

Editorial

Traditional Preventive Conservation of books

The manuscripts which have been preserving in the socio-religious or individual repositories by using the traditional method of preservation are still usable. Such traditional methods of preservation are based on ethnic science. In this traditional process of preservation various preventive measures are taken. For instance to get rid from the birds, reptiles preventive measures are taken. To make free from the birds, reptiles, mouse etc. special kind of boxes are used. Inside the boxes neem leaves etc. are put to get rid from the attack of bacteria and fungi. The books are covered by the red cloths also. The red cloths are preventive materials for the insects. The red cloth injects red light inside the cover because of which the insects cannot grow inside the cover and the books are saved from the attack of the insects. The traditional preventive measures are taken as biological control.

The books are not only damaged by the living organisms but also by the physical factors like light, heat, humidity, dust etc. There are traditional preventive measures to save the library materials.

To get rid from direct sunlight, the books in the traditional library are kept in the modern Almirah or 'Pera' (A modern wooden box). To prevent from the humidity, the books are dried in shadow at least once in a year specially in the summer season. In the shrine or in the Satras the manuscripts are dried in the shadow in the month of 'Bhadra; (July-September). This drying keeps control the humidity of the manuscripts.

Frequent handling is important factor of damaging the ethno library materials. So, there were strict rules and regulation regarding handling of the manuscripts. To prevent damage from the handling a special kind of wooden cover was used in the books. The books were kept and handled very carefully. No food items were kept nearby the manuscripts and eating at the time of reading was prohibited. This rule was followed so that insects and micro organism cannot grow nearby or on the manuscripts.

Cleaning regularly is the another important preventive measure. The manuscripts are cleaned by using soft cotton and sides are oiled. Due to regular preventive practices, the library materials in the ethno libraries are still existed in the good condition. Traditional

preventive method also included the process of smoking like new smoking preventive method. The traditional smoking was done to prevent the fungi growth and bacterial infection.

In the villages of Assam, the traditional smoking process is still continuing. In modern science it is known as fumigation. The traditional fumigation was done in the kitchen. In the kitchen, the bundles of the manuscripts were kept hanging on the roof by using the ropes. The manuscripts bundles are kept hanging on the ropes by using the ropes. The manuscripts bundles are kept on the sheaves and these are hanged above the cooking shula. The smoke produce from cooking helps to fumigate the manuscripts. In traditional language the fumigated sheaves are known as 'Dhwa-chaang'.

Such type of traditional fumigation is developed by the modern ethno libraries where thaimol and paradichlobenzene are used. In case of modern fumigation process a special kind of fumigation chamber is used. This fumigation chamber is nothing but an Almirah. In this almirah, there are electric bulbs in every shelve and there are the holes in every shelve. Nearby the electric bulb the thaimol pots are kept. Due to heat created by the electric bulb, the thaimol smoke is produced and these are mixed in the air inside the chamber. The paradichlobenzene is kept on the above. The smoke of paradichlobenzene also produced and mixed with the air inside the chamber. The smoke of paradichlobenzene and thaimol act on the fungi, insects, bacteria etc. of the manuscripts and those are killed. The process is continued for atleast 15 days. In traditional system the fumigation is done for months long.

The fumigation process prevents the manuscripts from damage by micro organism.

Brushing is another preventive measure in the entho libraries. The manuscripts are when collected those should be given brushing treatement. This brushing helps to clean the superficial dust restling on the surface of the manuscripts.

Dry brushing can be done manually or mechanically. For manual drybrushing soft flate brush smooth, working surface and wooden swab sticks are necessary. For manual brushing the manuscripts are placed on the working surface in a flat position with the cover boards on both sides. Then the manuscripts bindings are loosened by loosening up the chord festered through the centre hole the manuscripts and placed on the table in such a way that each folio can be seperated from the other and cleaned. The manuscripts are gently brushed in one direction. During the brushing one should take care of so that the dirty matters again can not back to the folios. Special precutions are taken in such cases. As per the direction of INTECH ICIOACC the procedure of scientific brushing are as follows:-

(a) *Stop the movements of the brush while doing this a little away from the cover board on the right side.*

(b) *Hold the brush in between your fingers. Gently brush the cover board starting from only in one direction.*

(c) *Lift the brush and again start from the centre hole to the left side only in one direction. Stop the movement of the brush while doing this a little away from the cover board on the left side.*

(d) *Turn the cover board and clean the other side in a similar manner as fold above.*

(e) *Again start from the centre hole of the same leaf and proceed towards left side. Stop brush a little away from the cover board.*

(f) *The turn the leaf and brush the other side in the similar manner.*

(g) *Any insect larvae accretion or deposits on the leaf can be removed manually and mechanically by picking the dirt using a wooden swab stick.*

Dissemination : *The ethno library materials are not issued. But the reader can read the books carefully following all the norms of conservation. Digitalization can help easy dissemination of knowledge of ethno books. The ethno books are mostly used by the research scholars.*

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Issues of primary education of Bongaigaon District in Assam

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Abstract:-

Creation of a sound primary education system appears to be a basic component of any strategy for social, political and economic development of a country. In fact it is a primary education, which develops the innate abilities of a person to live a full personal life as an individual and as a member of a family and economically productive as a worker and socially useful life as a citizen. Education at the primary level acquires special importance and it provides an opportunity for capturing and nurturing talents at the early stage of growth, there by contributing to the development of a national pool of ability. The value of primary education as an instrument of social change lies in its capacity to contribute towards equalization and expression of economic opportunities in promoting educational and social mobility in creating social concern civic responsibility and in inculcating cultural and moral values. Primary education is the basic foundation of all higher education. The knowledge of primary education can produce a literate numerate population who can deal more or less satisfactorily with their problems encountered in daily life and serves a basis on which a society is to be reconstructed and further education planned. Primary education advances human capability, economic opportunity and political participation. It fructifies multiple dimensions of freedom from fear and wants. It generates self – confidence and supports orientation towards future, offers coping mechanism in terms of crisis. Primary school provide universal education which is fundamentally a democratic concept. Free, compulsory and universal education is considered a strong pillar of democracy, not only because all citizens will have equal opportunities for all round development of their personalities, but also because they will creative productive members of a democratic society.

Through this paper we have highlighted the primary education of Bongaigaon district in Assam and have brought some issues which are glaring in educational scenario.

Keywords :- Primary education , development, infrastructure, teacher student, TLM, evaluation .

