

**Attitude of New Generation of the Servant  
Colonies of Oil Township Digboi  
and Dullajan Towards  
Higher Education**

**Minor Research Project Sponsored by U. G. C.  
No. F-5-542/ 2011-12/ (MRP/ NERO/ 12382)**



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DIST. DIBRUGARH  
ASSAM**



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*By*

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## TO WHOM IT MAY CONCERN

This is to certify that the Dissertation entitled “*Attitude of New Generation of the Servant Colonies of OIL Township Digboi and Duliajan towards Higher Education*” which is being submitted to U.G.C. by Dr. Monsoon Hatibaruah, Asstt. Professor, Duliajan College, for MRP No. *F-5-542/2011-12/CMRP/NERO/12382*). It has not been submitted before on any MRP anywhere.

Dr. Monsoon Hatibaruah has complied with all the requirement as laid down in the regulation in force.

(Dr. A. K. Gogoi)

Principal

Duliajan College  
Duliajan College

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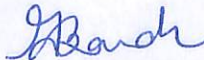
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4/02/15  
Dated, Duliajan

  
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CHAPTER – I

***INTRODUCTION***

# CHAPTER – I

## 1.1 INTRODUCTION :

In determining the aims and ideals of persons life education has to play a vital and significant role. The true education must make the individual free and easy instead of making sophisticated and complex. Education is the light of life which can bring about the concept of self - rule and sovereign democracy in the lives of people.

*“Education is not merely a means for earning a living or an instrument for the acquisition of wealth. It is an initiation into life of spirit, a training of the human soul in the pursuit of truth and the practice of virtue”*<sup>1</sup>

– Shrimati Vijaya Lakshmi Pandit

Education has to be socially integrated institution that forms the part of human civilization Real Education is primarily a process of training of the hand, heart and head, in the art of thing for making happy and co-operate life. Thus, the purpose of education may summed up as three-fold, viz.

- i. Acquisition of a certain amount of knowledge.
- ii. Requisition of culture.
- iii. Attaining the capability to get a suitable profession.

## 1.2 HIGHER EDUCATION :

Higher Education plays an important role in developing the nation to a great extent. Higher Education is defined in the International standard classification of Education (ISCED) Handbook as - “more specialized study normally undertaken after successful completion of a good basic education lasting for at least eleven years.”<sup>2</sup>

Higher Education provides an opportunity to reflect upon the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized

knowledge and skills. It is a crucial factor for survival. It is indeed difficult to conceive of a plan for building up a sustainable and prosperous society without the development of human resources, as the system of education and various socio-economic and cultural aspects, which influence national development, are inextricably linked with one another. For instance, while the economy provides for necessary resources for promoting the system of higher education the system prepares in turn a cadre of manpower with varying degrees of specialization and levels of skills for increasing productivity of various factors of production which consequently enhance income and improve quality of life of people. Education is universally recognized to be an investment in human resources. In the present information age, new knowledge and technology are crucial for improving productivity of human and material resources. As we all know the green revolution in agriculture resulted in high productivity with the use of technology with vigor and effort, a similar revolution in education that embraces information and communication technologies, that fosters freedom and innovation and induces a market oriented competitive environment, is vital for the progress and prosperity of the country. This requires not only the commitment, seriousness and devotion of students and faculty but also efforts for widening the base of human capital formation through education training research and development activities.

### **1.3 HISTORICAL BACKGROUND :**

The development of higher education in India, in the pre independence era and in the post independence period presents a picture of light and shade. Though the present university system in India owes its origin to the British period, Indian tradition has always fostered learning. In ancient India there were centers of higher learning at places such as Takshashila in the North, Nalanda and Vikramshila in Bihar, Vallabhi in Kathiawad, Kanchi in the South and Nadia in Bengal etc. The period of 1835-1852 saw the establishment of a few colleges at different places in the country including colleges of engineering and medicine. In 1835, Lord Macaulay through the

