

A STUDY ON THE STATUS OF SECONDARY EDUCATION OF BODO MEDIUM SCHOOLS IN BAKSA DISTRICT OF BTR, ASSAM

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Abstract:

Education encompasses primary and secondary learning with an aim to garner the all-round development of the learner enabling him to live a purposeful life based on economic stability. Education is a process of acquiring knowledge, skill, values and attitudes through various methods such as teaching, training or research. The current paper is intended to study the status of secondary school education of Bodo medium schools in Baksa district of BTR, Assam. It aims to delineate the academic growth of Bodo medium schools upto the secondary level citing the overall pass percentage attained at the HSLC examinations and delve into the infrastructural status of such schools and finally draw an inference of its existing teaching faculty and avenues of its employability.

Keywords: Education, development, Bodos, secondary, growth, employability.

Introduction:

The quality of life and productive variables are significantly influenced by education. The cornerstone for pursuing higher education, which fosters economic growth and development, is education, particularly primary and secondary education. It has both direct and indirect effects on economic development. Productivity, employment, labor force composition, division, and mobility are its direct consequences; thrift, savings, family size restrictions, and the development of positive attitudes and abilities are its indirect effects. Therefore, it functions as a tool for both social welfare and the overall economic growth of the country. It is commonly known that the majority of developing nations have historically made relatively little investment in human capital, which shows up as low labor efficiency, factor immobility, limited trade and occupation specialization, a lack of effective management and entrepreneurship, traditional social institutions, and customary values. The significance of investing in human capital is supported by several studies on economic

growth, both in industrialized and developing nations. Accordingly, human resources development (HRD) is crucial to both economic development and the overall process of economic growth (Rio, 2010). Adam Smith saw education as an investment in human resources in his 1776 book *Wealth of Nations*.

Primary and secondary education serves as the foundation for HRD, which can be accomplished through education in any nation. Ensuring access to and offering high-quality education is essential if societies are to grow, regardless of whether educational policies concentrate on primary or secondary school. Because of this, the central government has launched a number of initiatives to promote primary education, some of which include:

- a. Sarva Siksha Abhijan (SSA), which seeks to give all children between the ages of 6 to 14 relevant and useful elementary education.
- b. The Mid Day Meal (MDM) program, which measures student enrollment, retention, and attendance while also influencing their nutritional state in an effort to universalize primary education.

In their works, a number of economists, including Adam Smith, T.W. Schultz, William Petty, and others, have listed the economic aspects of education. The following are some of the economic characteristics of education:

- a. It provides numerous direct and indirect advantages.
- b. It brings about changes in technology.
- c. It makes things more productive.
- d. It shares ideas and abilities.
- f. It is both an investment and consumption.

It is evident from the aforementioned economic characteristics of education that it serves as a potent tool for HRD, which is highly beneficial for economic growth. In addition to producing skilled and talented human resources, education also boosts financial operators' efficiency, which promotes economic growth and development. Primary and secondary education also lays the groundwork for research in various areas of the education sector. In order to find strategies to speed up the slow progress of education in the study area, it is necessary to analyze the state of school education in the Baksa district, where it is much lower than in other districts of Assam.

Review of literature:

Basumatary, R. (2015) in his study on “*A comparative study of school educational status in the District of BTAD*” analysed the growth of school education and problems faced by the school educational institutions of Bodoland Territorial Area District (BTAD). He had analysed the performance of school education along with the employment avenues and found some issues related to the school education system like lack of library facilities, adequate classrooms, the ratio of teachers, Frequent Bandhs and holidays, frequent violence in the

region etc. The researcher has identified the problems of frequent bandhs in the area. He further stated that the local people call frequent bandhs for demanding various issues related to their livelihood and development. Because of these reasons the educational institutions remain closed which affects education. The teachers and the students ratio are not matched according to the guidelines given by the respective councils of state and the central government.

In his *1973 study on the evolution of secondary education in Assam*, Das found that the state of secondary education was far from ideal, which was suggested by low social standing and low pay. Additionally, the teachers' professional competence fell short of expectations. The buildings and other infrastructure, especially those of private institutions, were in terrible shape. The survey also revealed that co-curricular activities such as discussions, games, sports, moral instruction, physical education, and school magazine publishing were typically of very low quality.