1.0 Introduction :-

Education is a process of complete development of individuality. It is a continuous process to adjust oneself to the changeable world. So education is intimately connected with human life. It begins at birth and continuous through out the life, till death. It includes all knowledge and experiences, acquired during infancy, childhood, adolescence youth and manhood through the school, home, society or any agency of education. Education is one of the powerful agencies in moulding the character and determining the future of individual and the nation. Education has always been accorded an honoured place in the life and culture of India. Education is, therefore, regarded as a potential instrument of social change and national development.

1.1 Primary education :-

Primary education constitutes a very vital part in the entire structure of educational program. It is the stage that the child starts going to a formal instruction and his formal education starts. It means that the child comes directly from home to primary school and has many new adjustments to make. Primary education is that education which is given between 6-14 years of age. The education which he receives there provides the foundation of his physical , mental, emotional, intellectual , social and the progressive development of his personality. The child gets his first lesson in discipline, co-operative spirit and group of feeling are developed during this period. At this stage the daily routine undergoes a basic change. After entering the primary school the child experiences for the first time that he has become a member of a bigger family. The classes I—V usually cover the corresponding age group 6—11 years. At this period the children have to acquire some elementary knowledge from the primary schools.

Primary education occupies significance in the reconstructions of a developing country. The programs and practices of primary schools contribute in one way or another to the child's achievement of the developmental task. Thus the curriculum helps or hinders the accomplishment of every task. Every school is thus a laboratory for working out of these tasks. Consequently it seems useful to regard the developmental task as objectives or goals of primary education.

Livingstone (1949) has said, “ primary education is not complete in itself , it is preparatory. It prepares the pupils to go on to something else and put his foot on the first step of the ladder

of knowledge. Living is learning and one has to undertake lifelong learning for his all round development. This is specially true in a modern society with its complexities and ramifications. There are tasks where learning will bring satisfaction and rewards, while learning poorly brings unhappiness and social disapproval. According to Havinghurst (1957), there are developmental tasks of life which the individual must learn for his own personal well-being and also for the healthy and satisfactory growth of the society. Primary education is the basic foundation of all higher levels of education and development. It is the stage where children formally start to learn reading, writing and arithmetic. This education continues to play a fundamental role in enhancing their skills and knowledge that helps in overall growth and development of children in particular and nation in general.

1.2 Rational of the study:-

Education has always been considered as the key instrument for the development of human being and nation. Education, in its broadest sense is the most important input for empowering people with skill, knowledge, attitude and efficiency that leading to overall qualitative development of life. Primary education continues to play a fundamental role in enhancing their skills and knowledge that helps in overall growth and development of children in particular and nation in general. Making primary education accessible, universal and relevant has been a goal of India since Independence. In article 45 of the Indian constitution it clearly states- "The state shall endeavour to provide within a period of 10 years from the commencement of this constitution for free and compulsory education for our children until they complete the age 14 years. It means that enrolment of children should be universal up to completion of primary stage. Many attempts have been made to fulfill the constitutional obligation enshrined in Article 45 of the Directive Principles of the state policy. A Nationwide policy named National Policy of Education 1986 has been formulated which has fixed revised time targets for achieving Universal Free Education up to age 14. To achieve the targeted goal the Govt. of India launched various schemes ranging from OBB to SSA but still it is elusive.

Keeping the above view, different educationist and education commissions have given valuable suggestions and recommendations for the progress and development of primary education. But till, today, no effective progress has taken place in the implementation of the educational programs due to various problems. Though the primary education has made a progress in Bongaigaon district, but it can not be encouraging and satisfactory and have yet

to be achieve its goal. The investigator would like to find out the reasons and drawbacks of primary education in the said district.

1.3 Objectives of the study:-

For the present study following objectives are mentioned:-

1. To study the growth and development of primary education in Bongaigaon district.
2. To investigate enrolment and retention at primary level in Bongaigaon district of Assam.
3. To investigate the physical infrastructure and manpower at the primary school stage in the district.
4. To study the academic achievement of learners at the primary school stage.
5. To find out the problems at primary school stage.

1.4 Hypothesis:-

In view of the objectives of the study the investigator formulated the following hypothesis:-

1. There is no significant difference in development of primary education of Bongaigaon district.
2. There is no significant difference in enrolment in rural and urban area of Bongaigaon district .
3. There is no significant difference in the retention of learners at primary school stage in Bongaigaon district of Assam.
4. There is no significant difference in the academic performance of 5th grade boys and girls learners in Bongaigaon district.

1.5 Delimitation:-

1. The study is confined only to a sample primary school.
2. The study is confined only to find out the problem of primary school.
3. The study is confined only to the Bongaigaon district.

2.0 The investigator make a study on the theoretical frame work of Assam and Bongaigaon district . A description of Assam and Bongaigaon district and its educational scenario in relation to the primary education , various issues has been analyzed in proper way.

3.0 Review of Related Literature:-

Research in any field is a search for knowledge. It is a systematic attempt to provide answers to questions. The research uncovers facts and formulates a generalization based on the interpretation of those facts. Through educational research one acquires systematic and worthwhile information about the educative process. It is a way to acquire dependable and useful information when the scientific method is applied to the study of educational research.

Review of related studies makes the researcher aware in the said area and also makes to know various methods used in conducting research and finding there of. To do this the researcher goes through dissertations, abstracts , educational index, bibliographies , then goes on to individual studies and articles. In research, review of related literature means to conduct general survey of related studies to analyze them critically and put them logically such that a certain research framework and dimension can emerge. Based on this a researcher can look for missing links in the chain of knowledge. The review of related literature throws light on the studies available and enables the researchers to finalise the topic of the study. Review of a good number of area based studies can prove to be very helpful in enabling a researcher to understand how various issues have been studied by researchers in different parts of the world.

It also avoids possible duplications where it is not called for. Some of the answers to the questions may also be obtained from the researchers that have already been conducted. It is required to support a researcher in identification of objectives and formulation of research questions and hypothesis. All these need an empirical and research base. Review is useful in supporting and justifying the need for the study . Further the review studies are also of great help when the researcher completes the analysis part of the research where need to compare the results in the light of the other studies findings. For the present study , the researcher has gone through various review studies like study conducted in abroad, study conducted in India and study conducted in Assam.

4.0 Methodology of the study :-

Research is an unending search for knowledge and truth, it is an essential and powerful tool for any kind of development. The general procedure of research follow selection of the research area, definition of the problem, finding out the objectives, study of the related literature, methodology and analysis and interpretation. For undertaking research the researcher has to adopt proper methodology because a good research depends on a sound and effective methodology. It is the important step to solve research problem in a planned and systematic way. It provides the researcher proper direction to plan and solve research problem under study. The selection of research method depends on the nature of the research problem and its objectives.

