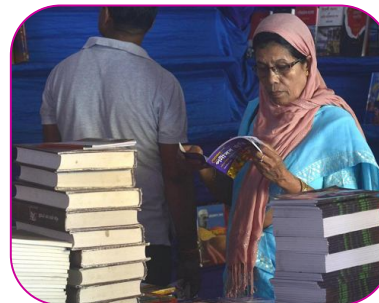




EDUCATIONAL STATUS OF KOCH RAJBONGSHI IN ASSAM

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ABSTRACT :

Koch Rajbongshi is an ancient tribe originally from the ancient Koch Kingdom. The Rajbongshi Tribe is referred to as Koch Rajbongshi/Rajbanshi/Rajvanshi. A big number of Rajbonshi people now live in Assam and the Rajbongshi of Assam are mainly backward from all aspect like education and socio-economic. They have their own culture and language. The main concern of this paper is to discuss the educational condition of the Koch Rajbongshi in Assam.

KEYWORDS : *ancient Koch Kingdom , education and socio-economic.*

INTRODUCTION

The word Rajbongshi means literally "Royal community". They have a rich cultural heritage and their own language. The homelands of this ancient tribe include West Bengal, Assam, Arunachal Pradesh, Meghalaya and various North Eastern parts of India. The Great Kamatapur was parted with Bangladesh, West Bengal, Assam, Nepal, Meghalaya, Tripura, Bihar, Bhutan by the British and after the 1947. A huge number of Rajbonshi people now live in North Bengal and West Assam, Meghalaya, Bangladesh, Nepal. Kamatapur Liberation Organization is an armed militant outfit of Rajbonshi community and it is demanding independent Kamatapur State consisting of North Bengal and West Assam to bring back its past glory. The Rajbongshi/Rajbanshi language is spoken by 1 crore people according to a 2001 census report for Jalpaiguri, Cooch Behar, Darjeeling, Malda, Murshidabad; Assam, Goalpara District, Kokrajhar District, Dhubri District, Bongaigaon District; Bihar and Purnia District, in India. Koch Rajbongshi are excluded from the list of OBC and central given them ST long time back but in Assam still they are OBC. Dhubri district is one of the backward districts of Assam in respect of social, economic and education where literacy rate is 59.36 which is the lowest in rank in Assam according to 2011 census and the rural literacy rate is 43.90 according to Statistical Handbook, 2006. That is why the researcher has selected this district for the study.

OBJECTIVE OF THE STUDY

- To study the educational condition of the Koch Rajbongshi in Dhubri Assam.

METHODS AND TOOLS

The researcher has completed this piece of research work by adopting the descriptive cum normative survey method of research. Family information blank has been prepared and used for the purpose of data collection. Percentage analysis, mean, etc. has been used for the treatment of data.

POPULATION AND SAMPLE

The population of the present study comprised the household of the Koch Rajbongshi family. Information regarding the concentration of Koch Rajbongshi population in the blocks and the total number

of their population in the district has been collected from the district President, AAKRSU (All Assam Koch Rajbongshi Students Union). According to their view 3,25,616 (approx.) i.e. 16.71% Koch Rajbongshi populations are there in Dhubri district of Assam. The researcher has selected 300 families for the sample of the study from all the 3 blocks i.e. 100 families from each block.

ANALYSIS AND INTERPRETATION

An attempt has been made to describe the socio-economic conditions of the Other Backward Classes in Dhubri district of Assam. A family's socioeconomic status is based on family income, parental education level, parental occupation, and social status in the community such as contacts within the community, group associations, and the community's perception of the family. Families with high socioeconomic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books, and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek out information to help them better prepare their young children for school.

NUMBER OF LITERATE MEMBER IN FAMILY

Literacy and numeracy are primary learning tools and it is easy to understand that a literate person is more productive than an illiterate one. A handful of well-educated scientists, for example, may know very well all about the modern methods of agriculture, but unfortunately, however, the large number of farmers on whose performance the agricultural production of the country ultimately depends, cannot put into practice the benefits of such expert knowledge of the scientists unless the farmers have a minimum of functional literacy and numeracy. Without this minimum education, whether acquired through formal schooling or by any other way, a person cannot even do well in petty trade activities, since he will never have full control over his stocks, credits and debits. 2 families are found that they don't have a literate member that means they are fully illiterate. Out of 1448 population 1126 are literate.

N. B: The child who has less than 5 years of age is not included in both literate and illiterate list. But it is seen that some of them got admission at the age of 4 years.

Table 1: Educational qualification/Level of Education of Household-owner

Level of Education/EQ	No. of Household
Nil	58 (19.33%)
Primary (I-IV)	70 (23.33%)
Upper Primary(V-VIII)	68 (22.67%)
High School(IX-X)	40 (13.33%)
H. S. L. C	40 (13.33%)
H. S (Arts)	13 (4.33%)
B. A	10 (3.33%)
B. Sc	1 (0.33%)
Total	300

Table-1 shows that in 300 samples, 19.33 percent household-owner did not receive any kind of education and other 80.67 percent household-owner had received some formal schooling, mostly at the primary and secondary levels. It is found that only 11 household-owners are graduate.

Table 2: Educational qualification/Level of Education of House-wife

Level of Education/EQ	No. of House-wife
Nil	82 (29.5%)
Primary (I-IV)	68 (24.46%)
Upper Primary(V-VIII)	49 (17.63%)
High School(IX-X)	40 (14.39%)
H. S. L. C	22 (7.91%)
H. S (Arts)	12 (4.32%)
B. A	4 (1.44%)
B. Sc	1 (0.36%)
Total	278

Table-2 depicts that 29.5% house-wife don't have any formal education. Most of the house-wife has completed only primary and upper primary level of education and some of house-wife reached up to high school level only. The study found that only 5 house-wife is graduate out of 278 house-wife.

