

## **A Study On The Educational Status Of Dhemajī District With Special Reference To Lakhpathar Village, Assam**

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### **Abstract**

**Background:** In this era education is seems to be most important part of a human being. In the words of Nelson Mandela, “Education is the most powerful weapon which you can use to change the world.” So, being a change to the world everyone else lives here should have well educated. This paper focus on establishing the level of education of people lives in Lakhpathar Village of Dhemaji district, Assam. **Methods:** For this purpose of data collection, different sampling methods have been used and other related variables are also analyzed by using a pre-tested questionnaire. Chi-square test has been used as statistical technique for analyzing the data to pertinent the present study. **Results& conclusions:** The present study is conducted to estimate the education level of missing people of Lakhpathar in Dhemaji District of Assam. We collect 101 household in the present study. The Education coverage in Lakhpathar village is found to be much better than the District, states and National level. Here we found 91% of literate missing people in Lakhpathar where male and female literate is 94.07 and 73.62 respectively. In this study the education level of missing people in Lakhpathar village is better than Dhemaji District.

**Keywords:** Education, Lakhpathar, Karl-Pearson, Chi-Square, Attributes, Literacy, Sampling

## **Introduction**

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values beliefs and habits Educational methods include story telling discussion teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learner may also educate themselves. Education can takes place in formal or informal settings and any experience that has a formative effect on the way one thinks feels, or acts may be considered educational. The methodology of teaching is called pedagogy. Education commonly is divided formally into such stages as pre-school or kindergarten, primary school, secondary school and then college, university, or apprenticeship. Education began in pre-history, as adults trained the young in the knowledge and skills deemed necessary in their society.

## **The importance of Education**

Education is most important among all of us. Education plays a very important role in your life. For living a luxurious life or for living a better life, you should be educated. Educated is that which transforms a person to live a better life and even in a social well- being Education is the one that doing something constructive in our best future. In helps a person to show their best by their best by their mind and spirit. It gives you a lot of knowledge in whatever aspects. Education plays a vital role in your success in the personal growth. The more you have knowledge the more you grow. Being educated and eaming a professional degree prepares you to be a part in reputed organizations, companies or institutions. For determining what is good Education will become good citizen, more dependable worker. Without education person is incomplete, so education makes man a right thinker and a correct decision-maker.in today's competitive world education is necessarily for man after food, clothing and shelter, education is the solution of any problem, it is the only education which promoter good habits, values and awareness towards anything like terrorism, corruption and much more. Education is the strength to a person and education need to a person.

Now a day's technology plays an important role in continuing the communication of education though known and unknown persons. It is the only fundamental way by which a desired change and upliftment in the society can be taken into effect.

## **Education in India**

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels central, state, and local. Under various articles of the Indian constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. The ratio of public schools of private schools in India is 7:5.

India has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three quarters of the population in the 7-10 age groups, by 2011. India's improved education system is often cited as one of the main contributors to its economic development. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. While enrolment in higher education has increased steadily over the past decade, reaching a gross enrolment Ratio of 24% in 2013, there still remains a significant distance to catch up with tertiary education enrolment levels of developed nations, a challenge that will be necessary to overcome in order to continue to reap a demographic dividend from India's comparatively young population.

At the primary and secondary levels, India has a large private school system compensating the government run schools, with 29% of students receiving private education in the 6 to 14 age group. Certain post-secondary technical schools are also private.

The private education market in India has revenue of US\$450 million in 2008, but is projected to be a US\$40 billion market. As per the annual status of Education report (ASER) 2012, 96.5% of all rural children between in the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrolment above 96%. Another report from 2013 stated that there were 22.9 cores students enrolled in different accredited urban and rural school of India, from class 1 to 12, representing an increase of 23 lakes students over 2002 total enrolment, and a 19% increase in girl's enrolment. While quantitatively India is inching closer to universal education, the quality of the reasons for the poor quality include absence of around 25% of teachers every day. States of India have introduced tests and education assessment system to identify and improve such schools. It is important to clarify that while there are private school in India, they are highly regulated in terms of what they can teach, in what form they can operate (must be a non-profit to run any accredited educational institution) and all other aspects of operation. Hence, the differentiation of government schools and private school can be misleading.

