

QUALITY OF PRIMARY EDUCATION: A STUDY OF PURULIA DISTRICT IN WEST BENGAL, INDIA

Samrat Mal *

Sumit Paroi **

Tapas Karmakar ***

Abstract

Primary education is the vital stage for human development. Because from this stage a child starts his formal education. The role of Primary education is to ensure the broad-based development of pupils. In recent decades India has made significant progress on access to schooling and enrolment rates in Primary education. But still India faces few challenges in Primary education. The quality of Primary education is very essential for future development of the children. If we really want to build up our children's future then we need a quality Primary education. The aim of this study was to investigate the condition of Primary education in Purulia district of West Bengal. In this study a questionnaire, observation sheet

Keywords:

Primary Education,
Quality, Teaching
Learning materials, Pupil
teacher ratio (PTR),
Infrastructure, Evaluation,
Social Environment

* **Assistance Professor, Ramkrishna Mahato Memorial Teachers' Training College, Purulia, West Bengal, India.**

** **Assistance Professor, Department of Education, Kazi Najrul University, Asansol, West Bengal, India.**

*** **Guest Faculty, Department of Education, Nistarini College, Purulia, West Bengal, India.**

and interview schedule were used to point the condition of primary education. The sample consisted of 15 Primary schools taken randomly in Purulia district, West Bengal, India. The study revealed that only 2 % school had separate class rooms for each class and separate office rooms. It was additionally found that no computers were available in the schools for either official or academic purpose. The availability of teaching learning materials like posters, letter card, and pocket card were inadequate. The facility of reading news papers, magazines, and story books in the schools was not available. But the text books were available for the study. Some schools had faced electricity and drinking water problems. The availability of trained teachers was found very high but 20 % schools were run by only one teacher and 60 % schools were run by two teachers so the work load was very high. The pupil - teacher ratio (PTR) was 22:1 which was very good. The evaluation system was very good because 100 % schools organized summative evaluation, oral test and formative evaluation. The monitoring system in the primary schools was very high because the school inspector and block development officer monitoring the schools regularly. The co-curricular activities in the schools were very well because 100 % schools organized social and cultural programmes. And a huge percentage schools have organized educational programmes.

1. Introduction

Education is considered as the third eye of a man. Without education we are not able to develop ourselves properly. Education leads to the empowerment. Education, as a phenomenon, is both a social foundation and a process occurring in the society. Education influences not only the person being educated but also the entire community starting from his family. Education is not only to upgrade the living standards of citizens but also to enable them to become better citizens (**Turkkahraman, 2012**). And better citizens should be created by providing quality education. Education without quality has been unable to develop the society and individual. Good quality of education is very effective for all round development of a child. A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to the peaceful and democratic societies and enhance individual well-being. When we deal quality education we mean that a standard education must ensure environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities, outcomes that encompass knowledge, skills and attitudes and are linked to national goals for education and positive participation in society. Or we say that Quality education means to provide all the facility to the child for their optimum development like Good health and nutrition, physical elements, interaction between school infrastructure and other quality dimensions, peaceful and safe environments, especially for girls, availability of trained teachers, adequate instructional materials, etc. **VVOB's** defines Quality Education as, "A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being".

2. Review of Related Literature:

Chyrmong, R. (2008) studied on wastage, dropout and stagnation in elementary schools in Goa in order to identify the causes and find various preventive measures. He found that the urban government school had highest education wastage followed by urban-aided, rural government and rural-aided school. Further, the rural government school had the highest education stagnation followed by urban government, urban aided and rural aided school. **Panda, K.S. and Sahu, P.L.** (2007) explored the quality of elementary education a prospective issue in the 21st century which was essential for development of every individual and country as a whole but huge task to be

