

**SURVEY REPORT ON SCHEDULED TRIBES**

# **ASSAM**



सममेव जयते

**DARRANG AND MARIGAON DISTRICTS**

**TRIBAL STUDY ( DPEP )**

Prepared by

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( State Coordinator )  
( Tribal Study )

1993

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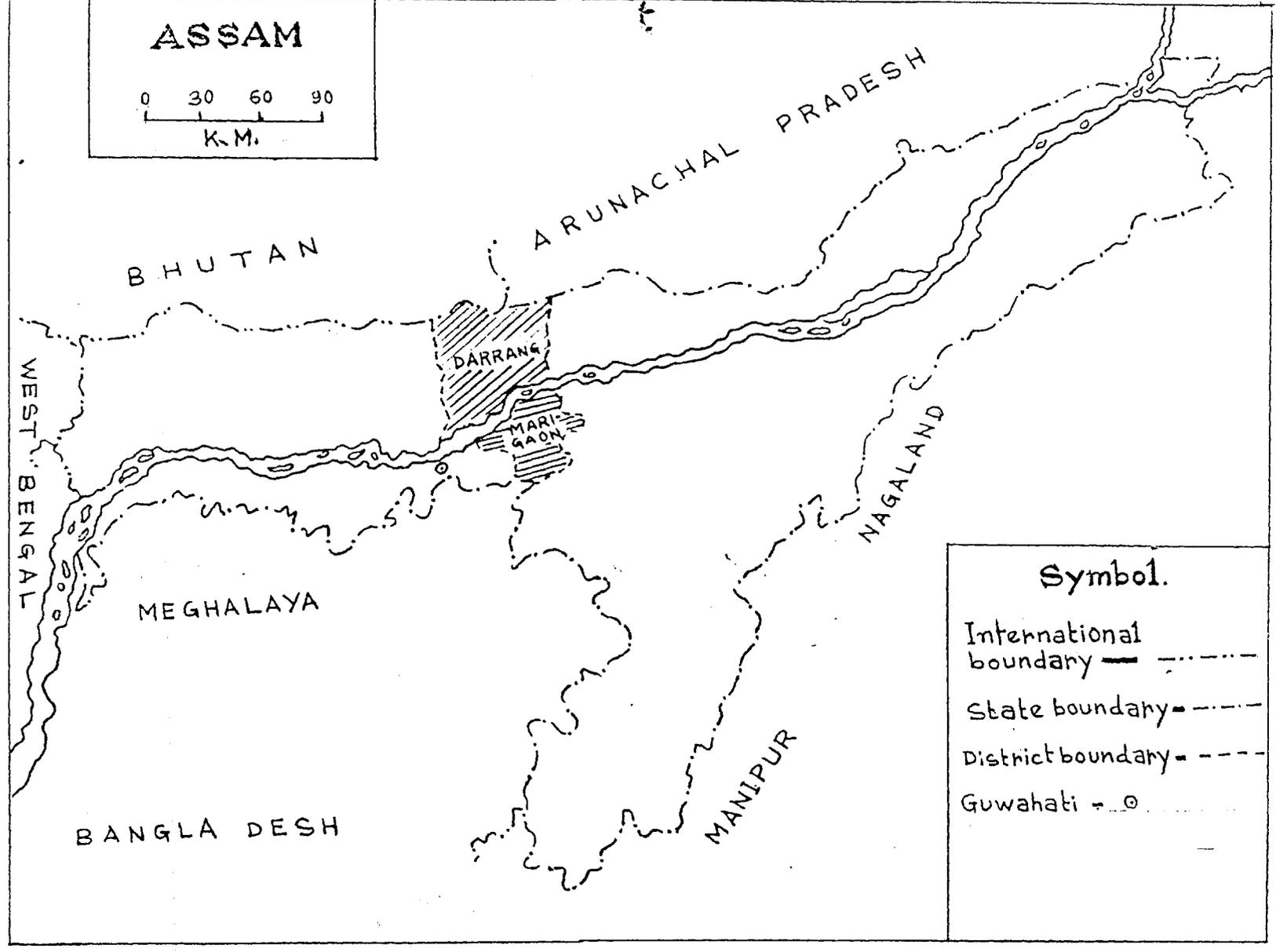
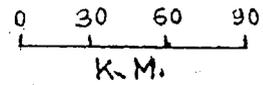
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# ASSAM



## Symbol.

- International boundary — — — — —
- State boundary - - - - -
- District boundary - - - - -
- Guwahati - ○

## ACKNOWLEDGEMENTS

The present survey on tribal study was carried out under the supervision of Prof. Dr.C.J. Daswani, Head, Deptt. of NFE and SC/ST, NCERT, New Delhi. I wish to express my gratitude for his advice and suggestions.

I wish to record my gratitude to Prof. N.Sukla of NCERT for her kind help and advice in the survey.

I am very much grateful to Ms. Ajanta Brahma (Professional Asstt.), lecturer of SCERT, Assam for her valuable help in every step of the study.

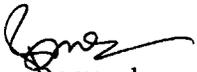
I wish to express my deep gratitude to T.R.Taid Director of SCERT, Assam for providing all facilities for the study.

I also express my sincere thanks to B.K.Das, Deputy Director(Ele.Edn. and also Nodal Officer World Bank Project, Assam) for making himself available with his valuable advice whenever necessary.

I express my sincere thanks to N. Borah, computer Asstt. for his help during the survey.

I also wish to record my thanks to all field investigators for their co-operation during the survey.

At last, not the least, I express my gratitude and thanks to all those who inspired and helped me in the work.

  
B. Baruah.

State Co-ordinator.

Tribal study.

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CHAPTER - I.

## Survey Report on Scheduled Tribes:

INTRODUCTION

India being a welfare country, her constitution since the very inception, provides free and compulsory education for children upto 14 years of age for ensuring education accessible to all. Again, being a democratic country it is her constitutional obligation to extend all sorts of facilities/opportunities to the maximum number of her population. Though we should have been able to achieve that objective with in 10 years of accepting the constitution we are still miles away from the same. Thus, the genesis of such drawbacks have carefully been examined, it is found out that there are some areas which need to be put special emphasis on to achieve Education for All by 2000 AD.

There are:

- Woman Education
- Education for Disabled
- Education for SC/ST and other religious Minorities.

Further our planning process too needs restructuring.

It has been felt that our long pursued process of educational planning at the state level has failed to serve our purposes. India has a composit culture, it differs not only between State to State but also from one village to another village. Thus decentralization in educational planning to tap the varying culture are the urgent requirement of the time.

It is in this context the District Primary Education Programme has been carried out in the 7 states of the country Viz: Kerela, Tamilnadu, Karnataka, Maharashtra, Madhyapradesh, Orissa and Assam. Now, in all educational

planning, starting from curriculum, syllabus, teaching, learning materials, medium of instruction will be made at grass root level. The setting up of DIET's is the direct outcome of realization. Therefore, the deserving areas, represented by Viz: woman, disabled and SC/ST have been brought in the fore-front to equalise their level of educational stage with other communities. It is in this context, that the Tribal-study under DIPR assumes significance.

After independence, the Govt. of India have taken a number of steps to strengthen the educational base of SC and ST communities. Art. 46 of Indian Constitution and also Article 330, 335, 338 to 342 and the entire Fifth and Sixth Schedule of Indian Constitution deals with the special provision for these people. It signifies the importance given to them. In spite of it, this segment of Indian population constituting 8.01% of total Indian population are not making much headway contrary to expectation. Thus, the entire educational/developmental schemes concerning these areas needs further review so as to assess their lacunae. Under DPEP, it is therefore, desired to see the various developmental scheme launched by the State/Centre for the upliftment of these people at the grass-root level..

- in the educational front, whether they have been able to learn in the current educational setup.

- the teaching learning materials and its utilization by these people.

- the curriculum/syllabi - if these have been produced keeping their needs/interest intact.

- if there is any other area which needs

to be introduced etc.

Contrary to ST people, the SC people have their district culture, custom, language and belief of their own. Since the British period, these people have been repeatedly resisting assimilation and also imposition of any kind. Perhaps, it is because of this reason, that all planning/schemes for all-round development of these people remained only on paper till today. The Tribal study under DPEP intends to study various problems and conditions of the ST people at the grass-root level and accordingly suggest measure will definitely suit their needs/interest and which have practical utility their daily life.

Purpose of survey:-

The purpose of this survey is to study the various educational parameters of tribal children and hoped that the findings will provide inputs in to plan formulation.

Objectives:-

The objectives of this study are as follows:-

1. Carry out a sample survey of educational infrastructure and facilities available in the Tribal areas.
2. Status of teacher in tribal areas including their availability, background, qualifications, training, punctuality and problems.
3. Status of curriculum in operation and the teaching learning materials being used with special reference to use of tribal language in the writing of teaching-learning material as well as in the class room transaction.
4. Status of monitoring and evaluation of primary

education including administrative structures.

5. Status of school enrolment and school drop-out with special reference to factors affecting enrolment and drop-out of tribal girls.

6. Status on convergence of various departments providing services and facilities in tribal areas.

7. Status of community participation in the educational programmes and management of schools.

Both qualitative and quantitative data have been collected with reference to the above objectives, and focussed group discussion have been carried out with parents and community members during field data collection.

\*\*\*\*\*

CHAPTER - II.

STEPS IN SETTING UP THE TRIBAL STUDY.

Following steps have been taken in setting up the Tribal study.

SELECTION OF DISTRICTS & BLOCKS.

The study under District Primary Education Programme is being carried out in two districts of Assam viz. Darrang and Marigaon district. The criteria of selecting these two districts being tribal majority as well as low literacy percentage of women. Again this study has been conducted only in one block from each district selecting on the basis of highest tribal population. Thus in the Darrang district of Assam, Udalguri block have been selected and from Marigaon district Bhurbandha block have been selected for the same.

SAMPLE :

From each block of the selected 10 locations i.e. villages have been selected for sample survey. The criteria of selecting these villages are as follow :-

1. 5 villages without having primary schools.
2. 5 villages having primary schools.
3. In the absence of villages of the first category, all the 10 villages of the second category may be included following the above criteria, listed below villages were selected for sample survey. These are shown below in tabular form. :-

Table - 1.

Sl No.	Name of the village	District	Block
1.	Amba Gaon		
2.	Pub-Paneri		
3.	Bori Gaon		
4.	Gela Gaon		
5.	Batabari	Darrang	Udalguri.
6.	Bahupara/Bongrum	⋮	
7.	Sapkhaiti Bher	⋮	
8.	Pachim Nalbari	⋮	
9.	Bancheria		
10.	Borgohain Than		
1.	Patidaiya		
2.	Sidabari		
3.	Bairaguri		
4.	Udari	Marigaon	Bhurbandha
5.	Manipur No.1.		
6.	Khatbori		
7.	Haribarangabari		
8.	Charipuria		
9.	Dighalbari		
10.	Bhalukaguri		

**METHODOLOGY :**

A set of eight Instruments has been prepared for collecting bench mark data from the field. Each instrument is divided into two parts. Part I and II. Part I is further divided into two sections viz section A and section B. Section A consist of items meant for collecting qualitative data and section B consists of items meant for collecting quantitative data. Part I as a whole consist of items which have to be answered by the respondent directly. Part II of the question are can be filled in by the investigator with the help of documents/information available in that location.

In each location a focused group discussion will be organised by the field investigator among the community members to collect information related to the objectives.

**SELECTION OF FIELD INVESTIGATORS :**

In order to collect data from the villages 4 field investigators have been appointed from each block in ratio of 2 boys and 2 girls. They hail from the same block and also speak the local language.

The minimum qualification of these investigators is higher secondary pass (+ 2) and maximum limit is graduate.

**SELECTION OF STATE FUNCTIONARIES :**

The SCERT Assam was entrusted to nominate two persons to carry out Tribal study under D.P.E.P. Accordingly one State Co-ordinate, one Professional Asstt.

(Contd.8 ).

Since this study involves data analysis in computer, hence one computer Asstt. was appointed temporarily for a period of 3 months.

DURATION OF THE TRAINING OF FIELD INVESTIGATORS :

After already appointing the field investigators a 5 days training programme was organised by the State level officers eg. Co-ordinator, professional assistant cum supervisor and computer assistant at SCERT Guest House, Guwahati. It is inaugurated by Director SCERT in presence of Dy. Director Elementary Edn. and N. Shukla Prof. of Non-formal Education and SC/ST Deptt. NCERT, Delhi. The training programme was started with effect from 29.11.93 to 3.12.93.

A training manual have been prepared by the State level officers to train the field investigator for collection of data. The training was conducted on the basis of manual prepared by the officers which comprise information about objectives of the study, procedure for collection of data, detailed information about the Instruments to be used, methodology to be followed and also how to consolidate data in order to write the State report.

The training was organised in regional language. Besides the different instruments to be used in the field too have been prepared in the regional language.

(Contd..10).

(10)

After successful completion of the training on all the instruments, the field investigators were taken to a nearby village for spot study on the 4th day of the programme i.e. 2nd December/93. The site selected for the same was Rani Bahu Para, a tribal village 55 KMS away from Guwahati city.

OBSERVATION : OF THE VILLAGE DURING TRAINING :

The village is inhabited by both Boro and Rabha community. It is quite well off village with Primary School, and High School functioning smoothly. It has got Anganbadi Centre too. Though it used to function till few years back, however as reported by the village headman and also members of teaching community, parent and youth, it has stopped functioning, the reason is yet to be known. They both Boro medium and regional medium school running simultaneously. Since they live adjacent to Guwahati city, majority of them have lost their mother tongue, instead they speak the regional language are want to educate their own children in regional language.

Though economically they are well off inspite of that educationally they seem not very advanced. This fact got reflected in the provision of various facilities, especally rural electrification, drinking water facility, scholarship facility etc. about which they are quite darktill now.

(Contd..11).

TOUR DIARY OF THE FIELD INVESTIGATORS:

Eight field investigators are to be subdivided into 4 groups. Each group consisting of one girl and one boy.

Each group is to survey and collect data from 5 villages. They are to complete a survey work of one village within 4 days and 5th day may be used as rest day for proper arrangement of data. Table II shown in detailed tour diary of the investigators.

PROCEDURE OF ANALYSIS :

After submitting the filled up instruments, the same was properly arranged, tabulated and was kept ready for analysis.

The analysis was done by adopting the following steps.

1. In order to identify the problem, each instrument e.g. teacher's Scheduled, Community leader's Scheduled, parents Scheduled and Learner's Scheduled were classified, according to village and then block.
2. to analyse quantitative data block wise frequencies were taken out from the opinion of each item. Further frequencies were expressed into percentage to total opinions of respective items.
3. To analyse quantitative data, opinions were first codified and were listed according to weight of preference after expressing in percentage.

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PROGRAMME.  
FOR FIELD INVESTIGATORS

Table-II

Group	Name of the Investigator	District	Block	Location/Village	Fieldwork
A	Mr. Prasanta Patar Miss Minati Borah	Marigaon	Bhurbandha	Khatbari	DECEMBER, 6-9, 1993
				Habibarang bari	DECEMBER, 11-14, 1993
				Charipuria	DECEMBER, 16-19, 1993
				Dighalbari	DECEMBER, 21-24, 1993
				Balukaguri	DECEMBER, 26-29, 1993
B	Mr. Kumud Mahanta Miss Surya Begam	Marigaon	Bhurbandha	Patidaiya	DECEMBER, 6-9, 1993
				Sidabari	DECEMBER, 11-14, 1993
				Bhairaguri	DECEMBER, 16-19, 1993
				Udairi	DECEMBER, 21-24, 1993
				Manipur No-1.	DECEMBER, 26-29, 1993
A	Mr. Deben Boro Miss Pranita Boro	Darrang	Udalguri	Bahupara/Bongrum	DECEMBER, 6-9, 1993
				Batabari	DECEMBER, 11-14, 1993
				Borgohain Than	DECEMBER, 16-19, 1993
				Pachim Nalbari	DECEMBER, 21-24, 1993
				Bancheria	DECEMBER, 26-29, 1993
B	Mr. Prahin Brahma Miss Nirupam Basumatary	Darrang	Udalguri	Ambagaon	DECEMBER, 6-9, 1993
				Barigaon	DECEMBER, 11-14, 1993
				Sabkhaiti Bher	DECEMBER, 16-19, 1993
				Pub-Paneri	DECEMBER, 21-24, 1993
				Gelagaon	DECEMBER, 26-29, 1993

(12)

CHAPTER - III.

GEOGRAPHY AND DEMOGRAPHY OF SELECTED DISTRICTS.

An attempt has been made to give a very concise Geographical and Demographical description of the selected districts.

DARRANG DISTRICT.

Darrang district lies on the North Bank of river Brahmaputra. It is defined by latitude 26"-27" N and longitude 91"-98" E. It is bounded on the North by Bhutan and Arunachal Pradesh, on the South by Nagaon district, on the East by Sonitpur district and on the West by Kamrup district.

The total Geographical area of the district is 3456'3 sqr.Km. It has two sub-division viz. Mangaldoi and Udalguri. Mangaldoi is the headquarter and Udalguri is the sub-divisional head quarter. It is situated about 32 Km. away from Mangaldoi on North.

This district generally enjoys a moderate climate and receives sufficient amount of rainfall of about 2625'5 mm. per year. The average maximum temperature is 32.6 c. and minimum is 16.91 c. and the relative humidity is being 91.93.

Demography.

The total population of the district is 1298860 as per 1991 Census. Out of which 1234876 lives in rural areas and the rest 603984 in urban

(Contd..14).

areas. Around 64350 belong to scheduled Cast and 224957 belong to Scheduled Tribes. The percentage to total population, is being 4.95 and 17.32 respectively

Literacy :

As per 1991 Census, the total literate population of the district is 435335 account for 33.52% of State's total population.

S.T. Literacy :

The literate population of Scheduled Tribes of the district, as per 1991 Census, is 80139 accounting 44.06% to total district scheduled Tribe population. Out of which the male literate population is 48154 and female literate population is 31985, Which accounts for 52.44% and 35.51% of the total district's Scheduled Tribe population of the respective groups.

Language :

Assamese language is spoken by a majority of the people of the district and it is followed by other spoken languages of the district are adivasi, Bodo, Nepali etc. Almost all Tribal people of the district speak their tribal language i.e. Boro.

The dominant religion of the district being Hinduism and christianity.

Socio-Economic Factors :

Agriculture is the Principal Occupation of the people of this district. Rice is the main crop. They cultivate in large scale different types of rice, like Sali, Bao and Ahu. Along with these paddies they grow some quantities of mastard, Jute, Wheat, Sugarcane, Cotton and Tea.

Besides agriculture of their main source of income the people of this district also do Pig farming, poultry (ducks & fowls) farming to some extent.

MARIGAON DISTRICT

Marigaon district situated on the South Bank of the Brahmaputra. It is defined by latitude 26"0"-27"0" and longitude 90"45"-90"50". It is bounded on the North by Darrang and Sonitpur districts, on the South by Karbi Anglong district & Meghalaya, on the East by Nagaon district and on the West by Kamrup district.

The total Geographycal area of the district is 5535 sq. Km. with four blocks. Namely Mayang, Kapili, Bhurbandha and Laharighat.

Topographically it is a plain area lying on the bank of river Brahmaputra. It enjoys a moderate climate and receives sufficient amount of rainfall about 1840.6 mm annually.

(Contd..16)

Demography :

The total population of the district is 639682 according to 1991 Census. Out of the total population, the male population is 329613 and female population is 310069 which accounts for 51.53% and 48.47% to total districts population. The total Scheduled Caste populations of the district constitute 13.78% and Scheduled tribes constitute 15.40% to the total population of the district.

Literacy :

The literacy rate of this district is 37.47. Out of which the male literate percentage is 60.91 and female literate percentage is 39.05.

