

# Title of the Study : Quality Improvement of Students in English Language Studying in Class-V

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## Abstract

Primary education has remained a serious concern of the nation since independence. A large number of programmes and schemes have been initiated both by the union and state governments to realize the goal of the universalization of primary education. This has led to the opening of a large number of schools with emphasis on enrolment and retention coupled with quality of education. Poor level of achievement at primary level is a big de-motivating factor resulting in repetition and drop out from the schools. Though there are a number of factors which determine the quality of education.

English language is the richest language, so far communication it concern. It is recognized as the international language by looking into the demand of the language. English is introduced from class-I of all vernacular lower primary schools of Assam. Lower primary classes ranges between class- I to V. So, the investigator felt the need of knowing the English learning standard of students studying in class-V as they have already learnt this language from class-I.

## Keywords

Learning Standard, English Language, Reading, Writing.

## Introduction

Without education, we cannot see beyond ourselves and our narrow surroundings, to the reality of global interdependence without education we cannot realize how people of other races and religions share the same dreams, the same hopes.

Education is the birth right of a child. In absence of education he and she will not be able to live a positive life. It is a process of bringing up the young in such a way so it help them to be socially fit and also preserve the skill, knowledge and approved values of social order.

Education is the strongest instrument to create human resources or helps to remove illusion and illiteracy from human society. Education is the life, it enables them to develop their potentialities.

## Primary Education

Primary education is the mounding period of human life which helps the child to become a worthy member of complex society. It is the foundation of any formal education that helps children to learn social equality, co-operation Primary education provides the foundation of physical, mental, emotional intellectual, social and moral development of children. This quality maintenance in primary education is of great importance.

Primary education is necessary for all the children that is why our country is making utmost efforts to achieve the target of free and compulsory education for all children below to the age group 6-14 years. This education enables a person to learn good habits of health and hygiene along with basic knowledge of 3 R'S

## History of Primary Education in India

India is proud of a widespread and well organized system of education from the earliest times. Both the Hindu and Mohammedan rulers patronized the cause of education by liberal grants donation and scholarships. The elementary schools and classes attached to temples and masjids greatly helped the spread of knowledge and culture in the country. The historical events which took place prior to independence and contributed immensely in the growth and development of primary education in India may be shortly

enumerated as follows

1. Passing of the chartar Act of 1813.
  2. Educational policy of Lord William and Adams Report (1825-28)
  3. Macaulay's Minute 1835 .
  4. Harding's Resolution of 1844 .
  5. Wood's Dispatch 1854.
  6. Report of the Hunter Commission 1882.
  7. Gokhale's Bill (1910-11)
  8. Educational Policy 1913.
  9. Report of Hartog Committee 1929.
  10. Scheme of basic education 1937., Sergeant Report 1944.
- After independence India felt the needs of expansion of primary education. Therefore the National Government took sincere steps to make primary education free, universal and compulsory according to the rules of article 45 of Indian Constitution.

## Objectives of Primary Education

According to the Kothari Commission Objectives of Primary education are-

1. To give an adequate master over the tools of learning.
2. To bring about a harmonious development of the child's personality by providing physical, intellectual, social, emotional, aesthetic, moral and spiritual needs.
3. To prepare the children good citizens or to develop in the children the spirit of international understanding universal brotherhood.

The Revised National Policy on education (1992) and the Program of Action provide the basic policy from work for Central state investment in primary education development. The objectives for primary education in order of priority are to –

1. Reduce dropout
2. Improving learning achievement
3. Expand access for unserved students, girls, SC and ST student are to be given prior attention.

### Primary Education in Assam

From the ancient time Assam had maintained a standard of an educational system like other parts of India. During Ahom period (1228-1826) there were no well organized educational systems. In that period indigenous educational institutions were of the following types:-

1. Pathsalas for Hindus.
2. Madrasas for Muslims.
3. Tools for Brahmins.
4. Satras for Vaisnavas.

Assam has a rich legacy of culture and civilization in spirit of its regional peculiarities. After 1854, Christian missionaries started primary schools with their own interest in Assam.

After independence (1947). Primary education Compulsory. The Government of Assam, made the primary schools in basic pattern. But this pattern of education was not very successful, so another act was passed in 1962, to introduce compulsory universal and free primary education in Assam. Now- a- days school education in Assam is imparted through a number of pre primary, primary, middle or higher secondary schools. In Assam schools are either run by the state government or under the management of, private organization.

