



Study on the Problems of Primary Education in Aradhhal Area Under Dhemaji District of Assam

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ABSTRACT

Education is crucial for human development, as it helps individuals learn and develop new ideas through life experiences. Humans control instincts, unlike animals who are slaves to instincts. Education bridges the gap between bestiality and humanity, enabling individuals to gain knowledge, improve career growth, and make informed decisions. This study examines infrastructure issues in primary schools in Aradhhal, focusing on teachers, students, and suggesting improvements. Descriptive survey method was employed having total sample size of approximately 300 nos. The study found that physical infrastructure is good, but there is a need for libraries, computers, and art and craft rooms for student skill development. Teaching staff are regular and well-trained, but some schools lack sufficient staff to maintain a teacher-student ratio. Students are satisfied with teaching methods and relationships, but financial issues hinder their ability to attend online classes. Suggestions include providing additional classrooms, well-guarded boundary walls, library facilities, computer knowledge, recruitment of teachers, in-service training, promoting online learning, and establishing art and craft rooms for creative and artistic skills development.

Keywords: *Education, Primary Education, Problems in Primary Education*

Introduction

Education is the key to the development of human being. Through different experiences during life time, human learn and develop new ideas and with the help of such ideas they try to find out new ways of life. Human beings are different from animals in many ways. Animals are slaves to their instinct, but human being tries to control those instincts. It is just because of their ability to learn. There occurs the gap between bestiality and humanity. People become a part of the environment in order to gain direct experience and knowledge. Through these experiences, they become able to learn many things (Sarma, 2014). Education helps people gain knowledge, improve their career and personal growth, and make the right decisions.

Primary Education

Primary education is considered as the foundation for the development of the individual as well as the well-being of the entire nation. In our country, primary education is considered as the basis of compulsory schooling (Kapoor, 2018). Another name for primary education is primary education. It is the basis of the entire structure of education. The Kothari Commission divided primary education into two sub-stages namely lower primary and upper primary. Lower primary is a four-year period and consisted of age groups 6-10 years. Upper Primary lasts three years and involves people aged 11-14. The five-year plan also divides primary education into two phases. Thus, the Five Year Plan envisages 8 years of primary education. According to the Constitution of India, primary education means providing universal primary education to all children aged 6-14 years. According to the National Education Policy, primary education is 5 years and upper primary education is 3 years (Nazir, 2018).

Primary education has been the highest covering in all nations of the world, since it allows a solid foundation for higher education. Primary education is directly linked to facilitating democracy, economic growth and the nation's quality of life. Understanding the consequences of primary education, the makers of the Indian Constitution incorporated free and compulsory education for all children up to the age of 14 in the guiding principles of state policy (Bhattacharjee, 2014)

Primary Education in Assam:

School education in Assam is mainly divided into three levels – primary (lower and upper primary), secondary and upper secondary. The Directorate of Primary Education manages and controls the primary schools in various districts of the State. However, there is another department 'Government of Assam, Secondary Education' which regulates secondary education in the state. All the districts of Assam cover government, aided and private schools

for providing school education at various levels. Primary schools are responsible for providing education from class I to class V. After primary education, upper primary, secondary and higher secondary levels continue to apply from class VI to class XII.

The state has 40002 primary schools, 7811 upper primary schools and more than 4,000 high schools. The state schools are distributed among 33 districts. Elementary Education department officials recently state that 1710 schools were amalgamated because of poor student enrollment.

About Aradhhal Area under Dhemaji District:

Aradhhal gram panchayat is located in Dhemaji District. The people of this village are living in a very peaceful manner. This area has a very proud history. Agriculture is the main profession in this area. Still, this area is waiting for industrial development. Education, Drinking water and Roads are the main concerns of this area. The young generation is more attracted towards mobile, laptop and computer technology these days. If banks and financial institutions provided loans and other financial support to the villagers, this area will see real development. Medical and health services have to be improved.

Need & Importance of the study:

In the present study, the researcher has chosen Aradhhal area of the Dhemaji district. Aradhhal is a grampanchayat that falls in Dhemaji district situated in Assam. As per the 2020 Census report, the total area of the Aradhhal area is 44.03 square km and the total population of the area is 14,272. Out of these, 7,253 are males and 7,019 are females. Aradhhal area has a total literacy rate of 75.35% with a male literacy rate of 72.27% and female literacy rate of 62.33% (Data provided by the Aradhhal Panchayat Office). The situation of primary education in the Aradhhal gram panchayat area is as follows.

Table: Showing the status of Primary Education Aradhhal area

S. No.	Types of Schools	Total No
1.	Primary Schools	13
2.	Upper primary schools	03
3.	High Schools	04

(Source: U-DISE of Dhemaji block, 2021-22)

Since no study has been carried out earlier to enquire the problems of primary education in Aradhhal area; so, the researcher has chosen the same.

Objectives of the Study:

- i. To study the problems relate to infrastructure facilities of primary schools of the Aradhhal area.
- ii. To study the problems relate to teachers of primary schools the Aradhhal area.
- iii. To study the problems relate to students of primary schools of the Aradhhal area.
- iv. To suggest measure for betterment of primary education in Aradhhal Area.

Research Questions of the Study

- i) What are the problems relate to infrastructure facilities of primary schools of Aradhhal area?
- ii) What are the problems relate to teachers of primary schools of Aradhhal area?
- iii) What are the problems relate to students of primary schools of Aradhhal area?

Delimitations of the Study

- i) Only two dimensions viz. infrastructure and human resources were considered.
- ii) Only the academic session 2022-23, was considered under the study..