Scheduled Tribes Literacy :

The total literate ST population of the district is 36891 accounting 46.97% of the total district Scheduled Tribe population. Out of the total Scheduled Tribes literate population, the male literate population is 23149 and female literate population is 13742 which account for 58.59% to total Scheduled Tribes population of the district.

Language :

Assamese is the main spoken language of the people. But Bengali Muslims speak Bengali for their domestic purpose. Most of the Tribal people speak Assamese language instead of their own dialect.

Socio-Economic factors :

The people of this district mainly depend on Agriculture. Rice is the staple food of the people. So they cultivate it in a large scale. Besides paddy they also cultivate Jute, Mastard, Bananas, Lemons, Vegitable etc. In addition pig farming, poultry farming (namely duck & fowl) are their source of family income.

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CHAPTER - IV.

Analysis :

Before analysing the instrumants, it is to be note here that although Education administrative officer of Udalguri Block of Darrang district had given the names of 5 schoolless villages; however in reality out of these only 3 are (Pachim Nalbari, Bancheria and Bongrum) schoolless villages and rest to have non-provincialised (Batabari (Boro medium-school) and Borgohain Than) schools. The field investigators have colleted data from those two non-provincia-lised schools, as the community members of that area requested them to do the same. Therefore, while analysing data we took into accout these two villages.

Instrumentarise analysis are shown as follows :-

1. Marigaon district. (3hurbandha Block).  
Instrument- I to Instrument- VIII.
2. Darrang district. (Udalguri Block).  
Instrument-I to Instrument-VIII.

(Contd.19).

**MARIGAON.(BHURBANDEA)**

## Instrument -1.

Information found from the surveyed data

Teachers/Instructor's Opinion.

	Opinions %
1. Sexwise number of teachers out of the total teachers under surveyed.	
1. Male	56
2. Female	44
2. Age of the teachers.	
1. Less than 25 years	11
2. 25-50 years	85
3. 50 years and above	4
3. Marital status	
1. Merried	74
2. Unmerried	26
4. Educational qualification	
1. Below Matric	4
2. High School	33
3. Higher secondary	59
4. Graduate	4
5. Professional Training	
1. Pre-Service	4
2. In-Service	67
6. Number of teachers, attended inservice training course conducted by	
1. TTI/BTC	67
2. SCERT/SISE/SIE/SRC	19
7. Schools having-	
1. Single teacher	nil.
2. Two teachers	33
3. More than two	67
8. Whether the teachers find their job interesting ?	yes 100
Reasons for finding their job interesting-	
1. <u>as their interested in teaching profession.</u>	
2. <u>for development of children's Welfare.</u>	

(Contd.20).

9. Experienced specific problem faced by the teachers at the time of teaching tribal children are-

1. ST children take more time in comprehending the subject.
2. Lack of Co-operation from ST parents to rectify the darkness of their children.
- 3.

10. Specific learning problems of children as shown by the teachers are-

1. Non-arrival of text books on time.
2. Inability of the ST parents to supply the Teaching writing materials.
3. Lack of sitting arrangement in the school.

11. Problems of ST girls different from those of ST boys, according to teachers- 59%

1. Tribal girls are mainly engaged in household work.
2. Help their mother/father in their agricultural work.
3. Lack of dress.

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## Instrument II.

Information found from surveyed data.

## Teacher's/Instructor's Opinion.

1. Villages under surveyed having following: institutions.	Opinions %
1. Primary School	100%
2. Middle School	44%
3. High school	41%
4. Higher Secondary.	Nil
2. Villages having following educational centres.	
1. Non-formal centre	74%
2. Adult Education	Nil
3. Balwadi	15%
4. Anganwadi	81%
3. Primary schools without having facilities under OB scheme	26%
4.(A). Immediately required facilities.	
1. <u>Furnitures(desk,bench table etc.).</u>	
2. <u>Drinking water, library, teachers commonroom</u>	
3. <u>Urinal facilities.</u>	
4. <u>Teaching aids such as maps, charts, board, models etc.</u>	
(B). Required facilities in long run.	
1. <u>Improvement of school building.</u>	
2. <u>Sports goods and provision of play ground.</u>	
3. <u>Power facilities.</u>	
4. <u>Urinal facilities.</u>	
5. Villages having 'Village Education Commettee'	Nil.
6. VEC, taken part in educational programme.	Nil
7. Various facilities available in the schools for tribal children-	
1. Stipend	26%
2. Free text books	89%
3. Free stationary	7%
4. Free Uniform	No.
5. School bag	No.
6. Chapples	No.
7. Free meals	No.
8. Mid day meal	No.
9. Attendance scholarship	63%
10. Allowances	No.
11. Free transport facilities	No.

8. Available facilities, for tribal children, 59%  
not given on time

Causes for delay.

1. Slackness of departmental authority.
  2. Slackness of school authority.
  3. Lack of communication.
  4. Lack of co-ordination between teachers and Edn & Administrators.
9. According to 98% teachers ST children don't go to school regularly.

Reasons for irregular attendance

- |   |     |
|---|-----|
| 1. Economic condition of the family       | 93% |
| 2. Sickness of the child                  | 37% |
| 3. House-hold work                        | 70% |
| 4. Work in the Farm                       | 56% |
| 5. Non-availability of text books         | 33% |
| 6. Parents unwillingness                  | 44% |
| 7. School atmosphere                      | 52% |
| 8. Unwillingness of children              | 41% |
| 9. Children's failure in the examination. | 11% |

10. Any other Lack of dress.
- |  |      |
|--|------|
| 11. Teachers, belong to local community                                | 100% |
| 12. Teachers, come from adjoining area                                 | 78%  |
| 13. Teachers, come from distance place                                 | 26%  |
| 14. Teachers, stay within the villages, who comes from distance place. | 7%   |
| 15. Teachers motivates non-schod going children to go to NFE/centre.   | 81%  |

16. Mode of modification-

1. By telling the value of education.
2. By advising & encouraging.
3. By citing examples.

17. Whether all children of the villages are (6-14 age) go to school/NFE centre? no. 52%

\*\*\*\*\*

## Instrument - III.

Information found from the surveyed data.

Teacher's/Instructor's opinion.

	Opinion %
1. Curriculum followed by the teachers.	
1. State curriculum	100%
2. Text books, that are used by the children, are written in -	
1. Regional language	96%
2. Tribal language/dialect	4%
3. These text books are suitable for tribal children.	
4. According to 96% teachers under surveyed area, they no sufficient teaching aids and other materials required for teaching.	
5. Problems faced by the teachers due to lack of such materials required for teaching, are-	
1. <u>Session cannot be started in time due due to non arrival of text books on time.</u>	
2. <u>Children cannot sit properly due to lack of sitting arrangement.</u>	
3. <u>Difficult to teach some subjects (Geography) due to lack of teaching aids.</u>	
6. Home work given by the teachers to their children.	100%
7. According to teachers boys don't do their home work on regular basis.	14%
8. According to teachers girls don't do their home work on regular basis.	61%
9. Reasons for irregular submission of home work, are-	
1. House-hold work	57%
2. Lack of time	36%
3. Lack of understanding of subject	7%
10. Type of examination systems used by the teachers to evaluate tribal children, are-	
1. Half-yearly	100%
2. Annually	100%
3. Quarterly/semester	46%

12. 54% teachers involve the community members once in a year in evaluating schools/NFE centres children.
13. According to them present education system fulfills the need of tribal children 79%
14. Present education system helps the tribal girls to develop themselves as a useful member of the society.
15. Present curriculum is relevant for tribal children-
- |          |     |
|----------|-----|
| 1. Girls | 93% |
| 2. Boys  | 93% |
16. Text books used by the tribal children can be understood easily by them 100%
17. All teachers need special methodology for teaching tribal children. 75%
18. Language preferred by the teachers to explain difficult concepts to tribal children.
- |                      |     |
|----------------------|-----|
| 1. Tribal language   | 4%  |
| 2. Regional language | 96% |
19. Language of text books used by the tribal children should be, according to teachers.
- |                               |     |
|-------------------------------|-----|
| 1. Regional/State language    | 96% |
| 2. Tribal language            | 4%  |
| 3. Any other- <u>English.</u> | 4%  |

\*\*\*\*\*

## Instrument - IV.

Information found from surveyed data.

Opinion of Headmasters/teachers.

- | 1. Department responsible for supervision of schools.   | Opinion % |
|---|-----------|
| 1. Department of education  | 100%      |
| 2. Department of tribal development   | Nil.      |
| 3. Both   | Nil.      |
| 2. Supervising officials/agency of the schools.   |           |
| 1. Block education officer  | 100%      |
| 2. District education officer/<br>Inspector of schools.   | Nil.      |
| 3. According to teacher schools are supervised-   |           |
| 1. Once a year  | 62%       |
| 2. Every three months   | 15%       |
| 4. According to 77% Headmasters no feedback is given to them.   |           |
| 5. During supervision, attention is paid to the aspects of -  |           |
| 1. Teaching methodology   | 92%       |
| 2. Co-curriculum activity   | 77%       |
| 3. Medium of instruction  | 62%       |
| 4. School buildings   | 46%       |
| 5. Children achievement   | 54%       |
| 6. Needs to fillup many questionaries for furnishing information to higher authority by Headmasters.              | 54%       |
| 7. Recognition not received by the Headmasters for their work.  | 100%      |
| 8. According to all teachers and headmasters regular supervision is an important component of educational system. |           |
| 9. Present supervision system don't helps the teachers in improving in the working of the school                  | 62%       |
| 10. Supervision system helps them to improve his/her capability   | 100%      |
| 11. Suggestions being put forwarded by the teachers to improve supervision system, are-                           |           |
| 1. <u>Must be a quarterly inspection.</u>   |           |
| 2. <u>An accurate inspection system to solve educational problems.</u>  |           |

## Instrument - V.

Information found from the survey data.

Opinion of village Pradhan.

1. No. of development schemes operated in the surveyed area. 4.
2. Name of the schemes                      Name of the department.
  1. Electricity                      Rural Electrification.
  2. Water supply                      Rural water supply.
  3. Health Sub-centre                      Health department.
  4. Anganwadi                      Social Welfare.
3. Non-Government organisation working the area. 60%
 

Programmes runs by them -

  1. Educational                      60%
  2. Developmental                      50%
  3. Welfare                      40%
  4. Service                      Nil.
4. At village level these programmes Co-ordinated by -
  1. Gram Pradhan                      20%
  2. Panchayat                      20%
  3. Community leaders/Social worker                      30%
5. Primary schools available in the surveyed villages. 100%
6. The effective results of various development schemes operating in the area is not good. 60%
7. Village Pradhans need greater Co-ordination for these programmes by giving following suggestions-
  1. Co-operation of all members of the society.
  2. Co-ordination between Govt. and Community.
  3. Active participation of concerning authorities.

\*\*\*\*\*



13. Medium of Instruction preferred by them.

- |                            |      |
|----------------------------|------|
| 1. Regional/State language | 100% |
| 2. Tribal language         | Nil. |
| 3. Any other - English     | Nil. |

14. Whether they want any change to be brought about in the present education system of the school ?

On following fields :

1. Use of scientific and practical methods for quality education.
2. Introduction of play <sup>way</sup> method.

15. Whether the number of teachers presently working in the schools are sufficient No.58%

16. Whether the text books used by their children like by them ? Yes.100%

17. Whether the children take enjoy by reading these text-books ? Yes.98%

18. Parents who did not know about various incentives schemes operating in the schools 62%

19. Incentives required by the - mid-day meal, free uni-  
form, medical treatment.

20. Whether the parents are interested to send their children for higher education Yes.100%

21. Present schooling system don't helps their children to come up in life. 3%

Suggestion to overcome the drawbacks.

1. Need to prepare proper teaching learning materials.
2. Teachers should be trained on teaching methodology.

22. Between primary school/Ashram school, preference given by the parents -

- |                    |     |
|--------------------|-----|
| 1. Primary school. | 98% |
| 2. Ashram school.  | 2%  |

23. Reasons for supporting primary schools.
1. As these are nearest to their houses and situated within the villages.
  2. Due to lack of Ashram schools.
24. Reasons for supporting Ashram school.
1. Ashram school provides all facilities to the children.
25. They (parents) <sup>want</sup> similar type of education for their  
both boys and girls 100%

\*\*\*\*\*

## Instrument - VII.

Information found from survey data.

Community leaders Opinion.

	<u>Opinion</u>
1. According to community leader all children don't go to school.	72%
2. Reasons for not going to school.	
1. Financial	66%
2. House-hold work	40%
3. Agriculture work	40%
4. Health problem	40%
5. Unattractive schools atmosphere	22%
3. NFE Centres available in the villages	70%
4. Community leaders associate with different programmes organised by the schools	86%
5. They contributed themselves in these programmes by -	
1. <u>Taking an active part.</u>	
2. <u>Helping both physically and economically.</u>	
3. <u>Co-operating and advising.</u>	
6. Community needs control over the villages	98%
7. Type of controlling as -	
1. Supervisory	94%
2. Advisory	48%
3. Participatory	64%
8. Village educational Committee available in the villages	4%
9. Voluntary organisation working in the villages	50%
10. Activities done by these voluntary organisation are -	
1. Economical development	28%
2. Social awareness	36%
3. Education	30%
4. Health	34%
5. Social welfare	46%

(Contd. 31).

11. Problems faced by the community leaders in securing educational facilities in the villages are-
1. Financial problem.
  2. Lack of Co-operation of society members.
  3. Irregular attendance of teachers.
  4. Lack of well trained teachers.
12. Type of education preferred by them for their children
1. Quality education.
  2. Effective education by using modern scientific method.
13. Community leaders want same type of education for their both boys and girls 100%

\*\*\*\*\*

## Instrument - VIII.

Information found from surveyed data.

Opinion of the school going children.

1. Sexwise number of children, out of the total children.
  1. Male 53%
  2. Female 47%
2. Brothers and sisters of school going children remains out of school. 28%
3. Work to be done by those brothers and sisters.
  1. House-hold activities.
  2. Cultivation.
  3. Daily labourer.
4. School going children required to do house-hold work. 86%
5. Type of work required to be done.
  1. To handle younger brothers and sisters. 37%
  2. Help mother/father in their work. 77%
  3. Clean the house. 46%
  4. Go to forest to bring fire wood. 33%
  5. Look after cows and other animals. 33%
  6. Cook. 29%
  7. Any other. -
6. School going children required to do work to earn money. 12%
7. In the place of .
  1. Neighbouring house.

(Contd.33 ).

8. School going children do not go to school/NFE centres regularly. 34%
9. Reasons for irregularity.
1. Sickness of the children. 9%
  2. Helped their parents in their work 23%
  3. Required to go out frequently 1%
  4. Required to look after their brothers and sisters 6%
  5. Lack of friendly behaviour of classmates. 1%
  6. Dislike school 6%
  7. Scolding of teachers and don't get help from their teacher. 3%
  8. Non-availability of extra books/exercise books. 15%
  9. Incomplete home work -
  10. Shifting of parents. 3%
  11. Faster teaching methods of teachers. 1%
  12. Irregular attendance of teacher 13%
  13. Fear of punishment of teacher -
  14. Any other
1. Lack of dress.
  2. House-hold activities.
  3. Lack of communication.
10. Children like their teachers/instructors 100%
11. Reasons for likeness.
1. Teacher teaches them very lovely and Sincerely.
  2. Enabled to learn many unknown things with the help of teachers.
12. Children do not like their schools NFE Centres. 100%

13. Children, those who have not all required ~~book~~ facilities 20%

Managed it :

- 1. By borrowing. 19
- 2. By taking teachers help. 9

14. Children like their text books. 39

15. Children understand their text books 34

\*\*\*\*\*

8. According to drop out children the main reasons of give up their schools are -

1. Economic problem.
2. Lack of books and dress.
3. Posted as maid servant.

9. Drop out children do not like to go back to school due to following reasons.

1. Poor economic condition.
2. Lack of dress.
3. Uninterest.

\*\*\*\*\*

DARRANG. (UDALGUR).

## Instrument -1.

## Information found from the surveyed data

Teachers/Instructor's Opinion.

	Opinions %
1. Sexwise number of teachers out of the total teachers under surveyed.	
1. Male	71
2. Female	29
2. Age of the teachers.	
1. Less than 25 years	14
2. 25-50 years	79
3. 50 years and above	7
3. Marital status	
1. Merried	79
2. Unmerried	21
4. Educational qualification	
1. Below Matric	7
2. High School	64
3. Higher secondary	24
4. Graduate	nil.
5. Professional Training	
1. Pre-Service	nil.
2. In-Service	43
6. Number of teachers, attended inservice training course conducted by	
1. TTI/BTC	43
2. SCERT/SISE/SIE/SRC	14
7. Schools having-	
1. Single teacher	14
2. Two teachers	50
3. More than two	36
8. Whether the teachers find their job interesting ?	Yes 100
Reasons for finding their job interesting-	
1. <u>as their interested in teaching profession.</u>	
2. <u>for development of children's Welfare.</u>	

(Contd.38).

9. Experienced specific problem faced by the teachers at the time of teaching tribal children are-

1. Never received any co-operation from tribal parents in educational aspects.
2. Poor attendance of ST children hindrance teaching process.
3. Language problem.

10. Specific learning problems of children as shown by the teachers are-

1. Difficult curriculum.
2. Lack of teaching aids and sitting arrangement.
3. Non-arrival of text-books.

11. Problems of ST girls different from those of ST boys, according to teachers-

1. Tribal girls are more engaged in house-hold activities.
2. ST girls extend their more help to their parents during field work.

3

\*\*\*\*\*

## Instrument II.

Information found from surveyed data.

## Teacher's/Instructor's Opinion.

1. Villages under surveyed having following institutions.	Opinions %
1. Primary School	70
2. Middle School	7
3. High school	21
4. Higher Secondary	Nil.
2. Villages having following educational centres.	
1. Non-formal	14
2. Adult Education	Nil.
3. Balwadi	Nil.
4. Anganwadi	71
3. Primary schools without having facilities under OB scheme	71
4.(A) Immediately required facilities.	
1. teaching aids such as globe, maps, board, charts, models etc.	
2. Furniture and educational material.	
3. Sports goods, free uniform.	
4. Provision of drinking water.	
(B) Required facilities in long run	
1. Improvement of school buildings.	
2. Library and teachers common room.	
3. Urinal, fencing.	
4. Play ground	
5. Villages having 'Village Education Committee'	7%
6. VEC, taken part in educational programme.	7%
7. Various facilities available in the schools for tribal children-	
1. Stipend	No.
2. Free text books	100%
3. Free stationary	No.
4. Free Uniform	No
5. School bag	No
6. Chapples	No
7. Free meals	No
8. Mid day meal	No
9. Attendance scholarship	29%
10. Allowances	No.
11. Free transport facilities	No.
12. Any other	

8. Available facilities, for tribal children,  
not given on time 86%

Causes for delay.

1. Slackness of departmental authority.
2. Slackness of school authority.
3. Lack of communication.

9. According to 57% teachers ST children don't go  
to school regularly.

Reasons for iregular attendance.

- |  |     |
|--|-----|
| 1. Economic condition of the family          | 50% |
| 2. Sickness of the child                     | 57% |
| 3. House-hold work                           | 43% |
| 4. Work in the Farm                          | 28% |
| 5. Non-availability of text books            | 43% |
| 6. Parents unwillingness                     | 51% |
| 7. School atmosphere                         | 35% |
| 8. Unwillingness of children                 | 51% |
| 9. Children's failure in the<br>examination. | 21% |

10. Any other Lack of dress.

- |   |     |
|---|-----|
| 11. Teachers, belong to local community                                   | 86% |
| 12. Teachers, come from adjoining area                                    | 63% |
| 13. Teachers, come from distance place                                    | 37% |
| 14. Teachers, stay within the villages,<br>who comes from distance place. | 40% |
| 15. Teachers motivates non-school going<br>children to go to NFE/centre.  | 77% |

16. Mode of modification-

1. By telling the value of education.
2. By advicing.
3. By citing example.

17. Whether all children of the villages  
are(6-14 age) go to school/NFE centre-?no. 93%

\*\*\*\*\*

## Instrument III.

Information found from surveyed data.

