

Status of Educational Institutions in Karbi Anglong District, Assam, India

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Abstract:

The distribution as well as location of educational facilities has assumed a most significant dimension in accelerating the processes of socio-economic development. In the slow developing backward rural economy of hill tribes, the education is much more significant element of development. Education is the backbone for the upliftment and development of the society of any area or region. The future of a society can be determined by the present status of educational institution. Education opens the road towards improving the social and economic condition of a society. The present study is conducted to know the current situation of educational institutions in Karbi Anglong District, Assam. The district has the largest geographical area amongst the districts in Assam. The study found that the educational institutions in the district are found to be very low. Therefore proper planning for the development of educational institution is the need of the hour.

Keywords: Status, Distribution, Educational institutions, Development, society.

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I. INTRODUCTION

Education is the backbone for the upliftment and development of the society of any area or region. Education plays a significant and crucial role both in terms of quantity as well as quality of socio-economic development in the country. It is indispensable for the development of human resource. The nation's culture, socio-economic progress is based on educational status of the citizen. Education is the driving force for transformation towards development. It is an activity, or a series of activities, or a process, which may either improve the immediate living conditions or increase the potential for future living. It is the single most important means by which individuals and society can improve personal-endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being. Educational facilities generate awareness and skills among the inhabitants of the area. The infrastructure of education is a very important indicator to determine the level of development of any region. Education is an important parameter for any inclusive growth in an economy. Therefore, education is an important avenue for upgrading the economic and social conditions of the society. Literacy and educational attainment are powerful indicators of social and economic development in the society. Therefore, establishing education institutions where education is imparted to students need the topmost priority.

The National Policy on Education (NPE), 1986, Government of India, New Delhi has ushered a new chapter and raised new hopes and aspirations in the minds of Indian students, teachers, administrators, planners and national leaders. The most important contribution of educational policy is to provide a purposeful base and to strengthen the roots of socio-economic development. With a view to bring about lasting improvement of a society, it is felt imperative to develop human resource at first. Education is thus, regarded as a potential instrument of national development. Education mainly deals with the improvement of human resources. It is through education that a nation transmits its heritage, recreates its culture, strengthens its economy and converses its values. It means to promote 'individual excellence' (Saxena, 1976). Development being a multi-

dimensional process can be brought about through education. As a result, it is widely accepted that economic levels are much more align to expansion of educational facilities. There are many studies which indicate that socio-economic development of an area or country is directly or positively related to educational levels (Mohanty 1988, Mangal 1990).

In case of the District Karbi Anglong, the history of formal educations started after the arrival of the Christian Missionaries in the late 1850's and was introduced only as early as 1860's. The Physiographic and socio-economic conditions like hilly and mountainous topography and primitive economy of the region are not favourable in development of educational facilities. However, it is imperative to understand the increasing demand of educational facilities in the district. It is found that, despite the sincere efforts undertaken by the government of providing free and compulsory education, the district lacks in students enrolment. Moreover the district has very low infrastructure facilities. The outcome is lacking in all aspects as compared to other district because of low awareness among the people. Therefore, the broad minded persons and Non-governmental Organisation of the district need to work hand in hand to improve the level of education in the district. The present problem of education should be identified and proper steps should be adopted to solve these problems.

II. STUDY AREA

Karbi-Anglong is one of the Autonomous Hill districts of Assam. The district Karbi Anglong, the mesmerizing hill district blended with dense tropical forest covered hills, its bounty of flora and fauna and flat plains, is located in the central part of Assam in the North-East India stretches between 25° 33' N to 26° 35' N latitudes and 92° 10' E to 93° 50' E longitudes. It is distinguished by the inter-district boundary-Nowgaon and Golaghat district on the north, Nowgaon district and Meghalaya state on the west and by the inter-state boundary-Nagaland on the east and finally by the North Cachar Hills and the Jaintia Hills of Meghalaya on the south. The district covers a total geographical area of 10,434 sq. km out of which 10,397 sq.km is rural and only 37 sq.km is urban which accounts for about 13.53 percent of the state's total geographical area of 78,438 sq. km with a population of 9,56,313 of which 4,90,167 are male and 4,66,146 are female respectively (Census report 2011). The density of population of Karbi Anglong in 2011 is 92 persons per sq.km which was 78 in 2001. The sex ratio of the district is 951 per 1000 male in 2011 compared to 2001 census figure of 926. The literacy of the district is 69.25 percent of which 76.14 percent is males and 62.00 percent is female as per 2011 census.