In 2011, according to the census report literacy rate of Assam was estimated to be 73.18% (78.81% male and 67.27% female). The literacy rate of Assam is slightly below the national average i.e; 74.04% .

Below we shall discuss certain plans and programmes formulated by the Government to make primary education compulsory to all children.

### DPEP – District Primary Education Programme

DPEP is a World Bank assisted five year educational project. It has been introduced as an ambitious project basically to provide primary education for all. The centrally sponsored scheme was launched in the year 1993-94. The programme has been implemented in the state following the agreement signed between International Development Agency and India Government on 22<sup>nd</sup> January, 1994. A beginning has been made in DPEP with the focus on the district as a unit for planning and implementation. The main objectives of DPEP were as –

- (i) To provide all children with access to primary education learning either in the formal system or through the non formal education programs.
- (ii) To reduce differences in enrolment, dropout rates and learning achievement among gender and social groups to less than 5%.
- (iii) To reduce overall dropout rates for all students to less than 10%.

DPEP builds upon accumulated national experience in pursuit of universalisation of primary education. The program focuses with community support to facilitate faster educational development in the educationally backward districts. DPEP in Assam is being implemented by the Assam Prathamik Siksha Achari Parishad an autonomous and independent body set up by the Government of Assam and registered under societies registration Act 1860.

### SARVA SHIKSHA ABHIJAN (S.S.A)

86<sup>th</sup> Schedule amended the Constitution and made the primary education fundamental rights. Government took initiative to promote primary education in full scale. SSA has launched in the

year 2001 throughout the country including Assam. Its target was not only to enroll every child for the primary education but also to bring children to school. The main goal of this programme is that all children at 6-14 years of age school complete eight years of schooling by 2010.

The main objectives of this scheme were as.....

1. All children complete their fine years of schooling by 2007.
2. Focus an elementary education of satisfactory quality, emphasis on education for life.
3. Bridge all gender and social category gaps at primary stage level by 2007 and at elementary level by 2010.
4. Universal retention by 2010.
5. All children complete eight years of elementary schools by 2010.

### Right to Education

In August 2009, parliament passed the historic right of children to free and compulsory Education (RTE) Act, 2009. The make law must be seen from the perspective of children. It provides a justifiable legal from work that entitles all children between the ages of 6-14 years, to an education at reasonable quality based on principles of equality and non discrimination.

The RTE Act also lays down the responsibilities of teachers. Teacher accountability systems would need to ensure that children are learning and that their right to learning in an environment.

For the quality improvement of primary education, it is necessary the teachers are to be qualified. For this purpose, TET entrance examination was started from the year 2011 for the teachers to enter into any lower primary and upper primary schools.

### Features Of Right To Education Act, 2009

1. Every child in the age group of 6-14 has the right to free and compulsory education in a neighbourhood school, till the completion of elementary education.
2. No donation and capitation he is allowed.
3. No admission tests one interview either for child or parents.
4. A fived student and teacher ratio is to be maintained.

No child can be held back, expelled and required to pass the board examination till the completion of elementary education.

### Objectives of the Study

- (i) Quality improvement of students in Writing ability of English language by students studying in Class-V.
- (ii) Quality improvement of students in reading ability of English language.
- (iii) Quality improvement of students in understanding capacity of English.

### Methodology

Here investigation is based on the present by following into the need and nature of the present study descriptive method is used. A sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part of individuals of population. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

In this present study small portion of the population is selected as a sample. Only 1 school in the area is covered in the sampling.

30 students were selected, 21 students are girls and 9 students are boys. so total 30 Students constitute the sample of present investigation.

**Analysis and interpretation**

The present chapter is devoted to analyse the data obtained from the study. Here the investigator has analysed the data objective wise and critically examine it to sort out its findings.

For the purpose of this study tests were applied to study the reading, writing and understanding ability of the students in English language. e.g.

- i) To test the reading ability of the students a poem was selected constituted with 50 words.
- ii) To test the writing ability of the students a passage was selected from class- V English text book constituted with 50 words.
- iii) To test the understanding capacity of the student a self made objective type questionnaire of 25 marks was used. Then, a five point scale was formed to test the students rate learning standard.
  - 80 – 100 – Very Good
  - 60 – 80 – Good
  - 40 – 60 – Average
  - 20 – 40 – Poor
  - 0 – 20 – Very poor

Accordingly the first objective of the project to find out quality improvement of the students in reading of English language.