4.1 Method of study:-

The present study employed Descriptive Survey method. This method includes survey and enquiry of different kinds. It is designed to obtain pertinent and precise information concerning the current status of phenomena. They not only find out facts , but also formulate important principles of knowledge and solve significant problems concerning any issue. Descriptive studies involves description , recording , analysis and interpretation of the existing condition. The descriptive method is the most popular and widely used research method in education. It the means through which opinions, attitudes, and suggestions for improvement of educational practices and instructions and other data can be obtained. They have immense value in solving problems about children, school organization, supervision and administration , curriculum, teaching methods and evaluation. Survey data may be collected from different unit of population or from a representative sample. The information gathered may be concerning a large number of related factors or may confined to few selected items. The design of survey studies focus attention on the following aspects.—

- (a) Formulating the objectives of the study.
- (b) Selecting the sample
- (c) Tools of research
- (a) Collecting the data
- (e) Processing and analyzing the data
- (b) Report

4.2 Exploration of documents:-

The present study employed the descriptive survey including exploration of documents. In order to drive the study in its proper direction and to reach the objectives , the investigator explored a number of documents to collect data. The investigator explored the following documents for the present study.

1. The relevant records of the office of DEEO, Bongaigaon.
2. The relevant records of the SSA, Bongaigaon.
3. The records of the Mission Director SSA, Kahilipara, Guwahati.
4. Various University library.
5. Library of SCERT.

4.3 Population:-

The population of present study comprises of all the provincialised lower primary schools (class I—V) of Bongaigaon district. There are 844 primary schools in Bongaigaon district with four educational block viz – Srijangram , Manikpur , Boitamari and Bongaigaon.

Srijangram block has 340 primary school, Manikpur has the 144 school , Boitamari has the 188 school and Bongaigaon has the 172 school.

4.4 Sample:-

As per the objectives of the study an equal proportion of 10% (Total=84) sample primary school representing from four educational block have been selected by using stratified random sampling technique.

4.5 Tools of research:-

For this research following data gathering devices has been used.

- (a) Questionnaire
- (b) Interview
- (c) Observation

4.6 Data collection:-

For the present study both qualitative and quantitative data were collected by applying self developed tools i e questionnaire for the headmaster / headmistress or the teacher in-charge and checklist. Questionnaire for the teachers and problem checklist . Interview was taken from the learner and observation was done by the investigator. Data were collected from the sampled primary school of Bongaigaon district, Assam.

5.0 Analysis and interpretation of data:-

Later on the collected data was analyzed. The data collection has no meaning unless it is analyzed and interpreted in a systematic way through statistical technique. Since it is difficult to explain the raw data for proper meaning. It is the duty of the researcher to analyze the after collecting it. Data analysis involves the ordering or arranging the constituent parts for the purpose of interpretation to get the desired objectives . However merely analysis of data is not sufficient to get the answers of the desired objectives. Interpretation of the result of analysis is also necessary. It makes inferences and draws conclusion about the relationship between one's own research and the conclusions of other research or with the expectations of theory. Analysis involves the breaking up of complex factors into simple parts and putting together in a new arrangement for the for the purpose of interpretation. Analysis and interpretation of collected data have been done in several headings like, infrastructure, manpower, teaching learning material ,evaluation etc. in relation to development of primary education in Bongaigaon district as per the objectives of the study.

5.1 Infrastructure/ physical facilities:-

Infrastructure is a key area concern of primary education. Good infrastructure actually creates good educational environment in the school. It also attracts the pupil to come to school and learned to create a better attitude in their mind and have a definite bearing on the quality of education provided in schools. Infrastructure or physical facilities are pre- requisite resource of education. Availability of physical facilities and other plans in terms of school building , availability of classrooms , furniture facility, toilet facility, hostel facility, library, uniform, mid-day meal play ground, physical training facility contribute a lot to good academic performance of the students as it enhances effective teaching learning activities. In Bongaigaon district different types of school are there imparting primary education i e provincialised school, private school, local body managed, tea garden managed. The sample

schools are taken from all the four educational block of Bongaigaon district. The data obtained from the surveyed sample schools are follows-

Status of primary schools in the year 2010

Table- 5.1

Sl. No	Sampled primary school		Percentage
	Category	Number.	
1.	Provincialised	72	85.71%
2.	Semi-Government	2	2.38%
3.	Local Body Managed	10	11.90%
4.	Tea Garden Managed	0	0
	Total	84	

From the above table it is found that out of 84 schools 85.71% was provincialised, 2.38% primary school was semi-government 11.90% was local body managed and there is no tea garden managed school in this investigation.

Present status of surveyed primary schools:-

Primary education is called as first stage of learning of children. This is the place where the pupil acquires new knowledge. Among the community it is called as small school. The school is a special environment. Here the children learn good habit, good culture and modify the behavior. The children learn formally from the teacher within the four wall of the school.

Table- 5.2

Sl. No	Sample primary school		Percentage
	Category	Nos	
1.	Provincialised	84	100%
2.	Semi-Government	0	0
3.	Local Body Managed	0	0
4.	Tea Garden Managed	0	0
	Total	84	

At present 100% , all the sample primary schools is provincialised . It is clear from the tables that in Bongaigaon district , the number of primary school is increased. There is the development in the primary education. Gradually the number of primary educational institution is going to be enlarged.

Condition of school building in 2010:-

School is like a prayer house of the children, where they can acquire new knowledge. Housing facilities or the condition of school building have great impact on education. It plays a significant role in maintaining quality education A building with lasting pucca structure is very essential for qualitative functioning of school. The Government of Assam also trying to improve the building condition of the schools through Sarva Shiksha Abhiyan

Table- 5.3

Sl. No	Sample primary school		Percentage
	Condition of building	Nos	
1	Pucca	45	53.57%
2	Kaccha	20	23.80%
3	Semi- pucca	19	22.61%
4	Open air	0	0
	Total	84	

From the above table it is seen that out of 84 schools 53.57% primary school's building was pucca, 23.80% schools was kaccha and 22.61% semi-pucca. Open air school ,they are kaccha and only having tin roof and bamboo wall. Although the government has taken some initiative to develop the building through SSA , yet a large number primary school remain kaccha.