realized. It discussed the improvement efforts by the Central and State Governments, international commitment and the role of NGOs which is still inadequate. **Saika, A. and Kapoor, K.C. (2006)** analyzed that wastage among the elementary school stage learners in Arunachal Pradesh was lesser in gender wise, urban-rural, district level because of better equipped schools, qualified and sincere teachers, hostel facilities and financial assistance as compared to those in Assam. The authors feel that there is need for improvement of quality and tackle various problems in both States but require more efforts in Assam. **Sutnga, E. (2003)** conducted a research entitled “A study on the status and problems of Primary Education in Jaintia Hills District of Meghalaya” with the objectives to study the development, status and the problems of Primary Education. The status of Primary teachers is moderate as compared to government jobs. Infrastructure facilities of both government and non-government schools were not satisfactory. Regarding administration also no inspection was carried out by any government officials in both categories of schools. **Gyan Vigyan Samity, Assam (1995)** conducted a study on status of primary education in Assam with the objectives to study the infrastructural facilities ,community participation & the impact of literacy campaign on the enrolment in primary schools. The outcome revealed shortage of infrastructural facilities with housed in thatched structures and Assam type buildings, inadequate blackboard and desk-benches. Besides there was low in girls enrolment, high number of single teachers school, negligence of community members in construction & maintenance of school after provincialized by the government.

3. Delimitation of the Study:

(A) Geographical Area

The investigation was delimited to only Purulia district of West Bengal, India.

(B) Level of Education

- (i) The study was restricted to the Primary level (From class I to IV) in Purulia district.
- (ii) Among the primary level only head teachers of the schools were considered as the subjects of the present study.

4. Objectives of the Study:

The study was conducted with the following objectives:

1. To find out the existing physical infrastructural facilities in the school.

2. To find out availability of full time and trained teachers in the schools.
3. To find out the pupil - teacher ratio (PTR) in the schools.
4. To find out the quantity of teachers in the schools.
5. To find out the existing teaching learning materials in the schools.
6. To find out the availability of separate library, play ground and playing materials in the schools.
7. To investigate availability of the co-curricular activities.
8. To examine the evaluation system in the schools.
9. To point out the monitoring system in the schools.

5. Research Question of the Study:

The research question of this study is as following:

1. What are the existing physical infrastructure facilities in the schools? Are these facilities adequate?
2. Whether the full time and trained teachers available in the schools?
3. What is the quantity of teachers per school?
4. What is the pupil teacher ratio (PTR) in the schools?
5. Are there any teaching learning materials available for study in the schools?
6. Is there any separate library, play ground and playing materials available for playing in the schools?
7. Is there any facility for co-curricular activities in the schools?
8. What type of evaluation system is done in the schools?
9. Is there any government officer monitoring regularly.

6. Methodology of the Study:

The survey method of research was used in the study.

7. Tools of the Study:

A questionnaire and observation schedules were used as tool and technique of the study.

8. Statistical Techniques Used:

The obtained data were analysed through Percentage and interpreted through Histogram.

9. Population of the Study:

All the primary schools in Purulia district of West Bengal, India were the population of this study.

10. Sample and Sampling of the Study:

15 schools of Purulia district, West Bengal were selected randomly. The sample profile is given in Table 1.

Table-1 Sample Profile

Primary Schools	Head Master	Total
15	15	15

11. Analysis and Discussion:

In this chapter, the researchers analyzed and interpreted the data collected.

Objective-1: To find out the existing physical infrastructural facilities in the school.

Table-2 The percentage of existing physical infrastructural facility in the schools.

Sl. No.	Item	Total School	Yes	No
1	Separate class room for Class I to V	15 (100%)	11 (73.33%)	4 (26.67%)
2	Separate toilets for boys	15 (100%)	11 (73.33%)	4 (26.67%)
3	Separate toilets for girls	15 (100%)	14 (93.33%)	1 (6.67%)
4	Separate Kitchen for cooking mid-day meals	15 (100%)	15 (100%)	---
5	Separate store room available	15 (100%)	2 (13.37%)	13 (86.33%)

6	Separate office room	15 (100%)	2 (13.37%)	13 (86.33%)
7	Chair and table for the teacher in the classroom	15 (100%)	15 (100%)	---
8	Number of black board	15 (100%)	15 (100%)	---
9	Electricity connection	15 (100%)	12 (80%)	3 (20%)
10	Availability of computers	15 (100%)	---	15 (100%)
12	Safe drinking water	15 (100%)	12 (80%)	3 (20%)
13	Boundary wall	15 (100%)	10 (66.67%)	5 (33.33%)
14	Approach road to the school	15 (100%)	13 (86.33%)	2 (13.37%)
15	Desks, and benches in the class room	15 (100%)	---	15 (100%)
16	Separate uniforms in the school	15 (100%)	15 (100%)	---
17	Cleanness in the school	15 (100%)	3 (20%)	12 (80%)

