ABSTRACT

Emergence of the Study

A Chinese saying rightly points out,

"If you are planning for one year, plant grains;

If you are planning for ten years, plant trees;

If you are planning for hundred years, plant men."

This proverb indicates that man is the measure of all things, is the key to all development for a longer period. Education is regarded as the potential instrument of national development. Education mainly deals with improvement of human resources. It is through education that a nation transmits its heritage, recreates its culture strengthens its economy and conserves its values. Education plays great role in shaping every human character. It is education which helps people to earn well and live well. Without it a person cannot learn morality of life. A human being life has seven stages. The first stage he spends with family. At this stage a child learns his first lesson from family. He learns from family how to speak, how to live and how to behave well with others. So, parents should try to teach their kids morality of life. At the second stage a child has to start his education. This stage is very tough for children. During this stage a child has to concentrate his mind to study. He has to spend 6-7 hours at a school where he learns different subjects. After qualifying 10th exam, he has freedom to choose subjects according to his own interest. Children who like science generally take interest to make their career as a doctor, engineer or scientist etc. pretty much normal. No human beings are

able to survive properly without education. By the means of education only one's potential can be used to maximum extent. Education tells men how to think, how to work properly, how to make decision. Through education only one can make separate identity. It is most important in life like our basic need foods, clothes and shelter. With the beginning we learnt how to interact with others, how to make friends because of education only. With further development he faces with the sense of competition and desires and other such emotions and feelings, he also learns to control these emotions and feelings. And also teaches how to act in different situations. Education is not just restricted to teaching a person the basic academics, say computers, mathematics, geography or history education is a much larger term. If we want to find out the impact of education on any individuality, we better do an intense observation to the ways of well-educated people and then compare them with an illiterate man. We would get a clear picture of the education and its accurate concept. Education is one of the important factors which formulate the persona of a person. Education is a productive and beneficial factor in a person's life. It is everyone's right to get. The training of a human mind is not complete without education. Only because of education a man is able to receive information from the external humanity, to notify him with past and receive all essential information concerning the present. Conservative education makes independent thinking extremely complicated. If we are being educated merely to achieve distinction, to get a better job, to be more efficient, to have wider domination over others, then our lives will be shallow and empty. If we are being educated only to be scientists, to be scholars wedded to books, or specialists addicted to knowledge, then we shall be contributing to the destruction and misery

of the world. We may be highly educated, but if we are without meaningful combination of thought and feeling, our lives are incomplete and clashing. Education develops a meaningful outlook on life. The individual are different but to emphasize the differences and to encourage the development of a definite type education is must. Education is not just a matter of training the mind. Training makes for efficiency, but it does not bring about completeness. Knowledge and efficiency are necessary, which brings up by education. Education should help us to discover lasting values; unfortunately, the present system of education is making us submissive, emotionless and deeply thoughtless. Systems, whether educational or political, are not changed without explanation; they are transformed when there is a fundamental change in ourselves. The individual is of first importance, not the system; and as long as the individual does not understand the total process of himself, no system can bring order and peace to the world. Education is the process of learning and knowing, which is not restricted to our school text-books. It is a holistic process and continues through our life. Even the regular happenings and events around us educate us, in one or the other way. It would not be an exaggeration to say that the existence of human beings is fruitless without education. An educated person has the ability to change the world, as he/she is brimming with confidence and assured of making the right moves.

Significance of Education in Our Life

Education not only acquires the knowledge of experience but also develops the attitudes skills to guide the children and moulding their behavior in a better way which help them to lead a full and worthwhile life. In the process of development

of children is trained to bear the burdens of their adult life. Education develops in the mind of children to understand and analyze in order to fit them to rise to the occasion when they are faced with the pressing problem of home, community and world.

In the world today a nation could develop in case its countrymen make all round progress towards positive goals for the basis of democracy is the belief in the inherent worth of the individual in the dignity and value of human life. Education develops the human resources which are both an end itself and also a means for development of physical resources, without it no other resources can be developed.

What is true in the world education, the third world is a most complex one. It is also in the case of education scene in India in general and tribal education in particular. The problem is more acute and hence needs an immediate solution. If at all we want to change the basic structure and function of education in India in order to make it more purposeful, integrative and significant both to the individuals and to the society.

The education is the process of development from infancy to maturity. It is the development of innate of children. Education is not mere acquisition of information but the expansion of natural powers; it is the attainment of fullest natural growth of the individual. It helps children in adjusting themselves to the society. John Dewey defines education as the development of all those capacities in the individuals, which will enable them to control the environment and fulfill their possibilities.

Education is a vital force for growth it is both convention and progressive functions. In its conventional functions, education is to the intellect, transmit what is permanently worthwhile in the culture heritage and sociability adjust the young to society as it is. The rising generation has to be conveyed the activities. The new generation has to be emancipated from the need of dwelling in an outgrown past and the current habits one has to form better habits, along with culture and values, so that the society as a whole may go on improving and progressing.

Every new generation meets with new situations in the vicious circle the transmitted knowledge of activities and experience has to be re-organized in order to meet the new situation. The world today is the result of education and them we have to admit that man has been making continuous effort to improve his condition and adaption to the environment with many obstacles.

In the stage of evolution mankind had experienced differential stage of adaption of environment and perception of life. It differed on the premise of settlement region character of nativity and ultimately availability of the time and leisure. The modern education through tended to be the result of the intellectual struggle of the earlier generation. Its adoptability has been sectional and partial. That is to say, the uneven forms of social life accrued due to the several socio cultured reasons in the historical process has model education spread to different nationalities, classes castes and tribes is a living fact in the Indian context. Realization of this fact was done by the political leadership. Especially the educational backwardness among the Indian Tribes was noticed seriously.

Constitutional Provisions for Education

After Independence, a radical change takes place at the primary stages of education in India and in Assam. The implementation of Basic Education system and its consideration as the national system of education has gave a new impetus in improving primary education in the country. Every effort was made to spread basic education throughout the country. But due to non-availability of human resources, the scheme of basic education could not be properly implemented. In 1950, the Constitution of India came into existence. When the new constitution of India became effective from 26th January, 1950, education received added importance and significance. The preamble to the constitution has been described as an Identity Card of the constitution. It contains aims and objectives of our national policy.

According to the Indian constitution education is both a union and a state subject. The government of the centre and the state are both responsible for the expansion and development of education. The constitution made various provisions for education.

