



A Study on the Problems of LP School Teachers under Hailakandi Block of Hailakandi District of Assam

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ABSTRACT

The primary education has a significant role to play in the entire field of education. It is the foundation of life of a child. It helps a child to become a civic citizen of the society. It provides nation building of a state education. It determines the quality of all stage of education. The teacher of primary schools has more responsibilities and challenges to educate the children. Because primary education is the beginning of formal system of education and the quality of whole education system is depended upon the raw materials of pupils into specialized and resourceful human beings. But some time it is seen that the teachers of primary school face various problems, which are related with school life and real life situation also and it directly hampers on education system. This paper tries to highlight the existing condition of primary school teachers under the area of Hailakandi District. In the present study, the investigator used the descriptive survey method of research methodology for the collection of data. The population comprise of all teachers of all the primary schools under the area of Hailakandi District. Simple random sampling technique was used for the present study. After this study the investigator can conclude that the primary school teacher has various problem of primary school under the Hailakandi District has various problems. For removing these problems of teacher the government should take responsibility for improve the quality of primary education.

1. INTRODUCTION

The present era encompasses by the knowledge explosion. Education holds the position of the only one powerful instrument through which one country can change their destiny. For welfare of a Country, it is very much essential to pay more attention in improvement of the foundation stage of education. Primary school is the first stage of formal education. In India primary school cover the children between the age group of 6 to 14 years. Primary education is divided into two Category- lower primary and upper primary. Lower primary covers from class (i) up to class (v) and upper primary covers from class (vi) to class (vii). A well planned and properly implemented system of primary education plays a very significant role in all round development of children. The quality of education mainly depends upon the primary school teacher because primary teachers are the first formal teacher. The teacher who helps in modifying the student's behavior and tries to give a proper shape by imparting knowledge with greater responsibilities, sincerity and dedication. The role of the primary school and teachers has always been vital in the all round of the children. In fact a teacher is a role model influencing every phase of the student's growth and developing their innate potentials, in addition to being a motivator guide and friend. Besides, the teacher of today is also responsible to enable and empower the learner to emerge as a competent youth, ready to take all the challenges of the rapidly changing world and try to do their noblest duty with alertness to fulfill the student's academic needs. But still also the primary teachers are facing various problems in academic field. With problems is not possible for them to teach the students in real sense. So, first of all it is very much essential to identify the problems and try to find out the solution to solve these problems for welfare of the teachers as well as the students. Because the teachers are not only bookish knowledge provider, they are the ideals who can draw the future of the country. If the quality of teaching is good and the commitment of teachers is high, the standard of the institution is bound to rise.

Gandhiji (1937) has rightly said, "The education begins from the conception as the mother begins to take up the responsibility of the child". The real foundation for the development of child's personality can be properly laid in the pre-school period."

Primary education is the initial stage of education of children that precedes secondary education or schools. Education has become the fundamental rights for every citizen of our country Primary or elementary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education. Primary education plays an important role in shaping the future of a country or a nation. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences. (NPC-1986).

1.1 OBJECTIVES OF THE STUDY

The following objectives were prepared for the present study: -

- To study the professional problems of primary school teacher,
- To study the personal problems of primary school teacher.

1.2 SIGNIFICANCE OF THE STUDY

The primary education has a significant role to play in the entire field of education. It is considered as the foundation stage of life of a child. It helps a child to become a civic citizen of the society. It provides nation building of a state education. It determines the quality of all stage of education. One's whole life depends on the knowledge that they gather during his elementary stage. Primary education plays very important role in the physical, mental and emotional aspect of the children; hence the maintenance of good quality education has its own importance.

Teacher plays a great role in imparting knowledge to the society. From the ancient period up to present they sacrifice own self to build knowledge based society. Teachers lead the students from the darkness of ignorance to the light of knowledge and help to keep the lamp or civilization burning.

The teacher of primary schools has more responsibilities and challenges to educate the children. Because primary education is the beginning of formal system of education and the quality of whole education system is depended upon the raw materials of pupils into specialized and resourceful human beings. But some time it is seen that the teachers of primary school face various problems, which are related with school life and real-life situation also and it directly hampers on education system. To find out those problems and to create awareness among the teachers the researcher has selected this topic.

1.3 DELIMITATIONS OF THE STUDY

The delimitations of the present study are given below: -

- The study has been delimited to Hailakandi district only.
- The study has been delimited to primary school teachers only.
- The study has been delimited to provincialized primary school only.
- The study has been delimited to lower primary school of Hailakandi district.