REVIEW OF LITERATURE

The main objectives of the literature review are to provide the foundation of knowledge about the existing research work and find their relationships, identify inconsistencies, gaps and conflicts on the previous research that have already done. A brief narrative about different research and their prior objectives as well as findings related to the problems and challenges of primary education are furnished.

Mattoon (1993) conducted a research on '*Attempts to identify the problems of teachers in primary schools of 16 districts from three states of Bihar, Madhya Pradesh and Rajasthan.*' The findings of the study were: i) a majority of schools were functioning in partly completed buildings. (ii) a majority of schools were not having drinking water facility, school ground facility, school furniture, boxes/trunk, school contingency funds, incentives schemes and school medical check – ups, (iii) approximately half of these schools were not having adequate blackboards and library facilities.

Rana (2004) attended primary school in Jharkhand. This study examines the findings of a survey done in selected areas of Jharkhand's Dumka district. This study discovered Poor facilities and lack of teachers have an impact on teaching quality, leading to rising rates of non-enrollment, dropouts, and poor attendance.

Boro (2012) studied the difficulties associated with implementing the primary school curriculum in the Kokrajhar District of Assam. This article includes information on the difficulties encountered when implementing the primary curriculum in the Kokrajhar district in terms of the physical facilities, timetable, curriculum, teaching resources, etc. Additionally, it offers some guidance for the future in dealing with issues related to the district's implementation of the curriculum.

Ringmiso (2013) investigated the condition and difficulties of primary education in Manipur's Ukhrul and Tamenglong districts. This research aims to investigate the growth of primary education in Manipur's Ukhrul and Tamenglong districts, investigate physical facilities, enrollment patterns, and demographics, and propose methods to improve elementary education.

Biswas (2013) conducted research on the difficulties facing West Bengal's rural elementary schools. In this study, the researcher found that Primary education in rural areas tolerates issues such as teacher accountability, teacher appointment and transfer, teaching and training, school inspection, midday meal administration, schools management committee, governance and legal issues, and private instruction.

Jana, Chatterjee, and Khan (2014) conducted research on concerns concerning the quality of primary education in a disadvantaged area of the Jhargram sub-division. The study found that the quality of education is declining due to ineffective leadership, poor teacher training, low teacher salaries, limited professional development opportunities, a weak economic environment, low parental participation, and commercialization of teacher training colleges.

Talukdar (2016) examined the issues with the Gobardhana block area in the Barpeta district's basic education. The primary education is the lowest level of any formal education, according to this study. The results of this study showed that issues with elementary education might range from issues with administration and organisation to issues with the curriculum, tests, and instruction.

Rabha (2017) performed a research on basic education among kids in the Rabha community of Assam, paying particular attention to the area of Goalpara. The study's goal was to look into the issue of elementary education among young people in Assam's Rabha group, specifically in the district of Goalpara. The study's researchers employed the descriptive approach. According to the study, parental illiteracy is a significant barrier to primary education success, and parents' work also has an impact.

Gogoi (2020) performed research on the state of primary education and its issues with a focus on Assam's Sivasagar district. This study examined the current state of primary education and made recommendations for expanding and improving pre-primary education. Parents must provide equal attention and encourage students to participate in activities that teach current activities.

Daun (2000), in his paper titled Primary education in Sub-Saharan Africa - a moral issue, an economic issue, or both has shown that educational indicators differ from religious factors, i.e. degree of Islamization and Christianization, and from economic considerations. Strongly Christianized countries had greater literacy rates and primary school enrollment forty years ago, and they still do now, regardless of economic status. He concludes the study with several assumptions that might be utilized as a starting point for future research on educational improvement in Sub-Saharan Africa.

Syed, Hussein, and Haidry (2009) conducted a multi-informant survey to determine the prevalence of emotional and behavioral disorders among primary school children in Karachi, Pakistan. The study revealed that the prevalence of child mental health disorders among Pakistani schoolchildren is higher than in other nations, with a gender difference in the prevalence.

Babar (2010) investigated issues in the universalization of basic education in Pakistan. The study's goal is to highlight the issues with primary education universalization in Pakistan. According to the report, poverty, illiteracy, low quality of instruction, lack of awareness about the importance of education, and cultural values are the greatest obstacles to achieving primary education universalization. The government of Pakistan is making every effort to ensure universal elementary education. However, raising parental knowledge about education is vital so that they appreciate the value of sending their children to school.

Ahmad, Rauf, Rashid, Rehman, and Salam (2013) examined the challenges of Pakistan's primary education system: a comprehensive analysis of literature. They discovered that Primary education is underfunded and undermanaged, and the evaluation process is being harmed by memory-based assessment.

Hasanoglu and Girman (2014) conducted a study with the primary goal of identifying challenges encountered by instructors about inclusive education in the teaching learning process in multi-grade courses and discussing potential solutions. The study discovered that participating teachers failed to use materials prepared for students with special needs, use individualized teaching methods, and form effective partnerships, hindering a fruitful teaching-learning process.

Tarun and Bozkurt (2015) investigated the issues that primary school teachers confront in the classroom. The research aims to identify, reduce, and discover solutions to the challenges that classroom teachers face in facilitating communication between teachers and pupils.

Hashmi (2016) - This paper investigates *the main problems of the students at primary education level in rural area of Tehsil: Ferozwala, district: Sheikhpura- Pakistan*. This study examines the social, economic and cultural problems faced by students during study, including poverty, lack of basic infrastructure, transfer of teacher, lack of co-curricular infrastructure, and lack of playground.

