

Political movement and its affect on Educational Institutions: A Study

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ABSTRACT

Due to frequent bandh calls by different organisation students have to remain abstain from educational institutions. For the sake of security the authorities of these institutions force to remain off on the day. The quality time of the students were wasted. These bandhs disturb the routine class of various institutions as a result allotted curriculum within a timeframe is hampered. Some of these bandhs are purposeless indulged in loss of property and time. This study was conducted to quantify the impact of bandh culture on students' and teachers' attendance. The present study has been conducted in Dotma Block of Kokrajhar district within BTAD, Assam. For this purpose 97 number of sample has been drawn from various educational institutions through Interview Schedule and data have quantified by using statistical tool. The result of the study shows that majority of students and teachers could not join in their duties on bandh day.

1. Introduction

A political movement is a social group that operates together to obtain a political goal on local, regional, national or international scope. Political movements develop, coordinate, promulgate, revise, amend, interpret and produce materials that are intended to address the goals of the base of the movement. In Assam there are many ongoing political movements, viz., All Bodo Students' Union (ABSU), National Democratic Front of Bodoland-Progressive (NDFB-P), All Koch-Rajbongshi Students' Union (AKSRU), etc. All these organisations have been demanding political autonomy, either within Indian Union or by curving out of India. Most of the time these groups tried to demonstrate its support base by calling general shutdown of all Government office, business establishment, educational institutions, transportation etc. Due to such activities socio-politico-economic lives become paralyzed.

Education is generally considered as a cornerstone of socio-economic and cultural development of a society/country, however, in many times different obstacles like political movement affects the smooth running of educational process. Meanwhile, in the early 1960s, seminal works of T. W. Schultz has started extensively analysing the importance of education on human development and its impact on economic growth. On the one hand, education plays a vital role in the present world, for not only raising the standard of living but also as a mechanism to prevent conflict situation in the society. Meanwhile, conflict has concurrently rife with an increase in all levels of educational attainments, might affect lives on economic (such as, hunger, poverty or joblessness), social (like, deprived, homeless or widow) and psychological (such as, fear or insecurity of all people) dimensions in the developing societies.

Nevertheless, a detail study on the nexus between education and conflict is a very recent phenomenon and a limited research has been done on the issue, especially in India. In 2007, Brendan O'Malley's work, 'Education under Attack' published by United Nations Educational Scientific and

Cultural Organization (UNESCO) is considered as the first ever detail study of its kind. Till today, the role of education on conflict resolution is highly debated upon and the analysis of "conflict in fragile states" has gained significant attention within the community of academia and policy makers in the recent past. Nevertheless, seeing the present mayhem world, whether education creates conflict or conflict affects educational development processes has become one of the researchable topics today.

The present Assam and under 6th Schedule areas are suffering many problems like ethnic clashes, ethnic violence, and fratricidal clashes causes various bloodshed. As a result various pressure group call *bandh*. It is observed that, these groups usually called for *bandh* either to fulfill their demand or to react to the governments' decision. However, those *bandh* days were not peaceful, rather occasionally indulged in bloodshed. There were some incidents where the *bandh* caller were killed or wounded when the police retaliated against masses that were enforcing the closure of shops and business establishment during the bandhs. During the declared bandh hours such groups also ablaze vehicles and even harm the owners of vehicles. The bandh affect the normal movement of the civilians. Though, the government issued notices to Government services not to abstain their normal duties. In reply the pressure group also issued warning notices that if they take any action which caused the loss of life and property, for that they would not be responsible and only the Government should be responsible. These phenomenon are seems to be a major cause of concerned on delivering good academic achievement for the students situated in the remotest areas from district head quarter of Kokrajhar district.

2. Objectives

The following are main objectives of the study

- (1) To find out the impact of bandh on students' and teachers attendance; and
- (2) To find out the inconvenience of communication that faced by the students and teachers during bandh hours.

3. Methodology

This paper is both quantitative as well as qualitative. The secondary data collected published and unpublished sources are qualitatively analysed. The data collected from the primary sources through interview schedule were quantified and presented for the fulfilment of objective of the study.

Sample

The present study has been conducted in Dotma Block of Kokrajhar district in Assam (BTD). For these purpose 97 samples has been drawn from various educational institutions.

Tools

For the collection of Primary data a Self developed and administered an Interview Scheduled by the Researcher.

Treatment of Data

Primary data is quantified by using statistical tool and analyzed as required.

Technical term used

Following technical term are being use in this present study

Student

In this study 'student' means the students who are pursuing regular courses under different educational institutions situated under Dotma Development Block.

Teacher

Teachers mean those teachers who are rendering their services to different schools and colleges located under Dotma Development Block.