On the basis of the data from table-2 it is found that 26.67 % schools have no separate class rooms for class I to V and 26.67 % schools have no separate toilets for boys but 93.33% schools have separate toilets for girls. 100% schools say that they have separate room for cooking. It is also found that 86.33% schools have no separate store rooms and no separate office room. 100% of schools have black-board facility and 100% schools have facilities for chair and table for the teachers. Data shows that 80% schools have electricity and 20% schools have no facilities of electricity and 100% schools have no computer for official or students' use. 80% schools have safe drinking water whereas 20% schools have no facilities of safe drinking water. From the table-2 it is also found that 100% schools have available desks, benches in the class rooms. The

data also shows that 66.67% schools have well boundary and 33.33% schools have no facilities for boundary wall. According to the data 60% schools have clean yard and 20% schools have no clean yard.

Objective-2: To find out availability of teachers in the schools.

Table-3 Show the percentages availability of the teachers in the schools.

SL. No	Item	Total School	Yes	No
1	Full-time headmaster/headmistress.	15	15 (100%)	--
2	Full-time teachers in the school	15	33 (100%)	--
3	Part time-teachers in the school	15	--	33 (100%)
4	Trained teachers in the school	15	27 (81.82%)	6 (18.18%)

From the table-3 it is shows that 100% primary schools have full-time headmaster or headmistress. And 100 % schools have full time assistance teachers. But availability of part-time teachers is 0%. From the table-3 it is also found that the percentage of train teachers is 81.82% and 18.18 % teachers have untrained.

Objective-3: To point out the pupil teacher ratio (PTR) in the school.

Table-4 Show the ratio of pupil-teacher ratio in the primary schools.

Sl. No	Human Resource	Number
1	Total Teachers	33
2	Total Students	726
3	Total Boys Students	379
4	Total Girls Students	347

Pupil - teacher ratio (PTR) is 22:1

Table 4 shows that the Pupil - teacher ratio (PTR) is 22:1

Objective-4: To find out the quantity of teachers in the schools.

Table-5 Show quantity of teachers in the schools.

Schools Running by Teachers	1	2	4
Number / percentages of schools	3 (20%)	9 (60%)	3 (20%)

Table -5 Shows that the 20% schools are running by only one teacher, where as 60% schools are running by two teachers and 20% schools are run by four teachers.

Objective-5: To point find out the existing teaching learning materials in the schools.

Table-6 Show the percentage of existing teaching learning materials in the schools.

Sl. No	Items	Total School	Yes	No
1	Chalk	15	15 (100%)	--
2	Duster	15	15 (100%)	--
3	Maps	15	15 (100%)	--
4	Globe	15	15 (100%)	--
5	Charts	15	10 (66.67%)	5 (33.33%)
6	Posters	15	10 (66.67%)	5 (33.33%)
7	Letter card	15	0 (0%)	15 (100%)
8	Pocket card	15	0 (0%)	15 (100%)

Table – 6 Shows that the percentage availability of teaching learning materials like Chalk, Duster, Maps, Globe is 100%. But in 33.33% schools have no charts and posters facilities and 100% school have no letter cart and pocket cart available for teaching and learning.

Objective-6: To find out the availability of library, separate play ground and playing materials in the schools.

Table-7 Show the percentage of availability of separate play ground, playing materials and library in the schools.

Items	Total Schools	Yes %	No %
Playing Materials	15	100 %	--
Separate Play Ground	15	100 %	--
Library	15	100%	--

Table-7 Shows that 100% schools have the facility of separate play ground and playing materials. The availability of library facility in schools is 100%.

Figure-1 Show the availability of Academic books, Newspapers, Magazines and Story Books in the library.

