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## Right to Education Act (RTE), 2009 : Accelerating in Baksa District of Assam, India.

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**ABSTRACT :** *The Right to Education Act (RTE) was passed in 2009 which is clearly mentioned in Article 21A of Indian Constitution. It is a holistic education approach of our country by which constitution of India has promised to provide free and compulsory primary education of all children between the age group of 6-14 years. Baksa District is one of the Socio-Economically backward area of Assam where elementary education is not yet been developed as compared to the other districts of Assam. The study is mainly observed about the economic status of guardians, infrastructure facilities and community participation in primary schools of the area. The investigator has given many suggestions for 100% universal retention, enrolment and provision of primary education for the children.*

**Keywords:** *Primary, Education, Children, Schools, Study.*

### I. Introduction

The Right to Education Act (RTE), 2009 is the mandate of India Constitution to provide free and compulsory primary education between the age group of 6-14 years of children. The RTE Act, 2009 is clearly mentioned in article no 21A of India constitution. According to this act, primary education should be the fundamental Right of every child. The act has envisaged that non-admitted children should be admitted at an appropriate age of children. The act has also mentioned that all those primary schools should be stopped which are not recognized by the Govt. The teacher-pupil ratio in primary school should be 1:30. The trained and qualified teachers should be appointed in every primary schools of the country, The act is also given more importance on neighboring school which means lower primary school should be established within the walking distance of 1 k.m and upper primary school should be established within the 3 k.m distance. The act is sincerely observed about the scholastic, co-scholastic, infrastructure and community participation in every elementary school of our country.

Till the nineteenth century, education in India was an exclusive right available only to a small section of society [1]. Under British rule, in spite of compulsory education laws, not much progress was made in this direction [2]. Post-independence, Article 45 of the newly



Baksa district is bounded to the North stands Bhutan, East stands Udalguri district, West stands Chirang district and South stands Barpeta, Nalbari and Kamrup districts of Assam.

#### IV. Methodology:

The paper is primarily descriptive in nature and so descriptive survey method is used for the study. The study carried out in all the 372 primary schools of Baksa district out of which 10 primary schools, 10 Head Masters and 20 guardians were randomly selected by the investigator as the sampling areas of the study from the 5 Elementary Education Blocks of the district. It is shown by the following table.

Table : 1.01

No. of Schools	No. of Headmaster	No. of Guardians (2 guardians from each school)	No. of Elementary Education Block of Baksa District	Name of the Schools (2 Schools from each Block)
10	10	20	1)Gobardhana Block	i) Atagaon LPS ii) 182 No. Bajegaon Pather LPS
			2)Jalah Block	iii) 419 No. Kalpani LPS iv) 319 No. Hatnapur Balika LPS
			3)Tihu Barama Block	v) 2 No. Silakuti LPS vi) 3 No. Takenkata LPS
			4)Tamulpur Block	vii) 1 No. Ghogapur LPS viii) 104 No. Dongpara LPS
			5) Mushalpur Block	ix) 3 No. Dihira LPS x) 543 No. Natun Sripur LPS

Source: DEEO, Baksa District, Assam (2017)

#### Sources of Data Collection:

Data were collected by the investigator both from the primary and secondary sources.

#### Tools for the Study:

Questionnaire and interview schedule both are used for the data collection.

#### Procedure used for the Data Collection:

Investigator himself visited the Schools, households and Education offices to collect the primary data from the source. So investigator has directly communicated with the Headmasters, Guardians, BEEO and DEEO of the area. Indeed, Questionnaire and interview schedule both were administrated by the investigator. Secondary data were collected by the investigator from the Books, Journals and internet to raise the standard of study.



### V. Result and Discussion:

The collected data were analysed and interpreted by the following table.

Table 2: Head masters response regarding the Co-Scholastic activities in primary schools of Baksa district.

No. of Schools	No. of Head Masters	Co-Scholastic Area	Description / Indicator	Respondent response	Percentage		
10	10	Morning assembly	National	5	50%		
			Oath taking	1	10%		
			Students Discipline	0	0%		
			Exercise and drill	1	10%		
			None on above	3	30%		
		Extra-curricular activities	Music Dance	2	20%		
			Play	2	20%		
			Debate	1	10%		
					Recitation	0	0%
					Extempore speech		
Library	None of above			5	50%		
	Excellent			0	0%		
	Very Good			0	0%		
	Good			5	50%		
	Bad			4	40%		
Student's Parliament	Very Bad			1	10%		
	Yes			6	60%		
Observation Day	No			4	40%		
	National Day			3	30%		
	International Day			3	30%		
	Republic Day*			2	20%		
	World Environment Day			2	20%		



The table 2 above shows that 50% of schools are organizing the morning assembly and 10% of schools are doing exercise and drill. Like this, 30% of schools are not organizing any activities in the schools.

In this area, 50% of schools are not organized extra-curricular activities in their schools. Only 20% of Schools are organizing the Music, dance and play competitions in their schools.

The table indicates that 50% of schools have good library facilities. Like this, 40% of schools have no library facilities.

The table has also indicated that 60% of schools have regularly organized the student's parliament in their schools whereas 40% of schools have no such facilities.

In this area, it is found that only 30% of schools are organizing the National and International Day in their schools. Like this, 20% of each school is organizing the Republic Day and World Environment Day in their schools.

Therefore we see that co-scholastic activities are not successfully organized in this areas of schools.

**Table- 3 : Guardian's response regarding their economic condition**

No. of Schools	No. of Guardians	Respondent Response	Absolute	Percentage
10	20	Very poor	5	2
		Poor	12	60
		Fairly well	2	10
		Well of	1	5

The table 3 indicate that 60% guardians are poor, 25% guardians are very poor, 2% guardians are fairly well and 1% guardians are well of in their economic condition.

Therefore it can be assumed that majority of guardians in primary school students are poor in the district.

**Table -4: Head master's response regarding the infrastructure facilities in primary schools of Baksa districts.**

No. of schools	No. of Head Masters	Infrastructure	Description/ Indicator	Repondent Response	Percentage
		Class Room	Fully Sufficient	1	10%
			Sufficient	3	30%
			Uncertain	2	20%



10	10		In sufficient	4	40%
			Fully insufficient	0	0%
		Toilet	Boys toilet	4	40%
			Girls toilet	2	20%
			Common toilet	1	10%
			Functional toilet	2	20%
			Open toilet	1	10%
		Teacher	Male Teacher	7	70%
			Female Teacher	3	30%
			No Teacher	0	0%
	Kitchen for Mid-day meal	Permanent Kitchen	3	30%	
		Temporary Kitchen	3	30%	
		Functional Kitchen	2	20%	
		Open kitchen	2	20%	
	Computer Education	Yes	0	0%	
		No	10	100%	
	Drinking Water	Pond Water	1	10%	
		Hand Pump Water	6	60%	
		Purified Water	1	10%	
		Well water	2	20%	
	Boundary wall	Pacca wall	1	10%	
		Bamboo wall	3	30%	
		Temporary wall	1	10%	
		No wall	5	50%	

The table 4 shows that only 30% of schools have sufficient class room facilities whereas 40% of schools have no sufficient class room facilities. The data shows that 40% of schools have boys toilet whereas only 20% of schools have girls toilet. The table indicates that 70% of schools have male teachers whereas 30% have no female teacher. In this study it is found that only 30% of schools have permanent kitchen for Mid-day meal whereas 20% of schools have open kitchen for Mid-day meal. In this area, no schools have computer educational facilities.