The objective has advanced with the growing number of students pursuing higher education, even if institutional facilities have undergone a significant growth over the past 55 years. Furthermore, there are obvious differences in what has been accomplished according to caste, sex, religion, and geography.

In his book *Educational Planning and Development*, Dayal (2013) examined the issues surrounding primary and compulsory education and found that a number of political, social, religious, economic, and geographic reasons impeded the expansion of primary education. In addition, he discovered waste, stagnation, and numerous other administrative issues in the primary school curriculum. The development of primary education has also been severely hampered by the constitution's failure to live up to its promises.

Objectives:

The following objectives guide the study's endeavor:

- (i) To look at the growth of elementary schools, comprising upper and lower primary as well as high and higher secondary schools.
- (ii) To examine how well students performed in school as measured by their pass rate on the high school leaving certificate (HSLC) exam.
- (iii) To assess the job opportunities in educational institutions.
- (iv) To draw attention to the challenges schools encounter in delivering instruction.

Methodology and Data collection:

The study is dependent on primary and secondary sources and is descriptive and analytical in nature. The researcher has collected the primary data through interview surveys and fieldwork while secondary data has been gathered from a variety of sources, including books, journals, government agency publications, and pertinent websites. After the data has been processed for analysis, a basic statistical tool such as the percentage method is employed.

Census Details 2011 of Baksa District in terms of Population:

Description	Rural	Urban
Population (%)	98.71%	1.29%
Total Population	937,833	12,242
Male Population	475,027	6,303
Female Population	462,806	5,939
Literates	564,860 (69.18%)	7,977 (74.54%)
Male Literates	318,180 (76.98%)	4,434 (80.43%)
Female literates	246,680 (61.18%)	3,543 (68.28%)

Source: Baksa District Census Handbook, 2011

Table 1:**Educational Institutions under Baksa district:**

Sl No.	Institutions	Total
1.	Degree College	5
2.	Provincialized Sr. Secondary School	12
3.	Provincialized Higher Secondary School	31
4.	Provincialized High School	161
5.	Provincialized High Madrassa	2
6.	Provincialized Sanskrit Tol	2
7.	Girish Vidyapith (Special) H.S.	1
8.	Pre. Sr. Madrassa	4
9.	Private institutions	100

Source: Inspector of Schools Office, Baksa

Table - 1, indicates the population of the elementary schools, including lower and upper primary schools, high schools, secondary schools and degree Colleges. From this population the researcher had taken 14 (fourteen) secondary schools for her research study. Wherein, 5 (five) Degree College, 12 (twelve) Provincialized Sr. Secondary School, 31 (thirty-one) Provincialized Higher Secondary School, 161 (one hundred and sixty one) Provincialized High School, 2 (two) Provincialized High Madrassa, 2 (two) Provincialized Sanskrit Tol, 1 (one) Girish Vidyapith (Special) H.S, 4 (four) Pre. Sr. Madrassa and 100 (one hundred) Private institutions.

Table - 2, which is shown below, provides the best analysis of selected sample of secondary Bodo medium and mixed medium schools under Baksa district of BTR, Assam:

Table2:

List of Secondary Bodo Medium and Mixed Medium Schools:

Sl. No	Name of the Secondary Schools
1	Bapujee High School
2	Mushalpur HigherSecondary School
3	Barimakha Higher Secondary School
4	Olongbar High school, Dalbari
5	Alari High School
6	Hirimba High School
7	Khoklabari Girls High school
8	Kamardwisa High School
9	Digheli High School
10	Baleng High School
11	Athiabari Higher Secondary School
12	Nehru Milan High School, Kharua
13	BhalukdongaVidyamandir High School
14	Karemura Ranaishree High School

