

# Class Room Environment Influencing In School Effectiveness of Vernacular Lower Primary School in Assam, India

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## Abstract

*The study tried to find out the school environment and class room facilities influencing in teachers' effectiveness in productivity and students' of vernacular Lower Primary School in Assam, India. To identify objectives that guided the study were Single Teacher, Multi-Grade Teaching, Single Class Room School, and Lack of Services for Student. The target content of study was to study the School environment, teaching-learning process and other influencing factors that affects in quality productivity in elementary school in Assam, India. An analysis on the secondary data available in Distract Information System for Education (DISE) has been done to focus the factors that affect in teachers' effectiveness and students' attainment means in quality productivity of Lower Primary (LP School) school. To analyze the data descriptive method of study is used in this study. The study found that lack of sufficient teacher, multi-grade teaching, lack of facilities and services in school are the main factors of school effectiveness. The teachers' effectiveness and students attainment is stretcher to the maximum and greatly diminish them both teacher and in terms of teachers' capability by way of giving personal care to the student and learners' learning attainment.*

*The study thus concluded that teachers' effectiveness and learners' learning attainment is impaired and affected by the lack of sufficient teachers, multi-grade teaching, lack of facilities in the class room and services for teacher and student.*

*The study recommended that necessary teachers should be recruited in LP school. Problems of Teaching-learning materials, class room and other services should be fulfilled in the LP school for quality productivity.*

**Keywords:** *Lower Primary school, classroom environment, school effectiveness, single teacher, multi-grade teaching, single classroom, teacher's effectiveness, student's attainment.*

## I. INTRODUCTION

Education is the foundation of growth and development of an individual as well as a nation. Elementary education is recognized as first stage of

educational structure or basis of educational pyramid, it has the basic impact and foundation worth to all other stages of education. India have a largest sector of democratic education system in the world with the provision of constitutional right for free and compulsory education for all children up to the age of 6 to 14 years through Article 45 and 98<sup>th</sup> amendment of Indian constitution that included Article 21-A and supporting implementation of the same by 'Right To Education (RTE) Act, 2009'. The Government launched programmes like-National Literacy Mission (NLM), District Programme of Elementary Education (DPEP), Operation Black Board (OBB), Early Childhood Care Education (ECCE) and for successful implementation of the educational policies some measures like Mid-Day-Meal, Free Text Book facilities, Free Uniform, scholarship for students schemes has been initiated. Access to education and quality in education are inter-related and are mutually interdependent. Basic learning of 3R's is not sufficient and complete for lifelong use of learning, rather it should be consider a basis of quality education a root for educational improvement in later period and basis for human quality. Quality education is the result of effective teaching-learning process, educational management and organization. In last few years the National and the State Government has been taken steps for improvement of quality in education through Sarva Siksha Abhijan (SSA). For the same purpose the SSA has been improved its strategies and approaches. Furthermore to achieve holly objectives of universal access and improvement of the quality in education a systematic community based monitoring system has been emphasized by the SSA. Even then the quality of elementary education is not satisfactory in India and Assam. Hence there is necessity of more study to focus on the issues of quality management in elementary education. Here in this study the scholar has tried to focus the real picture of primary education in Assam.

### A. Objectives of the study:

1.1.1 To make an over view of school environment in Assam.

1.1.2 To examine the target and achievement set out for elementary education in Assam.

### ***B. Significance of the study***

Elementary education is the basic requirement for every person. Rightfully this is the stage of education where the Government should pay major concentration, of course since independence the national Government of India have been trying for universal access of free and compulsory education, but still a little importance is paid in quality improvement. Hence it is very important to develop more study in the area of educational environment in Assam.

### ***C. Background of the study***

So many measures and efforts of the central Government to reach the targeted goal are still challenging and unfulfilled. According to a National report prepared on 100 clusters in India by NCERT in April 2010 expressed that the State Assam need to improve learner's learning attainment (www.ncert.nic.in). So it is felt to look into the problems of elementary education in Assam in this study.