Physiographically, the district is characterised by undulating topography mostly dominated by low hills with gentle slopes. Almost 77 percent of the geographical area of the district, according to the State of Forest Report, 2017, is under forest cover-the largest in the entire state of Assam in absolute terms (Forest Survey of India, 2017).

The population characteristic of the district is predominantly tribal and Karbi is the majority tribe. The other ethnic group residing in the district are Bodos, Kukis, Dimasas, Hmars, Garo, Rengma, Nagas, Tiwa, Man (Tai speaking). Besides, a considerable number of non-tribal like Bengalis, Biharis, Marwaris and Nepalese etc. are also living in the district.

The study area experiences different climates in different parts due to the variation in the topography. The winter season begins from October and continues till February. Summer starts from May to August and the atmosphere becomes sultry during this season and the temperature ranges from 23⁰ C to 32⁰ Celsius, while in winter, it ranges from 6⁰ Celsius to 12⁰ Celsius. The Cherra-Dawki escarpment of Meghalaya, Bharail range and the western border hills of Manipur obstruct the easy access of south-west monsoon winds into the heart of the region (Phangsho P.C 1978). This condition gives rise to rain shadow effect in the district.

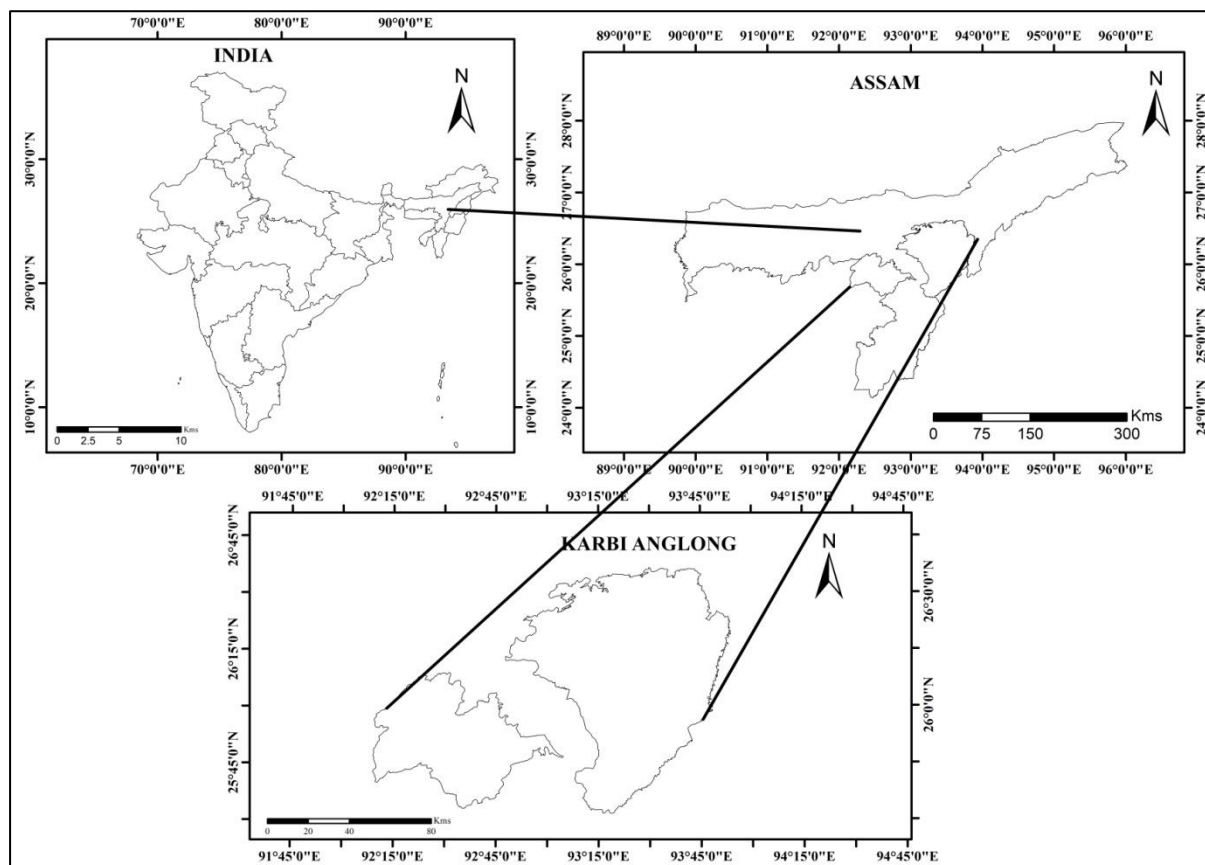


Figure 1: Location Map of the Study Area
Source: Survey of India, 2013

III. OBJECTIVES

- i) to know the status of educational institution in Karbi Anglong District.
- ii) to know the trend of educational institutional development in Karbi Anglong District.