The table shows that 60% of schools used Hand pump water whereas only 10% of schools have used purified water. The table is also shown that only 10% of schools have pucca wall but 50% of schools have no boundary wall in their schools. Therefore the data indicates that there is no sufficient infrastructure facilities in these area of primary schools which are needed to be improved.

**Table -5 :Head master's Response regarding the community participation in Primary schools of Baksa district.**

No. of Schools	No. of Head Master	Indicators	Respondent Response	Percentage
10	10	Participation of SMC in School activities	7	70%
		Morning assembly	6	60%
		SMC meeting	8	80%
		Social Audit	6	60%
		Community contribution in school	7	70%
		Student parliament	5	50%
		Health and hygiene programme	3	30%
		Disaster management	4	40%

The table 5 indicates that 80% of schools are organizing the SMC meeting and 70% of SMC members are participating in school activity. Only 30% of schools are organizing health and hygiene programmes in their schools and 40% of schools are organizing disaster management programmes in schools.



**Major findings:** The major findings in this paper is :

1. Infrastructure is the major problem of this area of schools because most of schools have no permanent school buildings and separate class rooms. Govt. has given only five thousand rupees annually for the infrastructure development of the schools which is not sufficient.
2. Teacher-Pupil ratio is not yet been maintained. Single teacher remain the problem of this area of schools.
3. There is no fresh drinking water facility for the students.
4. There is no separate toilet for girls.
5. Most of the schools have no boundary wall.
6. The schools have no playground facilities.
7. Mid-day meal is provided for the students but it is quite un-hygienic.
8. The concept of neighboring school is not yet been maintained.
9. Trained and qualified teachers have not yet been appointed.
10. SMC members are not actively participating in various school activities.

**Suggestions for the Remedy:**

1. Scholastic and Co-scholastic areas of study should be improved.
2. Infrastructural facilities should be improved every primary schools of the district which is the burning problems of the area.
3. Teacher-Pupil ratio should be maintained. So primary school should be established within the walking distance of 1 km. and upper primary school should be established at the distance of 3km.
4. Non-admitted children should be admitted at an appropriate age.
5. Govt. should be stopped all those schools which are not recognized by the Govt.
6. Free books should be supplied before starting the academic session.
7. Financial assistance should be given by the state and central Govt. to improve the quality of primary education of the area.
8. Inspector of schools should be sincerely inspected the schools.
9. Community people should be activity participated in school activities.
10. Communication facilities should be improved which is created a great problem even today for the little children especially in rural areas.

**VI.Conclusion:**

It should be the mandate of the Govt. to fulfill the basic objectives of RTE Act, 2009 of our country. So the state govt. of Assam has adopted the “**Gunotsav Programme**” to improve the quality of primary education in our state. However to fulfill the 100% enrolment, provision and retention of primary education for the children, the role of the stake holders, community participation, teachers accountability and the state govt. initiative is much necessary for the universalization of primary education in Baksa district of Assam.





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## **Gunotsav at a glance for the quality improvement of primary education in Assam**

\* Gobinda Brahma

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*Abstract- Right to Education (RTE) Act, 2009 is clearly mentioned in article no. 21A of Indian constitution. According to this act, primary education is the birth right of every child aged between 6-14 years. Sarva Siksha Abhiyan of 2001 has taken various steps for the universalization of primary education of the country which is the largest primary education programme of the world.*

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**Key words: Quality, Improvement, Primary, Education**

**1. Introduction:** Gunotsav is the primary education development programme which is adopted from the Gujrat state of India. The first phase of Gunotsav is introduced in Assam in 2017. Gunotsav is mainly observed for the quality improvement of elementary education in Assam. It tries to fulfil the mandate of RTE, 2009 where every children of India aged 6-14 years have the constitutional right to receive the quality of elementary education in the country. So, the Assam Government has already conducted three phases of Gunotsav programme in the state.

**1.01: Objectives of Gunotsav:**

- ✕ To provide quality of elementary in Assam.
- ✕ To fulfill the mandate of RTE, 2009.
- ✕ To indicate learning gapes and to design effective strategies to meet up these gapes.
- ✕ To ensure learning enhancement and achievement of learning outcomes by all children at elementary level.
- ✕ To assess the performance of schools on areas viz-Scholastic, co-scholastic, availability of infrastructure and community participation in schools.
- ✕ To ensure greater participation of all stake holders starting from teachers, students, administrators, communities and enhance accountability among them for quality education.
- ✕ To support the schools and education system to improve the quality of education and ensure better functioning of schools.
- ✕ Clarify the teachers regarding the philosophy of CCE (Child Care Education) and to implement the same in true spirit.  
Holistic diagnosis of elementary schools for better performance.

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\* To develop accountability of teachers in learning environment.

**1.02: Source of Data Collection:** Data is collected from the secondary sources i.e. from Books, Journals, Govt. report, internet etc.

**1.03: Executive Body of Gunotsav:**

- \* State Education Department.
- \* Director of Elementary Education.
- \* SSA (Sarva Siksha Abhiyan)
- \* DEEO (District Elementary Education Officer)
- \* SCERT (State Council of Education Research and Training)
- \* BEEO (Block Elementary Education Officer)

**1.04: Areas of Assessment:**

There is appointed some external evaluators from the various departments to assess the following areas of elementary schools of Assam. So, multiple choice test and five point scale have used in these assessment process.

Area	Indicator	Marks
A. Scholastic:	* Reading, writing and Numeracy.	60%
B. Co-Scholastic activities:	* Morning assembly * Recitation of Jatiya Sangeet. * Celebration of National and International day * Annual sports. * Arts education. * School Library. * Students parliament * Plantation. * Mental health and hygiene. * Disaster Management. * Personal and Social Skills.	20%
C. Availability of Infrastructure: (National and Human Resource)	* Toilets for Boys and Girls. * Drinking Water. * Classroom. * Furniture. * Provision for electricity. * Hand washing facility. * Use of Computers. * Boundary Wall. * Play Ground. * Mid-day meal. * No. of teachers. * No. of Students (Enrolment)	10%
D. Community : Participation	* Participation of SMS in School activities.	10%

- \* SMC meeting.
- \* Monitoring of school functioning by SMC.
- \* Social audit.
- \* Summer Camp.
- \* Community Contribution.
- \* Community support in quality enhancement of schools.
- \* Mothers Group, Saturday club, Utilisation of grants.