Das (2019) investigated the issues with basic education in India and Japan in the twenty-first century. This essay's main goal is to investigate issues that arise in basic education in India and Japan. The human development of the children and youth who reside there is reflected in the educational issues of a nation. Children and youth in India and Japan face numerous challenges as they grow up as a result of the countries' current economic and social climates. This essay discussed the problems with Japanese education in relation to developing and third-world nations.

Muratbayevna (2020) investigated the issues with modern primary education's quality. This essay examined a number of issues with contemporary primary education. The restructuring of education includes improving primary school education because it establishes the individual's route for innovative self-improvement for the rest of their life. The New Education Standard and the idea of "primary education" were created as a result of this acquisition. The development of humanistic concepts has been mentioned in this article. According to this study, the primary indicator of the success of the primary school system should be the child's soul.

METHODOLOGY AND RESEARCH DESIGN

The present study entitled "Problems of Primary Education in Aradhhal Area under Dhemaji district of Assam" was conducted by adopting descriptive survey method. The researcher tried to find out the problems of primary education in Aradhhal area of Dhemaji district of Assam.

Population

The population of the study comprised all primary schools in Aradhhal area of Dhemaji district, Assam. The total number of primary schools in Aradhhal area is 13. Total number of teacher is 35 and total number of student is 958.

Selection of the Sample

The sample for the present study is selected using the random sampling method. The total number of student found in primary schools of Aradhhal area was very large so, 30% of total students and teachers were taken for the study. The investigator visited all the selected primary schools for data collection and talked with the headmaster, teachers, students, governing body and local people.

Tools Used in the Study

A self-designed questionnaire has been used for data collection. The questionnaire has three (3) sections - A, B, C. Section 'A' dealt with the problem of access to physical infrastructure. It had a total nine (9) questions. Category 'B' was related to problems of teaching staff. It consisted of seven (7) questions and section 'C' was related to students' problems. It had five (5) questions. All questions were in YES/NO form.

Data Collection Procedure

For data collection, firstly, the researcher obtained permission from the head of the department. The investigator personally visited the selected schools and administered the tool to the respective school Heads and students.

Statistical Techniques for results analysis and data presentation

The raw scores have been systematically tabulated for better analysis. The statistical techniques applied in the present study were percentage, pie charts and bar graphs.

ANALYSIS AND INTERPRETATION OF DATA

The data have been analyzed and interpreted relying on the questionnaire developed as per the objectives. They are as follows:

SECTION - A

Objective -I: To study problems relate to **infrastructure facilities** of the Primary Schools in Aradhhal area.

Question 1: Are the classrooms big enough to accommodate all the students at primary level?

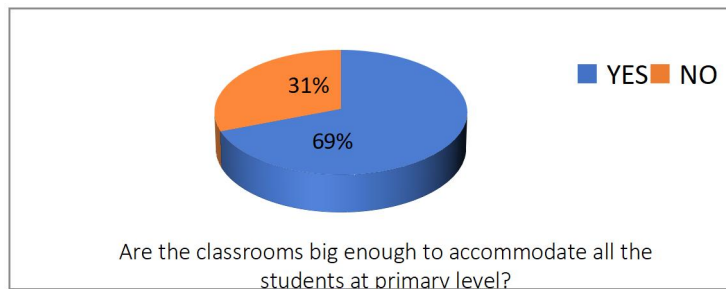


Fig.-1

Interpretation: As shown in the bar graph, 69.23% of headmasters said yes, while 30.77% said no. It means 69.23% of the schools have facility of big rooms while 30.77% of schools don't have such facilities.

Question 2: Do you need more classrooms to manage the student – teacher ratio at primary level?

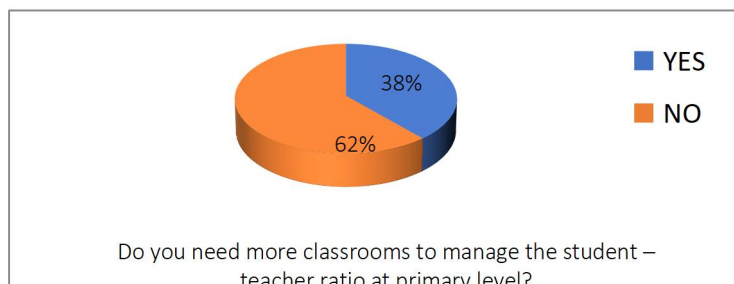


Fig.-2

Interpretation: As per the above bar graph 38% has said yes, while 62% has said no. The responses of headmasters show that majority of the schools don't need more classrooms.

Question 3: Do you have well guarded boundary wall in your school?

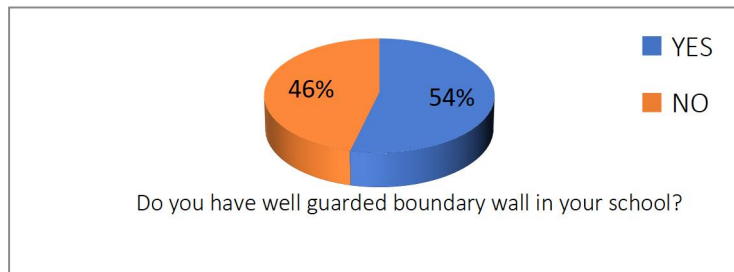


Fig.-3

Interpretation: The above bar graph shows that 54% has responded yes and 46% responded no. It means more than half of the total schools have well-guarded boundary wall for students safety purpose but till another half have don't.

Question 4 (i): Do you have classroom extension?