Teacher's/Instructor's Opinion.

	Opinion. %
1. Curriculum followed by the Teachers	100%
1. State curriculum	100%
2. Text-books, that are used for tribal children are written in.	
1. Regional language	21%
2. Tribal language	79%
3. These text-books are not suitable for tribal children.	57%
4. Reasons for unsuitability, according to teachers.	
1. <u>Contents don't reflect their culture.</u>	
2. <u>Unattractive.</u>	
5. According to all teachers under surveyed area, they have no sufficient teaching aids and other materials required for teaching.	
6. Problems faced by the teachers due to lack of such materials, are-	
1. <u>Difficult to teach some subjects without these teaching aid such as maps, charts, models and science kits etc.</u>	
2. <u>Lack of sitting arrangement for children.</u>	
3. <u>Non-arrival of text-books on time.</u>	
7. Home work given by teachersto their children	100%
8. According to teachers boys don't do their home work on regular basis.	43%
9. According to teachers girls don't do their home work on regular basis.	57%
10. Reasons for irregular submission of home work.	
1. House-hold work	57%
2. Lack of understanding of subjects	57%
11. Type of examination system used by the teachers to evaluate tribal children, are-	
1. Half yearly	100%
2. Annualy	100%

12. 29% teachers involve the community members once in a year in evaluating schools/NFE centres children.
13. According to them present education system do not fulfills the need of tribal children 65%.
14. Present education system do not helps the tribal girls to develop themselves as a useful member of the society. 65%
15. Present curriculum is not relevant for tribal children-
- |          |     |
|----------|-----|
| 1. Girls | 71% |
| 2. Boys  | 71% |
16. Text books used by the tribal children can be understood easily by them 50%
17. All teachers need special methodology for teaching tribal children.
18. Language preferred by the teachers to explain difficult concepts to tribal children.
- |                    |      |
|--------------------|------|
| 1. Tribal language | 100% |
|--------------------|------|
19. Language of text books used by the tribal children should be, according to teachers.
- |                        |      |
|------------------------|------|
| 1. Tribal language     | 100% |
| 2. Any other - English | 21%  |

\*\*\*\*\*

## Instrument - IV.

Information found from surveyed data.

Opinion of Headmasters/teachers.

- |   | Opinion<br>% |
|---|--------------|
| 1. Department responsible for supervision of schools.   |              |
| 1. Department of education  | 60%          |
| 2. Department of tribal development   | 40%          |
| 3. Both   | 14%          |
| 2. Supervising officials/agency of the schools.   |              |
| 1. Block education officer  | 60%          |
| 2. District education officer/<br>Inspector of schools.   | 40%          |
| 3. According to teacher schools are supervised-   |              |
| 1. Once a year  | 71%          |
| 4. According to 80% Headmasters no feedback is given to them.   |              |
| 5. During supervision, attention is paid to the aspects of -  |              |
| 1. Teaching methodology   | 86%          |
| 2. Co-curriculum activity   | 53%          |
| 3. Medium of instruction  | 43%          |
| 4. School buildings   | 43%          |
| 5. Children achievement   | 43%          |
| 6. Needs of fillup many questionaries for furnishing information to higher authority                              | 83%          |
| 7. Recognition not received by the Headmasters for their work.  | 100%         |
| 8. According to all teachers and headmasters regular supervision is an important component of educational system. |              |
| 9. Present supervision system don't helps the teachers in improving in the working of the school                  | 86%          |
| 10. Supervision system helps them to improve his/her capability   | 100%         |
| 11. Suggestions being put forwarded by the teachers to improve supervision system, are-                           |              |
| 1. <u>Must be a quarterly inspection.</u>   |              |
| 2. <u>An accurate inspection system to solve educational problems.</u>  |              |



## Instrument - VI.

## Information found from surveyed data.

Opinion of the parents.

	Opinion %
1. Average family income, out of the total families of the surveyed areas per month. 501/-	-----
2. Educational levels of the parents.	
1. Without formal school	38%
2. Primary school	43%
3. High school	17%
4. Higher secondary	2%
5. Graduate	1%
3. Whether their all childrens go to school/NFE centres/ Balwadi/Anganwadi ?	47%
4. Whether they like the present educational system operating in the area ?	60%
5. Whether the teachers attend their schools regularly.	55%
6. Whether their children are pleased with the behaviour of the teachers ?	59%
7. Whether the teachers deal with village problems ?	46%
8. Whether school timings is suitable for their children ?	95%
9. Whether they participate in any function organised by the schools ?	54%
10. Whether they participate in educational meetings organised by schools ?	60%
11. Whether they are familier with the schools activities ?	75%
12. Language spoken at school.	
1. Bodo	85%
2. Assamese	15%

(Contd.46).

13. Medium of Instruction preferred by them.

- |                            |     |
|----------------------------|-----|
| 1. Regional/State language | 10% |
| 2. Tribal language         | 90% |
| 3. Any other - English     | 9%  |

14. Whether they want any change to be brought about in the present education system of the school ? 41%

On following fields :

1. Application of scientific methods of teaching, physical and cultural classes.
2. Creation of attractive atmosphere in the schools with all adequate facilities.

15. Whether the number of teachers presently working in the schools are sufficient ? No. 85%

16. Whether the text books used by their children like by them ? Yes. 85%

17. Whether the children take enjoy by reading these text-books. Yes. 98%

18. Parents who did not know about various incentives schemes operating in the schools 66%

19. Incentives required by the parents - mid-day meal, free uniform, medical treatment.

20. Whether the parents are interested to send their children for higher education 100%

21. Present schooling system don't helps their children to come up in life. 22%

Suggestion to overcome the draw backs.

1. All teachers should be trained on teaching methodology.
2. Text-books should be written by well experienced persons with suitable examples.
3. Introduction of play way method (scientific-method).

22. Between primary school/Ashram school, preference given by the parents -

- |                    |     |
|--------------------|-----|
| 1. Primary school. | 89% |
| 2. Ashram school.  | 11% |

23. Reasons for supporting primary school.

1. As it is nearest to their house and located within the village.
2. No communication problem.

24. Reasons for supporting Ashram school.

1. As school authority taken over all care of the children.
2. No financial expenditure.

25. Parents want same kind of education for their boys and girls 100%

\*\*\*\*\*

## Instrument - VII.

Information found from surveyed data.

Community leaders Opinion.

	Opinion %
1. According to community leader all children don't go to school.	86%
2. Reasons for not going to school..	
1. Financial	100%
2. House-hold work	98%
3. Agriculture work	47%
4. Health problem	52%
5. Unattractive schools atmosphere	15%
3. NFE Centres available in the villages	18%
4. Community leaders associate with different programmes organised by the schools	60%
5. They contributed themselves in these by -	
1. <u>taking an active part.</u>	
2. <u>by discussing various problems.</u>	
3. <u>physically and economically helping.</u>	
6. Community needs control over the villages	90%
7. Type of controlling as -	
1. Supervisory	92%
2. Advisory	97%
3. Participatory	80%
8. Village education committee available in the villages	10%
9. Voluntary organisation working in the villages	24%
10. Activities done by these voluntary organisation are -	
1. Economical development	54%
2. Social awareness	57%
3. Education	29%
4. Health	71%
5. Social welfare	60%

(Contd.49).

11. Problems faced by the community leaders in securing educational facilities in the villages are -

1. Financial.
2. Lack of co-ordination of society members.
3. Proper buildings and delay in procurement of materials.
4. Lack of well trained teacher.

12. Type of education preferred by them for their children

1. Quality education.
2. For around development of their society.
3. To achieve knowledge on punctuality, sincerity, and behaviour.

13. Community leaders want same type of education for their boys and girls. 100%

\*\*\*\*\*

## Instrument - VIII.

Information found from surveyed data.

Opinion of the school going children.

1. Sexwise number of children, out of the total children.
  1. Male 59%
  2. Female 41%
2. Brothers and sisters of school going children remains out of school. 15%
3. Work to be done by those brothers and sisters.
  1. House-hold acvities.
  2. Look after cows and cther animals.
  3. Daily labourer.
4. School going children required to do house-hold work. 63%
5. Type of work required to be done.
  1. To handle younger brothers and sisters. 17%
  2. Help mother/father in their work. 60%
  3. Clean the house. 41%
  4. Go to forest to bring fire wood. 31%
  5. Look after cows and other animals. 34%
  6. Cook. 22%
  7. Any other.
    1. Marketing.
    2. To fatch water.
    3. Cultivation.
6. School going children required to do work to earn money. 4%
7. In the place of .
  1. Others house .
  2. Market.

(Contd.51).

8. School going children do not go to school/NFE centres regularly. 48%
9. Reasons for irregularity.
1. Sickness of the children. 35%
  2. Helped their parents in their work 38%
  3. Required to go out frequency 1%
  4. Required to look after their brothers and sisters. 17%
  5. Lack of friendlyness behaviour of classmates. 11%
  6. Dislike school 15%
  7. Scolding of teachers and don't get helps from their teacher. 11%
  8. Non-availability of text books/ exercise books. 36%
  9. Incomplete home work. 12%
  10. Shifting of parents. 1%
  11. Faster teaching methods of teachers. 13%
  12. Irregular attendance of teacher 8%
  13. Fear of punishment of teacher 14%
  14. Any other
    1. Lack of cloths.
    2. Economic condition.
10. Children like their teachers/instructors 96%
11. Reasons for likeness.
1. Teachers love them very much and teach them very sincerely.
  2. abled to learn many unknown things through their teachers.
- Reasons for dislike.
1. Punishment of teachers.
12. Children do not like their schools NFE Centres. 15%

13. Reasons of dislike -

- |                                       |     |
|---------------------------------------|-----|
| 1. School is not attractive           | 14% |
| 2. Text books are not attractive      | 10% |
| 3. Teachers remain absent             | 5%  |
| 4. Fear of corporal punishment        | 4%  |
| 5. Classes are crowdly                | 9%  |
| 6. No individual attention is paid    | 3%  |
| 7. study are too difficult            | 14% |
| 8. Play facilities are not available. | 15% |

14. Children, those who have not all required book facilities 43%

Managed it :

- |                             |     |
|-----------------------------|-----|
| 1. By borrowing.            | 38% |
| 2. By taking teachers help. | 24% |

15. Children like their text books. 82%

16. Children understand their text books 64%

17. Children whose attendance is lower than 20% . 3%

Causes for lower attendance.

1. Poor economic condition.
2. Sickness of the child (Malaria).
3. Studies are difficult.

\*\*\*\*\*

## Instrument - VIII., Part-III.

Information found from surveyed data.

Opinion of non-school going and drop out children.

1. Sexwise number of children, out of the total children.
  1. Male 48%
  2. Female 52%
2. Brothers/sisters of non-school going children remain out of school. 67%
3. those who do not go to school, they have to do work -
  1. As maid servant.
  2. Daily labourer.
  3. As house-hold worker.
  4. AS sales man.
4. Non-school going children required to do house-hold work. 86%
5. Type of work required to be done-
  1. To handle younger brothers and sisters. 30%
  2. Help mother/father in their work. 85%
  3. Clean the house. 58%
  4. Go to be forest to bring fire wood. 48%
  5. Look after cows and others animals. 52%
  6. Cooks. 45%
  7. Any other.
    1. Marketing.
    2. Daily labour.
6. Non-school going, children required to do work to earn money. 28%
7. In the place of :
  1. Masters house.
  2. Agricultural field.
  3. Teagarden and market.

(Contd.54).

8. According to drop out children the main reasons for give up their schools are -

1. Poor economic condition.
2. Lack of dress and books.
3. Posted as maid servant.
4. Unattractive school atmosphere.

9. Drop out children do not like to go back to school due to following reasons.

50%

1. Poor economic condition.
2. Lack of dress.
3. Uninterest.

\*\*\*\*\*

Significant findings from the analysis :

1. Teacher training :

Teacher training is an important factor for quality education. It is however, satisfactory to find that, around 67% teachers of Marigaon district (Bhurbandha) have already attended in service teacher training conducted by the Basis Training Centres. Contrary to this, only 43% teachers of Udalguri block (Darrang district) have under go such training.

However, it is also noteworthy to mention here that none of these teachers of either district have ever attended national level trainings.

Teaching staff :

Although it is essential to have one teacher per class in the primary schools, it is seldom seen in practice. In the Bhurbandha block, 67% schools have more than two teachers and 33% have two teachers.

While in case of Udalguri block, majority schools(50%) have double teachers and 36% schools are managed by 3 teachers. Within such a limited range, it is strange to find that, single teacher (14%) school is still running in this block. It is therefore, concern of the teaching community of both the blocks to have adequate number of teachers to meet the requirements of the pupils.

Teaching aids :

The use of teaching aids is important to awake interest and also motivation towards learning especially

(Contd.56).

in case of children. Although this fact is accepted by all, in reality it is found that majority schools have not been provided with the same (96% teachers in Marigaon district and 100% teachers in Darrang district).

Curriculum :

The curriculum used by the teachers both districts is State curriculum. The teaching community of Marigaon district feels that present curriculum is relevant for both tribal boys (93%) and girls (93%). But in case of Udalguri it is seen that present curriculum is not relevant for both boys (71%) and girls (71%) (according to teachers of Udalguri).

Text-books :

Text-books that are used by the tribal children of Bhurbandha block is written in Regional language. The same is preferred by 96% teachers of the block. They also feel it to be suitable for teaching the tribal children. The same opinion has also been brought into light by 99% children of the block.

On the other hand just opposite opinion has been expressed by the teachers (57%) of Udalguri block. They want text books to be written in tribal language/dialect. They feel that text books are not suiting their needs.(57%).

Besides it is also seen that 21% teachers of Udalguri and 4% teachers of Bhurbandha prefer English as a written language of text-books.

(Contd.57).

Attendance of children :

The irregular attendance of children is an important factor for slow educational development amongst the tribal people. In Bhurbandha block 99% teachers and in Udalguri 57% teachers are of the view that tribal children are mostly irregular in attending classes.

Similar opinion has been expressed by the community leaders of both blocks (72% in Bhurbandha and 86% in Udalguri block). According to them, the main reason for irregular attendance of tribal childrens are -

1. Economic condition of the family.
2. Involment in house-hold work.
3. Sickness of the child.
4. Unwillingness of both parents and children.

This fact has been ever revealed by the children (48%) in Bhurbandha and (43%) Udalguri block. They however pointed out that house-hold work and ill-health to be the main cause of poor attendance

Irregular Submission of Home-work :

Generally Home work is given to the students to measure their understanding of the subject, to rectify their faults and also to pay individual attention. But from the survey conducted in Bhurbandha block 14% boys and 61% girls are seen not submitting their home-work regularly according to teacher. The reason pointed out by the teacher for such irregularity being chiefly house-hold activities.

(Contd.58).

In case of Udalguri it is seen that 43% boys and 57% girls do not submit their home work. According to the teachers of the block, the reason for such irregularity is mainly two -

1. House-hold activity (57%).
2. Lack of understanding of the subject (57%).

Medium of Instruction :

In the district of Marigaon all members of the society such as teachers, community leaders, parents and children prefer the regional language i.e. Assamese to be the medium of instruction.

While in case of Darrang district, all are of the opinion that the regional language should be replaced by tribal language as the medium of instruction.

However, one noteworthy feature is that 9% parents of Darrang district expressed their view in favour of English as a medium of instruction.

Health problem :

Sound health is always required for development of sound mind. In the absence of the same, a person can't concentrate anywhere. According to community leaders 40% children in Bhurbandha and 52% children in Udalguri block do not go to school due to their ill-health problem. Even the teachers have expressed similar views.

It is to be noted here that, all the existing schools which have been surveyed so far are lacking of proper drinking water facilities. Therefore, it is

(Contd.59).

urgently required by the teaching community.

Co-ordination of parents :

Establishment of Co-ordination between the teachers and the parents is important for educational development of children. However both in the Bhurbandha and also Udalguri block, the parental participation is very small. Further the parents also lacked awareness about various incentives provided for ST children by different agencies. (66% parents of Bhurbandha and 62% of Udalguri).

Participation of Community leaders :

Participation of community leader in various educational programmes is also an important factor for development of ST children. It is found that 86% community leaders of Bhurbandha Block participated in different educational programmes by taking in active part. They also want similar type of education for both boys and girls (100%).

While in case of Udalguri 60% community leader take active part in different educational programmes. They also prefer similar kind of education for their boys and girls.

Disadvantages of learners (at school) :

1. Lack of essential educational aids, such as teaching learning materials and teaching aids.
2. Non-arrival of text-books on time.

(Contd.60).

3. Inability of the parents to supply reading and writing materials.
4. Lack of furnitures(sitting arrangement).

Specific problems of tribal girl child :

1. They are more engaged in house-hold work.
2. They help their parents in the agricultural work.
3. Lack of dress.

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**CHAPTER - V.**

Analysis of Field Investigators' diary and Focus Group

Discussion :

The field work on DPEP-Tribal study was started from 6th Dec.'93. It was of 26 days duration , and hence was completed as planned on 31st Dec'93. However, the field investigators had to undergo some hardships while collecting data. The reason for such hardship being - it was harvesting season; and also it being towards the end of academic session. Most of the schools selected for this study were found to be conducting their annual examination, hence had difficulty in gathering the pupils to fill up the questionaire meant for them. Likewise , parents / guardians and other common people were busy in their harvesting work, hence contacting them individually was a problem. In the district of Darrang, the annual examination had to be postponed to facilitate the study being carried out by the World Bank . In spite of all their hardship/difficulties however, the field investigators could complete their assigned job in the stipulated period of time.

After carefully analysing the field investigators diary and their FGD'S the following points emerged. These points have been divided into 3 categories blockwise. There are :-

- (i) Socio-Economic conditions of the villages.
- (ii) Educational conditions.
- (iii) Focus : Group Discussions.

(Contd..62).

(1) Bhurbandha Block : Dist Marigaon.

Socio-Economic condition.

The 10 villages which have been selected for sample survey are mainly populated by ST people-namely the Lalung Tribes. They have very simple way of life. They speak Assamese, therefore, they expect their children to learn in this language.

The economic condition of the people are not so sound. Their main source of income is agricultural product. However, small land-holding has posed as a threat to their very existence; as they hardly know to substitute agricultural income with other source of income. The chief source of other income are - Fishery, small trade on fruits like betel nut, orange, bananas etc. and also piggery, foultry farming etc. to some extent.

The various development schemes meant for rural areas have not been fully implemented in some villages of this block. Of these, mention may be made of electricity, water-supply, public health sub-centre and irrigation facilities.

Inspite of all these drawbacks, however, it is note worthy to finds, that, community as a whole have positive outlook towards education. But it is also seen that, lack of parental consciousness is the key-fector in poor enrolment of ST children in schools. Because most of them are yet to realize the value of education. However, the over-all participation

(Contd.63.).

of parents in the field of education have been more or less satisfactory. But in a particular case, it is seen that, some parents refused to respond to the queries of the field investigators as they were apprehensive about their motives. They reflected a pessimistic attitude.

In almost all the villages, the head-man extended their whole hearted co-operation and support in the survey work. But majority of them seem to be in a dark about the various developmental schemes operating in their own areas.

Educational Condition :

Most of the schools covered under Tribal study survey have been found in good condition. Although some of these schools have not been repaired since its inception. Almost all these schools have been covered under OB scheme, However, the teaching-learning materials provided under OB scheme are yet to be properly used. In few cases, it is seen that, these materials have been kept in the private house of the head teacher due to lack of well equipped school buildings.

