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Primary Education Status of Provincialised Schools of BTAD in Assam

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Abstract : Primary Education is the first stage of formal education which is provided between the age group of 6-14 years of children. It is clearly mentioned Article No. 43 of India constitution. BTAD (Bodoland Territorial Area District) is the gateway to the beautiful North-Eastern region of Assam in India. BTAD is constituted in 7th December, 2013 under the 6th schedule of India constitution. It has four district i.e. Kokrajhar, Chirang, Baksa and Udalguri district. According to 2011 census, there is total 3131047 lakhs population and literacy percentage of BTAD is 67.12 where male literacy is 74.28 and female literacy is 59.70. Present study is dealt with the primary education development status, strength of teachers and enrolment of students in primary schools of BTAD in Assam. The study is also observed present primary education problems of BTAD areas and given qualitative suggestions to solve the problems.

Keywords : Primary, Education, Development, Problems.

1.00 Introduction :

Primary education is the first step of entering in the word formal education which starts between the age group of 6-14 years of children. It is generally provided after completion of pre-primary education. Present primary education of India has classified into two stages i.e. lower primary stage (I-V) and two stages (VI-VIII). Provincialised Elementary School means where the post of the teachers and employees are undertaken by the Govt. but schools are managed by the SMC and the schools have to strictly follow all the guidelines of the Govt. However, primary education is the key to success both the secondary and higher education. Free and compulsory primary education to all children up to the age of 14 is constitutional commitment which is clearly mentioned in article no. 45 of India constitution.

1.01 Brief about the proposed study area (BTAD):

BTAD (Bodoland Territorial Area Districts) is a gateway to the beautiful North-Eastern region of Assam of India. BTAD is constituted in 7th December, 2003 under the 6th schedule of

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Indian Constitution covering an area of 8,696,98 sq.km. It has four districts i.e. Kokrajhar, Chirang, Baksa and Udalguri. The Kokrajhar is an administration head quarter of BTAD. According to 2011 census, there is total 3151047 lakhs population out of which ST(P) is 52%. Amongst the tribal community, the Bodos, Rabha are less quantity of Garos and inhabiting in this area out which 90% are Bodo. Other communities like Assamese, Bengali, Santhal, Muslim, Nepali and few Hindi speaking people also inhabit there.

1.02 Primary Education at a glance in BTAD:

Government of India has launched many primary educational development programmes before and after formation of BTAD in Assam. The operation Black Board scheme (OBB) 1986, Total literacy campaign (TLC) 1989, district primary education programme (DPEP) 1993, Sarva Siksha Abhiyan (SSA) 2001 and Right to Education Act (RTE) 2009 etc. primary education programmes are implemented in BTAD of Assam but these programmes are totally failed to provide universal enrollment, retention and provisions for primary education of children in the area. In a DISE report (2016), It is found that there is total 5,544 primary schools and 29,200 teachers in BTAD of Assam. According to 2011 census, literacy percentage of BTAD is 67.12 where male literacy is 74.28 and female literacy is 59.70. To fulfill the mandate of RTE, 2009, the Government of Assam has launched "Gunostav Programme" in 2017 to evaluate the quality of elementary education in the state.

1.03 Review of related literature:

In this study, some of the selected relevant studies conducted in the field of primary education and the problems associated there in have been 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 girl's 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.

1.04 Objectives of the Study:

- i) To study about the primary education development status of Provincialized schools of each district of BTAD of Assam.
- ii) To study about the strength of Teachers both the (male and female) in primary schools of BTAD of Assam
- iii) To study about the enrolment of students both the (male and female) in primary schools of BTAD of Assam
- iv) To give various suggestions for overcoming the problems.

1.05 Hypotheses of the study:

H1 It is assumed that primary education development status in BTAD is not progressive as compared to the other districts of Assam.

H2 It is supposed that the strength of male teachers is more than the female teachers in primary schools of BTAD.

H3 It is assumed that Enrolment of boys student is more than the girls student.

H4 It is supposed that suggestions given by the investigator will help for the qualitative improvement of primary education in BTAD areas.

1.06 Methodology used for the study:

On the basis of nature of the study, investigator has applied the Descriptive survey method.

1.07 Population and sampling of the study:

The study is carried out in all the 5544 provincialised primary schools of BTAD of Assam

1.08 Tools used for data collection:

Questionnaire and interview schedule both are used in data collection.

1.09 Procedure used for data collection:

To collect the primary source of data, investigator himself directly communicated with the Director of Elementary Education of BTAD and 4 districts Elementary Education officers of the area. So, questionnaire and interview schedule both were administered by the investigator. The secondary data were collected by the investigator from the Books, Journals and internet to raise the standard of study.

1.10 Analysis and interpretation of data.

The collected data were tabulated by the following three parts of tables which are clearly indicated about the primary education development of each district of BTAD in Assam.

Table: 1.1**No. of Primary Schools of BTAD**

Districts	No. of primary schools		Total
	Lower Primary (I-V)	Upper Primary (VI-VIII)	
Baksa	974	169	1143
Kokrajhar	1110	168	1278
Chirang	1671	167	1838
Udalguri	1143	142	1285
Total	4898	646	5544

Source: Director of Elementary Education, Kokrajhar, BTAD, 2017.