Condition of school building at present:-

A good school building may attract the children to go to school. The school building has a positive bearing on education. If the school building is good and attractive the teaching learning atmosphere also becomes fruitful to form good habit among the students. Data regarding the present condition of school building is as follows---

Table- 5.4

Sl. No	Sample primary school		Percentage
	Condition of building	Nos	
1.	Pucca	55	65.47%
2.	Kaccha	16	19.04%
3.	Semi-pucca	13	15.47%
4.	Oven air	0	0
	Total	84	

At present 65.47% of primary school is pucca, 19.04% schools is kaccha and 15.47% of. Primary school is semi-pucca. There is no open air school in Bongaigaon district. But the newly provincialised schools, some of them have tin roof shed only.

Classroom of primary school in 2010:-

Availability of classroom increases the attention and motivation of the students and improves their academic performance. Actually classrooms are called as the acquiring of knowledge room. The children gets first hand knowledge in the formal type of education.

Table- 5.5

Sl. No	Classroom	Sample school	Percentage
1.	1	44	52.38%
2.	2	16	19.05%
3.	3	8	9.52%
4.	4	7	8.33%
5.	5	7	8.33%
6.	6	2	2.38%
		=84	

From the above table it is clear that 52.38% of school has 1 classroom, 19.05% schools has 2 classroom, 9.52% schools has 3 classroom, 8.33% schools has 4 classroom 8.33% schools has the 5 classroom and 2.38% schools has 6 classroom.

Classroom at present of the sample school:-

Classroom has a direct bearing on enrolment and retention. Classroom makes the teaching learning enjoyable. The students gets more facility in a well decorated classroom. Good quality classroom creates motivation among the students and help in attaining new knowledge. Data regarding the present classroom as follows---

Table- 5.6

Sl. No	Nos. of classroom	Nos. of sample school	Percentage
1.	1	30	35.71%
2.	2	24	28.57%
3.	3	9	10.71%
4	4	9	10.71%
5	5	6	7.14%
6	6	5	5.95%
7	8	1	1.19%
	Total	=84	

The above table shows that 35.71% schools has the single classroom , 28.57% has the 2 classroom , 10.71% schools has the 3 classroom, again 10.71% has the 4 classroom , 7.14% schools has the 5 classroom 5.95% schools has the 6 classroom and 1.19% schools has 8 classroom.

Mid-Day Meal in Primary school , 2010:-

Education is directly related to health and nutritional status of children. The school mid-day meal scheme facilitates enrolment and attendance in schools. School feeding helps to create literate, educated societies, school feeding program often double enrolment within a year and can produce 40% in academic performance within two year. Children who take part in such program stay in school longer and the expense is minimal. Apart from this it has an important social value, in that fosters equality. The following table shows the Mid-Day Meal facilities of the sample schools-

Table- 5.7

Nos of school	Sample	Responses		Percentage
		Yes	No	
		79		94.04%
		5		5.95%
		=84		

It is clear from the above table that 94.04% of primary schools had mid-day meal and 5.95% of schools had no mid-day meal in Bongaigaon district of Assam.

Mid-Day Meal at present :-

Mid-Day Meal is a boon to make the primary education universalize. The primary schools provides nutritious food the children for their growth and development. The children retained long time if they get mid-day meal in the school. The weaker sections of the society benefited from the nutritious food, provide in the school. Data regarding this is given below –

Table- 5.8

Sample school	primary	Responses		Percentage
		Yes	No	
84		83		98.80%
		1		1.19%
		=84		

The above table shows that 98.80% of primary school has the mid-day meal and only 1.19% school has no mid-day meal scheme. Some of the newly provincialised primary school do not have the mid-day meal in Bongaigaon district of Assam.

2. Manpower (teachers, student):-

Teacher :- The teacher is an important and indispensable entity in the teaching learning process, notwithstanding advances in technology. He/ she is expected to play a crucial role in

transforming the children into responsible citizens, in the face of several constraints. In fact a teacher is the pivot around whom our education system revolves. It thus goes without saying that teachers performance is the most critical input in the field of education. Policies laid down by the state become meaningful only when the teacher delivers them in the classroom. Whatever facilitated by the teachers it is received by the students. Further there should be appropriate balance between the two.

Pupil Teacher Ratio (PTR) :-

The number of teachers and institutions do not give a true picture of the situation in the classroom. The PTR is a more reliable indicator in judging the adequacy of the system capacity. A higher PTR impacts the quality of teaching as each teacher would have less time to devote to the to the individual student. The appropriateness of pupil teacher ratio is very important for proving quality education to the children. According to RTE Act-2009 norms there should be one teacher for thirty students in primary schools. To get the information whether the ratio of teacher students of Bongaigaon district is as per the norms of SSA and RTE-2009 or not the ratio of teacher students has been computed on the basis of school enrolment and number of teachers. Data in this regard are presented as following---

Pupil teacher ratio in 2010 and at present:-

Table-5.9

Year	Nos. of teacher worked in sample school.	Nos. of student	Pupil Teacher Ratio
2010	241	9101	37.76
2014	239	8987	37.60

From the above table it is clear that in 2010 the pupil teacher ratio in sample school was 37.76. It is excess the PTR . In the year 2014 , the pupil teacher ratio is 37.60 . The average of the teachers per school is 2 and the total number of school going children is 8987 and the pupil teacher ratio is 1: 37 . The ratio is excess as per the norms of SSA and RTE-2009.

Trained and un train teacher of primary school:-

Training makes a teacher perfect. Training helps the teacher to upgrade the knowledge what ever is going on at present. Training helps the to equip with basic skills of teaching. After getting the academic degree and appointment , the teacher is to adjust with the teaching. He is to upgrade the knowledge with the present situation. Training fulfils the need of the teacher within the community.

Table—5.10

Sample primary school	Teachers		Percentage
84	Trained	180	75.31%
	Untrained	59	24.68%
	Total	239	

From the above table it is found that 75.31% of the sampled primary school teacher is trained. With the knowledge of training, the teacher can teach very well in classroom . The teacher can provide the updated knowledge in classroom setting and can use new method in proper way. 24.68% teacher is yet untrained of Bongaigaon district. It is noticed by the investigator that some of the teacher appointed earlier but they have no training till today.