**1.05: Result through the Grading System:** The grading of schools for academic achievement is given as follows:

Grade	Score (in %)
A*	87 and above
A	74-85
B	61-73
C	48-60
D	Below 48

So, State Education department has taken sole responsibility to declare the result of Gunotsav programme. After declaration the result, state government will take remedial steps for the quality enhancement of elementary schools of Assam.

**1.06: Expected outcome:**

- \* It will help to track academic performance of each child across all subjects throughout the elementary cycle.
- \* It will indicate learning gaps of children.
- \* Design and implement remedial strategies based on the identified learning gaps.
- \* Enhance learning of students through timely regular feedback and bring about improved learning outcomes.
- \* Increase retention rate and reduce dropout rate.
- \* Generate awareness and greater participation among the community of people and all stake holders.
- \* Ensure for better school functioning.

**1.07: Conclusion:**

Gunotsav is the best primary education programme through which the quality of Elementary Education of Assam can be evaluated. The students learning outcome, poor enrollment, attendance of teachers, lack of academic support of the Head masters and teachers, girls exclusion from primary education, poor management of schools, dropout rate, out of school children, community participation etc. can be depicted through this study. So Gunotsav will help to generate a greater participation among all the stake holders and ensure for better school functioning of the state elementary education.

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## Present primary education development status in Baksa district of Assam

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\*\* Gobinda Brahma

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*Abstract- Primary Education is generally provided after completion of pre-primary education which is the key to success both the secondary and higher education of our country. It starts between the age group of 6-14 years of children, it is clearly mentioned in an article No.45 of Indian constitution. Proposed study area is Baksa district of BTAD (Bodo Territorial Area Districts) of Assam covering an area of 2400 sq.k.m and Mushalpur is the administrative headquarter of the district. According to 2011 census, the literacy percentage of the district is 70.53. Present study is dealt with the primary education development status in Baksa district of Assam. The study is also observed various primary education problems of the district and given various qualitative suggestions to overcome the problems.*

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**Key Words- Primary Education, Development, Problems, District.**

**1.00 Introduction:** Primary education is provided after completion of pre-primary education which is provided between the age group of 6-14 years of children. Primary education is the key to success both the Secondary and higher education of our country. It emphasises physical, mental and social qualities development of children. The article No. 45 of Indian constitution is clearly mentioned about the free and compulsory primary education for all children of our country. Sarva Siksha Abhiyan (SSA) 2001 is one of the largest primary education development programme of our country which is looking for 100% universal primary education of children with schooling facilities in all habitations. Right to education Act (RTE) 2009 of 21A of Indian constitution is given more importance on universal enrolment, retention and provision of primary education for all children in our country. So SSA is adopted many primary education development programmes to fulfill the mandate of RTE, 2009.

**1.01 Brief about the Proposed Study area (Baksa):**

Proposed study area is Baksa district of BTAD (Bodo Territorial Area Districts) of Assam. The district is covering an area of 3056.89 sq.k.m and Mushalpur is the administrative headquarter of the district. According to 2011

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census, the district has total 950075 lakhs population and literacy percentage of the district is 70.53. In this district, different communities like Bodo, Assamese, Muslim, Bengali, Nepali and few Hindi speaking people are inhabiting there.

**1.02 Review of Related literature :** Here some of the relevant review of related literature are reviewed as follows:

**NUEPA (2007)** Carried out study on "Primary Educational Development of North Eastern states of India." The main objective of the study was to investigate primary education development of North Eastern states of India. From the study it is found that North Eastern states of India's primary educational development index is quite poor as compared to the other states of India. Mizoram is in top position but Assam is in lowest position.

**Akhtar Parveen and Sarma Mukunda (2010)** have written a book entitled "Education" on which they focused on Primary Education development in Assam prior to independence. He has mentioned that wastage and stagnation, illiteracy of adult, social evils, natural obstacles, defective administration, lack of unconsciousness of public are the main reasons for which primary education could not come to universalize in the state which are needed to be solved.

**Basumatary, Ranjit (2015)** reviewed on "A Comparative Study of School educational Status in the districts of BTAD." In this study investigator has found that primary education is comparatively developed in BTAD than the secondary Education. According to the researcher, lack infrastructure, economic problems of guardians, problems of teacher-pupil ratio, lack of teachers training which are to be solved for the universalization of primary education of the state.

**Basumatary, Chithum (2016)** conducted a study on "Marginalized Bodo people." In this paper investigator has pointed out that RTE, 2009 accelerating in BTAD but problems of are remain same in Bodo medium elementary schools. According to him, lack of infrastructural facilities, illiteracy and poverty of guardians, gender disparity, impractical curriculum, lack of teacher's training etc. are the main reasons for which primary education in BTAD is not yet been universalized.

**Borah, Biman Chandra (2016)** carried out study on "Status of Elementary Education among the Missing Girls in Dhemaji and Jorhat Districts of Assam." From the study investigator has found that quality of primary education both the Dhemaji and Jorhat district are not developed. Interestingly it is found that the girls dropout is less than the boys dropout both in the districts. The study has also shown that after appointed the TET teachers there has been gradual increased the number of teachers both the elementary schools of the district.

**1.03 Objectives of the study :**

1. To study about the number of primary schools in five different elementary

education Blocks of Baksa district.

2. To study about the present enrolment position of primary schools in different elementary education Blocks of the district.
3. To study about the number of teachers (trained and untrained) in five elementary Education Blocks of Baksa district.
4. To study about the Computer facilities in primary schools of the district.
5. To study about the nutritional facilities in primary schools of the district.

#### **1.04 Hypotheses of the study:**

- H1** It is assumed that number of upper primary schools are quite less as compared to the lower primary schools of the district.
- H2** It is supposed that girls enrolment is quite less than the boys enrolment both the lower primary and upper schools of the district.
- H3** It is assumed that there is no sufficient number of trained teachers both the lower primary and upper primary schools of the district.
- H4** It is supposed that there is no sufficient computer education facilities in primary schools of the district.
- H5** It is supposed that maximum number of primary schools are getting nutritional facilities in the district.

#### **1.05 Methodology used for the study:**

Normative Survey Method is used for the study.

#### **1.06 Population and Sampling:**

The study is carried out in all the primary schools of the Baksa district of BTAD and out of which five elementary education blocks are selected as the sampling area of study.

#### **1.07 Tools used for data collection:**

Questionnaire and interview schedule both are used in data collection.

#### **1.08 Procedure used for data collection:**

Investigator himself directly communicated with the Block Elementary Education officers of the district and also administered the Questionnaire and interview schedule to collect the primary data from the source. Secondary data were collected by the investigator from the books, journals and internet to raise the standard of the study.

#### **1.09 Analysis and interpretation of data :**

Baksa district has been classified in to five Elementary Education blocks i.e. Gobardhana Education Block, Jalah elementary education block, Mushalpur elementary education block, Tamulpur Elementary Education block and Tihu Barama Elementary Education block. So, primary education development status of Baksa district is shown by the following table : 1.1 through the five different elementary education block of the district.