The over-all participation of the teaching community in this survey work had been satisfactory. They extended their Co-operation by duly filling up the Instruments meant for them.

The Focus - Group Discussion: The FGD formed an important component of this study for collection of information

(Contd.64.).

from cross section of people living in the villages. The field investigators therefore, organised the FGD as planned in each districts at a convenient time. However, towards the end of field work the same would not be organised in 4 villages owing to disturbed situation. Thus, in the place of 10 FGD. Only 6 could be organised by the concerned people. The key person who participated in these discussions were - parents (both literate and illiterate), teachers, community leader, Anganwadi workers and prominent ladies. After keenly taking part in the discussion, they gave use-ful suggestion for development not only of school of their respective villages but also society as a whole.

The community members express their desire to educate their children. From the existing primary schools, they hope to get quality education. Thus they intend to Co-operate with it whole heartedly.

They also expressed their desire to bring up their girl child on equal footing with that of the male-child. But their hopes and aspiration are often belied due to acute poverty by which their families are often seen confronted .

Most of these villages surveyed . have NFE/ Anganwadi centres . But these centres are not functioning properly. Thus, the people of the villages expect these centres to function regularly which will go a long way in removing illiteracy.

(Contd.65.)

However, it is to be noted that, not only the village Head-man but also the parents and community members are yet in the dark about the various educational incentives given by the Govt.

Besides throwing light on above mentioned areas, the participants of the FGD put forth the following points for development of primary education of the society, these are :

- Need for improvement of school buildings.
- Need for increasing the member of teaching staffs.
- need for seperate class room for each class.
- Timely supply of text books.
- Provision of free uniforms, mid-day meal and other educational stationary.
- Need for play ground and sports goods.
- Provision of drinking water, Urinal, and
- Provision of gardening and fencing.

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Dist: Darrang.

Block : Udalguri

The villages of Udalguri block which have been selected for conducting survey on Tribal study are purely ST dominated areas. Amongst the STs, the Bodos form dominant tribe. Like the Lalungs, they are very simple. However, unlike them the Bodos have their own dialect called the Boro, and this language has been used as the medium of instruction since 1963. Thus the majority children surveyed in this block get education through their mother tongue. But Assamese medium school too runs of simultaneously.

Agriculture is the main source of livelihood of these people. Their other source of income includes rickshaw pulling, labourer, trading in fruits, betel-nut, orange, banana and paddy etc.

The communication network of these villages are yet to be developed. The rural Electrification, water supply, public health centre and irrigation has not covered all the villages surveyed by the field investigators. Though these schemes had been in operation till few years back, it has however ceased to function properly since the past 5/6 years due to breaking out of Bodoland movement.

Thus to the people of this Block, the World Bank project proved to be a God sent one to whom they could express their misery. The participation of community, youth organization, leaders and parents was therefore beyond any body's expectation. The field investigators therefore didn't have to face any difficulty once day could convince the people about their nature of work.

(Contd.67).

Educational Condition :

Almost all the schools surveyed under Tribal study lack proper building and other infrastructural facilities. One of these school had seen established in 1949, but since then no repairing took place. All these schools have not been covered under OB scheme. Although, all the provincialised schools have been brought under this scheme the teaching - learning materials which are supplied under this scheme remain unused as these have been written in Regional language.

In addition to above, lack of adequate teaching staff, and also poor seating arrangement is another noteworthy feature of primary educational system prevalent in the district.

But, these villages are fortunate to have NFE/Anganwadi centres. However, the Anganwadi workers expressed their dissatisfaction by bringing into light that the food supplied to them being insufficient for all children. Again, they have also not been provided with their own buildings from which they could carry out their work without interruption . In the absence of the same , they have to carry out these duty from the Primary school of the village.

However, the NFE centres need to be activated as none of the villages seem to know that NFE centres imparts education. In brief, the NFE centres had been failing to motivate the community towards its goal.

(Contd.68).

The Focus Group Discussion :

The FGD could be organised only in 6 villages in the Udalguri Block due to disturb situation of the area. This discussion was participated by all sections of community who gave useful suggestions for betterment of school education as well as society. These people not only belong to different communities but also different walks of life; such as teachers village headman, political activist, youth organisation, Mahila Mandal, Anganwadi workers, parents etc. The Chief Focus of their discussions were -

The community members irrespective of Caste, erred, religion and sex want to educate their children. They want to have similar kind of education for both boys and girls. However, their acute poverty and non-availability of schools within the walking distance often prevent the girl child being sent to schools to nearby villages.

They also express dissatisfaction over non arrival of text-books on time. Besides, this incentive of free text-books, other incentive such as attendance scholarship and merit scholarship have been provided by Govt. However, they express their desire to introduce mid-day meal, and also free uniforms along with other educational incentives, so that poverty stricken parents farther don't have to prevent their children from going to school.

(Contd.69).

One of the vital point on which all the participants of the FGD expressed their concern is to activate the functioning of NFE and also AE centres. They expect these centres to run regularly, so that the poor children, who have been compelled to stay at home to help their parents house-hold activity also can enrol them at a convenient time. Besides, even the illiterate male members expressed their desire to enrol in the AE centres. If such opportunity is provided, then 'Education for All' will surely be a reality.

It is also their urgent desire to establish close tie between the Anganwadi/Balwadi centres with that of public health centre. In short, they want to get basic knowledge on sanitation hygiene, child care through the Angawadi centres.

On curriculum many teachers irrespective caste and sex expressed their fillings by saying that, the present curriculum followed in the State is not suitable for teaching tribal children. There is a need for different type of curriculum for them.

To the Bodo medium teachers, their script of Devanagari should be replaced by Roman script, as the former consumes more time in writing. It is also their desire to have English as second language in the primary stage.

(Contd.70)

Besides having extensive discussion on the above mentioned field of education, the participant of FGD also highlighted on following points which needs to be taken care of immediately :-

- Need for teacher - training.
- Need for immediate taking over of the private schools and repairing of exsisting provincialised schools.
- Need for establishing schools in the schoolless villages
- Timely monitoring of schools by the educational administrators.
- Intoduction of provision of mid-day meal, free uniforms and supply of sports goods.
- Extention of OB scheme in all the villages.
- Need for appointing additional teacher for enhancing the quality of education of the ST children.
- Need for orienting the present educational curriculum to suit the ground realities of the ST children.
- Need for beautification of the school building etc.

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**CHAPTER - VI.**

## Chapter-VI.

## 1. Extent of Primary Education:

As stated earlier, according to 1991 Census, the total population of Marigaon district is 639682. Out of the total, the male population is 329613 and female population is 310069. The percentage of Scheduled Caste and Scheduled Tribes population is 23.78 and 15.04 respectively. It is a newly formed district. Originally, it was a part of Nowgaon district. Similarly the total population of Darrang district is 1298860. Out of which 64350 belong to Scheduled Caste and 224957 belong to scheduled Tribes which accounts for 4.95% & 17.32% to total population of the district.

Majority population of these two districts mainly depend on agriculture for their livelihood.

As per statistics available, from the District Elementary Education offices, there are 785 Primary and 151 Middle schools in the district of Marigaon. All primary schools are co-educational while there are middle schools for boys and girls separately i.e. 139 purely for boys and 12 for girls only.

Out of these schools, there are some schools under Tribal Sub-Plan also. The total number of primary schools under T.S.P. is 145 and number of Middle schools for boys is 59 and for girls is 7 only. The number of primary and Middle school upto 31st March from 1988-89 to 1992-93 are shown in the table-1.

(Contd.72).

Table-1. Number of Primary schools as on 31st March of every year.

Year	No.of Primary Schools	Middle Schools			Under T.S.P. area.					
		M.	F.	T.	Primary schools			Middle school		
					M.	F.	T.	M.	F.	T.
1988-89	739	91	10	101	142	3	145	38	5	43
1989-90	739	91	10	101	142	3	145	38	5	43
1990-91	739	89	10	99	142	3	145	38	5	43
1991-92	785	139	12	141	161	6	167	59	7	66
1992-93	785	139	12	141	161	6	167	59	7	66

source : Statistic of DEEO'S office. Marigaon.

In Darrang district Under education department, there are 1438 (1992-93) Primary schools and 250 (1992-93) Middle schools. Out of the total middle schools 228 is for boys and the rest 22 is for girls. The total number of primary schools as on 31st March is shown below. (Table II.)

(Contd..73).

Table-II. Number of Primary schools as on 31st March from 1988-89 to 1992-93.

Year	No. of Primary schools	Middle schools		
		Male	Female	Total
1988-89	1353	186	15	201
1989-90	1353	186	15	201
1990-91	1353	186	15	201
1991-92	1438	228	22	250
1992-93	1438	228	22	250

Source: Statistics of DEEO'S Office, Darrang.

**Junior Primary Schools:**

In the year of 1992-93 there were 12 junior Primary schools in the district of Marigaon and in Darrang district there were 28 No. of Junior Primary Schools.

**Private/NGO Managed Schools:**

The total number of elementary schools under these two districts organised by private/NGO's are shown below in tabular form.

(Contd.<sup>74</sup>).

Table-III. Primary schools run by Private/NGO's.  
(1992-93).

District	Primary school			Middle School			Grand Total
	Male	Female	Total	Male	Female	Total	
Marigaon	251	29	240	54	5	59	294
Darrang	410	-	410	71	-	71	481

Source : Statistics of DEEO's offices.

It is seen from the above table that the total number of Primary schools of Darrang district managed by Private organisation almost double to that of Primary schools of Marigaon district run by Private organisation.

Non-Formal Centre :

There are 360 Non-formal Centres has been working in the district of Marigaon up to 31st March'93. Out of the total 191 centres 22 is for male and 169 for female only. In Darrang district there are 660 NFE centres constituting 390 for male and 240 for female.

Teachers :

As per statistics available from the DEEO's offices, the total number of elementary teachers of Marigaon district is 3243 (1992-93). out of the total

(Contd.75).

316 belong to Scheduled Caste teacher and 417 belong to Scheduled Tribes teacher. Among the Scheduled Tribes teacher the number of male teachers is 228 and the rest 189 is female. The percentage of Scheduled Tribe teacher to total teacher is 12.86.

The total number of elementary teachers of Darrang district is 4956(1992-93). Out of the total 316 belong to Scheduled Caste and 963 belong to Scheduled Tribes. Among the total Scheduled Tribes teachers the total female ST teacher is 182 accountry 3.7% to total teachers of the district.

Table-IV. Number of teachers in the districts of Marigaon and Darrang (Year wise).

		Education Department						LDT						Grand Total
		SC			ST			OBC			General			
		Male	Female	Total	M.	Fe.	T.	M.	F.	T.	M.	F.	T.	
Marigaon	1988-89	184	113	297	213	173	386	102	104	206	1238	951	2189	3078
	1989-90	184	113	297	213	173	386	102	104	206	1238	951	2189	3078
	1990-91	184	113	297	213	173	386	102	104	206	1238	951	2189	3078
	1991-92	189	127	316	228	189	417	110	118	228	1275	1007	2282	3243
	1992-93	189	127	316	228	189	417	110	118	228	1275	1007	2282	3243
Darrang	1988-89	242	37	279	656	147	803	Included in General Catagory.			2837	376	3213	4295
	1989-90	234	39	273	611	145	756				3051	471	3522	4551
	1990-91	233	37	270	621	149	770				2911	568	3479	4519
	1991-92	224	34	258	783	157	940				2743	555	3298	4496
	1992-93	281	34	316	781	182	963				3085	592	3677	4956.

Source : Statistics of DEEO's Offices, Marigaon and Darrang.

(Contd.77 )

Teacher-working in Private schools :

The total number of Asstt. teacher (LTD) working in the Private schools is 480 in the district of Marigaon. Out of which 168 belong to scheduled Tribes and 192 belong to Scheduled Caste which accounts to 35% and 40% respectively to total ST and SC Teachers. However these data is not available in case of Darrang district.

NFE INSTRUCTORS

In the district of Marigaon, the total number of NFE instructors is 360 in the year of 1992-93. Out of which the total number of ST instructors are 42 and SC instructors is 30. Among the ST instructors the female instructor is 17 accounting 4.72% to total instructors.

Which in case of darrang district the total NFE instructors is 660. Out of which the total number of ST instructor is 270 and SC instructor is 130. The total number of ST instructors consist of 110 male and 160 female respectively.

**Participation of tribal children in Primary Education:-**

Participation of Tribal children in elementary education of these two districts is found out from district educational head quarters. The number of elementary students revealed by the district scheduled are as follows:-

(Contd..78).

Table.V. Number of Scheduled Tribe and Scheduled Caste Student of Marigaon and Darrang District.

D i s t r	Y e a r	SC			ST			OBC		General		G r a n d T o t a l * 6 0 5 3 8 7
		Male	Fe.	Total	Male	Fe.	Total	Male	Fe.	Male	Fe.	
M a r i g a o n	1 9 9 1 C e n s u s.	100848	78821	179669	112300	94585	211885	69626	45397	56241	42569	
D a r r a n g		33531	30819	64350	113567	111390	224597	NA	NA			1 2 9 8 8 6 0

Source : Statistics of DEEO's Office.

It is seen from the table that in Marigaon district the percentage of Tribal population to total population is 34.10. While in case of Darrang district the P.C. of tribal population is 17.29. It clearly indicates that the participation of tribal children in the district of Marigaon is sufficiently higher than that of Darrang district.

(Contd.79).

Literacy rate - (6-14 age) :

The Over all male literacy P.C. of Marigaon district is 45 and female P.C. is 31. Out of which the ST male literacy is 4.98 and for female 3.02. However this data is not available in case of Darrang district.

Supervisory Staff :-

There is one District Elementary Education Officer in the district of Marigaon who look after the entire education of the elementary stage. Under him there is one DI and ADI of schools. The function of DI is to look after the administration of Primary schools, BEEO's and SI's of schools. The function ADI is to look after the administration of Muddle schools of the district only. In addition to DI and ADI there are Block level officers and Sub-Inspector of schools in the district whose primary function is nothing but field work i.e. supervising the schools. For each block there are one BEEO (Block Elementary Education Officer) and under him a no of Sub-Inspector of schools.

At present there are 3 block elementary education officers in the district of Marigaon while in case Darrang it is 6 . In addition to this there is one District Elementary Education Officer and one ADI of Schools in Darrang district.

To supervise the NFE centres there are 12 supervisory and 3 project officers in Marigaon district. and 45 supervisory and 6 Project Officers in Darrang district.

(Contd.80.).

SC, ST Primary School Teachers :

In the State of Assam, generally there is no provision of separate post creation for SC and ST. However, the Govt. creates the post for TSP and SC areas separately. In case of appointment of fresh candidates, there is a provision of reservation being 7% for SC and 10% for ST. By following this Govt. policy on reservation, for backwards, in Marigaon district, 15 posts had been created in the year of 1991-92. But these posts have remained vacant till now.

3. Condition of Infrastructures :

In the State of Assam, at the very beginning the elementary schools are established by the public fund. The community of that particular area take not only responsibility of establishing the schools, but also its management, appointment of teachers etc.

The infrastructure of school building mainly depend upon the economic condition of the village i.e. thatched roofed or tin-roofed school accordingly. In normal circumstances, a building requires two rooms with one varandah.

After few years of running the school with public management, it is taken up by the Govt. on adhoc grant. The condition of such takeover by Govt. being-

I. Land possession.

1. For primary school minimum 2 bighas of land.
2. For Middle school minimum 3 bighas of land.

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I. Land possession.

1. For primary school minimum 2 bighas of land.
2. For Middle school minimum 3 bighas of land.

II. The teacher pupil ratio should be 1:40 or 1:30.

Once the conditions are fulfilled, then the Govt. extends financial grant to the school management committee for construction of school building .

The schools of Marigaon and Darrang district are within the purview of this system. However as per survey it is seen that the condition of school buildings of Marigaon district seems in a better condition than to that of the Darrang district.

Incentive Schemes :

There are various educational incentive schemes prevalent to encourage the tribal students towards education . Annually an amount of Rs.1,98,600 lakhs(1991-92) have been spent as merit scholarship to tribal students in the district of Marigaon. In addition to this Rs.1.15 lakhs (1991-92) have been spent as attendance scholarship.

In 1991-92 in the district of Darrang an amount of Rs.3960.00 have been spent as merit scholarship to ST children. In addition to this Rs.1,20,600.00 lakhs and Rs.1,75,200.00 lakhs have been spent as attendance and special scholarship for tribal girls respectively.

Moreover textbooks are supplied free of cost to all the elementary schools by the Govt.. The ST children of the State are also included in this process.

O.B. Schemes :

The OB Scheme launched throughout the State should have been started in the year of 1986-87. But, due to paucity of time, it could not be implemented in the same year. It was started in the next financial

year (1987-88). In the first phase of the scheme, in the State, out of the existing 135 blocks, only 33 blocks and 67 Urban areas was brought. The Bhurbandha blocks of Marigaon district was incorporated under this scheme in the first phase. Its 177 primary schools have therefore been brought under this scheme for the first time.

The second phase of OB scheme was launched in the financial year of 1988-89. This time an addition of 40 Blocks with 7881 Primary schools have been brought under OB scheme. The Udalguri Block of Darrang district came under OB scheme during this financial year. Altogether 227 primary schools of the Block came under OB scheme since then. Under OB schemes different agencies such as NREP, RLEGP, NEC and Govt. of Assam have been entrusted to carry out the building construction work of those reference blocks.

(Contd. 83).

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(Contd. 83).

4. Status of teachers :

There are 23 Primary and Middle level training institutes in the State of Assam. All institutes run one year in-service training course. In both levels i.e. Primary and Middle, there are separate male and female training centres. Almost all the districts have an one teacher training centre either male or female. The Basic Training Centre (BTC) of Marigaon district is not functioning at this stage. But in Darrang district the male teacher training is running at Dolgaon.

The procedure of deputation is that the DI of schools prepare a list of teachers to attend training and sent it to the Director of Elementary Education for approval and deputation. The Director of Elementary Education, finally deputed them in different training centre of the State. There is no hard and fast rule that the teacher of a particular district will be deputed to the same locality.

In case of training of teachers of these two districts namely Darrang and Marigaon have to come through this process. In Marigaon district the number of teachers deputed and completed the course last year is 32. Out of which 20 male and 12 female teachers.

During the year of 1992-92, the total number of teachers deputed in the district of Darrang for primary education is 54 and for Middle is 28. The total number of actual trained Primary teachers is 2372. Out of which 1993 belong to male and 379 belong to female and the total number of actual Middle school teacher is 500 constituting by male 453 and by female 47.

parents, therefore, hope to provide similar kind of education for both boys and girls. But, if the economic condition of the family is too poor, then, it is always the girl child who have to sacrifices her studies for the sake of family. She would be either engaged in household activity or would be sent as maid-servant to facilitate her brother's study.

Non availability of schools within the walking distance of the village is also another determining factor for poor enrolment of ST children in the schools. This aspect often prevent the parents from sending their children to schools of nearby village.

Therefore, the development of attitude towards learning of the Tribal parents is always guided by their economic condition and also availability of schools within their locality.

#### Community Leaders :

The community leaders as a whole have positive attitude towards education. They take active part in construction of schools, its management within their jurisdiction. It is often found that, the community leaders themselves are illiterate. Thus, except running of the school and provision of free text books, they seem to be ignorant about other educational incentives provided by the Govt. Further more, other developmental schemes meant of rural areas, such as unemployed youths and self-employment schemes remain still a far cry.

(Contd.86).

Yet, with their limited knowledge on present educational system, the community leaders, are keen to see that their children are not deprived from the advantages of education from which they themselves were debarred.

