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**A STUDY ON PROBLEMS OF PROVINCIALISED BODO MEDIUM
ELEMENTARY SCHOOLS OF BTAD (BODOLAND TERRITORIAL
AREA DISTRICTS/BTR (BODOLAND TERRITORIAL REGION)
WITH SPECIAL REFERENCE TO BAKSA DISTRICT OF ASSAM**

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ABSTRACT:

Primary education is the first step of entering into the world of formal education which starts between the age group of 6-14 years of children. It is provided after completion of pre-primary education. It is foundation of entire education system which helps to develop physical, mental, social and moral development of children. Present study is more focused on problems of provincialised Bodo medium elementary schools of BTAD/BTR in Assam. It is mainly emphasised on infrastructural problems (material and human), socio-economic status of guardians and problems faced by the teachers in Bodo medium elementary schools in Baksa District of Assam.

Keywords: Elementary, Education, Development, schools, Bodo medium, Problems.

- 1. Introduction:** Primary education is the first stage of formal education which is given between the age group of 6-14 years of children. Primary education is emphasized for the all round development of children which is key to success both the secondary and higher education of the country. Present study is observing on the problems of provincialized Bodo medium elementary schools of BTAD/ BTR of Assam. The study is mainly focused on infrastructure problems (material and human), socio-economic problems of guardians and problems faced by the teachers in Bodo medium elementary school of the area.
- 2. Review of related literature:** Review of related literature is an early step for planning the research work. Through this literature every investigator will be able to learn his or her self-related problem which is already done by others. Many researchers have conducted their works in elementary education in different times in different areas of Assam. In this study, some of the selected and relevant studies conducted by the researchers in the field of primary education in Assam have been reviewed as follows –

2.1.1: NUEPA, New Delhi (2007) Carried out study on "*Primary Education 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. By this study NUEPA has found that primary education development index in North Eastern states of India is quite poor as compared to the other states of the country. The study has shown that Mizoram is in the top position but Assam is at the lowest position.

2.1.2: Gyan Vigyan Samiti, Assam (2007) worked on "*The status of primary education in Assam*".

The objectives of the study were

- i) To study about the infrastructure facilities in primary schools of Assam.
- ii) To study about the community participation in schools.
- iii) To study about the illiteracy campaign on the enrolment in primary schools of Assam.

The study was carried out on 66 primary schools in 7 Districts of Assam. The study has revealed that there is lack of infrastructure facilities, lack of community participation, problems of girl's enrolment, indifferent attitude of govt., lack of inspection etc. which are needed to be improved in primary schools of Assam.

2.1.3: Roy, Ajay Kumar (2009) Conducted a study on "*problems of primary education with special reference to Santhal community in Gossaigaon Sub-division of Kokrajhar District, Assam*".

The objectives of the study were

- 1) To study the socio – economic status of guardians of santhal community as a barriers of education of children at primary level.
- 2) To study the cultural barriers of santhal community in education at primary level.
- 3) To study infrastructure facilities of primary schools inhabited by the santhal community.
- 4) To study the problems of curriculum at the primary schools of santhal community.
- 5) To provide the ways and means for the development of primary education of santhal community in Gossaigaon sub-division of kokrajhar District.

From the study investigator has found that guardians are basically very poor and professionally they are unskilled tea-labourers and illiterate in character. Infrastructure facilities of the schools are not adequate. The curriculum is quite impractical. The govt. has shown indifferent attitude towards these areas of schools. The schools are not inspected by the govt. for which problems of primary education in these areas of schools remain the same.

