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

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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 contribution. 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 Proceedure 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
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	08	100	211	01	100	00
	2011	168	48	216	94	10	104	216	00	103	01
Jalah Elementary Block	2007	400	103	503	252	25	277	450	53	228	19
	2008	400	104	504	255	27	282	503	01	250	02
	2009	402	104	506	257	29	286	504	02	250	08
	2010	405	107	512	262	31	293	510	02	262	01
	2011	407	109	516	265	35	274	515	01	269	01
Mushaipur 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	202	127	329	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	33	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
Titu 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 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**

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 BEEO, 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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