

**EFFECTIVENESS OF CHOICE BASED CREDIT
SYSTEM FOR UNDERGRADUATE LEVEL
STUDENTS: A STUDY IN KAMARGAON
COLLEGE OF GOLAGHAT DISTRICT, ASSAM.**

A Project Report Submitted in Partial fulfilment of the requirements for degree
of Bachelor of Arts in Education (Under Dibrugarh University)



Obamz
30.4.24
Sp. Exam

Submitted to
Department of Education
Kamargaon college, Golaghat

Supervisor
Mridula Hazarika
Assistant Professor & HOD
Department of Education
Kamargaon College
Golaghat, Assam.

Submitted by
Debajani Hazarika
Roll No. 27010066
Registration No. S2122096
B.A. 6th Semester
May – 2024

KAMARGAON COLLEGE, GOLAGHAT

CERTIFICATE

This to certify that project report titled "Effectiveness of choice Based Credit System for undergraduate Level Students : A study in Kamargaon College" Submitted by Debajani Hazarika for partial fulfillment of the degree of Bachelor of Arts in Education under Dibrugarh University it is a record of bonafide research work carried out by her under my supervision and guidance.

The project report is an original work carried out by Miss Debajani Hazarika and it has not been submitted to any other institution for any such degree.

Miss Debajani Hazarika has complied with all the requirements as laid down in the regulation in force.

Date - 20/04/2024

Mridula Hazarika

(Mridula Hazarika)

Supervisor

Mridula Hazarika
Assistant Professor & HOD
Department of Education
Kamargaon College, Golaghat

তালিকা সূচী

উদ্দেশ্য নং -১	স্নাতক পর্যায়ৰ শিক্ষার্থী সকলৰ বাবে পছন্দ ভিত্তিক মূল্যাংকন ব্যৱস্থাৰ ফলাফল সম্পৰ্কে অধ্যয়ন কৰা	
তালিকা নং	শিৰোনাম।	পৃষ্ঠা নং
১।	পছন্দ ভিত্তিক মূল্যাংকন পদ্ধতিৰ ফলপ্ৰসূতাৰ ক্ষেত্ৰত শিক্ষার্থীৰ মতামতৰ হাৰ।	২১-২২
২।	পছন্দ ভিত্তিক মূল্যাংকন ব্যৱস্থাই শিক্ষাৰ মানদণ্ড উন্নত কৰাৰ ক্ষেত্ৰত শিক্ষার্থীৰ মতামতৰ হাৰ।	২২-২৩
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তালিকা নং	শিৰোনাম	পৃষ্ঠা নং
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- ১) প্রকল্পের নাম
- ২) ক্রমিক নং
- ৩) আলিফা সূচী

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L.00 আৰম্ভণি
(Introduction)

শিক্ষা হৈছে এক অবিভক্ত জীৱনযোৰা আৱিষ্কাৰ। এই শ্ৰাবণী
শিক্ষাৰ জন্মৰ আৰু সুস্থতাৰ অৰ্থাৎ সুস্থতাৰ আৱশ্যকীয়তাকৈ
অপ্ৰাপ্ত হৈছে। শিক্ষাই ব্যক্তিৰ মনৰ অন্তৰ আৱিষ্কাৰ
দুৰ কাষী জ্ঞানৰ সোৱাদ বিলাই অন্তৰীহিত মানসিক
মাত্ৰি অধুনা বিকাশ সাধন কৰে।

শিক্ষা অধুনা বিভিন্ন দৰ্শনিকৰ সংজ্ঞা
আৱশ্যক হৈছে -

আৰু দৰ্শনিক এৰিষ্টটলৰ মতে, "এটা সুস্থ
দেহত এটা সুস্থ মন স্থাপন কৰাটোৱেই শিক্ষা"।

অন্যথা গাৰ্ছাৰ মতে, "শিক্ষাৰ দ্বাৰা মন
শিক্ষাৰ কাৰ্যৰ মন আৰু আত্মাৰ সুবোধন কৰাটোৱেই
শিক্ষা"।

প্লেটোৰ মতে, "উৎকৃষ্ট অধুনা সুস্থ আৰু দুখ
অনুভৱ কৰিব পৰা অধুনা মন শিক্ষা"।

ওপৰৰ সংজ্ঞা অধুনা বিকাশ কৰি ক'ব পাৰো
যে- শিক্ষা হৈছে এনে এক আৱিষ্কাৰ যিটো শিক্ষাৰ ব্যক্তিৰ
আৱিষ্কাৰ, জ্ঞানসিক, নৈতিক, বৌদ্ধিক, আৱিষ্কাৰ, সামাজিক,
স্বাৰ্থনৈতিক, অৰ্থনৈতিক, আৱিষ্কাৰ আদি সকলো দিক
স্বাৰ্থগীৰ বিকাশ সাধন কৰে।

শিক্ষাৰ প্ৰকাৰ: শিক্ষাৰ ব্যৱস্থা সাধনত তিনি প্ৰকাৰৰ
আৱিষ্কাৰিক শিক্ষা, অনাৱিষ্কাৰিক শিক্ষা আৰু অৱশ্যে
শিক্ষা।

আৱিষ্কাৰিক শিক্ষা হৈছে আৱিষ্কাৰিকভাৱে বিদ্যালয়,
অধ্যাপক, বিশ্ববিদ্যালয় ইত্যাদি শিক্ষাক্ষেত্ৰত লাভ কৰা
শিক্ষাৰ ব্যৱস্থা য'ত নিৰ্দিষ্ট সময়সীমা, যত্নসীমা, পাঠ্যপুস্তক
নাতি-নিয়ম অনুযায়ী শিক্ষা আৱিষ্কাৰ কৰাও বিলাই শিক্ষা;
উদাহৰণ, চাৰ্টাৰ্ড আৰু অন্যান্য কৰা হয়।

**A STUDY ON VIEWS OF UNDERGRADUATE LEVEL STUDENTS
TOWARDS THE
FOUR YEAR UNDERGRADUATE PROGRAMME
SPECIAL REFERENCE TO KAMARGAON COLLEGE, GOLAGHAT**

**A Project Report Submitted to the Department of Education,
Kamargaon College, Golaghat
(Under Dibrugarh University)
In Partial fulfillment of the requirements for the degree of**

**Bachelor of Arts
In
Education**

W.A. Exam
30.7.24
W.A. Exam



Under the Supervision

**Punendra Das
Assistant Professor
Kamargaon College
Golaghat, Assam**

Submitted By

**Kasturi Borgohain
Roll no-27010093
Registration No-S2122185
B.A 6th SEMESTER
Kamargaon College
Golaghat-785619
April, 2024**



KAMARGAON COLLEGE, GOLAGHAT

CERTIFICATE

This is to certify that Project Report titled "A STUDY ON VIEWS OF UNDER GRADUATE LEVEL STUDENTS TOWARDS THE FOUR YEAR UNDER GRADUATE PROGRAMME SPECIAL REFERENCE TO KAMARGAON COLLEGE, GOLAGHAT" submitted by Miss Kasturi Borgohain, Roll number- 27010093 in partial fulfillment for award of the degree of Bachelor of Arts in Education to the department of Education, Kamargaon College, (Under Dibrugarh University). It is a record of academic work carried out under my personal supervision and guidance.

All kind of help received by her have been fully acknowledgement.
No part of this project report has been reproduced elsewhere for any degree.

Date:- 30/4/24

Punendra Das

Punendra Das
Project Report Supervisor
Assistant Professor
Department of Education
Kamargaon College, Golaghat
Golaghat, Assam

বিষয়সূচী

- 1) প্রাচীনা প্রাচীনা
- 2) কৃত্ত্বিতা প্রাচীনা

ক্রমিকনং	প্রধান শিতান	পৃষ্ঠা নং
1.00	আবস্থানি	01-04
	1.01 অধ্যয়নৰ পটভূমি	04-15
	1.02 অধ্যয়নৰ ঐক্য	16-17
	1.03 অধ্যয়নৰ উদ্দেশ্য	17-18
	1.04 অধ্যয়নৰ সীমাবদ্ধতা	18
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	2.02 জনসংখ্যা	19
	2.03 নমুনা আৰু নমুনা সংগ্রহ পদ্ধতি	20
	2.04 ব্যৱহৃত সঁজুলি	20
	2.05 পাৰিসাংখ্যিক পদ্ধতি	21
3.00	তথ্যৰ বিশ্লেষণ	21-35
4.00	অধ্যয়নৰ ফলাফল	35-36
5.00	সাৰাংশ	37-38
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1.0 আৰম্ভণি (Introduction):

শিক্ষা হৈছে এক বিবাহমণী আৰু অকৃতীম জীৱনযোৰা প্ৰক্ৰিয়া। এই প্ৰক্ৰিয়া শিশুৰ বা কোনো ব্যক্তিৰ জন্ম প্ৰাকসুৰ্ভূতৰ পৰা স্মৃত্যৰ আগসুৰ্ভূতনৈকে অব্যাহত থাকে। ব্যক্তিয়ে জীৱনৰ প্ৰত্যেকটো সুৰ্ভূতৰ পৰা লাহে-লাহে বিভিন্ন জ্ঞান, অভিজ্ঞতা আৰু স্মৃতিৰে শিক্ষা বুলিব পাৰি।

“শিক্ষাৰ দ্বাৰা হাই-শিশুৰ শৰীৰ, মন আৰু আত্মাৰ দৰ্ভোগসুৰ্ভূত বিকাশকে বুজো।”

— ইয়াৰা গান্ধী।

“শিক্ষাই হৈছে মন আঁতৰ কৰা আৰু মনৰ আৱিষ্কাৰ কৰা।”

— চক্ৰেট্টে।

“শিক্ষা হৈছে অবিভাৰমৰে হোটেই জীৱনব্যাপী চলি থকা এটা প্ৰক্ৰিয়া। অভিজ্ঞতাৰ অবিভত পুনৰ গঠন প্ৰক্ৰিয়াই শিক্ষা।”

— জন ডিউই।

ওপৰৰ সংজ্ঞাসমূহ বিশ্লেষণ কৰি বহু পাহো যে, শিক্ষা হৈছে এনে এক প্ৰক্ৰিয়া যি মনৰ অভাৱ আকাৰ নিৰ্মূল কৰি জ্ঞানৰ পোহৰ বিমায়। শিক্ষাই শিশুৰ বা ব্যক্তিৰ শাৰীৰিক, জ্ঞানমিক, লৈক্ষিক, বৌদ্ধিক, আৱেগিক, সামাজিক, ষাণ্টনৈক্ষিক, অৰ্থনৈক্ষিক, সংস্কৃতিক আদি সকলো দিশৰ দৰ্ভিৰ্ণ বিকাশ সাধন কৰে।

• শিক্ষাৰ প্ৰকাৰ (Types of Education):

সাধাৰণতে শিক্ষাব্যৱস্থাৰ প্ৰকাৰ তিনিটা—

আনুষ্ঠানিক শিক্ষা, আনুষ্ঠানিক শিক্ষা আৰু অসংগঠিত শিক্ষা।

PROBLEMS OF PRIMARY SCHOOL TEACHERS IN ASSAM: A CASE STUDY OF GELEKIAL GAON PRIMARY SCHOOL

A Project Report Submitted to the Department of Education,
Kamargaon College, Golaghat
(Under Dibrugarh University)
In Partial fulfillment of the requirements for the degree of

Bachelor of Arts In Education



Under the Supervision

Shamima K.Juna
Assistant Professor
Kamargaon College
Golaghat, Assam

Submitted By

Ankita Gogoi
Roll no-27010047
Registration No-S2122030
B.A 6th SEMESTER
Kamargaon College
Golaghat-785619
April, 2024

Handwritten notes in blue ink: '30-4-24' and 'Sh. Shamima'.