**Table : 1.1 No. of primary schools in five different elementary education block of Baksa District**

Year	Elementary Education Block	No. of primary school		Total
		Lower primary school (I-V)	Upper primary school (VI-VIII)	
2013-17	Gobardhana Elementary Education Block	125	15	140
2013-17	Jalah Elementary Education Block	195	35	230
2013-17	Mushalpur Elementary education Block	276	43	319
2013-17	Tamulpur Elementary Education Block	279	58	337
2013-17	Tihu Barama Elementary Education Block	99	18	117

Source : SSA and DEEO, Baksa district, 2017

The table 1.1 in above indicates that no. of lower primary schools are comparatively more than the upper primary schools in the district. Therefore total no. of primary schools of the district is 1143 where lower primary schools are 974 and upper primary schools are 169.

The present enrolment position of elementary schools of Baksa district of Assam is shown by the following table

**Table : 1.2. Enrolment in primary schools of five different elementary education blocks of Baksa District**

Elementary Block	Year	Lower Primary School (I-V)			Upper Primary School (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
Gobardhana Elementary Block	2013	2222	1350	3572	750	691	1441
	2014	2227	1370	3597	760	702	1462
	2015	2250	1380	3630	767	715	1482
	2016	2270	1385	3655	772	719	1491
	2017	2295	1397	3692	785	725	1510
Jalah Elementary Block	2013	4537	4587	9124	2005	1961	3966
	2014	4550	4590	9140	2025	2005	4030
	2015	4570	4595	9165	2050	2010	4060
	2016	4590	4720	9310	2060	2020	4080
	2017	4598	4728	9326	2065	2025	4090
Mushalpur Elementary Block	2013	13825	9058	22883	4180	2101	6281
	2014	13935	9095	23030	4220	2201	6421
	2015	14325	10005	24330	4260	2256	6516
	2016	14525	10055	24580	4279	2270	6549
	2017	14535	10075	24610	4285	2280	6565
Tamulpur Elementary Block	2013	20504	15110	35614	6661	5123	11784
	2014	20507	15115	35622	6665	5127	11792
	2015	20510	15120	35630	6670	5131	11801
	2016	20515	15125	35640	6675	5135	11810
	2017	20518	15130	35648	6682	5137	11819
Tihu Barama	2013	4335	4225	8560	2350	2240	4590
	2014	4360	4250	8610	2370	2245	4615

Elementary Block	2015	4370	4270	8640	2385	2270	4655
	2016	4380	4285	8665	2390	2285	4675
	2017	4385	4295	8680	2397	2292	4689

Source : SSA and DEFO, Baksa district, 2017.

The Table 1.2 in above indicates that the enrolment in lower primary schools were quite high as compared to the upper primary schools of the district. The boys' enrolment were also high than the girl's enrollment both in lower and upper primary schools of the district.

The table 1.3 below is shown the number of teachers in primary schools of Baksa districts in Assam -

**Table : 1.3**  
**Number of Teachers both (Trained and Untrained) in five Elementary Education Blocks of Baksa District.**

Elementary Education Block	Year	No. of Teacher						No. of Trained & Untrained Teacher			
		Lower Primary (I-V)			Upper Primary (VI-VIII)			Lower Primary (I-V)		Upper Primary (VI-VIII)	
		Male	Female	Total	Male	Female	Total	Trained	Untrained	Trained	Untrained
Gobardhan Elementary Block	2007	161	39	200	87	05	92	200	00	90	02
	2008	163	42	205	88	06	94	204	01	92	02
	2009	165	43	208	89	07	96	207	01	94	02
	2010	167	45	212	91	09	100	211	01	100	00
	2011	168	48	216	94	10	104	216	00	103	01
Jalah Elementary Block	2007	400	103	503	227	25	252	450	53	228	19
	2008	400	104	504	225	27	252	553	01	250	02
	2009	402	104	506	229	29	258	504	02	250	08
	2010	405	107	512	232	31	263	510	02	262	01
	2011	407	109	516	235	33	274	515	03	269	01
Mushapur elementary Block	2007	305	140	445	205	126	331	443	02	320	07
	2008	305	140	445	205	127	332	444	01	325	03
	2009	306	140	446	205	127	332	443	03	330	02
	2010	310	145	455	207	130	337	452	03	330	07
	2011	312	147	459	210	135	345	457	02	442	03
Tamulpur Elementary Block	2007	364	69	433	430	25	455	400	35	420	35
	2008	367	70	437	431	27	459	407	30	440	19
	2009	370	73	443	435	29	464	440	03	450	14
	2010	373	75	448	437	31	468	445	03	460	08
	2011	382	76	458	441	34	474	450	08	472	02
Tihu-Barama Elementary Block	2007	95	25	116	57	15	72	110	06	69	03
	2008	95	22	117	58	17	75	111	06	74	01
	2009	97	23	120	60	19	79	116	04	77	02
	2010	98	25	123	62	20	82	122	01	80	02
	2011	101	27	128	65	22	87	127	01	86	01

Source: SSA and DEFO, Baksa District, 2017

The table 1.3 in above shows that total no. of teachers both the male and female are quite high in lower primary schools than the upper primary schools of the district. In these schools maximum no. of teachers did their training in lower primary and upper primary schools of the district.

The present computer facilitated primary schools of Baksa district is shown by the following table.

**Table : 1.4**  
**Percentage of computer facilitated primary schools of Baksa District.**

Year	Percentage of Computer facilitated primary school					
	Lower Primary School (I-V)			Upper Primary School (VI-VIII)		
	Rural	Semi-Urban	Urban	Rural	Semi-Urban	Urban
2013	0%	0%	0%	0%	0%	0%
2014	0%	0%	0%	0%	0%	0%
2015	0%	0%	1%	0%	1%	1%
2016	0%	1%	1%	0%	1%	1%
2017	0%	1%	1%	0%	1%	1%

Source: SSA and BEE0, Baksa district, 2017.

The table 1.4 in above shows that till 2013 there is no computer facilities in rural areas of lower primary and upper primary schools of Baksa district but from 2016-2017, we have found 1% computer facilitated elementary schools in lower primary and upper primary schools both the semi-urban and urban areas of the district.

The Table 1.5 below is shown the present nutritional facilitated primary schools of Baksa district.

**Table : 1.5**  
**Percentage of nutritional facilitated primary schools in Baksa District from 2009-2011**

Year	Percentage of Nutritional facilitated school	
	Lower primary school (I-V)	Upper primary school (VI-VIII)
2014	95%	96%
2015	97%	96%
2016	98%	97%
2017	99%	98%

Source : SSA and BEE0, Baksa District, 2011

#### 1.10 Major findings:

1. It is found that upper primary schools are not established within the 3 K.M. distance.
2. Govt. is looking for 100% universalization of primary education but implementation is major concern of this area of schools.
3. Gender disparity is remain the problem of this area of schools for which girl's enrolment is comparatively less than the boy's enrolment.
4. Wastage and stagnation both are the major problems of this area of schools.
5. Illiteracy and poverty are the two basic problems of this area of schools.
6. Computer education is not successfully implemented due to electrification problems of the schools.
7. Maximum number of schools are getting midday meal facilities but the quality of food and kitchen are quite unhygienic for the children.

