

Academic Achievement And Quality Schooling Of Assam: An Analysis

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ABSTRACT

The present education system has great disparities in terms of level of quality education which creates segregation within the students. There is a great variation in infrastructures, quality of the teachers, and level of aspiration of the students etc. which can be the major factors of quality education. Present education system becomes highly materialistic as compare to the ancient education system. The main aim of education was the attainment of salvation or self actualization (Agarwalla 2008). Education also aimed at preparing the students to lead a happy and prosperous life. They were taught to become socially conscious, responsible, dutiful and morally strong citizen of the country. Education aimed at the all round development of an individual- the body, mind and soul (M.K. Gandhi). But today's aims and objectives of the formal education system is to achieve more and more marks and grades in academics or any other examinations. The students, who secure high marks and high percentage does not mean that the superiority in quality. Quality education does not only mean that the securing high percentage but also development of personality and adaptations of applicable skills from theoretical knowledge, which can be helpful in real life. "Education as a shifting process through which a long tradition of development take place in society" (Watson 2014) . This paper attempts to draw out the quality schooling system of Assam to progress academic achievements and proper modification of positive behavior in students and education system including teaching and learning process. Besides, the study also focuses to identify some of the suggestive measures for improving school education of Assam based on findings and opinion provided by the teachers, principals and administrative staffs of respective schools.

Keywords: Quality Schooling, Education system of Assam, Academic achievement, Type of schools, Challenges and Remedial measures.

INTRODUCTION

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development - Kofi Annan”

Education is power, it can change our life. There is nothing potentialities and forces in the universe which can shape human life, only education does it. Education can be considered as the sculptor who cut the stones to make a perfect shape. Education also aimed at preparing the individual to lead a happy and prosperous life and it is regarded as the powerful instrument of national development (Gogoi, N., Dutta, J., & Soni, J.C., 2016). Without education we are incomplete. As per the Human Development Index (HDI) the three main factors are important in life i.e.- “(1) Life Expectancy Index, (2) Education Index and (3) Income Index.” But if we analyze these concepts the education is the core of all factors. Only education can bring change in life expectancy by providing certain awareness and the GNI income by its skills and opportunity. So education is the centre of everything. If education is everything then there must be equal opportunity in education system because education is the basic human right (Article 21 A). There should not be discrimination or inequality on education system. The education which is received by the children of politician can be received by the children of a farmer. The education which is imparted in urban and metro city must be imparted in the rural village area too. The same quality teacher must be distributed equally all over the country then only our education system will come up with certain uniformity. Because only education can bring changes and development of the nation.

REVIEW OF LITERATURE

Hourani, R. B & Litz, D (2018) studied on “*Juvenile Education in Abu Dhabi: Insights from and Implications of School Policies for Educational Equity and Inclusion.*” And found that the juvenile usually come up from schools and academic related issues like- dropouts or discontinuity, students institutional transfer, lack of follow-up system, lack of proper supports, educational exclusion, lack of equity, institutional supports, guidance and counseling for the behavior modification. In concluding remarks the researchers suggested government and non-governmental organizations to take initiative and eradicate the juvenile and to strengthen school education system. **Sayed M. (2017)** Studied on “*Impact of Social media on Tribal*” and found that the Indian tribal society has multiple cultures, languages, castes and disparities between the urban and rural people. Farther he elaborate that, the social media has a great role in global connection to the world and it also helps in exchange of ideas and in business purpose also. But it has both negative and positive impact in academic achievement. Similarly it is found that the school students have used online platforms and spent lots of time duration in place of study, which leads to shrinking the students’ academic achievement and reduction of thinking ability. **Gogoi, Dutta & Soni (2016)** did research on “*A comparative study on academic achievement and intelligence of class X students of Jawahar Navodaya Vidyalaya and Kendriya Vidyalaya in Lakhimpur District, Assam*” and the