Statement of the problem

The Dimasa Kacharis is a Scheduled tribe of Assam as given in the President's Scheduled Caste and Scheduled Tribes list modification order 1956. They are mainly concentrated in Karbi-Anglong, Dima-Hasao and Cachar District in Assam. Like other tribes their livelihood is also agriculture and they mainly depend on the cultivation. The Dimasa Kacharis are also stil implementing the traditional methods in producing crops as a result this economic factor also one of the major

determinants of educational growth amongst the community. The area of the study will focus on the participation in education, development in different stages of educational system and the problems of the Dimasa tribe.

Objectives of the study

1. To analyse the educational development of Dimasa people.
2. To study the problems of education of the Dimasa.
3. To study the decade-wise enrolment in different and diverse stages of educational system.
4. Literacy rate of male and female in the community to study the.
5. To study the participation in education.

Delimitation of the study

The area of the study is confined within the Dimasa community in Karbi-Anglong , Dima Hasao and Cachar Districts.

1.4.1 Map of Assam

1.4.2 Map of Karbi-anglong District

1.4.3 Map of Dima Hasao District

1.4.3 Map of Cachar District**.**

Theoretical Framework of the Study

Assam

Assam is popularly known as the "Land of The Blue Hills and Red Rivers", Occupying a strategic position and also known as the Gate Way to the North-East States. Assam has been a land of culture and civilization, arts, craft, beauty and has retained her cultural integrity of the country. It is close to international boundaries i.e. China, Burma, Bhutan and Bangladesh.

In ancient period Assam was known as Pragjyotisha and later on Kamrupa. In those days the region was divided into number of principalities, ruled by tribal chiefs. So, in those days, there was no state called Assam. As such it is after the coming of the Ahoms in thirteenth century from Thailand and Mayanmar, the state of Assam gradually emerged. The Ahoms conquered the native tribes of the region and eventually established their kingdom which came to be known as Assam. The Ahoms ruled Assam for about of 600 years till the Yandaboo treaty in 1826 between Myanmar and British administration in India.

During the period, Assam also included Nagaland (Naga Hills), Meghalaya (Khasi, Jaintia and Garo Hills) and Mizoram (Lushai Hills) as districts. But in the post independent period Nagaland was made full flaged state in 1963, Meghalaya in 1972, and Mizoram in 1987. As a result, Assam has become smaller than what it was in the pre-Independence days. At present Assam is an important state of North East India, which may be called gate-way to other states viz. Arunachal Pradesh, Manipur , Meghalaya, Mizoram, Nagaland and Tripura. Now Assam is divided

with 27 districts. Assam Comprises different ethnic groups, which can be categories broadly as tribals and non tribals.

Assam is blended with hills and plains. Its entire area can be broadly divided into three well defined Assam units viz.

1. The Brahamaputra valley covering the mains body of the state in the north,
2. The Barak valley in the South and.
3. The hilly region i.e. the Karbi Anglong and the North Cachar Hills in the middle which separates the two valleys.

The Dimasa : A Brief History

The Dimasa Kacharis is a Scheduled tribe of Assam as given in President's Scheduled Castes and Scheduled Tribes list modification order 1956. They are mainly concentrated in Karbi Anglong,Dima Hasao and Cachar districts. Like other tribes their livelihood is also agriculture and they mainly depend on cultivation. The Dimasa Kacharis are also still implementing the traditional methods in producing crops as a result this economic factor is also one of the major determinants of educational growth amongst the Dimasa people.

The Dimasa Kacharis is linguistically a branch of the Tibeto-Barman family. According to Suniti Kumar Chatterjee, the Dimasa Kacharis belong to the great Bodo race who is the earliest inhabitant of Assam. Opinions differ from author to author with regard to their ancestry. From anthropological point of view they are believed to be of Mongoloid origin and who were ruling between the rivers Yang-tse- kiang and Ho-ang-ho of the western China. Epigraphic evidence (N.G. Rhodes

& S.K. Bose, A history of Dimasa-Kacharis as Seen Through Coinage) shows that Dimasa Kingdom was known as Hedemba Rajya and the ruling tribe was known as Dimasas. The oral traditions also show that the Dimasa ruled the whole Kamruli (Kamrupa), but the political and external pressures made them to immigrate to Sodiya and the northern bank of the Brahmaputra River where they founded their kingdom. It has been stated in the "Rajmala" the Chronicle of the Tripura Kings compiled by Durlabhendra,Baneswar and Sukreswar that Drikpati and Dakshin, the two sons of Trilochon,the King of Trivega (Davaka) fought each other for their kingdom. In the war Dakshin was defeated and retreated to the south where he founded another capital Kolongma on the bank of the River Barak. Since then several kings had been ruling in the Cachar till the annexation by the British rule in 1832 by the law of Doctrine of Lapse. As the Dimasa polity was based on agrarian system and thus the state had created on elaborate administrative structure to extract land revenue which had caused the emergence of a large number of intermediaries. During the time of Queen Chandraprabha entire territory was divided into six parts which continued up to 1813 and it was called Khel in the plains of Barak Valley. Though Khel was the smallest unit recognized by the state it was actually a collection of people often bound together by ties of race, caste or religion. These khels were grouped in large bodies which were styled raj. Each individual was justly and severely responsible for the revenue assessed on the khel and similarly each khel was responsible for the payment of the raj. Each khel was elected by their headman Mukhtar. It was an official status. Mukhtar with the help of his subordinate officer performed the duties. These territories were placed under an official , designated as Khelder. Khel was the fiscal unit of the state and contrary

to Assamese version, here it denotes land than a group of men. This enabled the state to have its citizen as cultivator as well as soldier during the wars. Subsequently the Khel was reorganized by the King Gobinda Chandra who had divided the area into seven revenue circles. And the revenue official incharge of the Khel was known as Ujirs. The Raja Kirti Chandra, during his reign had appointed a Ujir for the generaladministration of Cachar. Gobinda Chandra divided it into seven divisions, Bikrampur, Garer-Vitar, Dudpatil, Joipur, Kalain,Sonai, Hailakandi and also appointed one ujir each for all the divisions. However, Khel was rechristained as Raj by Raja Krishna Chandra. When the Khel was small the khelder was assisted by chotta peadah in revenue collection.