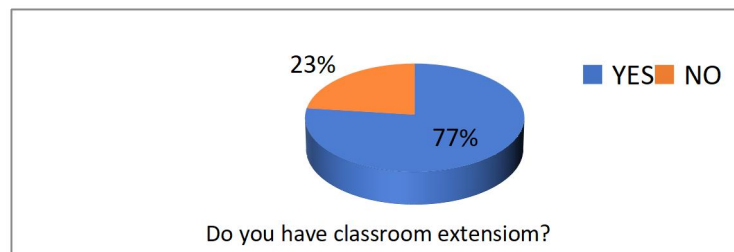


Fig.-4

Interpretation: Majority of the headmasters (76.93%) said that they have classroom extension while (23.07%) said no for this question.

Question 4 (ii): Do you have library?

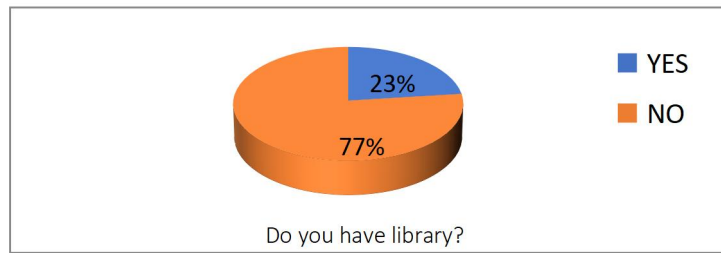


Fig.-5

Interpretation: Only 23.07% teachers said yes and majority i.e. 76.93% said that they have no library in their schools. Every headmaster said that they need library in their schools so that students can read variety of books, and also it is helpful for those students who do not afford to buy new books.

Question: 4 (iii): Do you have computer room?

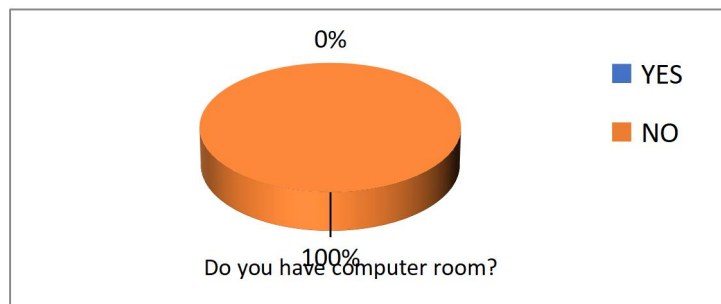


Fig.-6

Interpretation: All the head masters (100%) said that they have no computer room in their schools. In the era of technology it is necessary to learn computer knowledge from primary schools. So computer facility also needed for students.

Question: 4 (IV): Do you have Art and Craft room?

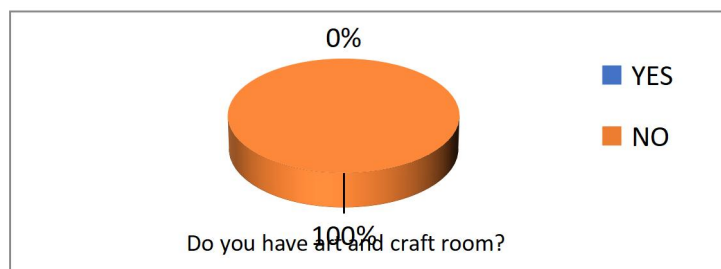


Fig.-7

Interpretation: As shown in the bar graph, all the headmasters (100%) said that they don't have art and craft room in their schools. For developing different kind of skills and creativity among the students, all schools require to have art and craft room.

Question: 4 (v): Do you have separate toilet for girls and boys?

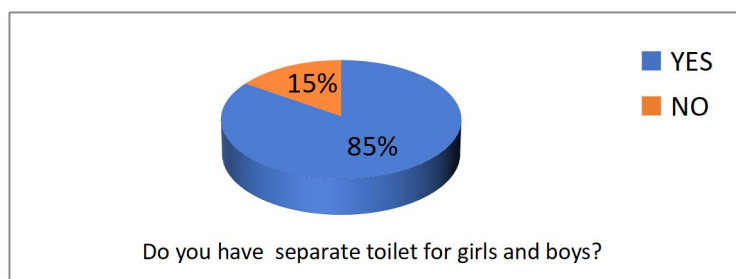


Fig.-8

Interpretation: 84.61% schools have the facilities of separate toilet for boys and girls and 15.39% schools have no separate toilets for boys and girls. These schools need this kind of facilities.

Question 5: Do you have sufficient non-teaching staffs?

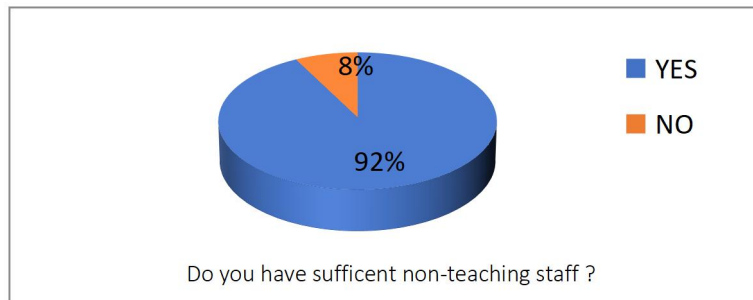


Fig.-9

Interpretation: Majority of the headmasters (92.30%) said yes while only 7.70% said no. It means majority of the schools have sufficient non-teaching staffs.

Question 6: Do you have playground in your school?