IV. MATERIAL AND METHODS

For the fulfillment of the study, data and information have been collected from both the primary and secondary sources. In case of primary data, most of the data and information have been collected from the office of Inspector of School, (SI), Diphu, Karbi Anglong, Assam, Office of the Joint Director of Economics and Statistics(Hills) Diphu, Assam. However, the secondary data has been collected from books, journals, published articles, newspapers, various Governmental reports and internet for the fulfillment of the study.

V. LITERATURE REVIEW

Pathak (2012) in his book “Development and Problems of Indian Education” mentioned the History of Indian Education system. In his book he also mentioned about the constitutional provision of Indian education. He laid down some of the important provision in his book. Lastly in his concluding part he mentioned the problems of Indian Education. He emphasised on universalization of elementary education in India.

Sen (1991) gave his opinion that education can ensure freedom of mankind. It is capable of providing the essential freedom that is required for an individual to achieve freedom from not only poverty but also from oppression and exploitation.

Sreenivasulu (2013) gave his opinion that Education is today’s need as it is not only the development of intellectual skills and knowledge but also to effective growth and development of Indian Economy. The Education system needs to make students as learners innovators, scholars, researchers and trainers.

Akhtar & Deka (2016) mentioned the importance of higher education in improving the condition of a community. They conducted the study to understand the participation of Karbi Community in higher education in the district. They concluded that higher participation toward higher education is seen in urban areas than the rural areas.

Gangale (2019) in her journal she stated about the tribal education in India. She also mentioned about the problems and issues of tribal education in India. Moreover, She recommended the measure to improve the educational status of the tribal population in India.

Tokbipi (2017) in her journal mentioned the existing problems of education in Karbi Anglong district. She also suggests the conditions to improve the education scenario in the district. In the journal she urged the district administration and parents to play a crucial role to bring sudden leap in educational level in the district.

VI. RESULTS AND DISCUSSION

The literacy rate of the district is 69.25 percent of which 76.14 percent is males and 62.00percent is female as per 2011 census. This percentage of literacy is low when compared to the other district with high literacy rate in the state. The district has received educational institution only during the beginning of the ninetieth century. It has only few such institution before independence. Karbi Anglong district was formally created in 1951. The formation of district has initiated to established number of educational institutions. In the year 1953 there were only 180 primary schools in the entire district which has increased to 1977 in 2016 i.e. after a gap of almost 62 years. Out of these 1977 primary schools, 1870 are located in rural areas whereas 107 schools are in urban area. Presently, though the number of primary school is high in comparison to the geographical area, the distribution of primary school is very sparse and scattered in nature.

Table no 1: Number of Primary School in Karbi Anglong District, Assam (1953-2016)

Sl. No	Year	No. of Schools
1	1953	180
2	1961	360
3	1971	612
4	1975	740
5	1981	951
6	1990	1151
7	2001	1392
8	2008	1414
9	2011	1812
10	2016	*1977

Source: Office of the Joint Director of Economics and Statistics(Hills) Diphu, Assam
* Sarva Shiksha Abhiyan, Diphu, Karbi Anglong, Assam

Since education had not been received utmost importance in the district before independence, the numbers of Middle schools were also not considerable. Prior to independence, there were only 14 middle schools in 1953. But a great change and development could be seen after the formation of the district council. Gradually the number increased up to 272 during 1992-93. The gradual increase in the total number of middle schools in the district were continuously seen since 1953 up to 2016 (Table no2). The number increased to 356 in 2016.

