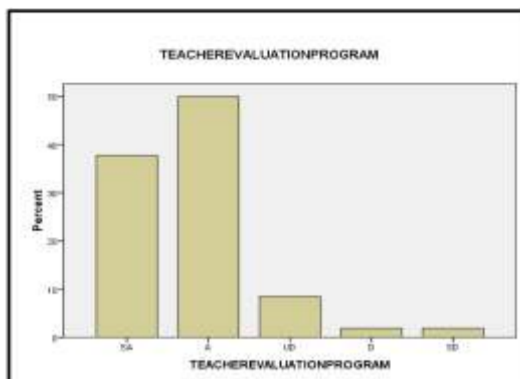
e) Regarding the education responsibility 67% of the teachers strongly agreed, 25% agreed, 6% undecided, and 2% strongly disagreed.



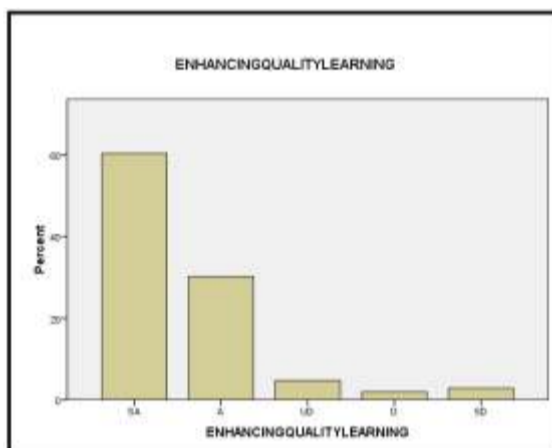
f) 55% strongly agreed, 37% agreed, 6% undecided and 2% disagreed about the quality of education in the state of Assam.



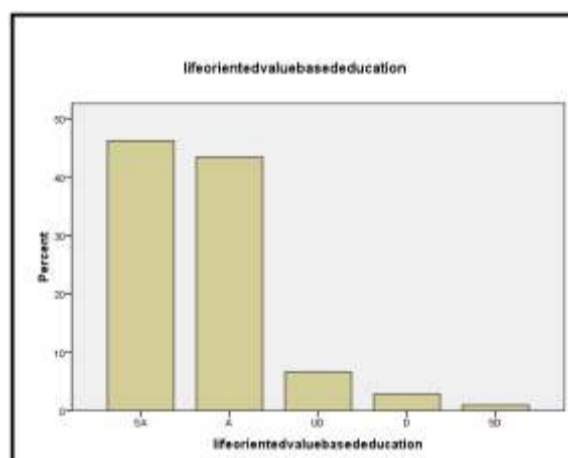
g) Regarding the regular updating of the teachers 64% of the teachers strongly agreed, 28% just agreed, 3% undecided and 5% disagreed.



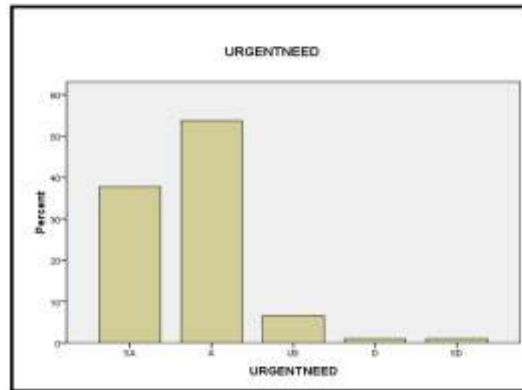
h) Regarding the teacher evaluation programme 36% strongly agreed, 50% agreed, 10% undecided, 2% Disagreed and 2% strongly disagreed.



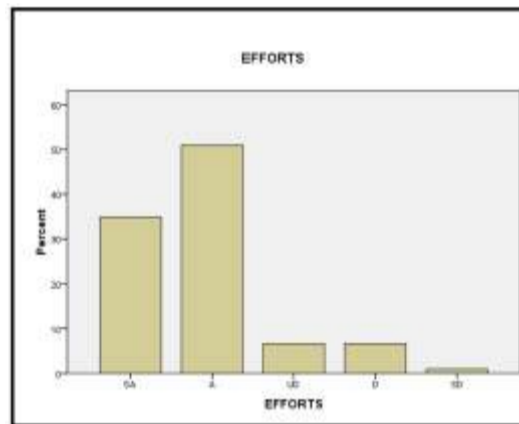
i) 60% of the teachers strongly agreed that quality of learning can be enhanced, 28% just agreed, 6% undecided 2% disagreed, and 4% strongly disagreed.



