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“EDUCATION OF DEPRIVED SOCIAL GROUP”-WITH SPECIAL REFERENCE TO THREE VILLAGES IN KOTOHA GAONPANCHAYAT UNDER DIBRUGARH DISTRICT

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Abstract:

Education is the knowledge of putting one's potential to maximum use. Education in its general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training, research or simply through auto didacticism. Education in India provided by public sector as well as the private sector with control and funding coming from three levels central, state and local. The consultancy Act 2002 inserted article 21 in the constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a fundamental right in such a manner as the state may, by law, determine. The educational institutions are expected to equip children to the best of their ability for securing a meaningful place in society and thus fostering a process of developing an egalitarian society. However a large number of children are still excluded the education system and hence cannot participate meaningfully in the economic, social, political and cultural life of their communities. When we talk of giving education to our young we mean that such experiences are provide to them which may help them to grow physically, mentally, morally and spiritually. But individual growth is meaningless unless it is taken in context with the other people in the environment. Education can be organized without much trouble if the individual to whom it is to be provided are living in a simple social environment. The present paper investigates the education level in the deprived social group with a special reference to three villages of Dibrugarh district. The present paper is the output of an empirical study. The paper will provide thorough analysis of awareness and implementation of the present education schemes in the school under three villages of the “KOTOHA GAON PANCHAYT” under “BORBARUA DEVELOPMENT BLOCK” IN Dibrugarh district. This paper undertakes an analysis about the ratio of teacher and students and the number of schools in the specified area. The problems faced in the area in imparting education have also been analyzed.

KEY WORDS:

Education , Kotoha Gaonpanchayat , society , educational policies .

INTRODUCTION

Education of a society has peculiar characteristics which a very complex task. It is never easy to formulate educational policies and plans and to execute them in any type of society. Education very simple means providing profitable experiences. Learning is gained through experiences. For efficient learning, education is necessary. At present, India is passing through a very critical phase. Why is it so? The researchers are going to deliberate on this question in this seminar paper. It is widely acknowledged that education has an important role to achieve a greater degree of social justice. The educational institutions are expected to equip children to the best of their ability for securing a meaningful place in society and thus

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fostering a process of developing an egalitarian society. However, a large number of children are still excluded from the educational system and hence cannot participate meaningfully in the economic, social, political and cultural life of their communities.

MEANING OF DEPRIVED SOCIAL GROUP

The concept of deprived social group is generally used to analyze socioeconomic, political, and cultural spheres, where disadvantages people struggle to gain access to resources and full participation in social life. Level of awareness among the marginalized group plays very important role. Organized communities which are aware of their rights, demand more justice than unorganized communities. This also depends upon the support of the political-economic system of the country where they live in.

GOVERNMENT SCHEMES TOWARDS EDUCATION

There are mainly two schemes are working towards education are as follows

1.Rashtriya Madhyamik Shiksha Abhiyan

? This scheme was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality. The implementation of the scheme started from 2009-10. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

Important physical facilities provided under the scheme are:

(I) Additional class rooms, (ii) Laboratories, (iii) Libraries, (iv) Art and crafts room, (v) Toilet blocks, (vi) Drinking water provisions and (vii) Residential Hostels for Teachers in remote areas.

Important quality interventions provided under the scheme are:

(i) appointment of additional teachers to reduce PTR to 30:1, (ii) focus on Science, Math and English education, (iii) In-service training of teachers, (iv) science laboratories, (v) ICT enabled education, (vi) curriculum reforms; and (vii) teaching learning reforms.

2.Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (Education for All Movement) is a programme by the Government of India aimed at the universalization of elementary education "in a time bound manner", as mandated by the 86th amendment to the Constitution of India making free education to children aged 6–14 (estimated to be 205 million in number in 2001) a fundamental right. Existing schools with inadequate teacher strength are provided with additional teachers, and the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on female education and children with special needs.

Its goals of 2011 were to do the following:

Open new schools in areas without them and to expand existing school infrastructures and maintenance.

Address inadequate teacher numbers and provide training a development for existing teachers.

Provide quality elementary education including life skills with a special focus on the education of girls and of children with special needs, as well as computer education

Rationale of the study

The study has been carried to have an understanding of the education system of deprived social group. It has been tried to analyze the problems, the prospects, the changing scenario of such area would like to see in the future. It will bring into light a comparison of the balance of study between the education pattern of developed area and a deprived area. The Government provides various schemes for education although some areas are still under develop in the field of education. Though the study area is residents of Schedule caste people. They are economically deprived. The local people's perception about the present educational scenario and their opinion shows imbalance of education to all.

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Objectives of the study

- 1.To observe the education scenario of three villages i.e. 1 no Naojan, 2 no Naojan and kotoha gaon under Kotoha Gaonpanchayate.
- 2.To examine the opinion of the people about implementation of the government schemes related to education in the deprive area.
- 3.To diagnosis the problems associated with imparting education in the deprived social group of the study area.

METHODOLOGY

Sampling technique: Convenience sampling technique has been used for collecting the data from the study area.