Dima Hasao District

Dima Hasao formerly **North Cachar Hills district** is an administrative district in the state of Assam in north-eastern India. As of 2011 it is the least populous district of Assam . "Dima Hasao" means "Dimasa Hills" in the Dimasa language. Dima Hasao district was a part of the Dimasa Kachari kingdom before 1832. The kingdom was extended from Jamuna in the North to the foot-hills of Lushai Hills in the south & from the Kopili in the west to the Angami & Katcha Naga hills beyond the Dhansiri in the east. The Dimasa Kachari kings had their Capitals successively at Kachomari, Dimapur, Maibang, Kashpur & lastly at haridikhor>Horitikor (Karimganj district near Badarpur). In 1830, the Dimasa king Gobinda Chandra Hasnusa was assassinated by his own general Gambhir Singh, after that the British annexed the southern part of the kingdom on 14 August 1832 under the doctrine of Laps. The rest was ruled by last Dimasa General Tularam Hasnusa. In 1837 a

portion of Tularam's kingdom was further annexed to the British Empire & constituted into a sub-division of Nagaon district in 1837 with Head quarter at Asalu. In 1854, on the death of Senapati Tularam Hasnusa, the remaining portion of his kingdom was finally annexed to the British Empire & added to the Asalu sub-division. In 1867 this sub-division was abolished & apportioned into three parts among the districts Cachar, Khasi & Jaintia Hills & Nagaon. The present North Cachar Hills district was included in the old Cachar district with Asalu being only police outpost. In 1880, this portion was constituted into a sub-division with Head quarters at Gunjung under Cachar district. This head quarter was shifted to Haflong in 1895. Since then Haflong continues to be the Head quarter. In 1951, after commencement of the constitution of India, North Cachar Hills as specified under paragraph 20 of the sixth schedule to the constitution,ceased to be a part of Cachar district. This part along with Mikir Hills constituted a new civil district namely " United district of North Cachar & Mikir Hills" with effect from 17 November 1951. According to the provision of sixth schedule, two different councils were constituted later on, viz., North Cachar Hills District Council & Mikir Hills District Council within the geographical boundary of that district. Dima Hasao District District Council was inaugurated on 19 April 1952. In 2 February 1970, Government declared an independent administrative district, viz., North Cachar Hills District with the geographical boundary of autonomous North Cachar Hills district council. It may be mentioned here that at present this autonomous council possesses administrative control over almost all departments of the district except Law & order, Administration & Treasury Deptt. According to the 2011 census Dima Hasao district has a population of 213,529. The district has a

population density of 44 inhabitants per square kilometre (110 /sq mi) . Its population growth rate over the decade 2001-2011 was 13.53%.Dima Hasao has a sex ratio of 931 females for every 1000 males, and a literacy rate of 78.99%.The major tribes inhabiting the district are Dimasas,Kukis, Zeme Nagas. Other significant ethnic groups include the Biates, Hrangkhawls,Vaipheis who are also Kuki, Karbis, Khasi-pnars and Khelmas.[6] Dimasa are the most highly Populated Tribe in Dima Hasao, The Dimasas Constitute 43% of total population. where as Non-Dimasa tribes and Non Tribals like- Bengali, Jeme naga,Nepalese, Hmar, Kuki all together constitute 53% of total population.The district headquarters are located at Haflong. Dima Hasao district occupies an area of 4,888 square kilometres . It is the third largest district of Assam with 4888 Sq Km after Karbi Anglong and Sonitpur district. Dima Hasao District is surrounded by Karbi Anglong dist East and Nagaland on North east, Manipur on East, Nagaon Dist. on North, Karbi Anglong Dist(W) on North-west, Meghalaya on West and Cachar district on South.

Karbi-AnglongDistrict

TheUnited Mikir and North Cachar Hills District was formally created on the 17th November,1951 vide Govt. notification No. TAD/R.31/50/201 Dtd. the 3rd November'1951 with some parts of the districts of Sivasagar (now Golaghat), Nagaon,Cachar and United Khasi and Jayantia Hills district of present Meghalaya for all round development of the tribal folk of the Central Assam. This was followed by bifurcation of the erstwhile district of United Mikir and North Cachar Hills district into two separate districts under banner as "Mikir Hills" and North

Cachar Hills district in the year 1970. The Mikir Hill district was again renamed as "Karbi Anglong District" w.e.f the 14th October'1976 vide Govt. Notification No. TAD/R/115/74/47 Dtd. 14-10-1976. Thus Karbi Anglong came into being as a full fledged separate district in the map of Assam with its Head quarter at diphu. The district enjoys autonomy under the provision of Sixth Schedule of the Indian Constitution. It is the Largest district of Assam.

The Karbi Anglong District is situated in the central part of Assam. It is bounded by Golaghat district in the east, Meghalaya and Morigaon district in the west, Nagaon and Golaghat district in the north and N.C. Hills district and Nagaland in the south. The district with dense tropical forest covered hills and flat plains is situated between 25^0 33' N to $26^0$35' N Latitude and $92^0$10' to $93^0$50' E Longitude.

Cachar District

Epigraphic evidence (N.G. Rhodes & S.K. Bose, A history of Dimasa-Kacharis as Seen Through Coinage) shows that Dimasa Kingdom was known as Hedemba Rajya and the ruling tribe was known as Dimasas. The oral traditions also show that the Dimasa ruled the whole Kamruli (Kamrupa), but the political and external pressures made them to immigrate to Sodiya and the northern bank of the Brahmaputra River where they founded their kingdom. It has been stated in the “Rajmala” the Chronicle of the Tripura Kings compiled by Durlabhendra,Baneswar and Sukreswar that Drikpati and Dakshin, the two sons of Trilochon, the King of Trivega (Davaka) fought each other for their kingdom. In the war Dakshin was

defeated and retreated to the south where he founded another capital Kolongma on the bank of the River Barak.

The scholars have opined that the land on the bank of Barak or the valley of Barak got its nomenclature “CACHAR” long before the tribes- an off-shoot of Bodo ethnic group-known as Kacharies. Because the word Cachar is originated from the Sanskrit word Kachcha which means a plain land near the sea shore. We may recount the observation of Sir Edward Gait in his ‘History of Assam’(1905) who said Cachar derived its name long before the Kacharies came here. The district Cachar is bounded in the north by Dimahasao district and the state of Meghalaya, in the east by Manipur state in the south by Mizoram state in the west Hilakandi and Karimganj districts. The dictrict covers the area of 3786 sq.km.The climate of the district is marked by humidity. The mean daily minimum temperature and the mean daily maximum temperature do not fall below and rise above 11.60c and 32.5c respectively.