Macaulay's Minutes, for the first time stressed upon the closure of institutions of oriental learning, as they did not serve the educational purposes of Indians. It was emphasized that Indians should be taught what was good for their health and not what was palatable to their taste. In 1853 the British parliament, for the first time instituted an enquiry into the status of Indian education. This resulted in the famous educational document woods dispatch of July 1854, proposing the establishment of universities at Calcutta, Bombay and Madras (Govt. of India, 1950). In 1882, the first Indian Education Commission was appointed under the chairmanship of W. W. Hunter to enquire into the development of the Dispatch of 1854. The report dealt in detail with indigenous education, primary education, secondary and university education. The higher education in India expanded after the education policy of 1913, which proposed the establishment of new universities within each of the province. The central Hindu college was developed as the Banaras Hindu University (1916) and the Mohammedan Anglo Oriental College into Aligarh Muslim University (1920). Universities were also started at Mysore, Hyderabad and Patan. A report of the central Advisory Board of Education an post war educational development in India, the Sergeant report of 1944, was an effort to develop a national system of education in India. It suggested the formation of University grants committee, which was as a result formed in 1945.<sup>3</sup>

#### **1.4 EDUCATION IN RUALAREAS :**

A huge area of India is covered by rural area; hence it has a rural base economy and society. Most of the population of the country lives in the villages. The villages are remaining backward due to poverty, ignorance and disease repression, exploitation and negligence through ages. The villages should be made prosperous, interesting and culturally rich to live in. This great task of reconstruction villages call for on ever increasing number of educated workers and so an such educated leaders should not only posses the right type of attitude & outlook to work with the villages. They should imbibe missionary zeal for rural service.



The traditional system of education has failed to create such leaders suited to the task to rural reconstruction. They are pre dominantly western in their outlook, ultra academic in their programmes & urban in their location & attitudes. Their products are detached from any real relationship to rural needs & conditions. Even rural boys and girls who join the universities & quickly educated & go away from their village origin, depleting rural areas of talented youths. Therefore, a new type of educational institution for rural higher education which could give the rural youth that training, skill & outlook which would make them effective leaders of the rural community only is necessary.

The National Council for Higher Education was established in 1956 in pursuance of the recommendations of the committee on Rural Higher Education with the Head quarters at New Delhi. The Council serves as an expert body to advise the state & central government about improvement & expansion of rural education in all its phases.

Now the rural education is on its march, and as a result of the recommendations of University Education Commission the number of colleges have been increased & local people of rural areas have established colleges in different nook & corner. These colleges get encouragement for their development. Though established colleges, most of them have no own buiding & qualified teacher. In some cases people of the same areas divided into different groups & established colleges by each group & suffered from their real development.

Mahatma Gandhi stated in 1936 that "If the villages perish, India will perish too. If will be no more India. Her own mission in the world will get lost. Instead of villages sub serving cities, cities, cities must sub serve villages."<sup>4</sup>

### **1.5 ROLE OF NATIONAL COUNCIL FOR RURAL HIGHER EDUCATION:**

The National Council for Higher Education was established in 1956 in pursuance of the recommendations of the committee on rural higher

education with the Head quarters at New Delhi. The Council serves as an expert body to advise the state & central government about improvement & expansion of rural education in all its phases. It advises the rural educational institutions to act as the Co-ordinating agency amongst them. The council examines & appraises proposals in this behalf referred to by the government of India & state governments & to assist in the implementation of approved programme. It initiates schemes for the development & maintenance of students, higher education in rural areas & to encourage research in problems relating to rural education in all its aspects. The National Council frames its own rules & regulations to regulate matters not covered by the resolution & advice of the government of India on grants to be paid to institutions participating in the rural development schemes.

## **1.6 RURALEDUCATION & UNIVERSITY EDUCATION COMMISSION :**

To meet the needs of higher education in the villages the commission of 1948 has recommended a system of rural Colleges & University. It is suggested that a rural University should include a ring of small residential under graduate colleges, with specialized & University facilities in the centre. The commission recommends that the number of students in a residential college should be 3 hundred & the maximum over all enrolment for colleges & university combined about 25,000.<sup>5</sup>

In rural colleges as in rural secondary schools, general studies should be united with practical courses. Also as with rural secondary, rural college students should spend about half of their time at studies & half at practical work. Each colleges as rule may develop its own industries & other economic activities. The commission further suggested that industrial training should be given to the rural boys & girls through the rural secondary schools. In fact industrialization of the villages should be one of the fundamental aims of the rural higher education. If villagews are not indusrialized all profitable small scale industries would get concentrated in the towns & cities, & villages would

be left with unprofitable operation & this inevitably would lead to permanent withdrawal of the able young men from the villages.