3. **Brief about the BTAD/BTR:** BTAD (Bodoland Territorial Area Districts) is a gateway to the beautiful North-Eastern region of Assam of India. At first BTAD was known as BTC (Bodoland Territorial Council) but it was dissolved in 2013. As per memorandum settlement in the three parties talks (Bodo leaders, State government of Assam and Central govt.), the BTAD was

formed in 7th December, 2003 under the 6th schedule of India constitution covering an area of 8,988.98 sq.km. It has four districts i.e. Baksa district, Chirang district, Udalguri district and Kokrajhar district. The Kokrajhar District is an administrative head quarter of BTAD of Assam. The geographical boundary of BTAD lies between 25 degree-26degreeN latitude and 89degree-93degreeE latitude in the North Western part of Assam of India. Now BTAD is known as BTR. BTR means Bodoland Territorial Region which was announced by the central government on 27th Jan, 2020 as per agreement signed among the center, the Assam Government and NDFB surrendered group where more powers have been given to BTR to develop socio-economic and cultural integrity of the region.

4. Objectives of the study:

- i. To study the infrastructure and resource (Material and Human) facilities in Bodo medium elementary schools of Baksa District.
- ii. To study the Socio-Economic status of guardians of Bodo students in provincialised Bodo medium elementary schools of Baksa District of Assam.
- iii. To study the problems faced by the teachers concerning the teaching in Bodo medium elementary schools.

5. Methodology used for the study :

Normative survey method is used for the study.

6. Sampling of the study:

Here, 45 schools, 45 Headmasters, 90 Assistant Teachers, 135 Guardians have been selected for the study.

7. Tools used for the study:

Questionnaires and interview schedules are used for the study.

8. Analysis of the data:

Analysis is made on the basis of objective of the study.

Objective No. I: Analysis on Infrastructure and Resource (Material and Human) facilities in Bodo medium elementary schools.

The data which were collected by the investigator relating to the infrastructure and resource (Material and Human) facilities in Bodo medium schools were analyzed by the following tables.

Table: 1.1
Types of School buildings

| Type of School building | No. of school | Percentage of School |
|-------------------------|---------------|-------------------------------|
| Pucca house | 26 | 57.77 |
| Kutcha house | 11 | 24.44 |
| Temporary building | 5 | 11.11 |
| Open Place | 3 | 6.66 |
| Total: 45 | | Average percent: 24.99 |

The table 1.1 above indicates that out of total 45 schools, 57.77 percent of schools have pucca houses, 24.44 percent of schools have kutcha houses, 11.11 percent of schools have temporary buildings and 6.66 percent of schools do not have their own buildings where the classes are generally held in open places. Therefore, average 24.99 percent of schools have different types of school buildings in the area.

Table: 1.2
Types of toilet facilities in schools

| Type of toilet | No. of schools having different types of toilet facility | Percentage |
|------------------------|--|------------|
| Boys toilet | 19 | 42.2 |
| Girls toilet | 15 | 33.3 |
| Common toilet | 7 | 15.55 |
| Functional toilet/WASH | 2 | 4.44 |
| None of the above | 2 | 4.44 |
| Total = 45 | | |

The table 1.2 above indicates that out of 45 schools, 42.2 percent of schools have boy's toilet, 33.3 percent of schools have girls toilet, 15.55 percent of schools have common toilet, 4.44 percent of schools have functional toilet and surprisingly, 4.44 percent of schools do not have any toilet in their schools.

Table: 1.3
Types of drinking water facilities in schools

| Type of drinking water | No. of schools having different types of drinking water facility | Percentage |
|------------------------|--|------------|
| Tap water | 6 | 13.33 |
| Hand Pump water | 23 | 51.11 |

| | | |
|-------------------|----|-------|
| Purified water | 2 | 4.44 |
| Supply water | 3 | 6.66 |
| Well water | 11 | 24.44 |
| Total = 45 | | |

The table 1.3 above shows that out of 45 schools, 13.33 percent of schools have pond water, 51.11 percent of schools have Hand pump water, 4.44 percent of schools have purified water, 6.66 percent of schools have supply water and 24.44 percent of schools have well water facilities in their schools.

Table: 1.4

Free Books, Library facilities and financial grants given by the govt. to the schools.

| Total No. of School | Area | Respondent response | Percentage of school |
|---------------------|------------------|---------------------|----------------------|
| 45 | Free Books | 42 | 93.33 |
| | Library | 07 | 15.55 |
| | Financial grants | 09 | 20 |

The table 1.4 above indicates that out of 45 schools, 93.33 percent schools have found free books facility from the govt., 15.55 percent of schools have library facility but only 20 percent of schools have found financial grants from the govt.