For this purpose a poem was selected, constituted with 50 words. This poetry was given to the students one by one for reading. Each of the 30 students reading was recorded by the investigator. From which wrong pronunciation of the words were deleted and correct words were counted. Then, the performance of the students score was converted into percentage score.

**Table-1**

Table representing performance of the students in reading ability of English language in score or percentage form –

	Sl. No.	Name of the student	Score form 50 words	Percentage form
Girls'	1	Sonia Sarkar	47	94%
	2	Sidhi Saha	42	84%
	3	Kaberi Sutradhar	44	88%
	4	Tondra Saha	43	86%
	5	Diya Mitra	44	88%
	6	Mithu Saha	49	98%
	7	Kajal Sarkar	40	80%
	8	Sonti Bhawmick	46	92%
	9	Nibisha Saha	20	40%
	10	Dishikha Saha	46	92%
	11	Rakhi Saha	23	46%
	12	Lucky Saha	38	76%
	13	Rumina Khatun	36	72%
	14	Puja Saha	35	70%
	15	Priyanka Saha	40	80%
	16	Reshma Khatun	45	90%
	17	Priyanka Sutradhar	40	80%
	18	Riya Saha	38	76%
	19	Preeti Das	22	44%
	20	Priya Saha	15	30%
	21	Preeti Saha	35	70%

Boys	22	Sourav Barman	45	90%
	23	Abhijeet Saha	44	88%
	24	Tapan Barman	46	92%
	25	Rahul Saha	40	80%
	26	Bishal Saha	38	76%
	27	Pranjeet Das	22	88%
	28	Robikul Islam	48	96%
	29	Debojeet Sutradhar	25	50%
	30	Sumit Das	40	80%

**From the table, it is observed that :-**

- i) Out of 30 students, eight students secured 90% marks
- ii) 80% marks secured by nine students.
- iii) Six student secured 70% marks.
- iv) Three students secured 40% or only one student secured 50% marks in reading ability.
- v) No student secured 100% marks in reading ability.
- vi) Girls secured highest mark i.e. 94% than boys highest mark i.e. 90%

The second objective of the project is study to find out the writing ability of English language.

For this purpose a passage was selected constituted with 50 words. The passage was dictated by the investigator and the students were asked to write the passage on the page which was provided them by the investigator. After that the investigator collected the pages of correct words and counted and wrong words were deleted. Then the students performance score was converted into percentage score.

Table-2 Shows the performance of the students in writing ability.

**Table-2**

Table representing performance of the students in writing ability of English language in score and percentage form –

	Sl. No.	Name of the student	Score form 50 words	Percentage form
Girls'	1	Sonia Sarkar	45	90%
	2	Sidhi Saha	38	76%
	3	Kaberi Sutradhar	32	64%
	4	Tondra Saha	35	70%
	5	Diya Mitra	30	60%
	6	Mithu Saha	36	72%
	7	Kajal Sarkar	17	34%
	8	Sonti Bhawmick	38	76%
	9	Nibisha Saha	40	80%
	10	Dishikha Saha	36	72%
	11	Rakhi Saha	35	70%
	12	Lucky Saha	32	64%
	13	Rumina Khatun	15	30%
	14	Puja Saha	22	44%

	15	Priyanka Saha	22	44%
	16	Reshma Khatun	10	20%
	17	Priyanka Sutradhar	12	24%
	18	Riya Saha	8	16%
	19	Preeti Das	23	46%
	20	Priya Saha	18	36%
	21	Preeti Saha	25	50%
Boys	22	Sourav Barman	42	84%
	23	Abhijeet Saha	36	72%
	24	Tapan Barman	38	76%
	25	Rahul Saha	32	64%
	26	Bishal Saha	18	36%
	27	Pranjeet Das	28	76%
	28	Robikul Islam	17	34%
	29	Debojeet Sutradhar	28	56%
	30	Sumit Das	7	14%

**From this table it is observed that –**

- Out of 30 students only one student secure 90% marks in writing.
- Here also no student secured 100% mark.
- Two students secured the lowest mark i.e. (10%)
- Boys highest mark in writing ability is 84% which is lower than girls highest mark are 90%.

The third objective of the project is to find out the quality understand of the students capacity of English language.

For this purpose a questionnaire (objective type) was prepared of 25 marks. The students were asked to write the question answers on the question/answers sheet provided by the teacher. After that the investigator collected question / answer sheets and counted the write answers or deleted the wrong answers. Then, the performance of the student’s performance score was converted into percentage score. Table-3 given below shows – performance of the students in understanding of English Language.