Now the rural education is on its march, & as a result of the recommendations of University education commission the number of colleges have been increased & local people of rural areas have established colleges in different nook & corner. These colleges get encouragement for their development. Though established colleges, most of them have no own building & qualified teachers. As result students suffer allot of grievances. In some cases people of the same areas divided into different groups & established colleges by each group & suffered from their real development.

### **1.7 PROBLEMS OF RURAL EDUCATION :**

- (i) Wastage & stagnation
- (ii) Sociological causes
- (iii) Expansion of education
- (iv) Rapid growth of population
- (v) Lavk of definite aims of education
- (vi) Inadequate educational facilities
- (vii) Defective methods of teaching
- (Viii) Weak student's society
- (ix) Defective curriculum for rural education
- (x) Indiscipline among students
- (xi) Problem of teachers
- (xii) No proper guidance
- (xiii) Standard of education
- (xiv) Problem of administration & Co-ordination

The aim of rural education is to make the village prosperous, interesting & culturally rich place with such range of opportunity & adventure that young people will find in them, more zest & interest, more cultural advantage & more opportunity for pioneering there, than in the cities. Cities have drawn the cream of life & culture from the villages, returning almost nothing & thereby reducing the strength of the nation education has been progressed in the rural areas.

### **1.8 URBAN EDUCATION :**

The study of urban education is based on the belief that there is a part of education that is purely urban & that the teachers must be familiar with the culture & language of those being taught. As a recent addition to the educational vocabulary the term urban education is used to describe contemporary problems & practicalities of urban schooling. It encompasses the vital social & psychological factors in the urban community that reflects upon schooling & associated institutional concept, role playing & role expectations value systems & peer group pressures, goals & levels of aspirations all are knowledge areas for understanding by urban teaching specialist.

During the past decade the attention of public school educators has focused with such increasing intensity & sharpness on the problem of the big city schools that a special term, urban education, has come to stand for the special adjustments made by schools attempting to prepare the city slum child for an overwhelming by technical society in a state of rapid change.

There should be no barriers between these institutes & the Universities as there should be none between the villages & towns. It only when there is a proper give & take between the cities & the villages both will be enriched.

### **1.9 THE GROWTH OF HIGHER EDUCATION :**

The growth of higher education in India, in the last five decades presents a very impressive picture. There has been commendable quantitative expansion in terms of student's enrolment, teacher, colleges, universities &



increase in financial allocation. The number of university level institutions has increased from 18 in 1947 to 307 in the year 2004. The enrolment of students has increased from 228804 in 1947 to 9463821 in 2002-03. Faculty wise student enrolment for the year 2000-2001 shows that the strength of students in largest (42.7%) in Arts including Oriental learning in Commerce including management emphasis in 20.7% & in Science it is only 19.7% (UGC Annual Report 2000-2001). The number of colleges has increased from 591 in 1947 to 14609 (University college & affiliated colleges) in 2002-2003 (Universities Handbook 2003). number of colleges is in the state of Maharashtra i.e. 1787, Karnataka second in line with 1423 colleges & Andhra Pradesh third in line with 1339 colleges Daman & Diu has the smallest number of college i.e. only 2. The strength of teaching faculty in universities & colleges has been (0.75 lakh & 3.52 lakh respectively), 4.27 lakh in the year 2002-03 (Govt. of India, 2002-2003). Such a rapid expansion is unprecedented in the world & due to such commendable quantitative expansion in terms of institutions, enrolment & teacher, Indian higher education system is rated as the second largest after the USA in the world. Yet, its coverage is very low i.e. only 7% of the population between the ages group 17-23, The level of participating in India is lower than those attained by developing countries like Indonesia (11%), Brazil (12%), Mexico (14%), & Thailand (19%), not to speak of developed countries (UK 52%, France 50%, USA 81%, Canada 100%). It merely suggested that even the quantitative success, which looks so impressive is misleading, particularly in the context of raising the level of higher education to the extent of other developing countries, which ranges between 10 to 15%. At this point it could be said that in the garb of quantitative success there is qualitative failure & this quantitative success also has a question mark in the sense that inspite of vast expansion in higher education made to eradicate illiteracy from the Indian scenario what to talk of other states even in Nasik district the illiteracy rate for urban areas in 19%, rural areas 27& tribal areas 53% (2003 MHUS, Nasik).<sup>6</sup>