1.4 REVIEW OF RELATED LITERATURE

▪ Studies conducted in Assam

Das R.C.(1969) Carried out a study of the wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary stage. The aim of the project was to study the wastage and stagnation at the elementary level of education in the state of Assam with special reference to the primary state. The main findings of the study were the rate of wastage and stagnation at the primary stage was high and there had been a tremendous expansion of primary education during the post independence period and it was still continuing.

Das.R.C (1974) conducted a study on "Impact on school condition on primary education, SIE, Assam

Major findings- The studies reveal that there was significant relationship between efficiency in education and physical facilities in schools. The school conditions definitely seemed to have Favorable impact on school education. Better facilities increased the attractive and retentive power of the school as well as provided situations conducive for effective education and house contributed towards better education of the children of the school.

SarmaH.N.Dutta, Bineeta and Sarma,Dipti(1991), Conducted a study on Identification of the problems of primary education in Jorhat' Major findings lack of physical facilities as one of the main problems of primary education. Besides, shortage of teachers, teaching aids play materials, irregular supply of text book. Lack of guardian's co operation 'pupils irregular attendance, Lack of guardians co operation 'pupils irregular attendance, Lack of trained teachers were also Other problems of primary education in the district.

▪ Studies conducted in India:

State Institute of Education (1973)

Conducted research on primary education in Hayatpur, Gurgaon with the objectives to ascertain the total number of enrolments of dropout of the children of the age group of 6-11 on the samples of family and child through survey and found the non-enrolment of the girls are specially for caste, poor socio-economic background and shortage of additional women teachers.

Gupta, B.c(1974) Studied the development of primary education in Punjab with special reference to the Region called. Haryana, from 1935 to 1969.It also aimed at re-evaluating the qualitative and quantitative progress of primary education. He applied historical research method to collect primary and secondary data. He found in his study that during the period from 1935 to 1969 there had been a great expansion in educational facilities with the recruitment of more number of women teachers. During this period particularly after independence the number of wastage of children reduced and in general the girl's education was increased.

▪ Studies conducted in Abroad:

Nurul Islam, A.K.M (1983) Carried out a study of some factors affecting the growth of free and compulsory primary education in Bangladesh Since 1947. The study was aimed at finding out ways and means to improve upon the existing primary education system and designing a workable plan for introducing and implementing tree universal compulsory primary education as a time bound programmed. The study was a descriptive type, primarily based on the survey technique. The major findings were the factors hampered the proper growth of universal compulsory education in Bangladesh were poverty and illiteracy of parents and guardians, inadequate classroom accommodation and physical facilities in primary schools, inadequate number of trained teachers and number of schools, lack of furniture, lack of health and sanitary conditions and lack of co-operation between the government and the local people.

Biswas ,N.B.(1986) Conducted a study of the curriculum for primary education in Bangladesh with the objectives to conduct status survey of primary schools with regard to instructional inputs and other facilities and to study the problems involved implementing the curriculum. The sample was selected 478 teachers from 100 schools of the Dhaka division of Bangladesh for the study. It was 1ound that the schools did not implement the curriculum appropriately.

Further, there were lack of physical facilities, time table, non-availability of teaching aids and materials. The work load was also high.

The latest literature also helped the researcher to support his findings with regard to the problem. Further the literature collected in the study will also help the research scholar understanding in the similar areas.

2. DISTRICT T A GLANCE

| |
|---|
|  Division: Barak Valley |
|  Headquarter: Hailakandi |
|  Sub-Divisions: 2 |
|  Revenue Circles: 4 |
|  Development Blocks: 5 |
|  Geographical Area: 1327.00 Sq Km |
|  Population: 659,296 |
|  Literacy: 74.33% |
|  Revenue Villages: 289 |
|  Panchayats: 62 |

Administrative Setup

| | | | |
|------------------------------------|--------------|----------------------------------|--------------------------|
| Administrative Division | Barak Valley | Official Language | Assamese/Bengali(Bangia) |
| No. of Sub-Divisions | 2 | No. of Revenue Circles | 4 |
| No. of Developmental Blocks | 5 | No. of Educational Blocks | 3 |
| No. of Municipality Boards | 1 | No. of Town Committees | 1 |
| No. of Goan Panchyats | 62 | No. of Villages | 331 |
| No. of Revenue Villages | 289 | No. of Forest Villages | 15 |
| No. of Police Stations | 6 | No. of Police Out posts | 4 |
| No. of Fire Stations | 2 | No. of Post Offices | 163 |
| No. of Bank Branches | 35 | No. of Tea Estates | 19 |