According to the 2011 census Cachar district has a population of 1,736,319 this gives it a ranking of 278th in India out of a total of 640. The district has a population density of 459 inhabitants per square kilometre (1,190/sq mi) . Its population growth rate over the decade 2001-2011 was 20.17%. Cachar has a sex ratio of 958 females for every 1000 males, and a literacy rate of 80.36%.Religious break-up of the population are, Hindus 886,761, Muslims 522,051 and Christians 31,306. Bengali is the status of Official Language in this district with majority of the people primarily speaking Bengali and Sylheti, a Bengali-dialect. Apart from Bengali, other minority languages spoken in the district include Meitei Manipuri,

Bishnupuriya Manipuri, Dimasa and Rongmei-Naga. There are also few Mizo, Kuki and Khasi people who form microscopic minority.

Review of Related Literature

A literature review is an evaluative report of studies found in the literature related to selected area. The review describes, summarizes, evaluates and clarifies the literature. It gives a theoretical basis for the research and help to determine the nature of research. It is a selected to a limited number of works that are central to area rather than trying to collect a large number of works that are not as closely connected to topic area.

A literature review goes beyond the search for information and includes the identification and articulation of relationships between the literature and field of research. While the form of the literature review may vary with different types of studies, the basic purposes remain constant. Thus, review of related literature forms the foundation upon which all works can be built.

The present chapter review the earlier studies related to the problems selected by the present investigation. The review of related literature collected are categorized into three levels —

1. Studies Conducted in National Level
2. Studies Conducted in Abroad.
3. Studies conducted in North-East Region**.**

1. Studies Conducted in National Level

BEHARI, K.B. (1985), made a study of Harijan and Tribal welfare department high schools in Orissa in respect of student achievement.

The major objectives of the study were:

(1) to investigate the socio-economic background of the students of the Harijan and tribal welfare department high schools in comparison with education department high schools,

(2) to evaluate the extent of stagnation of students in these two types of schools and

(3) to evaluate the student achievement (attitude, scholastic achievement, personality characteristics, interest and level of occupational aspirations) of students of Harijan and tribal welfare department high schools taking the students of education department high schools as the criterion.

The major findings of the study were:

1. SC and ST students in Harijan and TWD schools in comparison with SC and ST students in education department high schools came from lower socio-economic status though in occupation there was no significant difference.

2. Per capita expenditure for SC and ST students in H and TWD school was higher,

3. Stagnation was higher in the case of the SC and ST group of students.

4. Other caste student's performance was better in annual examination results in both types of schools,

5. SC and ST students showed unfavorable attitudes towards school, classmates, teachers, curriculum and science teaching in those classes where their number was smaller than that of other caste students,

6. SC and ST students showed marked developed personality characteristics in comparison with other caste students in H and TWD schools, except in punctuality, there was no marked difference in self confidence.

7. SC and ST students of H and TWD schools showed greater interest in artistic and social service area. Comparing SC and ST students with other caste students in all schools taken together, the SC and ST students showed superiority in level of intensity of interest in outdoor and social service area and inferiority in music, drama, artistic and social service area and

8. Comparison of level of occupational aspiration revealed that SC and ST students in H and TWD schools were inferior in comparison to other caste students in the same schools ; all SC and ST showed the same result, though other caste students in ED high schools and SC and ST students in the same schools showed superiority, but not significantly.

2. Studies Conducted in Abroad.

BISWAS, N.B (1989), conducted on the curriculum for the primary education development in Bangladesh. The major objectives were to study the status of the

primary education and other problems . The tools used for the study were checklists, questionnaires interview schedules and school information blank. The findings were that there were gap between the framing of the objectives by the National Educational Commission and the National Curriculum and the Syllabus Committee, textbooks and question settings and other allied problems of the schools.

3. Studies conducted in North-East Region.

LYNDEM LASO, (1985), conducted a critical study on development plans and programmes in primary education in the state of Maghalaya since independence. The major objectives were to trace the development of primary education in the Meghalaya. To find out the present position of the implementations of plans and programmes launched by the government of Meghalaya for the primary education development and to suggest on the basis of the findings for the further improvement in the field of primary education in the state The major conclusion were the progress of school establishment, strength of the teachers, enrolment of the students, implementation of several developmental programmes to achieve the universalisation of elementary education. It was highlighted that though progress was made in different areas still a lag is found in the private aided schools in the state.

Methodology

Introduction

Research Methodology involves systematic procedures starting from the initial identification of the problem to its final conclusion. Its role is to carry on the research work in a scientific and valid manner. It may be understood as a science of studying how research is done scientifically. Research methodology provides the tools and techniques by which research problem is checked. It is concerned with the processes and procedure adopted to achieve the particular objective of a research study. It is necessary for the researcher to know not only the research methods or techniques but also the methodology. Researchers not only need to know how to develop certain indices, or tests how to calculate mean, mode standard deviation, chi-square, how to apply particular research techniques, but they also need to know which are relevant and which are not. Through the research methodology a researcher can understand, how a research problem has been defined, in what way and why the hypothesis has been formulated, what data have been collected and what particular method has been adopted, why particular technique of analyzing data has been used and questions are answered. In fact, importance of research methodology stems out from the following consideration:

● the knowledge of methodology provides good training and enables the researcher to do better research. It helps disciplined thinking or ‘bent of mind’ to observe the field objectively.

● the knowledge of research methodology is helpful in various fields such as government or business administration, community development and social work where persons are increasingly called upon to evaluate and use research results for action.

● the research methodology enables the researcher to make intelligent decisions concerning problems facing in practical life at different points of time. Thus, the knowledge of research methodology provides tools to look at things in life objectively.

● the knowledge of research methodology helps the researcher to judge and evaluate rationaly

The present chapter gives information regarding the study objectives which includes detail information about the sources of data, tools and techniques, population and samples, data collection procedures, scoring and analysis.

In the present study the investigator followed the descriptive case study method. It studies to obtain pertinent and precise information related to the current status of phenomena wherever possible, to draw general conclusions from the facts discovered. They collect and provide three types of data viz., of what exists with respect to variables or conditions in a situation, of what we want by identifying standards or norms with which to compare the present conditions or what experts consider to be desirable, of how to achieve goals by exploring possible ways and means on the basis of the experience of others or the opinions of experts.