## **1.10 ACCESS AND EQUITY OF HIGHER EDUCATION :**

The perception about the development of higher education has not been entirely in line with the educational needs of the masses, whereas a majority of the Indian population lives in villages/rural areas, (over 70%), & earn their living from working in agricultural farms, most institutions of higher education are located in urban areas & cater to the educational needs of the upper income group of the society. This is a major flaw in the educational policy. The question that arises is as to what extent such a biased approach to educational development is responsible for aggravating the socio-economic disparities across the regions & various sections of the society.

Higher Education system in India has hardly done anything to about 40% of people who live in poverty & are illiterate due mainly to the fact that they have no access to worthwhile education. Only in a very few state universities this problem has been taken care of & efforts have been made to help students from the less privileged class to avail the facilities of higher education.

In the process of socio-economic development every section, especially the deprived groups should be evolved through appropriate policies for their empowerment & through its multifarious activities, higher education could rectify the imbalances regional & group wise, especially through research & development activities that might be targeted at them. The record of performance in this regard is not so rosy.

As noted above, the level of participation in India for higher education is merely 7% of the age specific population. If this level is to be raised to a respectable level, say 20% by 2010, a great deal of efforts would be required to democratize higher education, remove obsolescence through revision of content & curriculum, improve quality & relevance of programmes & to adopt an effective approach for sustainable funding of higher education. In doing so a particular attention would be required to be paid to the issues

pertaining to access & equity in the provision of services, which are either too neglected or ineffectively pursued.

### **1.11 SIGNIFICANCE OF HIGHER EDUCATION :**

Whatever is the professional, academic & technical definition of quality of higher education what eventually matters is its relevance to the societal needs & capacity to respond to various areas of specialized manpower needs. There is a strong need for higher education institutions to interpret their mission to address the needs of the local, regional & international environment. This is an important step towards improving the relevance of their programmes. Relevance requires better articulation with the world. This would require introduction of such educational programmes which are capable of meeting the challenges of emerging societal changes. There is a need to monitor changes in the employment market & to design new approaches to research & development related activities. Efforts should be targeted towards serving the un-served, which means that the specific needs of the disadvantaged areas should be effectively catered through relevant programmes. Those programmes would target specific needs that will generate employment. Briefly it could be said that all the programmes offered by our universities should be directly beneficial to the students in terms of their employability. They should be able to provide what society actually expects from them. Wherever this synchronization is weak, the programmes, courses & the products will not receive social acceptability & credibility. We have seen during the last couple of decades how non-relevance of programmes & higher education has contributed to unemployment of the educated young persons resulting in frustration. Young children, who come from rural areas to acquire qualifications in higher education but remain out of employment, create a very depressing impact in their own communities. There are instances when families have not sent their younger wards to higher education because the elder ones after having acquired degrees were neither getting employment nor were prepared for self employment. They have also become unsuitable for contributing to the traditional professions & vocations

of the family. Consideration of quality obviously cannot ignore these situations in society.

### **1.12 REVIEW OF RELATED LITERATURE :**

No particular study was made in the field of servant colony of oil township, Duliajan. But, some related study was made by the scholars in some broad areas. Writer Michael Marshall Smith arises some significant points in his book 'The Servants'. He covers the socio-economic condition vis-a-vis educational opportunities available for the servants of the world. The UNESCO World Conference on higher education in the 21<sup>st</sup> century (held at Paris from 5<sup>th</sup> to 9<sup>th</sup> October, 1988) uncovers some important sides of the downtrodden people of the society. In this conference, the then Minister of Human Resource Development of India, Mr. Murli Manohar Joshi presented a paper titled as 'Indian National Commission for Cooperation with UNESCO. In this paper, he expresses that 'despite serious handicaps of means and resources, the country has built-up during the last 50 years a very large system of education and has created a vast body of man and women equipped with a higher order of scientific and technological capabilities, robust humanist and philosophical thoughts and creativity'. But, no significant comments were made by the minister in his paper regarding the economically and socially backward people like the residents of the servant colonies of India. Therefore, the said study can't be defined as a complete study. The British Associations of South Asian Studies highlighted about the colonial connections in between Ireland and India regarding education in the study titled as 'Colonial Connections : Ireland, India and Education'. As the servant colony of any township reflects the colonial and racial sentiments of the society, therefore the said study is indirectly helpful in this regard.

