



# “WOMEN EDUCATION OF BODO TRIBES IN ASSAM WITH SPECIAL REFERENCE TO GOHPUR SUB-DIVISION.”

**Dr. Haimya Gohain**

Assistant Professor (Stage 11)

Deptt. of Education

Chaiduar College, Gohpur

The women folk in India, who were revered in ancient India but were the most neglected lots decades ago, have now been receiving increased attention. In India appreciable progress has been made in this direction- still much more remain to be done. Tribal society is far behind in education and in raising their social and economic status and thus integrating them in the so-called men dominated world of today. The large majority of population in tribal areas is backward due to the co-relation and least adoption of educational technology. The tribal societies are closed and isolated society living in compact groups.

India is the Second Populous Country in The World with 6.77 Crores of Tribal Population. Most of the Tribal People are poor, illiterate and inhibited in inaccessible forests and hilly areas. They lag behind in All Spheres of Life in Comparison with Other Sections of the Population. The Government of India has launched a number of Schemes for the promotion of education and welfare among the tribes. In spite of these efforts the rate of literacy has not been improved. In case of primitive tribes it is very poor and among women it is very low. Literacy is the key for Socioeconomic Development of any section or region.

## **Tribal Education Policies and Programmes:**

Recognising that the STs Count among the most deprived and marginalised sections of Indian society, a host of welfare and development measures have been initiated for their social and economic development. In this regard, particular reference has to be made to the tribal sub-plan approach which came into existence as the main strategy from the Fifth Five Year Plan. Along with core economic sectors, elementary education has been accorded priority in the tribal sub Plan approach. Elementary education is considered important, not only because of constitutional obligation, but as a crucial input for total development of tribal communities, particularly to build confidence among the tribes to deal with outsiders on equal terms. Since primacy way accorded to elementary education, a broad policy frame for education way adopted in the tribal sub-Plans according equal importance to quantitative and qualitative aspects of education.

A second important development in the policy towards education of tribal's came with recommendations of the National policy on Education (NPE) in 1986 which specified, among other things, the following:

- Priority will be accorded to opening primary schools in tribal areas.
- There is need to develop curricula and devise instructional material in tribal language at the initial stages with arrangements for switchover to regional languages.
- Promising ST youths will be encouraged to take up teaching in tribal areas.
- Ashram schools/residential schools will be established on a large scale in tribal areas.
- Incentive schemes will be formulated for the STs, keeping in view their special needs and lifestyle.

The unique feature of the policy is its recognition of the heterogeneity and diversity of tribal areas. The policy also proposed the transformation of the structure of primary education with special emphasis on improving access in tribal areas. The policy has also underlined the importance of instruction through the mother tongue for effective teaching and encouraged incorporating locally relevant content and curriculum, besides emphasising the localised production of textbooks in local dialects. Based on these considerations, the norms for establishing primary schools were relaxed to suit tribal areas in order to improve access to education. For example, Andhra Pradesh has gone to the extent of establishing schools in habitations where there are even twenty school-age children; Madhya Pradesh has steadily decreased population size norms in order to open schools in habitations with 200 populations. However, inspite of such relaxation of norms many tribal localities are still without school, as they do not meet even the relaxed criteria.

**The PESA (The Panchayats Extension to Scheduled Areas) Act, 1996:** The PESA is in fact, has made it mandatory for the States having scheduled areas to make specific provisions for giving wide-ranging powers to the tribes on the matters relating to decision-making and development of their community. A centrally-sponsored government scheme of ashram schools exclusively for ST children from elementary to higher secondary levels was initiated in the 1970s. But the poor quality of education in ashram schools, however, has undermined confidence in education as a vehicle for social mobility.

**The Janshala Programme :** The Janshala Programme is a collaborative effort of the Government of India (GOI) and five UN Agencies – UNDP, UNICEF, UNESCO, ILO AND UNFPA – a community based primary education programme, aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalised groups, Scheduled Caste/Scheduled Tribes/minorities, children with specific needs.

### THE BODOS OF ASSAM:

The Bodos or the Bodo-Kacharis constitute a very important section of the different ethnic groups and races settling in Assam with their distinctive cultural and linguistic traits. Racially they belong to the Mongoloid stock of the Indo-Mongoloids or Indo-Tibetans. S.K. Chatterjee identified them as the *Kiratas* or Indo-Mongoloids. About the Bodos he writes, “..... the Bodos, who spread over the whole of the Brahmaputra Valley and North Bengal as well as East Bengal, forming a solid block in North eastern India, were the most important Indo Mongoloid people in Eastern India, and they form one of the main basis of the present-day population of these tracts.

According to S.K.Chatterjee the term Indo-Mongoloid is significant in so far as the term “defines at once their Indian connection and their place within the cultural milieu in which they found themselves, as well as their original racial affinity. Chatterjee coined the term on the model of Indo-European, Indo-Aryan, Indo-Scythian etc. and as an equivalent of the term Kirata. However, Mr. Matthias Hermanns coined the term Indo-Tibetans to denote the Mongoloid people in Northern and North Eastern India.