Population

A ‘population’ refers to any collection of specific group of human beings or of non-human entities such as objects, educational institutions, time units, and geographical areas, prices of rice or salaries drawn by the individuals. Some researchers call it ‘universe’. A complete enumeration of all items in the ‘population’ is known as census inquiry. In such inquiry all items are covered, no element of chance is left and highest accuracy is obtained.

The population of the present study conglomerated the household heads, members, and teachers of various school levels of the three districts. The investigator consulted the different authorities Statistical Survey of India, Inspectors of Schools, DEEOs, and BEEOs.

Sample of the Study

A Sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or subset of the objects or individuals of population which is selected for the express purpose of representing the population. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. Random sampling was used in the present study. In Dima Haso Dstrict there are five blocks out of these two blocks were selected Maibong(Diyung Valley) and Harangajao, in Karbi-Anglong District out of eleven, two blocks Langsomephie and Howraghat were selected and in Cachar District out eight,Narsingpur and Rajabajar blocks were selected where more Dimasa community are concentrated.

Tools Used in the Study

The devices that are used to collect data are called tools. It is an instrument which is required for collecting data in each and every type of research work. Different types of tools are used by researcher according to their needs. In the present study, for collecting data the investigator developed a Household Information Blank Questionnaire, School Information Blank and a Problem Check List for all the teachers.

Pilot Study

A Pilot study was conducted to check the validity and authenticity of the tools and procedures to be used for the final study in a research work.

Data Collection

(a) Primary Source of Data

After selecting the sample the next step is to prepare the tools for collecting the data. The investigator visited in the three districts selected for the study and gave the questionnaire for households, school information blank and problem checklists and collected the data. The researcher has selected three district of Assam.

In Dima Haso Dstrict there are five blocks out of these two blocks were selected Maibong (Diyung Valley) and Harangajao, in Karbi-Anglong District out of eleven, two blocks Langsomephie and Howraghat were selected and in Cachar District out eight,Narsingpur and Rajabajar blocks were selected where more Dimasa community are concentrated.

(b) Secondary Source of Data

The purpose of secondary source of data for the present study the researcher has visited the household heads, members, and teachers of various school levels of the three districts. The investigator consulted the different authorities Statistical Survey of India, Inspectors of Schools, DEEOs, and BEEOs of the selected districts. The researcher has also visited the Libraries of NEHU, Rajib Gandhi University (Daimuk), Gauhati University, Tribal Study Centre in Guwahati, Library of Assam University and some libraries of the Colleges.

The secondary source of information has been collected from various books, research journals, Ph.D.s and M. Phil dissertations, government reports, government orders, census reports of India and Assam, news papers and other statistical records related to the research study. In addition, the researcher has also collected materials by the source of internet and different educational websites.

Analysis and Interpretation of Data

The present chapter is devoted to the analysis and interpretation of the data collected by different tools and techniques in different phases. For the collection of data the investigator developed three tools –Household Questionnaire, School Information Blank and Problem Check Lists. The present chapter is divided into three sections. The **first section** deals with the data relating to the school enrolments both male and female. The **second section** deals with the education of the family members of the selected samples and the **third section** deals with the

various problems of the schools which are collected through the problem checklists by the investigator.

Section I : Development of Education

In this section the researcher has discussed about the development of education of the Dimasa community from 2011 to 2014 in Assam especially in three Districts namely, Karbi-Anglong, Dima-Hasao and Cachar District.

Dima Hasao District

In Dima Hasao District 3 LP, 3 ME and 5 High schools are selected as the samples of the study from two blocks Diyung Valley and Harangajao. In the selected schools there are 4,139 total students out of which 2,287 students are Dimasa student from 2011 to 2014. The total number of Dimasa male students from the year 2011 to 2014 are 1,085 and the female students are 1,202.

Table 1.0

Comparison of General and Dimasa Students Enrolled in Different Categories of Schools

S/N	SCHOOLS	TOTAL	GENERAL	DIMASA TRIBES	PERCENTAGE (%)	
					GENERAL	DIMSA
1	LP	597	NIL	597	NIL	100%
2	ME	894	445	449	50%	50%
3	HIGH	2,648	1,407	1,241	53%	47%
TOTAL		4,139	1,852	2,287	45%	55%

Source: Primary Data Collection

Table 1.0 of the above shows the comparison of General and Dimasa students in different categories of schools. In Lower Primary school in the selected samples of the study there are no general students. It shows cent percent Dimasa enrolment in Lower Primary school.

In Middle school both General and Dimasa students' participation is 50% each, in high school General student is 53% and 47% is Dimasa students. It indicates that in high school general students are more than the Dimasa students. The table shows that 55% is from Dimasa community and 45% is from general. It indicates that in the district participation of Dimasa community is maximum than the general.

Table 2.0
Comparison of Male and Female of General and Dimasa Students Enrolled in Different Categories of Schools

CATEGORY	TOTAL	DIMASA	GENERAL	PERCENTAGE	
				DIMASA	GENERAL
MALE	2,012	1,085	927	54%	46%
FEMALE	2,127	1,202	925	57%	43%

Source: Primary Data Collection

The Table 2.0 shows the comparison of male and female both of the General and Dimasa community students in the Dima Hasao District in different categories of the school from the year of 2011 to 2014, reveals that the participation of the Dimasa community male in education is 54% where as the General's participation is 46% which indicates that Dimasa community is maximum in participation. In female enrolment Dimasa community is 57% and General female participation is 43%. The study shows that in the Dima Hasao District the participation in education both male and female of the Dimasa community is more than the

General. The female participation is higher in Dimasa community and in General male participation is higher than the female. Over all from the analysis it indicates that 49% is male and 51% is female. It means female's enrolment is higher than the male's enrolment in the three categories of schools.

Karbi-Anglong District :

In Karbi-Anglong District 3 LP, 3 ME and 2 HE schools are selected as the sample of the study randomly in two blocks namely Langsomephie and Howraghat. The data collected from the samples reveals that from 2011 to 2014 the total Dimasa students are 1,061 out of total students 4,490.