3. Teaching Learning Material (TLM):-

Quality of instruction in the school depends greatly on the availability and use of appropriate teaching aids and materials by the classroom teacher. The student spend most of his time with the teacher . He is care and ward of the teacher. He must teach with affection using innovative methods overcoming idleness and carelessness on the part of the students and usual boredom of the classroom. The classroom might be transformed into a knowledge giving recreational theatre, creating an entertaining atmosphere by making use of various types of teaching aids available in the school. The following table shows teachers using the teaching aids –

Table-5.11

Nos of sample school	Responses		Percentage
84	Yes	80	95.23%
	No	4	4.76%
	Total	84	

From the above table it is found that 95.23% teachers use teaching learning materials and 4.76% of teachers do not use teaching learning material in classroom teaching. From the observation of the investigator some the school has less provision to use various types of teaching learning material.

Availability of teaching aids-

In order to know the availability of teaching aids used by the teachers in the classroom a list of teaching aids were presented in the questionnaire. The teachers used various types of teaching aids which are available in school. The information obtained about the availability of materials and aids have been presented in the following table—

Table-5.12

Nos. of sample school	Responses		Percentage	
Items	Yes	No	In Yes	In No
Blackboard	84	0	100%	0
Map	62	22	73.80%	26.19%
Plastic globe	64	20	76.19%	23.80%
Educational charts	62	22	73.80%	26.19%
Play materials	42	42	50%	50%
Magnifying glass	45	39	52.57%	46.42%
Balance & weight	58	26	69.04%	30.95%

From the above table it is found that 100% of sample school has the blackboard , 73.80% of school has the map and 26.19% of school has no map, 76.19% of schools has the plastic globe and 23.80% of schools has no plastic globe, 73.80% of schools has the educational charts and 26.19% of schools has no educational charts, 50% of schools has the play

materials and 50% of schools has no, 52.57% of schools has magnifying glass and 46.42% has no, 69.04% of schools has the balance and weight and others 30.95% of schools has no balance and weight to teach various subjects in the primary school.

Evaluation :-

Evaluation is an integral part of any teaching and learning program. The quality of education is directly linked with the quality of evaluation. Both teaching and evaluation are based on the instruction. Objectives are those desirable behaviors which are to developed in students through the learning process. Evaluation is meant for constant encouragement , inspiration and appreciation of whatever extent the students achieve.

Examination is a process of collecting evidences about learners attainment of learning objectives. This process includes developing a number of test, conducting them making answer scripts, awarding grades in number and providing feedback to the learners about his/her performance.

In respect of evaluation procedure of primary schools SCERT provided guideline in a Academic Calender of schools. Several unit test and Mid term examination should be conducted in the month of June and the term end examination should be conducted in the month of December.

Table-5.13

Sl. No	Evaluation	Response	Percentage
1.	On the basis of performance of examination	12	14.28%
2.	On the basis of continuous and comprehensive evaluation	72	85.71%

The above table indicates that 14.28% of sample school assess or evaluate the students on the basis of performance of examination and 85.71% of schools evaluate on the basis of continuous and comprehensive evaluation. The schools holds various types of examination

as unit test, mid term test and term end examination. These are comes under the continuous and comprehensive evaluation.

Inspection and supervision:-

For the improvement of quality of primary education and to achieve excellence inspection and supervision is most essential. Several types of inspection is done in Bongaigaon district in block level, sub-divisional level and district level. More over monthly visit is done by CRCC in every cluster. The cluster have 10 to 12 primary school. Schools are inspected annually, half-yearly, quarterly and monthly by the educational officer. Following table shows the inspection of the primary school.--

Table—5.14

Sl. No	Inspection	Response	Percentage
1.	Annually	42	50%
2.	Half-yearly	34	40.47%
3.	Quarterly	6	7.14%
4.	Monthly	1	1.19%
5.	No	1	1.19%

From the above table it is found that 50% of primary school is inspected by the educational officer annually, 40.47% schools are inspected half-yearly, 7.14% school is inspected quarterly and 1.19% school is inspected monthly and another 1.19% has not inspected in Bongaigaon district.

6.0 Major findings of the study and Conclusion:-

Major findings of the study with respect to analysis and interpretation of data have been presented in the following:-

(A) **Development of primary education:-** The study reveals that no remarkable change was noticed in the field of primary education . With the enforcement of various primary education Act a large number of primary school was established as compare to earlier. A large number EGS centre was upgraded to LP school. Moreover the venture LP school was

provincialised under The Assam venture educational institution provincialisation Act-2011. The quantity of school is increased but the quality has not developed comparatively.

(B) Physical infrastructure:-

As far as physical facilities in primary schools of Bongaigaon district concerned, it was found from the study that 65.47% of primary schools are pucca, 19.04% of sample primary schools are kaccha, and 15.47% of schools are semi-pucca. Some schools are of roof with tin and the wall with bamboo fence.

Insufficient building for classroom always create problem. From the study it was found that 35.71% of sample school has the single room and only 1.19% of school has the 8 room. In view of observation of the investigator generally six rooms are needed for proper working of primary school(including ka-sreni) .

Some of the sampled school has no facility of furniture for the students. In some school there is no desk and bench also. The children sit on the ground or mat which signifies inadequacy of furniture in the classroom. Lack of furniture always create problem in the school for the teacher.

(C) Decrease of enrolment and teachers:-

Sequential decrease was seen in the rate of enrolment and teachers. In the year 2010 the enrolment was 9101 and in 2014 it was 8987 in the sample school. The teacher also decrease as compare to 2010. In the year 2010, the total nos of teacher was 241 in the sample school and in 2014 it decreased to 239.

The study reveals that in 84 sample primary school, 4.76% schools are single teacher school. Single teacher school is one major cause of drop out in primary school of Bongaigaon district. Teachers can not do full justice to all the class and all the children.

Among the teachers of 239, 64.43% are male teachers and 35.56% teacher are female. It reveals that majority of the teachers are male.

(D) Qualification of the teacher :-

The study reveals that majority of teachers are Matriculate or HSLC passed. But in the case of TET qualified teacher are highly qualified and doing Diploma in Elementary Education (training) in various training institute of Assam.

(E) Health care and other facilities:-

Mid-Day meal scheme is perceived to be indispensable component of food security for children's health and their right to nutrition throughout the world. 1.19% of sample school has no mid-day meal scheme. All the sample school made provision for mid-day meal for the students.

Medical/ health check up form the essence of health services. 61.90% of sample school has the provision medical or health check up. Majority of schools 38.09% did not have any provision of bandage also.

From the study it was find out that very nearly all the teachers perceived inadequate physical facilities at the primary schools as the biggest problem in the implementation of prescribed curriculum. Insufficient building for classroom and lack of furniture was the main problem in this regard.