Health Setup

| | | | |
|--|---|--------------------------------------|-----|
| No. of District Hospitals | 1 | No. of Primary Health Centres | 8 |
| No. of Community Health Centres | 2 | No. of Sub Centres | 105 |

Educational Setup

| | | | |
|--|--|--------------------------------|---|
| No. of University | 01- Assam University, Silchar (Nearest) | No. of Degree Colleges | 6 |
| No. of Engineering Colleges | 02- NIT Silchar (Nearest) / Barak Valley Engineering College (Karimganj) | No. of Medical Colleges | 01-Silchar Medical College & Hospital (Nearest) |
| No. of Polytechnics | 1 | No. of ITIs | 2 |
| No. of Higher Secondary Schools | 12 | No. of High Schools | 30 |

Demographic Setup

| | | | |
|------------------------------|---------------|-----------------------------|-----------|
| Total Area | 1327.00 Sq Km | Total Population | 659,296 |
| Male Population | 337,890 | Female Population | 321,406 |
| Rural Population | 611,156 | Urban Population | 48,140 |
| SC Population (%) | 10.72 | ST Population (%) | 0.1 |
| Population Growth (%) | 21.45 | Density | 497/Km Sq |
| Sex Ratio | 951 | Average literacy (%) | 74.33 |
| Male literacy (%) | 80.74 | Female literacy (%) | 67.60 |
| Total Household | 143,108 | | |
| Data Source | 2011 Census | | |

2.2 HISTORY

According to historians, the Rukis are the first inhabitant of the district of Hailakandi. Subsequently, the Bodo – Kacharies (Dimasas) entered into the plains and settled in different places scattered in the northern part of the district.

The name "Hailakandi" derives from the Kuki word 'Halam' which means a small state and 'Kundia' a Boro – Kachari word which means a plot of land for temporary plugging according to the opinions of the historians like Rajmohan Nath and others.

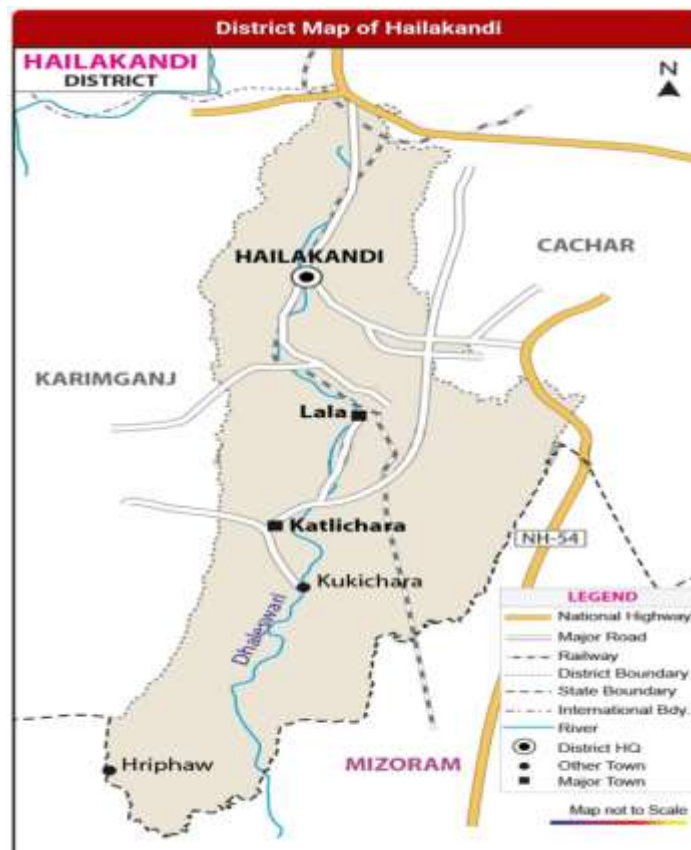
There are some other opinions in regard to nomenclature of the term Hailakandi. These are as follows: -

1. That the area was abundant in paddy cultivation, particularly 'Shail' paddy was more production and was the granary of the area as a whole. For that reason it was called "Shaikandi". Kundi a Kuki word meaning 'a bunch' a land of the Kukis, from this it turned into Hailakandi.
2. The Western portion of present Hailakandi was known as Boroibari. It was under the occupation of one Ipra Queen 'Hail'. She was the landlord of the estate and from her name it became "Halirakandi" and then turned into Hailakandi.
3. Hailakandi a leaning plot, though it is difficult to decide which is historically correct yet according to majority opinion the combination of the derivatives of "Halam" and "Kundia" was the origin.
4. Hailakandi came under British rule in 1830 with Silchar the other part of the state of Cachar. The Britishers built their native club at Monacherra, Hailakandi and Polo ground at Girin Tilla, which is still in existence. During 2nd World War (1942-43) the first Airport of the Valley was built at Chandrapur Bhabanipur village near Lala and 2nd Airport was built at Kanchanpur village but both are now used as paddy fields.