researchers has mentioned that the quality schooling is regarded as the powerful tool for the national development. The human progress depends on education and its value. There have been found the academic achievement of KV and JNV is no difference. Both the institutions have alike level of performance and academic achievement. **Basumatary (2015)** Studied on “*A Comprehensive study of school educational status in the districts of BTAD*” and found different determinates of issues connected to school education system some of them- lack of library facilities, adequate classrooms, the shortage of teachers, Frequent Bandhs in the region etc. **Basumatary, C. (2014)** has worked research on “*Marginalised Bodo people in Education by the Government-A Sciological Study*” and found that the occurrence of poverty is standing as wall in front of him or her. Further researcher mentioned that there is need to be providing adequate and qualitative education in rural areas, and especially to the weaker sections of the society. **Watson (2014)** reviewed on “*Social change and educational problems in Japan, Singapore and Hongkong by W.O.Lee*” the reviewer identified in his study that the problem is that scientific and mathematical knowledge are consider as superior to other fields like cultural, religious or moral values. The problems of education are increasing certificate, diploma system which creates dispersion in human society. The Asian societies have been seen increasingly inequalities in the society. The reviewer also highlighted that there is lack of proper direction concerning towards higher education. **Dayal (2013)** Stated on his book, “*Educational Planning and Development,*” and discussed the problems of primary education system and observed that many factors like political, social, religious, economic and geographical created obstacles in the way of expanding primary education. The researcher also found that problem of primary education, wastage and stagnation and many other administrative difficulties. **Naizabekov (2012)** Studied and stated “that the social media causes procrastination as a result of its distracting nature in academic achievement and skill development.” The researcher also stated that a student who uses social media much more time takes more time to focused and completed the tasks. There is a harmful impact, which results due to lacking of motivations and negative attitude towards their school works. **Ahn (2010)** Studied and states that the new generation students use Youtube as to publish videos to the world. The Facebook activities have been used to identity online tasking and share information to the friends of globe. Researcher farther says, it looks “at the profiles of the social media users as part of the process needed for the students to develop their identity so that they can brings quality potentialities in them.”

OBJECTIVES

1. To identify the students’ academic achievement studying in 10th standard of Assam.
2. To find out the determinants of the school education for the quality schooling.
3. To study the academic achievement of private and government school of Assam.

HYPOTHESIS

- **H0 1:** There is no significant difference between academic achievement and quality schooling system of Assam.
- **H0 2:** There is no significant difference between boy and girl student’s academic achievement.

- **H0 3:** There is no significant difference between private and government school students' academic achievement.

METHODOLOGY

Designing: The research has designed methodology and adopted the following for the study:

- High School Living Certificate (HSLC) Result gazette from 2017 to 2019 for analysis duly collected from secondary sources.
- Descriptive survey study research design has been adopted for major practices in teaching and learning process.
- The interview schedule tool have been designed for the teachers and the school administrators (self designed tool)

Population and Sample

The targeted population of this study has been selected from the school going students of Assam's schools including both private and government schools' students especially 10th standard. HSLC Result gazette from 2017 to 2019 has been collected as secondary source. For primary sources, 30 school teachers and administrators have been selected from seven schools where 3 schools are govt. and 4 schools are private.

Data Analysis

Data were analyzed by using simple percentage, SD, mean, variance & t-test with SPSS software.

INTERPRETATIONS OF THE RESULTS

Result details of High School Living Certificate (HSLC) -2019

Name of the Institution	Status of the School	Medium	Total Appeared		Total Passed		Total Failed		1 st Division		2 nd Division		3 rd Division		Passed %
			M	F	M	F	M	F	M	F	M	F	M	F	Total
Institution- A	Provincialised	Bodo	70	84	19	12	51	72	--	--	12	2	7	10	20.13%
		Assamese	34	31	6	10	28	21	4	2	2	5	--	3	24.62%
Institution- B	Private	English	7	2	7	2	--	--	3	1	4	1	--	--	100%
Institution- C	Private	English	32	14	21	12	11	2	4	2	13	8	4	2	71.74%
Institution- D	Provincialised	Bodo	07	10	02	7	5	3	--	--	02	07	--	--	52.94
		Assamese	12	08	7	5	4	4	1	--	02	01	04	04	60%
Institution- E	Provincialised	Bodo	39	33	24	16	15	17	2	1	14	13	08	02	55.56
		Assamese	5	1	--	--	5	1	--	--	--	--	--	--	0%

Institution- F	Private	English	17	10	17	09	--	01	12	04	05	04	--	01	96.30%
Institution- G	Private	English	02	--	--	--	02	--	--	--	--	--	--	--	0%
Total Appeared			Male= 225, Female=193 Total = 418												