KAMARGAON COLLEGE, GOLAGHAT

CERTIFICATE

This is to certify that Project Report entitled "**PROBLEMS OF PRIMARY SCHOOL TEACHERS IN ASSAM: A CASE STUDY OF GELEKIAL GAON PRIMARY SCHOOL**" submitted by Miss Ankita Gogoi, Roll number- 27010047 in partial fulfillment for award of the degree of Bachelor of Arts in Education to the department of Education, Kamargaon College, (Under Dibrugarh University). It is a record of academic work carried out under my personal supervision and guidance.

All kind of help received by her have been fully acknowledgement.
No part of this project report has been reproduced elsewhere for any degree.

Date:- 29/04/2024

Place:- Kamargaon college

Shamima K.Juna
(Project Report Supervisor)
Assistant Professor
Department of Education
Kamargaon College
Golaghat, Assam

ବିଷୟବସ୍ତୁ

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୨ ବୃତ୍ତତ୍ତ୍ୱ ପଦ

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1.0 Introduction :

শিক্ষা শব্দটো আমাৰ সকলোৰে এক পৰিচিত শব্দ, কিন্তু শিক্ষা কি ? এই প্ৰশ্নৰ উত্তৰ সন্ধান দিয়াটো কঠিন। সাধাৰণভাৱে শিক্ষা শব্দটো আমাৰ বিভিন্ন অৰ্থত ব্যৱহাৰ কৰা আৰু এই শিক্ষাৰ দ্বাৰা আমাৰ কিছু কিছু প্ৰশ্নৰ সন্ধান হোৱাৰ বিষয়েও সচেতন। তথাপি ইয়াৰ প্ৰকৃত অৰ্থ আৰু তাৎপৰ্য সঠিকভাৱে প্ৰকাশ কৰাটো আমাৰ বাবে অসুবিধাজনক। শিক্ষা শব্দৰ দ্বাৰা আমাৰ এক বিস্তৃত ধাৰণাক বুজায়। শিক্ষা শব্দটো যদিও বিস্তৃত তথাপি ই এক সাক্ষাৎকালীন ধাৰণা। সমাজ বিপ্লৱৰ লগত সংগতি ৰাখি সমাজৰ প্ৰকৃতি অনুযায়ী শিক্ষাৰ ধাৰণাতো বিপ্লৱ আৰু পৰিৱৰ্তন হৈছে। সেয়েহে বিভিন্ন যুগৰ - চিন্তাবিদ সকলৰ শিক্ষা সম্বন্ধীয় চিন্তাৰাজি আমাৰ পাৰ্থক্য দেখিবলৈ পায়। সাধাৰণ সমাজ যিহেতু সাক্ষাৎকালীন শিক্ষাৰ ধাৰণাত সাক্ষাৎকালীন, আদিম যুগত যি অৰ্থত শিক্ষাক বুজা বৰি মানুহে নিৰ্ণয় প্ৰদান কৰিবলৈ সক্ষম হৈছিল। সেই শিক্ষাৰ ধাৰণা নৈ আদি প্ৰকৃতিৰ সন্ধানত পোৱা দীৰ্ঘকালীয়া পৰিৱৰ্তনৰ উদ্ভূত আছিল। চাৰিটাৰ পৰিৱৰ্তন সন্ধানত সাক্ষাৎকালীন শিক্ষা হৈছে সাক্ষাৎকালীন সমাজৰ পৰিৱৰ্তনকালীন প্ৰদৰ্শন প্ৰদৰ্শনৰ প্ৰকৃতিৰে।

শিক্ষা হৈছে ব্যক্তি আৰু সমাজক সংলগ্ন কৰি দিয়া প্ৰক্ৰিয়া। শিক্ষাৰ দ্বাৰাত ব্যক্তি বা শিক্ষাৰ্থীৰ সাংস্কৃতিক বিকাশ সাধন হয় যাৰ ফলত ব্যক্তিয়ে সমাজ তথা জীৱনটোত সুখভাৱে সামৰণ কৰিব পাৰে। শিক্ষা হৈছে এক সামাজিক প্ৰক্ৰিয়া। শিক্ষাৰ দ্বাৰাত প্ৰথম সমাজৰ সাংস্কৃতিক, অৰ্থনৈতিক আদি দিশসমূহৰ উন্নতি সাধন হৈ উঠে। শিক্ষাৰ দ্বাৰাত প্ৰথম প্ৰথম, প্ৰথম দশক প্ৰথম সমাজ সুখ আৰু উন্নতমানৰ হৈ উঠিব পাৰে। শিক্ষাই ব্যক্তিক জ্ঞানৰ দ্বাৰা কিনাই প্ৰকৃতিৰ দিগন্ত সীমাৰ সন্ধানত সক্ষম কৰে। শিক্ষাই ব্যক্তিক সন্ধানত নতুন চিন্তা, -সাধনী সন্ধানসমূহ বিকাশৰ ক্ষেত্ৰত সক্ষম কৰে।

**A STUDY ON IMPACT OF GENDER DISPARITY
ON EDUCATION IN RANGAGORA TEA GARDEN
AREA OF GOLAGHAT DISTRICT**

**A Project Report Submitted to the
Department of Education
Kamargaon College, Golaghat
(Under Dibrugarh University)**

**In Partial fulfillment of the requirement for the degree of
Bachelor of Arts
In
Education**



Shamima Khanam Juna
30.4.24
CP.

Under the Supervision
Shamima Khanam Juna
Assistant Professor
Department of Education
Kamargaon College
Golaghat, Assam

Submitted By
Rashmi Mirdha
Roll No. 27010115
Registration No. S2122278
B.A 6th Semester
Kamargaon College
Golaghat-785619



KAMARGAON COLLEGE, GOLAGHAT

CERTIFICATE

This is to certify that project report titled "A STUDY ON IMPACT OF GENDER DISPARITY ON EDUCATION IN RANGAGORA TEA GARDEN AREA OF GOLAGHAT DISTRICT" submitted by Miss Rashmi Mirdha Roll No.27010115 in partial fulfillment for award of the degree of Bachelor of Arts in Education Department Kamargaon College (Under Dibrugarh University). It is a record of academic work carried out under my personal supervision and guidance.

All kind of help received by her have been fully acknowledged.

No part of this project report has been reproduced elsewhere for any degree.

Date : 30/04/2024
Place : Kamargaon College

(Shamima Khanam Juna)
Project report Supervisor
Assistant Professor
Department of Education
Kamargaon College
Golaghat, Assam

বিষয়সূচী

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- ২/ যোগনা পত্র
- ৩/ কৃতজ্ঞতা সূচী

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আমুনি (Introduction):

শিক্ষা হৈছে সমাজ আৰু ব্যক্তিক সাজগুজ কৰি চলি থকা এক প্ৰক্ৰিয়া, যিয়ে ব্যক্তি বা শিক্ষার্থী স্বাৰ্থগত শিক্ষা সন্ধান কৰি তোলে। যাৰ ফলত ব্যক্তিকে নিজৰ জীৱনত সুখ আৰু জ্ঞান লাভ কৰিবলৈ সক্ষম হয়। শিক্ষাই মানুহৰ জীৱনত জ্ঞানৰ পোহৰ বিলাই প্ৰগতিৰ লগত জোড়বুজ নিৰ্মাতা সহায় কৰে। শিক্ষাই মানুহক নতুন চিন্তা আৰু জীৱনৰ নতুন পন্থা সন্ধান কৰাত সহায় কৰে। সেয়ে শিক্ষাক মানুহৰ জীৱনৰ এক অপৰিহাৰ্য আংগ হিচাপে গণ্য কৰি পাৰি।

লিঙ্গ-বিমত্বৰ অৰ্থ (Meaning of Gender Disparity):

লিঙ্গ-বিমত্ব আৰু সমাজৰ পাণ্ডু মানসিকতাৰ পৰিচয়ক, পুৰুষ সন্তানক আৰ্থিক প্ৰাধান্য দিয়াৰ পৰা উদ্ভৱ হোৱা এক সমস্যা নীতিসমূহক বুজাবলৈ ব্যৱহৃত হোৱা প্ৰকাশ্য শব্দসমূহক উল্লেখিত, পদতালিত কৰি তুলিছে। শিক্ষা-দীক্ষাৰ পৰা বঞ্চিত কৰণ, নিজৰ বিদ্যানু প্ৰদৰ্শনৰ স্বাধীনতা নিদিয়া, আভিভাৱক আৰু সমাজে নিৰ্দিষ্ট কৰা নীতি নিয়ম জালি দিয়া আদি বিভিন্ন ক্ষেত্ৰত নাৰী-প্ৰতিবেশৰ ভাৰ হৈছে। সমাজত বহু বেছি নাৰীমান হলেও লিঙ্গ-বিমত্ব বিৰাজমান। স্ত্ৰীসকলক শিক্ষা আৰু স্বাস্থ্যক লৈয়ে দোৱালীভাৱে লক্ষ্য কৰাৰ বেছি প্ৰচলিত দিয়া দেখিবলৈ পোৱা যায়। ভাল-ভাল হোৱা বস্তু লৰাৰে হ'লেও, অৱস্থা বনম কৰা কৰিবলৈ লৰাকৰ সক্ষম

A STUDY ON THE IMPACT OF ANGANWADI CENTRE ON CHILDREN'S ALL ROUND DEVELOPMENT SPECIAL REFERENCE TO RANGAGORA CLUSTER UNDER BOKAKHAT SUB-DIVISION, GOLAGHAT DISTRICT

A Project Report Submitted to the Department of Education

**Kamargaon College, Golaghat
(Under Dibrugarh University)**

**for partial fulfillment of the requirements for the degree of Bachelor of Arts
in
Education**

*Submitted to
30.4.24
Sp. Exam*



**Submitted to
Department of Education
Kamargaon College**

Under the Supervision

Mr. Punendra Das
Assistant Professor
Department of Education
Kamargaon College
Golaghat, Assam

Submitted By

Niha Bauri
Roll No. 27010102
Registration No. S2122207
B.A 6th Semester
Kamargaon College



KAMARGAON COLLEGE, GOLAGHAT CERTIFICATE

This is to certify that project report titled " A study on the impact of Anganwadi centre on children's all round Development special reference to Rongagora cluster under Bokakhat Sub Division, Golaghat district." Submitted by Niha Bauri for partical fulfillment of the degree of Bachelor of Arts in education under Dibrugarh university. Is is a record of academic work carried out by her under my supervisor and guidance.

The project report is on original work carried out by Miss Niha Bauri and it has not been submitted to any other institution for any such degree.

Miss Niha Bauri has complied with all the requirement as laid down in the regulation in force.

Date : 30/4/24

Place: Kamargaon College

Punendra Das .