Table: 1.5

Types of boundary wall in schools

| Types of Boundary wall | No. of school | Percentage of school |
|------------------------|---------------|----------------------|
| Concrete boundary | 07 | 15.55 |
| Bamboo made boundary | 13 | 28.88 |
| Wooden boundary | 02 | 4.44 |
| No boundary | 23 | 51.11 |
| Total = 45 | | |

The table 1.5 above shows out of total 45 schools, 15.55 percent of schools have concret boundary wall, 28.88 percent of schools have Bamboo made boundary wall, 4.44 percent of schools have wooden boundary wall and 51.11 percent of schools have no any boundary wall.

Table 1.6

Sex-wise enrollment both the lower primary and upper primary schools of last five years from 2015-2019.

| Total no. of School | Year | Enrollment in lower primary school (I-V) | | | Enrollment in upper primary school (VI-VIII) | | |
|---------------------|------|--|-------|-------|--|-------|-------|
| | | Boys | Girls | Total | Boys | Girls | Total |
| 45 | 2015 | 373 | 305 | 678 | 301 | 236 | 537 |
| | 2016 | 459 | 405 | 864 | 457 | 354 | 811 |
| | 2017 | 465 | 480 | 925 | 462 | 370 | 832 |
| | 2018 | 472 | 465 | 937 | 471 | 407 | 878 |
| | 2019 | 574 | 387 | 971 | 473 | 446 | 919 |

The table 1.6 above indicates that from 2015-2019, the boy's enrollment in lower primary school is quite higher than the girl's enrollment. Like this, from 2015-2019, the boy's enrollment is also quite higher in upper primary schools than the girl's enrollment.

Table 1.7

Percentage of teachers both the male and female in lower primary and upper primary schools

| Total no. of School | No. of teachers in lower primary school (I-V) | | | | No. of teachers in upper primary school (VI-VIII) | | | | Total No. of teachers both male and female |
|---------------------|---|-------|--------|-------|---|-------|--------|-------|--|
| | Male | % | Female | % | Male | % | Female | % | |
| 45 | 25 | 57.77 | 18 | 42.22 | 33 | 51.11 | 17 | 37.77 | 75 |

Average no. of teacher: 1.88

The table 1.7 above indicates that out of schools of the area, percentages of male teachers in lower primary schools were 57.77 and percentages of female teachers were 42.22. Like this, percentages of male teachers in upper primary schools were 51.11 and percentages of female teachers were 37.77. Therefore, total no. of teachers both the male and female were 75. So, average number of teacher in each school is 1.88 only.

Objective No. II: Analysis on Socio-Economic status of guardians of Bodo students in provincialized Bodo medium elementary schools.

The data which were collected by the investigator relating to the socio-economic status of guardians of Bodo students in provincialized Bodo medium elementary schools were analyzed and interpreted by the following tables.

Table: 1.8

Types of dwelling houses used by the guardians

| Total No. of Guardian | Types of dwelling house | No. of dwelling house | Percentage of dwelling house |
|-----------------------|-------------------------|-----------------------|------------------------------|
| 135 | Semi Pucca | 23 | 17.03 |
| | RCC | 03 | 2.22 |
| | Assam Type | 21 | 15.55 |
| | Hut | 52 | 38.51 |
| | Kutchu house | 36 | 26.66 |

The table 1.8 above shows that 17.03 percent of guardians have their semi pucca houses, 2.22 percent of guardians have the RCC houses, 15.55 percent of guardians have the Assam type houses, 38.51 percent of guardians have the huts and 26.66 percent of guardians have the Kutchu houses in the area.

