

These are located in the outskirts of the village catering the educational needs of two more adjacent villages. There is one private primary school within village. The percentage of literacy of the village is very low compared to the literacy of the State as a whole. It is only about 30 per cent compared to the literacy rate of State of 52.11 per cent. There is large number of dropouts at middle school level. In the age group below 14 years, 24.18 per cent of children were never enrolled, 13.19 per cent dropped out after enrollment, and 12.09 per cent are enrolled but irregular. Only 48.36 per cent of children go to school regularly. In **Saptagram** population set above 14 years age group, 42 per cent are illiterate, 9 per cent are matriculate, 18 per cent are higher secondary, 5.21 per cent have done diploma and 13 per cent are graduate and post graduate. Only one member had the technical degree. From the above statistic it is clear that literacy rate in this village is about 58 per cent which is much higher than State literacy rate in rural areas.

Ghoramari village has a lower primary school, middle school, high school, higher secondary school, and a vocational training institute all in a 1 km radius. It does not have an Adult Literacy Centre. The adult literacy rate is very poor, and no opportunities to pursue education in the non-formal way. The 1991 census figures say that the number of literates is 253/696 out of which 147 are males, 106 are females.

The Male Literacy is $147/353 \times 100 = 41.64$ per cent
 The female literacy is $106/343 \times 100 = 30.9$ per cent
 Total literacy figure is $253/696 \times 100 = 36.35$ per cent

The survey revealed that in the above 14-year population:

Illiterates	43
Upto primary	11
Upto Secondary	11
Above secondary	7
Total	72

The below 14-year population :

Never enrolled	18
Dropped out	01
Enrolled and goes to school	19
Total	38

The data shows that around 50 per cent of the below 14-year populations are in school. This is definitely not encouraging. The village has access to government L.P. School, Hem Baruah High School and Higher Secondary School, Vocational Training Institute. They are in good condition. The attendance of the teachers and students on the survey days was quite good. The L.P. School has 76 girls, 101 boys enrolled from classes I to V. The student-teacher ratio is 177/4 for the L.P. school.

Educational facilities up to college level are available in an around the **Namani Borpomua** village. There is one Junior Basic school within the village, which was established in 1933. Besides this a Junior Basic school in the village, there is one government aided H.S. school at Jengrai Mukh Tiniali, situated at a distance of 2.5 km from the village. Total enrollment in the year 2003 was 550, of whom 481 were Mishing and 69 were of Non-Mishing community. Distribution of population by sex and educational status of the village is given in Table 1.3.

Table 1.3 : Population by Sex and Educational Level

Educational Status	Children below 15 years		Adults		Total	%
	Male	Female	Male	Female		
Illiterate	78	102	128	109	457	39.53
Primary (dropped out)	53	81	66	98	298	25.73
ME Standard	58	72	40	45	218	18.85
Matric/HSLC	—	—	69	41	117	10.12
Graduate	—	—	35	12	47	4.06
PG	—	—	15	4	19	1.65
Total	193	255	353	354	1156	100.00

About 39.53 percent of the total population in the village are illiterate and the rest are literate and educated. The percentage of literacy of the village is equivalent to that of Assam as a whole, which is 62 per cent according to 2001 census.

There are two L.P. schools in the **Dighaligaon** village and compared to the total population in the village, the enrollment is quite poor. The number of children who have never enrolled is also alarmingly high in the age group 6-14 years. Infrastructure is bad, to say the least, and the schools desperately need a facelift in the shape

of more classrooms as well as basic amenities like latrines and proper drinking water.

There are two primary, two middle and a high school in **Benganamatti** village. Annual enrollment is about 102/112 as per 2001 census. The educational infrastructure in the village is fairly adequate. The literacy rate of the village is as follows :

Male	661	60.5%
Female	555	52.6%

Teacher-student ratios: The middle school has 9 teachers, with the LP school having 5 teachers for 180 students. The Adarsha High School has an enrolled capacity of :