(Mr. Punendra Das)

Project report Supervisor

Assistant Professor

Department of Education

Kamargaon College

Golaghat, Assam

Punendra Das
Assistant Professor
Department of Education
Kamargaon College, Golaghat

বিষয়সূচী

- ১) প্রাথমিক অধ্যয়ন
- ২) সূত্রসূত্র অধ্যয়ন

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আবহুনি (Introduction) :-

শৈশবকালতে শিষ্ট্র দ্রুত আর্থিক আৰু জ্ঞানজিক বিকাশ সাধন হয়। বাল্যতে শিষ্ট্র শিষ্ট্রায় লগায় আৰম্ভ হয় ৬ বছৰ বয়সৰ আৰম্ভ কৰাৰোপত, বিশেষকৈ ৩ বছৰ বয়সৰ পৰা ৫ বছৰ বয়সৰ অধিনে শিষ্ট্র যিগায় মনে তথা জ্ঞানবৰ্ণন লোয়াগো এটি ত্রুষ্ণ। এই অধিনে শিষ্ট্র আর্থিক, জ্ঞানজিক, লৈজিক, সামাজিক আদি দিশায় বিকাশ সাধন হয়। বৰ্তমান প্ৰায়-প্ৰায়িক শিষ্ট্রায় সন্মোদনীয় আৰু প্ৰতি লক্ষ্য সাধিনে শিষ্ট্র বিকাশৰ বাবে সন্মোদনীয় বিশিষ্ট বয়সৰ বাঁচনিপোষ গ্ৰহণ কৰিছে। বিশেষ কৰ্মত বাঁচনিপোষ ইল-১৯৯৩ শিষ্ট্র বিকাশ সেবা (ICDS), অধগবদ শিষ্ট্র বিকাশ সেবা, গৰ্ভপূৰ্তী অধগ ব্যাধ্য সেবা- দিয়া মনে কেন্দ্ৰ, শিষ্ট্রা বিলাসয় প্ৰায়-শিষ্ট্রায় কালীন শিষ্ট্রা কেন্দ্ৰ (ECE), আলখাদী কেন্দ্ৰ আদি। আধুনিক শিষ্ট্রায় বিশেষ প্ৰায়-শিষ্ট্রায় কালীন শিষ্ট্রায় মনে আৰু শিষ্ট্রায় উপকৃত যিগায় স্তম্ভ বাৰোপ কৰে। এই শিষ্ট্রায়টি কৰ্মায়ি প্ৰায়-শিষ্ট্রায় কালীন শিষ্ট্রায় (ECE) ইছে জ্ঞানয় সম্ভায় উন্নয়নয় বাবে এক এটি গৰ্ভপূৰ্ণ কোণয়। অধশিষ্ট্রায় এতিমানেও প্ৰায় বিদ্যালয় শিষ্ট্রায় আৰু প্ৰায় শিষ্ট্রায় কালীন শিষ্ট্রায় শিষ্ট্রায় আৰু মনে শিষ্ট্রায় বিকাশত ইয়ায় স্তম্ভ সম্ভায় উন্নয়নয় কৰে। সন্মোদনীয় শিষ্ট্রায় বিকাশ বাঁচনিপ ত্রুষ্ণতে ইয়ায় উন্নয়ন সাধনয় বাবে যিগায় সন্মোদনীয় গাটত লোয়া ইছে। বৰ্তমান সম্ভায় ICDS বাঁচনিপে ইছে প্ৰায় শিষ্ট্রায় কালীন শিষ্ট্রায় উন্নয়নয় বাবে গ্ৰহণ কৰা গাটতৈক অধগ বাঁচনি। এই বাঁচনিপয় সামাজিক, জনজাতীয় গুলোণ আৰু নগৰীয় শিষ্ট্রায় এখলত সন্মোদন কৰা ইছে। ২০০০ চনৰ পৰা ICDS কেন্দ্ৰপোষক সাৰ্বজনীন কৰি জেলায় যত্ৰায় গ্ৰহণ কৰা ইছে। প্ৰায়-প্ৰায়িক শিষ্ট্রায় সাৰ্বজনীন কৰি জলিয়ক বাবে ICDS বাঁচনিপ জৰীণয় অধগবাদী কেন্দ্ৰায় গতি জেলা ইছে।

প্ৰায়-প্ৰায়িক শিষ্ট্রায়মানে সন্মো-নাৰ্ধ্যী কুল, আলখাদী কেন্দ্ৰ অধগবাদী বিদ্যালয়, অধগ শিষ্ট্রায় বিকাশ কেন্দ্ৰ, দিয়া মনে কেন্দ্ৰ আদিগে শিষ্ট্রায় মনে আৰু স্তম্ভ বিকাশয়- স্তম্ভ স্তম্ভপূৰ্ণ কৰিয়ণ কালয় কৰি আৰিছে।

প্রতিবেদন

বিষয়: তেজপুৰ
বিশ্ববিদ্যালয়ৰ শৈক্ষিক
পৰিৱেশ আৰু গ্ৰন্থাগাৰ।

 **শিক্ষামূলক ভ্ৰমণ** 
(EDUCATIONAL TOUR)

তাৰিখ : ৪ এপ্ৰিল, ২০২৪ চন, বৃহস্পতিবাৰ
(DATE : 4TH APRIL, 2024, THURSDAY)

স্থান : তেজপুৰ বিশ্ববিদ্যালয়, তেজপুৰ
VENUE : TEZPUR UNIVERSITY, TEZPUR

 অসমীয়া আৰু ইংৰাজী বিভাগ 
কমাৰগাঁও মহাবিদ্যালয়

(DEPARTMENTS OF ASSAMESE & ENGLISH, KAMARGAON COLLEGE)

তত্ত্বাবধায়ক-

ড° দীপশিখা কলিতা
মুৰব্বী অধ্যাপক, অসমীয়া বিভাগ
কমাৰগাঁও মহাবিদ্যালয়

সূচীপত্র

- ০.০০ - অব্যয়গণনা
- ০.০১ - বিষয়ৰ পৰিচয়
- ০.০২ - অধ্যয়নৰ উদ্দেশ্য
- ০.০৩ - অধ্যয়নৰ পদ্ধতি
- ০.০৪ - অধ্যয়নৰ পৰিসৰ
- ১.০০ - বিৱৰণ
- ২.০০ - পাঠ্যক্রমসমূহ
- ৩.০০ - সাক্ষৰণি
- ৪.০০ - উৎসসংহাৰ
সহায়ক উৎসসমূহ

0.00 - অৱশ্যিক

0.01 - বিষয়ৰ পৰিচয় :-> ২০২৪ চনত তেজপুৰ নগৰত স্থাপিত হয় তেজপুৰ বিশ্ববিদ্যালয়। ইয়াক অসম চুক্তিৰ এটি পৰিণাম বুলিও কোৱা হয়।

0.02 - অধ্যয়নৰ উদ্দেশ্য :-> 'তেজপুৰ বিশ্ববিদ্যালয়ৰ শৈক্ষিক পৰিবেশ আৰু প্ৰশ্নাৱৰ।' - উক্ত অধিবেশনখন প্ৰস্তুত কৰাৰ মূল উদ্দেশ্য হৈছে তেজপুৰ বিশ্ববিদ্যালয়ৰ শৈক্ষিক পৰিবেশ আৰু প্ৰশ্নাৱৰ বিষয়ে জ্ঞাত হোৱা।

0.03 - অধ্যয়নৰ পদ্ধতি :-> 'তেজপুৰ বিশ্ববিদ্যালয়ৰ শৈক্ষিক পৰিবেশ আৰু প্ৰশ্নাৱৰ।' - উক্ত অধিবেশনখন প্ৰস্তুত কৰাৰ মূল পদ্ধতি হৈছে - ত্ৰৈভুজ অধ্যয়ন পদ্ধতি। এই পদ্ধতিৰ জৰিয়তে কমাৰগাঁও মহাবিদ্যালয়ৰ অসমীয়া বিভাগ আৰু ইং-বাৰ্গী বিভাগৰ ছাত্ৰ-ছাত্ৰীসকলে তেজপুৰ বিশ্ববিদ্যালয়ৰ শৈক্ষিক পৰিবেশৰ বস্তুগত প্ৰশ্নাৱৰ বিষয়ে জানিব পাৰিলে।

0.04 - অধ্যয়নৰ পৰিণাম :-> 'তেজপুৰ বিশ্ববিদ্যালয়ৰ শৈক্ষিক পৰিবেশ আৰু প্ৰশ্নাৱৰ।' - উক্ত অধিবেশনখন প্ৰস্তুত কৰোঁতে তেজপুৰ বিশ্ববিদ্যালয়ৰ শৈক্ষিক পৰিবেশৰ বিষয়ে বিভূতভাৱে সন্মত লগতে বিভাগসকলৰ আলোচনা কৰা হ'ব।

**A STUDY ON EDUCATIONAL AWARENESS OF TEA GARDEN
PEOPLE UNDER RONGAGORA TEA-ESTATE OF
BOKAKHAT SUB-DIVISION, GOLAGHAT DISTRICT**

**A Project Report Submitted to the
Department of Education
Kamargaon College, Golaghat
(Under Dibrugarh University)**

**For Partial fulfillment of the requirement for the degree of
Bachelor of Arts
In
Education**

*30.4.24
Dr. Punendra Das*



Under the Supervision
Mr. Punendra Das
Assistant Professor
Department Of Education
Kamargaon College
Golaghat, Assam

Submitted By
Pallabi Mal
Roll No. 27010104
Registration No. S2122224
B.A 6th Semester
Kamargaon College
Golaghat-785619



KAMARGAON COLLEGE, GOLAGHAT

CERTIFICATE

This is to certify that project report titled "A STUDY ON EDUCATIONAL AWARENESS OF TEA GARDEN PEOPLE UNDER RONGAGORA TEA-ESTATE OF BOKAKHAT SUB-DIVISION, GOLAGHAT DISTRICT" submitted by Miss Pallabi Mal Roll No.27010104 in partial fulfillment for award of the degree of Bachelor of Arts in Education Department Kamargaon College (Under Dibrugarh University) .It is a record of academic work carried out under my personal supervision and guidance.

All kind of help received by her have been fully acknowledgement.

No part of this project report has been reproduced elsewhere for any degree.

Date : 30/4/24

Place : Kamargaon college,

Punendra Das

(Mr. Punendra Das)

Project report Supervisor

Assistant Professor

Department of Education

Kamargaon College

Assistant Professor

Golaghat, Assam

Kamargaon College, Golaghat

বিষয়সূচী

- ক) একাংশ পদ
- খ) কৃতজ্ঞতা পদ

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1) আবহুণি (Introduction):-

শিক্ষা হৈছে আৱেত্ততা আহৰণ কৰা এক ক্ৰিয়াক্ষেত্ৰ। শিক্ষাৰ-অধিষ্টিত ব্যক্তিয়ে-দৰি-বিশেষ-লগত-বিভূকে-আল-ধূৰাই-লব-পাৰে। আনুহৰ-অভিৱিষ্টিত-জ্ঞানাতিক-কাৰিক-বিকাশে-হৈছে-শিক্ষা। শিক্ষা হৈছে-এক-এক-ক্ৰিয়াক্ষেত্ৰ-যাৰ-অনুঘত-শিক্ষিত-দৈৱিক-, জ্ঞানাতিক-, অধিষ্টিাতিক-অকলো-অৱগৰ-বিকাশ-অধিন-অধুৰ-হৈ-উঠে। শিক্ষা-হ'ল-এক-দাৰ্শনিক-জীৱনধোৰা-ক্ৰিয়াক্ষেত্ৰ। যি-ব্যক্তিব-জন্মৰ-অধুৰ-দাৰা-অধুৰ-দাৰ্শনিক-শিক্ষা-অধিষ্টিত-হৈ-শাক। ব্যক্তিয়ে-আহৰণ-কৰা-জ্ঞানেই-হৈছে-শিক্ষা। বহল-অৰ্থত-শিক্ষা-হৈছে-এক-আধাতিক-ক্ৰিয়াক্ষেত্ৰ। আধাতিক-অকলো-বিকাৰ-অধুৰ-লগত-আনুহ-অধিষ্টিত-হৈ-শাক। সেয়েহে-আধাতিক-লগত-শকা-উতঃ-শ্ৰেণীত-অধুৰ-এক-ব্যক্তিক-শিক্ষিত-কৰি-তোলে। বহল-অৰ্থত-শিক্ষাক-এক-ব্যক্তিব-বিকাশ-বুলি-জনা-যায়। শিক্ষাই-আনুহক-অধুৰ-চিন্তা-আৰু-জীৱনৰ-নতুন-দাৰা-অধুৰ-অধুৰ-অধুৰ-কৰে। শিক্ষাই-আনুহক-অধুৰ-লগত-বিকাৰ-অধিষ্টিত-আধুৰ-অধুৰ-অধুৰ-কৰে। সেয়ে-শিক্ষা-জ্ঞানৰ-জীৱনৰ-

A Study on the Uses of Internet Among Undergraduate Students of Kamargaon College, Golaghat

**A Project report submitted to the Department of Education, Kamargaon College,
Golaghat (Under Dibrugarh University) in partial fulfilment of the requirement for the
degree of**

**Bachelor of Arts
in
Education**



By

Bornali Borah

Roll No : 27010062

Registration No : S2122082

B.A 6th Semester

Under the supervision of

Shamima K. Juna

Assistant Professor

Department of Education

Kamargaon College

Golaghat, Assam

Kamargaon College

Golaghat – 785619

April – 2024

Bornali Borah
30.4.24
Dr. Shamima



Kamargaon College, Golaghat

CERTIFICATE

This is to certify that Project report entitled. "A Study on the Uses of Internet of Undergraduate Student of Kamargaon College." submitted by Bornali Borah, Roll No. 27010062 in partial fulfilment for award of the degree of Bachelor of Arts to the Department of Education of Kamargaon College. It is a record of academic work carried out under my personal supervision and guidance.