## ABOUT GOHPUR:

Gohpur is a town and a town area committee in Biswanath district in the Indian state of Assam. It is a historical place of Assam, where the famous freedom fighter Kanaklata Barua was born. The main tribes living in this area are Karbi, Bodo, Mishng. The Bodo are an ethnolinguistic group of northwest Assam in the northeast part of India. In this paper, a case study has been done on the present women educational status of the Bodo Community of Gohpur sub-division along with the problems associated with it.

## METHODOLOGY:

The investigator used Descriptive Survey Method in data collection. The data has been collected both from the primary and secondary sources.

## Objectives of the Study:

The objectives of the present study are as follows:

- To study the total number of the Bodo tribes of Gohpur Sub-Division.
- To study the woman education of Bodo tribes of Alupara and Purana Gobsarguri of Gohpur
- To study the educational status of the Women of Alupara and Purana Gobsarguri.

According to the All Bodo Students Union, East Gohpur Anchalik Committee Head Office: Daimalu, Alupara, Biswanath, assam Census report of 2017-18 there are 63 Bodo inhabitants villages out of which 4773 female, 4997 male, with a total population 9662.

In this study the investigator has two villages out of the 63 villages. The investigator have taken Alupara village and Purana Gospsarguri Table 1.1 shows the details of the two villages:

Sl No.	Name of the village	M	F	Total population	Literacy Rate	
1.	Alupara	318	310	628	68%	
					Male	Female
					43.96%	24.04%
2.	Purana Gobsarguri	182	188	370	51%	
					Male	Female
					37.49%	13.51%

**Table 1.1: Showing the details of the two villages of Gohpur Sub-division.**

From the above table it can be interpreted that in the village Alupara there are 318 male, 310 female, the total population is 628 and the literacy rate is 68% (out of which 43.96% are male literate and 24.04% are female literate). Similarly in the village Purana Gobsarguri there are 182 male, 188 female, the total population is 370 and the literacy rate is 51% (out of which 37.49% are male literate and 13.51% are female literate).

## Educational Qualification of Women of Alupara Village and Purana Gopsarguri:

**Table 1.2.:** Showing the Educational qualification of Women of Alupara and Purana Gopsarguri

Educational Qualification	Alupara	%	Purana Gopsarguri	%
HSLC	51	16.45%	13	17.14%
HS	81	26.20%	30	16.48%
B.Com	02	0.65%	Nil	Nil
B.A	13	4.19%	05	2.75%
M.A	02	0.65%	02	1.10%
M.Com	01	0.32%	Nil	Nil
M.Sc	01	0.32%	Nil	Nil
Total:	151		50	

From the above table it can be interpreted that in the Alupara village out of 310 female population 51(16.45%) are HSLC passed, 81 (26.20%) are HS passed, 02 (0.65%) are B.Com passed, 13 (4.19%) are B.A passed, 02 (0.65%) are M.A passed, 01 (0.32%) are M.com passed, 01(0.32%) are M.Sc passed. In Purana Gopsarguri village out of 182 female population 13 (7.14%) are HSLC passed, 30 (16.48%) are HS passed, 05(2.75%) are B.A passed, 02 (1.10%) are M.A passed.

### Findings of the study:

1. In Alupara village the total population is 628 and the literacy rate of that village is 68% out of which 43.96% are male literate and 24.04% are female literate.
2. In Purana Gopsarguri the total population is 370 and the literacy rate of the village is 51% out of which 37.49% are male and 13.51% are female literate.
3. In the Alupara village, out of 310 women population 151 women are educated and in the Purana Gopsarguri village out of 182 women population 50 women are educated.
4. In both the villages most of the women are HS passed.
5. In Alupara village 2 women have completed MA, 01 have completed M.Com and 01 have completed M.Sc. In Purana Gopsarguri village the women are also educated. 02 woman have completed the MA degree.

### Suggestions:

Some suggestions for improvement of tribal education are as follows:

- a. **Literacy Campaign:** Proper awareness campaign should be organised to create the awareness about the importance of education. Extensive literacy campaign in the tribal dominated districts may be undertaken on a priority basis to literate the tribal.
- b. **Attitude of the tribal parents:** The attitude of the tribal parents toward education should be improved through proper counselling and guidance.
- c. **Relevant study materials in local languages:** All study materials should be supplied in local languages of tribes.
- d. **Appointment of Local teachers and female teachers:** It is suggested to appoint more tribal teachers and female teachers in the tribal areas. The ecological, cultural, psychological characteristics of tribal children should be considered carefully by the teachers in tribal areas.
- e. **Stipends and various scholarships:** Since higher education among the tribes is less, special ST scholarships should be provided to the tribal students pursuing higher education, particularly in medical, engineering and other vocational streams.
- f. **Residential schools:** More residential schools should be established in each states and districts and extended up to PG level in tribal areas.

- g. **Social Security:** Social security of students, especially of adolescent girls is of great concern in residential schools.
- h. **Proper Monitoring:** Higher level officials should check the functioning of schools frequently relating to the teaching methods, working hours and attendance registers.

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