8. Flood and erosion problems are directly effected in schools. Most of the govt. schools have no permanent building whereas these schools are temporally established nearby the dams.
9. Govt. is not sanctioned sufficient financial assistance to improve the infrastructure facilities of the schools.
10. There is no community participation in schools.
11. Teacher-pupil ration is not yet been maintained. So single teacher is remain the problem of these area of schools.

#### **1.11 Suggestions for Remedy:**

1. Primary schools should be established within the short walking distance. So, lower primary schools should be established within the 1 k.m. distance and upper primary schools should be established within the 3 k.m. distance.
2. Education authority should sincerely observe to solve the scholastic and co-scholastic problems of the schools.
3. Infrastructural facilities should be provided each primary schools of the area.
4. Illiteracy and poverty problems in guardians should be solved.
5. Community participation should be organized in every primary schools of the area.
6. Qualified and trained teachers should be appointed for the quality improvement of primary education of the area.
7. Inspection should be made by the govt. to see the real problems of primary education.
8. Govt. should sincerely implement all the plans and policies of primary education.
9. Mass awareness campaign should be organized to fulfill the universal enrolment, retention and provision of primary education.
10. Teacher-pupil ratio should be maintained. So, 1:30 in lower primary schools and 1:35 teachers in upper primary schools should be appointed.

#### **1.12 Conclusion :**

Primary education is the main basis of entire system of education .So future of the children is depended on the quality of primary education. Baksa distret is one of the educationally backward district as compared to the other districts of Assam. BTAD and Assam govt. should sincerely observe to develop the scholastic, co-scholastic and infrastructural problems of this area of schools. So, community participation in schools is also quite important. The govt. should sincerely implement all the plans and policies of primary education to make the primary education universal for all children.

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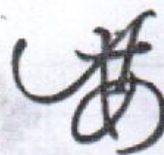
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## 16. Right to Education Act (RTE), 2009 : Accelerating in Baksa District of Assam

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### Abstract

The Right to Education Act (RTE) was passed in 2009 which is clearly mentioned in Article 21A of Indian Constitution. It is a holistic education approach of our country by which constitution of India has promised to provide free and compulsory primary education of all children between the age group of 6-14 years. Baksa District is one of the Socio-Economically backward area of Assam where elementary education is not yet been developed as compared to the other districts of Assam. The study is mainly observed about the economic status of guardians, infrastructure facilities and community participation in primary schools of the area. The investigator has given many suggestions for 100% universal retention, enrolment and provision of primary education for the children.

**Keywords:** Primary, Education, Children, Schools, Study.

### Introduction :

The Right to Education Act (RTE), 2009 is the mandate of India Constitution to provide free and compulsory primary education between the age group of 6-14 years of children. The RTE Act, 2009 is clearly mentioned in article no 21A of India constitution. According to this act, primary education should be the fundamental Right of every children. The act has envisaged that non-admitted children should be admitted at an appropriate age of children. The act also mentioned that all those primary schools should be stopped which are not recognized by the Govt. The teacher-pupil ratio in primary school should be 1:30. The trained and qualified teachers should be appointed in every primary schools of the country. The act is also given more importance on neighboring school which means lower primary school should be established within the walking distance of 1 k.m and upper primary school should be established within the 3 k.m distance. The act is sincerely observed about the scholastic, co-scholastic, infrastructure and community participation in every elementary school of our country.

### Proposed study area (Baksa District) :

The proposed study area is Baksa District of BTAD (Bodoland Territorial Area Districts) of Assam. The District is covered an area of 3056.89 sq. km. and Mushalpur is the administrative headquarter of the district. According to 2011 census, there is total 950075 lakhs population and literating percentage of the

district is 70.53. In this district, Assamese, Bodo, Muslim, Bengali, Nepali, Garo, Rabha and few Hindi speaking people are inhabiting there. The boundary of Baksa district is bounded to the North stands Bhutan, East stands Udalguri district, West stands Chirang district and South stands Barpeta, Nalbari and Kamrup districts of Assam.

#### **Review of related Literature :**

Regarding the Right to Education Act, 2009 many reviews have been done in the field of universalization of primary education of our country. Some of the important reviews are mentioned as follows.

**Agarwalla, Sunita (2016)** has written a book entitled "**Emerging issues and Education**" on which she has pointed are about the key features of Right to Education Act, 2009. She has also mentioned the problems associated with the universalisation of primary education of our country and given various suggestions to solve the problems.

**Dutta, Indrani (2016)** carried out study on "**Dropout in Elementary School in Assam : What can be done?**" In this study investigator has studied various causes of dropout rates in elementary schools of the state and given various suggestions to overcome the problems.

**Pratham's (ASER), New Delhi (2016)** has reviewed about the rural primary education status of Assam. The study has reported that 54% students of class VIII have no any scholastic knowledge. The study has also shown that in class VIII, 71.45% students have no idea about the numerical skills. In this study it is also found that 21% primary schools of the state have no infrastructural facilities.

**Tyagi, R.S.(2017)** conducted a study on "**The Right of children to free and compulsory Education Act, 2009.**" In this study investigator has mentioned about the reform of RTE Act, 2009 in field of mainstream educational administration process.

#### **Objectives of the Study :**

- i) To study about the co-scholastic activities in primary schools of Baksa District.
- ii) To study about the economic condition of guardians in primary school students of Baksa district.
- iii) To study about the infrastructural facilities of primary schools in Baksa district.
- iv) To study about the community participation in primary schools of Baksa district.

#### **Hypotheses of the study :**

1. It is assumed that co-scholastic activities are not significantly organized in the primary schools of Baksa district.
2. It is assumed that poor economic condition of guardians is remain the barrier of primary education for the students in Baksa district.
3. It is supposed that infrastructure facilities are not sufficient in primary schools of the district.
4. It is assumed that community of people are not actively participated in primary schools of the district.

**Methodology used for the study :**

Normative survey method is used for the study.

**Population and sampling :**

There is total 375 primary schools in Baksa district out of which 10 primary schools, 10 Head Masters and 20 guardians were randomly selected by the investigator as the sampling of the study from the 5 Elementary Education Blocks of district. It is shown by the following table.