Bandh

In addition for present study Bandh means the various general shut down called by various pressure groups to fulfil their respective demand.

4. Demography of the kokrajhar district

As per 2011 census out of the total Kokrajhar population 6.19 percent lives in urban regions of district. In total 54,941 people lives in urban areas of which males are 28,459 and females are 26,482. Sex Ratio in urban region of Kokrajhar district is 931 as per 2011 Census of India data. Similarly child sex ratio in Kokrajhar district was 947 in 2011 census. Child population (0-6) in urban region was 5,527 of which males and females were 2,839 and 2,688. This child population figure of Kokrajhar district is 9.98 per cent of total urban population. Average literacy rate in Kokrajhar district as per census 2011 is 87.86 per cent of which males and females are 91.97 per cent and 83.44 per cent literates respectively. In actual number 43,415 people are literate in urban region of which males and females are 23,562 and 19,853 respectively.

However, as per 2011 census, 93.81 per cent population of Kokrajhar districts lives in rural areas of villages. The total Kokrajhar district population living in rural areas is 832,201 of which males and females are 424,446 and 407,755 respectively. In rural areas of Kokrajhar district, sex ratio is 961 females per 1000 males. If child sex ratio data of Kokrajhar

district is considered, figure is 954 girls per 1000 boys. Child population in the age 0-6 is 131,397 in rural areas of which males were 67,246 and females were 64,151. The child population comprises 15.84 per cent of total rural population of Kokrajhar district. Literacy rate in rural areas of Kokrajhar district is 63.63 per cent as per census data 2011. Gender wise, male and female literacy stood at 70.45 and 56.53 percent respectively. In total, 445,890 people were literate of which males and females were 251,658 and 194,232 respectively.

Average literacy rate of Kokrajhar in 2011 were 65.22 compared to 52.29 of 2001. If things are looked out at gender wise, male and female literacy were 71.89 and 58.27 respectively. For 2001 census, same figures stood at 61.01 and 43.06 in Kokrajhar District. Total literate in Kokrajhar District were 489,305 of which male and female were 275,220 and 214,085 respectively. In 2001, Kokrajhar District had 4,797,838 in its district.

5. Result and discussion

Among 97 respondents 51.55 per cent students and 48.45 per cent teachers, among students majority 56 per cent are Female and another 44 per cent are Male respondents, from teachers total 53.20 per cent respondents are Female and 46.80 per cent are Male respondents.

5.1 Mode of travel

In many places educational institution are not available and also due to students choice to study in a good institute they take admission elsewhere. After admission they have to accommodate themselves either in a hostel, paying guest or rented house. However, it is not possible to accommodate place like Dotma, where there is no such facilities of Hostel, paying guest, private hostel and even house rent is not much more available which could fulfill the requirement of students and Teachers as well. For such reasons students and teachers who are from outside of the locality resides either in district headquarter and some other semi-urban places. In order to maintain the regularities and for to attend their duties they daily travel up to institute, it is necessary to use various mood of travel.

Table-1
Sex and Occupation wise distribution of respondents (in per cent)

Occupation of the respondent	Sex of the Respondent		Grand Total
	Male	Female	
Student	44	56	51.55
Teacher	46.80	53.20	48.45
Total			100

Among total respondents each of 35.05 per cent use Public or own/private vehicles, another 13.40 per cent by Rickshaw, 12.38 per cent by riding bicycle and only 4.12 per cent on foot (as shown in Table 2). However, majority of 39.17 per cent resides more than 9KM away from residents, 25.77 per cent resides in between 2to 5 KM away, 22.68 per cent resides in between 6 to 9 km. and another 12.38 per cent resides <1 Km. away. Among public vehicle user respondents 61.77per cent stay more than 9KM away, 38.23 per cent stay

6 to 9 KM away and there are no respondents who stay <1KM and 2 to 5 KM away. From all private vehicle user 50 per cent who stay more than 9 KM away, 26.47 per cent stay 6 to 9 KM away, 20.59 per cent stay 2 to 5 KM away and another only 2.94 per cent stay < 1 KM away. Those respondents who used to go by rickshaw among them majority 84.62 per cent whose residents is 2 to 5 KM away from institute, other 15.38 per cent residents is <1KM away and there is no respondent who cover 6 to 9 KM and more than 9 KM distance by rickshaw. Total 12.38 per cent bicycle rider majority 58.33 per cent ride 2 to 5 KM bicycle to institute followed by 41.67 per cent ride bicycle <1 KM. Meanwhile, only 4.12 per cent respondents who stay < 1KM away go foot to their respective institute. From above its revealed that maximum of respondents whose residence is within walking distance they preferred to walk through their respective institutes.