Attitude of the teachers :

Almost all the teachers whom Tribal study investigators have contacted so far, seems to like their profession. Thus, their attitude towards education is beyond any-body's doubt. But inspite of their best of intentions there are some constant hardles in their professions. One of this is lack of teacher training especially in the case of Udalguri Block to keep pace with the ever changing educational process. Training not only on methodology of teaching but also on teaching aids.

Secondly, they seldom get co-operation from the parents, especially the ST parents. Since ST children have illiterate parents, hence, the teachers although want remove the drawbacks of such children, without the help of their parents it becomes imposible.

Thirdly, lack of community participation is another major problem with which the teachers after seems to be besieged. The community members often lack proper education to help the teachers on vital issues of education.

Fourthly, lack of adequate number of rooms for each class, is a major threat to quality education. The teachers are often fund taking class in a single

(Contd.87).

room of four classes (i.e. I to IV).

Fifthly, it is also seen that the teacher-pupil ratio is not satisfactory, the teacher being for short of requirement.

Last, not the least, is the non arrival of text-books on time completely dampers the spirit of the teachers. Because of this drawback, course cannot be completed in the stipulated period of time.

Thus , the teachers, though have good intention of giving quality education always find himself/herself handicapped on the above mentioned grounds.

Attitude of Learner :

The development of attitude towards education by learner, (both school going and non-going) after seems to be influenced by the following aspects :-

- (1) Conciousness of the parents.
- (2) Home envirement/Social environment.
- (3) Economic condition of the family.
- (4) Motivation .
- (5) Availability of schools within walking distance.
- (6) Attractive school building.
- (7) Availability of play materials.
- (8) Irrelevanace of school curriculum.
- (9) Attitude of the teachers.

(Contd.88).

CHAPTER - VII.

Conclusion:

Tribal socio-economic set up is always influenced by its tradition, custom and culture. They seldom accept change in this regard. Thus, since independence, inspite of providing special facilities not only in education, but also in other areas, for their all round development, the desired result couldnot be achieved

The case of tribal people living in Udalguri and also Bhurbandha testifies this fact. They are still clinging on their traditional mode of living, whereas the world around them have marched ahead along with the change in the world scenerio. Thus, if one is to analyse, their condition objectively, then, it is always the socio-economic factor that would emerge as potent factor of hindrance for any change on development. It can be clearly stated here, that, educational development of the tribes has to be preceeded by socio-economic development.

Added to the above, illiteracy of parents for motivation, and also for co-operation is another noteworthy feature of poor educational development amongst the tribes. It is always seen, that, if a child is a first learner, then he/she has to struggle on two-fronts. At school, he/she has to adjust with quite an alien type of situation and at home she has no one to support her motivation, encouragement and help. The parents themselves lack awareness regarding the importance of education, thus can hardly efford to

(Contd.89).

motivate their children. On the contrary, they are more inclined to absorb their children especially the girl child in house-hold activity or engaged as maid servant which at least brings some financial relief to the family.

Lack of participation of community member has also posed as an obstacle for arousing interest amongst the tribal children. Since majority of them are illiterate, they seldom seem aware of various educational programme/scheme coming up. For increasing the enrolment of tribal children, it is always necessary to have well-motivated and conscious society. The tribal children, by and large seem to be suffering from this malady.

To the children, the school building and its environment all seem unattractive. Children by nature, have more inclination towards playing and other colourful activities, when such facility is thwarted by rigid and monotonous method of learning they seem to lose interest in it.

Further, unsuitable curriculum to meet the changing needs of the time is also important deterrent aspect of learning. It is mostly relevant in case of tribal children. Therefore, voice of concern has been expressed by the teachers community members of Udalguri block, in Darrang district to change the present curriculum. They feel, it has completely failed in evoking

(Contd. 90).

interest amongst the ST children. Curriculum should always have a link with the existing social set-up, once such principle is neglected then it becomes irrelevant. Such drawback seem to be existing in case of ST children living in Darrang district, who find it to be a greek in their present socio-economic set-up.

However such feeling against present curriculum has not been expressed from the teaching communities of Marigaon district.

Language of introduction and also the written language of the text books seem another hindrance towards learning amongst the ST children. Though many tribes have lost their dialect, however, total assimilation of culture is yet to be achieved. On top of that, they cannot accept imposition of culture, language very easily. It is mostly seen in case of Udalguri block, who have preferred to get education through their own mother tongue. They also stress that the written language of the text books should also be their own language instead of regional language.

Contrary to this, the ST people of Marigaon district, by and large are in favour of the regional language. Whatever may be the case, once the children are given the opportunity of learning through their mother tongue, perhaps even their illiterate parents shall not feel school as an alien place.

(Contd. 91).

Amongst the major drawbacks in the path of education of the ST children, poor health condition has assumed placed of importance. Since majority tribal parents are illiterate, thus lacked basic knowledge on sanitation, hygiene and child care. It also reflects the fact that, public health centres (PHC) established in their respective localities need to be activated so that public thrust on them can be established. There is an urgent need to have well equipped PHC in the villages to make Education for All a reality.

From the analysis of actual State of affair existing among the tribal children, it is crystal clear that planning for tribal development need to be started at the grass-root level. They need to be involved in such process and with an eye on their culture. The more this aspect is neglected, development of tribal will remain as mere dream. While writing text books evolving curriculum this fact must get preference.

It should also be the endeavor to provide adequate facilities for instruction in the mother tongue at the primary stage for tribal children.

Besides, introducing scientific method of teaching such as play-way method, learning in the natural environment will go a long way in imparting education to tribal children . Tribal children are actually more exposed to natural environment than anybody else.

(Contd.92).

Attractive school building with all its facilities viz- play ground, play material, beautiful garden and wall fancing is another way of creating good educational environment . In such an environment all children will definitely enjoy going to school.

By observing all pros and cons of Tribal study, it can clearly be said that the rule of teachers in this regard is overwhelming. Teacher has main fold rule to play in such kind of society. He/she has to make his class interesting, creat good educational environment, and also influence the society towards education. Thus, he/she needs constant touch with ever-changing teaching profession and also ground realities of tribal life.

Finally, hitherto pursued policy of 'planning from above' proved total failure. It should be replaced by more practical and relevant planning, otherwise 'Educational for All' by 2000 A.D. will remain a distant dream again.

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END.

PHOTOPLATES.



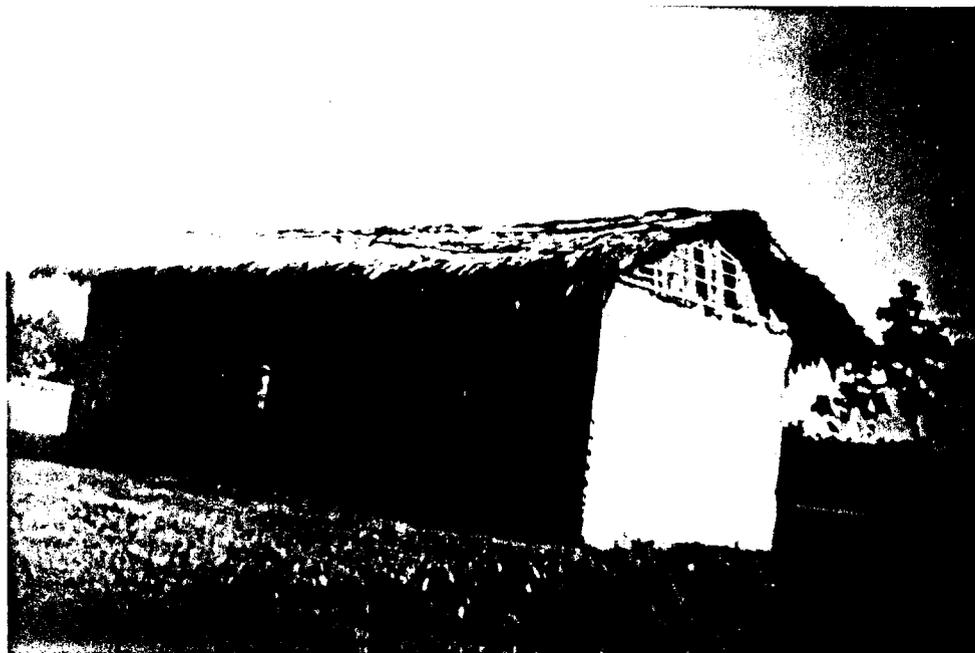
Barigaon L.P. school.  
Udalguri, Darrang.



Ambagaon L.P. School.  
Udalguri, Darrang.



Gelagaon L.P. School.  
Udalguri, Darrang.



Sapkhaiti Bher L.P. School.  
(Udalguri Town Boro Medium L.P. School).  
Udalguri, Darrang.

APPENDIXS.

INSTRUMENTS (LANGUAGE VERSION).

ৰাষ্ট্ৰীয় শিক্ষা গৱেষণা আৰু প্ৰশিক্ষণ পৰিষদ  
 অনানুষ্ঠানিক শিক্ষা আৰু অনুসূচিত জাতি/জনজাতীয় শিক্ষা বিভাগ।

দ্বিতীয় প্ৰাথমিক শিক্ষা কাৰ্যসূচী,  
 জনজাতীয় অৰ্ধশিক্ষণ।

উপকৰণ - I  
 (প্ৰাথমিক স্কুলৰ শিক্ষকৰ বাবে)

ভাগ = ২

খণ্ড - 'ক' (স্কুলৰ শিক্ষকে পূৰ্ণাৰ্থৰ বাবে)

১] নাম :	
২] বয়স :	
৩] বয়স (বছৰত)	
৪] বৈবাহিক সম্বন্ধ	
৫] শিক্ষাগত অৱস্থা (পুৰ)	
৬] ব্যৱস্থাসিক প্ৰশিক্ষণ	
৭] চাকৰি কালত কিয়া প্ৰশিক্ষণ লৈছে নে ?	

১) পুৰুষ  
 ২) মহিলা

১) ২৫ বছৰতকৈ কম  
 ২) ২৫-৫০ বছৰৰ ভিতৰত  
 ৩) ৫০ বছৰ আৰু তাতকৈ বেছি

১) বিবাহিত  
 ২) অবিবাহিত

১) মৌলিকৰ ওচৰ  
 ২) মাধ্যমিক স্কুল  
 ৩) উচ্চতৰ মাধ্যমিক স্কুল  
 ৪) স্নাতক  
 ৫) স্নাতকোত্তৰ

১) চাকৰিত যোগদান কৰাৰ আগতে নোহয়  
 ২) চাকৰি কালত নোহয়  
 যদি চাকৰি কৰাৰ আগতে লৈছিল, তেনে তালত উল্লেখ কৰা কোনো-  
 প্ৰশিক্ষণ লৈছিল ?  
 ১) প্ৰাথমিক প্ৰশিক্ষণ/ডি. এড.(D.Ed.)/বুনিয়াদী প্ৰশিক্ষণ  
 ২) বি.এড (B.Ed)  
 ৩) এম.এড (M.Ed)

১) নৈছে  
 ২) নোহয় নাই  
 যদি নৈছে, তেনে পৰ্যবেক্ষণৰ কেইটা প্ৰশিক্ষণ লৈছে ?  
 এই প্ৰশিক্ষণ/প্ৰশিক্ষণৰোৰ তালত উল্লেখিত কোনটো স্ম-স্বাই  
 ব্যৱস্থা কৰিছিল ?  
 ১) ডি.সি, জাৰ্জি/বি.সি,সি,সি  
 ২) ডি.আই,ই.সি/ ডি.আৰ, ই.সি  
 ৩) এচ.সি,ই.আৰ.সি/এচ.আই,ই/এচ.আই,এচ,ই/এচ.আৰ,সি.  
 ৪) শিক্ষা সঞ্চালকালয়ে/অনানুষ্ঠানিক কেন্দ্ৰই  
 ৫) জনজাতীয় উন্নয়ন-বিভাগে  
 ৬) প্ৰশিক্ষণ মহাবিদ্যালয়ৰ অগত যোগাযোগ থকা স্ম-স্বাই

- ୧) ଏଲ୍.ପି.ଡି, ଆର୍.ପି.ଟି
- ୬) ଏଲ. ଓ.ଏ ଟି ସି-୧୩
- ୩) ସେକ୍ସାଗେରୀ/୪-ଆକ୍ସିଡ-ପ୍ରକ୍ରିୟାମାନ
- ୪) ଭେଲି ଚାଲୁଥିବା (ଡିଲେସିଅନ୍ କରନ୍ତୁ)


୧) ଆମ ସମାଜର କୁଳତ ମାଧ୍ୟମ କେଉଁମାନଙ୍କ ଉପରେ ?

- ୧) ଶିକ୍ଷା
- ୨) ମୂଲ୍ୟ
- ୩) ମୂଲ୍ୟକୁ ବଢ଼ାଇ

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୨) ଯଦି ଏହି ମାଧ୍ୟମଗୁଡ଼ିକ ଯୋଗୁଁ ଭଲ ହୁଏ, ତେବେ - ତଳେ ଉଲ୍ଲେଖ କରନ୍ତୁ କେଉଁମାନଙ୍କ ଉପରେ ଆମର ପାଠ୍ୟ ?

- ୧) ପ୍ରଥମ ଶ୍ରେଣୀ
- ୨) ଦ୍ୱିତୀୟ ଶ୍ରେଣୀ
- ୩) ତୃତୀୟ ଶ୍ରେଣୀ
- ୪) ଚତୁର୍ଥ ଶ୍ରେଣୀ


୩) "ସ" :- (ସୁଲଭ ମାଧ୍ୟମକୁ ପୁରାଣର ବାସ୍ତବ)

୧) ଏହି ଚାକସିକତା ଆମର ଉପରେ କିପରି ପଡ଼ିଛି ?

- ୧) ଯାହା ଉପରେ
- ୨) ନାହିଁ

--

ଯଦି ଯାହା ଉପରେ, ତେବେ କେଉଁମାନଙ୍କ ଉପରେ କିପରି ପଡ଼ିଛି ?

ଯଦି ନାହିଁ, ତେବେ କେଉଁମାନଙ୍କ ଉପରେ କିପରି ପଡ଼ିଛି ?

୨) ଅନୁଭବୀୟ ନିର୍ଦ୍ଦେଶାଳୀୟ ପାଠ୍ୟପୁସ୍ତକ ପଢ଼ିବା ପାଇଁ ଆମର କେଉଁମାନଙ୍କ ଉପରେ କିପରି ପଡ଼ିଛି ?

- ୧) ହୁଏ
- ୨) ନାହିଁ

--

ଯଦି ହୁଏ, ତେବେ କେଉଁମାନଙ୍କ ଉପରେ କିପରି ପଡ଼ିଛି ?

୩) ଏହି ନିର୍ଦ୍ଦେଶାଳୀୟ ପାଠ୍ୟପୁସ୍ତକ ଉପରେ କିପରି ପଡ଼ିଛି ?

- ୧) ଯାହା ଉପରେ
- ୨) ନାହିଁ

--

ଯଦି ଯାହା ଉପରେ, ତେବେ କେଉଁମାନଙ୍କ ଉପରେ କିପରି ପଡ଼ିଛି ?

୪) ଅନୁଭବୀୟ ନିର୍ଦ୍ଦେଶାଳୀୟ ପାଠ୍ୟପୁସ୍ତକ ଉପରେ କିପରି ପଡ଼ିଛି ?

- ୧) ହୁଏ
- ୨) ନାହିଁ

--

ଯଦି ହୁଏ, ତେବେ କେଉଁମାନଙ୍କ ଉପରେ କିପରି ପଡ଼ିଛି ?

বাস্তবিক শিক্ষা-সংক্রান্ত তথ্য-সংগ্রহ-সমিতি  
 অনানুষ্ঠানিক শিক্ষা এবং অননুষ্ঠানিক আর্থ/অননুষ্ঠানিক শিক্ষা-বিভাগ।  
 জিলা প্রাথমিক শিক্ষা কার্যক্রম।  
 অননুষ্ঠানিক শিক্ষা-অধ্যয়ন।  
 উপকরণ-II

(প্রাথমিক স্তরের শিক্ষকের ব্যবহার)

ভাগ-১

ক-ক (সুনির্ভর শিক্ষকের প্রচারণার ব্যবহার)

উল্লিখিত কথার সত্যতা যাচাই করে সঠিক উত্তরটি চিহ্নিত করুন ?

- ১) প্রাথমিক বিদ্যালয়
  - ১) আছে
  - ২) নেই
- ২) মধ্যমিক বিদ্যালয়
  - ১) আছে
  - ২) নেই
- ৩) সার্বজনীন বিদ্যালয়
  - ১) আছে
  - ২) নেই
- ৪) উচ্চ বিদ্যালয়
  - ১) আছে
  - ২) নেই


উল্লিখিত শিক্ষা কার্যক্রমের কোনটিতে নিম্নলিখিত উদ্দেশ্যের সাধন করা যায় ?

- ১) অনানুষ্ঠানিক শিক্ষা কার্যক্রম
  - ১) আছে
  - ২) নেই
- ২) প্রাথমিক বিদ্যালয়
  - ১) আছে
  - ২) নেই
- ৩) সার্বজনীন (মধ্যমিক)
  - ১) আছে
  - ২) নেই
- ৪) উচ্চ বিদ্যালয়
  - ১) আছে
  - ২) নেই


প্রাথমিক বিদ্যালয় স্তরে "অননুষ্ঠানিক শিক্ষা" কার্যক্রমের উদ্দেশ্য অর্জন করা যায় ?

- ১) আছে
- ২) নেই

--

যদি নেই, তবে উল্লিখিত কার্যক্রমের উদ্দেশ্য অর্জন করা যায় ?

- ১) অননুষ্ঠানিক শিক্ষা
- ২) মধ্যমিক বিদ্যালয়

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অননুষ্ঠানিক শিক্ষার ক্ষেত্রে "সার্বজনীন শিক্ষা-সমিতি" (NEC) আছে ?

- ১) আছে
- ২) নেই

--

যদি আছে, তাহলে বিদ্যালয় এবং অননুষ্ঠানিক শিক্ষা-সংক্রান্ত কার্যক্রমের উদ্দেশ্য অর্জন করা যায় ?

- ১) হ্যাঁ
- ২) নেই

--

1. ସମସ୍ତ ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର ବାବୁ ଉପରେ ଡିମାଣ୍ଡ କରା ସୁବିଧା କିମ୍ପା ଉପରେ ?

- ୧) ହାଁ
- ୨) ନାହିଁ

- ୨) ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର
- ୧) ହାଁ
- ୨) ନାହିଁ

- ୩) ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର
- ୧) ହାଁ
- ୨) ନାହିଁ

- ୪) ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର
- ୧) ହାଁ
- ୨) ନାହିଁ

- ୫) ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର
- ୧) ହାଁ
- ୨) ନାହିଁ

- ୬) ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର
- ୧) ହାଁ
- ୨) ନାହିଁ

- ୭) ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର
- ୧) ହାଁ
- ୨) ନାହିଁ

- ୮) ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର
- ୧) ହାଁ
- ୨) ନାହିଁ

- ୯) ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର
- ୧) ହାଁ
- ୨) ନାହିଁ

- ୧୦) ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର
- ୧) ହାଁ
- ୨) ନାହିଁ

- ୧୧) ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର
- ୧) ହାଁ
- ୨) ନାହିଁ

୧୨) ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର ଡିମାଣ୍ଡ କରା

ଏହି ସୁବିଧା ସମସ୍ତଙ୍କର ନିର୍ବାହୀଙ୍କର ଉପରେ ?

- ୧) ହାଁ
- ୨) ନାହିଁ

ଏହି ନିୟମ, ନିୟମ ନିର୍ବାହୀଙ୍କର ଉପରେ ?

