

Assam's Current Education System and it's Effects on The Pupils From Low Income Families

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Abstract:

In terms of the demands of the contemporary competitive world, neither the education system in Assam nor that of the entire nation is adequate. While a portion of our society is moving towards a postmodern society, roughly 30% of individuals are still illiterate and falling behind. Due to this unequal distribution of education, our nation is impacted politically, socially, economically. Our current education system is dominated by the outdated theoretical education system. Mere theoretical knowledge is insufficient to function in the real world today. In order for pupils to compete in the modern complicated socio-economic sector, the current educational system, particularly that operated by the state government, was unable to provide them with the necessary information. Lack of teaching aids, a shortage of practically qualified teachers, a failure to cover some critical subjects and a lack of adequate educational infrastructure prevents students from developing the necessary human capital for our economy, which ultimately contributes to the problem of poverty and unemployment. Therefore, to keep up with the modern technologically advanced, and competitive world, our educational system needs to be modified somewhat. The problems that now exist should be recognised and appropriate solutions should then be implemented.

Keywords: - competition; education; educational infrastructure; impact and strategy.

1) Introduction:

Our educational system, which serves as the foundation for economic development, is falling behind in the face of the global competition of today. Currently, the developed world has a literacy rate of close to 100%, which puts it in a better place in the scale of progress. However, India still only has 74.04% (according to the 2011 census), which is worrying for the country's economy. A decent education may not be available to all educated or literate people too. The lack of high quality education and the slow expansion of education are thus two important issues that are spreading throughout India. Making children just literate is not the end goal for every parent today in this cutthroat environment. It's important to think about how they become literate. A vast number of disadvantaged people struggle with poverty and unemployment, while those who have access to quality education are afforded possibilities in higher positions. Economic development and education go hand in hand. Through the application of knowledge, education raises the quality of labour as well as the quality of physical capital.

Only a small percentage of students in Assam are receiving their education from institutions with a sufficient number of teachers and educational institutions. Most of these students came from stable families with good financial standing. These students typically attended a few government run schools and colleges in addition to some very expensive private institutions. Here the term "education" refers to the formal education or learning. Formal learning is defined by the OECD (organization for economic cooperation and development) as learning that is imparted by qualified teachers in a systematic, deliberate manner inside of a school, academy, college, institution or university. The admission process for relatively well equipped government run schools and colleges is based on the qualifying exam percentage and intake capacity. Therefore a lot of children are forced to go without these amenities. Regarding the quality of teachers and educational infrastructure facilities, the conditions of government run schools are not sufficient. The majority of vulnerable children are those who live in rural areas. One of the major issues with schools managed by the state government is single teacher schools, particularly at the primary level. In the section, we will talk briefly about the issues with our educational system.

2) The studies purpose is to:-

- To investigate the issues in education related to teaches and the physical infrastructure of schools
- To investigate the issue in the current educational system that affect children from low income families.

(3) Methodology :-

This research is based on secondary sources of data and personal observation. Data are collected from government reports , books , journals, official Website and publication of other prestigious institutions. Moreover, thought this research is also based on personal observation, hence it is also exploratory in nature.

4) Result and discussion :-

India is a nation that is still developing. The countries ability to develop is therefore it's fundamental issue. Which production strategy will lead to development? If the growth rate is rapid, how can it be sustained over an extended period of time in order to catch up industrialised nations? Although education is the engine for economic growth, spending on education should be acceptable. India is one of the emerging nations that must invest more in education if it wants to give its children a high quality education.

Discusses some of the issues related to the education :-

4.1)Budget Estimates 2021-22:-

The Ministry has been allocated Rs 93,224 crore in 2021-22, which is an annual increase of 2.1% over the actual expenditure in 2019-20.

Table 1: Budget allocations for the Educatio 2021-22 (in Rs crore)

Department	2019-20 Actuals.	2020-21 Re.	2021-2022 Be.	Annualised Change Actuals 2019-20 toBE 2021-22
School. Education & Literacy	52,520.	52189.	54874.	2.2%
Higher. Education	36,916.	32900	38351.	1.9%
Total.	89,437	85089.	93224.	2.1

The Economic Survey 2019-20 noted that 89,437 85,089 93,224

Note: BE-Budget Estimate; RE - Revised Estimates; Annualised change is from 2019-20 Actuals to 2021-22 BE.
Sources: EXpenditure Budget - Ministry of Education, 2021-22;PRS.

In 2021-22, the highest expenditure (33%) is allocated towards Samagra Shiksha (Rs 31,050

crore), followed by: (1) autonomous bodies (12%) such as Kendriya Vidyalaya Sangathan (KVS), (i) Mid-Day Meal Programme (12%), (111) grants to central universities (8%), (iv) Indian Institutes of Technology (8%), and (v) statutory and regulatory bodies (University Grants Commission (UGC) and All India Council for Technical Education (AICTE)) (6%), among others.

Table :-2 shows the key heads under which the Ministry spends its funds (as a percentage of its expenditure).

Major heads of expenditure under the Ministry of Education (2021-22) (in %)

Expenditure head.	Allocation (as % of Total expenditure)
Samagra Shiksha.	33%
Autonomous Bodies.	12%
Mid-Day Meal Programme.	12%
Grants to Central Universities.	8%
Indian Institutes of Technology.	8%
UGC and AICTE.	5%
National Institutes of Technology and IIST.	4%
Rashtriya Uchhatar Shiksha Abhiyan. (RUSA).	3%
Student Financial Aid.	3%
Others.	10%
Total.	100%

Note: Autonomous Bodies include Kendriya Vidyalaya sangathan (kvs) Navadaya vidyalaya samiti (NVS). Others include schemes and programmes under the ministry each with an allocation of less than 3% of the total expenditure.