Table - 3

Table representing performance of the students in understanding capacity of English language in score or percentage form :-

	Sl. No.	Name of the student	Score form 25 marks	Percentage form
Girls’	1	Sonia Sarkar	25	100%
	2	Sidhi Saha	23	92%
	3	Kaberi Sutradhar	23	92%
	4	Tondra Saha	23	76%
	5	Diya Mitra	19	96%
	6	Mithu Saha	24	84%
	7	Kajal Sarkar	21	96%
	8	Sonti Bhawmick	24	92%
	9	Nibisha Saha	23	84%
	10	Dishikha Saha	21	92%
	11	Rakhi Saha	23	72%
	12	Lucky Saha	18	88%
	13	Rumina Khatun	22	88%
	14	Puja Saha	22	72%

	15	Priyanka Saha	18	84%	
	16	Reshma Khatun	21	88%	
	17	Priyanka Sutradhar	22	84%	
	18	Riya Saha	21	76%	
	19	Preeti Das	19	72%	
	20	Priya Saha	18	76%	
	21	Preeti Saha	19	96%	
	Boys	22	Sourav Barman	24	96%
		23	Abhijeet Saha	24	96%
		24	Tapan Barman	24	92%
25		Rahul Saha	23	96%	
26		Bishal Saha	24	96%	
27		Pranjeet Das	24	96%	
28		Robikul Islam	24	96%	
29		Debojeet Sutradhar	19	76%	
30		Sumit Das	22	88%	

**From this table it is observed that –**

- Out of 30 students only one student secured 100% marks in understanding capacity.
- None of the student secured 60% marks or lower than it in understanding capacity.
- Most of the student secured 80% marks in understanding capacity.
- Girls highest mark in understanding capacity is 100% than the boys highest mark in 98%. Here girls are better than boys.

After construction of table 1 to 3 to show the percentage results of the students in reading, writing and understanding, a composite table is formed to include all the students reading, writing and understanding ability in score or percentage form.

Table-4 given below shows the performance of the students in different aspects of English languages as –  
Table-4

Table representing reading, writing and understanding capacity of the students in score and percentage form –

	Sl. No.	Name of the students	Reading		Writing		Understanding	
			Score form 50 words	Percentage form	Score form 50 words	Percentage form	Score from 25 words	Percentage form
Girls	1	Sonia Sarkar	47	94%	45	90%	25	100%
	2	Sidhi Saha	42	84%	38	76%	23	92%
	3	Kaberi Sutradhar	44	88%	32	64%	23	92%
	4	Tondra Saha	43	86%	35	70%	23	76%
	5	Diya Mitra	44	88%	30	60%	19	96%
	6	Mithu Saha	49	98%	36	72%	24	84%
	7	Kajal Sarkar	40	80%	17	34%	21	96%
	8	Sonti Bhawmick	46	92%	38	76%	24	92%
	9	Nibisha Saha	20	40%	40	80%	23	84%
	10	Dishikha Saha	46	92%	36	72%	21	92%
	11	Rakhi Saha	23	46%	35	70%	23	72%
	12	Lucky Saha	38	76%	32	64%	18	88%
	13	Rumina Khatun	36	72%	15	30%	22	88%
	14	Puja Saha	35	70%	22	44%	22	72%
	15	Priyanka Saha	40	80%	22	44%	18	84%
	16	Reshma Khatun	45	90%	10	20%	21	88%
	17	Priyanka Sutradhar	40	80%	12	24%	22	84%
	18	Riya Saha	38	76%	8	16%	21	76%
	19	Preeti Das	22	44%	23	46%	19	72%
	20	Priya Saha	15	30%	18	36%	18	76%
Boys	21	Preeti Saha	35	70%	25	50%	19	96%
	22	Sourav Barman	45	90%	42	84%	24	96%
	23	Abhijeet Saha	44	88%	36	72%	24	96%
	24	Tapan Barman	46	92%	38	76%	24	92%
	25	Rahul Saha	40	80%	32	64%	23	96%
	26	Bishal Saha	38	76%	18	36%	24	96%
	27	Pranjeet Das	22	88%	28	76%	24	96%
	28	Robikul Islam	48	96%	17	34%	24	96%
	29	Debojeet Sutradhar	25	50%	28	56%	19	76%
	30	Sumit Das	40	80%	7	14%	22	88%

**From this table it is observed that –**

- i) Most of the students secured 80% marks in reading ability than the writing ability in writing ability.
  - ii) In writing ability the lowest mark of the student is 10% In understanding capacity no student secured 60% or lower than it. Students understanding capacity is more than writing ability.
  - iii) In understanding ability students highest score is 100% but in reading no student secured 100% marks in English language.
- Then, another table is formed to show the percentage score of the students on the basis of a five point scale to categorize the boys and girls. Table-5 given below shows the performance of the students in different position of the scale.