### **1.13 TITLE OF THE STUDY :**

The title of the present study is 'Attitude of new generation of the servant colonies of Oil Township Digboi and Duliajan towards higher education'.



#### **1.14 OBJECTIVES OF THE STUDY :**

To assess the attitude of new generation of the servant colonies of oil township Digboi and Duliajan towards higher education.

#### **1.15 HYPOTHESIS :**

In order to accomplish the above sited objective the following hypothesis are formulated –

- (i) There is a positive attitude of new generation of the servant colonies of oil township, Digboi and Duliajan towards higher education.
- (ii) Parents attitude towards higher education for their children is positives.
- (iii) Attitude of the owners towards higher education of servant colonies students is positives.

#### **1.16 OPERATIONAL DEFINITIONS OF THE TERMS USED :**

- (i) Attitude :- Opinion or feeling.
- (ii) New Generation :- The upocoming generation i.e. the age group of 6 - 20yrs.
- (iii) Servant :- A person employed to assist in domestic matters.
- (iv) Colony :- Any group of people having common ethnic backgrounds, interest & living in a particular area.
- (v) Higher Education :- The education above 10+2 standard.

#### **1.17 DELIMITATION OF THE STUDY :**

Considering the constraints of time & resources, the study was limited in terms of certain important factors such as –

- (i) This study will be confined to only oil township, Digboi and Duliajan.
- (ii) Their study will be confined to the servant colony only.
- (iii) This study will be restricted to higher education only.

### **1.18. AN OVERVIEW ON DULIAJAN**

Duliajan is a industrial township based on the pioneer petroleum company Oil India Limited. It is situated in the eastern part of Assam under Dibrugarh District. The township has its own history related with the great Ahom Kingdom. The first leader of Ahom kingdom 'Syukafa' entered Assam from his forefathers land Burmah through Tipam by crossing the great mountain of Patkai. This Tipam area is very much adjutants to duliajan. Hence the place is closely entitled with the initiation of the Ahom dynasty in Assam. Later the name of the place became popular for some specific reason. According to historian Narendranath Chetia,<sup>1</sup> in the year of 1495, one person named as 'Laturban' assassinated one Ahom king 'Suhanfa'. But according to the tradition of monarchy, 'Supimfa' the elder son of Suhanfa became the King immediately after his father's assassination and he started the trial of the incident. in this histgoric trial he recommended for the death penalty of Laturban and his two sons. The penalty was materialized by the followers in the bank of a stream which far away from the capital of Ahom kingdom 'Charaideu'. At that time the place was known as 'Duliajan' (Dur > Far away and Jan > Stream). At the eve of nineteenth century some families of liter carries (popularly known as 'Dulia') were started to live in the bank of this stream. Because of this 'Dulia' families the name of the place changed 'Duliajan' (means the place where the Dulia families live) from 'Duliajan'.

### **1.19. A PROFILE OF THE AREA (DIGBOI)**

Digboi is a town and a town area committee in Tinsukia district in the north-eastern part of the state of Assam, India

Crude oil was discovered here in late 19th century. Digboi is known as the Oil City of Assam where the first oil well in Asia was drilled. The first refinery was started here as early as 1901. Digboi has the oldest oil well in operation.<sup>(1)</sup> With a significant number of British professionals working for Assam Oil Company until the decade following independence of India, Digboi had a well-developed infrastructure and a number of bungalows unique to the town. It has eighteen holes golf course as part of the Digboi Club. It has guest houses and tourist residential apartments laid on Italian architectural plan to promote tourism in upper Assam.

