

## **STATUS OF PRIMARY EDUCATION IN THE MORIGAON DISTRICT OF ASSAM**

**Pranab Jyoti Sarma**

HOD& Assistant Professor Dept. of Geography, Morigaon College, Morigaon, India

**Rajib Malo**

Assistant Professor Dept. of Geography, Morigaon College, Morigaon-India

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### **ABSTRACT:**

The status of primary education in the Morigaon district of Assam reflects a mixed scenario of substantial progress in access and infrastructure alongside persistent challenges in retention and learning outcomes. Out of the eight goals of Millennium Development goals (MDG), two are subjected to education. These are as follows:

Goal 2: “Achieve Universal Primary Education”.

Goal 3: “Promote gender equality and empower women”.

However, the scope of this paper is concerned with the goal No.2 as stated above. The target of this goal as defined by the member nations is to “Ensure that, by 2015, children everywhere, boys alike, will be able to complete a full course of primary schooling”. The Govt. of Indian Union, with 86<sup>th</sup> amendment of its Constitution has offered its citizen the right to primary education as one more fundamental right. Meanwhile, it also launched a highly ambitious scheme to ensure primary education of seven years duration for all children under the Mission of Sarva Shiksha Abhiyan (SSA) by the year 2010. Assam is known as one of the educationally backward states in the national perspective. The state’s literacy rate (69.37%) is not only lagging behind that of national average (74.04%), the rampant incidence of dropouts at the primary level of education (39.58%) is posing a serious threat to the move to ensure universal primary education. And if we compared the literacy rate of Morigaon District is very low as compared to the state’s rate. Therefore, in this paper an attempt is made to study about the status of Primary Education and causes of as well as consequences in the Morigaon district of Assam. For the preset study was undertaken in some rural and urban area schools of Morigaon district. Data collected through scheduled questionnaire providing class and sex wise enrolment of the beginning of the year and students completing the class work of the end of the year. Data for two consecutive years thus collected is used to calculate the school wise dropout rates.

**Keywords:** The Mission of Sarva Shiksha Abhiyan (SSA), primary education, dropouts, literacy rate, Morigaon District,

### **INTRODUCTION:**

The World Conference on Education for All, 1990, held in Jomtein set the goal to be achieved by 2000. Since the goal remained unachieved within the targeted time-frame, reaffirming the Jomtein commitment, The World of Education Forum in Dakar in 2000, redefined the goal as “Ensure that by 2015 all children particularly girls’ children in difficult

circumstances, and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality”. One hundred and eighty-nine countries all over the world putting their heads together in 2000 prioritized eight goals as Millennium Development Goals. Out of the eight goals of Millennium Development goals (MDG), two are subjected to education. These are as follows:

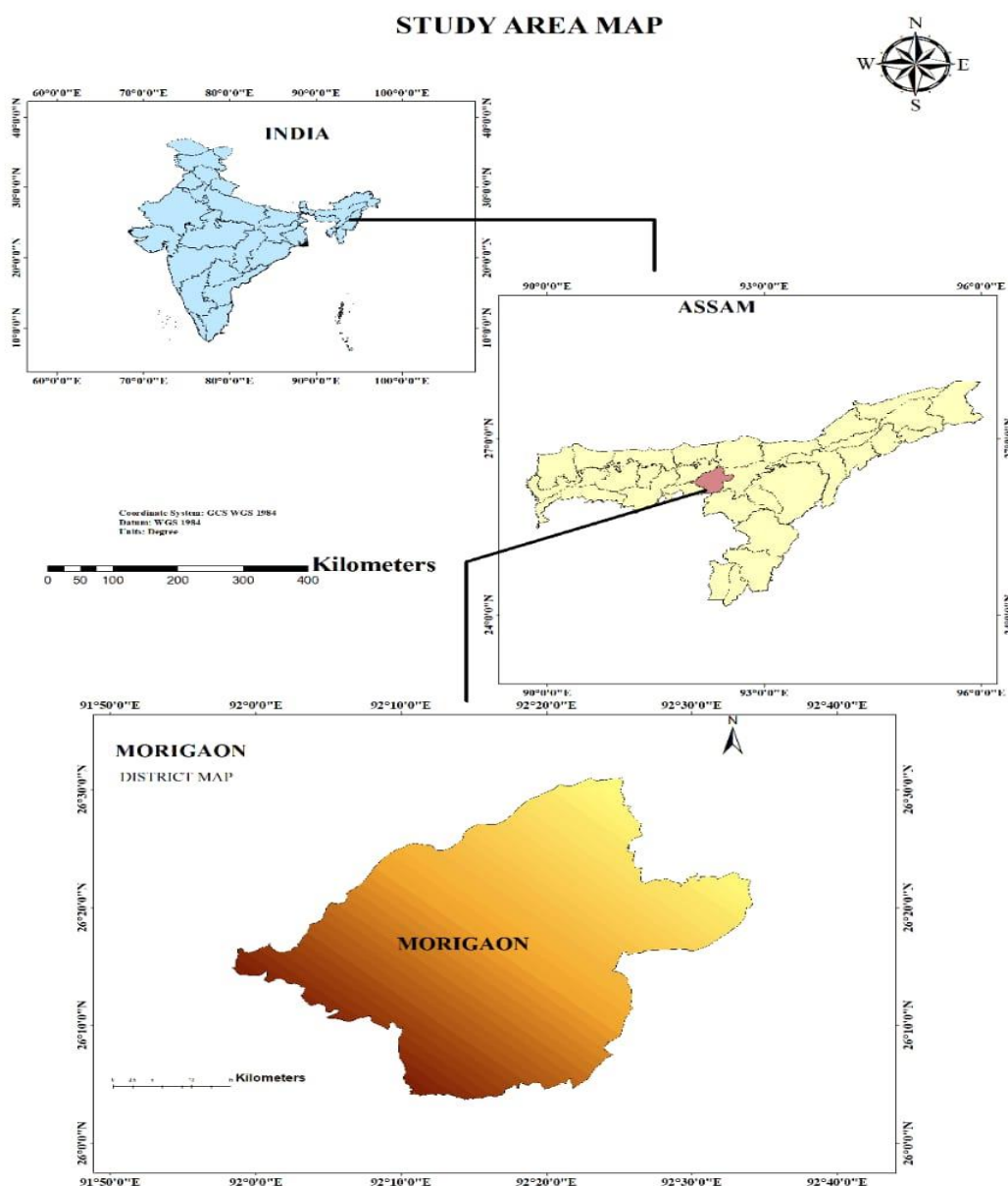
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## **STUDY AREA**

- The study area is Morigaon District of Assam which is located in the south-central part of the Brahmaputra valley having a population of 9, 57,853 and about 600 inhabited villages in an area of 1704 sq. km.
- The backbone of economy of the district is agricultural. The district had 375465 literates accounting for 69.37% per cent of the total population as against 73.18% percent of Assam and 74.04% percent for the nation as a whole according to 2011 census.



## OBJECTIVES:

To study the status, causes and consequences of the primary education of the district the main objectives are -

1. To study the socio-economic condition of the parents and its influence in the student's enrolment and dropout in the school.
2. To study the Teachers performance in the class and attendance in the school.

## METHODOLOGY:

For the preset study was undertaken in some rural and urban area schools of Morigaon district. Data collected through scheduled questionnaire providing class and sex wise enrolment of the beginning of the year and students completing the class work of the end of the year. Data for two consecutive years thus collected is used to calculate the school wise dropout rates. A home visit was paid and information about socio-economic aspects was collected and an observational study was undertaken.