Sampling units: We take 60 households as a sample from three villages out of 332 households. There are 4 Lower primary school, 2 Middle English school and 1 High school under Kotoha Gaonpanchayat which fall under Borboruah Development Block. We take 1 L.P. school, 1 M.E School and 1 High School as a sample.

Data sources

Primary source

The study has been conducted by using both primary and secondary data sources. Primary data are collected from the households, teachers and village head (Gaonbuha) taken as sample from the population of three villages on the basin of Buhidihing river on Dibrugarh district.

Secondary source

Secondary data have been obtained from government report specially collection from school office data and available at websites in internet. The results are presented with the help of tables using appropriate computer assisted procedure.

Population -- There is total 12 villages under Kotoha Gaonpanchayat. There are 332 households in three villages with a population of app.1650.These area are highly populated area. There are 4 L.P. School, 2 M.E.School and 1 High School.

Sample – From the population of households we take 60 households as sample and from the above School we take one School of each level (L.P.,M.E,and High) for the study purpose.

Tools and techniques

For the survey the researchers use percentage formula and mathematical formula are used.

Analysis & interpretation

For the purpose of the study about education in deprived social group the researchers already mention that the study is undertaken in three villages of Kotaha Gaonpanchayat under the Borboruah Development Block. Under the study there are total 7 government schools which constitute 4 L.P. School, 2 M.E. School, and one High School. The study area is situated near AT road 37 the north side of Buhidihing river and south side of Sesa river under Dibrugarh district.

The teachers in sample school are as follows

Table 1. No of teachers in school

Sl.No	School	No of teachers		
		Male	Female	Total
1	Lower primary School	1	2	3
2	Middle English School	2	2	4
3	High School	8	5	13

Source: Filed survey

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In lower primary school only 3 teachers were appointed where 1 is male and another 2 are female. In the Middle English School there are only 4 teachers who are presently appointed and where 2 are male and another 2 are female and in the High School there are 13 teachers where 8 teachers are male and 5 teachers are female.

The ratio of students and teachers in any society is very important. The ratio of students and teachers we found as follows

Table 2. Student's teacher ratio

Sl. No.	Schools	Total students	Total teachers	Ratio
1.	Lower primary School	27	3	9:1
2.	Middle English School	120	4	30:1
3.	High School	143	13	11:1

Source: Field Survey

It is observed that in the lower primary school the ratio of students and teacher is 9:1 i.e. one teacher against nine students. In the Middle English School it is clear that the ratio of students and teacher is 30:1, i.e. one teacher against thirty students. And in the high school the ratio is 11:1, i.e. one teacher against eleven students.

The coverage of area by school is very important because, if the school covers a large area then it is not possible to provide the sufficient education facilities to the students along with the interaction of teachers with parents will become difficult. The coverage of households by schools is presented in the table as follows;

Table 3. Coverage of households by school

Sl.No	Schools	Total households	No of schools	Coverage(in terms of households)
1.	Lower primary School	332	4	83
2	Middle English School	332	2	166
3	High School	332	1	332

Source: Field Survey

The researchers observed that lower primary school cover 83 households in the study area, Middle English School cover 166 households and High School cover 332 households.

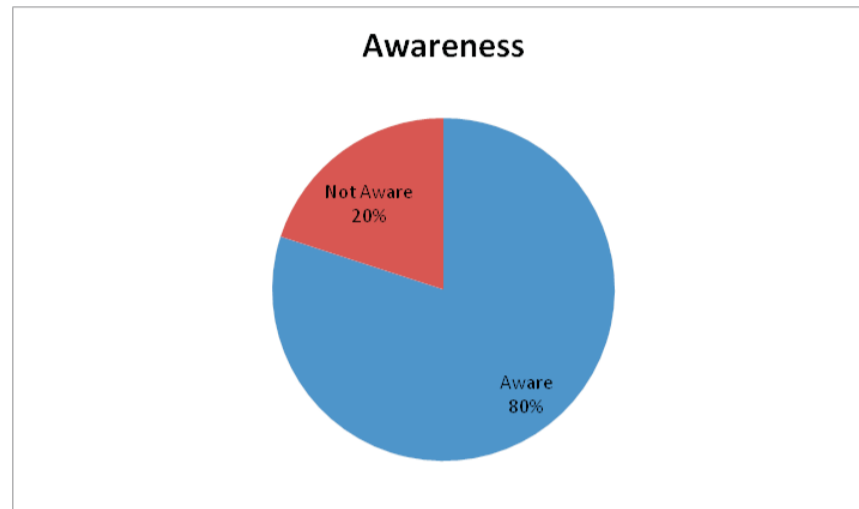
The Government provided various schemes for education facilities of the students. The schemes are provided in the form of two schemes i.e. under Sarva Shiksha Abhiyan and ratriya Madhyamik Shiksha Abhiyan. The awareness of the schmes among the households under the study area as follows,

Table 4. Awareness of educational schemes (% wise)

Sl.No.	Types of responses	Response (%)
1.	Aware of schemes	80
2.	Not aware of schemes	20
Total		100

Source: Field Survey

Figure 4



It is observed that overall 80 % of the populations in the area are aware about the schemes and 20 % are not aware about the schemes.