2.3 GEOGRAPHY

Hailakandi district is situated in the southern most corner of Assam, High hill ranges have separated the district from the main land of Assam. Its adjoining districts are Cachar, Karimganj and interstate boundaries linked with the State Mizoram. The 154 No. National Highway is the life line of the district via through Dhaleswari, Panchgram. The railway link approached from Badarpur Railway Junction and air linkage available through Kumbirgram of Cachar district are the viable ways available to reach Hailakandi district.

2.4 DISTRICT MAP OF HAILAKANDI



2.5 EDUCATIONAL INSTITUTE IN HAILAKANDI DISTRICT

(Including Provincialized, Government Recognized, Private and Venture Management)

| Type of Educational Institutions | Numbers of Educational Institutions |
|----------------------------------|-------------------------------------|
| Lower Primary Schools | 1211 |
| Upper Primary Schools | 320 |
| High/Higher Secondary Schools | 46 |
| Degree Colleges | 07 |
| Professional Institutions | 04 |

3. METHODOLOGY

In the present study, the investigator used the descriptive survey method of research methodology for the collection of data.

The researcher visited each school physically to administer the questionnaires.

3.2 POPULATION OF THE STUDY

For the present study the population comprised of all teachers of all the primary schools under Hailakandi District.

3.3 SAMPLE OF THE STUDY

In the present study, the investigator used simple random sampling method for drawing the sample. For the present study 20 teachers from 4 primary schools by applying random sampling technique were selected.

3.4 STATISTICAL ANALYSIS

Simple percentage and Graphical representations have been used for analysis of data as per the need of the study.

ANALYSIS AND INTERPRETATION OF DATA:

Analysis of Objective No. 1:-

- To study the professional problems of primary school teacher.

1) Trained teacher

Response of the Teachers

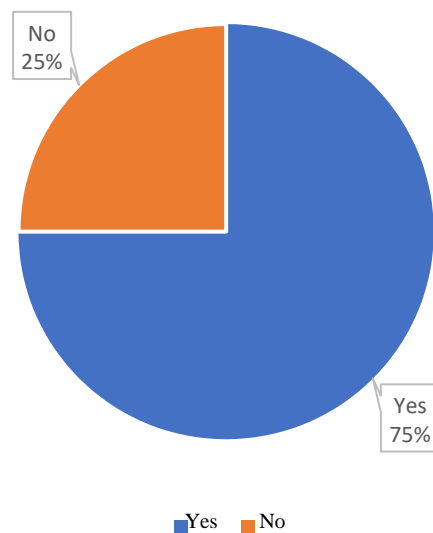


Table-1

| Q. No | Question | Response of the teacher | | | |
|-------|---------------------------|-------------------------|----|------------|-----|
| | | In Yes/No. | | In Percent | |
| 1 | Are you fully trained up? | Yes | No | Yes | No |
| | | 15 | 5 | 75% | 25% |

Table No. 1 shows that 75% teachers give response on Yes category and 25% teachers give response on "No" category. It indicates that 75% of teachers are fully trained up and 25% teachers are not trained.

2) Preparing lesson plan

Response of the Teachers

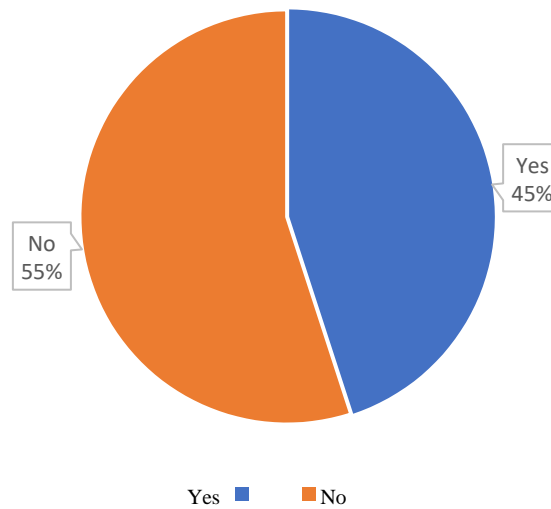


Table-2

| Q. No | Question | Response of the teacher | | | |
|-------|---|-------------------------|----|------------|-----|
| | | In Yes/No. | | In Percent | |
| 2 | Are you prepare lesson plan Before going to teach? | Yes | No | Yes | No |
| | | 7 | 11 | 45% | 55% |

Table No. 2 shows that 35% teachers give response on Yes category and 55% teachers give response on No category. It indicates that 35% of teachers prepare lesson plan and 55% teachers do not prepare lesson plan.