“Dig boy, dig”, shouted the Canadian engineer, Mr. WL Lake at his men as they watched elephants emerging out of the dense forest with oil stains on their feet”.<sup>(2)</sup> This is possibly the most distilled - though fanciful - version of the legend explaining the siting and naming of Digboi. Two events separated by seven years have become fused, but although neither is likely to be provable, such evidence that does exist appears sufficiently detailed to be credible.

Various web sites offer variations on the elephant’s foot story, a consensus of which would be that engineers extending the Dibru-Sadiya railway line to Ledo for the Assam Railways and Trading Company (AR&TC) in 1882 were using elephants for haulage and noticed that the mud on one pachyderm’s feet smelled of oil. Retracing the trail of footprints, they found oil seeping to the surface. One of the engineers, the Englishman (not Canadian) William Lake (aka “Willie Leova” Lake), was an ‘oil enthusiast’ and persuaded the company to drill a well.

Oil India Ltd. makes no reference to elephants’ feet in its company history,<sup>(3)</sup> although on its previous web site the company noted that had noticed “the oil seepages around Borbhil”. Once the project had been approved, Lake

assembled equipment, boilers, and local labour, and engaged elephants to haul the machinery to the site. The first well was started in September 1889, but an encouraging first strike at 178 feet (54 m) turned out to be a small pocket, and drilling recommenced. This continued until November 1890 when the well was completed at a total depth of 662 feet (202 m), and it was during this extended period of drilling that Oil India's old web site placed the legend of Lake exhorting one or more of his labourers to "Dig, boy!"

It is said that the town gets its name from the phrase "dig-boy-dig", which is what the English told the labourers as they dug for crude oil. The town's history begins in 1867 when a small group of men from the Assam Railway and Trading Co. found their elephants' legs soaked in black mud, that smelt somewhat like oil. The men began exploring more, and in 1889, the English started a small oil installation. India (and Asia) obtained its first refinery in Digboi in the year 1901. Assam Oil Company was formed in 1899 to look after the running of the oil business in this area. The Digboi oil field produced close to 7,000 barrels per day (1,100m<sup>3</sup>/d) of crude oil at its peak, which was during World War II. The field was pushed to produce the maximum amount of oil with little regard to reservoir management; as a result, production started to drop almost immediately after the war. The current production from the Digboi fields is about 240 barrels per day (38 m<sup>3</sup>/d). Over 1,000 wells have been drilled at Digboi - the first well in 1889 had stuck oil at 178 feet (54m). In 1989, the Department of Posts, India came out with a stamp commemorating 100 years of the Digboi fields.

Today, though the crude production is not high, Digboi has the distinction of being India's oldest continuously producing oilfield. Digboi refinery, now a division of Indian Oil Corporation, had a capacity of about

0.65 MMTPA as of 2003. The Digboi refinery is the world's oldest oil refinery still in operation.

Digboi is now Headquarter of Assam Oil Division of Indian Oil Corporation Limited. The Earliest recorded to the existence of oil in India is found in the memories and dispatches of the Army Officers who penetrated the jungles of Upper Assam since 1825. Lt. R. Wilcox, Major A. White, Capt. Francis Jenkins, Capt. P. S. Hanney - they all saw at different times petroleum exuding from bank of the Dihing River. Mr. C.A. Bruce (1828) and Mr. H.B. Medicott (1865) of the Geological Survey of India also saw oil while prospecting for coal in Upper Assam.

Mr. Goodenough of McKillop, Stewart & Co. Calcutta was the first in India to start a systematic programme of drilling for oil in November 1886, at Nahorpung about 30 miles (48 km) south east of Digboi, just seven years after the world's first commercial oil well was drilled in 1859, by Col Willam Drake in Pennsylvania, USA. This hand dug well - the first oil well in India - was drilled up to 102 feet (31 m) and proved dry. However the second well struck oil at Makum near Tinsukia, about 14 miles (23 km) from Digboi.

In 1939, there was a major labour union strike in the Refinery. The Gandhi Movement of Congress for Indian Independence Struggle; backed by labour rights and equality status was headed by Amar Singh Marwah. The break of the World War II coincided with the Digboi labour strike resulted in harsh steps taken by the British Administrative offices to crush the strike. The Viceroy and the Governor had intervened to bring a settlement adopting sturdy steps were take to crush the union by shooting down of the president of the labour union to be followed by issuing orders of Quit Digboi, Quit Lakhimpur and finally Quit Assam to the leaders of the labour union.