**Table-5**

Table representing performance of students in reading, writing and understanding on the basis of five point scale –

Scale	Reading			Writing			Understanding		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
80-100	7	12	19	1	2	3	8	15	23
60-80	1	5	6	4	9	13	1	6	7
40-60	1	3	4	1	4	5	0	0	0
20-40	0	1	1	2	5	7	0	0	0
0-20	0	0	0	1	1	2	0	0	0
<b>Total</b>	<b>9</b>	<b>21</b>	<b>30</b>	<b>9</b>	<b>21</b>	<b>30</b>	<b>9</b>	<b>21</b>	<b>30</b>

From this table it is observed that –

- i) Most of the student score in reading ability is better than the writing ability which falls within 0-20 level.
- ii) Boys reading ability is more than the writing ability which falls within 80-100 scale level.
- iii) Girls understanding capacity falls within 80-100 in score scale which is higher than other ability.
- iv) Most of the students score in writing ability is better than

understanding ability which falls within 60-80 scale level. After objective wise scale performance of the students put in the sex wise mean performance of students in reading, writing and understanding of English language were determine and shown in the table No. 6 as –

Table-6

Table representing sex wise mean performance score of students

in reading, writing and understanding of English language –

Mean performance score			
Sex	Reading	Writing	Understanding
Boys	83.11	56.44	35.33
Girls	75.57	54.62	77.24

**From this table it is observed that –**

- i) Mean performance of the boys i.e.( 83.11) in reading ability is more than girls reading ability (76.57).
- ii) In the understanding ability, girls performance is the highest i.e. (77.24).
- iii) Both the boys and girls mean performance in the writing ability are lower than in the other abilities.

For the better view of the data a graphical representation of students performance in reading, writing and understanding in English language on the basis of mean performance is shown in the fig.-1.

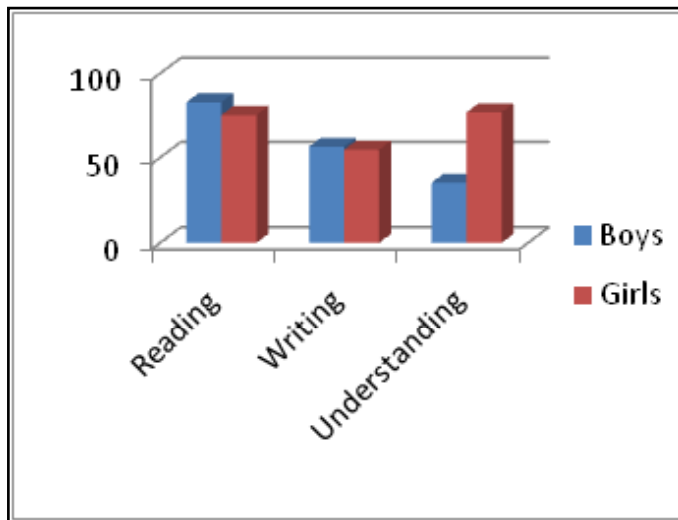


Fig.1 : Bar Diagram representing sex wise mean performance score of students in reading, writing and understanding.

From the Bar diagram it is clearly that –

- i) Out of 30 students boys mean performance is 83.11 and girls mean performance is 75.57 in reading ability.
- ii) In writing ability boys means performance is 56.44 and girls mean performance is 56.62
- iii) In understanding ability boys mean performance is 35.33 and girls mean performance is 77.24.

Then, to test the significance of these differences ANNOVA technique was applied by the investigator which is shown in the F ratio data table No.7 and F ratio Table-8 given below –

Table-7

Table representing required data for the computation of F ratio.

$Mx_1$	=	77.20
$Mx_2$	=	55.00
$Mx_3$	=	87.60
$Mx$	=	73.27
$C$	=	483120.40
$N1 = N2 = N3$	=	30
$N$	=	90
$S^2t$	=	42043.60

$$S^2b = 16637.60$$

$$S^2w = 25406$$

**Table-8**

Table representing calculation of F ratio .