All kind of help received by her have been fully acknowledged.

No part of this project work has been reproduced elsewhere for any degree.

Date: 29/04/2024

Shamima K. Juna

Project work Supervisor
Department of Education
Assistant Professor
Kamargaon College
Golaghat, Assam

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CHAPTER. 1

1.00 আবহাৰণি (Introduction) : ইন্টাৰনেট হৈছে জ্ঞান বিতৰণ।

আৰু সৰ্ব্বমুখী যোগাযোগ ব্যৱস্থাৰ এক আন্তঃস্থানিক ব্যৱস্থা। ইংৰাজী - Internet অৰ্থাৎ Interconnection of Network অৰ্থাৎ কেইবাটাও ব্যৱস্থাৰ সংযোগ। যিটো পৰস্পৰ কৰা হৈছে। আৰু Inter-Net হৈছে আকাঙ্ক্ষিত সংযোগৰে Internet অৰ্থাৎ যিকি হৈছে। ইংৰাজী - Inter অৰ্থাৎ অসঙ্গীত। প্ৰতিফলন হৈছে আন্তঃ আৰু -Net অৰ্থাৎ অসঙ্গীত। প্ৰতিফলন হৈছে জ্ঞান, পৰিষ্কাৰ ইংৰাজী - Net অৰ্থাৎ অসঙ্গীত। অসঙ্গীত অৰ্থাৎ অসঙ্গীত। 'জ্ঞানঃ জ্ঞান' বা 'জ্ঞানজ্ঞান'। যিয়ে বিস্তৃত বিভিন্ন সম্বন্ধিত ব্যৱস্থা কাৰ্য্যকৰণৰ ক্ষমতাৰ সৈতে জালৰ সংগঠনৰ দৰে সংযোগ স্থাপন কৰে। ই নেটৱৰ্ক আৰু ডিভিচনৰ ক্ষমতাৰ সংযোগ স্থাপন কৰিবলৈ ইন্টাৰনেট প্ৰটোকল সূত্ৰী [Transfer Control Protocol (TCP) বা Internet Protocol (IP)] ব্যৱহাৰ কৰে।

ই হৈছে 'নেটৱৰ্ক নেটৱৰ্ক' যি বাস্তৱত প্ৰমাণিত, চৰকাৰী, ব্যৱসায়িক সংগঠনৰ ডেটাৰেফ, অপটিকেল ফাইবাৰ, ইন্টাৰনেট আৰু অন্যান্য আন্তঃস্থানিক কাৰ্য্যকৰণী মাধ্যমৰে প্ৰদান কৰে। ইন্টাৰনেট ইলেক্ট্ৰনিক মেইল, অনলাইন চেষ্টা ফাইল স্থানান্তৰ আৰু অন্যান্য জ্ঞান World Wide Web (www) ৰ কাৰ্য্যকৰণৰ যোগান ধৰে। ইন্টাৰনেট হৈছে বিশ্বব্যাপী যোগাযোগ ব্যৱস্থা যিয়ে হাৰ্ডৱেৰ আৰু সফটৱেৰ ব্যৱস্থাৰ সহযোগত কাৰ্য্যকৰণৰে সংগঠিত হয়।

A STUDY ON THE VARIOUS SKILLS OF GRATITUDE PRACTICES BY THE STUDENTS OF KAMARGAON COLLEGE IN DAY – TO – DAY LIFE

A Project Report Submitted to the Department of Education,
Kamargaon College, Golaghat
(Under Dibrugarh University)

In Partial fulfillment of the requirements for the degree of

Bachelor of Arts

In

Education



Under the Supervision

Mr. Punendra Das
Assistant Professor
Dept. Of Education
Kamargaon College
Golaghat, Assam

Submitted By

Arkita Saikia
Roll no-27010050
Registration No-S2122037
B.A 6th SEMESTER
Kamargaon College
Golaghat-785619
April, 2024



KAMARGAON COLLEGE, GOLAGHAT

CERTIFICATE

This is to certify that Project Report entitled "A STUDY ON THE VARIOUS SKILLS OF GRATITUDE PRACTICES BY THE STUDENTS OF KAMARGAON COLLEGE IN DAY-TO-DAY LIFE" submitted by Miss Arkita Saikia, Roll number-27010050 in partial fulfillment for award of the degree of Bachelor of Arts in Education to the department of Education, Kamargaon College, (Under Dibrugarh University). It is a record of academic work carried out under my personal supervision and guidance.

All kind of help received by her have been fully acknowledgement.
No part of this project report has been reproduced elsewhere for any degree.

Date:- 30/4/24

Place:- Kamargaon
College.

Punendra Das

(Punendra Das)

(Project Report Supervisor)

Punendra Das
Assistant Professor

Department of Education

Kamargaon College, Golaghat

Golaghat, Assam

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1.00 পাতনি (Introduction):

আধুনিক সমাজে জীৱনত বহুলভাৱে
 প্রচাৰিত আৰু অতিৰিক্ত প্ৰাসংগিক এক
 নতুন ধাৰণা হৈছে ইতিবাচক মনোবিজ্ঞান। ই
 হৈছে সাধাৰণ মনোবিজ্ঞানৰে এটা শাখা। যিয়ে
 এক ভাল তথা সুখী জীৱনৰ বাবে বিজ্ঞান-
 সম্মত আৰু প্ৰণালীবদ্ধভাৱে অধ্যয়ন কৰে।
 ই হ'ল সুখী হোৱাৰ বিজ্ঞান। ই ব্যক্তিৰ
 সুখ আহৰণৰ পথ প্ৰদৰ্শিত কৰি তোলে। ই
 ব্যক্তিৰ নেতিবাচক আৱেগ যেনে - খং, ঝগ,
 হতাশা, নিৰাশা, ইৰ্ষা, হিংসা আদিবোৰ
 নিয়ন্ত্ৰণ কৰি কুনৈকো ইতিবাচক আৱেগ
 যেনে - সুখানুভূতি, সহানুভূতি, প্ৰেম, ভালপোৱা,
 দয়া আদি ইতিবাচক চিন্তা-চৰ্চাক সুস্থ
 অৱল কৰি তুলি এক সুন্দৰ ভাৱসাময়পূৰ্ণ
 জীৱন-যাপন কৰিব পাৰি তৰ প্ৰকৃত
 পথৰ সন্ধান কৰে।

আধুনিক মনোবিজ্ঞানিক সঁজুলি
 সন্ধান কৰিছে মনোবিজ্ঞানী মৰ্টিন সেলিগম্যান (Martin Seligman)
 ক ইতিবাচক মনোবিজ্ঞানৰ পিতৃ বুলি জনা
 যায়।

**A STUDY ON EDUCATIONAL AWARENESS OF TEA GARDEN
PEOPLE UNDER RONGAGORA TEA-ESTATE OF
BOKAKHAT SUB-DIVISION, GOLAGHAT DISTRICT**

**A Project Report Submitted to the
Department of Education
Kamargaon College, Golaghat
(Under Dibrugarh University)**

**For Partial fulfillment of the requirement for the degree of
Bachelor of Arts
In
Education**



Under the Supervision
Mr. Punendra Das
Assistant Professor
Department Of Education
Kamargaon College
Golaghat, Assam

Submitted By
Pallabi Mal
Roll No. 27010104
Registration No. S2122224
B.A 6th Semester
Kamargaon College
Golaghat-785619

Subm
30.4.24
PA. Suman



KAMARGAON COLLEGE, GOLAGHAT

CERTIFICATE

This is to certify that project report titled "A STUDY ON EDUCATIONAL AWARENESS OF TEA GARDEN PEOPLE UNDER RONGAGORA TEA-ESTATE OF BOKAKHAT SUB-DIVISION, GOLAGHAT DISTRICT" submitted by Miss Pallabi Mal Roll No.27010104 in partial fulfillment for award of the degree of Bachelor of Arts in Education Department Kamargaon College (Under Dibrugarh University) .It is a record of academic work carried out under my personal supervision and guidance.

All kind of help received by her have been fully acknowledgement.

No part of this project report has been reproduced elsewhere for any degree.

Date : 30/4/24

Place : Kamargaon College.

Punendra Das

(Mr. Punendra Das)

Project report Supervisor

Punendra Das
Assistant Professor
Department of Education
Kamargaon College, Golaghat
Kamargaon College
Golaghat, Assam

আবহুতি (Introduction):-

শিক্ষা হৈছে আভিভৱতা আৱৰণ কৰা এক ক্ৰিয়ৱিদ্যা। শিক্ষাৰ-অৰ্থৰ্থতে ব্যক্তিয়ে দাবীৰেণৰ-লগত নিজকে জ্ঞান গুৱাই লব পাৰে। আৱহুত অন্তৰ্ভুক্ত জ্ঞানাতিক কাৰিকৰ বিকাশে হৈছে শিক্ষা। শিক্ষা হৈছে এনে এক ক্ৰিয়ৱিদ্যা যাৰ অগ্ৰাধত-শিক্ষিতৰ-দৈৱিক, জ্ঞানাতিক, অধিভাতিক অকলো অৱগৰ-বিকাশ অধিন অধুৰ হৈ উঠে। শিক্ষা হ'ল এক দাৰ্শনিক-জীৱনধোৰা ক্ৰিয়ৱিদ্যা। যি ব্যক্তিব-জন্মৰ-সুহৃৎৰ দ্বাৰা-সুহৃৎ দাৰ্শনিক শিক্ষা অধিভাত হৈ থাকে। ব্যক্তিয়ে আৱৰণ কৰা জ্ঞানেই হৈছে শিক্ষা। বহুল অৰ্থত শিক্ষা হৈছে এক সামাজিক ক্ৰিয়ৱিদ্যা। সামাজিক অকলো-বিকাৰ-অনুষ্ঠানৰ-লগত জ্ঞান অধিত হৈ থাকে। সেয়েহে সামাজিক-লগত অকা উতঃ-প্ৰোত অধুৰ একে ব্যক্তিক শিক্ষিত কৰি তোলে। বহুল অৰ্থত শিক্ষাক একে ব্যক্তিব-বিকাশ বুদ্ধি-জনা সাধু। শিক্ষাই আৱহুত-অনু-শিক্ষা আৰু জীৱনৰ-অনু-দাৰ-অনু-কৰাত অগ্ৰাধ কৰে। শিক্ষাই আৱহুত-জ্ঞানৰ-লগত-বিকাৰ-অধিভ-দাৰত আৱহুত-নিধাত অগ্ৰাধ কৰে। সেয়ে শিক্ষা জ্ঞানৰ জীৱনৰ

**ROLE OF THE PLAY IN CHILD PHYSICAL DEVELOPMENT
A STUDY IN
NUMALIGARH SARKARI BUNIADI SCHOOL**

**A Project Report Submitted to the Department of Education,
Kamargaon College, Golaghat
(Under Dibrugarh University)
In Partial fulfillment of the requirements for the degree of**

**Bachelor of Arts
In
Education**

Shamima K. Juna
30.4.24
W. Exam



Under the Supervision

**Shamima K.Juna
Assistant Professor
Kamargaon College
Golaghat, Assam**

Submitted By

**Leena Kachari
Roll no-27010089
Registration No-*S2122161*
B.A 6th SEMESTER
Kamargaon College
Golaghat-785619
April, 2024**



KAMARGAON COLLEGE, GOLAGHAT

CERTIFICATE

This is to certify that Project Report titled “**ROLE OF THE PLAY IN CHILD PHYSICAL DEVELOPMENT A STUDY IN NUMALIGARH SARKARI BUNIADI SCHOOL**” submitted by Miss Leena Kachari, Roll number- 27010089 in partial fulfillment for award of the degree of Bachelor of Arts in Education to the department of Education, Kamargaon College, (Under Dibrugarh University). It is a record of academic work carried out under my personal supervision and guidance.