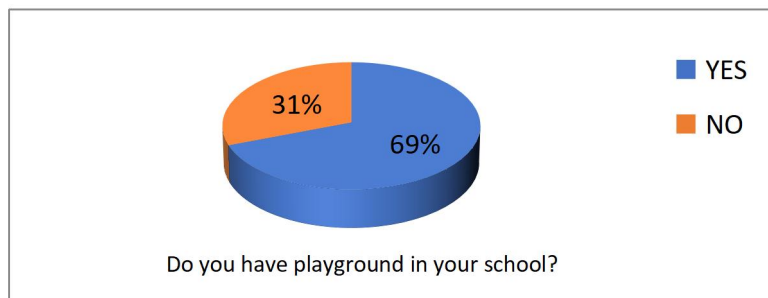


Fig.-10

Interpretation: As shown in the bar graph 69.23% headmasters said yes and 30.77% said no. So we can say that majority of the schools have playground in their schools but it is necessary for all schools to have playground so that student can well spent their leisure time.

Question 7(i): Do you have the required staff room?

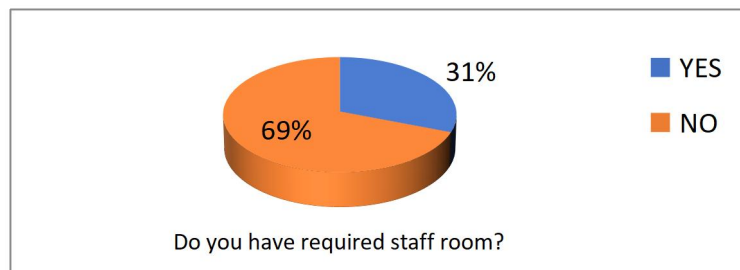


Fig.-11

Interpretation: Above Fig.-4.7(i) shows that 30.77% headmasters have said yes and 69.23% have said no. So majority of schools need staffroom.

Question 7 (ii): Do you have the required office?

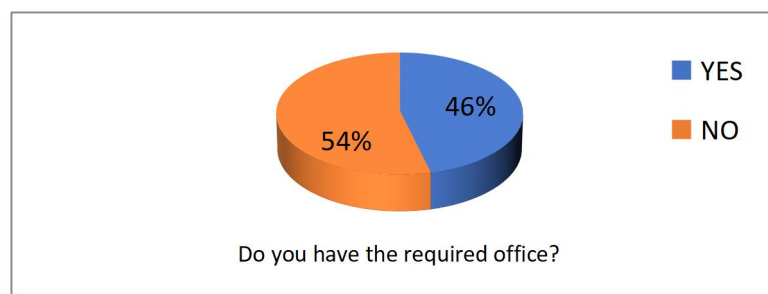


Fig.-12

Interpretation: As shown in the bar graph 46.15% schools already have this facility, and 53.85% schools need office room.

Question 7(iii): Do you the required headmaster room?

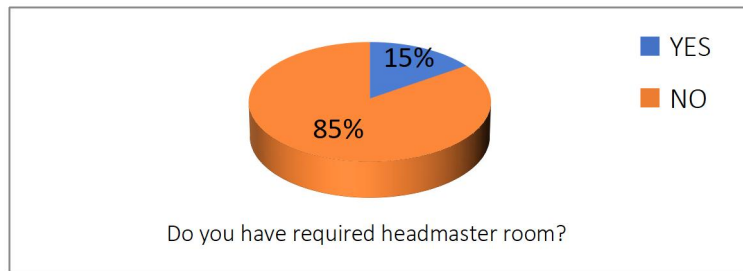


Fig.-13

Interpretation: Fig.-4.7(iii) shows that 15.38% said they have this facility while 84.62% schools need headmaster room.

Question 8: Under the vocational education, did you receive computer for student?

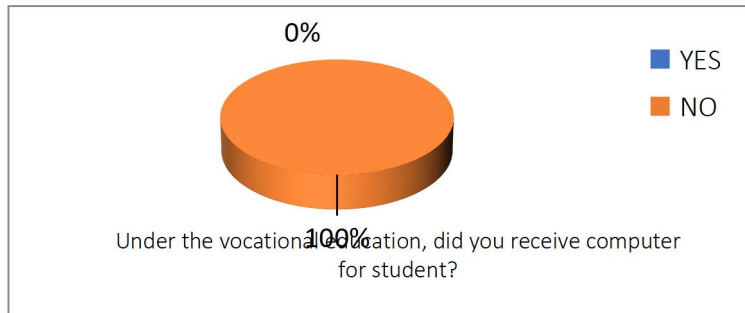


Fig.-14

Interpretation: As shown in the bar graph, all i.e.100% headmasters said under vocational education they didn't receive computer for students.

Question 9: If yes, are the computers sufficient for all the students?

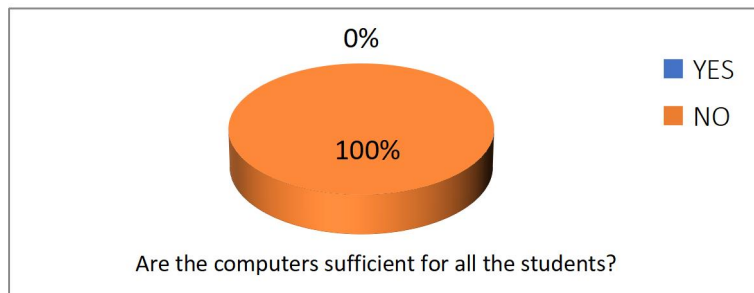


Fig.-15

Interpretation: Above fig 4.8 showed that schools didn't receive computer for students so all headmaster said no.