Source:- expenditure budget ministry of education 2021-22.

4.2) key highlights related to allocation in 2021-22:

In 2020-21, the allocation for the ministry of education has reduced from 99,312 crore at the budget stage to rs 85,089 crore at the revised stage (a decrease of 14%)

The schemes with a significant reduction in allocation at the revised stage include (i) higher education financing agency (91% reduction) (ii) Students financial aid (48% reduction) and (iii) samagra shiksha (48% reduction)

4.3) classroom and instructors resources at educational institutions are insufficient :-

The key to successfully operation educational institution is having enough qualified teachers . Each and every instructor needs to be current in this cutthroat society. A youngster can not received enough nutrition from a simple lecture, particularly in the primary and secondary grades. Dropout rate raise in the lower level classrooms because it makes lectures uninteresting for the pupils and it is certain that children of dropout come from a background of poverty. As a result adequate teaching tools and cutting edge tech equipment are required to make class entertaining. Additionally, the school must also have enough teachers for it to run smoothly. However, we would be obviously dissatisfied with this if we were to see the Assam scenario .

The lower primary school typically consist of classes 1 to 5 , with a variety of courses offered, including drawing, science, arithmetic, social science, English, Hindi, computer and literature in the regional or oral language and also include music and games. Lower elementary school topic compositions are require a sufficient number of skilled teaches to provide the necessary ingredients for the students, the medium of instruction is largely Assamese and English. Under the sarva shiksha abhiyan the school dropout ratio has shown remarkable decline and stands at 3.56% . From the preprimary level to higher secondary level, there are on estimated 49970 schools in the state of Assam of which primary school constitute 74% of the total.

4.4) Irresponsibility on co curricular activities:-

Co curricular activities received zero attention in Assams education system. Co curricular activities are crucial for social, academic, artistic, cultural development in addition to Physical and academic growth. The secondary education commission has noted it's important saying-" they are as integral a part of the activities of school as it's curricular work and their proper organization needs just as much care and far thought. If they are properly conducted they can help in the developmental of very valuable attitudes and qualities" . For the students, celebrating once a year during a school week or college week is insufficient. To help youngsters discover their latent talents, educational institutions should hire trained teachers.

4.5) Negligence on computer education:-

The continued advancement of science and technology has caused the world to get smaller. A significant contribution to human society has been made by computer progress. By using the internet, a lot of the tasks may be completed while relaxing at home. Now a days everything is done online, including banking, government and business. Even the economy of the nation s are shifting away from cash. But if we were to look at the Assam education system as it currently stands, we would discover that it is in a terrible state. The majority of schools lack adequate computer infrastructure and computer teaching, with the exception of a small number of private schools (where tution is too expensive) and government schools like kendriya vidyalaya and navodaya vidyalaya. Therefore, even though students from low income families can not afford the tution for these exclusive colleges , they must forgo those amenities. Additionally there are restrictions on how many students can enroll in KVS. and JNV due to their limited intake capacity. Even in Assams higher education levels , computer education is still being neglected. At the college level, the department of computer science is uncommon.

4.6) students of poor economic background and teaching jobs:-

After completing a specific level of formal education, people expect employment. The majority of people, especially the improverished in less developed countries, do not want education because it has inherent non economic benefits; rather, they do it because it is the only way to find modern sector jobs. Therefore the ultimate goal for students from low income background is employment. However, employment is based on a States or countries ability to fill jobs . Like assam , the state lacks on established industrial base, therefore residents rely heavily on the service industry to obtain government employment. However, one concern now arises : does the education industry accept children from low income families?

To improve the quality of education, the Assam Government has made d.el.ed and b.ed degree requirements for teaching at all levels of secondary education. The lack of government institutions, particularly b.ed colleges, is the issues with this endeavour. According to NCTE 2016 , there are a total of 62 institutions that boffer a b.ed degree, of these only 13 are managed by the government and one is a department of dibrugarh University, the remaining 58 institutions are private. Here it is important to note that although Government institutions have a limited intake capacity, they are unable to accept all interested applications. As a result, students from low income families are prevented from earning a b.ed degree because private institutions tution fee is expansive.

Typically, private institutions charged between 30,000-70,000 for first year. Because of the fee structure of private colleges, students from low socio economic background are forced to forgo eraning b Ed degree , even though it is difficult for them to pay such a high amount annually. This indirect deprivation of the children from the low socio economic background consequently deprives them of employment as primary and secondary school teachers.

5) conclusion:-

One of the key ways that human capital is formed is through education. Development therefore leads to socio economic development. It also raises political consciousness. Moral education raises people's value as people. A nations and world's progress therefore depend greatly on access to high quality education. By hammering public spending on education, a decent education may break a country free from a cycle of poverty. By providing disadvantaged individuals with adequate education , we may improve their socio economic standing, which in turn promotes the growth of an entire nation. Therefore, in order for a country to thrive, it's government must first identify it's problems and then find appropriate solutions. The most crucial thing to remember is that schools and colleges needs to have the right infrastructure including enough trained teachers, as well as adequate classroom space. The amount of publicly funded, low cost colleges for teaching

should be increased. In any other case, jobs in education, particularly at the secondary level, will only go those with solid financial standing. Additionally, all schools and colleges should be given the essential teaching tools, such as teaching aids, to enable infrastructures to use them to help students understand concepts.

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