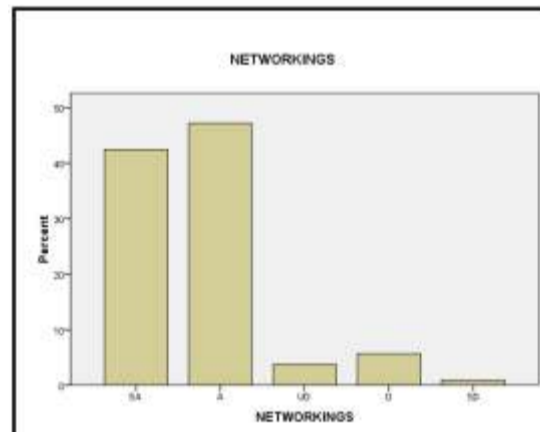
j) Regarding life oriented value based education 46% strongly agreed, 42% agreed, 6% undecided, 4% disagree and 2% strongly disagreed.



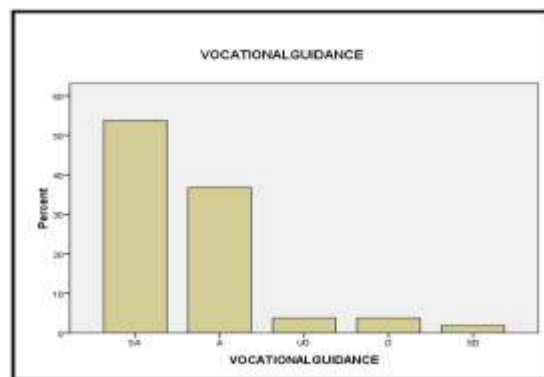
k) Regarding the urgent need of the education in Assam 37% of the teachers strongly agreed, 55% agreed, 6% undecided, 1% each disagreed and strongly disagreed.



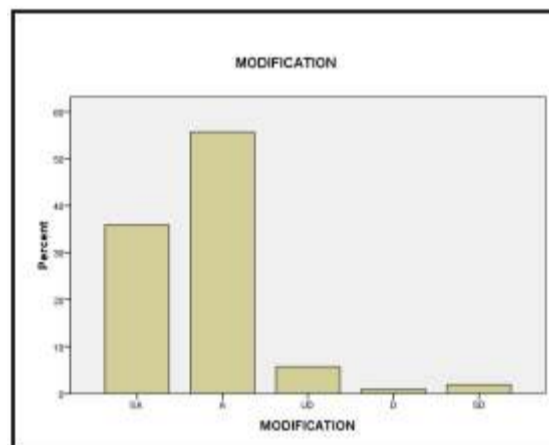
l) 35% strongly agreed that education stakeholders efforts are important, 50% just agreed, 7% undecided and disagreed, 1% strongly disagreed.



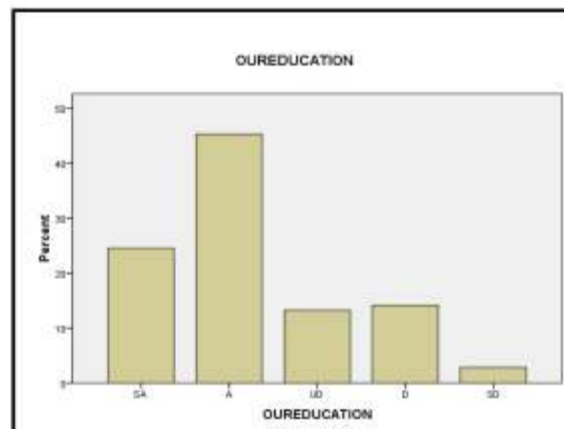
m) 42% strongly agreed about the net-workings with other institutions in education, 46% just agreed, 4% undecided, 6% disagreed and 2% strongly disagreed.