SECTION - B

Objective 2: To study the problems relate to the teachers in primary schools of Aradhal area.

Question 1: Are the teaching staffs sufficient in number?

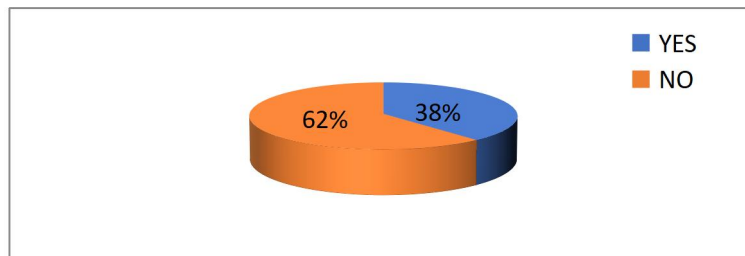


Fig.-16

Interpretation: Fig shows that 36.36% schools have sufficient teaching staff and majority of schools i.e. 61.54% don't have sufficient teaching staff.

Question2: Are the teachers regular in class?

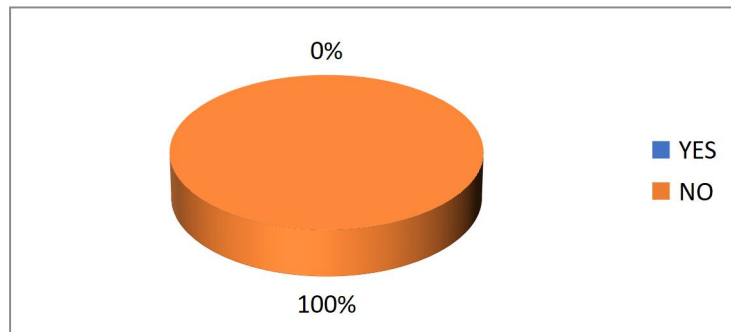


Fig.-17

Interpretation: All the headmasters said that the teachers are regular in their class.

Question3: Are there regular appointments of teachers in schools?

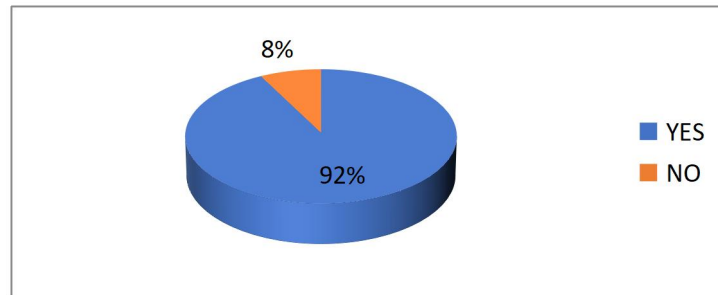


Fig.-18

Interpretation: Majority of headmasters (92.30%) responded yes that means they have regular appointment of teachers in schools. While only 7.70% has said no.

Question 4: Do you have special teacher for special children in your school?

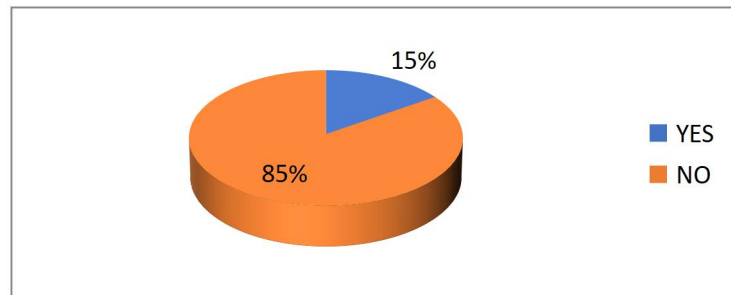


Fig.-19

Interpretation: Only a few (15.38%) headmasters said that they have special teacher for special children in their school while majority of headmasters have said that they did not have such kind of facilities.

Question 5: Are the all teachers getting regular salary?

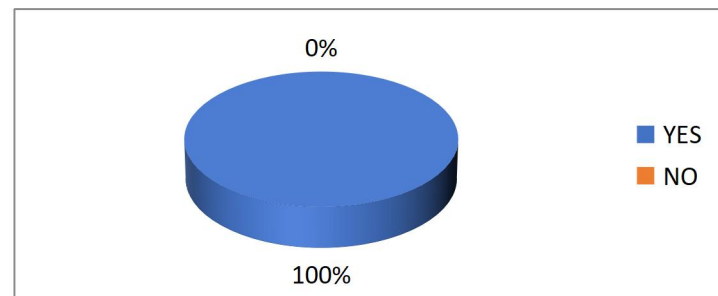


Fig.-20

Interpretation: All the headmasters said that all the teachers get regular salary, because they all are government employed

Question 6: Are the all teachers trained in computers?

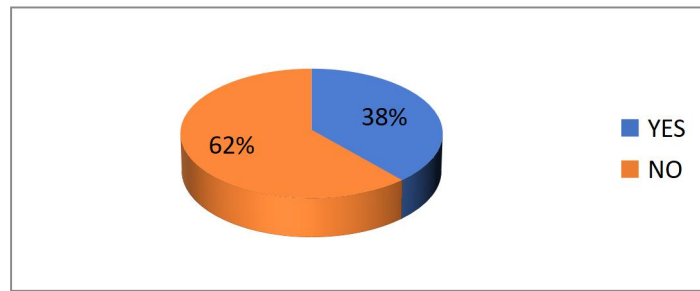


Fig.-21

Interpretation: As shown in the above bar graph, only 38.46% headmasters said that all the teachers are trained in computer while majority of headmaster said that the teachers aren't trained in computer.