3) Attain short term course/refresher programme

Response of the Teachers

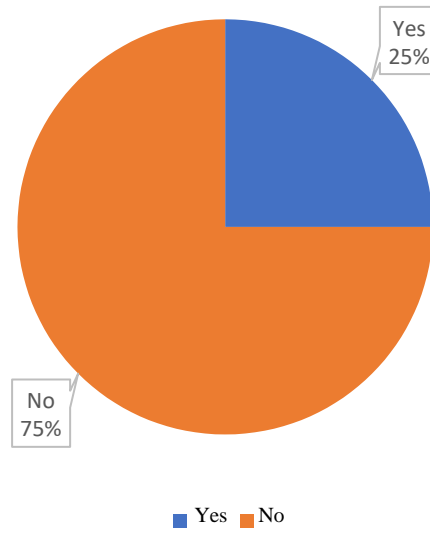


Table-3

| Q. No | Question | Response of the teacher | | | |
|-------|---|-------------------------|----|------------|-----|
| | | In Yes/No. | | In Percent | |
| 3 | Do you attain any short term course/refresher programme during the year/month | Yes | No | Yes | No |
| | | 5 | 15 | 25% | 75% |

Table No. 3 shows that 25% teachers give response on Yes category and 75o teachers give response on No' category. It indicates that 25% of teachers attain short term course/refresher programme and 75% teachers do not attain any short term course/re fresherprogramme.

4) Language communication problem

Response of the Teachers

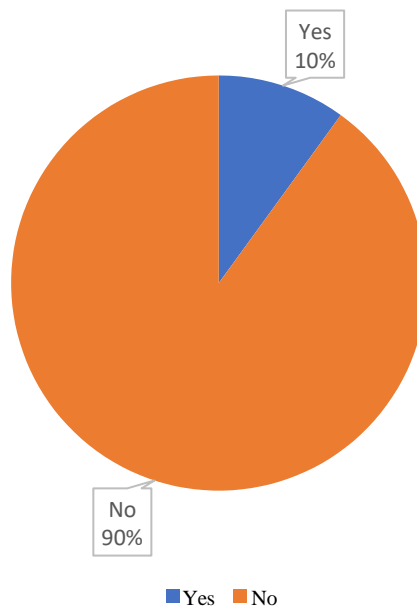


Table-4

| Q. No | Question | Response of the teacher | | | |
|-------|--|-------------------------|----|------------|-----|
| | | In Yes/No. | | In Percent | |
| | | Yes | No | Yes | No |
| 4 | Have there language communication problem between teachers and students? | 2 | 18 | 10% | 90% |

Table No.4 shows that 10% of teachers response on Yes category and 90% teacher response on No' category. It indicates that 10% teacher face language communication problem and 90% teachers do not face language communication problem.

5) Problem face in using teaching aids in classroom

Response of the Teachers

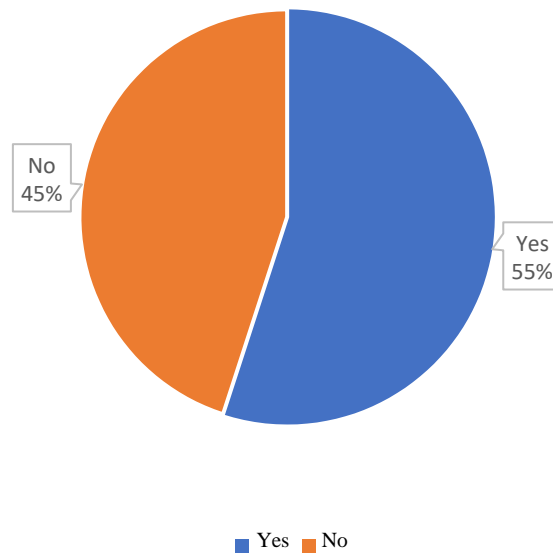


Table 5

| Q. No | Question | Response of the teacher | | | |
|-------|---|-------------------------|----|------------|-----|
| | | In Yes/No. | | In Percent | |
| | | Yes | No | Yes | No |
| 5 | Do you face any problem in using teaching aids in classroom | 11 | 9 | 55% | 45% |

Table No.5 shows that 55% of teacher face problem in using teaching aids in classroom and 45% teachers do not face problem in using teaching aids in classroom.