All kind of help received by her have been fully acknowledgement.
No part of this project report has been reproduced elsewhere for any degree.

Date:- 29/4/2024

Shamima K.Juna
Projected Report Supervision
Assistant Professor
Department of Education
Kamargaon College
Golaghat, Assam

তালিকা সূচী

Subjective No1	শিক্ষক আধিকারিক বিকল্পত মেল- বেঙ্গালীৰ শ্ৰবণ সমসৰ্বে অধিমন	
গালিকা নং	শিৰোনাম	পূৰ্ণ নং
২/	মেল - বেঙ্গালীয়ে আমাক কিদৰে সহায় বৰ্ষে সেই সমসৰ্বে বুলি পোৱা শিক্ষকৰ সাংখ্যা	০৭-০৮
২/	শিক্ষক আধিকারিক বিকল্পত মেল- বেঙ্গালীৰ প্ৰয়োজন সমসৰ্কে অৱগত শিক্ষকৰ সাংখ্যা	০৮-০৯
৩/	শিক্ষক আধিকারিক বিকল্পত- মেল- বেঙ্গালীয়ে ভাল আৰু বেয়া প্ৰভাৱ পেলিছে বুলি বেগৰা শিক্ষকৰ সাংখ্যা ।	০৯-১০
Subjective No2	শিক্ষক আধিকারিক বিকল্পত মেল- বেঙ্গালী সমসৰ্কে অধিমন	
গালিকা নং	শিৰোনাম	পূৰ্ণ নং
৪।	মেল - বেঙ্গালী আমাৰ বাবে উপযোগী- বুলি ভবা শিক্ষকৰ সাংখ্যা ।	১০-১১
৫।	মেল- বেঙ্গালীৰ সঁকলিগোৰ ব্যৱহাৰ ক্ষেত্ৰত শিক্ষকৰ লগতে ছাত্ৰ-ছাত্ৰীসকলৰ সমস্যা হৈছে বুলি বেগৰা শিক্ষকৰ সাংখ্যা ।	১১-১২
৬।	মেল - বেঙ্গালী সমসৰ্কে শিক্ষার্থীসকলক উপযুক্ত জ্ঞান প্ৰদানত সাংখ্যা হৈছে বুলি বেগৰা শিক্ষকৰ সাংখ্যা ।	১২

বিষয় সূচী

1. প্রমাণ পত্র (Certificate)
2. কৃতজ্ঞতা পত্র (Acknowledgement)
3. আলিঙ্গন সূচী

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১০ আবেদন
(Introduction)

খেলা-ধেমালী মানব শিশুকে জন্মগতভাবে লাভ কৰা এটি অহত সৃষ্টি জন্মৰ পিছৰে পৰা শিশু এটিয়ে খেলৰ প্ৰতি আক্ৰমণ দেখুৱায়। কেঁচুৰা অৱস্থাত হাত ভৰি লৰাই অম্বা পুজা আদিৰে সৈতে আৰু বাল্যকালত উপনীত হোৱাৰ লগে লগে সমনীয়াৰ সৈতে দলগতভাৱে খেলা-ধেমালী কৰে। খেলা-ধেমালীৰ মাজেৰে শিশুৱে অনাবিল আনন্দ লাভ কৰে। খেলা-ধেমালীয়ে আৰ্হাৰিক আৰু মানসিকভাৱে সুস্থ কৰি বম্বাত সহায় কৰে। সু স্বাস্থ্য আৰু অৱল মনৰ অধিকাৰী হ'বলৈ আৰ্হাৰিক ব্যায়াম আৰু খেলা-ধেমালীৰ প্ৰয়োজন আছে। বৰ্তমানৰ শিশু ভৱিষ্যতৰ নাগৰিক। এখন দেশৰ নাগৰিক সু স্বাস্থ্য অধিকাৰী হ'লেহে দেশ এমলে উন্নতিৰ পম্বত আশুৱাই যোৱাত সুবিধা হয়। তদুপৰি শৈক্ষিক জীৱনত উন্নতি কৰিবলৈ সুস্থ দেশৰ শ্ৰবণ নুই কৰিব লোৱাৰি।

খেলা-ধেমালীৰ জৰিয়তে শিশুৱে আনন্দ লাভ কৰে আৰু তেওঁলোকৰ মনত সন্তোষজনক মনোভাৱ গঢ়ি উঠে। খেলা-ধেমালী কৰাৰ ফলত মাঠশিপে আৰু হাড় শক্তিমান হৈ উঠে, মগজুৰ বিকাশ ঘটে আৰু সু অভ্যাস গঢ়ি উঠাত সহায় কৰে। দলীয় খেলৰ জৰিয়তে শিশুৱে ইজনে অনজনৰ মনোভাৱ বুজি উঠাৰ ক্ষেত্ৰে চলায় যাৰ ফলত শিশুৰ ভাষাৰ বিকাশ ঘটে। প্ৰাথমিক বিদ্যালয় ব্যায়াম, খেলা-ধেমালীৰ ব্যৱস্থা কৰিব লাগে। খেলা-ধেমালীৰ জৰিয়তে ল'ৰা-ছোৱালী অম্বা শিশুৰ আংগ প্ৰাংগসমূহৰ সুস্থ বিকাশ হয়। খেলা-ধেমালীয়ে শিশুক নতুন নতুন পাৰিৱেশৰ লগত সম্মোজিত হোৱাত সহায় কৰে। শিশুৱে পূৰ্ব বাল্যকালৰ সময়ছোৱাত কলমেলা, দৌৰা, জঁপুৱা আদি খেলৰ জৰিয়তে প্ৰয়োজন হোৱা আংগ সঞ্চালনৰ বেঞ্চাল আয়ত্ব কৰে।



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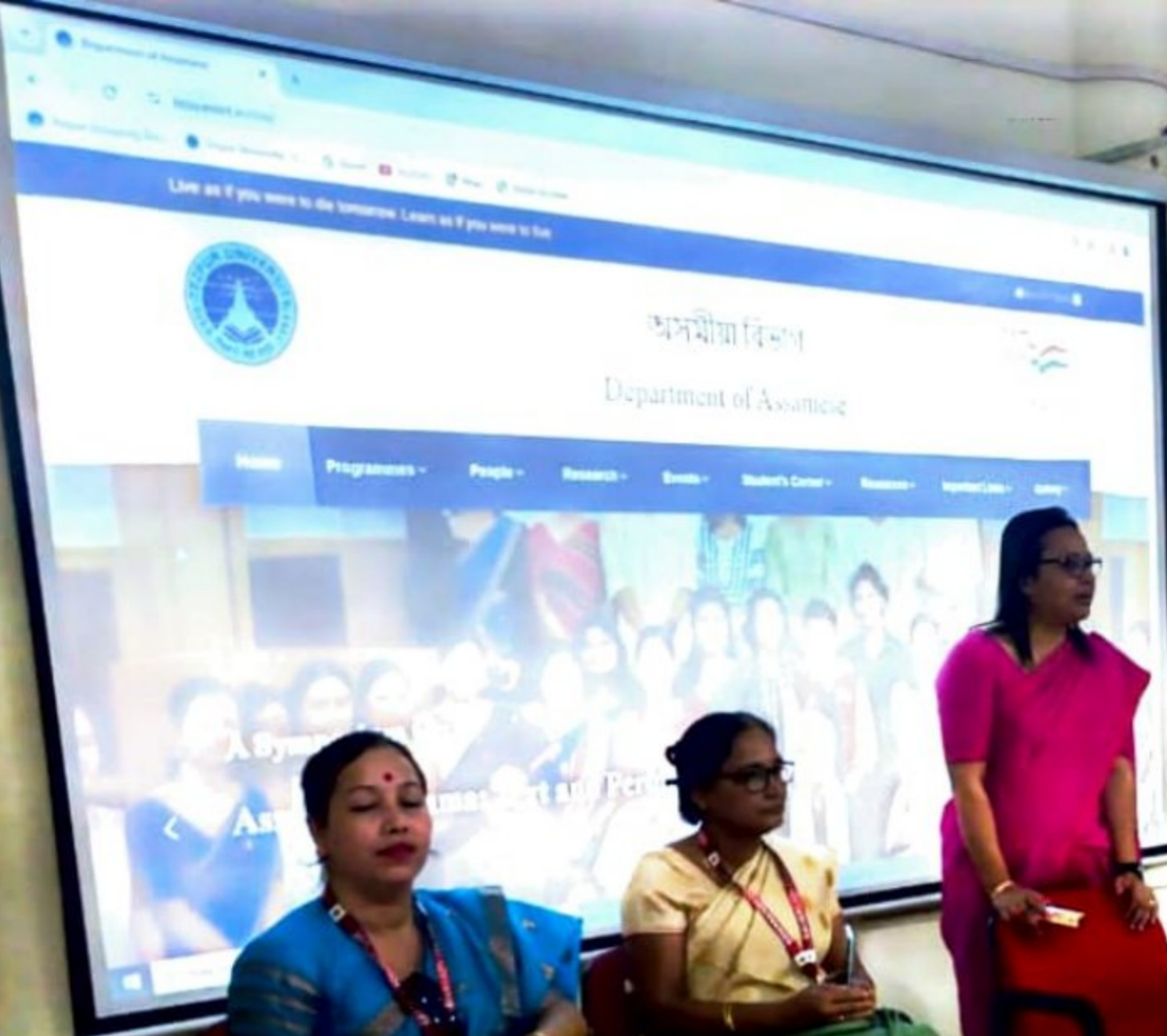





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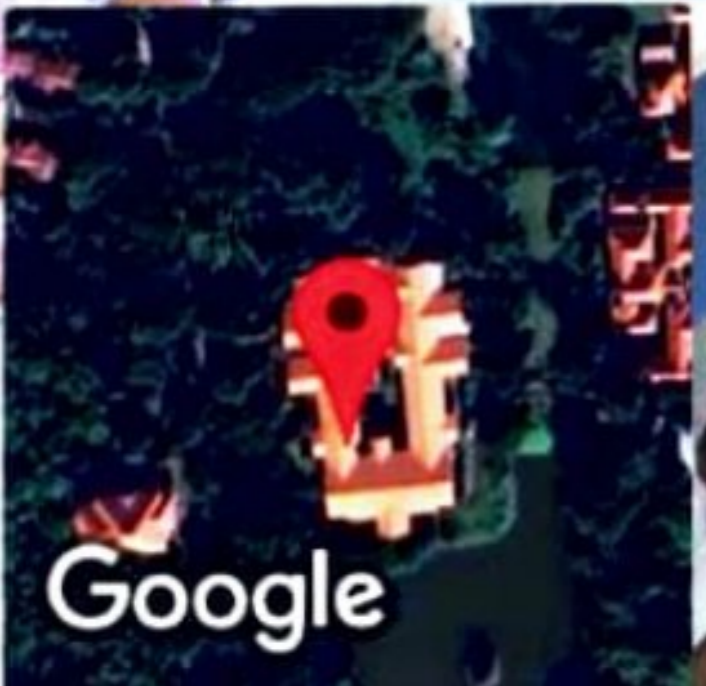
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तेजपुर विश्वविद्यालय



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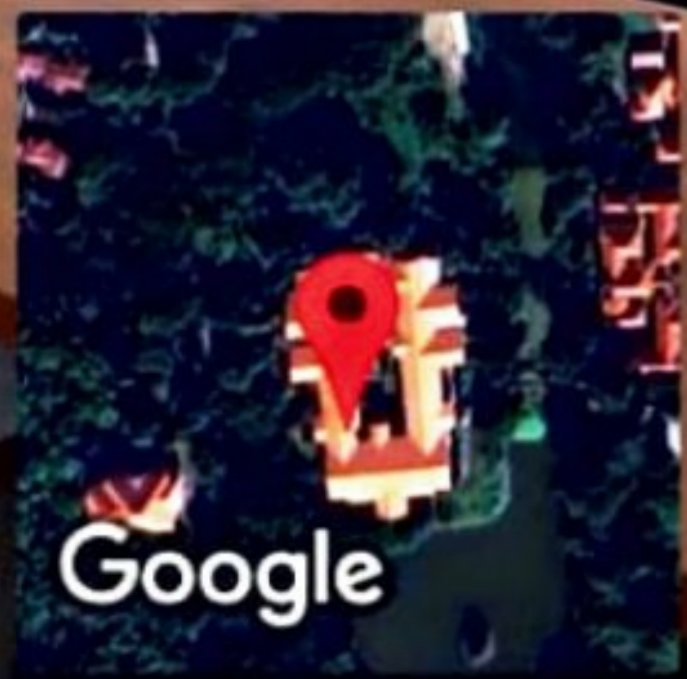