Table 3.0
Comparison of Total General and Dimasa Students

S/N	SCHOOLS	TOTAL	DIMASA	GENERAL	PERCENTAGE	
					DIMASA	GENERAL
1	LP	1,071	152	919	14%	86%
2	ME	1,938	444	1,494	23%	77%
3	HIGH	1,481	465	1,016	31%	69%
GT		4,490	1,061	3,429	24%	76%

Source: Primary Data Collection

The data shows that General and Dimasa students enrolled in different categories of schools in Karbi-Anglong District shows that in lower primary school total number of students enrolled is 1071 out of which 152 are Dimasa and 919 are General students from the year of 2011 to 2014. That means 14% is Dimasa and 86% is General students which indicates a huge difference in primary school.

In middle school Dimasa students enrolment is 444 and General students' is 1,494 out of 1,938 which indicates 23% Dimasa and 77% is General. In middle school it is observed that a slight raise of enrolment is seen than the primary school.

In high school total number of participation of students is 1,481 out of which 465 and 1,016 are Dimasa and General student respectively. It reveals that 31% is of the Dimasa and 69% is of the General community in the District.

Table 4.0
Comparison of Dimasa and General Students Enrolled in Different Categories of Schools (Male and Female in Percentage)

S/N	SEX	TOTAL	DIMASA	GENERAL	PERCENTAGE	
					DIMASA	GENERAL
1	MALE	2,285	542	1,743	24%	76%
2	FEMALE	2,205	519	1,686	24%	76%

Source: Primary Data Collection

It is observed from the Table 4.0 that out of 2,285 total male students 542 are Dimasa male and 1,743 are General male students. It indicates that 24% is Dimasa male and 76% is General male students of all the categories of the school in the District from the year of 2011 to 2014. Again it is also found that out of 2205 female students 519 are Dimasa female and 1,686 are General female students in the District which shows 24% Dimasa and 76% is General female students in the District of all the categories of the school. The data shows that in the participation of education in the District both male and female are in equal. The data also reveals that there is a huge gap in the participation of education between the male and female of both the categories in the District in the study year.

Cachar District

In Cachar District out eight blocks, two viz. Narsingpur and Rajabajar blocks are selected where more Dimasa community is concentrated. From the two blocks 4 primary, 2 middle and 2 high schools are being selected for the sample of the study.

Table 5.0
Comparison of Total General and Dimasa Students in Different Categories of Schools

S/N	SCHOOLS	TOTAL	GENERAL	DIMASA	PERCENTAGE (%)	
					GENERAL	DIMASA
1	LP	2,452	1,296	1,156	53%	47%
2	ME	1,099	600	499	55%	45%
3	HIGH	2,914	2,169	745	74%	26%
TOTAL		6,465	4,065	2,400	63%	37%

Source: Data Collection

Table 5.0 shows that in Cachar District total enrolment in all the categories of schools both of the General and Dimasa community is 6,465 numbers of students including male and female. In the district it shows that 63% is General and 37% is of the Dimasa community.

In lower primary school total number of students enrolled is 2,452 out of which 1,296 General and 1,156 Dimasa. The percentage of the study of both the community is 53% and 47% respectively in the district from the year of 2011 to 2014 in the primary school.

In middle school in the district total enrolment is 1,099 and the general is 600, on the other hand Dimasa community is 499 which represents the percentage of 55% and 45% respectively.

Again study has revealed that in high school 74% is from the general community and only 26% is from the dimasa community in the district from the year 2011 to 2014 where it is found that the participation of the dimasa community in high school is very less than the general.

The researcher has found in the study that in all the categories of school the participation of dimasa community is lagging behind the general community in the district.

Table 6.0
Comparison of Total Male and Female Students of General and Dimasa
(In Different schools Different Categories of Schools)

:S/N	SEX	TOTAL	DIMASA	GENERAL	PERCENTAGE	
					DIMASA	GENERAL
1	MALE	3,143	1,137	2,006	36%	64%
2	FEMALE	3,322	1,263	2,059	38%	62%

Source: Primary Data collection,2011-2014

Table 6.0 of the data shows that in the District there are 3,143 total male and 3,322 female students in all the categories of the schools. In Dimasa community out of total 3,143 students 1,137 are male and 1,263 are female which indicates that 36% and 38% male and female respectively in the district. It shows that female percentage is maximum than the male percentage of the community. In General community out of total 3,143 students, 2,006 are male and 2,059 are female in the district in the study area. It indicates that 64% male and 62% is female of the community .

Sect II: Education of the Household Members

This section deals with the education of the household members and the heads of the family. It also studies the income of the households of the three Districts.

In Karbi-Anglong District out of 100 households, education of the heads of the households are -52% non-matric, 37% matric,7% higher secondary, and 4% TDC respectively.

In Dimas Hasao District out of 100 households, the education of the heads of the households are 64% non-matrict,18% matric, 4% HS,10% TDC and 4% PG respectively.

Again in Cachar District the study has revealed that out of 100 households of the samples of the study, the education of the heads of the households are 58% non-matric, 31% matric 6% HS and 5% TDC respectively.

Table 7.0
Percentage of Education of the Family Members of the Three Districts

S/N	DISTRICTS	EDUCATIONAL PERCENTAGE OF THE FAMILY MEMBERS						TOTAL EDUC-ATED
		NON-MATRIC	MATRIC	HS	TDC	PG	ANY OTHER	
1	CACHAR	40%	25%	15%	15%	4%	0.55%	365
2	DIMAHASAO	51%	21%	12%	8%	3%	4%	430
3	KARBI-ANGLONG	50%	26%	11%	8%	3%	2%	447
GT		48%	24%	12%	11%	3%	2%	1,242

Source: Data Collection

Table 7.0 shows the education of the family members of the households of the three District in different categories. Table shows that in Cachar District out of 365 educated family members 40% is non-matric, 25% matric, 15% HS, 15% TDC 4% PG and in other 0.55% respectively. It has revealed that in the District below matric is the highest and participation in other vocational courses are very negligence. In Dima Hsao District out of 430 educated members, 51% is non-matric, 21% matric,12% HS, 8% TDC,3% PG and 4% is other respectively. In the District, non- matric is the highest and it is seen that in other vocational courses it is higher than the Cachar District and of the post graduate category. In Karbi-Anglong District, out of 447 educated family members, the researcher has found that 50% is non-matriculate, 26% is matriculate, 11% HS, 8% TDC, 3% PG and 2% is of any other. From the data it is observed that of the Districts non-matriculate is higher in Dima Hasao District which is 51% and participation in other courses is very low in Cachar District. The data shows that in the three Districts the participation in education is; non-matriculate is 48% , matriculate is 24%, 12% is higher secondary, 11% is three year degree courses, 3% is post graduate and 2% is any other respectively.