Result details of HSLC-2018

Name of the Institution	Status of the School	Medium	Total Appeared		Total Passed		Total Failed		1 st Division		2 nd Division		3 rd Division		Passed %
			M	F	M	F	M	F	M	F	M	F	M	F	Total
Institution- A	Provincialised	Bodo	40	41	6	10	34	31	--	2	4	8	2	--	19.75%
		Assamese	16	11	5	6	11	5	--	4	3	2	2	--	40.74%
Institution- B	Private	English	1	3	1	3	--	--	--	1	1	2	--	--	100%
Institution- C	Private	English	26	19	19	15	7	4	6	9	11	6	1	1	75.55%
Institution- D	Provincialised	Bodo	5	15	1	4	4	11	--	1	1	3	--	--	25%
		Assamese	13	11	1	2	12	9	--	--	--	2	1	--	12.50%
Institution- E	Provincialised	Bodo	26	31	12	20	14	11	3	2	7	17	2	1	56.14%
		Assamese	4	0	1	--	3	--	--	--	--	--	1	-	25%
Institution- F	Private	English	14	22	11	19	3	3	7	9	3	7	1	3	83.33%
Institution- G	Private	English	1	2	--	--	1	2	--	--	--	--	--	--	0%

Result details of HSLC-2017

Name of the Institution	Status of the School	Medium	Total Appeared		Total Passed		Total Failed		1 st Division		2 nd Division		3 rd Division		Passed %
			M	F	M	F	M	F	M	F	M	F	M	F	Total
Institution- A	Provincialised	Bodo	76	63	28	28	48	35	2	1	18	21	8	6	40.29%
		Assamese	22	18	11	7	11	11	2	--	6	5	3	2	45%
Institution- B	Private	English	6	4	4	1	2	3	1	1	2	--	1	--	50%
Institution- C	Private	English	13	12	9	10	4	2	4	5	3	4	2	1	76%
Institution- D	Provincialised	Bodo	20	14	8	4	12	10	2	1	4	3	2	--	35.29%
		Assamese	18	18	6	3	12	15	--	--	2	--	4	3	25%
Institution- E	Provincialised	Bodo	48	47	41	43	7	4	4	3	12	14	25	26	88.42%
		Assamese	--	--	--	--	--	--	--	--	--	--	--	--	--
Institution- F	Private	English	15	15	14	13	1	2	6	4	5	5	3	4	90%
Institution- G	Private	English	2	--	1	--	1	--	--	--	1	--	--	--	50%

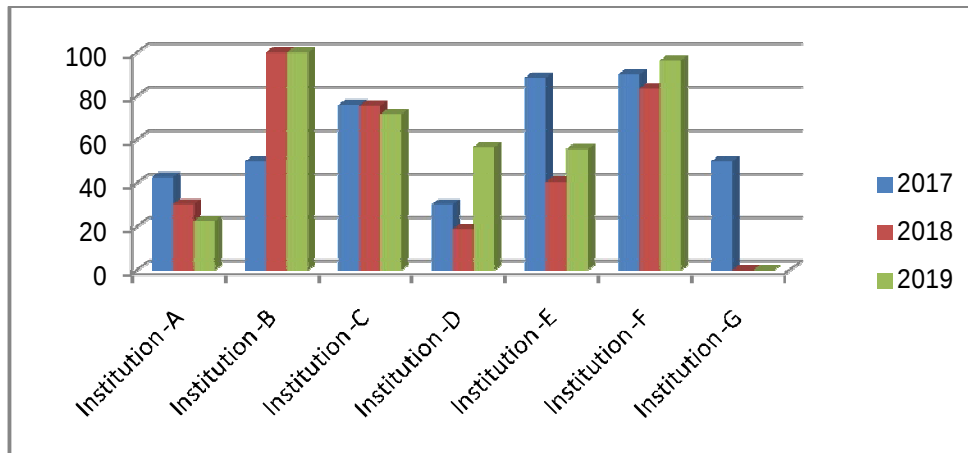


Figure No. 1

The figure no. 1 shows the differences of academic performance and achievement between the selected schools. The selected schools are- 1. Bengtol Higher Secondary School (Provincialised), 2. Mwnsing Sing Bwrai Bathou Mission School (Private), 3. Don Bosco School, Bengtol (Private), 4. Sibaijhar High School (Provincialised), 5. Tukrajhar Higher Secondary School (Provincialised), 6. J.D. William School (Private) and 7. Betesda School (Private). The data has been collected continuously three years of 10th Class Results' (HSLC) of state board record followed by 2017 to 2019. There is a great variation in academic achievement within the school as well as among the schools. The **Institution- A** represent a provincialised (Govt.) school, if we see the results record of Institution –A School, we see the declining results from the previous year's i.e. the passed percentage of 2017 was 42.65%, 2018 was 30.25% & 2019 is only 22.38%. **Institution-B** represents a private school, it has positive progress in academic achievement i.e.- in 2017, the passed percentage of 10th Class result was 50%, 2018 was 100% and 2019 also 100%. **Institution – C** represents a private school, it has always above average results in all the years. The pass percentage of HSLC or 10th class results from the previous three years 2017, 2018 and 2019 is 76%, 75.55% and 71.74% respectively. **Institution-D** represents a provincialised school, the record shows that the academic achievement as per the results record of previous years 2017, 2018 and 2019 are 30.15%, 18.75% and 56.47% respectively. **Institution – E** represents a provincialised or government school. The academic achievement of the school on the basis of previous years of HSLC (10th) class results record is 88.42% in 2017, 40.57% in 2018 and 55.56% in 2019. **Institution – F** represents a private institute, its academic achievement in the three years in HSLC exams are as follows- 90% in the year 2017, 83.33% in the year of 2018 and 96.30% in the year of 2019. **Institution-G** represents private school. Its academic achievement on the basis of HSLC or 10th standards results are as follows, in the year 2017 was 50% but 0% result in both 2018 and 2019. The variations of academic achievement and skills development of the school students depend on the various factors of the institutions. The major factors effecting in academic achievement and quality schooling system of Assam are discussed bellow-