**Table : 1.1**

No. of Schools	No. of Headmaster	No. of Guardians (2 guardians from each school)	No. of Elementary Education Block of Baksa District	Name of the Schools (2 Schools from each Block)
10	10	20	1)Gobardhana Block	i) Atagaon LPS ii) 182 No. Bajegaon Pather LPS
			2)Jalah Block	iii) 419 No. Kalpani LPS iv) 319 No. Hatnapur Balika LPS
			3)Tihu Barama Block	v) 2 No. Silakuti LPS vi) 3 No. Takenkata LPS
			4)Tamulpur Block	vii) 1 No. Ghogapur LPS viii) 104 No. Dongpara LPS
			5) Mushalpur Block	ix) 3 No. Dihira LPS x) 543 No. Natun Sripur LPS

**Source : DEEO, Baksa District, Assam (2017)**

**Source of Data Collection :**

Data were collected by the investigator both from the primary and secondary sources.

**Tools used for the data collection :**

Questionnaire and interview schedule both are used for the data collection.

**Procedure used for the Data Collection :**

Investigator himself visited the Schools, households and Education offices to collect the primary data from the source. So investigator has directly communicated with the Headmasters, Guardians, BEEO and DEEO of the area. Indeed, Questionnaire and interview schedule both were administrated by the investigator. Secondary data were collected by the investigator from the Book, Journals and internet to raise the standard of study.

**Analysis and interpretation of the data :**

The collected data were analysed and interpreted by the following table.

**Table 1.1**  
 Head masters response regarding the Co-Scholastic activities in primary schools of Baksa district.

No. of School	No. of Head Master	Co-Scholastic Area	Description / Indicator	Respondent response	Percentage
10	10	Morning assembly	National	5	50%
			Oath taking	1	10%
			Students Discipline	0	0%
			Exercise and drill	1	10%
			None on above	3	30%
		Extra-curricular activities	Music/Dance	2	20%
			Play	2	20%
			Debate	1	10%
			Recitation/ Extempore speech	0	0%
			None of above	5	50%
		Library	Excellent	0	0%
			Very Good	0	0%
			Good	5	50%
			Bad	4	40%
			Very Bad	1	10%
		Student's Parliament	Yes	6	60%
			No	4	40%
		Observation Day	National Day	3	30%
International Day	3		30%		
Republic Day	2		20%		
World Environment Day	2		20%		

The table 1.1 above is shown that 50% schools are organizing the morning assembly and 10% schools are doing exercise and drill. Like this, 30% schools are not organizing any activities in the schools.

In this area, 50% schools are not organized extra-curricular activities in their schools. Only 20% Schools are organizing the Music, dance and play competitions in their schools.

The table indicates that 50% schools have good library facilities. Like this, 40% of schools have no library facilities.

The table has also indicate that 60% schools have regularly organized the student's parliament in their schools whereas 40% schools have no such facilities.

In this area, it is found that only 30% schools are organizing the National and International Day in their schools. Like this, 20% of each school is organizing the Republic Day and World Environment Day in their schools.

Therefore we see that co-scholastic activities are not successfully organized in this areas schools.

**Table : 1.02 - Guardian's response regarding their economic condition**

No. of School	No. of Guardian	Respondent Response	Absolute	Percentage
10	20	Very poor	5	25
		Poor	12	60
		Fairly well	2	10
		Well of	1	5

The table 1.02 indicate that 60% guardians are poor, 25% guardians are very poor, 2% guardians are fairly well and 1% guardians are well of in their economic condition.

Therefore it can be assumed that majority of guardians in primary school students are poor in the district.

**Table : 1.03 - Head master's response regarding the infrastructure facilities in primary schools of Baksa District.**

No. of school	No. of Head Master	Infrastructure	Description/ Indicator	Respondant Response	Percentage
10	10	Class Room	Fully Sufficient	1	10%
			Sufficient	3	30%
			Uncertain	2	20%
			In sufficient	4	40%
			Fully insufficient	0	0%
		Toilet	Boys toilet	4	40%
			Girls toilet	2	20%
			Common toilet	1	10%
			Functional toilet	2	20%
			Open toilet	1	10%
		Teacher	Male Teacher	7	70%
			Female Teacher	3	30%
			No Teacher	0	0%
		Kitchen for Mid-day meal	Permanent Kitchen	3	30%
			Temporary Kitchen	3	30%
			Functional Kitchen	2	20%
			Open kitchen	2	20%
		Computer Education	Yes	1	10%
			No	9	90%
		Drinking Water	Pond Water	1	10%
Hand Pump Water	6		60%		
Purified Water	1		10%		
Well water	2		20%		
No water	0		0%		
Boundary wall	Pucca wall	1	10%		
	Bamboo wall	3	30%		
	Temporary wall	1	10%		
	No wall	5	50%		

The table 1.03 shows that only 30% schools have sufficient class room facilities whereas 40% schools have no sufficient class room facilities. The data shows that 40% schools have boys toilet whereas

only 20% schools have toilet for the girls. The table indicates that 70% schools have male teachers whereas 30% have no female teacher. In this study it is found that only 30% schools have permanent kitchen for Mid-day meal whereas 20% have open kitchen for Mid-day meal. In this area only 10% schools have computer facilities whereas 90% schools have no such facilities. The table shows that 60% schools used Hand pump water whereas only 10% schools have used purified water. The table is also shown that only 10% schools have pacca wall but 50% schools have no boundary wall in their schools.

Therefore the data indicates that there is no sufficient infrastructure facilities in these area of primary schools which are needed to be improved.

**Table : 1.04 - Head master Response regarding the community participation in Primary schools of Baksa district.**

No. of School	No. of Head Master	Indicator	Respondent Response	Percentage
10	10	Participation of SMC in School activities	7	70%
		Morning assembly	6	60%
		SMC meeting	8	80%
		Social Audit	6	60%
		Community contribution in school	7	70%
		Student parliament	5	50%
		Health and hygiene programme	3	30%
		Disaster management	4	40%

The table 1.04 indicates that 80% schools are organizing the SMC meeting and 70% SMC members are participating in school activity. Only 30% schools are organizing health and hygiene programmes in their schools and 40% are organizing disaster management programme in schools.

**Major findings :**

Major findings are :

1. Infrastructure is the major problems of this areas of schools because most of schools have no permanent buildings and separate class rooms. Govt. is given only five thousand rupees annually for the infrastructure development of the schools which is not sufficient.
2. Teacher-Pupil ratio is not yet been maintained. Single teacher is remain the problem of this areas of schools.
3. There is no fresh drinking water facility for the students.
4. There is no separate toilet for girls.
5. Most of the schools have no boundary wall.

6. The schools have no playground facilities.
7. Mid-day meal is provided for the students but it is quite un-hygienic.
8. The concept of neighboring school is not yet been maintained.
9. Trained and qualified teachers are not appointed.
10. SMC members are not actively participated in school activities.