Table no 2: Number of Middle Schools in Karbi Anglong District, Assam (1953-2016)

Sl. No	Year	No. of Schools
1	1953	14
2	1963	25
3	1973	47
4	1983	92
5	1993	272
6	2003	321
7	2006	323
8	2011	410

9	2016	*356
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**Source: DISE information, Sarva Shiksha Abhiyan, Diphu,
*Sarva Shiksha Abhiyan, Diphu, Karbi Anglong, Assam**

Prior to the Independence, Secondary Schools were at 0 (zero) level. Only 01 number of secondary school was observed in 1957. But, there has been a gradual increase in the number of Secondary Schools since 1971 from 29 up to 137 in 2008. There was however, a little decrease in the number of secondary schools in the district in 2011 and 2016 (Table no. 3). It is therefore, seen that during the post independence period though the number of secondary schools has been increased considerably compared to its present population, the geographical area and their needs, the present number of the schools in the district is not at all adequate for which the rate of literacy is still low. Therefore, the need of the hour is to expand the number of secondary school education facilities in its fullest capacity by the concerned authority by adopting qualitative measures for the greater interests of the people in the district.

**Table no 3: Number of Secondary Schools in Karbi Anglong District, Assam
(1957-2016)**

Sl. No	Year	No. of Schools
1	1957	01
2	1961	8
3	1971	29
4	1983	56
5	1985	65
6	1987	82
7	1989	86
8	2008	137
9	2011	97
10	2016	*118

**Source: Inspector of schools, Diphu, Karbi Anglong, Assam
* Sarva Shiksha Abhiyan, Diphu, Karbi Anglong, Assam**

At present, the study area has 12 Government Provincialised and Recognised Higher Secondary Schools out of which 01 is Government Higher Secondary School, 09 Provincialised and 02 Recognised which was only 11 numbers in 2011. There was however, no Provincialization of Higher Secondary School till 2016. It is clearly observed that the present number of Higher Secondary Schools in the district is not sufficient for the population size and needs of the people of the district. Moreover, there are gaps in the distributions of these institutions as per the demands of the people in the district. More number of these institutions may be established for the benefit of the people of the entire district.

The district also has a good number of higher educational institutions. To meet the needs of the developing society, higher education in any region should be given much importance. Higher education plays a very significant role in the development of thinking, reasoning and judgement of the students. Prior to the independence, there was no higher education in the district. At present there are 14 Degree Colleges in the district, out of which 1 is Government College, 4 provincialised and 12 are recognised. The Diphu Govt. College is the premier institution of the district which was established in 1964. A second degree college name "Rangsina College" came up at Donkamokam in 1983. Following the footsteps of the premier college, many other important colleges also came up gradually one after another in the past decade of the 20th century.

Looking at the uneven distribution of the number of educational institutions in the entire district, it is clearly found that the existing number of educational facilities is not at all sufficient compared to the population size and the demand of the people in the district. The study further reveals that, the uneven distribution of educational facilities is a reflection of negligence on the part of the authority concerned that needs to be properly identified and implemented for the benefit of the student community living in the entire district.

VII. PROBLEMS

1. The higher educational institutions in rural areas are accompanied by lower quality since there is higher ratio of teacher-students, poor communication etc. The lower grants given to rural areas are low which hinders in the improvement of physical infrastructure.

2. The non-availability of quality teachers also hinders improvement of quality education. Institution in rural areas suffers from these problems because of lack of transport and communication network facilities, higher ratio of teacher-student etc.
3. The district experience higher rate of school drop out in the recent years. Lower family income and apathy towards education etc. were the reasons that contribute towards high percentage of school dropout.
4. Poverty also one of the main issues that contribute towards lower enrolment of children in educational institution. Parents are too poor to send their children to school.
5. Rural road connectivity is comparatively much lower due to undulating nature of topography which also hinders the school-going children from attending their schools.

VIII. SUGGESTIONS

1. There is an urgent need to check the facilities available in the institution and grant aid to improve the existing facilities.
2. There is a need to provide quality teachers and appoint teachers immediately whenever there is a vacant post in the institute. The availability of required number of teachers will improve quality education.
3. The school managing committee must initiate a proper plan to improve quality education. Importance should be given to focus on teaching-learning, creating a conducive academic environment and improve the overall physical infrastructure of the school.
4. The grant-in-aid should have a free flow for the development of higher educational institutions in the district. Besides, the authorities should give priority to make higher education affordable for all.

IX. CONCLUSION

Education is the driving force for any development in human society. The development of providing quality education needs to be flourished. The improvement in education will bring the improvement in economic and social status among the people, especially the hill tribes living in the district.

There is an urgent need of establishing better educational institutions in the district. Besides the broad-minded people, alert citizens and Non-governmental Organisations must collaborate to improve the conditions of education in the district. The district administration also has to implement all available schemes and programmes for the development of education. The most important is awareness among the people and the people need to be educated towards the benefits of education.

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