Table: 1.9

Basic level of Education of Guardians

| Basic level of Education | No. of Guardian | Percentage of Guardian |
|--------------------------|-----------------|------------------------|
| Post Graduate | 09 | 6.6 |
| Graduate | 17 | 12.59 |
| Secondary | 27 | 20 |
| Primary | 37 | 27.40 |
| Illiterate | 45 | 33.33 |
| Total: 135 | | |

The table 1.9 above shows that out of 135 guardians, 6.6 percent of guardians have the Post graduate degree, 12.59 percent of guardians have the graduate degree, 20 percent of guardians have the secondary education, 27.40 percent of guardians have the primary education and 33.33 percent of guardians are illiterate.

Table: 1.10
Types of sanitation facilities at home

| Total No. of Household | Types of sanitation facility | No. of sanitation | Percentage of sanitation |
|------------------------|------------------------------|-------------------|--------------------------|
| 135 | Kutchha | 102 | 75.55 |
| | Pucca | 24 | 17.77 |
| | Open Space | 09 | 6.66 |

The table 1.10 above indicates that out of 135 households, 77.55 percent of households have used the Kutchha sanitation at their home. Like this 17.77 percent of households have used the Pucca sanitation at their home whereas still 66.6 percent of households have used the open space.

Table: 1.11
Occupation and Annual Income of the guardians

| Area | Types of Occupation | Annual Income | No. of Guardian | Percentage of Guardian |
|------------------------------|---------------------|-------------------------------|-----------------|------------------------|
| Occupation and Annual Income | Govt. Service | More than Rs. 3, 60,000.00 | 29 | 21.48 |
| | Business | Rs. 2,40,000.00 - 3,48,000.00 | 13 | 9.62 |
| | Agriculture | Rs. 1,20,000.00- 2,28,000.00 | 72 | 53.33 |
| | Skilled Labour | Rs. 80,000-1,08,000.00 | 9 | 6.66 |
| | Unskilled Labour | Below Rs. 72,000.00 | 12 | 8.88 |

Total Guardians: 135

The table 1.11 above shows that out of 135 guardians, 21.48 percent of guardians have been doing Govt. Service with an annual income of Rs. 3, 60,000.00 and above. Like this, 9.62 percent of guardians have been doing business with an annual income of Rs. 2, 40,000.00 to 3,

48,000.00. The table has also shown that 53.33 percent of guardians have been doing agriculture works with an annual income of Rs. 1, 20,000.00 to 2, 28,000.00. Like this, 6.66 percent of guardians are skilled labours with an annual income of Rs. 80,000.00 to 1,08,000.00 and 8.88 percent of guardians have been doing unskilled labours with an annual income of below Rs. 72,000.00.

Objective No. III: Analysis on problems faced by the teachers concerning the teaching in Bodo medium elementary schools.

The data which were collected by the investigator regarding the problems faced by the teachers concerning the teaching in Bodo medium elementary schools were analysed by the following tables.

Table: 1.12

No. of student's using disrespectful language in the classes, No. of teachers who failed to control the students in the classes and student's regular performance of home work

| Total no. of Student | Indicator | Respondent Response | Percentage of student |
|----------------------|---|---------------------|-----------------------|
| 135 | Disrespectful language used by the students | 12 | 8.88 |
| | Teacher's who failed to control the students in the classes | 48 | 35.55 |
| | Student's regular performance of home work | 129 | 95.55 |

The table 1.12 above indicates that out of 135 students, 8.88 percent of students have used disrespectful languages in the classes. 35.55 percent of students have been failed to be controlled by the teachers. The data shows that 95.55 percent of students have regularly performed their home works.

Table: 1.13

Student's response in the classes, making noise by the Backbenchers, slow learner students and problems of communication in students

| Total No. of Student | Indicator | Respondent Response | Percentage of student |
|----------------------|-----------------------------------|---------------------|-----------------------|
| 135 | Student's response in the classes | 31 | 22.96 |
| | Making noise by the Backbenchers | 17 | 12.59 |
| | Slow learner students | 37 | 27.40 |

| | | |
|--|----|------|
| Problems of communication in students. | 11 | 8.14 |
|--|----|------|

The table 1.13 above indicates that out of 135 students, 22.96 percent of students are quite responsive in their classes but surprisingly, 12.59 percent of students making noise in the classes. The data shows that 27.40 percent of students are slow learners. Likewise, 8.14 percent of students have communication problems in their classes.