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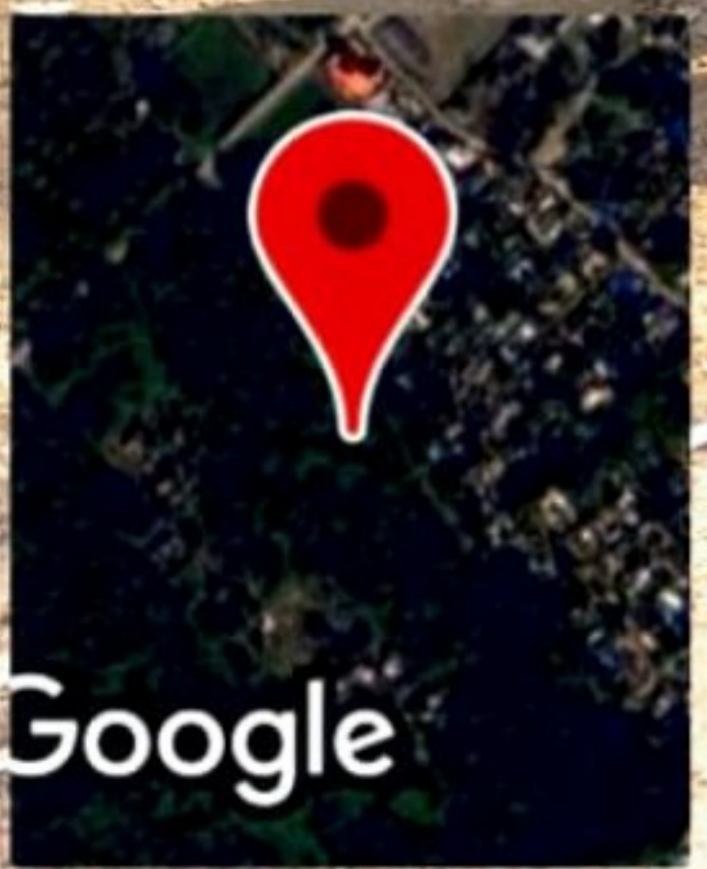
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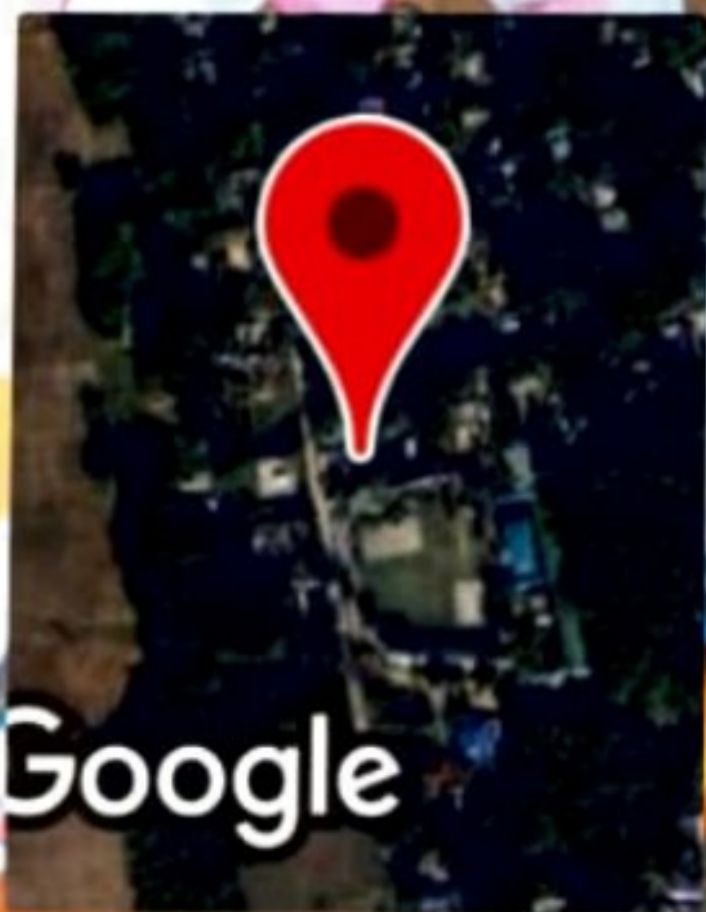







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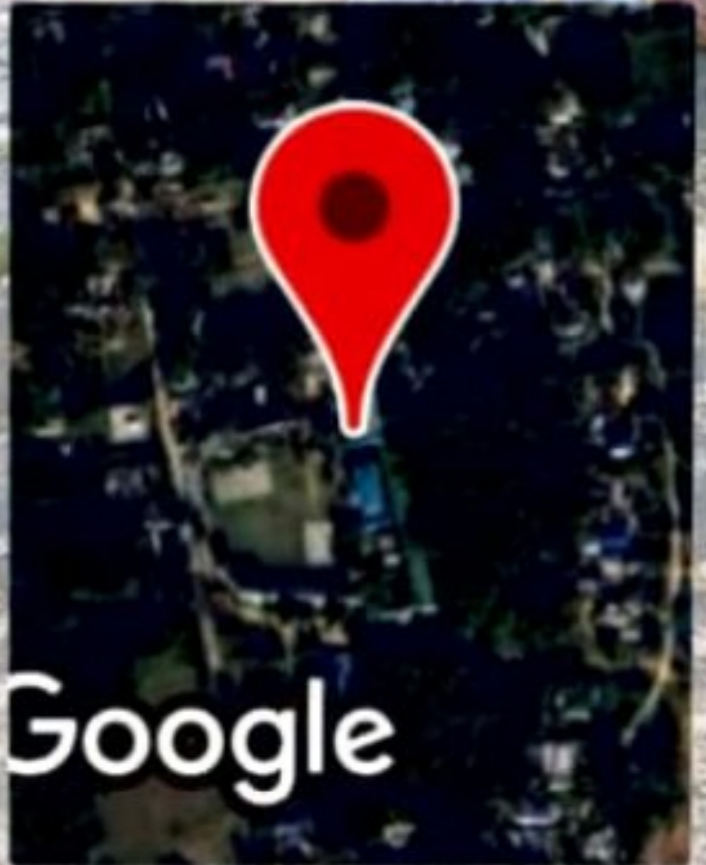
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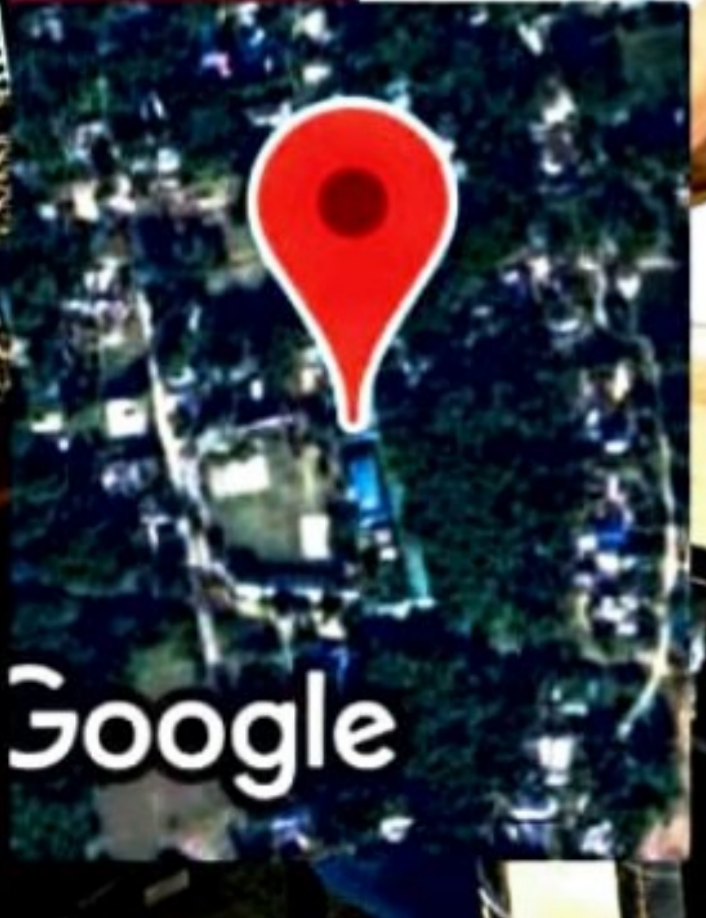


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A

FIELD SURVEY REPORT ON QUALITY OF CHILD CARE SERVICES AND CHILD DEVELOPMENT ISSUES AT THE CHILD CARE HOME IN BOKAKHAT



FIELD STUDY CONDUCTED BY THE DEPARTMENT OF SOCIOLOGY, KAMARGAON COLLEGE

SUBMITTED TO

Mr. Nitul Kumar Borah (H.O.D)
Dr. Ranju Morang Doley (Assistant Professor)
Dr. Bijit Das (Assistant Professor),
Department of Sociology,
Kamargaon College

SUBMITTED BY

Student of the dept. of Sociology,
Kamargaon College

VMS
14/12/2023

ABSTRACT

The study, conducted by the Department of Sociology at Kamargaon College on 14th November 2023, focuses on evaluating child care centre in Bokakhat, a semi-urban area in Assam. The primary objectives were to assess the quality of child care services, evaluate the impact on child development etc. The study employed a mixed-method approach, including Interviews, Direct Observation, and Focus group discussions. The research revealed a significant disparity in the quality of child care services provided across different centres. While some centres were well-equipped with trained staff and adequate facilities, others lacked basic amenities such as proper sanitation, clean drinking water, and educational materials. The high teacher-to-child ratio in many centres resulted in insufficient attention to individual children, affecting their overall development.

Children attending better-equipped centres demonstrated positive cognitive, social, and emotional development, while those in less resourced centres showed lower levels of engagement and progress. Parental involvement was generally positive, with many expressing satisfaction with the availability of child services. However, concerns were raised about the safety, hygiene, and lack of developmental activities in some centres. The study identified key challenges faced by the child care centre, including financial constraints, lack of government support, and difficulties in retaining trained staff due to low salaries and limited professional development opportunities.

The findings highlight the urgent need for government intervention to standardize and improve the quality of child care services in Bokakhat. Recommendations include infrastructure development, capacity building for staff, and increased community awareness about the importance of quality child care in early childhood development. This study aims to contribute to the enhancement of child care services, ultimately improving the well-being and development of children in the region.

INTRODUCTION

Child care centres play a crucial role in early childhood development, providing essential services that support both children and their families. In regions like Bokakhat, a semi-urban area in Assam, these centres are particularly important due to the socio-economic dynamics that often necessitate both parents working outside the home. Despite the critical role of child care centres, there is a significant variability in the quality and accessibility of these services, which can have profound implications on the development of children and well-being of families.

The Department of Sociology at Kamargaon College undertook a field study on 14th November 2023 to explore the state of child care centres in Bokakhat. The study was motivated by the need to understand how these centres function, the challenges they serve. Bokakhat, with its mix of rural and urban characteristics, provides a unique context for this study, offering insights into the broader issues faced by child care centres in similar semi-urban settings across India.

The objectives of this study were multifaceted. First, it aimed to assess the availability and quality of child care services in Bokakhat, examining how well these centres are equipped to understand the socio-economic background of the families who rely on these services, as this often influences the type of care they centre on the cognitive, social, and emotional development of children, which are study aimed to identify the challenges faced by child care providers, including financial, infrastructural, and human resource constraints.