In India's education system, a significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled castes and Scheduled Tribes and Other Backward Classes. In universities, colleges, and similar institutions affiliated to the federal governments there is a maximum 50% of reservations applicable to these disadvantaged groups, at the state level it can vary. Maharashtra had 73% reservation in 2014, which is the highest percentage of reservation in India.

The central and most state boards uniformly follow the "10+2+3" pattern of education. In this pattern, study of 12 years is done in schools or in colleges, and then 3 years of graduations for a bachelor's degree. The first 10 years is further subdivided in to 5 years of primary education, 3 years of upper primary, followed by 2 years of high school. This pattern originated from the recommendation of the education commission of 1964-66.

In addition, NUEPA (National University of Educational Planning and administration) and NCTE (National Council for Teacher Education) are responsible for the management of the education system and teacher accreditation.

## **Education in Assam**

Assam is a state in northeastern India. In 2011, the literacy rate of Assam was estimated to be 73.18% (73.18% male and 67.27% female). The literacy rate of Assam is slightly below the national average of 74.04%. In the Northeast region of India, Assam occupies a distinct place in the field of Education. The overall literacy rate of Assam is 64.28%, where the literacy rate of male is 71.93% and female 56.03%. Huge numbers of Educational installations are established Here imparting Education to the students of entire, Northeastern region. Formal education starts in schools with elementary, secondary, higher secondary. Then the students move to a college and pursue education in a stream he is interested in. The Directorate of Elementary Education of Assam organizes numerous activities to Universalize Elementary education (UEE). The Elementary education in Assam includes classes from class 1 to 12, within the age group of 6-14 years of students. Secondary and Higher Secondary school in Assam covering class tenth and twelfth respectively, finally prepares the child for higher education.

Assam has set up many educational institutions for higher studies following higher standards to impart education in the field of engineering and management. The government of Assam

Provides free and compulsory education for children till the age of 14. The requirement for technical education has been increasing gradually as a result the government has paid due attention in this field and set up many esteemed institution in Assam. Assam Agriculture University (Jorhat), Dibrugarh University (Dibrugarh), Guwahati University (Guwahati), Tezpur University (Tezpur), and Assam University.

**The Study Area (Lakhipathar)**

The study is carried out at Lakhipathar, Moridhal, under Dhemaji District in Assam. Among all the communities living in the District, Missing are the largest in terms of population concentration with 220,042 persons (i.e., 31.98%). According to 2011 census of India 686,133 people live in District covering a geographical area of 3237.00 Sq.km. out of this 351,249 are male and 334,884 are female.

Lakhipathar is one of the Village of Dhemaji block, in Dhemaji District of Assam. Male and Female literacy rate is average, but people are very active and always making efforts in knowing the works of government Officials. There are so many problems that Lakhipathar Village is facing, like electricity outage, water supply shortage, rationing of food grains issues unemployment etc. Health problem is rampant in this Village. People have to travel several kilometers to reach hospital for treatment of patients.

The district has four revenue circles namely Dhemaji, Sissibor Gaon, Jonai, and Gogamukh. The total population of the district was 686133 persons (as per census 2011).

Table 1- Profile of Villages in Dhemaji District, Census-2011

| Type                                | In number |
|-------------------------------------|-----------|
| Total number of villages            | 1319      |
| Total number of inhabited Villages  | 1264      |
| Total number of uninhabited Village | 55        |
| Total number of households          | 129,504   |

Source: District Census Hand Book Dhemaji, Assam 2011

The table shows the total number of village in Dhemaji is 1319. Out of this 1264 villages are inhabited villages and 55 villages are found to be uninhabited villages. The total number of households in the district is 129,504 in number.