**Suggestions for the Remedy :**

1. Scholastic and Co-scholastic areas of study should be improved.
2. Infrastructural facilities should be improved every primary schools of the district which is the burning problems of the area.
3. Teacher-Pupil ratio should be maintained. So primary school should be established within the walking distance of 1 km. and upper primary school should be established at the distance of 3km.
4. Non-admitted children should be admitted at an appropriate age.
5. Govt. should be stopped all those schools which are not recognized by the Govt.
6. Free books should be supplied before starting the academic session.
7. Financial assistance should be given by the state and central Govt. to improve the quality of primary education of the area.
8. Inspector of schools should be sincerely inspected the schools.
9. Community of people should be activity participated in school activities.
10. Communication facilities should be improved which is created a great problem even today for the little children especially in rural areas.

**Conclusion :**

Right to education Act (RTE), 2009 should be the mandate of the Govt. to fulfill the basic objectives of primary education of our country. So the state gov. of Assam has adopted the "Gunotsav Programme" to improve the quality of primary education in our state. However to fulfill the 100% enrolment, provision and retention of primary education for the children, the role of the stake holders, community participation, teachers accountability and the state gov. initiative is much necessary for the universalization of primary education in Baksa district of Assam.

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## Present Primary Education Status of Baksa District in Assam , India

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**ABSTRACT:** Primary Education is generally provided after completion of pre-primary education which is the key to success both the secondary and higher education of our country. It starts between the age group of 6-14 years of children, it is clearly mentioned in an article No.45 of Indian constitution. Proposed study area is Baksa district of BTAD (Bodo Territorial Area Districts) of Assam covering an area of 2400 sq.k.m and Mushalpur is the administrative headquarter of the district. According to 2011 census, the literacy percentage of the district is 70.53. Present study is dealt with the primary education development status in Baksa district of Assam. The study is also observed various primary education problems of the district and given various qualitative suggestions to overcome the problems.

**Keywords:** Development, District Primary Education, Problems

### I. Introduction:

Primary education is provided after completion of pre-primary education which is provided between the age group of 6-14 years of children. Primary education is the key to success both the Secondary and higher education of our country. It emphasises physical, mental and social qualities development of children. The article No. 45 of Indian constitution is clearly mentioned about the free and compulsory primary education for all children of our country. Sarva Siksha Abhiyan (SSA) 2001 is one of the largest primary education development programme of our country which is looking for 100% universal primary education of children with schooling facilities in all habitations. Right to education Act (RTE) 2009 of 21A of Indian constitution is given more importance on universal enrolment, retention and provision of primary education for all children in our country. So SSA is adopted many primary education development programmes to fulfill the mandate of RTE, 2009.

### II. Objectives of the Study:

The main objectives in this study is-

- [1] To study about the number of primary schools in five different elementary education Blocks of Baksa district.
- [2] To study about the present enrolment position of primary schools in different elementary education Blocks of the district.



- [3] To study about the number of teachers (trained and untrained) in five elementary Education Blocks of Baksa district.
- [4] To study about the Computer facilities in primary schools of the district.
- [5] To study about the nutritional facilities in primary schools of the district.

### **III. Study Area:**

Proposed study area is Baksa district of BTAD (Bodo Territorial Area Districts) of Assam. The district is covering an area of 3056.89 sq.k.m and Mushalpur is the administrative headquarter of the district. According to 2011 census, the district has total 950075 lakhs population and literacy percentage of the district is 70.53. In this district, different communities like Bodo, Assamese, Muslim, Bengali, Nepali and few Hindi speaking people are inhabiting there.

### **IV: Methodology:**

Normative Survey Method is used for the study.

#### **Population and Sampling :**

The study is carried out in all the primary schools of the Baksa district of BTAD and out of which five elementary education blocks are selected as the sampling area of study.

#### **Tools used for data collection :**

Questionnaire and interview schedule both are used in data collection.

#### **Procedure used for data collection:**

Investigator himself directly communicated with the Block Elementary Education officers of the district and also administered the Questionnaire and interview schedule to collect the primary data from the source. Secondary data were collected by the investigator from the books, journals and internet to raise the standard of the study.

### **V. Hypotheses of the Study :**

- H1 It is assumed that number of upper primary schools are quite less as compared to the lower primary schools of the district.
- H2 It is supposed that girls enrolment is quite less than the boys enrolment both the lower primary and upper schools of the district.
- H3 It is assumed that there is no sufficient number of trained teachers both the lower primary and upper primary schools of the district.



- H4 It is supposed that there is no sufficient computer education facilities in primary schools of the district.
- H5 It is supposed that maximum number of primary schools are getting nutritional facilities in the district.

#### VI. Result and Discussion:

Baksa district has been classified in to five Elementary Education blocks i.e. Gobardhana Education Block, Jalah elementary education block, Mushalpur elementary education block, Tamulpur Elementary Education block and Tihu Barama Elementary Education block. So, primary education development status of Baksa district is shown by the following table : 1.1 through the five different elementary education block of the district.

**Table : 1.1**

**No. of primary schools in five different elementary education block of Baksa district.**

Years	Elementary Education Blocks	No. of primary schools		Total
		Lower primary schools (I-V)	Upper primary schools (VI-VIII)	
2013-17	Gobardhana Elementary Education Block	125	15	140
2013-17	Jalah Elementary Education Block	195	35	230
2013-17	Mushalpur Elementary education Block	276	43	319
2013-17	Tamulpur Elementary Education Block	279	58	337
2013-17	Tihu Barama Elementary Education Block	99	18	117

**Total: 974 Total: 169 Grand Total: 1143**

Source : SSA and DEEO, Baksa district, 2017

The table 1.1 in above indicates that no. of lower primary schools are comparatively more than the upper primary schools in the district. Therefore total no. of primary schools of the district is 1143 where lower primary schools are 974 and upper primary schools are 169.

The present enrolment position of elementary schools of Baksa district of Assam is shown by the following table



**Table : 1.2**

**Enrolment in primary schools of five different elementary education blocks of Baksa district**

Elementary Blocks	Year	Lower Primary Schools (I-V)			Upper Primary Schools (VI-VIII)		
		Boys	Girls	Total	Boys	Girls	Total
Gobardhana Elementary Block	2013	2222	1350	3572	750	691	1441
	2014	2227	1370	3597	760	702	1462
	2015	2250	1380	3630	767	715	1482
	2016	2270	1385	3655	772	719	1491
	2017	2295	1397	3692	785	725	1510
Jalah Elementary Block	2013	4537	4587	9124	2005	1961	3966
	2014	4550	4590	9140	2025	2005	4030
	2015	4570	4595	9165	2050	2010	4060
	2016	4590	4720	9310	2060	2020	4080
	2017	4598	4728	9326	2065	2025	4090
Mushalpur Elementary Block	2013	13825	9058	22883	4180	2101	6281
	2014	13935	9095	23030	4220	2201	6421
	2015	14325	10005	24330	4260	2256	6516
	2016	14525	10055	24580	4279	2270	6549
	2017	14535	10075	24610	4285	2280	6565
Tamulpur Elementary Block	2013	20504	15110	35614	6661	5123	11784
	2014	20507	15115	35622	6665	5127	11792
	2015	20510	15120	35630	6670	5131	11801
	2016	20515	15125	35640	6675	5135	11810
	2017	20518	15130	35648	6682	5137	11819
Tihu Barama Elementary Block	2013	4335	4225	8560	2350	2240	4590
	2014	4360	4250	8610	2370	2245	4615
	2015	4370	4270	8640	2385	2270	4655
	2016	4380	4285	8665	2390	2285	4675
	2017	4385	4295	8680	2397	2292	4689

Source : SSA and DEEO, Baksa district, 2017.