Type of School	Mean	SD	t-value	Significance
Government School	42.80	16.298	5.124	0.325 Significant
Private School	66.07	33.541		

Table No. 1

Academic Achievement

Analysis of data is taken based from the table no. 1, which indicates that the mean value or score obtained from government school and private school are 42.80 and 66.07 respectively. The t- value obtained is 5.124 which is significant at 0.05 level. The study shows that there has been found difference in mean value of the government school and private school. Hence the hypothesis is rejected.

Gender	Mean	SD	t-value	Significance
Male	55.94	36.967	0.520	0.622 Significant
Female	58.37	37.914		

Table No. 2

Academic Achievement HSLC-2019

Analysis of data based from the table no. 2 shows that the mean value of male students and female students are 55.94 and 58.37 respectively. The t- value obtained is 0.520 and the critical table value is 2.447. It is shows that the table value is superior than the calculated t-value, which is not significant at 0.05 level. The study shows that no differences in mean value of male students and the female students' academic achievement in 2019. Hence the researcher failed to reject hypothesis.

Gender	Mean	SD	t-value	Significance
Male	46.53	38.173	2.947	0.260 Significant
Female	54.81	37.202		

Table No. 3

Academic Achievement HSLC-2018

Analysis of data based on the table no. 3. shows that the mean value of male student is 46.53 and female students is 54.81. The t- value obtained is 2.947 and the critical table value is 2.447. It is shows that the calculated value is superior to the table value, which can be term as significant at 0.05 level. The study shows that there is difference in the mean value of male students and female student's academic achievement in 2018. Hence the hypothesis is rejected.

Gender	Mean	SD	t-value	Significance
Male	63.04	21.859	1.384	0.216 Significant
Female	50.22	36.831		

Table No. 4

Academic Achievement HSLC-2017

Analysis of data based from the table no. 4. shows that, mean value of male students and the female students in terms of academic achievement in 2017 are 63.04 and 50.22 respectively. The t- value obtained is 1.384 and the critical table value is 2.447. It shows that the table values are greater than the calculated scores which can be termed as not significant at 0.05 level. The study shows that no differences in mean score of male students and female students' academic achievement in 2017. Hence the researcher failed to reject hypothesis.

Gender	Mean	SD	t-value	Significance
Male	55.17	32.22	0.179	0.860 Significant
Female	54.47	35.56		

Table No. 5

Academic Achievement overall HSLC-2017-2019

Analysis of data based from the table no.5. indicates that the mean value of male students and female students are 55.17 and 54.47 respectively. The t- value obtained is 0.179 and the critical table value is 2.447. It is shows that the critical t- value table is greater than the calculated t scores, which can be considered as not significant at 0.05 level. The study shows that no differences in the mean score of the male students' and female students' academic achievement in overall performance and years. Hence the researcher failed to reject hypothesis. Both the male and female students have equal potentialities to achieve in academic field. The study has found no inferiority and superiority.