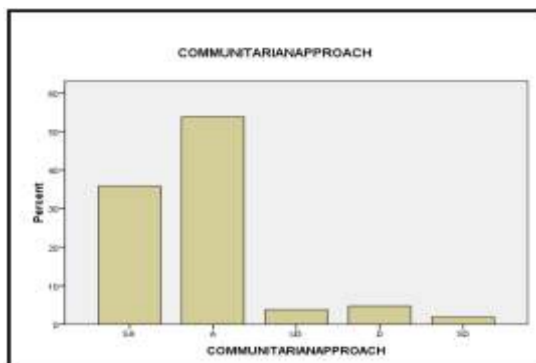
n) Regarding the need of vocational guidance in the education systems 55% strongly agree, 35% just agreed, 4% undecided, 4% disagreed and 2% strongly disagreed.



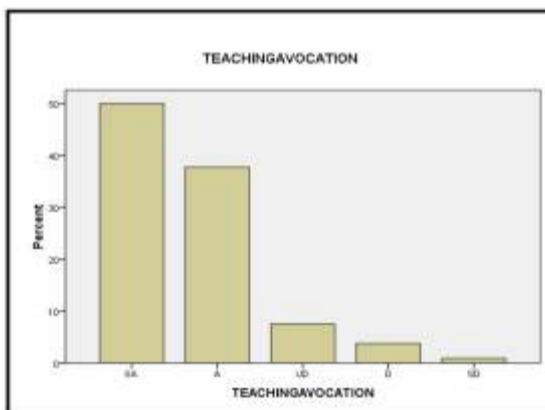
o) Regarding the modification of the evaluation system, 36% strongly agreed, 55% just agreed, 6% undecided, 1% disagreed and 2% strongly disagreed.



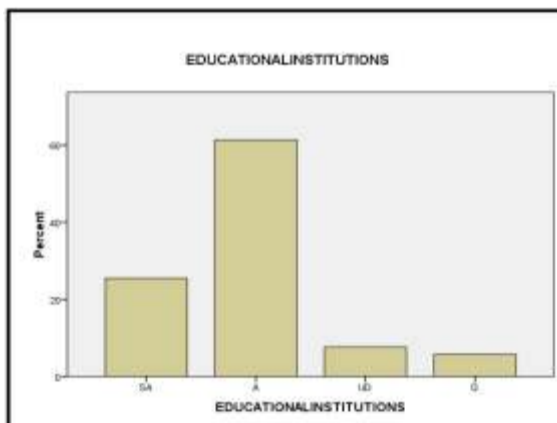
p) 25% strongly agreed about the purification of our culture through education, 45% just agreed, 12% undecided, 14% disagreed and 4% strongly disagreed.



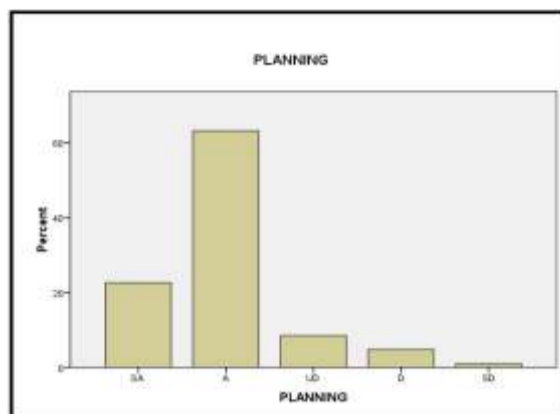
q) While referring to the communitarian approaches in education, 36% strongly agreed, 54% agreed, 4% undecided, 5% disagreed and 1% strongly disagreed.



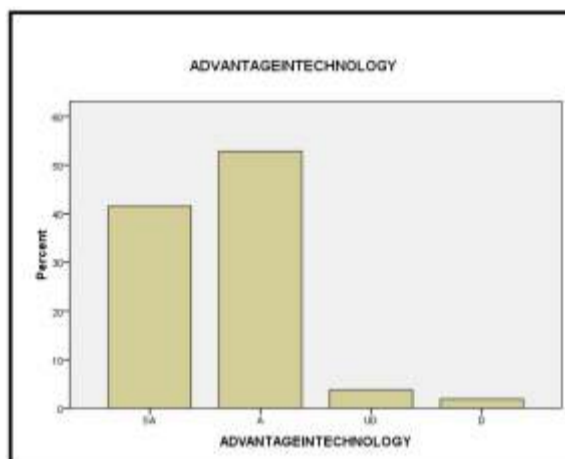
r) 50% of the teachers strongly agreed that teachers should make teaching a vocation, 37% just agreed, 8% undecided, 4% disagreed and 1% strongly disagreed.