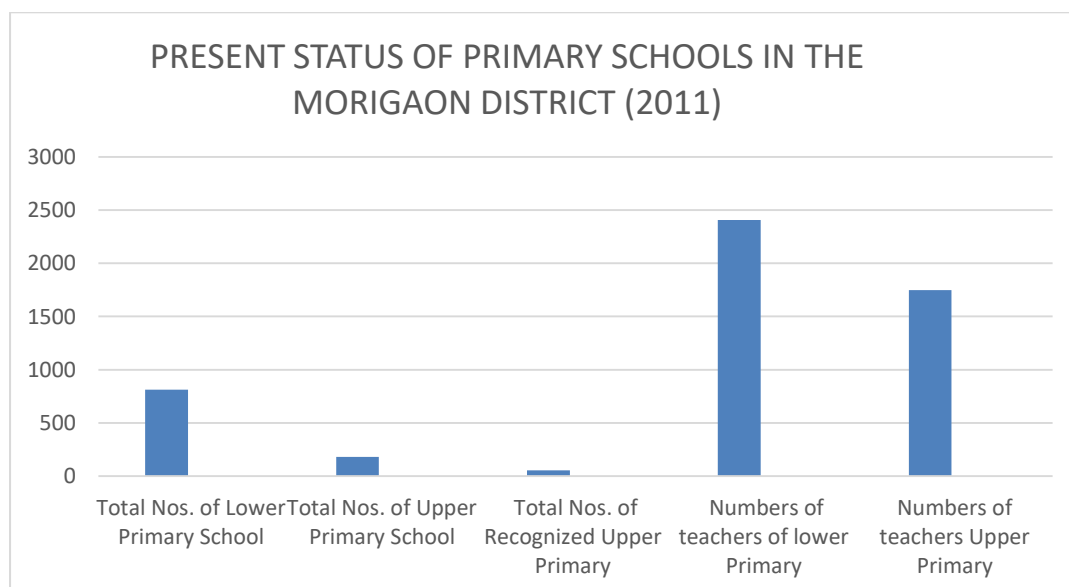
## DATA COLLECTION-

- For this study 15 primary schools were randomly selected from study area in accordance with the objectives.
- Collection of primary data through scheduled questionnaire.
- Collateral collection of information through observation sampling technique.
- Supplementation of primary data with secondary data obtained from District Sarba Siksha Mission, Morigaon and state Sarba Siksha Mission and other relevant sources.

## RESULTS AND DISCUSSION:-

The Govt. of Indian Union, with 86<sup>th</sup> amendment of its Constitution has offered its citizen the right to primary education as one more fundamental right. Meanwhile, it also launched a highly ambitious scheme to ensure primary education of seven years duration for all children under the Mission of Sarva Shiksha Abhiyan (SSA) by the year 2010. Assam is known as one of the educationally backward states in the national perspective. The state's literacy rate (69.37%) is not only lagging behind that of national average (74.04%), the rampant incidence of dropouts at the primary level of education (39.58%) is posing a serious threat to the move to ensure universal primary education. And if we compared the literacy rate of Morigaon District is very low as compared to the state's rate.

<b>Present status of primary schools in the district:</b>	
<b>A) Numbers of Elementary Institutions :</b>	
1.Total Nos. of Lower Primary School	813 Nos.
2. Total Nos. of Upper Primary School	181Nos.
3. Total Nos. of Recognized Upper Primary School	56 Nos.
<b>B) Numbers of teachers of lower Primary</b>	<b>2406 Nos.</b>
<b>C) Numbers of teachers Upper Primary</b>	<b>1748 Nos.</b>
Source: District Elementary Education. (2011)	



The study on dropouts of children undertaken in August /12 from 15 primary schools in the study area where 48 school dropouts were identified. The findings suggest that the overall dropout rates were 14% in 2010-11 which showed a reduction by 3% in 2011-12 (11%). Although the trend is seems to be encouraging, concerted efforts is needed to ensure further reduction.

Although there was no significant statistical difference in overall dropout rates for both sexes, it increased sharply at higher classes for girl students. The majority of children drop out due to lack of interest in part of parent for sending their siblings to school, financial problems or unsatisfactory scholastic performance. In case of scholastic performance, maximum difficulty was observed in concept formation 87 (50.5%), followed by numerical ability in 78 (45%). Identification of children with learning difficulties and intervention using special educational methods within the framework of existing network of primary and secondary schools in the rural areas is a major problem.