6) Good relationship between teachers and parents.

Response of the Teachers

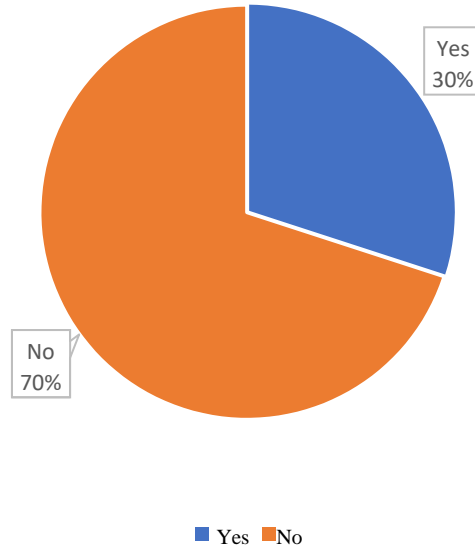


Table-6

| Q. No | Question | Response of the teacher | | | |
|-------|--|-------------------------|----|------------|-----|
| | | In Yes/No. | | In Percent | |
| | | Yes | No | Yes | No |
| 6 | Have there a good relationship Between teachers and parents? | 6 | 14 | 30% | 70% |

Table No. 6 shows that 30% teachers give response on 'Yes' category, it means 30% teacher have good relation with parent 70% teachers give response on 'No' category it means 70% teachers don't have good relationship with parents.

7) Attain remedial classes at school

Response of the Teachers

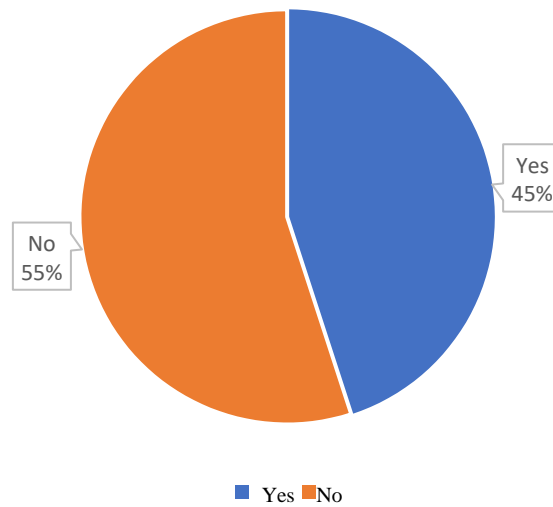


Table-7

| Q. No | Question | Response of the teacher | | | |
|-------|---|-------------------------|----|------------|-----|
| | | In Yes/No. | | In Percent | |
| 7 | Do you attain any remedial classes at school? | Yes | No | Yes | No |
| | | 9 | 11 | 45% | 55% |

Table No.7 shows that 45% teachers attain remedial classes at school and 55% teachers do not attain remedial class.

Analysis of Objective No. 2:-

2. To study the personal problems of primary school teacher.

8) **Satisfaction towards teaching profession**

Response of the Teachers

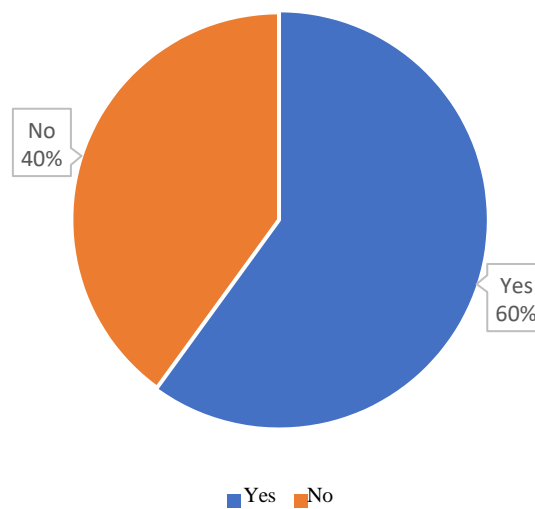


Table-1

| Q. No | Question | Response of the teacher | | | |
|-------|--|-------------------------|----|------------|-----|
| | | In Yes/No. | | In Percent | |
| 1 | Are you satisfied with your teaching profession? | Yes | No | Yes | No |
| | | 12 | 8 | 60% | 40% |

Table No.1 shows that 60% teachers satisfy with teaching profession and 40% teachers are not satisfied with teaching profession.