- 2 (ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର)

ବିନାମୁଲ୍ୟ ନିର୍ବାହୀଙ୍କର ନିର୍ବାହୀଙ୍କର ଉପରେ ନିର୍ବାହୀଙ୍କର ?

- ୧) ହାଁ
- ୨) ନାହିଁ

ଏହି ନିୟମ, ନିୟମ ନିର୍ବାହୀଙ୍କର ଉପରେ ନିର୍ବାହୀଙ୍କର ?

- ୧) ନିର୍ବାହୀଙ୍କର ଉପରେ ନିର୍ବାହୀଙ୍କର
- ୨) ନିର୍ବାହୀଙ୍କର ଉପରେ ନିର୍ବାହୀଙ୍କର
- ୩) ନିର୍ବାହୀଙ୍କର ଉପରେ ନିର୍ବାହୀଙ୍କର

- ৬) মাক-দেউতাকৰ বান্ধনী
- ৭) বিদ্যালয়ৰ পৰিবেশ
- ৮) ল'ৰা-ছোৱালীৰ মূলতৈ চাবলৈ মন লাগে
- ৯) পৰীক্ষাত উত্তীৰ্ণ লাগে
- ১০) অন্যকাৰ্য, উল্লেখ কৰক \_\_\_\_\_

- আপুনি মনুৱা কামিন্দানে ?
- ১) হয়
  - ২) নহয়
- যদি হয়, আপুনি কোন ছাভি/কামিন্দা ? \_\_\_\_\_
- আপুনি ৩৬ বছৰ গাঁৱৰ পৰা আহেনে ?
- ১) হায়ে
  - ২) নহয়
- আপোনাৰ ওচৰ বিদ্যালয়ৰ পৰা গুৰুত্ব নৈকি ?
- ১) হয়
  - ২) নহয়
- যদি হয়, আপুনি পঢ়িছা পৰি গাঁৱত থাকে ?
- ১) থাকে
  - ২) নাথাকে
- বিদ্যালয়লৈ লৈয়ে বা ল'ৰা-ছোৱালীক অনানুষ্ঠানিক শিক্ষা জুটিলে  
চাবলৈ আপুনি উৎসাহিত কৰে ?
- ১) কৰে
  - ২) নকৰে
- যদি কৰে, কোনদৰে কৰে, উল্লেখ কৰক \_\_\_\_\_

X

অংশ - II

(এই অংশটো পূৰ্ণমান/অৰ্ধমান এৰি পৰীক্ষকে পূৰ্ণকৰ)

- গাঁৱৰ মুঠ জনসংখ্যা কিমান ? \_\_\_\_\_
- ১) মহিলা \_\_\_\_\_
  - ২) পুৰুষ \_\_\_\_\_
  - ৩) ছোৱালী (৬-১৪ বছৰ বয়সৰ) \_\_\_\_\_
  - ৪) ল'ৰা (৬-১৪ বছৰ বয়সৰ) \_\_\_\_\_
- জনসংখ্যা বৃদ্ধিৰ মুঠ জনসংখ্যা কিমান ? \_\_\_\_\_
- ১) মহিলা \_\_\_\_\_
  - ২) পুৰুষ \_\_\_\_\_
  - ৩) ছোৱালী (৬-১৪ বছৰ বয়সৰ) \_\_\_\_\_
  - ৪) ল'ৰা (৬-১৪ বছৰ বয়সৰ) \_\_\_\_\_
- জনসংখ্যা বৃদ্ধিৰ লক্ষ্য কিমান শতাংশ ? \_\_\_\_\_
- ১) মহিলা \_\_\_\_\_
  - ২) পুৰুষ \_\_\_\_\_
  - ৩) ছোৱালী \_\_\_\_\_
  - ৪) ল'ৰা \_\_\_\_\_

୧) ୧-୨୪ ସହର ବ୍ୟତୀତ ସରକାରୀ ନିର୍ବା-ହୋତାଳୀ ବିଦ୍ୟାଳୟ ବା ଭବନ  
ତା-ଏ-ନୁଷ୍ଠାନିକ ନିର୍ବାସନ କେଉଁଠି ଯାଏ ?

- ୧) ହାଏ
- ୨) ନାହାଏ

୧) ଅନୁରାଜ୍ୟ ନିର୍ବା-ହୋତାଳୀ ସହକାର କରାଯାଏ

- ୧) ସାମାଜିକ ନୁଷ୍ଠାନିକ ଯାଏ
- ୨) ତା-ଏ-ନୁଷ୍ଠାନିକ ନିର୍ବାସନ କେଉଁଠି ଯାଏ
- ୩) ଏହା-ନୁଷ୍ଠାନିକ ନାହାଏ

ହୋତାଳୀ

ନିର୍ବା

17-1

**ৰাষ্ট্ৰীয় শিক্ষা-গৱেষণা আৰু প্ৰশিক্ষণ পৰিষদ**  
**অনুসন্ধানিক শিক্ষা আৰু অনুসন্ধানিক জ্ঞান/অনুসন্ধানিক শিক্ষা বিভাগ।**  
**শিক্ষা-প্ৰাথমিক শিক্ষা-কাৰ্যক্ৰম।**  
**অনুসন্ধানিক অধ্যয়ন।**  
**উপক্ৰম-III**

(প্ৰাথমিক স্কুলৰ শিক্ষক/অনুসন্ধানিক নিৰ্দেশকৰ বাবে)

১০ (স্কুলৰ শিক্ষক/নিৰ্দেশকে পুৰাবসৰ বাবে)

তলত উল্লেখ কৰা কোনটোৰ আধাৰত মান নিৰ্ণয় কৰিব ?

- ১) বাৰ্ষিক অনুসন্ধানিক শিক্ষাবিহীন পাঠ্যপুস্তক
- ২) অনুসন্ধানিক বাবে বাৰ্ষিক অনুসন্ধানিক পাঠ্যপুস্তক
- ৩) অন্য কিবা হলে উল্লেখ কৰিব- \_\_\_\_\_

প্ৰাথমিক স্কুলৰ অনুসন্ধানিক নম্বা-ছোৱালীৰ বাবে ব্যৱহাৰ কৰা পাঠ্যপুস্তক-লেখা হৈছে

- ১) আঞ্চলিক ভাষাত
- ২) অনুসন্ধানিক ভাষাত
- ৩) অন্য কোনো ভাষাত হলে উল্লেখ কৰিব- \_\_\_\_\_

এইবোৰ শিক্ষাগো-অনুসন্ধানিক নম্বা-ছোৱালীৰ প্ৰয়োজন পূৰণ কৰে বুলি আশা কৰিব ?

- ১) হ'ল
- ২) নহ'ল

যদি নহ'ল তেন্তে তৰ কাৰণবোৰ উল্লেখ কৰক \_\_\_\_\_

শিক্ষাদানৰ বাবে আৱশ্যকীয় যাবতীয় আইনা-পাতি আৰু অন্যান্য সামগ্ৰীবোৰ প্ৰাপ্য হৈছে ?

- ১) হ'ল
- ২) নহ'ল

যদি নহ'ল, শিক্ষাদানত হোৱা অসুবিধাসমূহ উল্লেখ কৰক \_\_\_\_\_

অনুসন্ধানিক নম্বা-ছোৱালীক যথোপযুক্ত গৃহকাৰ্য কৰিবলৈ দিছেনে ?

- ১) দিছে
- ২) নিদিছে

যদি দিছে তেন্তে সিহঁতে সেইবোৰ কৰিব কৰি আনেনে ?

- নম্বা-ছোৱালী :  কৰি আনে
- ছোৱালীয়ে :  কৰি নানে
- কৰি আনে
- কৰি নানে

যদি কৰি নানে, তেন্তে তৰ কাৰণবোৰ-

- ১) অসুবিধা হোৱা
- ২) কৰিবলৈ মান নোপোৱা
- ৩) ঘৰীয়া কামৰ বাবে
- ৪) বিষয়টোৰ লেনদৰে বুদ্ধি নোপোৱা
- ৫) যথেষ্ট পৰিমাণৰ গৃহকাৰ্য
- ৬) অন্য কিবা হলে, উল্লেখ কৰিব \_\_\_\_\_

নৰা-ছোৱালীৰ পঢ়াশুনাৰ মূল্যায়নৰ বাবে ভাৰণোমাৰ সুলভ কেলে বৰাৰ  
গৰীৱাক ব্যৱহাৰ আছে ?

- ১) গাৰ্হেৰীয়া/গোটে পৰীক্ষা
- ২) তিনিমহীয়া/ছোমিচাৰ পৰীক্ষা
- ৩) ছমহীয়া পৰীক্ষা
- ৪) বছৰেকীয়া পৰীক্ষা
- ৫) অন্য কিবা পৰীক্ষা মাৰ্হিলে উল্লেখ কৰক \_\_\_\_\_

ল-বা অনানুষ্ঠানিক শিক্ষা কেন্দ্ৰৰ নৰা-ছোৱালীৰ মূল্যায়ন কৰাৰ  
মূল্যমত লোকক আশপন্ন কৰিবলৈ দিয়েনে ?

- ১) হয় দিয়ে
- ২) নকৰে নিদিষ্ট

দি দিয়ে কেলেকে দিয়ে ?

- ১) গাৰ্হেৰীয়া
- ২) তিনিমহীয়া
- ৩) ছমহীয়া
- ৪) বছৰ

খ' (ছোৱালীক পুৰাৰণ কৰনে)

উন্নত বৈদ্যিক শিক্ষা প্ৰণালীয়ে জনসাধাৰীক নৰা-ছোৱালীৰ প্ৰয়োজন পূৰণ  
কৰিছে বুলি কোৱাৰি আছেনে ?

- ১) কৰিছে
- ২) নাইকৰা

উন্নত বৈদ্যিক শিক্ষা প্ৰণালীয়ে ছোৱালী বৈদ্যিক সমাজৰ উপযোগীকৈ গঢ়ি  
ও সাহায্য কৰিছে বুলি কোৱাৰি আছেনে ?

- ১) কৰিছে
- ২) নাইকৰা

আন বিদ্যাৰ প্ৰাচ্যকৰণ অন্তৰ্গত নৰা-ছোৱালীৰ কাৰণ উপযোগী হৈছেনে ?

- ১) ছোৱালীৰ বাবে
- ২) ল'ৰাৰ বাবে
- ৩) হৈছে
- ৪) নাইহৈছে

প্ৰাচ্যকৰণ নৰা-ছোৱালীয়ে ব্যৱহাৰ কৰা মূল প্ৰাচ্যকৰণ কেৰে পৰিষ্কাৰ কৰিব  
হৈছে ?

- ১) হৈছে
- ২) নাইহৈছে

প্ৰাচ্যকৰণ নৰা-ছোৱালীক পঢ়াবলৈ বিশেষ শিক্ষা প্ৰণালীৰ আৱশ্যক আছে  
ন আৱশ্যক আছে ?

- ১) আছে
- ২) নাই

প্ৰাচ্যকৰণ প্ৰোগতি পঢ়া মূল্যায়ন নৰা-ছোৱালীকৈ কৰিব বিষয়ক  
প্ৰাচ্যকৰণ কৰিব ?

- ১) জনসাধাৰীক পঢ়া/প্ৰাচ্যকৰণ
- ২) আৱশ্যক পঢ়া

প্ৰাচ্যকৰণ মাত্ৰ অন্তৰ্গত নৰা-ছোৱালীয়ে ব্যৱহাৰ কৰা মূল প্ৰাচ্যকৰণ  
ক'ত আছে ?

- ১) আৱশ্যক/প্ৰাচ্যকৰণ
- ২) জনসাধাৰীক পঢ়া
- ৩) যদি অন্য কিবা

অন্য কাৰে উল্লেখ কৰক \_\_\_\_\_





৩) পান্ডিত্যময় কবিতা কবিতা কবিতা

- ১) ২য়
- ২) ১২য়

৪) শিখার শিখার উপস্থিতি

- ১) ২য়
- ২) ১২য়

৫) সূর্য কবিতা উপস্থিতি

- ১) ২য়
- ২) ১২য়

৬) অন্য কিংবা ইংল, ইংলিশ কবিতা

পাঠকদের কল্পনাকল্পিত কথার অর্থের অন্তর্গত কোনটি বস্তু প্রমাণ পত্র পুস্তক নাহা হোক

- ১) নাহা
- ২) নাহা

যদি নাহা, বহুত কিমান ?

আপুনি আনোনার কামত মূহ কেউমায়া কোলা স্বীকৃতি পায়েছেন ?

- ১) পায়েছে
- ২) নাহা

যদি পায়েছে, অনুগ্রহ করি বিশেষভাবে উল্লেখ করি

৭) (যুগের প্রধান শিক্ষক/শিক্ষকে প্রকার)

নির্ধারিত সূত্র বা নির্ধারিত শিক্ষা ক্রমের অপরিহার্য অর্থ সূত্র জার্মি ব্যবহৃত ?

- ১) হ্যাঁ
- ২) নাহা

আনোনার মত বর্তমান চলিতনা-পাঠ্য বিষয় ব্যতীত সূত্র কাম-কক্ষ উন্নত করা উচিত কিভাবে ?

- ১) করে
- ২) নকরে

পাঠ্য বিষয় ব্যতীত শিক্ষক/শিক্ষকদের আনুষ্ঠানিক বা অননুষ্ঠানিকভাবে করা ?

- ১) করে
- ২) নকরে

যদি করে কেভাবে ?

৮) নির্ধারিত/নির্ধারিত ব্যতীত পঞ্চম বা ছোকারী শিক্ষক কিংবা উন্নত ২য় নৈকি ?

- ১) ২য়
- ২) ১২য়

নির্ধারিত ব্যতীত উন্নত করিবারে আপুনি কিংবা পরামর্শ আনবাবে  
কোলা নৈকি ?

V-1

ସାମ୍ପ୍ରଦାୟିକ ମିଶ୍ରଣ-ମାଧ୍ୟମୀ ଓ ଉଚ୍ଚ ମାଧ୍ୟମିକ ମାଧ୍ୟମିକ  
 ଅନୁସୂଚୀତ ଜାତି/ଅନୁସୂଚିତ ଜନଜାତୀୟ ମିଶ୍ରଣ।  
 ଆଧ୍ୟାତ୍ମିକ/ସ୍ଥାନିୟାଦି ମିଶ୍ରଣ କାର୍ଯ୍ୟକ୍ରମ  
 ଜନଜାତୀୟ ଉଦ୍ଦେଶ୍ୟ  
 ଓପାଠପଠ-୧

ଗାଁପଠାଳୟ ବା ଗାଁର ସୁରକ୍ଷା ଯାଚେ)

Section-A  
ଅନୁ-କ

(ଯଦି କୌଣସି ଉଚ୍ଚ ପ୍ରତିବାଦୀଙ୍କୁ ସୁରକ୍ଷା ନହେଲେ ମୌଖିକ ପ୍ରଶ୍ନୋତ୍ତର ଦ୍ୱାରା ନିର୍ଦ୍ଦିଷ୍ଟ କେ ସୁରକ୍ଷା କରାଯିବ)

1) ଗାଁପଠାଳୟର ଗାଁର ଉଚ୍ଚତମ ମୌଖିକ ଉଦ୍ଦେଶ୍ୟ  
 ଯଦି କିଛି ଅନୁସୂଚିତ ଜାତି/ଅନୁସୂଚିତ ଜନଜାତୀୟ ଉଦ୍ଦେଶ୍ୟ ହେବ?

2) ଉଚ୍ଚତମ ମୌଖିକ ଉଦ୍ଦେଶ୍ୟର ନାମ ଓ ଉଚ୍ଚତମ ବିଜ୍ଞାନସୂଚକ ନାମ  
 ଉଦ୍ଦେଶ୍ୟ - କରାଯିବ ଓ ଉଦ୍ଦେଶ୍ୟର ନାମ

ଉଦ୍ଦେଶ୍ୟର ନାମ	ଉଦ୍ଦେଶ୍ୟର ନାମ
କ	କ
ଖ	ଖ
ଗ	ଗ
ଘ	ଘ
ଙ	ଙ
ଚ	ଚ
ଛ	ଛ
ଜ	ଜ

3) ଗାଁପଠାଳୟର ସମସ୍ତକାରୀ ଉଚ୍ଚତମ ମୌଖିକ ଉଦ୍ଦେଶ୍ୟର ନାମ ଓ ଉଦ୍ଦେଶ୍ୟର ନାମ  
 କରାଯିବ କି?

ଯଦି ଉଦ୍ଦେଶ୍ୟ କ'ଣ ଉଦ୍ଦେଶ୍ୟ?  
 1) ଗାଁପଠାଳୟ ଉଦ୍ଦେଶ୍ୟ  
 2) ଉଚ୍ଚତମ ମୌଖିକ ଉଦ୍ଦେଶ୍ୟ  
 3) ଉଚ୍ଚତମ ବିଜ୍ଞାନସୂଚକ ଉଦ୍ଦେଶ୍ୟ

4) ଗାଁପଠାଳୟର ଗାଁର ଉଚ୍ଚତମ ମୌଖିକ ଉଦ୍ଦେଶ୍ୟ ଉଦ୍ଦେଶ୍ୟ କରାଯିବ କି?  
 ଉଦ୍ଦେଶ୍ୟ  
 ଉଦ୍ଦେଶ୍ୟ  
 ଉଦ୍ଦେଶ୍ୟ

5) ଗାଁପଠାଳୟର ଉଚ୍ଚତମ ମୌଖିକ ଉଦ୍ଦେଶ୍ୟ ଉଦ୍ଦେଶ୍ୟ କରାଯିବ କି?  
 କରାଯିବ କି?

ଯଦି ନିର୍ଦ୍ଦେଶ, ଉଚ୍ଚତମ ମୌଖିକ ଉଦ୍ଦେଶ୍ୟ କରାଯିବ କି?  
 1) ଗାଁପଠାଳୟ ଉଦ୍ଦେଶ୍ୟ  
 2) ଉଚ୍ଚତମ ମୌଖିକ ଉଦ୍ଦେଶ୍ୟ  
 3) ଉଚ୍ଚତମ ବିଜ୍ଞାନସୂଚକ ଉଦ୍ଦେଶ୍ୟ

6) ଗାଁପଠାଳୟର ଗାଁର ଉଚ୍ଚତମ ମୌଖିକ ଉଦ୍ଦେଶ୍ୟ ଉଦ୍ଦେଶ୍ୟ କରାଯିବ କି?  
 ଉଦ୍ଦେଶ୍ୟ  
 ଉଦ୍ଦେଶ୍ୟ  
 ଉଦ୍ଦେଶ୍ୟ

୩। ଆବେଦନାର ମାତ୍ର ୩ କୋଲୋ ପୋଷକାଣୀ ମାଧ୍ୟମରେ କାମ କରିଛନ୍ତି ?

- ① କରୁଛନ୍ତି
- ② ନାହିଁ କିମ୍ବା
- ③ ଅଧିକା
- ④ ଅଧିକ
- ⑤ ଅଧିକ
- ⑥ ଅଧିକ
- ⑦ ଅଧିକ
- ⑧ ଅଧିକ
- ⑨ ଅଧିକ
- ⑩ ଅଧିକ


ଯଦି କରୁଛନ୍ତି ସେମାନଙ୍କର କାର୍ଯ୍ୟକ୍ରମ ଲୋଡ଼ା ହେଉ ?

- ① ଅଧିକା
- ② ଅଧିକ
- ③ ଅଧିକ
- ④ ଅଧିକ
- ⑤ ଅଧିକ
- ⑥ ଅଧିକ
- ⑦ ଅଧିକ
- ⑧ ଅଧିକ
- ⑨ ଅଧିକ
- ⑩ ଅଧିକ

୪। ମାତ୍ର ୩ଟି ଓର୍ଗାନାଇଜେସନର ସାହାଯ୍ୟ କୋଲୋ କରୁ ?