OBJECTIVES OF THE STUDY

1. To assess the availability and quality of child care services in Bokaakhat.
2. To understand the socio-economic background of the families utilizing these services.
3. To evaluate the impact of these centre on child development
4. To identify the challenges faced by child care centre in providing quality services.

METHODOLOGY

The field study on child care centre in Bokakhat was conducted using a mixed-method approach, incorporating both qualitative and quantitative research techniques to ensure a comprehensive understanding of the subject.

Survey: The survey focused on gathering data about the socio-economic background of families, their satisfaction with the services, and their perceptions of the impact on their children's development.

Interviews: In-depth interviews were conducted with key stakeholders, including the administrators, teachers, and support staff at the child care centre. These interviews aimed to uncover the operational challenges faced by the centres, as well as the strategies they employ to manage these challenges.

Observation: Direct observation was employed to assess the physical environment of the child care centre, including infrastructure, safety standards, and the daily activities provided for children. Observations were also made on the interactions between staff and children to evaluate the quality of care.

Focus Group Discussions: FGDs were conducted with the administrations, teachers, and also with the support staff to know about their experiences and concerns regarding the child care services. This method provided deeper insights into community perceptions and the social dynamics influencing child care choices.

These combined methodologies provided a well-rounded perspective on the state care services in Bokakhat.

LITERATURE REVIEW

Esping-Andersen, G. (1999). *Social Foundations of Post-industrial Economies*.

This seminal work explores how social policies, including child care, shape the well-being of societies in post-industrial economies. Esping-Andersen argues that the availability and quality of child care are crucial for both child development and gender equality in the workforce, making it a key component of modern welfare states.

UNICEF. (2008). *The Child Care Transition: A League Table of Early Childhood Education and Care in Economically Advanced Countries*.

This report by UNICEF evaluates early childhood education and care (ECEC) across various countries, highlighting the importance of access to quality child care. It emphasizes that early child care services should be more than custodial; they should focus on holistic child development, including cognitive and emotional aspects.

Kamerman, S. B., & Kahn, A. J. (Eds.). (2001). *Early Childhood Education and Care: International Perspectives*.

Kamerman and Kahn compile global perspectives on early childhood education and care, providing a comprehensive look at how different countries approach child care. The book discusses the impact of socio-economic factors on the availability and quality of child care services and the role of government policies in supporting these services.

Barnett, W. S. (2008). *Preschool Education and Its Lasting Effects: Research and Policy Implications*.

Barnett reviews the long-term effects of preschool education on children's cognitive and social development. His findings underscore the importance of early childhood care and education in shaping future educational outcomes and social behaviour, highlighting the need for quality child care centres.

Dalli, C., & Urban, M. (2010). *Professionalism in Early Childhood Education and Care: International Perspectives*.

This book examines the professionalization of early childhood educators across different countries. It discusses the challenges faced by child care providers, such as low pay and lack of training, and argues that improving professional standards is essential for delivering high-quality child care services.

These literature reviews provide a robust foundation for understanding the various factors influencing child care services, including policy implications, socio-economic impacts, and the importance of quality care in early childhood development. They offer valuable insights into the challenges and opportunities within the field of child care, particularly in the context of the Bokakhat study.

ANALYSIS

1. To assess the availability and quality of child care services in Bokakhat:

The assessment of child care services in Bokakhat reveals a complex landscape marked by significant disparities in availability and quality. Bokakhat, being a semi-urban area, has a mix of both well-established and under-resourced child care centre. The availability of these services is largely dependent on the socio-economic status of the community, with more affluent areas having access to better-equipped centre, while less privileged areas suffer from a lack of resources.

In terms of quality, the study found that while some child care centre in Bokakhat provide a nurturing and developmentally appropriate environment, others fall short due to inadequate infrastructure, limited educational materials, and a shortage of trained staff. Centre with better funding and support tended to offer a higher quality of care, including structured educational activities, healthy meals, and safe play areas. Conversely, those with fewer resources often struggled with overcrowded classrooms, insufficient teacher-to-child ratios, and a lack of basic amenities such as clean drinking water and proper sanitation.

This disparity in quality has significant implications for child development, as children attending better-quality centres are more likely to benefit from enhanced cognitive, social, and emotional growth. Addressing these disparities is crucial for ensuring that all children in Bokakhat have access to the level of care they need to thrive.

2. To Understand the socio-economic background of the families utilizing these services:

The socio-economic background of families utilizing child care services in Bokakhat is diverse, reflecting the town's mix of rural and semi-urban characteristics. The majority of families accessing these services belong to low- to middle-income groups, where both parents often work to support the household. This dual-income necessity drives the demand for child care services, as many families lack extended family support or other informal care options.

Most parents in these families work in the informal sector, including agriculture, small-scale businesses, and daily wage labour, where job security and income stability are limited. Consequently, affordability is a significant concern, leading many families to opt for more affordable but lower-quality child care centre. A smaller proportion of families, particularly those in more secure and higher-paying jobs, can afford to send their children to better-equipped and more expensive centre.

Education levels among parents also vary, with many having limited formal education, which influences their expectations and understanding of early childhood care and education. Parents with higher educational backgrounds tend to be more aware of the importance of

quality child care and are more likely to seek out centre that offer structured learning and development activities.

This socio-economic diversity impacts the types of services demanded and utilized, with lower-income families often prioritizing affordability and proximity over quality, while more affluent families seek out centre that can provide comprehensive developmental support for their children.

3. To evaluate the impact of these centre on child development:

The impact of child care centre on child development in Bokakhat varies significantly depending on the quality and resources of the centre. In centre with well-trained staff, adequate infrastructure, and access to educational materials, children generally exhibit positive developmental outcomes. These centre provide a structured environment where children engage in activities that promote cognitive skills, language development, and social interactions, contributing to well-rounded growth.

Children attending high-quality centre show better preparedness for formal schooling, displaying enhanced abilities in problem-solving, communication, and emotional regulation. These centers often implement early childhood education programs that support literacy and numeracy skills, fostering an early love for learning.

Conversely, children in under-resourced centre face challenges that can hinder their development. Overcrowded classrooms, inadequate teacher-to-child ratios, and a lack of educational materials limit the opportunities for individualized attention and engagement. As a result, these children may lag in critical areas such as language acquisition, social skills, and emotional maturity. The lack of a stimulating environment can also affect their self-confidence and curiosity, crucial elements for lifelong learning.

The disparity in developmental outcomes underscores the importance of improving the quality of child care services across Bokakhat. Ensuring that all children, regardless of their socio-economic background, have access to high-quality care is essential for fostering their cognitive, social, and emotional development.

4. To identify the challenges faced by the childcare Home in providing quality services:

Child care centre in Bokakhat encounter several challenges that impede their ability to provide high-quality services. These challenges are multifaceted, encompassing financial, infrastructural, human resource, and regulatory issues.

1. Financial Constraints:

Many childcare Home in Bokakhat operate on limited budgets, relying heavily on fees from parents, which are often insufficient to cover the costs of maintaining high-quality services.

This financial strain leads to a lack of investment in essential infrastructure, educational materials, and staff training. Without adequate funding, centres struggle to create an environment conducive to the holistic development of children, affecting their ability to deliver structured and stimulating activities.

2. Inadequate Infrastructure:

A significant number of centres face infrastructural deficiencies, including inadequate classroom space, poor sanitation facilities, and limited access to clean drinking water. These issues not only compromise the health and safety of children but also hinder the implementation of effective educational programs. Safe play areas, essential for physical development, are often lacking, which limits children's opportunities for active play and social interaction.

3. Shortage of Trained Staff:

A critical challenge is the shortage of adequately trained and qualified staff. Low wages and limited professional development opportunities make it difficult to attract and retain skilled caregivers and teachers. This shortage leads to high teacher-to-child ratios, reducing the amount of individual attention each child receives. Inadequate training also means that staff may lack the skills necessary to implement age-appropriate educational activities, manage classroom dynamics effectively, and support children's emotional and social development.

4. Lack of Government Support and Regulation:

The absence of strong government support and regulation exacerbates the challenges faced by these centres. Many operate without standardized guidelines for quality, leading to significant disparities in the services provided. The lack of regulatory oversight means that issues like overcrowding, inadequate facilities, and unqualified staff often go unaddressed, perpetuating the cycle of low-quality care.

5. Community Awareness:

There is also a general lack of awareness among parents and the broader community about the importance of early childhood development. This results in lower expectations from child care centres, which can reduce the pressure on providers to improve their services.

Addressing these challenges requires a multi-pronged approach, including increased financial investment, improved infrastructure, enhanced training programs, stronger government regulation, and greater community engagement.

Major Findings of the Field Study on Child Care Centres in Bokakhat:

The field study conducted on child care centres in Bokakhat revealed several key findings that highlight both the strengths and challenges of these facilities in the region.

1. Disparity in Quality of Services:

There is a significant disparity in the quality of services provided by different child care centre in Bokakhat. While some child care home are well-equipped with adequate infrastructure, trained staff, and educational resources, others lack basic amenities such as clean drinking water, proper sanitation, and safe play areas. This disparity directly impacts the developmental outcomes of children, with those attending better-resourced centre showing more positive cognitive, social, and emotional growth.

2. Overcrowded Centre and High Teacher-to-Child Ratios:

Many care homes suffer from overcrowding, with high teacher-to-child ratios that exceed recommended standards. This limits the ability of caregivers to provide individualized attention and support to each child, leading to reduced engagement in educational activities and lower overall developmental progress.

3. Financial Constraints and Resource Limitations:

The study found that financial constraints are a major challenge for most child care centre. Limited budgets result in insufficient resources for infrastructure maintenance, educational materials, and staff salaries. This financial strain forces many centres to operate with minimal facilities, negatively affecting the quality of care provided.

4. Lack of Trained Staff:

A shortage of adequately trained and qualified staff was identified as a critical issue. Low wages and limited professional development opportunities make it difficult for centre to attract and retain skilled caregivers. This results in a workforce that may lack the necessary skills to effectively support early childhood development, manage classroom dynamics, and implement educational programs.

5. Positive Impact of Well-Resourced Centre:

Children attending better-equipped centre demonstrated more positive developmental outcomes, including enhanced cognitive skills, improved social interactions, and better emotional regulation. These centres provided structured learning activities, safe play environments, and supportive interactions between staff and children, contributing to their overall well-being.

6. Parental Satisfaction and Concerns:

Parents generally expressed satisfaction with the availability of child care services but raised concerns about the safety, hygiene, and educational quality of some centre. While some parents were content with the basic custodial care provided, others emphasized the need for more structured educational activities and better infrastructure.

7. Need for Government Support and Regulation:

The study highlighted the lack of government support and regulation as a significant issue. Many centres operate without standardized guidelines for quality, leading to inconsistencies in the services provided. There is a clear need for stronger regulatory oversight to ensure that all centres meet minimum standards for child care and early childhood education.

8. Community Awareness:

The study also noted a gap in community awareness regarding the importance of quality child care. Many parents were unaware of the developmental benefits of high-quality early childhood education, which affects their expectations and decisions when choosing child care services.

These findings underscore the urgent need for targeted interventions to improve the quality of child care services in Bokakhat, including increased funding, better training for staff, improved infrastructure, and stronger government regulation.

Recommendations

Based on the findings of the field study on child care centres in Bokakhat, the following recommendations are proposed to enhance the quality of child care services and ensure better developmental outcomes for children:

1. Increase Financial Support:

There is an urgent need for increased financial investment in child care centres, particularly those in under-resourced areas. Government subsidies, grants, and community fundraising initiatives should be encouraged to provide these centres with the funds necessary to improve infrastructure, acquire educational materials, and offer competitive salaries to staff.

2. Improve Infrastructure and Facilities:

To ensure a safe and conducive environment for early childhood development, child care centres should prioritize upgrading their infrastructure. This includes ensuring access to clean drinking water, proper sanitation, safe play areas, and adequate classroom space. Investment in these areas will significantly enhance the quality of care and the overall well-being of the children.