9) Financial Problem

Response of the Teachers

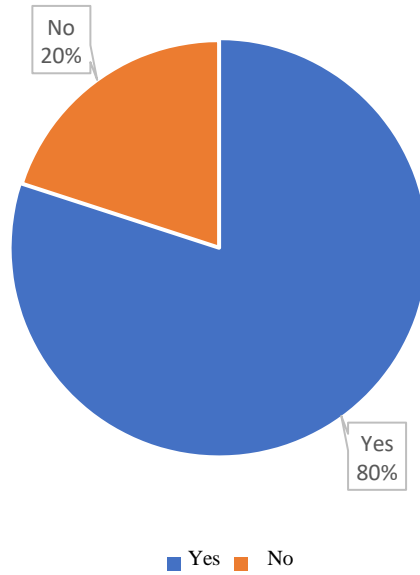


Table-2

| Q. No | Question | Response of the teacher | | | |
|-------|---|-------------------------|----|------------|-----|
| | | In Yes/No. | | In Percent | |
| | | Yes | No | Yes | No |
| 2 | Are you suffering from any kind of financial problem? | 16 | 4 | 80% | 20% |

Table No-2 shows that 80% of teacher gives response on Yes category and 20% of teachers give response on No category. It indicates that 80% teachers are suffering from financial problem.

10) Regularity of teacher's salary

Response of the Teachers

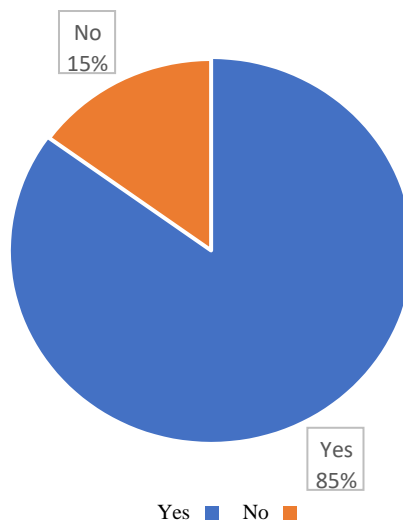


Table-3

| Q. No | Question | Response of the teacher | | | |
|-------|------------------------------|-------------------------|----|------------|-----|
| | | In Yes/No. | | In Percent | |
| | | Yes | No | Yes | No |
| 3 | Do you get salary regularly? | 17 | 3 | 85% | 15% |

Table No.3 shows that 85% teacher response on yes regarding the regularity of teacher's salary while 15% teacher response on No' category regarding the regularity of teacher's salary.

11) Transport communication problem

Response of the Teachers

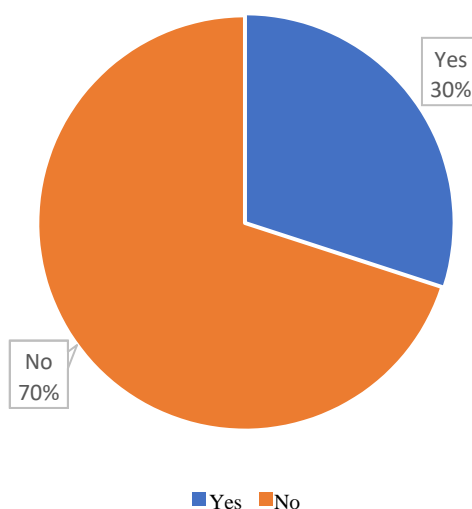


Table-4

| Q. No | Question | Response of the teacher | | | |
|-------|--|-------------------------|----|------------|-----|
| | | In Yes/No. | | In Percent | |
| | | Yes | No | Yes | No |
| 4 | Do you suffering from transport communication problem? | 6 | 14 | 30% | 70% |

Table No.4 shows that 30% teacher gives response on 'Yes category and 70% teacher gives response on No' category. It includes 30% teacher face transport communication problem.

4. FINNG OF THE STUDY

○ PROFESSIONAL PROBLEMS OF PRIMARY TEACHERS:

- A good teacher must have adequate professional training including both pre service one.

Through these training a teacher should reorient their knowledge and acquaint with the latest development of the subject. These training also develop the professional efficiency of the teacher's. But in this study the investigator found that under the area of Hailakandi District a huge number of teachers are not fully trained.

- Lesson plan is a blue print of particular lesson. Teacher should prepare lesson plan before going to teach any subject. But the findings of the study clear that more than half of the respondents do not prepare any lesson plan before going to the class.