Table: 1.14

Overcrowded of Enrolment, student's interaction and number of students using mobile phone in the classes

| No. of School | Indicator | Respondent Response | Percentage of school |
|---------------|--|---------------------|----------------------|
| 45 | Overcrowded of Enrolment | 7 | 15.55 |
| | student's interaction | 9 | 20 |
| | number of students using mobile phone in the classes | 2 | 4.44 |

The table 1.14 above indicates that out of 45 school 15.55 percent of schools have found overcrowded of enrolment, 20 percent of students have interacted in their classes and 4.44 percent of students have used mobile phones in their classes.

Table: 1.15

Percentages of students overly dependent on the teachers

| Total no. of student | Area | Statement | Respondent Response | Percentage of student |
|----------------------|--|-------------------------------------|---------------------|-----------------------|
| 135 | Student's overly dependent on the teachers | Highly Independent | 07 | 5.18 |
| | | Independent | 09 | 6.66 |
| | | Neither independent Nor independent | 37 | 27.40 |
| | | Dependent | 43 | 31.85 |
| | | Highly dependent | 39 | 28.88 |

Total: 135 Averages: 19.99
Percent

The table 1.15 above shows that out of 135 students, 5.18 percent of students are highly independent on the teachers, 6.66 percent of students are independent, 27.40 percent of students are neither independent nor dependent, 31.85 percent of students are dependent and 28.88

percent of students and highly dependent on the teachers. Therefore, average 19.99 percent of students are overly dependent on teachers.

Table: 1.16
Types of teaching aids used by the teachers

| Total no. of Teacher | Type of teaching aids used by the teacher | No. of Teacher | Percentage of Teacher |
|----------------------|---|----------------|-----------------------|
| 90 | Black Board | 90 | 100 |
| | Chalk Pencil | 90 | 100 |
| | Duster | 90 | 100 |
| | Map | 75 | 83.33 |
| | Globe | 63 | 70 |
| | Chart | 31 | 34.44 |
| | Science kit | 41 | 45.55 |
| | Mathematics kit | 42 | 46.66 |

Average Percent: 72.49

The table 1.16 above indicates that out of 90 teachers, 100 percent of teachers have used Black board, 100 percent of teachers have used chalk pencil, 100 percent of teachers have used duster in their classes. Likewise, 83.33 percent of teachers have used map, 70 percent of teachers have used globe, 34.44 percent of teachers have used chart, 45.55 percent of teachers have used science kit and 46.66 percent of teachers have used mathematics kit in their class. Therefore, average 72.49 percent of teachers have used different types of teaching aids in their classes.

Table: 1.17
Nature of problems faced by the teachers at the time of Evaluation.

| Total no. of student | Nature of Evaluation problem | No. of student | Percentage of student |
|----------------------|---------------------------------|----------------|-----------------------|
| 135 | Handwriting problem | 113 | 83.70 |
| | Spelling mistake | 119 | 88.14 |
| | Lack of space between the words | 71 | 52.59 |
| | Omission of question number | 37 | 27.40 |
| | No. systematic writing | 97 | 71.85 |

Average Percent: 64.73

The table 1.17 above shows that out of 135 students, 83.70 percent of students have the handwriting problems, 88.14 percent of students have committed the spelling mistakes, 52.59 percent of students have not given space between the words, 27.40 percent of students have not mentioned the question number in their answer scripts and 71.85 percent of student's writing is

not systematic. Therefore, average 64.73 percent of students have done mistakes in their examination which were identifies by the teachers at the time of evaluation of answer scripts of the students.