3. Enhance Staff Training and Professional Development:

Providing ongoing training and professional development opportunities for caregivers and teachers is essential. The government and non-governmental organizations (NGOs) should offer workshops and certification programs that focus on early childhood education, classroom management, and child psychology. These programs will equip staff with the skills necessary to deliver high-quality care and education.

4. Implement and Enforce Quality Standards:

There is a need for the government to establish and enforce standardized quality guidelines for child care centre. Regular inspections and audits should be conducted to ensure compliance with these standards, focusing on areas such as teacher-to-child ratios, health and safety practices, and the implementation of age-appropriate educational activities.

5. Promote Community Awareness and Engagement:

Raising awareness among parents and the community about the importance of early childhood development and the role of quality child care is crucial. Educational campaigns, workshops, and community meetings should be organized to inform parents about what to look for in a good child care centre and the long-term benefits of investing in their children's early education.

6. Encourage Parental Involvement:

Child care centre should actively encourage and facilitate greater parental involvement in their children's early education. This can be achieved by organizing parent-teacher meetings, workshops, and interactive sessions that allow parents to engage with the educational activities and understand their child's progress. Parental involvement has been shown to significantly enhance children's learning and development.

7. Develop Public-Private Partnerships:

To address resource limitations, public-private partnerships should be encouraged. These partnerships can help mobilize resources, share best practices, and implement innovative solutions to improve the quality of child care services. Collaboration between government bodies, private organizations, and NGOs can lead to more sustainable and scalable improvements.

8. Establish Support Networks for Child Care Providers:

Creating support networks or associations for child care providers can facilitate the sharing of resources, knowledge, and best practices. These networks can also provide a platform for advocacy and collective bargaining, helping providers to address common challenges such as funding shortages, staffing issues, and regulatory compliance.

9. Focus on Early Childhood Curriculum Development:

Developing and implementing a standardized early childhood education curriculum that focuses on holistic development, including cognitive, social, emotional, and physical growth, is essential. This curriculum should be adaptable to the local context and sensitive to the diverse needs of children in Bokakhat.

10. Strengthen Government Support and Oversight:

Finally, there should be a concerted effort to increase government support for child care centre through policy reforms, increased funding, and more robust oversight mechanisms. The government should play a proactive role in monitoring the quality of services, providing

technical assistance, and ensuring that all children have access to safe, nurturing, and developmentally appropriate care.

By implementing these recommendations, the quality of child care services in Bokakhat can be significantly improved, leading to better developmental outcomes for children and greater support for working families in the region.

Implementation

To effectively implement the recommendations for improving child care services in Bokakhat a strategic approach involving multiple stakeholders, clear timelines, and sustained effort is required. The following steps outline the process for translating these recommendations into actionable outcomes:

1. Establish a Task Force:

Action: Form a dedicated task force comprising representatives from the government, local NGOs, educators, community leaders, and child care providers. This task force will oversee the implementation process, coordinate activities, and monitor progress.

Timeline: Within 1 month.

Responsibility: Government authorities in collaboration with local stakeholders.

2. Secure Funding and Resources:

Action: Identify and secure funding from government grants, private sector partnerships, and community fundraising initiatives. Explore options for public-private partnerships to pool resources.

Timeline: Ongoing, with initial funding secured within 3 months.

Responsibility: Task force, government bodies, NGOs.

3. Infrastructure Improvement Plan:

Action: Conduct an assessment of existing infrastructure in child care centre and prioritize upgrades based on need. Allocate funds for critical improvements, such as sanitation, classroom space, and safety measures.

Timeline: Infrastructure assessments within 2 months, upgrades initiated within 6 months.

Responsibility: Local government, child care centre management, and community volunteers.

4. Training and Professional Development:

Action: Develop a training curriculum in collaboration with early childhood education experts. Organize regular workshops and certification programs for child care providers. Establish partnerships with educational institutions to offer these programs at low or no cost.

Timeline: Curriculum development within 3 months, training programs initiated within 4-6 months.

Responsibility: Task force, educational institutions, NGOs.

5. Implement Quality Standards:

Action: Draft and disseminate quality guidelines for child care centre, including teacher-to-child ratios, health and safety standards, and educational program requirements. Establish a regular inspection and monitoring system to ensure compliance.

Timeline: Guidelines developed within 3 months, monitoring system operational within 6 months.

Responsibility: Government regulatory bodies, task force.

6. Community Awareness Campaign:

Action: Launch an awareness campaign to educate parents and the broader community on the importance of quality child care. Use local media, community meetings, and workshops to disseminate information.

Timeline: Campaign launched within 2 months.

Responsibility: Task force, local media, community organizations.

7. Foster Parental Involvement:

Action: Create opportunities for parents to participate in child care activities, such as regular parent-teacher meetings, workshops on child development, and volunteer opportunities at centre.

Timeline: Initiate parental involvement programs within 3 months.

Responsibility: Child care centre, community organizations.

8. Develop Public-Private Partnerships:

Action: Engage with local businesses and private sector partners to support child care centre through donations, sponsorships, and volunteer programs. Establish formal agreements to ensure long-term commitment.

Timeline: Partnerships established within 6 months.

Responsibility: Task force, local business associations.

9. Create Support Networks:

Action: Facilitate the formation of a network or association for child care providers to share resources, knowledge, and best practices. Organize regular meetings and create an online platform for collaboration.

Timeline: Network established within 4 months.

Responsibility: NGOs, task force, child care providers.

10. Strengthen Government Support and Oversight:

Action: Advocate for policy reforms that increase government support for child care centre, including financial assistance, technical support, and more stringent regulatory oversight. Work with government officials to draft and implement these policies.

Timeline: Policy reform initiatives launched within 6-12 months.

Responsibility: Task force, government agencies, advocacy groups.

Monitoring and Evaluation:

Action: Develop a robust monitoring and evaluation framework to track the progress of these initiatives, measure outcomes, and make necessary adjustments. Conduct periodic assessments and report findings to stakeholders.

Timeline: Ongoing, with quarterly reviews.

Responsibility: Task force, independent evaluators, government agencies.

By following this detailed implementation plan, the recommendations can be systematically introduced, leading to significant improvements in the quality of child care services in Bokakhat. This coordinated effort will require ongoing collaboration, adequate resources, and a commitment to sustaining progress over time.

Conclusion

The field study on child centres centre in Bokakhat has illuminated the critical role these centres play in the early development of children and the challenges they face in delivering quality services. The study's findings highlight significant disparities in the availability and quality of care, largely driven by financial constraints, infrastructural deficiencies, and a shortage of trained staff. These issues are compounded by a lack of government regulation and community awareness, which further exacerbates the challenges faced by child care providers.

However, the study also underscores the potential for positive change. By implementing targeted recommendations such as increasing financial support, improving infrastructure, enhancing staff training, and establishing quality standards, it is possible to elevate the overall quality of child care services in Bokakhat. The involvement of various stakeholders, including government bodies, NGOs, private sector partners, and the community, is essential to ensure the successful implementation of these recommendations.

Improving child care services is not just a matter of providing better facilities or more trained staff; it is about investing in the future of the children in Bokakhat. Quality early childhood education and care lay the foundation for lifelong learning, social skills, and emotional well-being. By addressing the challenges identified in this study, Bokakhat can make significant

strides toward ensuring that all children have access to the nurturing, supportive environments they need to thrive.

The path forward requires concerted effort, sustained commitment, and a focus on collaboration. By taking these steps, Bokakhat can create a more equitable and supportive environment for its youngest residents, fostering their development and contributing to the long-term well-being of the community as a whole.

SOME PICTURES OF THE FIELD STUDY IN CHILD CARE CENTRE IN BOKAKHAT



1. A GROUP PICTURES WITH THE PROFESSORES, STUDENTS AND STUFFS IN THE CHILD CARE CENTRE



2. PICTURE OF A DROWING COMPITION AMONG THE CHILDREN IN THE CHILD CARE CENTRE



3. PICTURE OF A EXTRACURRICULAR ACTIVITIER AMONG THE CHILDREN IN THE CHILD CARE CENTRE

References

1. Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press.
2. Clarke-Stewart, K. A., & Allhusen, V. D. (2005). *What We Know about Childcare*. Harvard University Press.
3. Heckman, J. J. (2006). Skill Formation and the Economics of Investing in Disadvantaged Children. *Science*, 312(5782), 1900-1902.
4. National Institute of Child Health and Human Development (NICHD) Early Child Care Research Network. (2002). Child-Care Structure → Process → Outcome: Direct and Indirect Effects of Child-Care Quality on Young Children's Development. *Psychological Science*, 13(3), 199-206.
5. Peisner-Feinberg, E. S., & Burchinal, M. R. (1997). Relations Between Preschool Children's Child-Care Experiences and Concurrent Development: The Cost, Quality, and Outcomes Study. *Merrill-Palmer Quarterly*, 43(3), 451-477.
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8. White, J., & Woolfolk, A. (2016). *The Importance of Early Childhood Education*. Pearson Education.
9. Woodhead, M. (1996). *In Search of the Rainbow: Pathways to Quality in Large-Scale Programmes for Young Disadvantaged Children*. Bernard van Leer Foundation.
10. World Bank. (2013). *Investing in Young Children: An Early Childhood Development Guide for Policy Dialogue and Project Preparation*. World Bank Publications.

These references provide a solid foundation for understanding the critical elements of child care quality and early childhood development, supporting the findings and recommendations of the Bokakhat field study.









BOKAKHAT
CHILDREN HOME
Under Juvenile Justice Act, 2015
Run by -
BOKAKHAT NIRMAN GUT (NGO)
P.O. & P.S. : Bokakhat, Dist. Golaghat
PIN : 785 612

মুখ্য কার্যালয়
বোকাখাত নির্মাণ গোট (N.G.O.)
বোকাখাত ডিষ্ট্রিক্ট কোর্ট সি/৭৬৫৪১২
পঞ্জীয়ন নং-১৫-৪৪২২২



**SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED604: PROJECT REPORT
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

Expected Learning Outcome: *After completion of this course, the student will be able to :*

1. explain the process of conducting a Project.
2. identify the problems for Educational Project.
3. solve problems faced in educational field through project.
4. prepare a project report.

Unit	Content	Marks	L	P	T
I	1.0 Introduction to the Project 1.1 Concept of Project 1.2 Characteristic of a good project 1.3 Steps of conducting a project <ul style="list-style-type: none"> • Identification of Problem • Formulation of Objective • Preparation of Tools: Questionnaire, Rating Scale, Interview Schedule, Check list etc. • Selection of Sample • Collection of Data • Analysis and interpretation of data • Report Writing 1.4 Challenges of conducting a Project		10		

	(The teacher will have to take theory classes on the topics assigned in this unit)			
II	2.0 Preparation of Project report: The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: <ul style="list-style-type: none"> • Title of the Project • Introduction • Rationale of the study • Objectives of the Study • Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data) • Analysis and Interpretation of data with illustrations • Findings of the study <i>(The teacher shall provide guidance to the students throughout the Project.)</i>		5	
	Total			

In-semester Assessment:

Marks 20

- **Conducting the project and preparing the report**
- **Sessional Tests on the content of the first unit:**
- **Attendance:**

Marks 5

Marks 10

Marks 5

End-Semester Assessment:

80

The end-semester assessment will be based on the project report and *viva voce*. The assessment will be carried out by a team of examiners consisting of at-least one external examiner and one internal examiner. The distribution of marks will be as follows:

- **Project report: 60**
- **Viva Voce: 20**

Suggested Readings:

1. Best, J.W. & Kahn, J.V. : *Research in Education*, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Garrett,H.E. : *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd., Hague Bulding, 9 Sprott Road, Ballard Estate, Bombay-400038
3. Koul, L. : *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., New Delhi
4. Sidhu, K.S. : *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi
5. Singh, A.K.: *Tests, Measurements and Research Methods in Behavioural Science*, Bharati Bhavan, Thakurbari Road, Kadamkuan, Patna- 800003