- Short term course/Refresher course is a training course in which teacher can improve their knowledge or skills and learn about new developments that are related to their teaching profession. In this study the investigator found that very poor percent of primary school teacher attain short term course/Refresher course.
- To express the thinking of each other language is necessary. Due to differences in languages some time it is seen that at classroom teacher not understand the student's voice and student not understand what teachers going to teach. In this study the investigator found that minimum primary school teacher face language communication problem under the area of Hailakandi District.
- Teaching aids helps the teacher to teach any subject matter easily and helps the student to learn easily. For little children teaching aids is very suitable. But maximum teacher don't know the rules how to use teaching aids in classroom so they face problem when they going to teach with the help of teaching aids. In this study also the investigator found that maximum primary school teachers face problem in using teaching aids at classroom.
- The development of an educational institution not only depends upon the other variables but also it depends upon the relationship between teachers and parents. At provincialized primary school under Hailakandi District is not satisfactory.
- Remedial class is very much necessary in primary school also. Because in this stage children are not mature and all subjects are new for them. For clearing their basic concept about the subject matter remedial class is highly necessary. But in this study the investigator found that a very poor percent of teacher attain remedial class in provincialized primary school under Hailakandi District.
 - **PERSONAL PROBLEMS OF PRIMARY TEACHERS:**
- Without satisfaction a teacher cannot teach in real sense. But in this study the investigator found that most of the primary school teachers of Hailakandi District are not satisfy with their teaching profession.
- In this study the investigator found that most of the primary school teacher suffering from financial problem. There is still the economic problem exists though the government try to provide sufficient salary as a regular form. Therefore it is said that condition of primary school teacher is not satisfactory.
- In this study the investigator found that maximum teacher of primary schools get salary regularly.
- In Assam transport communication problem reducing day by day. But still in rural areas the community people face transport communication problem. In this study the investigator found that though Hailakandi is a town area, but schools that are situated in far away from the town, teachers of those schools face transport communication problem.

5. CONCLUSION

Elementary education promotes rapid development of fine and gross motor skills in children as they do numerous activities and plays. This includes singing of songs and saying of thymes that provide children with a sense of direction and space. On the other hand, Elementary education enables children to enhance their reading abilities and math skills. However, the quality of education they get depends on the school chosen; therefore parents and guardians have to look for quality which is an important factor. Furthermore, this education is a lifelong treasure since it determines the future that a person will have. It shapes a person into an effective member of the society because the knowledge obtained at this level is like a form of knowledge.

School is a very prominent thing in child's life. It imparts a great deal on their life. In primary school the teacher plays a very significant role for proper development of the children. Government also takes initiative to help the teacher. But still also primary school teacher are not able to meet the goal of primary education. Because still a huge number of teacher are not fully trained up. So they are take various problem inside or outside the classroom and it impact negatively on the primary education system. By reviewing, the investigator found that various researches were done on primary education. But still in the primary education lots of problem arises. From the present study the investigator tries to know the problems of primary school teacher, because the success of an educational institution is depend upon the teacher and teachers can help the institution in development by provide their effective teaching. For successful teaching, a teacher is required to acquire adequate pedagogical knowledge, teaching skills and positive attitudes towards the teaching profession. It can be achieved through well- planned and effective pre-service and in-service teacher training programmes. After this study the investigator can conclude that the primary school teacher has various problem of primary school under the Hailakandi District has various problems. For removing these problems of teacher the government should take responsibility for improve the quality of primary education.

5.2 RECOMMENDATIONS

On the basis of the findings of present study the investigator has given some valuable suggestions as it some here needed in further study. These suggestions are mentioned below: -

1. Training leads expertness. In this study the investigator found that minimum primary schools teacher are not fully trained up at Hailakandi District. This is directly affected on primary education system. So Government should aware to train the teacher.
2. Primary level Teacher should prepare lesson plan before going to teach any subject. Teaching the primary level students is not like everybody's cup of tea. It is a very tough job to draw their attention. So the teacher should prepare attractive lesson plan with his/her skillful activity.

3. For removing boredom in teaching refresher courses are necessary. It helps the teacher in adopting new methods and techniques to make teaching learning process attractive. It also helps the teacher to update their knowledge. So the teacher should attain refresher programme or any other short term courses during the year or month.
4. In primary school it is not possible to teach the children with the help of lecture method. To teach them teaching aid is necessary. So the primary schools teacher should know how to use teaching aids in classroom.
5. Many students require extra help. But teacher should attain remedial classes at primary school because all subjects are new for the children. If they feel tough then it may leads wastage and stagnation.
6. The teachers of primary schools must have regular meeting with parents to keep them updated with the information about the progress of their children.
7. The government should implement some special policy for give the teacher financial support as per as possible.
8. The government should try to reduce the transport communication problem.

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6.2 PHOTO GALLER