Table 2- Literacy Scenario in Dhemaji, Assam Census-2011

| Dhemaji    |                    | Schedule Caste   | Schedule Tribe     |
|------------|--------------------|------------------|--------------------|
| Total (%)  | 423,028<br>(72.70) | 44,225<br>(6.45) | 325,560<br>(47.45) |
| Male (%)   | 237,761<br>(79.84) | 23,006<br>(6.55) | 165,449<br>(47.10) |
| Female (%) | 185,267<br>(65.21) | 21,219<br>(6.34) | 160,111<br>(47.81) |

Source: District Census Hand Book Dhemaji, Assam 2011

Table 2 reveals the literacy condition of the district. 423,028(72.70%) of the population has been found to be literate, out of which 237,761 (79.84%) are males and 185,267 (65.21%) are females. In case of schedule caste and schedule tribe population 44,225(6.45%) and 325,560 (47.45%) are literate respectively.

### **Objective the present study**

We are all familiar with the solving statistical problems with complied data, using any means of calculation. But problem arises when are asked to solve some real life problems faced by any section of the society. Because we are to first translate the problem in to a statistical problem.

The topic we have chosen for our present study is “A STUDY ON THE EDUCATIONAL STATUS OF DHEMAJI DISTRICT WITH SPECIAL REFERENCE TO LAKHIPATHAR VILLAGE, ASSAM”.

The objectives of the present study are:

- To set the education level of Lakhpathar Village of Dhemaji District.

### **Materials and Methods**

A sample is a part of universe. More specifically is a group of item selected from the population for the purpose of getting information about the characteristic of the items of the population. It is

known that if the sampling is not done using a standard statistical procedure, then the statistical technique cannot be used to infer about the population.

We have to use that technique is relevant to our study. After going through the literature and preliminary investigation we have decided to use systematic sampling. Clearly use circular Systematic sampling.

The topic we chosen for our present study is “A STUDY ON THE EDUCATIONAL STATUS OF DHEMAJI DISTRICT WITH SPECIAL REFERENCE TO LAKHIPATHAR VILLAGE, ASSAM”.

### Chi-Square Test for Independence of Attributes

One of the most frequent uses of Chi-Square is testing the null hypothesis that two criteria of classification are independent. To conduct the test, a sample is drawn from the population of invest and the observed-Frequencies are cross-classified according to the two criteria. This cross-classification can be conveniently displayed by means of a table called contingency table. Let us designate the two attributes as A and B where attributes A is assumed to have r categories and attribute B is assumed to have c categories. Furthermore, assume the total number of observations in the problem is N. A representation of these observations is shown below in a table where  $O_{ij}$  represents the observation in the  $i^{\text{th}}$  row and  $j^{\text{th}}$  column. Such a table in the matrix form is called a contingency table and is shown below. In the table  $R_i$  is the total of  $i^{\text{th}}$  row and  $C_j$  is the total of  $j^{\text{th}}$  column. The frequencies in these cells are termed as cell frequencies.

Table 3:  $r \times s$  Contingency table

| Attribute A | Attribute B |          |                |                |          |          | Total |
|-------------|-------------|----------|----------------|----------------|----------|----------|-------|
|             | $B_1$       | $B_2$    | $B_3$ .....    | $B_j$ .....    | $B_p$    |          |       |
| $A_1$       | $O_{11}$    | $O_{12}$ | $O_{13}$ ..... | $O_{1j}$ ..... | $O_{1p}$ | $O_{21}$ | $R_1$ |
| $A_2$       | $O_{21}$    | $O_{22}$ | $O_{23}$ ..... | $O_{2j}$ ..... | $O_{2p}$ |          | $R_2$ |
| $A_3$       | $O_{31}$    | $O_{32}$ | $O_{33}$ ..... | $O_{3j}$ ..... | $O_{3p}$ |          | $R_3$ |
| .           | .           | .        | .              | .              | .        | .        | .     |
| .           | .           | .        | .              | .              | .        | .        | .     |
| .           | .           | .        | .              | .              | .        | .        | .     |
| $A_i$       | $O_{i1}$    | $O_{i2}$ | $O_{i3}$ ..... | $O_{ij}$ ..... | $O_{ip}$ |          | $R_i$ |
| .           | .           | .        | .              | .              | .        | .        | .     |
| .           | .           | .        | .              | .              | .        | .        | .     |
| .           | .           | .        | .              | .              | .        | .        | .     |
| $A_r$       | $O_{r1}$    | $O_{r2}$ | $O_{r3}$ ..... | $O_{rj}$ ..... | $O_{rp}$ |          | $R_r$ |
| Total       | $C_1$       | $C_2$    | $C_3$ .....    | $C_j$ .....    | $C_p$    |          | N     |