**Table No. – 1**

**Name of the Premier Educational Institutes**

<b>Sl. No.</b>	<b>Name of the Institute</b>	<b>Level of Education</b>
01	Tiny Tots School	Pre-primary
02	Balika Vidya Mandir	Pre-primary to Higher Secondary
03	Delhi Public School	Do
04	Carmel School	Pre-Primary to High School
05	Little Star School	Do
06	Oil Velly School	Nursery to High School
07	Vivekananda Vidyalaya	Do
08	Play House School	Do
09	Rashtriya Vidyalaya	Do
10	Sawmer Vidyapith	Do
11	Sisu Niketan	Primary School
12	Janata Vidyalaya	Nursery to High School
13	Jatiya Vidyalaya	Do

*Table No. - 2*

**The number of Executive Quarters**

<b>S. No.</b>	<b>Type of Quarter</b>	<b>Total No.</b>
1	D	41
2	D+	169
3	E	40
4	F	25
5	DZ	40
6	DD	52
7	TD+	192
8	TDX	54
9	DX	160
10	TB	78
	<b>TOTAL</b>	<b>851</b>

*Source : IOC Administration Department*



**Table No. – 3**  
**Number of Servant Quarters**

<b>S. No.</b>	<b>Type of Quarter</b>	<b>Total No.</b>
1	D	20
2	D+	8
3	E	3
4	F	8
5	DZ	6
6	DD	50
7	TD+	30
8	TDX	40
9	DX	30
10	TB	120
	<b>TOTAL</b>	<b>315</b>

*Source : IOC Administration Department*

## **1.20 AN OVERVIEW OF SERVANT COLONY OF OIL TOWNSHIP, DULIAJAN**

The place Duliajan started the history of urbanization with the establishment of Oil India Limited in 1959. At that time a small campus was built in Baruah camp area which is neighboring to Duliajan, to conduct the administrative works of the company. Later on the whole set-up was transferred to Duliajan and the place became the registered headquarter of the company. On the basis of this preliminary establishment the urbanization process started with this township. Now it is the headquarters of Oil India Limited, the leading Public sector unit dealing in oil exploration & Crude oil Transportation through OIL's own pipeline division. The economy of Duliajan is based on Oil and tea industry. It is surrounded by green and lush tea gardens. The only profit making PSU of Assam government i.e. 'Assam Gas Company Ltd' is also a major source of economy of this township. The thermal Power project under NEEPCO is located at Kathalguri, which is very near to Duliajan. Total area of this township is 6.1 sq. K.M. Height of the area is 119 mtr. from the sea level. The township consists of a cosmopolitan society structure which can be defined as a mini India for its variety of population. According to 2001 population census of India the total number of population of Duliajan is 5320. Where males constitute 53% of the population and females 47%. Duliajan has an average literacy rate of 77%, higher than the national average of 59.5%. The male literacy is 81% and, female literacy is 73% in the township. The lifestyle in Duliajan is nothing different from the other places in Assam or India the only thing that makes Duliajan stand ahead of other towns is its ability to preserve its culture amidst speedy development. Almost 40 percent of the total population of the township lives in the Oil Colony.

The Quarters of OIL is distributed among the permanent employees and the executives of the company as per their official position. These quarters are defined as A-type, B-type, C-type, D-type, E-type, F-type, DX, D+, DZ etc. The mentioned quarters are allotted to the employees and executives as per their official position. The facilities in these quarters are also different with respect to their position. Servant quarters are allotted to some executives only. As our study is related with these executive quarters, therefore the total number of executive quarters are mentioned below :

**Table No. - 4**

**The number of Executive Quarters**

<b>S. No.</b>	<b>Type of Quarter</b>	<b>Total No.</b>
1	D	20
2	D+	2
3	E	3
4	F	3
5	DZ	20
6	DD	40
7	TD+	40
8	TDX	14
9	DX	3
10	TB	16
	<b>TOTAL</b>	<b>151</b>