Source of variance	Sum of square	Degree of freedom	Mean square variance
Between group	$S^2b = 16637.60$	2	$16637.60/2 = 8318.80$
Within group	$S^2w = 25406$	87	$25406/87 = 292.02$

$$F = \frac{\text{Mean square valance between groups}}{\text{Mean square variance within groups}}$$

$$= \frac{8318.80}{292.02}$$

$$= 28.49$$

### Interpretation of F ratio

By consulting F ratio table under 2 degrees of freedom for greater mean square variance and 87 degrees of freedom for small square variance the

Critical values of F are found as below –

0.05 level = 3.10

0.01 level = 4.85

Here, the computed F value 28.49 is much higher than the critical values of both the levels of significance i.e. 0.05 and 0.01 levels of significance So we have to reject null hypothesis.

### Findings of the study

The investigator has collected the data and information needed for her project work to judge English reading, writing and understanding abilities of the Class-V students. After analysis and interpretation of the collected data the findings of the present study can be summarized as follows :-

In Comparison between the reading, writing and understanding ability of the Class-V students in the English language it was found that –

- i) Girls mean performance in reading ability is 75.57 and boys mean performance in reading ability is 83.11, average is 77.83. Here boys performance is better than girls in reading ability.
- ii) Boys mean performance in writing ability is 56.44 or the girls mean performance in writing ability is 54.62 or the average is 55.17. Here also the boys performance is better than the girls.
- iii) In understanding capacity the mean performance of boys is 35.33 or the girls performance is 77.24 and the average is 64.67. In understanding ability girls are more better than boys.
- iv) Students performance in reading ability is more than the writing ability. Mean performance of students in reading ability is (77.83) or in writing ability is (55.17) students read the English language properly than to write the passage in English.
- v) The performance of the students in understanding capacity is lower than the reading ability of the students in English language. Performance of the students in understanding

- capacity is (64.67) on the reading ability is (77.83).
- vi) Students performance in writing ability is also lower than understanding ability in English language. Mean performance of students in writing ability (55.17), or in understanding capacity is (64.67).

#### From the percentage score it is found that

- i) Out of 30 students, eight students secure (90%) marks, no student secure (100%) marks. Nine students secure (80%), six students secure (70%), one student secure (50%), three students secure (40%) in reading ability.
- ii) In writing ability out of 30 student only one student secure (90%) marks, two students secure (80%), eight students secure (70%), three students secure (60%), two students secure (50%), three students secure (40%), five students secure (30%), two students secure (20%), two students secure (10%) marks.
- iii) In understanding ability out of 30 students only one student secure (100%), marks eleven students secure (90%), seven students secure (80%), seven students secure (70%). No students secure (60%) marks or lower than it.

#### From the information sheet it is found that :-

- i) There are eleven teachers including the headmaster in Rajatram L.P. School. In this school, out of eleven teachers, seven teachers are trained and four are untrained teachers.
- ii) There are four teachers are male and seven teachers are female. Out of eleven teachers, six teachers are H.S.L.C passed, Headmaster is H.S. passed and five teachers are Graduate.
- iii) The environment of the school is good. In the school, separate toilet facility for the teachers and also students, filter drinking water facility available, playground also there.
- iv) In this school infrastructure facility is found as i.e. blackboard, maps, globes, proper desk, benches etc. But more infrastructure facility also to be needed.
- v) The midday meal is provided regularly for all the students who are present. But many student don't like the meal provided by the school.
- vi) The school has got government grant through SSA Government provide grant for midday meal, students dress, books, copier, infrastructure facility.
- vii) There are two sections in each class. From 1-V or in each section there are more than 50 students or the total number of teachers are eleven. So, it is difficult for the teachers to manage the whole class in a day, so in this school teacher and student ratio is more than standard ratio i.e. 1:30.

#### Conclusion

The purpose of this project is to study the reading, writing and understanding ability of English language of Class-V students. This project work is divided in 6 chapters. Each chapter has its own significance. The very first termed as "Introduction" which includes meaning of importance of primary education. It also include the Description of the area, Need of the study, Title of the study, Objective of the study. Hypothesis of the study Meaning of the key term and Delimitation of the study. "Review of related literature" is the second chapter. The third chapter termed "Method and Procedure" which include Method, Sample, Tools used in the study. The fourth chapter is "Analysis and Interpretation". The fifth chapter is the findings of the study. Sixth chapter is

"Conclusion and Suggestion" where some remedial measures for the upliftment of primary education were included. Each & every subject has its own objectives which want to bring desired behaviour change in the learners. So to make primary education successful in true sense this part i.e., quality improvement should be given stressed.

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