The table 1.1 in above is shown that till 2017, the total no. of primary schools of BTAD areas was 5544 where Lower primary schools were 4898 and upper primary schools were 646.

No. of teachers both male and female in lower primary and upper primary schools of BTAD till 2017 is shown by the following table.

Table: 1.2**Strength of teachers (Male and Female) in primary schools of BTAD**

Year	District	No. of Teachers in Lower Primary Schools (I-V)		No. of Teachers in Upper Primary Schools (VI-VIII)	
		Male	Female	Male	Female
2015	Baksa	1330	378	924	204
	Kokrajhar	1907	692	1038	277
	Chirang	1671	911	1175	118
	Udalguri	615	113	250	30
2016	Baksa	1340	383	1018	211
	Kokrajhar	19080	697	1048	282
	Chirang	1682	917	485	128
	Udalguri	625	120	260	35
2017	Baksa	1353	397	1029	221
	Kokrajhar	19085	699	1050	287
	Chirang	1687	920	490	130
	Udalguri	630	920	262	40

Source: DEEO, Kokrajhar, Chirang, Baksa and Udalguri district, 2017

Table 1.2 above is shown that the appointment of female teachers both in Lower and Upper Primary schools were respectively less as compared to the male teachers. The data shows that the total number of teachers in Lower Primary Schools of BTAD were 25,691 in 2017 (Male Teachers were 22,755 and Female Teachers were 2,936).

Like this, the total no. of teachers in upper primary schools of BTAD were 3509 (Male teachers were 2831 and Female Teachers were 678). Therefore total numbers of teachers both in lower primary and upper primary schools of BTAD were 29,200.

The table 1.3 below is shown about the sex-wise enrolment both in Lower Primary and Upper Primary schools of BTAD in Assam till 2017.

Table 1.3
Sex wise enrolment both in lower primary and upper primary schools of BTAD

Year	District	Enrolment in Lower Primary Schools (I-V)		Enrolment in Upper Primary Schools (VI-VIII)	
		Boys	Girls	Boys	Girls
2015	Baksa	43379	34420	1640	12280
	Kokrajhar	38883	33169	22798	18288
	Chirang	17773	5144	4462	4223
	Udalguri	13383	9172	3754	1867
2016	Baksa	43923	35370	16132	12183
	Kokrajhar	38987	33570	22870	18380
	Chirang	17940	6147	4563	4273
	Udalguri	13380	9572	3850	1769
2017	Baksa	46380	35570	16176	12429
	Kokrajhar	39980	34370	23820	19370
	Chirang	18120	7135	4760	4723
	Udalguri	13720	9770	4220	1823

Source: DEEO, Kokrajhar, Chirang, Baksa and Udalguri district, 2017.

The Table 1.3 in above indicates that from 2015-17, the boys enrolment is quite high as compared to the girls enrollment both in Lower and Upper Primary Schools of BTAD in Assam.

1.11 Major findings:

1. After SSA and RTE, 2009 number of primary schools were provincialized by the state govt. but the problems of primary education in BTAD areas are remain same due to the neglected attitude of govt. and the public.
2. Quantity of primary education is developed but quality of primary education is not maintained.
3. In 2012, the Assam govt. is appointed 12,000 (TET) teachers both in lower primary and upper primary schools of Assam but pupil-teacher ratio (PTR) is not yet been maintained. So the maximum number of schools is run by the single teacher.
4. Operation Black Board (OBB) scheme is maintained in BTAD area but till now the sufficient number of women teachers are not appointed there.
5. Wastage and stagnation both are the major problems of this area of primary schools.
6. Girl's enrollment in primary schools is comparatively less than the boy's enrollment.
7. There are no sufficient infrastructural facilities in primary schools.
8. Poverty and illiteracy are the two major problems of these areas of guardians.
9. There is no sufficient number of qualified and trained teachers.
10. Govt. is not sincerely implemented all the plans and policies of primary education in BTAD areas.

1.12 Suggestions for the Remedy:

1. Quality of primary education should be developed. So, the policy maker and public should be very conscious regarding the quality improvement of primary education in BTAD areas.
2. Pupils-teacher Ratio (PTR) should be maintained in every primary school of the area.
3. Wastage and stagnation problems should be stopped. So, various educational awareness programmes should be conducted in guardians.
4. School and community participation should be organized in BTAD area of schools.
5. Qualified and trained teacher should be appointed there.
6. Every teacher should have moral obligation and commitment towards their profession.
7. Infrastructure of primary schools should be improved.
8. Operation Black Board (OBB) scheme should be sincerely implemented to increase the girl's enrolment in schools.
9. Conservative attitude towards the girl's child should be stopped.
10. Govt. and the public should be more aware towards the policy implementation on primary education.

1.13 Conclusion

BTAD is one of the socio-economically backward areas of Assam where primary education development scenario is not satisfactory as compared to other areas of Assam. So, the govt. should sincerely implement all the plans and policies of primary education to this area. To fulfill the mandate of RTE, 2009, quality improvement of primary education is quite important which will help in 100% enrolment, retention and provisions for primary education to this area of children.

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