A reliable assessment of the students depends on the use of appropriate techniques for the purpose. From the study it was find out oral and written test was used by the sample school for assessing the students achievement. For the assessment both marks and grades are provided.

To encourage meritorious students the state government organized talent scholarship examination for students completing the primary school for class V. The school provided special instruction to those who appeared at this exam. 27.38% sample school did not send their children to any talent examination.

Major findings were also find out regarding problems related to syllabus prescribed content of syllabus is always excessive to 8.67% teachers and which was sometime to 36.53% teachers.

Conclusion:-

Primary education must be given priority because it is above all, fundamental right. At the same time it transmits knowledge and skills needed for the community's economic and social development as well as for the self fulfillment of the individual. In addition to the 3RS(reading , writing and arithmetic) the ability to reason to criticize and to seek out and use information needed for solving problems of everybody life, for improving health,

productivity and living standards for protecting the environment and cultural heritage, these skills are crucial to the development of individual and of society today. The importance of primary education in all aspects of National Development has been recognized by economic planners long time back as education, is a resource as well as a factor of production. The age old idea that education is some kind of social service performed by a welfare state is no longer valid and today education is the most critical input into the entire process of social, economic, political and cultural transformation of a nation. Education is the most powerful tool for change. In the fast changing world of today no education system can be frozen into a mould. It would need periodic revision and change to enable the education to grapple with social economic, and technological changes. Educational causes have a direct bearing on the atmosphere, facilities and quality of education being imparted in an educational institution. It depends upon the physical facilities in the shape of building, garden, playground, furniture, equipment etc. For the smooth functioning of primary schools in the district, necessary consideration have to be taken of the problems. Development of necessary infrastructure, assessment procedure, teachers qualification and training, teaching method etc. at each school for effective implementation of the curriculum is of utmost importance. This paper is an attempt to highlight some quality issues of primary education of Bongaigaon district in Assam.

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Prospects and Problems of Tourism Industry In Assam: A study

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Abstract:

Tourism is an activity that is mainly carried out for recreational and leisure purposes. Today tourism is not just about sightseeing and entertainment but also an agent of economic development of the country. It plays a significant role in accelerating the pace of economic development by generating employment opportunities, enhancing social progress and strengthening communities, encouraging the protection of environment and contributing actively to conservation.

Assam is one of the most vibrant states in North Eastern Region of India. Assam being one of the cardinal states amongst the eight North Eastern states of India is regarded as the gateway of Northeast India which is blessed with ample natural resources in the form of green and mineral reserves, water bodies and flora and fauna. Assam offers ample opportunities for adventure loving tourists and random visitors because of its undulating tea gardens and green forests, natural scenery, rich wildlife and places of pilgrimage in and around the state. Swami Vivekananda once said that, "next only to Kashmir, Assam is the most beautiful place in India." Tourism has the greatest potential for generating income and employment opportunities in Assam because Assam is not only characterised by blending of flora and fauna it is also exceptionally rich in bio-diversity. The present paper has been an attempt to highlight the main prospects and problems of tourism in Assam.

Introduction:

Tourism is travel for recreation, leisure, religious, family or business purposes. Tourism is the temporary, short-term movement of people to destinations outside the places where they normally live and work their activities during the stay at each destination. Today tourism is a major source of income. It is one of the world's fastest growing industries and a major source of foreign exchange earner of a nation.

Assam is located at the gateway of North East India. It is separated by Bangladesh from mainstream India. The state is bounded in the north by Arunachal Pradesh

and Bhutan, in the east by Nagaland, Manipur and Burma, in the south by Bangladesh, Tripura, Mizoram and in the west by West Bengal. Assam comprises three main geographical areas: the Brahmaputra valley which constitutes the expansive wingspan, the Barak Valley extending like a tail and the intervening Karbi Plateau and North Cachar Hills. Although the potentiality of resources is very high, the state is lagging behind in respect of economic development. The tourism Vision of the state is to manage its comparative advantage in tourism resources and attractions in sustainable and integrated manner to make Assam a major national and international tourism destination so that tourism enriches the quality of life and culture of the people and becomes an important catalyst for economic development in general and for poverty alleviation in particular.

Objectives:

- 1) To study the problems and prospects of tourism industry in Assam.
- 2) To suggest ways for improvement of tourism industry in Assam.

Methodology:

The paper is totally based on secondary data. The data was drawn from various sources which have been duly acknowledged. The data for the proposed study have been collected from secondary sources using different books, journals and different web sources. This paper is the form of an explanatory study in analysing the resources of Assam which will maintain a bright prospect of economic development in terms of tourism industry.

Prospects of Tourism in Assam:

The growth of tourism in Assam is considered as significant one in the context of economic benefit of this sector. The state offers huge potential for employment and economic growth by utilising the state tourism resources like unique natural beauty with flora and fauna, wildlife sanctuaries and national parks, historical monuments, pilgrim centre, tea gardens, industrial and commercial institutions, rich arts and crafts and colourful festivals. The state is well endowed with aesthetic scenery and offers enough sights for the national and international tourists. The mighty rivers, evergreen forests, invigorating climate, religious places, national parks and cultural heritage are the unique attraction of state tourism.

Nature tourism understood in terms of wildlife sanctuaries constitutes the core of tourism in Assam. With its dense forests, uneven topography, flora and fauna, the majestic Brahmaputra and its tributaries, wildlife sanctuaries like Kaziranga, Manas, Pabitora, Dibru-Saikhowa, Bhalukpong and many other rare species of animals, Assam offers basically nature centric tourism.

Tea has become an integral part of Assam's economy. Each of the lush green tea gardens in Assam (about 1000 in number) is a treasure house of exotic beauty of nature with colourful people and their enchanting songs and dances, sprawling bungalows and residential facilities which can form into an attractive package for tourism. Therefore co-ordination with the management of tea garden can effectively do a lot in promoting tea tourism in the state.

Eco-tourism is a fast growing sector with an annual growth rate of 10-15 percent. Eco-tourism has twin objectives of conserving environment and improving the welfare of local people. The state has immense potential for development of eco-tourism due to its unique nature and climate condition.

Cultural tourism is one of the important features of Assam tourism. The rich cultural heritage of the state like the mythological Agni Ghar in Tezpur, Ancient Madan Kamdev temple the secular religious centre Hajo, the Phat Bihu of Dhakuakhana, the rich and unique heritage of Vaishnavite culture in Borodowa, Barpeta. Majuli and the Royal remains of Ahom rule provide immense scope for cultural tourism.