**Chi-Square Test for Goodness of Fit**

A very powerful test for testing the significance of the discrepancy between theory and experiment was given by Prof. Karl Pearson in 1900 and is known as “chi-square test of goodness of fit”.

If  $f_i (i=1,2,3,\dots,n)$  is a set of observed (experimental) frequencies and  $e_i (i=1,2,3,\dots,n)$  is the corresponding set of expected frequencies, then Karl Pearson's chi-square distribution with  $(n-1)$  d.f.

**Analysis of Data**

Analysis of data is the main part of any scientific investigation. After collecting the data, the data must be scrutinized, edited and tabulated and then a very careful statistical analysis is to be made and finally a report cooperating detailed statement of different stages of the survey should be prepared.

The present study includes a total of 101 households from Lakhpathar village of Dhemaji District. The demography characteristics of the study are presented in the table.

Table 4: Family member Highest Qualification

|                    | Frequency | percent | Valid percent | Cumulative Percent |
|--------------------|-----------|---------|---------------|--------------------|
| Valid High School  | 9         | 8.8     | 9.0           | 9.0                |
| HSLC               | 21        | 20.6    | 21.0          | 30.0               |
| HS                 | 52        | 51.0    | 52.0          | 82.0               |
| Graduation & Above | 18        | 17.6    | 18.0          | 100.0              |
| Total              | 100       | 98.0    | 100.0         |                    |
| Missing System     | 1         | 2.0     |               |                    |
| Total              | 101       | 100.0   |               |                    |

**Analysis for Chi-Square Tests:**

Table 5: Family Member Highest Qualification

|                    | Observed N | Expected N | Residual |
|--------------------|------------|------------|----------|
| High School        | 9          | 25.0       | -16.0    |
| HSLC               | 21         | 25.0       | -4.0     |
| HS                 | 52         | 25.0       | 27.0     |
| Graduation & Above | 18         | 25.0       | -7.0     |
| Total              | 100        |            |          |

Table 6: Sex of the Respondent

|        | Observed N | Expected N | Residual |
|--------|------------|------------|----------|
| Male   | 61         | 50.0       | 11.0     |
| Female | 39         | 50.0       | -11.0    |
| Total  | 100        |            |          |

Table 7: Test Statistics

|                 | Family Member<br>Highest Qualification | Sex of The respondent |
|-----------------|----------------------------------------|-----------------------|
| Chi-Square(a,b) | 42.00                                  | 4.840                 |
| d.f.            | 3                                      | 1                     |
| Asymp. Sig      | .00                                    | .028                  |

a) 0 cells (.0%) has expected frequencies less than 5. The minimum expected cell frequency is 25.0.

b) 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 50.0.

### Discussion and Conclusion

The present study is conducted to estimate the education level of missing people of Lakhpathar in Dhemaji District of Assam. We collect 101 household in the present study.

Education is an important tool for human development. It spreads awareness in a society and better education can make a person more civilized and useful for the society.

Assam is states in northeastern India, in 2011; the literacy rate of Assam was estimated to be 73.18% (78.81% male and 67.27% female. The literacy rate of Assam is slightly below the national average of Education. The overall literacy rate of Assam is 64.28%, where the literacy rates of male is 71.93% and 56.03%.

Although the Education coverage in Lakhpathar village is found to be much better than the District, states and National level. Here we found 91% of literate missing people in Lakhpathar

where male and female literate is 94.07 and 73.62 respectively. In this study the education level of missing people in Lakhipathar village is better than Dhemaji District.

**Conflicts of interest:** There is no conflict of interest.

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