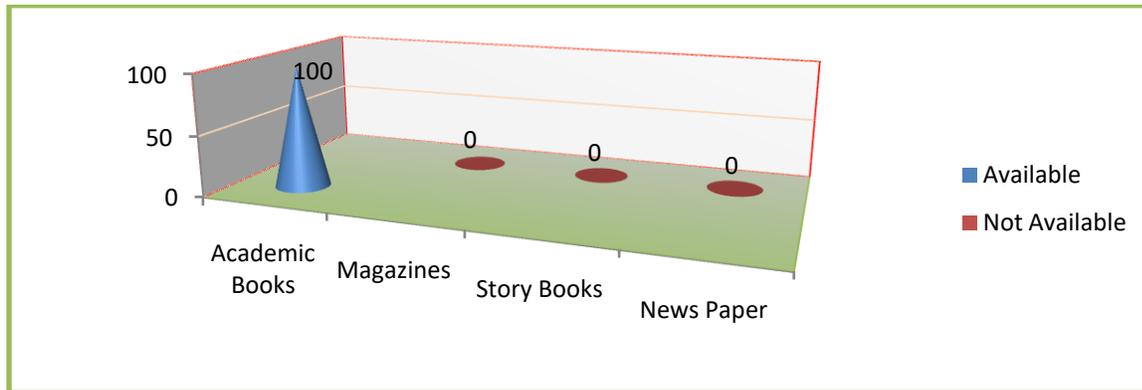


Figure-1 Shows that the availability of academic books in the library is almost 100%, but the availability of Newspapers, Magazines, story books is 0%.

Objective-7: To examine the evaluation system in the schools

Table-8 Show the Evaluation systems in the schools.

Items	Total Schools	Yes %	No %
Summative Evaluation	15	100 %	--
Formative Evaluation	15	100 %	--
Oral Test	15	100%	

Table -8 Shows that the 100% schools have arranged annual exam, half-yearly exam, unit test and oral test to evaluate the pupils.

Objective-8: To find out co-curricular activities in the schools.

Figure-2 Show the facilities of co-curricular activities in the schools.

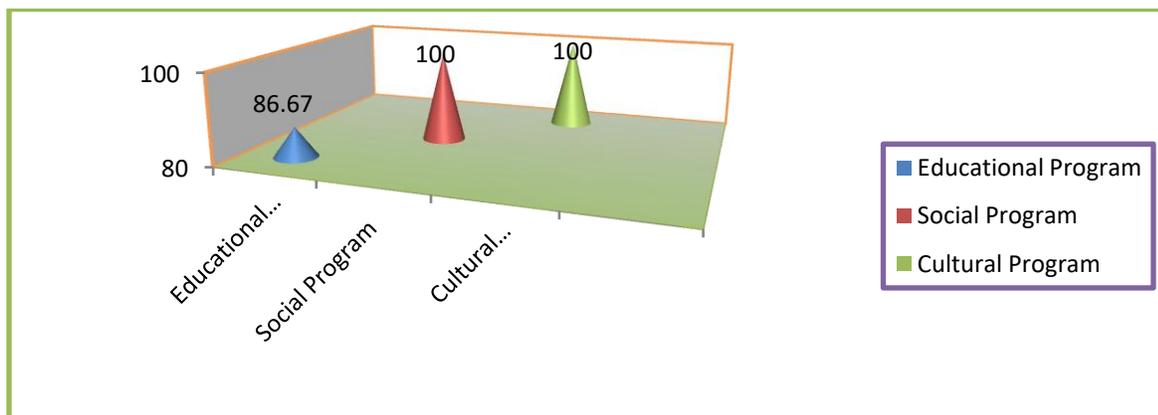


Figure- 2 Shows that 86.67% schools have arranged educational activities whereas 13.33% schools are not organized educational programme. On the other side it is clear that 100% schools have organized social programmes and 100% schools have organized cultural programmes like Independence Day, Republic Day, and Rabindra Jayanti etc.

Objective-9: To point out the monitoring system in the schools.

Table-9 Show the Monitoring system in the schools.

Monitors	Total Schools	Yes %	No %
Schools Inspector	15	100 %	--
Block Development Officer	15	100%	--

Table-9 shows that 100% schools monitoring by Schools Inspector and Block development officer regularly.

12. Major Findings of the Study:

A synthesis of the major findings of the present study has been outlined for different aspects and is given below:

1. Physical infrastructural facilities:

26.67 % schools have no separate class rooms for class I to V and 26.67 % schools have no separate toilets for boys but 93.33% schools have separate toilets for girls. Each and every school has separate room for cooking. It is also found that 86.33% schools have no separate store rooms and no separate office room. The black-board facility in every school is 100% and 100% schools have facilities for chair and table for the teachers. 20% schools have faced electricity problem and 100% schools have no computer for official use or the students use. 80% schools have safe drinking water whereas 20% schools have no facilities of safe drinking water. It is additionally found that 100% schools have available desks, benches in the class rooms. The data also shows that 66.67% schools have well boundary wall and 33.33% schools have no facilities for boundary wall. 60% schools have clean yard 20% schools have no clean yard.