Geo-tourism stresses the creative link between man, nature and culture and has tremendous potential for attracting tourists into the state. The state geo-tourism resources include picturesque town like Halflong, the world's largest river island- Majuli, the world heritage site Kaziranga National Park, four other national parks, wildlife sanctuaries and impressive heritage sites.

The state also has tremendous potential to develop rural tourism which may bridge the gap between the rural and urban people. The Namphake village in Dibrugarh district is unique place of rural tourism. The Ministry of Tourism, Government of India in partnership with the UNDP launched rural tourism in the state to showcase the cultural heritage of rural people and to leverage this opportunities to generate livelihood for rural communities.

Assam is an ancient land known for ancient temples and shrines like the most venerable Kamakhya temple. In Ambubachi mela, the temple becomes a centre for large number of pilgrims of different places of India and abroad. There are many other religious places such as Hajo, Surya pahar at Goalpara district, the Mahamaya temple at Dhubri district etc where many visitors often come from different parts of the country.

Assam as tourist destination is a real place of adventure tourism for its riverine area with turbulent rivers, mystic blue hills, wild terrain and serene countryside of green valleys. Recently, some of the adventure sports activities like rock-climbing, trekking, Para-sailing, water sports, river rafting and angling are promoted by the Department of Tourism. There is an annual angling competition held at Bhalukpung Potasali side every year in November in Which Indian and foreign tourists participate. Angling in the Jia Bhoroli River in Namari National Park is a popular event and it is also popular for river rafting.

There are about 10 golf courses located mostly within the compact areas of tea gardens. The oil India maintains a very good golf course in the industrial town of Duliajan. These offer a unique opportunity to develop golf tourism in the state.

North Eastern Region is an integral part of Government of India's Look East Policy and has its immense opportunity to earn the benefit of tourism. The Government of India has special attention on the socio-economic development of the region. The state maiden tourism policy 'Tourism Policy of Assam 2008' is a pragmatic policy designed to ensure optimum utilisation of rich tourism resources of the state. The state government also encourages the private partnership in tourism sector with certain fiscal incentives. The main objective of state government is to promote tourism as a means to ensure sustainable economic development and positive social change through development of tourism.

Problems of Tourism Sector in Assam:

Assam has tremendous strength of tourism attractions. The wealth of tourism resources endows Assam with comparative advantage, over many other states. Yet for many reasons, this advantage has not brought for Assam the preeminent position that it deserves.

- Lack of proper infrastructural facilities: Lack of proper infrastructure facilities are the major impediment of tourism sector in Assam. Most of the tourist destinations in the state are not easily accessible.

- Absence of a tourism policy: The Assam Government has made an attempt to formulate tourism policy in 1987 and in 1992. But these efforts did not bring any concrete result. Recently on 25th feb.2009, state government has formulated its first tourism policy, but lack of sincere effort of state government hinder the implementation of this policy.
- Lack of Proper co-ordination: The tourism resources in Assam are properly taken care of by the concerned departments and agencies. But there is virtually no co-ordination among Department of tourism, state forest department and department of archaeology. The Department of Tourism and Assam Tourism Development Corporation (ATDC) have not maintained co-ordel relation with tea and oil sector to promote state tourism.
- Marketing: The Assam State Tourism Department has unable to arrange aggressive marketing network to sell tourism product to visitors.
- Publicity: The official website of Assam tourism is not up to required level so as to give detail information of state tourism. The lack of publicity at the national and international level is the cause to explore rich tourism resources of the state.
- Lack of proper finance to entrepreneurs: Local entrepreneurs in major tourist destinations in the state are not getting proper financial assistance from the government, bank and other financial institutions to set up modern facilities and other logistics of tourism.
- Insurgency problem: The tourists have general perception that Assam is always plagued by trouble and stress. The threat of insurgents and veiled exaggeration of insurgent problem by the national media could deter tourist enthusiasts in coming to Assam.
- Absence of quality manpower: The tourism operators, hoteliers, transporters, tourist guides etc. are not trained enough to provide detailed information to the tourists regarding the region which obviously is a barrier in the path of development of tourism industry in Assam.
- Absence of tourist guide: It is difficult to satisfy the inquisitiveness of the tourists in main tourist spots due to the acute problem of trained tourist guides. The Department of Tourism initiated a programme to train tourist guides but the effort did not yield good result.

Suggestions:

In spite of several bottlenecks, the tourism sector can be considered as an important sector for socio-economic development of Assam. In order to further accelerate the development of the sector, certain measures are to be adopted.

- I. Proper co-ordination among various agencies and departments of tourism been ordered to develop the destinations.
- II. Development of infrastructure, tourist facilities and enhancement of communication to meet the present and future needs of tourists.
- III. Encourage public-private partnership in tourism development.
- IV. Proper utilisation of media to attract the prospective tourists.
- V. Devising long term human resource development strategy.
- VI. Plans preservation of cultural heritage and environment at tourist destinations to attract more tourists
- VII. Planned long term effort of government is necessary to make tourism sector as major contributor in economic development of Assam.

Recommendation:

The unique attractions of Assam are its wild life sanctuaries like Kaziranga and cultural attractions, temples, monuments, art and craft. Accessibility and tourist facilities around these attractions have to be enhanced and marketed aggressively in national and international markets. As such as 64.2 percent of the domestic tourists are from within the state and another 15percent is from the other North Eastern State. Though, it is good to promote tourist movement within the state from the point of social integration, it is important that efforts are made to attract more tourists from other states in order to improve the tourism earnings from outside the state. It is, therefore, important that publicity and promotion of tourist attractions of Assam strengthened, particularly in the tourist generating states. Assam has the potential of attracting more foreign tourists, particularly those segments of tourists having a liking for cultural and wild life attractions. Special efforts have to be therefore, made to improve the requisite infrastructure facilities and strengthening overseas publicity and promotion. The most potential international tourist markets for India are USA, UK, Australia and France. Marketing for these countries need to be drawn up and implemented. Human resource development is another important aspect that needs to be given adequate

emphasis in the tourism development effort so as to improve the quality of services and to ensure that economic benefits of tourism are shared by the local community. It is also important to develop and implement strategies for enhancing the duration of stay of both domestic and foreign tourists. By and large, tourists in Assam are satisfied with various infrastructure facilities. However there is scope for further improving the infrastructural facilities to provide a hassle free and memorable experience to the tourists. The policy framework and facilitation services in Assam also need to be improved for attracting private investment in tourism sector.