There is a substantial degree of dropouts in most of the schools in the urban area also and thus is a matter of concern. The data obtained from the schools indicates that the teacher student ratio is higher in some schools (76:1) while it is much below in others (16:1) indicating need of reallocation of teachers among the schools or adding teachers in some schools.

During home visit to some of the dropout students revealed that contrary to popular sentiment, the non availability of primary schooling facilities nearer to home is not a factor for dropout in urban areas of Morigaon district of Assam. However, a large proportion of children are never enrolled in school simply because they and /or their parent are not interested or ignorant about benefits of schooling or becoming literates.

Moreover, many children, who are enrolled, are forced to dropout from school simply because they are needed at home to participate in the basic tasks of the household economy. Many children who are not in school are working eight hours or more daily. Moreover, these children are not earning any significant income, as they have been relegated to tasks such as caring for their siblings, or tending grazing cattle, rather than being involved in wage earning jobs.

### **MAJOR FINDINGS:**

1. Economic reasons in school dropout are quit common.
3. Many schools do not have adequate infrastructure facilities.
4. There is need of discipline and timelines in holding classes in certain schools.
5. There is need of more number of teachers to handle different classes in certain schools.
6. Building of coordination among village panchayats, parent-teacher association, NGOs and Education is the need of the hour.
7. Adult education for parents will improve the level of education among children.
8. Poverty induced child labour practice; lake of flexible timings for working children is also felt necessary.
9. There is a need to follow up and re enrolment of school dropouts.
10. Learning may be made attractive by adding talent search, organizing artistic competitions, conducting periodic educational excursions etc.

11. There is no any properly maintained records of absents or presents of teachers in the school.
12. Some of the schools in the rural area one teacher have to do more than one classes at the same time due to lake of teachers.
13. In the primary schools there are no Clerk and Chowkidar all the external and official works have to do by the teachers. These things partially affect in the academic activity of the teachers.
14. Sometimes monthly training and meeting create problems in academic purposes of a school as all the teachers have to do it in the same day.
15. In the rural areas due to illiterate, ignorance and poor economic conditions of the parents shows the absent of student in the school as it is 1.26 percent of our school children's in the district.
16. Some students are seen in these areas that they cannot have the ability to pass the examination but they have to promote to the next class due to the bindings of the policy, which affect in providing the quality education.

#### **SUGGESTION AND CONCLUSION:**

1. There should be well balance between teacher and pupil ratio. So requite more teacher is the argent need to the implementation of any fruitful policy.
2. Incentives should be taken under SSA to effective implementation through awareness campaign in rural areas.
3. Concerning authority, local people, NGOs should ensue about the presence of teachers in the schools.
4. To provide quality and compulsory education in rural area community awareness and parent's literacy programme should be needed.
5. Teachers should be actively participated in different teaching learning activities of the school.
6. Teachers should be well trained so that effective teaching learning processes can be possible.

#### **CONCLUSION:**

No scheme of elementary education can be successful without the active coordination and efficient work of the teacher. If elementary education has to be improving qualitatively there must be improvement at the first instant.

Teacher attendance in both primary and upper primary schools shows no change over the 2012 level of 85%. But student attendance shows a slight decline, especially in upper primary schools from 73.1% in 2012 to 71.8% in 2013.

Overall, enrollment numbers remain very high. Over 96% of all children in the age group 6 to 14 years are enrolled in school. This is the fifth consecutive year that enrollment levels have been 96% or more.

- Nationally, the proportion of children (age 6 to 14) who are not enrolled in school has decreased slightly, from 3.5% in 2012 to 3.3% in 2013.

- At the All-India level, the proportion of girls in the age group 11 to 14 who are not enrolled in school dropped from 6% in 2012 to 5.5% in 2013. The greatest progress is visible in Uttar Pradesh, where this percentage dropped from 11.5% in 2012 to 9.4% in 2013. However, in Rajasthan the proportion of out of school girls age 11 to 14 rose for the second year in a row, from 8.9% in 2011 to 11.2% in 2012 to 12.1% in 2013.

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