Question 7: Are the all teachers efficient in taking online classes?

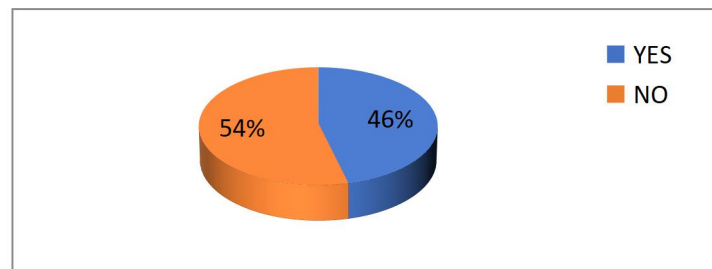


Fig.-22

Interpretation: Fig 4.16 shows that, 46.15% headmasters said that their school teachers are efficient to take online classes while 53.85% said that teachers are not efficient to take online classes.

SECTION - C

Objective 3: To study the problems relate to the students in Aradhhal area.

Question 1: Are the all students regular in schools?

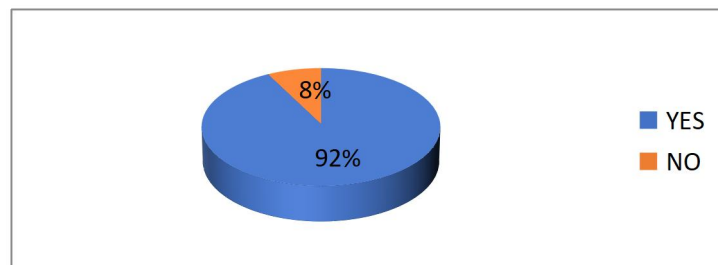


Fig.-23

Interpretation: Majority of headmasters (92.30%) said that all students are regular in their schools. And 7.70% said that their students are not regular in schools because of uneducated parents. They didn't know the value of education.

Question2: Do you think that the school provides the students with adequate sports facilities?

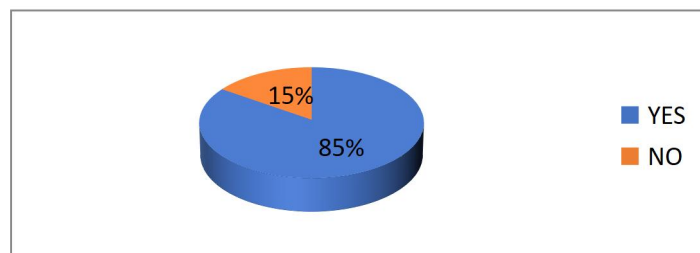


Fig.-24

Interpretation: Majority of 84.61% headmasters said that the schools provide adequate sports facilities. And 15.39% said that they didn't get these types of facilities.

Question 3: Do you think that the students are satisfied with the teaching methods?

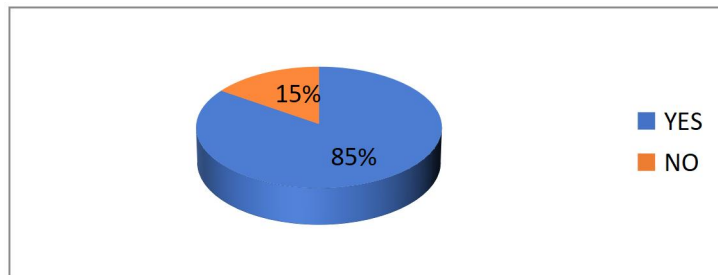


Fig.-25

Interpretation: Based on above bar graph we can say that majority (84.16%) of headmasters said yes while 15.39% headmasters said no depending on their students' achievement record.

Question: 4. Do you think that the teacher-students relationships are good?

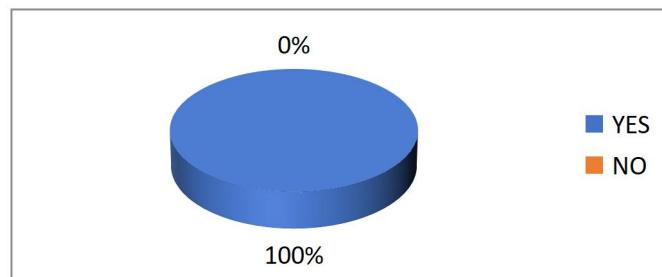


Fig.-26

Interpretation: All the headmasters have said that the teacher-students relationships are good in their schools.

Question: 5. Do you think that students are capable of attending online classes?

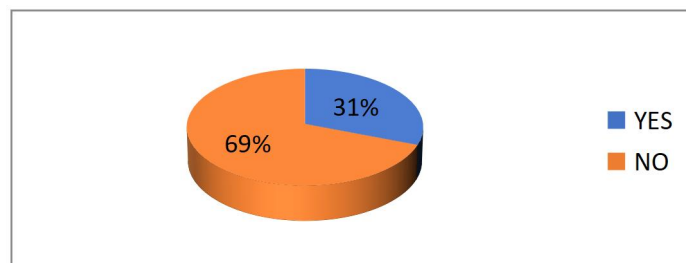


Fig.-27

Interpretation: As shows in the pie charts only 30.76% headmasters said that the students are capable of attending online classes. On the other hand majority (69.24%) said that students are not capable of attending online classes just because of family financial problems.

FINDINGS

The findings of the study were furnished objective wise.

Objective 1: To study the infrastructure facilities in primary schools of Aradhah area.