Conclusion:

It can be concluded that growth of the tourism industry in this state mostly depends on the development of conventional policies leading to enhancement of tourism and all round individuals' co-operation and awareness. Further, a sincere and powerful determination of the Government of Assam in addition to the genuine development of the residents of Assam will definitely enhance the tourism market in Assam in the near future.

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Mathematics from Phobia to Rational Conclusion

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Abstract:-

The most fascinating of all knowledge and the most phobia generating subject in the school level is mathematics. The aim of this paper is to find out the intensity of this phobia in Bilasipara town under Dhubri District of Assam (India). An attempt has been made to motivate the learners to learn this subject with interest and enthusiasm through this paper. The aim of this paper is also to develop the inner sources of learners to think and reason mathematically and to pursue assumptions to their logical conclusions. Moreover, this paper also includes the utility of this subject in disciplinary aspects, social importance and cultural importance in our day to day life.

Key words :- Mathematics, phobia, day to day life.

Introduction :-

Mathematics play the role of language to study science. It is on the logic of quantity, pattern, shape and arrangement. Science is a systematic study. Every systematic study requires a measurement. Mathematics gives us the measurement. Development of science and technology depends on the theories of mathematics. In our daily life also we require measurement. When one gets up from bed in the morning he wants to know the time at which he gets up: mathematics gives us the time. That is why mathematics is closely related to our day to day life from the time one gets up from bed till one goes to bed at night. Now a days our society is depending upon mathematics at every steps. But many people have a deep seated fear of Mathematics is closely related to our day to day life from the time one gets up from bed till one goes to bed at night.. Math tutors find a lot of students who are afraid of mathematics. Maths phobia affect on the lives of people by making them lose confidence in themselves and in their academic abilities. They are far away from helping their kids with their home work and avoid course that contains mathematics. People who fear maths have to deal with that fear on a daily basis.

Objectives :-

The aim of this paper is to find out the intensity of this phobia in Bilasipara town under Dhubri District of Assam (India) and also to make an attempt to remove this phobia by motivating the learners to learn this subject with interest. However, this paper does not include gender disparity for this phobia. The paper also intended to develop the inner source of learners to think and reason mathematically and to pursue assumptions to their logical/rational conclusions.

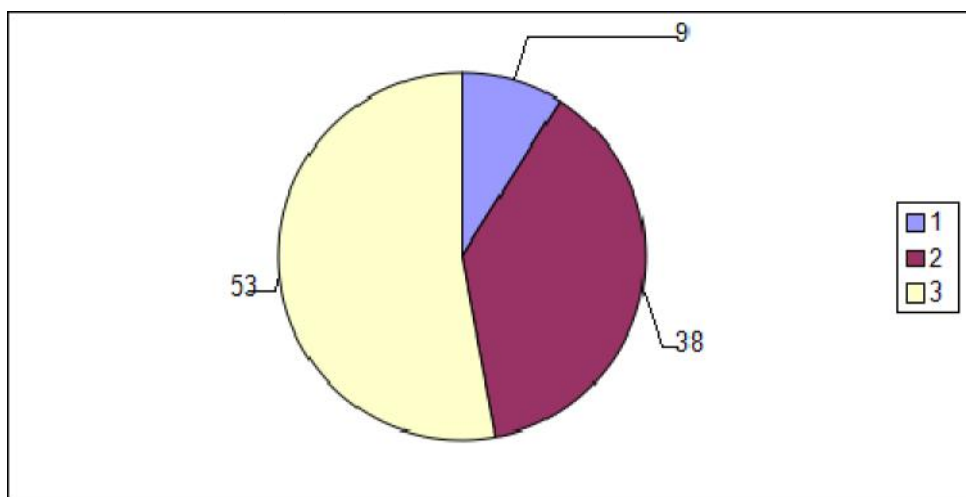
Methodology :-

For the purpose survey method among the secondary level teachers and learners is adopted.

Discussion :-

In my survey, among the 100 students of secondary level of different school of Bilasipara town, it has been observed that their comments on Mathematics subject is a mixed type which has shown in the following table.

No. Of students who loves Mathematics	No. Of students who study Mathematics only to qualify the exam.	No. Of students those who are afraid of Mathematics
9%	38%	53%



From the above table it has been observed that number of students those who does not like mathematics is very high. Through discussion with the teacher and also with the learners it is seen that there are many reasons for this phobia.

As the world become more automated, the everyday uses of mathematics is decreasing. Our basic mathematical skills, the very core of Maths are largely ignored and we lose our confidence in using them. This lack of confidence leads to a general lack of confidence in all Maths and may continue to Maths phobia. As well as this phobia may cause Math avoidance, that may rise a negative relationship on the students educational life and social life also. This paper will probably help people whose struggle with Maths phobia or who wants to improve their skills in mathematics. Let us discuss some ways that may be useful to make learning of mathematics joyful as well as to remove Maths phobia.

(i) While learning mathematics, students have to understand languages very clearly. When a student is unable to understand a particular mathematical concept, he may be in some confusion due to his language problem. Hence, we can use simple and clean language in the class room. So that a student can easily understand the mathematical concept.

(ii) When we solve mathematical problems, we should use simple calculations by elementary mathematical concepts that students can capture easily.

(iii) In the beginning of the session of a class, we should select and number the lessons in the book from easy to hard and we should teach the students maintaining the same serial.

(iv) In the beginning of a class of mathematics, we should solve the easy problems at first to create interest of the student. Then we should solve gradually the problems that comparatively difficult.

(v) We should use geometrical tools and objects as teaching aids, in the class room which can attract the attention of the students and grow interest on geometry and such other topics of mathematics.

(vi) Before starting a new lesson, we should give some related example which is applicable in our daily life.

(vii) In the classroom, we should think over the feedback of the students. When a

student cannot understand a problem we should use alternative method to solve the problem so that he can capture that easily. Moreover, when majority of the students feel boring, we may narrate some interesting story to grow their interest on the topic.

(viii) We should try to develop the habitats of logical thinking and logical reasoning of the students by doing some particular problems.

Conclusion:-

This presentation leads us to a decision that Math phobia can be removed gradually, which is most essential for the greater interest of the student community also. So, it concludes that the techniques of mathematical teaching are very much essential to remove maths phobia which will develop the inner source of learners that will be an important role in Maths phobia to rational conclusion. Moreover, it may be concluded that how important it is to remove maths phobia for socio-economic development of our life.