Table-2
Respondents' mode of Communication (in per cent)

Mode of Travel	Distance				Grand total
	<1 KM	2 to 5 KM	6 to 9 KM	More than 9 KM	
Walk	100	0	0	0	4.12
Rickshaw	15.38	84.62	0	0	13.40
Bicycle	41.67	58.33	0	0	12.38
Personal vehicle	2.94	20.59	26.47	50	35.05
Public vehicle	0	0	38.23	61.77	35.05
Total	12.38	25.77	22.68	39.17	100

5.2 Preferences of the Students and Teachers

Most of the time students and teachers do suffer for these bandh called by various pressure group. Due to insecurity the vehicle owner as well as the driver doesn't run vehicle and communication becomes paralyzed. Thus, study revealed that among all respondents, maximum 40.20 per cent students not preferred to go institute on bandh day; and 20.61 per cent teachers preferred to take risk and go to institute and only 11.34 per cent students take such risk. Among students majority 35.90 per cent whose residents is 2 to 5 KM away prefer not go institute, 30.77 per cent whose residents is 6 to 9 KM away, 17.95 per cent whose residents is more than 9 KM away and 15.38 per cent who resides < 1 KM away from the institute prefer not go to institute. All total 70.37 per cent teachers who prefer not go resides more than 9KM. away, 18.52 per cent resides 6 to 9 KM. distance from the residents, and another 11.11 per cent who stay 2 to 5 KM away from institute, besides this there are no teacher respondents who stay < 1KM away and prefer not to go institute on bandh day.

Among teachers who resides more than 9 KM away from the institute 40 per cent of them take risk and go to institute and joined their duty, other 40 per cent whose resident is 2 to 5 KM also take some amount of risk and joined in the duty and another 20 per cent who stay 6 to 9 KM away from the institute also prefer to go institute despite all hindrances. There is no teacher who resides <1 KM distant. Those students who usually resides nearer among distance is <1 KM among them 54.55 per cent take a risk and go to institute, 36.36 per cent

whose resident is more than 9 KM distant usually prefer to take risk and attend the classes, 9.09 per cent respondents prefer to take risk and joined in the institute who come from 6 to 9 KM distant and there is no student respondent who resides 2 to 5 KM and prefer to institute in bandh day (as shown in Table 3).

Table-3
Respondents' mode of Communication (in per cent)

Preferences of the Respondents	Occupation	Distance				Grand total
		<1 KM	2 to 5 KM	6 to 9 KM	More than 9 KM	
Prefer not to go institute	Student	15.38	35.90	30.77	17.95	40.20
	Teacher	0	11.11	18.52	70.37	27.82
Take a risk	Student	54.55	0	09.09	36.36	11.34
	Teacher	0	40	20	40	20.61

5.3 Threatened by the Bandh caller

During the bandh hour the right to free movement is being violated by the bandh caller. Those bandh callers stop the passer and threatened them and throw stone etc. for these reasons many people who travel distance they not prefer to go out. Among respondents majority 78.35 per cent never threatened and 21.65 per cent have threatened by the bandh caller. However, 52.63 per cent students and 47.37 per cent teachers never threatened by bandh caller. Among respondents who have threatened among majority 51.39 per cent teacher and 47.61 per cent students have threatened by bandh caller (as shown in Table 4).

Table-4
Respondents' threatened by the bandh caller (in per cent)

No. of times threatened	Occupation of the Respondent		Grand Total
	Student	Teacher	
Never	52.63	47.37	78.35
More than once	47.61	51.39	21.65
Total			100

6. Major findings

- Following are the findings of the study-
- (3) Total 40.20 per cent students not preferred to go institute on bandh day.
- (4) Only 20.61 per cent teachers preferred to take risk and attend in the institute and 11.34 per cent students take such risk.
- (5) Distances from institute to residence make impact on the attendance due to unavailability of vehicle. 70.37 per cent teachers who resides more than 9KM away from the institute preferred to remain absent from duty.
- (6) Majority 51.39 per cent teacher have threatened and another 47.61 per cent threatened by bandh caller.

7. Conclusion

Thus, the study revealed that the bandh culture in Assam as well as in BTC affected adversely in the society and in education system. Most of the time leaders of different pressure group never mind about the consequences of bandh. They sometimes declared that educational institutions are exempted from bandh, but students and teachers have to

travel long distance by public vehicle, if vehicle is not available, in such instance exemption is out of questions. There are so many incidents that students failed to attend examination, because it is too risky to reach the exam location. Though, Government has taken many steps to banned bandh but it is a never ending affair now.

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