- ① ଓର୍ଗାନାଇଜେସନ ମାଧ୍ୟମରେ
- ② ଅଧିକା
- ③ ଅଧିକ
- ④ ଅଧିକ
- ⑤ ଅଧିକ
- ⑥ ଅଧିକ


୫। ଆବେଦନାର ମାତ୍ର ୩ ଆଧାରମାନଙ୍କୁ ଲୁଚାଇ ରଖିଛନ୍ତି ?

- ① ହାଁ
- ② ନାହିଁ

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୬। ଯଦି ନାହିଁ ୬-୨୫ ବର୍ଷର ଓର୍ଗାନାଇଜେସନର ନାମା-ହୋତାଙ୍କ ସହ ଓର୍ଗାନାଇଜେସନର ମୁଲକ୍ତ ହୋଇଛନ୍ତି ?

- ① ହାଁ
- ② ନାହିଁ

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୭। ଯଦି ହାଁ ତେବେ କେତେ ମାତ୍ର ଓର୍ଗାନାଇଜେସନର ସହ ଓର୍ଗାନାଇଜେସନର ମୁଲକ୍ତ ହୋଇଛନ୍ତି ?

- ① ୨ କି.ମି.ରୁ କମ
- ② ୨ ଓ ୩ ମଧ୍ୟ
- ③ ୩ ଓ ୧୦ ମି.ରୁ ଥୋଡ଼ି

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୮। ଜନଗଣୀୟ ସିଦ୍ଧାନ୍ତ ନାମା ହୋତାଙ୍କ (୬-୨୫ ବର୍ଷ) ସହ ମୁଲକ୍ତ ହୋଇଛନ୍ତି ?

ନାମା ହୋତାଙ୍କ ମୁଲକ୍ତ

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୯। ୨ (ପାଖରେ ପ୍ରାଥମିକରେ ପୁରୁଷ ନହେଲେ ଓର୍ଗାନାଇଜେସନର ସହାୟତା ନିରୀକ୍ଷକ ପୁରୁଷ)

୧୦। ଏହି ଆବେଦନାର ଓର୍ଗାନାଇଜେସନର ମୁକ୍ତ ହୋଇଥିବା ଓର୍ଗାନାଇଜେସନର ଓର୍ଗାନାଇଜେସନ ?

- ① ହାଁ
- ② ନାହିଁ

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୧୧। ଏହି ଓର୍ଗାନାଇଜେସନର କାର୍ଯ୍ୟକ୍ରମ ସହାୟତା ଓର୍ଗାନାଇଜେସନର ମୁକ୍ତ ହୋଇଥିବା ଓର୍ଗାନାଇଜେସନ ?

- ① ହାଁ
- ② ନାହିଁ

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୧୨। ଆବେଦନାର ମାତ୍ର ୩ ଓର୍ଗାନାଇଜେସନର ସହାୟତା ସହାୟତା ଓର୍ଗାନାଇଜେସନର ମୁକ୍ତ ହୋଇଥିବା ଓର୍ଗାନାଇଜେସନର ମୁକ୍ତ ହୋଇଥିବା ଓର୍ଗାନାଇଜେସନର ମୁକ୍ତ ହୋଇଥିବା ? କରକ-।


স্বাধীনতা সশাসন-সংস্কার আৰু প্ৰশাসন পৰিষদ,  
আনুষ্ঠানিক শিক্ষা আৰু অনুষ্ঠিত আৰু/অনুষ্ঠিত শিক্ষা বিষয়।  
শিক্ষা প্ৰশাসনিক শিক্ষা কাৰ্যক্ৰম।  
অনুষ্ঠিত কাৰ্যক্ৰম।  
উপকৰণ-১।

(সিহ্ন-মাৰ্চৰ কাৰে)

৩-ক) যদি পাৰে প্ৰতিসদীয়ে কোৱা নথীয়ে প্ৰশ্নৰ সহায়ত নিৰীক্ষকে হোৱাৰ)

- ০১) পৰ্যবেক্ষকৰ নাম \_\_\_\_\_
- ০২) আৰু/প্ৰেচিডেণ্টৰ নাম \_\_\_\_\_
- ০৩) আৰু/প্ৰেচিডেণ্ট \_\_\_\_\_
- ০৪) বয়স \_\_\_\_\_
- ০৫) প্ৰশাসনিক \_\_\_\_\_
- ০৬) আনুষ্ঠানিক কোৰ্চস \_\_\_\_\_

০৭) জাতি:

- ০১) SC
- ০২) ST
- ০৩) OBC
- ০৪) Other

০৮) মাতৃভাষা \_\_\_\_\_

উল্লেখ কৰক) আনুষ্ঠানিক ভাষাটোৱে প্ৰশ্নকোষ লৈছে ?

- ০১) হয়
- ০২) নহয়

০৯) শিক্ষাৰ প্ৰকাৰ

- ০১) আনুষ্ঠানিক শিক্ষাবিহীন
- ০২) প্ৰাথমিক বিদ্যালয়
- ০৩) মাধ্যমিক বিদ্যালয়
- ০৪) উচ্চ মাধ্যমিক বিদ্যালয়
- ০৫) স্নাতক
- ০৬) স্নাতকোত্তৰ

১০) আনুষ্ঠানিক পৰিষদৰ মুঠ লিখা-ছোৱালীৰ সংখ্যা কিমান

ছোৱালী \_\_\_\_\_  
মুঠ \_\_\_\_\_

১১) আনুষ্ঠানিক পৰিষদৰ মুঠ লিখা-ছোৱালী স্কুললৈ/আনুষ্ঠানিক স্কুললৈ/অনুষ্ঠিত স্কুললৈ যাবলৈ ?

- ০১) হয়
- ০২) নহয়

১২) ২৪ ঘণ্টাৰ সময়ত স্কুললৈ যোৱা লিখা-ছোৱালী আনুষ্ঠানিক পৰিষদলৈ ?

- ০১) হয়
- ০২) নহয়

যদি নাহয়, মিহঁতে অনানুষ্ঠানিক কেবলৈ মান্য ?

১) হাং

২) নাহাং

আগোনাৰ পাঠ্যসূচী ০-৬ বছৰৰ ল'ৰা-ছোৱালী-বোৰে ?

১) আছে

২) নাহে

৩) মিহঁতে অধনবাহীলৈ মান্য ?

১) হাং

২) নাহাং

৪) মিহঁতে খালকাৰী (শিল্পকাৰী)লৈ মান্য ?

১) হাং

২) নাহাং

আগোনাৰ এলেকাডেমীৰ যেনেবৰণৰ ফুল চিনি আছে অক আগুনি জন  
পাৰে ?

১) আছে

২) নাহে

শিক্ষক সকলৰ সময় ফুললৈ আছে ?

১) আছে

২) নাহে

শিক্ষক বোৰে আগোনাৰ ল'ৰা-ছোৱালীয়ে জন পাৰে ?

১) হাং

২) নাহাং

শিক্ষক সঁচৰ আগুনিৰ (সল্লা) বোৰৰ ওপৰত মন-কাম দিয়ে ?

১) দিয়ে

২) দিয়াই

আগোনাৰ ল'ৰা-ছোৱালীৰ কাৰে ফুলৰ সময় মুখৰিৰক হৈছে বুলি  
আগুনি আছে ?

১) আছে

২) নাহে

ফুলত লুপ্ত কৰা যিকোনো কাম-কাৰ্য/উপায় আগুনি কৰে ?

১) কৰে

২) নকৰে

ফুলত লুপ্ত কৰা মন-সম্বন্ধ আগুনি আগুনি কৰে ?

১) কৰে

২) নকৰে

ফুলত লুপ্ত কৰা কামৰ সময় আগুনি আছে ?

১) আছে

২) নাহাং

আগুনি ঘৰত কি অন্য কাম ?

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আগোনাৰ ল'ৰা-ছোৱালীয়ে ফুলত কি অন্য কাম ?

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৬) বর্তমান প্রচলিত শিক্ষা ব্যবস্থায় আণ্ডোনার লেখা-ছোঁড়ালীর  
অধিক উৎসাহ কত মতায় করিব বুলি আশুনি লেবে ?

- ১) নাহে
- ২) নাহেবে

যদি নাহেবে, তেনে প্রশ্নের সূত্রিগত দুই কমনেইবে আওতার পারি ওর  
পাঠমাণ শ্রুতক।

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৭) আণ্ডোনার সঁরত মতা প্রামাণিক কুল ওর আণ্ডা কুল/লেখা-ছোঁড়ালী  
মাসিক্য পাবা কুলস ডিওর আণ্ডোনা ক সঁরতলে কলে আশুনি আণ্ডোনা  
লেখা-ছোঁড়ালী কৈনমনলে পমাব।

- ১) প্রামাণিক কুল
- ২) আণ্ডা কুল

সম্ম ?

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৮) লেখা ওর ছোঁড়ালীয়ে একে প্রশ্নের শিক্ষা পোতায়ে উঠে বুলি  
আশুনি লেবে ?

- ১) নাহে
- ২) নাহেবে

যদি নাহেবে, তেনে ছোঁড়ালীর শিক্ষা কৈনবিশ্বের মালনি হেতু  
বিচাৰে ?

সিদেশ করি কঁক।

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৬ বাস্তবিক শিক্ষা-প্ৰশ্নোত্তৰ আৰু প্ৰশিক্ষণ-পাঠ্য-পুস্তক  
 অসমীয়া শিক্ষা আৰু অসমীয়া জাতি/জনজাতীয় শিক্ষা বিষয়।  
 জিলা প্ৰাথমিক শিক্ষা-কাৰ্য্যালয়।  
 জাতীয় অধ্যয়ন  
 উত্তৰণ-১১।

সমস্যাৰে মূৰলীৰ বাবে।

১৩-'ক' (গাৰ্ভণে সূক্ষ্মকোষৰ পুৰণ নহলে, স্নায়ু ব্যৱস্থা নিৰীক্ষক পুৰণ)

১) অস্বাভাৱিক গাঁৱত ৬-২৪ বছৰ বয়সৰ মূৰে লম্বা-ছোৱালীৰ প্ৰাচুৰ্য কিমান? \_\_\_\_\_

২) এই লম্বা-ছোৱালীবোৰৰ মূৰত ছোৱালীৰ প্ৰাচুৰ্য কিমান? \_\_\_\_\_

৩) অস্বাভাৱিক গাঁৱত (৪-২৬ বছৰ) প্ৰকৃতিৰ লম্বা-ছোৱালী পুৰণে থাকিলে? \_\_\_\_\_

৪) যদি নাথায়, তেন্তে পুৰণে লম্বা-ছোৱালীৰ প্ৰধান কাৰণবোৰ

- |                              |         |                          |
|------------------------------|---------|--------------------------|
| ১) আৰম্ভিক অৱস্থা            | ১) হয়  | <input type="checkbox"/> |
|                              | ২) নহয় | <input type="checkbox"/> |
| ২) পৰ্যাপ্ত কাম-কাজ          | ১) হয়  | <input type="checkbox"/> |
|                              | ২) নহয় | <input type="checkbox"/> |
| ৩) খোঁচৰ কাম                 | ১) হয়  | <input type="checkbox"/> |
|                              | ২) নহয় | <input type="checkbox"/> |
| ৪) সূক্ষ্মকোষৰ নতুন পৰিষ্কাৰ | ১) হয়  | <input type="checkbox"/> |
|                              | ২) নহয় | <input type="checkbox"/> |
| ৫) পৰীক্ষাৰ উন্নয়ন নোহোৱা   | ১) হয়  | <input type="checkbox"/> |
|                              | ২) নহয় | <input type="checkbox"/> |
| ৬) স্থানীয় প্ৰাচুৰ্য        | ১) হয়  | <input type="checkbox"/> |
|                              | ২) নহয় | <input type="checkbox"/> |
| ৭) আৰম্ভিক অৱস্থা            | ১) হয়  | <input type="checkbox"/> |
|                              | ২) নহয় | <input type="checkbox"/> |
| ৮) অন্য কাৰণ হলে উল্লেখ কৰক  |         | <input type="checkbox"/> |

৪) অস্বাভাৱিক গাঁৱত অসমীয়া জাতীয় (NFE) শিক্ষা কেন্দ্ৰ আছেনে? \_\_\_\_\_

৫) সূক্ষ্মকোষৰ অস্বাভাৱিক পুৰণ হোৱা কাৰণসমূহ অস্বাভাৱিক পুৰণ হোৱা হৈছেনে

১) হৈছে \_\_\_\_\_

২) নহয় নোহৈছে \_\_\_\_\_

৬) পুৰণ কাৰ্যসূচীত অস্বাভাৱিক পুৰণ কেনে ভাৱে প্ৰভাৱ কৰে? \_\_\_\_\_

৭) সূক্ষ্মকোষৰ ওপৰত অস্বাভাৱিক পুৰণৰ প্ৰভাৱ কিয় নিৰ্ধাৰণ কৰা উচিত হৈছে

১) অৱশ্যে \_\_\_\_\_

২) নাঅৱশ্যে \_\_\_\_\_

যদি নিৰ্ধাৰণ কৰাটো বিচাৰে তেন্তে কেনে বৰণৰ?

১) পৰ্যবেক্ষক/পাৰিষ্কাৰক হিচাপে \_\_\_\_\_

২) ডাঙৰ-চিহ্নে \_\_\_\_\_

৩) অস্বাভাৱিক হিচাপে \_\_\_\_\_

৪) অন্য কাৰণ হলে উল্লেখ কৰক \_\_\_\_\_

6) ଆପୋଲୋ "ଗାଁର ଗ୍ରାମ" ନିର୍ମାଣ-ସମିତି (VEC) ଆହୁଲେକି ?

ଯଦି ଯାହା ଠିକ୍ ସମିତିର ସାଥୀ କାର୍ଯ୍ୟକାରୀ ନାହିଁ ତେବେ ଠିକ୍ ସମିତିର ସାଥୀ କାର୍ଯ୍ୟକାରୀ ନାହିଁ

- ୧) ଠିକ୍
- ୨) ନାହିଁ



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୭) ପିଡ଼ିଲୋକଙ୍କ ସ୍ତ୍ରୀଙ୍କ କାମର ଦାୟିତ୍ଵ ହେଉଛି :

- ୧) ସ୍କୁଲର ଘର/କୋଠାମାଡ଼ି କରା
- ୨) ସ୍କୁଲର ନାବା-ଘୋରାଲୀର ସଠିକ୍ ସାହାଯ୍ୟ ଦେବା
- ୩) ସ୍ତ୍ରୀଙ୍କର ଉତ୍ପାଦନା କ୍ଷମତା ବୃଦ୍ଧି
- ୪) ଉପଯୁକ୍ତ କାମ
- ୫) ଅନ୍ୟ କାମର ନିର୍ଦ୍ଦେଶ ଦେବା

- ୧) ହଁ
- ୨) ନାହିଁ
- ୩) ନାହିଁ
- ୪) ନାହିଁ
- ୫) ନାହିଁ

୮) ଆପୋଲୋ ଗାଁର କେଉଁ କେଉଁ ସେକ୍ଟରରେ କାର୍ଯ୍ୟକାରୀ କାମ କରୁଛନ୍ତି ?

- ୧) ଶିକ୍ଷା କ୍ଷେତ୍ରରେ କେଉଁ କେଉଁ କାର୍ଯ୍ୟକାରୀ କାମ କରୁଛନ୍ତି ?
- ୨) ସାମାଜିକ ସେବା
- ୩) ସାମାଜିକ କ୍ରୀଡ଼ା
- ୪) ସ୍ତ୍ରୀଙ୍କର ଉତ୍ପାଦନା
- ୫) ସମାଜ ସେବା
- ୬) ଉତ୍ପାଦନା, ଉତ୍ପାଦନା କରନ୍ତୁ

- ୧) ହଁ
- ୨) ନାହିଁ
- ୩) ହଁ
- ୪) ନାହିଁ
- ୫) ହଁ
- ୬) ନାହିଁ

୯) 'ସଂ-୩' (ଗାଁରେ ଗ୍ରାମିଣମାନଙ୍କୁ ସୁବିଧା ଦେବା ପାଇଁ ମୌଖିକ ପ୍ରଶ୍ନର ଅଧିକାର ନିର୍ଦ୍ଦେଶକ ପୁସ୍ତକ)

୧) ଆପୋଲୋ ଗାଁର ନିର୍ମାଣ ସମିତିର ସହକାରେ କାର୍ଯ୍ୟକାରୀ କାମ କରାଯାଇ ଉପଯୁକ୍ତ ସୁବିଧା ଦେବା ସମୟରେ ଉପଯୁକ୍ତ କରନ୍ତୁ

୨) ସ୍କୁଲର ଆପୋଲୋ ନାବା-ଘୋରାଲୀଙ୍କୁ କେଉଁକେଉଁ ସେକ୍ଟରରେ କାର୍ଯ୍ୟକାରୀ କାମ କରାଯାଇ ଉପଯୁକ୍ତ ?

୩) ଆପୋଲୋ ସହକାରେ କାର୍ଯ୍ୟକାରୀ କାମ କରାଯାଇ ଉପଯୁକ୍ତ କାର୍ଯ୍ୟକାରୀ କାମ କରାଯାଇ ଉପଯୁକ୍ତ ?

- ୧) ହଁ
- ୨) ନାହିଁ

ଯଦି ଠିକ୍ ନାହିଁ, ତେବେ କେଉଁକେଉଁ ସେକ୍ଟରରେ କାର୍ଯ୍ୟକାରୀ କାମ କରାଯାଇ ଉପଯୁକ୍ତ କରନ୍ତୁ :

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স্বাধীনতা শৈক্ষিক গবেষণা আৰু প্ৰশিক্ষণ দাৰ্শনিক ।

অনামীয় শিক্ষা আৰু অনুষ্ঠিত জাতি/ জনগোষ্ঠীয় শিক্ষা বিভাগ ।

দ্বিতীয় প্ৰায়োগিক শিক্ষা কাৰ্যক্ৰম ।

জনগোষ্ঠীয় অধ্যয়ন

উপক্ৰম VIII

(শিক্ষাকৰ অনুষ্ঠান-)

ভাগ - ১

প্ৰশ্ন 'ক' [নিৰীক্ষকে দ্ৰব্য]

১। নাম

\_\_\_\_\_

২। ছেউজাকৰ নাম

\_\_\_\_\_

৩। বিনংগ

১। পুৰুষ

২। মহিলা



৪। জন্মৰ তাৰিখ:

\_\_\_\_\_

৫। জন্মৰ ককাই-ভাই আৰু বাহু-ভনী কিমান আছে?

১। ককায়েকৰ সংখ্যা

\_\_\_\_\_

২। ভায়েকৰ সংখ্যা

\_\_\_\_\_

৩। ককা বায়েকৰ সংখ্যা

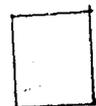
\_\_\_\_\_

৪। ভনীয়েকৰ সংখ্যা

\_\_\_\_\_

৬। জন্মৰ পি-কোনো ককাই-ভাই / বাহু-ভনীয়ে জন্মৰ শিক্ষা নৈছেনে?

১। নৈছে



২। নাইনেহা

যদি নৈছে, কিমানজন

ককাই-ভাইয়ে

\_\_\_\_\_

বাহু-ভনীয়ে

\_\_\_\_\_

ভেঁইনেকে শিক্ষা কিমাননেকে নৈছে ?