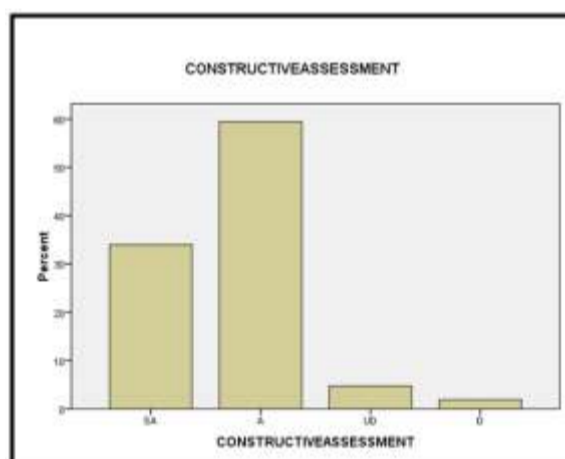
s) Regarding educational institutions can make education holistic in nature 25% strongly agreed, 60% just agreed, 9% undecided and 6% disagreed.



t) 23% strongly agreed that planning can be done with the utilization of the local resources for local needs, 62% just agreed, 10% undecided, 4% disagreed and 1% strongly disagreed.



u) 42% strongly agreed that teachers should take advantage in technology, 52% just agreed, 4% undecided and 2% disagreed.



v) 35% of the teachers strongly agreed that constructive assessment can be given to the recruitment agencies for teaching posts, 58% just agreed, 5% undecided and 2% disagreed about the matter.

4. FINDINGS & SUGGESTIONS

The following findings and suggestions can be illustration in terms of problems and prospect in

the present system of education in Assam.

- a) More facilities should be available for the poor and the marginalized section of the society
- b) Some job oriented courses should be introduced at school course content for the poor students.
- c) Multi intelligence of the learner can be focused greatly in our education system.
- d) New breed of teachers are required in the education system.
- e) Refresher course of the teachers is important for making them up-to-date with the need of the time.
- f) Participatory style of management is lacking in our educational system.
- g) Education is a responsibility of all including school administration, teachers, society, policymaker etc
- h) Quality job based education is most required in the education system of Assam.
- i) Regular updating of the teachers position in schools is not taken seriously in Assam.
- j) Teacher evaluation programme is totally absent for growth and development of the teachers.
- k) Healthy relation of the teacher with the students is one of the debated points for enhancing quality teaching learning process.
- l) Life oriented value based education is one of the challenging issues and problems in the education system of Assam.
- m) Solidarity from teachers' part is missing in the education system of Assam.
- n) Initiatives in terms of projects is totally nil for building good neighborliness.
- o) Networking with the other institutions is lacking greatly in Assam.
- p) Vocational guidance is the need of the hour.
- q) There are some defects in the system of evaluation of our education.
- r) Our cultures are not modified by the system of education.
- s) Education is undertaken to develop individuals potentials and not the benefit of the community.
- t) There are many teachers who are in the job of teaching because of gain of profit to sustain themselves only and not as a vocation to develop their career.
- u) From the statistics it is clear that holistic education is still lacking in Assam.
- v) Planning is one of the great issues in education and systematic planning is absent with implementing them in due time.
- w) Use of Technology in school yet to start in provincialized schools of Assam.
- x) Constructive assessment for the recruitment agencies is a felt problem among the teaching community in terms of qualitative teaching.

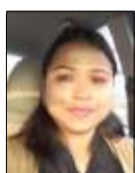
5. CONCLUSION

Though there is big range of differences in the private with the government undertakings in the education system in Assam. The prospects lie in the present problems and issues that are faced both by private and the Government management institutions of teaching-learning practices. We have heard many Headmasters and principals narrating the lack of finance in the management of institutions of learning but what remains a gospel truth about the management system of finance which is the biggest problems in the form of miss use of the funds on priority ground, with the perceived difficulties in the long run. Financing is not the grave issues in the process of education but the management of the finance is the topic of the day. And hence, if all heads and hands come in the same preview of thought about the need of the hours and priority based planning with due importance in the education system of Assam with concerted efforts there is greater chance to minimize the above felt problems and issues in teaching-learning practices which will bring prosperity and sound development in acceptable manner. With the introduction of Rashtriya Madhyamik Siksha Abhijan(RMSA) for secondary education from 2009 the scenario of the secondary education in Assam improved and we can claim a

better future in the secondary education system in the coming days in Assam.

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