Section III: Problems of the Schools

This section deals with the various problems faced by the schools. The data is collected through the problem check lists from the teachers.

The various problems of the lower primary schools faced by the teachers which are collected through the problem check lists in three Districts of the selected sample of the study. Of 30 teachers 50% teachers responded that in the primary schools

there are infrastructural problems which are faced by them always, 40% teachers responded that sometime only they face the problems of the infrastructure in primary schools and 10% response that they do not face the infrastructural problems in the primary schools. The researcher has found that 37% teachers responded that there are the problems of time-table in the primary schools which they face, 43% responded problems of sometime and 20% not at all problems respectively. Regarding the problems of syllabus 47% teachers responded always there are the problems of the syllabus,43% they face sometime only and 10% responded that they do not face the problems of the syllabus in the primary schools. Again the study has shown that 38% teachers feel always problems of the resources in the schools, 27% sometime and 35% responded no resources problems at all in the lower primary schools in the Districts. In general problems 70% teachers responded that there are always problems, 30% teachers responded sometime only.

From the data it is seen that 49% teachers responded problems of always, 37% sometime and 14% teachers not at all problems in the primary schools in the Districts.

The problems of middle schools in the three Districts of the study 45% teachers of the middle schools responded that there are always problems of infrastructure in the middle schools in the Districts. 31% teachers responded that there are sometime only of the infrastructural problems in the middle schools and 24% shows that there are not at all problems of infrastructure in the middle schools. In time-table 35% responded that the present time-table for the middle schools is not congenial for the smooth running of the academic environment. 32% teachers say that sometime

only they face the problems of the time-table in the middle schools and 33% teachers have responded that they do not feel that time-table is the problems in the middle schools. Regarding the problems of syllabus 28% responded that there are always problems, 37% sometime and 35% not at all problems in the middle schools of the study. In the case of the resources 54% responded that there are always problems, 21% responded sometime and 25% teachers responded not at all problems of resources in the middle schools in the Districts. 68% teachers responded that in the District there exist general problems all the time, 15% says some time and 17% responded that there is no general problem at all in the middle schools. Table 5.21 shows that 49% of the middle schools have always problems, 32% problems of sometime and 19% says no problem at all.

The problems of the high schools in the three Districts 45% teachers responded there are always problems, 28% problems of sometime and 27% responded that there are no problems at all of the total problems faced by the teachers. In high schools of the study 53% teachers responded that there are always problems of infrastructure, 22% responded problems of infrastructure at sometime and 25% teachers responded that there are no infrastructure problems at all in the high schools. Regarding the problems of time-table 30% teachers responded that there are always problems in high school, 43% some-time only and 27% teachers responded that there are no problems of time-table at all in the high school. The data shows that 20% teachers responded problems of syllabus in all the time, 55% some-time only and 25% teachers responded no problems of syllabus in high school. The researcher has found that 67% teacher responded problems of resources in all the time in high school, 17% teacher responded some-time only and

16% teachers responded that there are no problems of resources in high school of the Districts. In general problems 75% teachers responded always, 20% some-time and only 5% teachers responded that there are no general problems at all in the high school.

A comparative analysis of occupations of the Districts of the community shows that 14% of the community is in the category of government service, only 9% is found doing business, 26% is cultivation, 5% is engaged in private service and 46% of the community is dependent. Thus the study reveals that in three Districts most of the Dimasa community members are dependent on other family members. It is also observed that 26% of the community is cultivators which are seen as the major source of the income of the community.

Major Findings of the Study and Conclusion

Major findings of the study with respect to analysis and interpretation of data have been presented in the following —

The present study reveals that in Dima Hasao District out of 5 developmental blocks , two blocks namely Diyung Valley and Harangajao were selected for the study and in two blocks 3 LP , 3 ME and 5 High schools were selected for the study. In Karbi-Anglong District, there are 11 developmental blocks out of which 2 blocks (Langsomephie, Howraghat) were selected and 3 LP, 3 ME and 2 High schools were selected and from Cachar District also 2 blocks namely Narsingpur and Rajabajar were selected, from the block 4 LP, 2 ME and 2 High schools were selected for the study.

Dima Hasao District

Primary

The study found that from 2011 to 2014 in the selected samples of study of primary schools there are 246 male Dimasa students and 351 female Dimasa students enrolled, that means 41% male and 59% female enrolments are found. It shows that female literacy rate excels the male literacy rate. In the selected samples of the study, the investigator found no general students in the primary schools in the district. It reveals that participation in primary schools of Dimasa community is cent percent in the District.

M E Schools

In the case of Middle schools, the investigator found that there were all total 449 students out of which 213 males and 236 female students from 2011 to 2014 that means 47% male and 53% female students of Dimasa community, here also female literacy excels the male literacy rate. In the study the investigator has found that as a whole in middle schools also the enrolment ratio is 47% male and 53% is of female in the District. The comparative participation both General and Dimasa community in Middle schools is 50% each in the District.

High Schools

In the case of the High schools from the 5 selected sample schools, the investigator has found that there are 1,241 Dimasa students enrolment from the year of 2011 to 2014. The study reveals that there are 50% male and 50% female enrolments in the schools of Dimasa community. It shows that both male and female participation in

education is equal in high schools of the community. Of the total enrolment both General and Dimasa community in the District is 51% male 49% female in high school. It indicates that as a whole male's participation in high schools is higher than the female's participation.

The study has shown that the inclusive participation in education of Dimasa community in Dima Hasao District is 47% male and 53% female. It means female's participation in education is higher than the male. The comparison of both General and Dimasa in the District including all the categories of schools is 45% General and 55% Dimasa community. It reveals that in the District the participation in education of Dimasa community is higher than the General.

Karbi-Anglong District

Primary

The study has found that from 2011 to 2014 in the selected 3 primary schools in the District there are 70 male Dimasa students and 82 female Dimasa students enrolled, that means 46% male and 54% female enrolments are found. It reveals that female literacy rate excels the male literacy rate in the District. On the other hand, the total enrolment in primary school has also been found 46% male and 54% female which is same as enrolment of total Dimasa community.

M E Schools

In the case of Middle schools, the investigator has found that there are 444 Dimasa students out of which 250 males and 194 female students from 2011 to 2014 that means 56% male and 44% female students, here male literacy excels the female

literacy rate. The study has found that the total enrolment in the District is 1,938 out of which 52% male and 48% is female. It reveals that the participation of male is higher than the female's participation. The comparative study shows 23% Dimasa community and 77% from the General participation.