Table 3: Educational Qualification/Level of Education of Household Member

Level of Education/EQ	No. of Member
Nil	201
Primary (I-IV)	197
Upper Primary (V-VIII)	216
High School (IX-X)	109
H.S.L.C	97
H.S (Arts)	61
H.S (Science)	1
H.S (Commerce)	0
B.A	27
B.Sc	4
B.Com	0
M.A/M.Sc/M.com	0
L.L.B/M.B.B.S/M.S/Engineering etc.	0
Total	913

N.B: Educational Qualification of family member those who already completed their education.

Table-3 reveals that most of the household member has completed only primary and high school level. 97 household members have completed H.S.L.C and 62 household members have completed H.S. But no member is found having Master degree in 300 sample household.

Table 4: Number of Members continuing their study in different classes

Level of Education	No. of Members
Primary (I-IV)	169
Upper Primary (V-VIII)	131
High School (IX-X)	66
H.S (Arts)	34
H.S (Science)	0
H.S (Commerce)	0
B.A	11
B.Sc	0

B.Com	0
M.A/M.Sc/M.Com	0
B.C.A	1
M.C.A	1
M.B.B.S	0
M.S	1
Total	414

Table-4 shows that only 414 household members out of 300 have been continuing their study in different levels of education. In 414 members, 300 members have been studying in primary level. The study found that 66 members have been studying in high school level, 34 members have been studying in higher secondary level and 11 are found in B.A level. But no member is found in Master degree level and also in science and commerce courses except 3 members.

Table 5: Number of Members engaged in Job in a Family

Members	No. of Family	Total job holder
0	268 (89.33%)	0
1	26 (8.67%)	26
2	4 (1.33%)	8
3	2 (0.67%)	6
Total	300	40

Table-5 depicts that only 32 families are found to have members who are engaged in job and the total number of job holder is 40 in 1448 rural population of 300 family. But most of the household i.e. 89.33 percent are jobless and they depend on various type of occupation and manual labour. The job holders of the family are teachers of the primary school, police, CRPF, track man (Railway), marketing officer, clerk, chowkidwar, mali, cook man, junior engineer, P. A. to Secretariat, driver (Forest Department), 7 Batillion Assam, Home Guard, Field Assistant (F.A), ANM (Medical), 4th Grade (PWD), army, Helper (Irrigation Department), anganwadi worker etc. Some of them are receiving very less salary like Rs. 2000-3000 per month.

Table no. 6: Number of House wife in service

Response	No. of Household
Yes	11 (3.67%)
No	267 (89%)
Question does not arise	22 (7.33%)
Total	300

From Table-6, only 3.67% house wife engaged in job and 7.33% household respond 'question does not arise' that means some of the house owner are unmarried, wife dead and female household.

Table 7: Number of household engaged in other occupation

Occupation	No. of Household
Cultivation	89 (29.67%)
Animal husbandry	0
Skilled labour	22 (7.33%)
Manual labour/Unskilled labour	115 (38.33%)
High businessman	1 (0.33%)

Car owner	2 (0.67%)
Shop owner	17 (5.67%)
Job holder	21 (7%)
Others	33 (11%)
Total	300

From Table-7, over 38.33% sample households are engaged in manual labour and 29.67% households are engaged in agriculture or cultivation. Around 2/5th of the households reported manual labour as their main occupation for their livelihood. 11 percent of household viewed that they are engaged in some other occupation like car driver, rickshaw driver, private coaching, tube well mechanic, pujari, decorators etc.

CONCLUSION AND SUGGESTING MEASURES

To conclude, the findings of the study reveal that in 300 Koch Rajbongshi family total populations is 1448 and among them 1126 are literate. But most of them only can write their name and level of education of the household-owner is not high which is more necessary for the household-owner because all decision-making and problem-solving tasks depend on him. It is found that only 3.66% household-owner reached in higher education and most of the household-owner received some formal schooling, mostly at the primary and secondary levels. The Koch Rajbongshi of Dhubri district is mainly depends on manual labour and only 10.67% family depends on job. But nobody is found as Grade-I officer. Those who depends on manual labour their level of education, level of income and housing condition with other facilities is also very poor. Early marriage is also prevalent among them which is an indicator of health unconsciousness. The facilities like water supply facility, health facility are also not available in all places.

Skilled labour and high craftsmanship, residents of urban area, commanding sufficient capital, government service of the upper grades, having educated parents or guardians with an atmosphere of self-confidence and culture, having adequate income and resources, having a fair amount of education, belief in science or develop scientific attitude etc. are the indicators of non-backwardness. On the basis of this, the following steps should be taken for removing rural problems:

- Women should be given special help in education so that they may come up to the level of men, and they should be given all opportunities in public service by giving them equality of status.
- Rural areas must be made attractive by better and healthy amenities.
- Special training should be given to the unskilled labourers to improve their efficiency, and they should be encouraged to raise the standard of efficiency, precision, dexterity grace and quickness. All labour should be educated labour.
- People should not wait for the government to take initiative for the backward classes. Social workers should enthusiastically start work for them.
- Curriculum should be changed according to the needs and problems of the society.
- Systematic classes must be held throughout the country, and all the educational methods and psychological aids should utilized to enthuse, both social servants and the masses, for the spread of correct ideas about health, use of money, system of administration, laws of psychology, sociology, ethics and spirituality.
- Both health and education are rights under the Constitution of India, the latter being a fundamental right. It is therefore the duty of the Indian government to deliver these services to the citizens. Health, education and water and sanitation are neither commercial services to be delivered nor charity to be given to citizens; citizens are neither customers nor alms seekers when it comes to basic human rights.

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