## **II. LITERATURE REVIEWED**

Elementary education is the first and basic stage of education in India. A brief review of the literature is that supports in this article have been mentioned here shortly.

### ***A. Introduction to Elementary education***

In a publication entitled "National Curriculum for Elementary and Secondary Education" the NCERT, 1988 mentioned about eight years elementary education dividing into two stages (5 years lower primary and 3 years upper primary). The Ministry of Human Resource Development, Department of Education India; used Elementary education to mean classes-primary (I to V) and middle (VI to VIII).

### ***B. Constitutional provision of elementary education***

Article 45 of Indian constitution provides free and compulsory education for all children up to 14 years of age. The 98<sup>th</sup> amendment of Indian constitution included Article 21-A provide Right for Free and Compulsory education for all children. The Right for Free and Compulsory is made legally by the RTE Act, 2009.

### ***C. Policies and programmes of Elementary education***

In 1986 the "National Policy on Education, 1986 (NPE, 1986) was set up then in 1992 the policy was revised and the Programme of Action committee was formulated to look into revised National Policy on Education, 1992. To implement the NPE, 1986 many

programmes has been launched by the national Government.

### ***D. Implementation of the policy***

The SSA is the main vehicle of implementation of Government policies and programmes. Through SSA the Government has been trying to improve and develop elementary schools in India since its effect. Funds are allocated for infrastructural development, Teaching-Learning Materials, materials for games and sports, teacher training, Mid-Day-Meal and school development. A system of community based monitoring has been developed for improvement of quality in elementary education.

### ***E. Dimensions of quality in education***

National Council of educational Research and Training (NCERT), New Delhi developed a quality monitoring format for SSA in 2013 (www.ncert.nic.in) with 8 quality dimensions to be followed in elementary schools, these are-1. Basic infrastructure and other facilities. 2. Management and community support. 3. School and classroom environment. 4. Curriculum and teaching-learning material. 5. Teacher and teacher preparation. 6. Opportunity time. 7. Classroom practice and process and 8. Learner's assessment, monitoring and supervision.

## **III. DELIMITATION OF THE STUDY**

The study is limited with reviewing of quality school environment, some facts and related issues of quality management in elementary education based on secondary data already available.

## **IV. PROCEDURE OF THE STUDY**

The study is basically developmental historical study, so data have been reviewed and analyzed based on report of National Institute of Educational Planning and Administration (NIEPA).

## **V. ANALYSIS AND FINDINGS**

In the monitoring format of quality dimensions developed by NCERT, "Implementation of quality dimensions Tools" (NCERT-2013), it is clearly mentioned that there has been considerable progress in access, enrolment and retention of children but quality issues still need to be addressed and monitored. Here some influencing factors of teacher's effectiveness and students' attainment that the main Problems of quality management in Lower primary schools of Assam are (Analytical Table NIEPA, 2012-13 and 2013-14 and 2015-16) analysed-

#### **A. Weak monitoring and supervision**

Only 75.93% only LP schools in Assam were visited by the Cluster Resource Centre (CRC) co-coordinator and 59.97% schools were supervised during 2012-13. As we know administration of elementary education is under the District and Block level authority and headmasters don't have power of making rules and order in such situation the only CRC monitoring the schools and that too not done in every school is means poor administration in monitoring the school which may affect in quality control and management of resources in school.

#### **B. No equal distribution of school building**

74.82% Govt. LP schools and only 2.8% LP schools of all area and management had average school building. Other schools are run either in insufficient open shade or in kaccha room or hall. More than 25% schools run classes without school building in a unhygienic condition.

#### **C. No required class room**

Maximum 31.01% LP schools had 2 classrooms and 24.22% schools runs classes in one classroom of all area and management and 16.22% Government LP schools runs classes still in one classroom. According to State Report Card 2015-16 53.15% schools have class room in good condition, and other almost equal percent school doesn't have good class room.