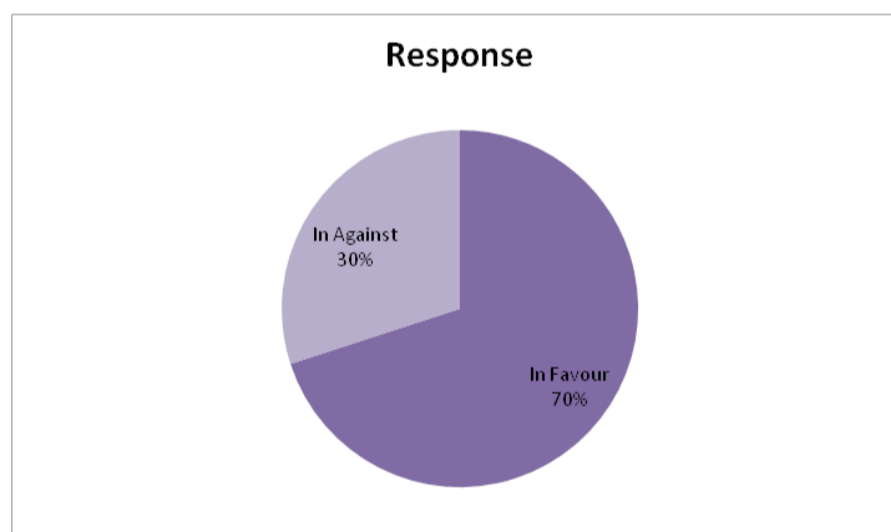
The mid day meal scheme is a most important provision under the Sarva Shiksha Abhiyan .With regard to mid day meal scheme in this area we take responses from parents. The response against mid day meal are shown as follows from the table

Table 5. Responses against mid day meal scheme (% wise)

Sl.No.	Particulars	Response (%)
1.	In favour of mid day meal	70
2.	In against of mid day meal	30
	Total	100

Source: Field Survey

Figure 5



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It is observed that overall 70% of the respondents are in favour of midday meal Scheme and other 30% of the responder were says against the support of mid day meal schemes.

They say the mid day meal scheme is successful in motivating students towards school but the attentive reaction goes done due to this scheme.

FINDINGS

After the data collected from the study area the researchers found some findings. These are fully based on the collection of primary data.

- 1.Under the study the no of teachers in Middle English School is very less. Here the ratio of teachers and students is 1:30. Here we also find that among the teachers one is physically unable to deliver class due to continuous illness and another one is in charge of census activities in this area.
- 2.In the lower primary school some sports equipment are received from UNICEF.
- 3.Books, khata etc are duly received by lower and Middle English School from Sarva Shiksha Abhiyan Mission under the Borboruah Development Block
- 4.The coverage of area by schools is not satisfactory in our study area. Here the researchers find that there are only 4 L.P.School, 2 M.E.School and 1 high School.
- 5.The infrastructure facilities of the schools are not so very good.
- 6.In the lower primary school one teacher is appointed by the Borboruah Development Block under the scheme of Saturday Club.
- 7.From the survey it is also find that only 6 persons are graduate, maximum are under Metric and nearly 25% of them are H.S.L.C. passed.
- 8.Here the researchers also find that in the Lower Primary school the different competition are arranged, but in the M.E. and High School the arrangement of different competition are not satisfactory due to pressure on only educational results.
- 9.The TET qualified teachers are not appointing in schools under the study area.
- 10.The sanitary facilities are not good in schools under the survey area.
- 11.Since the deprived people are economically weak, so instead of sending their wards to gain education, they prefer to have them as bread earner to support the family.
- 12.Under the study area it is also find that there are 3 private schools are working along with the 7 government schools.

PROBLEMS

Every problem arises with a satisfactory solution. This depends on the problem solver. Here under the study the researchers find some problems faced to impart education from the responses of village populations, village head and school teachers. These are as follows

- 1.Class segmentation problem faced by the lower and M.E.Schools due to lack of teachers.
- 2.Transportation problems are the main problem faced by the people in these three villages. The road conditions are very bad, and it is not usable in the rainy days.
- 3.The awareness of the educational facilities among parents are not satisfactory due to which they are not encourage to give proper education to their children's.
- 4.The language problem is also faced by lower primary student due to appointment of other linguistic teacher.
- 5.Extra office room is not available for Lower primary Schools.

CONCLUSION & SUGGESTIONS

From the above discussion, we conclude that the education of deprived social group is not at a satisfactory level till now. The government provides various schemes to the schools but the populations of these areas are not able to acquire such schemes successfully due to infrastructural problems, non awareness of such schemes etc. Here the researchers want to give a few suggestions to improve the education of the deprived social group.

- 1.The TET qualified candidates should be appointed to the schools. The appointment of teachers should within their respective districts so that they able to deliver the services.
- 2.The role of parents is most important to make their children educated so the parents should devote their time to their children's education.
- 3.The educational schemes should be communicate with the society with a open field meeting so that the parents as well as society would come to know about schemes and it will help to implementation of such

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schemes.

There is a need to draw attention to unacceptable levels of education inequality across countries and between groups.

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