High Schools

In the case of the High schools from the 2 selected sample schools, the investigator has found that there are 465 Dimasa students enrolments from the year of 2011 to 2014. The study reveals that there are 48% male and 52% female enrolments in the schools from the Dimasa community. On the contrary, the total enrolment in the District is 52% male and 48% female. In Dimasa community female participation is higher than the male's participation and in general male's participation is higher than the female.

The study has found that the total 4,490 students 2,285 students are male and 2,205 are female. The percentage of the male participation in education is 51% and female is 49% which indicates that male participation is more than the female in the District. The comparision of General and Dimasa students enrolled in different categories of schools in Karbi-Anglong District, in lower primary school total number of students enrolled is 1071 out of which 152 are Dimasa and 919 are General students from the year of 2011 to 2014. That means 14% is Dimasa and 86% is General students which indicates a huge difference in primary school.

In middle school Dimasa students enrolment is 444 and General students' is 1,494 out of 1,938 which indicates 23% Dimasa and 77% is General. In middle school it is observed that a slight raise of enrolment is seen than the primary school.

In high school total number of participation of students is 1,481 out of which 465 and 1,016 are Dimasa and General student respectively. It reveals that 31% is of the Dimasa and 69% is of the General community in the District.

The comparative study reveals that in the District out of 51% male, 24% Dimasa and 76% general' participation in education and out of total 49% female, 24% Dimasa and 76% general which is same as male's participation in the District. The study shows that both male and female of general exceeds the Dimasa community in the District.

Cachar District

Primary

In Cchar District, the study has shown that from 2011 to 2014 in the selected primary schools there are 524 male Dimasa students and 632 female Dimasa students enrolled, that means 45% male and 55% female enrolments are found. It reveals that female literacy rate excels the male literacy rate in the District of the Dimasa community. Out of total number of students 47% male and 53% female. Study shows that the participation in lower primary school female excels the male's participation in the District.

M E School

In the case of middle schools, the investigator has found that there are 449 Dimasa students out of which 253 males and 246 female students from 2011 to 2014 that means 51% male and 49% female students, here also female literacy is higher than the male literacy rate. In total enrolment also 49% is female and 51% is male in the District

High Schools

In high schools from the 2 selected sample schools, the investigator has found that there are 745 Dimasa student enrolments from the year of 2011 to 2014. The study reveals that there are 48% male and 52% female enrolments in the schools of the community. The total participation percentage in the District is 49% male and 51% female respectively. In both the categories, the participation of female is higher than the participation of male in the District.

The comparative study shows that the inclusive participation of male both Dimasa and general in the District is 36% and 64% respectively. The female's participation in the District is 38% Dimasa and 62% General. It shows that in the Dimasa community both male and female's participation is lesser than the general.

Suggestions

The findings of the study are indicative of the steps to be taken to bring further improvement of the education amongst the community of the three districts, for these following suggestions are given:

From the study it is found that in the schools, primary, middle and in high , insufficient school building, classroom and lack of furniture are the main problems faced by the teachers. So the authority should keep eyes on these matters

In the schools shortage of teachers are also found and as a result teachers face the heavy classroom problem, therefore authority should take necessary steps to recruit more teachers in the schools. Free school uniforms, textbooks etc. should be provided timely and freely. For more effective teaching in-service and pre-service teachers' training facilities must be provided.

Uniforms, text books and other materials should be provided freely and timely to reduce the wastage and stagnation of the students and to encourage the poor parents. Curriculum should be revised to meet the needs of the students as well as of the community. Frequent inspection of school should be conducted by the authority to look into the conditions of schools in the various districts. The schools must have various facilities such as pure drinking water, dustbins, electricity toilet etc. as the students spend maximum time in the school campus.

The programme of universalisation cannot succeed without necessary social consciousness enlightenment as well as awakening among the guardians and parents of children in the community. Therefore Special remedial courses should be provided to remove the problems. One of the major recommendations of the National Policy on Education in 1986 is to promote empowerment of women through education. Woman's education in India is still far from satisfactory. So special facilities should be provided to girls children. Since most of the schools are in the remote areas, the students must be provided medical facilities. They must be

examined freely during the period of education. A comprehensive programme of child-care nutrition and preparation for schooling must be introduced for the rural pre-primary age children, especially those backward areas.

Further studies

The study is conducted on Dimasa community of the three Districts mainly based on education only with some limitations. But there is ample scope for further research in the community.

1. Similar study can be conducted exclusively on women participation in education living in urban and rural areas.

2. Similar study can be conducted private and government schools exclusively

3. Study can be conducted in other areas of the community.

Conclusion

The education of the family members of the households of the three District in different categories show that in Cachar District out of 365 educated family members 40% is non-matric, 25% matric, 15% HS, 15% TDC 4% PG and in other 0.55% respectively. It has revealed that in the District below matric is the highest and participation in other vocational courses are very negligence. In Dima Hsao District out of 430 educated members, 51% is non-matric, 21% matric,12% HS, 8% TDC,3% PG and 4% is other respectively. In the District, non- matric is the highest and it is seen that in other vocational courses it is higher than the Cachar District and of the post graduate category. In Karbi-Anglong District, out of 447

educated family members, the researcher has found that 50% is non-matriculate, 26% is matriculate, 11% , HS, 8% TDC, 3% PG and 2% is of any other. From the data it is observed that of the Districts non-matriculate is higher in Dima Hasao District which is 51% and participation in other courses is very low in Cachar District. The data shows that in the three Districts the participation in education is; non-matriculate is 48% , matriculate is 24%, 12% is higher secondary, 11% is three year degree courses, 3% is post graduate and 2% is any other respectively.

Education is the most powerful tool to change the society, it is the education which develops the innate abilities of individual to live a full personal life as a member of family and an economically productive life as a socially useful citizen. Education must be given priority importance because it transmits the knowledge and skill needed for the community's economic and social development as well as self fulfillment. In addition to the 3Rs, the ability to justify right and wrong and capacity to solve everyday problems of life education is utmost important.

Educational causes have direct bearing on the environment, facilities and quality of education imparted in institutions. It depends on the infrastructure facilities, qualified and experienced teachers etc. Therefore development of education depends on the various factors that operate in the schools.