ককায়েক/ভায়েক

বাহুয়েক/ভনীয়েক

১। প্ৰায়োগিক জন্মৰ শিক্ষা

\_\_\_\_\_

\_\_\_\_\_

২। মজলীয়া জন্মৰ শিক্ষা

\_\_\_\_\_

\_\_\_\_\_

৩। অধ্যায়িক জন্মৰ শিক্ষা

\_\_\_\_\_

\_\_\_\_\_

৪। উচ্চতৰ-মধ্যমিক বিদ্যালয়

\_\_\_\_\_

\_\_\_\_\_

৫। অধ্যয়নালয়

\_\_\_\_\_

\_\_\_\_\_

৬। অন্যান্য

\_\_\_\_\_

\_\_\_\_\_

বাস্তবিক - জৈন

৭। জোয়াৰ-ককাই-চাই / বাই-ডনী কোনোবা অতিমত পুনৰ্নি মাথলে ?

কাকাই-চাই

১। মাথ

২। নামাথ

বাই-ডনী

১। মাথ

২। নামাথ

৮। ৬-১৪ বছৰ বয়সৰ জোয়াৰ-কোনোবা ককাই-চাই / বাই-ডনীয়ে পুনৰ্নি  
আৰিছে নে ?

১। আৰিছে

২। অৰা নাই

৯। যি কেইজন পুনৰ্নি নামাথ, তেঁওলোকে কি কৰে ? উল্লেখ কৰা —

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১০। জীমি অৰু কাৰ্ম কৰিব লাগে নে ?

১। লাগে

২। নালাগে

১১। জীমি কেনে কৰণৰ কাৰ্ম কৰিব লাগে ।

১। চাই-ডনীক ছেৱা-মেলা কৰা

২। মা-হেউকৈ কাৰ্মত গহাথ কৰা

৩। অৰ পাৰিষ্কাৰ কৰা

৪। জংগলৰ পৰা পক্ষী-অন

৫। গাই-গৰু আৰু অন্য পুত্ৰ চৰাৰ  
নগা ।

১২।

৬। বন্ধন কাৰ্ম কৰা

৭। অন্যান্য কাৰ্ম কৰিলে উল্লেখ কৰা

১৩। জীমি কেনে কৰণৰ কাৰ্ম কৰা মোত ?

১। কৰে

২। নকৰে

১৬। স্থায়ী স্কুলনে/অনুষ্ঠানিক কেন্দ্রে মদ্য ঘোষনে?

১। মাথ-

২। মাথ-

যদি নাথায়, তেনে তার কারণে -

- ১। স্কুলনে অনুষ্ঠান
- ২। মা-দেউতাক মাথ কৰা
- ৩। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা
- ৪। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা
- ৫। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা
- ৬। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা
- ৭। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা
- ৮। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা
- ৯। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা
- ১০। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা
- ১১। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা
- ১২। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা
- ১৩। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা
- ১৪। স্কুলে বাহিৰনে বাবে বাবে মাথ কৰা

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১৪। ভূমি তোম্বাৰ-শিক্ষক/শিক্ষিকক জন পোৱানে ?

১। নাথ

২। নাপাথ

যদি নাথ, তেনে কি কাৰণে ? উল্লেখ কৰা।

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যদি নাপাথ, তেনে কি কাৰণে নাপাথ ?

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১৫। ভূমি তোম্বাৰ-জ্ঞান/অনানুষ্ঠানিক শিক্ষা কেনে জন পোৱানে ?

১। নাথ

২। নাপাথ

যদি নাপাথ, তাৰ কাৰণকোষ-

১। অনুষ্ঠান জন নথ

২। যথেষ্ট পৰিমাণৰ পাঠ্য পুথিৰ অভাৱ

৩। শিক্ষকৰ-অনুপস্থিতি

৪। সীমিত বিহাৰ-সেত

৫। শ্ৰেণীটো বৰ ঠাই-ছোৱা

৬। নিজেই পাঠ্য বোৰৰ ওপৰত-মনোযোগ-  
দিখানে ?

৭। পাঠ্যবোৰ-ইন বৰ(টান) উচিত

৮। স্কুল-স্থানৰ-সুবিধা নথকা

১৬। তোম্বাৰ-আৱশ্যকীয় আটাইকোৰ-কিডাপ-কৰেনে ?

১। আছে

২। নাথ

যদি নাহে, তেনে লাভা-ক্ষতিৰ কাৰণে স্থানীয় অহৰোৰ-কেন্দ্ৰকৈ  
যোগাৰ কৰা ।

১। বিজ্ঞান জ্ঞানৰ পৰা জ্ঞান

২। শিক্ষকৰ সহায় লৈ

৩। একেৰে নকৰাকৈ

৬। অন্য-ৰবনে, উল্লেখ কৰা-

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১৭। জোয়াৰ-লাঠ্য-পুথিবোৰে স্থানীয় জল পোৱানে?

১। নাহ

২। হা

২৮। লাঠ্য-পুথিবোৰে স্থানীয় বৃষ্টি পোৱানে?

১। নাহ

২। হা

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### উপকৰণ VIII.

[সৰ্বত্ৰ অগভীৰ নিৰীক্ষকে নিশ্চিত-প্ৰমাণ-পত্ৰ/আৰু-নামী-পত্ৰ-চাই-  
ভাৰত-বাবে ]

১। যোৱা বছৰ-সৰ্ব-নৰীক্ষক/ছোৱনী-জনীৰ-উপস্থিতি-শতকৰা-হাৰ  
-কিমান-আছিল ।

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২। যদি-নৰীক্ষক/ছোৱনী-জনীৰ-অনুপস্থিতি-২০%-কৈ-বেছি,  
তেনে-স্থান-কাৰণবোৰ-উল্লেখ-কৰা-কৰা ।

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উপকরণ- VIII .

ভাগ - ৩

সমস্ত 'ক' (স্কুলটো নোখোয়া আৰু স্কুল আৰি দিয়া ল'ৰা ছোৱালীৰ  
 ইনামটোকে পূৰণ ) .

১। নাম

২। দেউতাকৰ নাম

৩। পিতৃগণ

১। পুৰুষ

২। মহিলা

৪। জন্মৰ-তাৰিখ

৫। তোমাৰ-কিমান ককাই-ভাই/বাই-ভনী আছে ?

১। ককায়েকৰ-সংখ্যা

২। ভায়েকৰ-সংখ্যা

৩। বায়েকৰ-সংখ্যা

৪। ভনীয়েকৰ-সংখ্যা

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৬। তোমাৰ-যি কোনো ককাই-ভাই/বাই-ভনীয়ে স্কুলৰ-শিক্ষা  
 টেনেছেনে ?

১। নৈছে

২। নাইনোবা

যদি নৈছে, কিমানজন

১। ককাই-ভাইয়ে

২। বাই-ভনীয়ে

ভেঁনোকৰ-শিক্ষাৰ-শ্ৰেণী

১। প্রাথমিক স্কুল

২। মাধ্যমিক স্কুল

৩। উচ্চমাধ্যমিক স্কুল

৪। উচ্চতৰ-মাধ্যমিক স্কুল

৫। মহাবিদ্যালয়

৬। অন্যান্য

ককাই-ভাই

বাই-ভনী

৭। তোমাৰ-কোনোবা ককাই-ভাই/বাই-ভনী অতিমাত্ৰ স্কুলটো  
 যায়নে?

১। মাথ

১। ককাই-ভাই

২। নামাথ

২। বাই-ভনী

১। মাথ

২। নামাথ

৮। ৬-১৪ বছৰ বয়সৰ-কোনোবা ককাই-ভাই/বাই-ভনী স্কুলটো  
 নোহাজাৰ্টক-গৈছেনে ?

১। গৈছে

২। নাই

লা যি কৰে তেনে কৰিবলৈ নাযায়, এইহেতু কি কৰে?

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১৭) ছাৰী পঢ়া কাম কৰিব নগলে ?

১। নাহে

২। হাৰ

১৮) ছাৰী কেনে ধৰণৰ কাম কৰিব নগলে

১। গাৰু-গাহৰি আৰু আন আন কাম কৰা

২। মা-দেউক কামত সহায় কৰা

৩। গাৰু আৰু গাহৰি কৰা

৪। জংগলৰ গাৰু আৰু গাহৰি

৫। গাৰু-গাহৰি আৰু আন আন কাম কৰা

৬। বন্ধ কৰা

৭। অন্য-কিবা

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১৯) ছাৰী কেঁচা উলটো কাম কৰা নোহি ?

১। কৰে

২। নকৰে

যদি কৰে, ক'ত কৰে ?

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২০) ছাৰী কেঁচা উলটো কাম কৰা নোহি ?

১। হৈছিল

২। নাহৈছিল

২১) ছাৰী কাম কৰাৰ সময়ত কি কি কাম কৰা ?

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২২) ছাৰী-কাম কৰাৰ সময়ত ?

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২৩) যদি নোহৈছিল কিয় ?

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I. LIST OF STATE LEVEL OFFICERS :

1. **Mr. Buddha Boruah.**  
State Co-ordinator.  
Tribal study.
2. **Mrs. Ajanta Brahma.**  
Professional Asstt.  
Tribal study.
3. **Mr. Nilim Borah.**  
Computer Asstt.  
Tribal study.

II. LIST OF FIELD INVESTIGATORS.

Marigaon District.

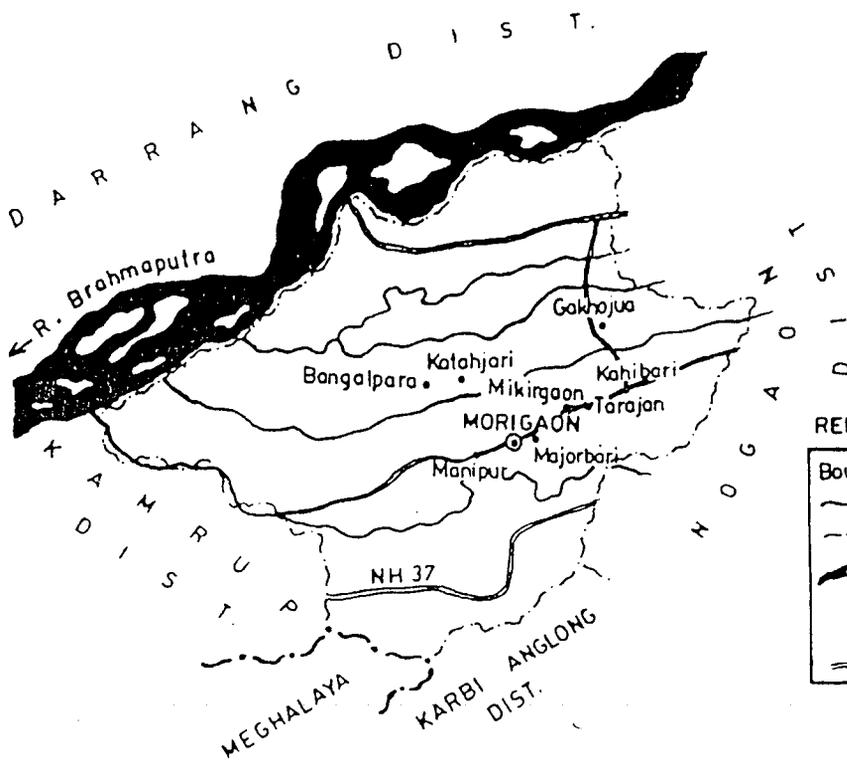
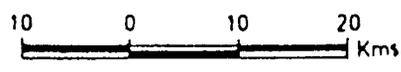
1. Mr. Kumud Mahanta.
2. Mr. Prasanta Pator.
3. Miss Minoti Borah.
4. Surya Begam.

Darrang District.

1. Mr. Prahin Brahma.
2. Mr. Deben Boro.
3. Miss Nirupama Basumatari.
4. Miss Pranita Boro.

\*\*\*\*\*

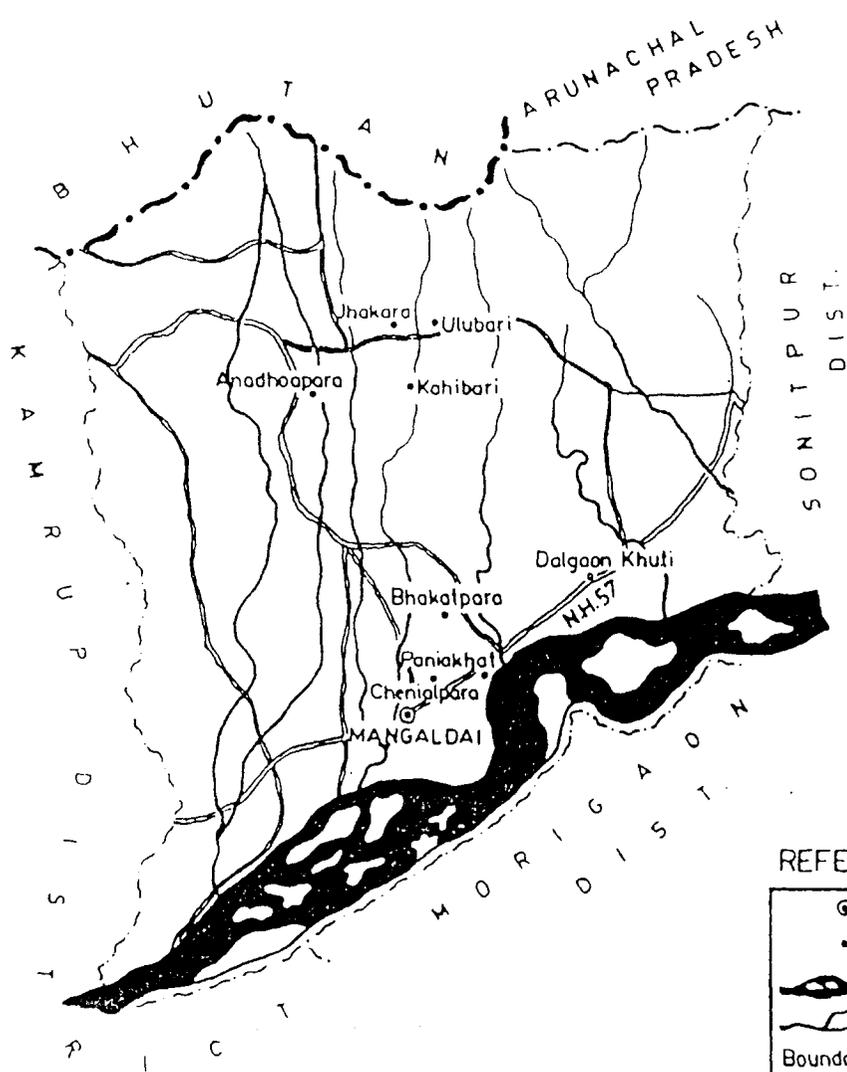
ASSAM  
**MORIGAON DISTRICT**  
 INDIA



REFERENCE :

Boundary:	
	State
	District
	River
	District H.G.
	Village
	Road

# ASSAM DARRANG DISTRICT



**REFERENCE :**

	District H.Q.
	Village
	River
	Stream
<b>Boundary :</b>	
	International
	State
	District
	Road

# DALGURI BLOCK

Scale 1 C.M. = 1920 M.

N

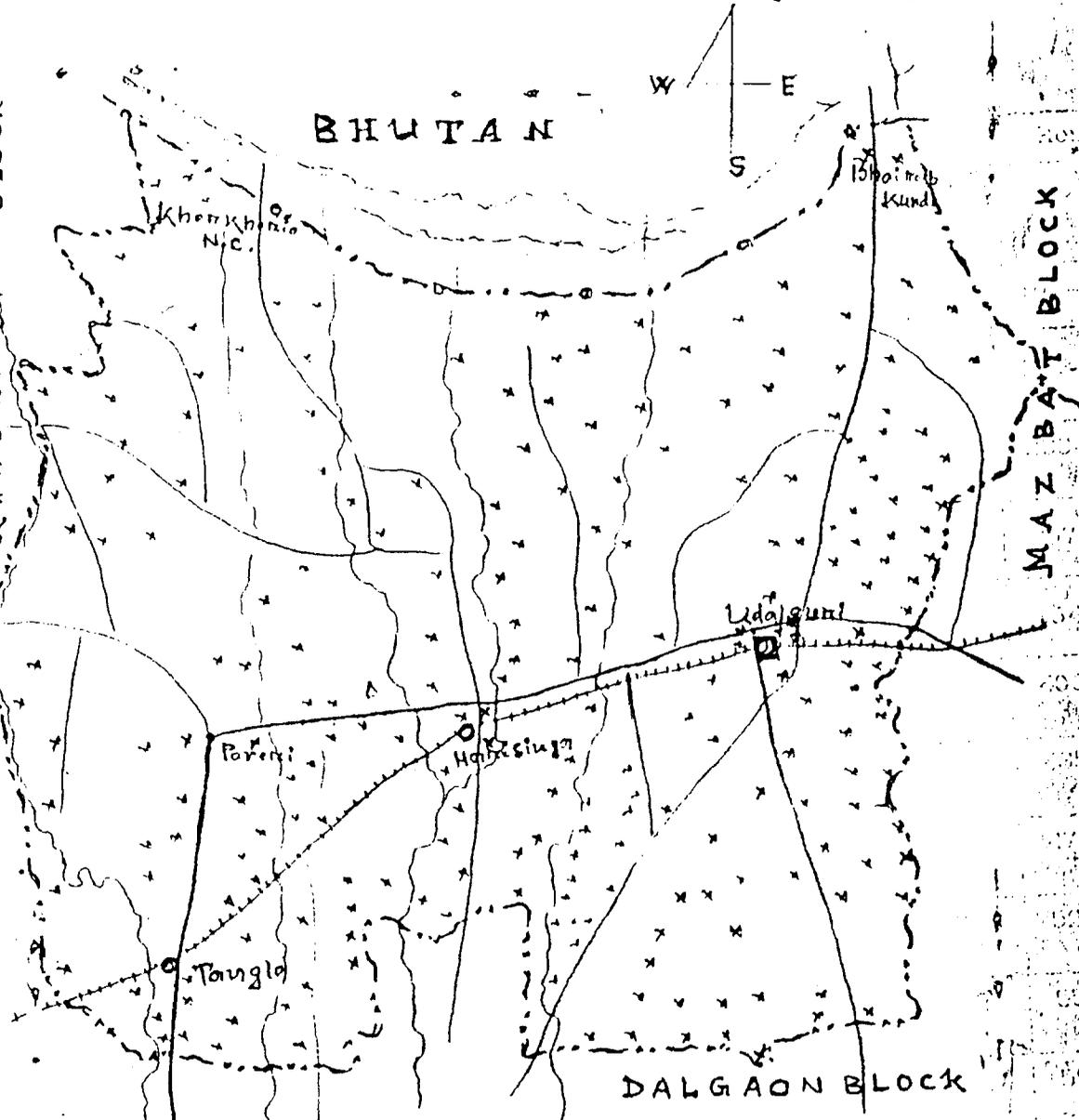
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## BHUTAN

KHAIRABARI BLOCK

MAZBAT BLOCK



KALAI G A O N B L O C K

DALGAON BLOCK

### SYMBOL

- 1. EDUCATIONAL BLOCK BOUNDARY 
- 2. L.P. SCHOOL 
- 3. NEW SCHOOL TO BE OPENED 
- 4. N.F.E. CENTRE TO BE OPENED 

List of the Respondants.

Bhurbandha Block (Marigaon)

1. Total No. of teachers/Instructors	27
2. Total No. of Headmasters	10
3. Total No. of Village Prodhans	10
4. Total No. of Parents	100
5. Total No. of Community Leaders	50
6. Total No. of School going Children	108
7. Total No. of Non-School going/Dropout children	71

B. Udalguri Block (Darrang)

1. Total No. of Teachers	14
2. Total No. of Headmasters (Two Non-Provincialised Schools)	7
3. Total No. Village Prodhans	10
4. Total No. of Parents	101
5. Total No. of Community Leaders	48
6. Total No. of School going Children	109
7. Total No. of Non-School going/Dropout children	77

List of School less Villages (Udalguri)

1. Bancheria
2. Pachim Nalbari
3. Borgohain Than
4. Bongrum
5. Batabari

NIEPA DC



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