Total	257	ST	92
Male	134	SC	41
Female	123	Others	124
Teachers	15		

Kuwamara Handique has primary and middle school run by the Education Department of the Government. The village does not have any private school. Total number of students going in the primary school is 205, out of this 140 are boys, and the rest 65 are girls. The strength for middle school is 83 with 59 boys and 24 girls. Total teachers for primary school are 19 with 11 male and 8 female teachers. For middle school, these are 11, 7 male and 4 female teachers. The village is having a literacy of 63.9 per cent as per the revised records of the Zila Saksharata Samitee (ZSS). The ZSS runs an adult education centre in the village. Amongst the literates 709 (75.59%) are males and 463 (51.67%) are females. The literacy percentage amongst the tribal population is as little as 36.61 per cent with 44.44 per cent in males and only 26.53 per cent in females. The SC population has comparatively better literacy percentage as 53.85 per cent for total and 68.18 per cent and 35.29 per cent for male and female SC population respectively. With 19 teachers for primary school and 11 teachers for middle school; the teacher-student ratio comes out to be 11 and 8 respectively. It means for every 11 primary school students and 8 middle school students there is one teacher. This favourable teacher student is not indication of any progress in the field of

education but it is due to the fact of far excess recruitment of teachers by the government during last 7-8 years. The dropout figure is upto average 7-8 per cent in each year for Class I to IV. It rises upto 15-20 per cent at the entry level of middle school, i.e. Class V. Large percentage of dropouts comprise the tribal students who do not want to continue education. Often they are engaged in household activities of pig rearing, fishery, poultry, etc. The village has benefited from the literacy campaigns. The literacy percentage was found to be 51.8 per cent in 1994 at the time of launching of total literacy campaign (TLC). ZSS surveyed 132 persons as targeted illiterates, out of which 98 (74.2%) passed all three primers and 63 (47.7%) achieved NLM norm. In the Post Literacy Programme (PLP) in 1997, 81 persons enrolled and 68 completed PL-I. 4 youths from the village got opportunity to participate in the skill development programme. Now, ZSS has planned to start Continuing Education Programme and it has identified Kuwamara Handique as one of its Continuing Education Centres (CEC) site. The literacy movements have delivered far more benefits than imparting literacy skills. These campaigns have tried to bring awareness amongst the illiterates and neo-literates about community participation, social and democratic rights, family welfare, health care, national integration and conservation of environment etc.

There are two primary schools in the **Mohbandha Grant** village. One of these is inside the tea garden. The high school and the higher secondary education are available at Pamua Bhakat village (at a distance of 1 km). There is one higher school proposed in the village but its building is yet to be completed. The primary school caters to the need of nearby villages. The school building is almost in a dilapidated status. It was constructed under NREP, 1989. Within six years of its construction, it is almost in dire state of affairs. The minimum furnitures, viz. 2 tables and 2 chairs for the two teachers who look after 787 children from first standard to fifth. The blackboards are not yet all black literally, as they were painted last at the time of school construction. There are cement boards on the walls itself. The attendance is quite poor and rate of dropout is very high. According to the study, the class-wise dropouts are 25, 92, 36, 84, 21, 43, 30 and 50 per cent in Class I, II, III, IV and V with an average rate of class-wise dropout of 32.84 per cent. But, if we compare with the enrollment at class I and the final students reach class V, the dropout rate is as high as 70.37 per cent indicating poor economic and illiterate background of the families. The teacher-taught ratio

works out to be 39 since there are two teachers for all the 78 students enrolled. Both the teachers are lady teachers. They are permanent. But the general complaint from the villages, they do not take the teaching seriously and quite unpunctual.

Provision of better education and health facilities is necessary to strengthen the capabilities of the poor and vulnerable groups to earn income. Resource constraints make it imperative that poorer geographic regions need to be targeted first so that resources are not thinly spread and the quantum of subsidy is large enough to pull the poor out of poverty on a sustained basis. Resource constraints need to overcome through innovative means, e.g. use of health cards (similar to ration cards) to protect the poor and introduction of user charges for certain health services. Universal elementary education can be achieved by providing special incentives such as mid-day meals and special subsidies, for example to girl children to close gender gaps in education. Innovative measures can be used such as the Education Guarantee Scheme of the Madhya Pradesh government to reduce the costs of schooling and increase the accountability of teachers.

AGRARIAN RELATION

Assam is known primarily as a producer of tea and oil. But agriculture is the basic source of living of the majority of the population. The population of the State has been increasing at a faster rate than the rest of the country both due to natural growth and immigration. Agriculture production did not increase at an encouraging rate during the plan periods. Assam was self sufficient in respect of rice production till the Second Five-Year Plan period but became deficit in rice thereafter. Agriculture production in Assam is unstable because it depends almost entirely on rainfall. Although rainfall is heavy it does not help raising productivity of the main rice crop. It has now become apparent that the green revolution in India has taken place only in areas, which are endowed with irrigation, rural electrification, roads and developed markets. Favourable institutional framework in these areas helped the farmers to take initiative.

Agriculture is a composite term and agricultural development is a difficult process. It is difficult to make a comprehensive study on agricultural development in areas which are generally backward and