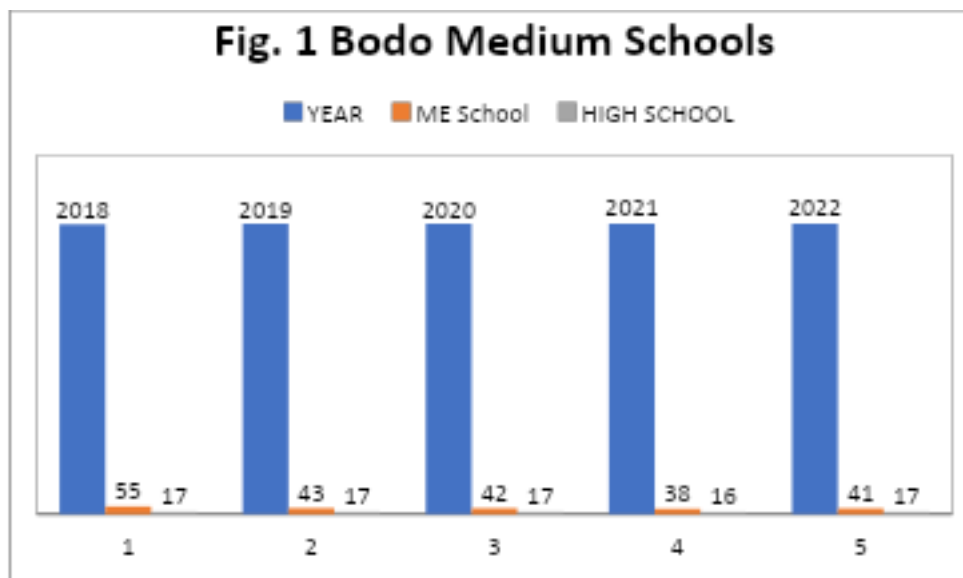
Source: Inspector of Schools Office, Baksa

In the present study a sample of 14 (fourteen) Secondary schools under Baksa district was randomly selected out of 81(eighty one) Secondary schools, as shown in Table- 2. From the entire Secondary schools of Baksa district, the researcher has selected both Bodo medium and mixed medium schools where Bodo medium is a part.

Growth of schools in Baksa district

Table 3 Growth of Bodo medium Schools in Baksa district

Year	Middle Elementary School	High School
2018	55	17
2019	43	17
2020	42	17
2021	38	16
2022	41	17



From Table 3 and fig. 1 there is clear indication that the number of Bodo medium for Middle Elementary School decreased from 55 numbers in 2018 to 41 numbers in 2022; and there are 17 numbers of High Schools from 2018 to 2022.

Performance of school education

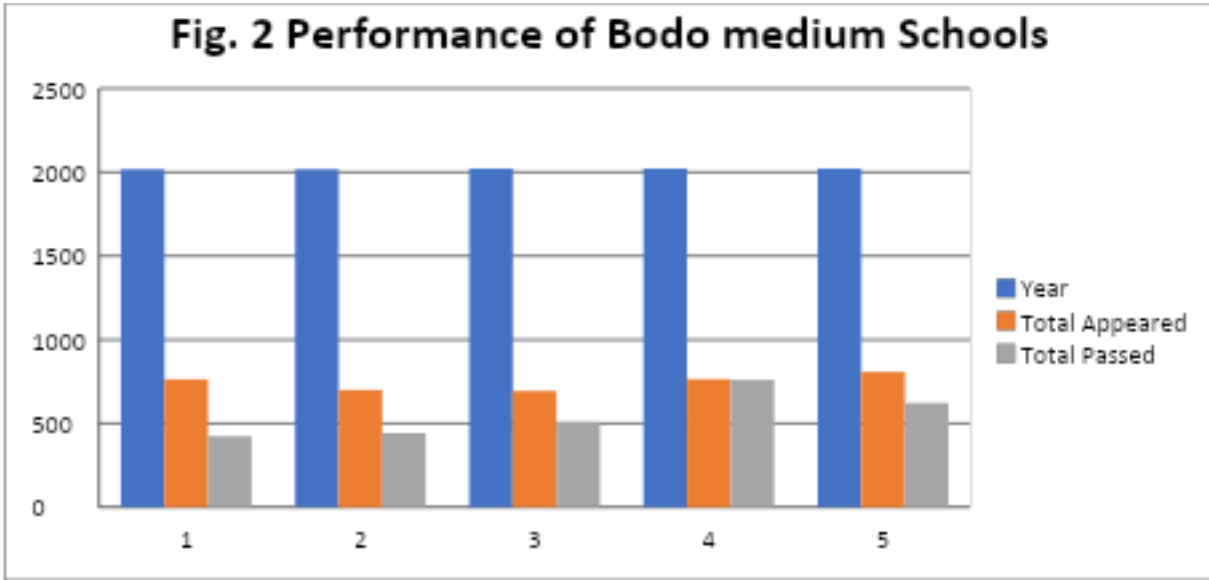
Table 4 provides the analysis of selected sample schools education achievement in terms of pass rate in the HSLC exam:

Table 4:

HSLC Examination Performance of Bodo Medium Schools of Baksa District in BTR:

Year	Total Appeared	Total Passed	Percentage
2018	764	424	55.49
2019	700	443	63.28
2020	694	510	73.48
2021	765	761	99.47
2022	808	623	77.10
Average			73.76

Source: Survey report



As shown above in table- 4 and fig. 2, in the year 2018, 764 nos. of students appeared,out of which 424 students passed-out at the rate of 55.49 percent. In the year 2019,700 students appeared, out of which 443 students passed-out at the rate of 63.28 percent. Moreover, in the year 2020, 694 students appeared, out of which 510 students passed-out at the rate of 73.48 percent. Additionally, the year 2021 showed the best performance, wherein a total of 765 students appeared, out of which 761 students passed-out at the rate of 99.47 percent and in the year 2022, 808 students appeared, out of which 623 passed-out at the rate of 77.10 percent.

As per the above table, the average annual growth rate is 73.76 percent. It is also seen from the above table that the year 2021 produced the best result, However, it must be conceded that the performance of Baksa district is fairly well and deserves appreciation when compared to some districts of Assam.

Opportunities for employment in school educational institutions:

Both in rural and urban areas, a significant number of educated unemployed youths were absorbed by educational institutions, including M.E, high, and secondary schools.

Table-5, which follows, highlights the number of teachers employed under the given list of school educational institutions up to the secondary schools:

Table-5:

Number of teachers employed in the schools under Baksa district of BTR:

No. of teachers	231
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With the exception of the junior colleges in the study region as a whole, the number of teachers working in educational institutions up to the higher secondary level has increased, according to the employment status of table-5 shown above.

Issues that school educational institutions face:-

Talks with the principals and headmasters of a few chosen schools under Baksa district have highlighted some of the challenges that the schools in the research region confront. These are—

1. The majority of schools lack distinct library buildings and facilities.
2. The high student-to-classroom ratio in many of the study area's schools is a result of inadequate classrooms.
3. The Baksa district has a very high student-teacher ratio, which lowers educational quality.
4. The school administration frequently experiences bandhs, which have a negative impact on both the general performance of educational institutions and the lives of children specifically.
5. In the year 2020 it is found that the society faced various issues at large educational institutions, specifically the prevalence of Corona, which laid an adverse effect on the growth of studies amongst students at large.

Results and Conclusion:

The following conclusions and summaries can be drawn from the analysis above:

- (i) Bodo medium schools are found to be declining for ME schools, whereas the number of High schools is at a constant state. With regard to Higher Secondary schools there is not a single school established.
- (ii) Baksa district has performed fairly in terms of school performance in the HSLC examination. Overall, the performance of Baksa district is fair as compared to other districts of Assam.
- (iii) There is an increase in the number of teachers from 2018 to 2022 in terms of employment opportunities in the educational institutions.
- (iv) A number of issues affect educational institutions in schools, including a lack of a well-equipped library, smart classrooms, a high student-teacher ratio, a shortage of teachers, etc. In addition, the school administration has to deal with the issue of frequent violence and bandhs, which have a negative impact on the quality of instruction provided in schools.

Therefore, in order to boost the expansion of educational institutions and their effectiveness, the state and BTC governments should take the essential actions to provide the necessary infrastructure for education and address the issue of frequent bandhs and violence.

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