9. Findings of the study :

Findings are determined as follows -

- 9.1: Infrastructure is the basic problem in Bodo medium elementary schools of Baksa District. The school buildings are quite deplorable. Out of 45 schools, 6.66 percent of schools do not have their own buildings where the classes are held in open places. Only 57.77 percent of schools have the pucca houses and 24.44 percent of schools have kutchha houses.
- 9.2: 62.23 percent of schools have sufficient number of classroom and 80 percent of schools have furniture facilities in schools.
- 9.3: In this area, 4.44 percent schools do not have the toilet in their schools. Still, 15.55 percent of schools have used the common toilet for the Boys and Girls.
- 9.4: There is no purified water facility for the students. 51.11 percent of schools have used the hand pump water in their schools.
- 9.5: 82.22 Percent of schools have electricity facility in schools.
- 9.6: 4.4 Percent of schools have computer facility in schools.
- 9.7: In this area, 51.11 percent of schools have no boundary wall. Only 15.55 percent of schools have the concrete boundary wall.
- 9.8: 24.44 percent of schools have no permanent kitchen to prepare the mid-day meal for the students. So, till now mid-day meal is prepared in an open place.
- 9.9: 91.11 Percent of schools have regularly found Mid-day meal facility from the Govt.
- 9.10: 42.22 Percent of schools are always inspected by the Govt.
- 9.11: From the study investigator has found that Girl's family members are quite higher than the Boy's family members. Like this, out of 135 households, the number of nuclear family in the structure is 103 and number of joint family in the structure is only 32.
- 9.12: In this area, 45.92 percent of Guardians have the Huts, 15.55 percent of Guardians have the Assam type houses and only 2.22 percent of Guardians have the RCC houses.
- 9.13: It is found that only 44.37 percent of Children have used to go primary schools.
- 9.14: The study has shown that 33.33 percent of Guardians are quite illiterate, 27.40 percent of Guardians have the primary education and 12.59 percent of Guardians have the graduate degrees. So, illiteracy is the basic problem of these areas of people.
- 9.15: Dropout students in primary education of the households areas are 8.75% .
- 9.16: The study has clearly shown that 100 percent of students are getting free admission, tuition fees, books and Mid-day meal facilities from the Govt.
- 9.17: In this area, 24.4% of students are getting scholarship from the Govt.

10. Suggestions for the remedy:

- 10.1 Each Lower Primary school should be established at a distance of 1k.m and Upper Primary schools must be established within the 3k.m. distance.

- 10.2 Women teachers should be appointed every elementary schools of the area.
- 10.3 Indifferent negative attitude towards the girls child should be stopped.
- 10.4 Good hygienic conditions of school buildings should be constructed.
- 10.5 Educational awareness programme should be organized in Guardians to solve the dropout problems in students.
- 10.6 Sufficient number of classrooms should be constructed in schools.
- 10.7 Teacher's training should be made mandatory.
- 10.8 Strict and sincere Head master should be appointed in each elementary school of the district.
- 10.9 Inspection of schools should be made compulsory at least twice in a year.
- 10.10 Teacher-pupil ratio should be maintained where 1:30 teacher should be appointed in each elementary school of the area.
- 10.11 Good condition of toilet and sanitary should be separately constructed both for the boys and girls students.
- 10.12 Sufficient sport's materials should be supplied in the schools.
- 10.13 Every guardian should try to create suitable educational environment for their children.
- 10.14 Basic computer education should be taught for the children.
- 10.15 Different modern technologies like Internet, Projectors, Gramophone should be used in the classes.

11. Conclusion:

The Bodos are culturally very rich but economically very poor. Agriculture is the main occupation of this community. So, the poverty and illiteracy are the two basic problems of these areas of people. In this study area, infrastructure problems, socio-economic problems of guardians, problems faced by the teachers in teaching, lack of community participation, negative attitude towards the girl's educations, communication problems, single teachers problems, impractical curriculum, language barriers, non – implementation of Govt. schemes and policies on primary education etc. are creating great barriers in the field of primary education of BTAD areas in Assam. The primary Education in BTAD is not yet been developed as compared to other areas of Assam. Hence, central govt., state govt. BTAD/BTR should be taken active role to provide compulsory primary education in these areas of children.

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