2. Availability of teachers:

The availability of trained teachers was found very high but 20 % schools were run by only one teacher and 60 % schools were run by two teachers so the work load was very high.

3. Pupil Teacher Ratio (PTR):

The ratio of pupil-teacher (PTR) in the primary schools is 22:1.

4. Teaching learning materials:

Teaching learning materials like Chalk, Duster, Maps, Globe are available in schools is 100%. But in 33.33% schools have no charts and posters facilities. And 100% schools have no letter cart and pocket cart available for teaching and learning.

5. Availability of library, separate playing ground and playing materials:

100% schools have the facility of separate play ground, library and playing materials. And availability of academic books in the library is almost 100%, but the availability of News paper, Magazines, Story books is 0%.

6. Evaluation system and co-curricular activities:

The evaluation system is very good because 100 % schools organize annual exam, half-yearly exam, unit test and oral test. The co-curricular activities in the schools are observed in full swing because 100 % schools organize social and cultural programmes. And a huge percentage of schools have organized educational programmes.

7. Monitoring System:

The monitoring system in the primary schools is very high because the School Inspector (SI) and Block development officer (B.D.O) monitoring the school regularly.

13. Conclusion:

On the above discussion it is clear that every school has shortcomings which is not desirable for the progress of Primary education. So, it is need of the hour to improve the quality of Primary education. The improvement of the quality of Primary education is very crucial for social development. As the Government gives the importance on the quality of education, this study would prove significant for understanding the status and making necessary decisions concerning Primary education.

References:

1. Turkkahraman, M. (2012). The Role of Education in the Societal Development. *Journal of Educational and Instructional Studies in the World*, Volume: 2 Issue: 4 Article: 04 ISSN: 2146-7463.
2. Rikil, Chyrmong. (2008). Wastage and Stagnation in Elementary Schools in Goa, *IASSI Quarterly*, Vol. 27(1 and 2), PP. 75-103.
3. Panda, K.S., Sahu, P.L. (2007). Quality in Elementary Education, A Prospective Issue, *Edutracks*, Vol. 6(10), June, PP. 9-12.
4. Saikai, A., Kapoor, K.C. (2006). "Wastage in Elementary Education: A Comparative Study of Assam and Arunachal Pradesh" in *Challenges of Development in North-East India* edited by David R. et al, Regency Publications, New Delhi, pp 45-466.
5. Sutnga, E. (2003). "A study on the status and problems of Primary Education in Jaintia Hills District of Meghalaya". <http://shodhganga.inflibnet.ac.in/bitstream>.
6. Gyan Vigyan Samity, Assam (1995). A study on status of primary education in Assam. <http://shodhganga.inflibnet.ac.in/bitstream/10603/32366/8/08>.
7. Athawar, V.S. (2015). The Major Problems and Remedies on Primary Education System in India. *Quarterly Research Journal*, Online: ISSN-2394-7632.
8. Khan, B.S. (2010), Problems in Universalization of Primary Education in Pakistan. *Pakistan Journal of Commerce and Social Sciences*. Vol. 4. No. 2. 2010. P. 147-155.
9. Pajankar, Vishal, D. and Pajankar, Pranali, V. (2010): Development of School Education Status in India. *Journal of Social Sciences*. Vol. 22. No. 1. 2010. P. 15-23.
10. Rao, D.P. (2005). Status of Primary Education among scheduled Tribes in Andhra Pradesh. *Gyan: The Journal of Education* Vol. I(2).
11. Good, Carter V. (2006). *How to Do Research in Education*. New Delhi: Cosmo Publications.
12. World Bank. (1997) *Primary Education in India*. New Delhi: Allied publishers.

Online Resources:

- www.cld.harverd.edu/archive/india/pdfs/report.pdf.
- Www.ed.ac.uk/studying/undergraduate/information-sheets.
- <http://en.wikipedia.org/wiki/primary/education>.
- Academia.edu/6366559/AIJRHASSH-146.
- http://shodhganga.inflibnet.ac.in/bitstream/10603/32366/8/08_chapter%203.pdf.