- There are 69.23% of the schools which have facility of big classrooms while 30.77% of schools don't have such facilities.
- The responses of headmasters' shows that majority of the schools don't need more classrooms.
- 54% schools have well guarded boundary wall while 46% of schools need well guarded boundary wall for students' safety purpose.
- In classroom extension purpose, majority of headmasters said that they have classroom extension.
- Majority of the schools have no library in their schools. Headmasters said that they need library in their schools so that students can read variety of books, and it is also helpful for those students who don't have the ability to buy books.

- The primary schools of Aradhah area have no separate computer rooms.
- All the headmasters said that no art and craft room is available in their schools.
- Average number of schools has the facilities of separate toilet for girls and boys.
- Majority of the schools have sufficient non-teaching staff in the schools.
- Average number of schools have playground in their schools.
- In Aradhah area majority of primary schools need staffroom.
- Majority of primary schools need office rooms in their schools.
- Average number of schools needs headmaster room.
- Under vocational education, the primary schools of Aradhah area didn't receive computer for students.

Objectives 2: To study the status of teachers in primary schools of Aradhah area.

- Half of the schools do not have sufficient teaching staff.
- All the headmasters said that the teachers are regular in class of their schools.
- Majority of headmasters responded that they have regular appointment of teachers in schools.
- Only a few headmasters have said that they have special teacher for special children in their school while majority of headmaster said that they did not have such kind of facilities.
- All the headmasters said that all teachers get regular salary.
- Average numbers of teachers aren't trained in computer.
- Some headmasters said that their teachers are efficient to take online classes while some said they are not efficient to take online classes.

Objective 3: To study the status of students in Aradhah area.

- Majority of headmasters have said that all the students are regular in their schools.
- Average number of headmasters said that the schools provide adequate sports facilities.
- Average number of headmasters said that the students are satisfied with the teaching method.
- All the headmasters said that the teacher-student relationships are good in their schools.
- Majority of students are not capable of attending online classes just because of family financial problems.

Major Findings of the Study

The present study disclosed that the physical infrastructure facilities are good in the primary schools of Aradhah area, but there is requirement of library, computers, art and craft room for skill development of the students.

The present research also studied the problems related to teaching staff and it was found that all the teachers have regular appointment in schools and also they all are regular in schools. But some schools don't have sufficient teaching staff to maintain teacher-student ratio. For special students, schools need special teacher but this is missing in schools. Teachers are not trained in computer to handle computer operations and for taking online classes if needed.

This research also studied the problems related to students. It was found that all the students are regular in attendance in schools. The students are satisfied with the teaching-learning methods and also the teacher-students relationships are good in every school. But the students aren't capable of attending online classes due to financial problems.

Recommendations for betterment / solution of the problems of primary education

As the researcher went to different schools for collecting data and met students, teachers, and other local people, they told different problems and issues they are facing. Based on their opinions and researcher's introspection after carrying out the present study, the following measures are recommended as demanded by Objective No. 4 to address the prevailing problems of primary education under the area of the study. These are stated below.

- Additional classroom should be provided so that teaching learning process will run smoothly.
- Well guarded boundary wall should be structured for the safety of the students.

- Library facilities should be provided in each and every school so that students would attract more towards study and use their leisure time properly.
- Computer knowledge is very much essential for students from the primary level. So government should facilitate computers as well as a computer instructor for students so that they will gain basic knowledge of computer.
- One of the major problems of primary education is insufficient number of teachers with respect to students. So government should recruit teachers so that pupil teacher ratio should maintain.
- Many teachers are still untrained. So govt. should provide in-service training so that every teacher becomes professionally trained.
- School should emphasize on online mode of teaching learning so that students will get every academic support.
- Art and craft room should be established so that students can develop their creative and artistic skills.

Conclusion

The present study identifies the various problems of primary education in Aradhah area of Dhemaji district of Assam. Three objectives were formulated in order to find out the problems of primary schools of Aradhah area. The researcher used descriptive survey method to carry out the research successfully. The researcher has used self constructed questionnaire to collect the data of primary schools in Aradhah area of Dhemaji district of Assam.

The present study found that physical infrastructure facilities in primary schools of Aradhah area are adequate, but there is a need for library, computers, art and craft room, and special teachers. Teachers are not trained in computer operations and students are regular in attendance, but not capable of attending online classes due to financial problems.

Primary education plays an important role in whole education system. In our school system, secondary and higher education is depended on primary education. So the primary schools should be improved so that the whole education system can be developed. The present study reveals that till now there are various problems in our primary schools, some schools do not have adequate infrastructure facilities, no playground, no sports facilities so the students do not like schools. In primary schools, some co-curricular activities may be included so that students may well spend their leisure time as well as improve their creativity.

Suggestion for Further Study

Each and every research study has its own limitations and delimitations. By providing suggestions for further research these can be overcome. On the basis of findings of the present study, the following suggestions were made for further research:

1. This study focused on problems of primary schools. Further studies may be conducted for secondary or higher school level.
2. The present study has been conducted in Aradhah area of Dhemaji district. Further studies may be conducted in whole Dhemaji district.
3. The present study conducted in Dhemaji district of Assam. Further studies may be conducted in any other district of Assam.
4. A similar study in different schools may be conducted.
5. The present study has analyzed only infrastructure, students and teachers problems. Further research may be done on psychological problems and financial needs of the students.
6. The present study has been done in government schools. Further study may be conducted on private schools also.
7. The present study deals only with headmasters. Further studies may be conducted by collecting data from teaching staff, non teaching staff and students.

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