The Table 1.2 in above indicates that the enrolment in lower primary schools were quite high as compared to the upper primary schools of the district. The boys' enrolment were also high than the girl's enrollment both in lower and upper primary schools of the district.

The table 1.3 below is shown the number of teachers in primary schools of Baksa districts in Assam -

**Table : 1.3**

**Number of Teachers both (Trained and Untrained) in five Elementary Education Blocks of Baksa district.**

Elementary Education Block	Year	No. of Teachers						No. of Trained & Untrained Teacher			
		Lower Primary (I-V)			Upper Primary (VI-VIII)			Lower Primary (I-V)		Upper Primary (VI-VIII)	
		Male	Female	Total	Male	Female	Total	Trained	Untrained	Trained	Untrained
Gobardhana Elementary Block	2007	161	39	200	87	05	92	200	00	90	02
	2008	163	42	205	88	06	94	204	01	92	02
	2009	165	43	208	89	07	96	207	01	94	02
	2010	167	45	212	91	09	100	211	01	100	00
	2011	168	48	216	94	10	104	216	00	103	01
Jalah Elementary Block	2007	400	103	503	222	25	247	450	53	228	19
	2008	400	104	504	225	27	252	503	01	250	02
	2009	402	104	506	229	29	258	504	02	250	08
	2010	405	107	512	232	31	263	510	02	262	01
	2011	407	109	516	235	35	274	515	01	269	01
Mushalpur elementary Block	2007	305	140	445	201	126	327	443	02	320	07
	2008	305	140	445	201	127	328	444	01	325	03
	2009	306	140	446	205	127	332	443	03	330	02
	2010	310	145	455	207	130	337	452	03	330	07
	2011	312	147	459	210	135	345	457	02	442	03
Tanalpur Elementary Block	2007	364	69	433	430	25	455	400	33	420	35
	2008	367	70	437	432	27	459	407	30	440	19
	2009	370	73	443	435	29	464	440	03	450	14
	2010	373	75	448	437	31	468	445	03	460	08
	2011	382	76	458	440	34	474	450	08	472	02
Tihu-Barama Elementary Block	2007	95	25	116	57	15	72	110	06	69	03
	2008	95	22	117	58	17	75	111	06	74	01
	2009	97	23	120	60	19	79	116	04	77	02
	2010	98	25	123	62	20	82	122	01	80	02
	2011	101	27	128	65	22	87	127	01	86	01

Source: SSA and DEEO, Baksa District, 2017.

The table 1.3 in above shows that total no. of teachers both the male and female are quite high in lower primary schools than the upper primary schools of the district. In these



schools maximum no. of teachers did their training in lower primary and upper primary schools of the district.

The present computer facilitated primary schools of Baksa district is shown by the following table.

**Table : 1.4**

**Percentage of computer facilitated primary schools of Baksa district.**

Year	Percentage of Computer facilitated primary schools					
	Lower Primary Schools (I-V)			Upper Primary Schools (VI-VIII)		
	Rural	Semi-Urban	Urban	Rural	Semi-Urban	Urban
2013	0%	0%	0%	0%	0%	0%
2014	0%	0%	0%	0%	0%	0%
2015	0%	0%	1%	0%	1%	1%
2016	0%	1%	1%	0%	1%	1%
2017	0%	1%	1%	0%	1%	1%

Source: SSA and BEEO, Baksa district, 2017.

The table 1.4 in above shows that till 2013 there is no computer facilities in rural areas of lower primary and upper primary schools of Baksa district but from 2016-2017, we have found 1% computer facilitated elementary schools in lower primary and upper primary schools both the semi-urban and urban areas of the district.

The Table 1.5 below is shown the present nutritional facilitated primary schools of Baksa district.

**Table : 1.5**

**Percentage of nutritional facilitated primary schools in Baksa district from 2009-2011 (provincialised schools only)**

Year	Percentage of Nutritional facilitated schools	
	Lower primary schools (I-V)	Upper primary schools (VI-VIII)
2014	95%	96%
2015	97%	96%
2016	98%	97%
2017	99%	98%

Source : SSA and BEEO, Baksa District, 2011



#### **Major Findings:**

1. It is found that upper primary schools are not established within the 3 K.M. distance.
2. Govt. is looking for 100% universalization of primary education but implementation is major concern of this area of schools.
3. Gender disparity is remain the problem of this area of schools for which girl's enrolment is comparatively less than the boy's enrolment.
4. Wastage and stagnation both are the major problems of this area of schools.
5. Illiteracy and poverty are the two basic problems of this area of schools.
6. Computer education is not successfully implemented due to electrification problems of the schools.
7. Maximum number of schools are getting midday meal facilities but the quality of food and kitchen are quite unhygienic for the children.
8. Flood and erosion problems are directly effected in schools. Most of the govt. schools have no permanent building whereas these schools are temporally established nearby the dams.
9. Govt. is not sanctioned sufficient financial assistance to improve the infrastructure facilities of the schools.
10. There is no community participation in schools.
11. Teacher-pupil ration is not yet been maintained. So single teacher is remain the problem of these area of schools.

#### **Suggestions for Remedy**

1. Primary schools should be established within the short walking distance. So, lower primary schools should be established within the 1 k.m. distance and upper primary schools should be established within the 3 k.m. distance.
2. Education authority should sincerely observe to solve the scholastic and co-scholastic problems of the schools.
3. Infrastructural facilities should be provided each primary schools of the area.
4. Illiteracy and poverty problems in guardians should be solved.
5. Community participation should be organized in every primary schools of the area.





6. Qualified and trained teachers should be appointed for the quality improvement of primary education of the area.
7. Inspection should be made by the govt. to see the real problems of primary education.
8. Govt. should sincerely implement all the plans and policies of primary education.
9. Mass awareness campaign should be organized to fulfill the universal enrolment, retention and provision of primary education.
10. Teacher-pupil ratio should be maintained. So, 1:30 in lower primary schools and 1:35 teachers in upper primary schools should be appointed.

### **VII. Conclusion :**

Primary education is the main basis of entire system of education .So future of the children is depended on the quality of primary education. Baksa distret is one of the educationally backward district as compared to the other districts of Assam. BTAD and Assam govt. should sincerely observe to develop the scholastic, co-scholastic and infrastructural problems of this area of schools. So, community participation in schools is also quite important. The govt. should sincerely implement all the plans and policies of primary education to make the primary education universal for all children.

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