#### **D. Insufficient teacher and Multi-Grade Teaching**

70.10% schools have headmaster to manage the school and still 10.62% schools were run by single teacher of all area and management. Schools where there are single teacher or two to three teachers engaged multi-grade teaching. It affect in teachers' effective teaching creating a chaos environment which may result ineffective learning and lower teaching skills of teacher leading unhygienic mental health.

#### **E. Less opportunity days**

In LP schools of Assam due to lack of sufficient teacher there is found less working days for student's learning. 7.07% Government schools gets less than 200 working days. Hence learner's learning attainment falls low level due to incomplete content or less practice.

#### **F. Low enrolment rate**

the enrollment rate of Vernacular schools had been decreasing. Only 34.68% schools had above 30 students in school. For the same reason of low enrolment and following 1:30 Student-Teacher Ratio of RTE Act, 2009 the Government is not appointing teachers in single teacher school. Due to mushroom growth of private school and low achievement of Government schools in comparison to the performance of private

parents rush to better school for their children. Moreover, schools recognized by the government more and more to provide school facility for all within one km. constitute low enrolment rate can be said from the observation.

#### **G. Lack of services in school**

85.10% have safe Drinking Water facility, 59.85% could provide separate toilet for girls (increased 65.39% in 2015-16) and 80.09% have toilet for boys (increased 85.83% in 2015-16) and only 8.37% (12.76%, 2015-16) have electricity connection in schools of all management and area. Mid-Day-Meal, Free Uniform are found providing sufficient in Assam and the Drinking water and toilet for boys and girls were also provided to maximum school but electricity connection is still to connect in maximum schools. There is not mention about Teaching-Learning Materials (TLM) and Sports Goods in any of the Documentation system . Teaching-Learning.

#### **H. Lack of Technology and other facility**

only 1.08% schools could provide computer for student, 43.23% have mini library, 46.36% have play ground in LP schools of all category.

#### **I. No equal distribution of financial grant**

76.41% schools received school development grant and 60.74% schools received Teaching-Learning Materials grant in 2012-13.

#### **J. ECCE center**

Early Childhood Care and Education facility was added in 76.41% schools.

## **VI. DISCUSSION**

The single teacher or two teacher schools have to bear more work load. In such school teacher can't use effective Teaching methods due to multi-grade teaching, can't repeat the content, care students individually, difficult to take class test which affect in learners' learning attainment. Teachers who engaged in Multi-Grade Teaching suffers from physical and mental stress due to over load of works and hence this lower teachers' effectiveness. Students of single teacher schools get less opportunity time to learn lessons. The teachers of school without headmaster suffer from problems of learning materials discipline, punctuality of teacher and management of other resources. Poor school monitoring. The schools where lack of Teaching-Learning-Materials, Sports Goods, insufficient schools building and class room are found fail to maintain its quality of education.

## **VII. CONCLUSION**

Elementary education is the foundation stone of development of an individual as well as a society. Due to poor monitoring and administration, lack of sufficient teacher and insufficient fund the teaching-learning process of elementary schools are not effective. It results low learning attainment of learner. If the basic and foundation of education is weak we can't imagine quality of other higher level of education. If there is no effective education it can't develop a nation socially, economically, politically in short by all rounds. Still Government of India has been spending money for access, enrolment and retention and the quality improvement is still far from dream. Still requirements of schools are not fulfilled of various dimensions of quality education. Hence, it failed to provide constitutional Right and Right for Education to children. Therefore, it is very important to solve problems of elementary schools to achieve the targeted goals of education.

## **VIII. RECOMMENDATION**

1. Importance should be given in proper school monitoring. 2. Fund should be allocated by the Government for School build. 3. One teacher per grade should be recruited. 4. Teaching-Learning process with proper TLM should be developed. 5. Services for students should be equally distributed in all school.

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