FINDINGS:

- **Infrastructures:** The school buildings and the facilities available in institutions has a great role in education, quality schooling and development of the students. "Educational infrastructure includes suitable spaces for learning. This is one of the most basic elements that are necessary to ensure access to education." The sports ground builds up the potentialities in games and sports along with the formal education. Less numbers of schools are found so that students faced problems for the classes. They have been taught by dividing different sections- A, B, C etc. but because of shortage of the teachers some sections don't get classes properly. Insufficient teaching staff and lack of resources are the major factors of lacking quality schooling system of Assam. The availability of reading materials in the institutions are the symbol of the quality schooling system. The study has also found no schools with library facilities which needed to be improved for the upcoming students.
- **Human resource or quality teachers:** The quality teacher matters in the quality education and future of the nation. If a teacher performs his duty properly means it is the first lesson to become a responsible citizen of the country. The building up of a responsible citizen depends on the personality and behavior of a teacher. The study has been found many schools which are having single teacher in primary level. There is lacking in quality teachers, the teachers used traditional method of imparting education. The school teachers need to be improve their strategies of teaching and methodology. Some of the government school teachers got engaged in other governmental works like census, election duty and NRC verifications etc. There is need of replacement of teachers during the any other governmental data record works so that the students can keep continue their education consistently. The level of quality in teachers must be improved as the world has become advanced.
- **Self motivation:** Educational environment of the institution and the family is not intensive to produce specific human resources. Students are not aware about what they want to be in life. They are just passing their student life and classes randomly. The study has also been found, that there is lacking in self motivation. The students don't have clear vision to reach the proper destination. External motivation is needed to bring the certain level so that the internal motivation can be work in them.

- **Parental involvement:** The parents and elders are always engaged in their day to day works. They do not have available time to look after the children's study. They are busy in their own works and earning money to maintain their family. There is a vast gap between the parent, teaches and the students. The parental involvement brings progressive changes in students and builds a healthy relationship between parents, teachers and the students. There is found very less parental involvement of the student's education. Only 20% parents are aware about their children's education, but near about 80% parents are not.
- **Anti social activities** (Use of drugs and alcohol): Most of the parents or adult persons of this region have been using alcohol since the time of immemorial. They use traditionally homemade wine which is called "Jou bidwi" and "jou gwan" made of rice juice. This is coming from one generation to another generation and still preserved as their traditions. But the study have been found some young generations and students being addicted alcohol during his school hood stage. Some students have been found using drugs in group which can be very dangerous for the society and future generations.
- **Transportations:** Schools got far distance from home around 3 to 5 km. due to lack of transportation facilities they manage by themselves by walking to the school. There have been found no bridge to cross some rivers, infact if rain comes they unable to cross the rivers, so they back to home. These are the major problems of this region, because most of the parents don't have time to go to school with their children. They have their own prime works in field to manage their livelihood.
- **Socio-economic factors of the family:** the study has find out that the socio economic factor influencing in students academic achievement. 80% family of the students belongs to the BPL categories. Their parents couldn't pay proper attention to their children's study. They often go to field for earning for their maintenance of family and livelihood.
- **Belief system:** The mentality of the family members have still been found very primitive, their culture and way of living is also consistently following same primal nature from one generation to another generation. The global thinking is still lacking in them.

CONCLUSION & SUGGESTIONS

The study has found that the academic achievement of both boys and girls students are almost equal in nature. They are having similar potentialities in studying and academic achievement. But the overall academic achievement of the students is not sufficient; it is showing only average not excellent performance. The government school's academic achievement has been shown below average i.e. 42.80% whereas the private school's academic achievement is above average i.e- 66.07%. There are so many factors which can be found as the barriers in education and academic achievement of the students. Some of the factors found in study are- Infrastructures problems, there is not sufficient infrastructure facilities including human resources. Human resource or quality teachers are also a factor, there have been found some schools where no subject teachers found in the school. Generally, the students study by

themselves. The study also identified various other factors like- Lack of motivation, Lack of parental involvement, use of drugs, Transportations problems, Socio-economic factors of the family and the Belief system.

India has recently celebrated its 72nd anniversary of independence, but there is a lot to be work in the field of education. We couldn't fulfill the target of cent percent literacy rate in the country. Through many programmes, it has been tried by the government of India to bring up the level of education towards quality and skilled. But it has been seen failing now because of factors like- lack of political will, ignorance of parents, poverty, and neglect of girl child and so on. And to solve these problems all the people of Assam must have set of consciousness in mind. Not only common people of the state but also Districts' administrative, Bureaucrats, Central government, NGO, Teachers and some social organization must have responsibility to solve the problems for better world in upcoming future. There is external force from parents and from the teachers which gives students burden in their student life. Students are being forced by the external forces by the concept of high percentage and good grades. The exams are taken to be exceedingly important which give a lot of burden in students. Due to fear of academic achievement and grades they lack to focus in their real skills development and quality education so that we face tremendous problems in future life to adjust any situations. The educational institutes need to focus on quality education and skill development of the child along with the academic teaching and learning process. If the students become a skilled person, they can adjust in any field and work with his own interest rather than depending only on governmental job. Skill makes people competence and capable to handle any situations.

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