*Source : OIL Administration Department*

**Table No. - 5**

**Number of Servant Quarters**

<b>S. No.</b>	<b>Type of Quarter</b>	<b>Total No.</b>
1	D+ 64 to D+ 88	20
2	B'LOW 1107	2
3	T/House	3
4	Y - 15 NSA	3
5	D 1-D 7	14
6	Get Hostel	3
7	C 1 - C 16	2
8	E (2 for each)	20
9	F (2 for each)	20
10	TD+ 1 to TD+ 100	100
	<b>TOTAL</b>	<b>187</b>

*Source : OIL Administration Department*

*Table No. - 6*

**The number of Executive Quarters**

<b>S. No.</b>	<b>Type of Quarter</b>	<b>Total No.</b>
1	D+ 64 to D+ 88	41
2	D+ 124 to D+ 129	169
3	D+ 150 to D+ 151	40
4	D+ 130 to D+ 139	25
5	D+ 142 to D+ 148	40
6	DD 1 to DD 52	52
7	DZ 1 to DZ 40	192
8	E (2 for each)	54
9	F (2 for each)	160
10	TD+ 1 to TD+ 192	78
	<b>TOTAL</b>	<b>851</b>

*Source : OIL Administration Department*

On the other hand, as the study is confined on the new generation of the servant colony of the mentioned OIL colony. It is already mentioned that only the senior-most executives are getting the facility of having a servant quarter with their company residence. Hence the numbers of the servant quarters with the relevant executive quarter are as mentioned below :

**Table No. – 7**  
**Number of Servant Quarters**

<b>S. No.</b>	<b>Type of Quarter</b>	<b>Total No.</b>
1	D+ 64 to D+ 88	25
2	D+ 124 to D+ 129	6
3	D+ 150 to D+ 151	2
4	D+ 130 to D+ 139	10
5	D+ 142 to D+ 148	7
6	DD 1 to DD 52	52
7	DZ 1 to DZ 40	40
8	E (2 for each)	80
9	F (2 for each)	50
10	TD+ 1 to TD+ 192	192
	<b>TOTAL</b>	<b>464</b>

*Source : OIL Administration Department*

## 1.21 THE EDUCATIONAL INSTITUTES OF DULIAJAN :

Some premier educational institutes of the township are mentioned below :

*Table No. – 8*

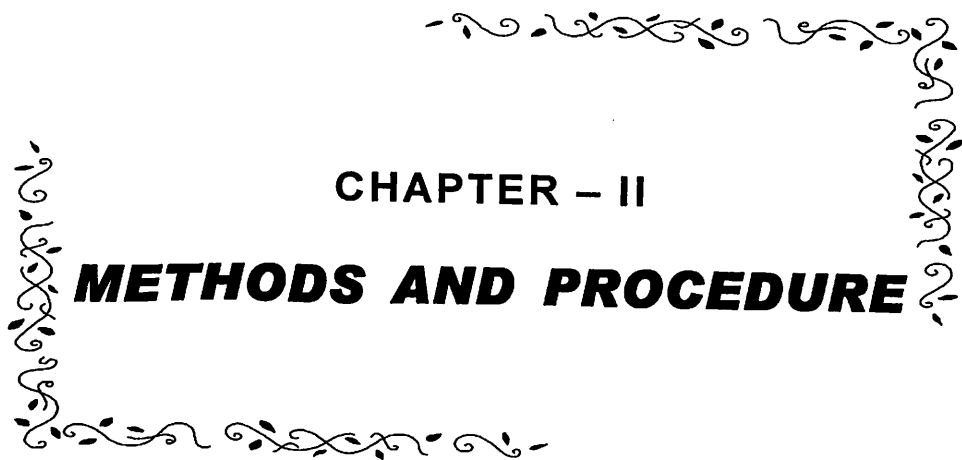
### **Name of the Premier Educational Institutes**

<b>Sl. No.</b>	<b>Name of the Institute</b>	<b>Level of Education</b>
01	Tiny Tots School	Pre-primary
02	St. Xaviers School	Pre-primary to Higher Secondary
03	Delhi Public School	Do
04	Duliajan Jatiya Vidyalaya	Pre-Primary to High School
05	Springdale's School	Do
06	Uttar Zaloni L.P. School	Primary
07	Pub Zaloni L.P. School	Do
08	Madhya Zaloni L.P. School	Do
09	Passim Zaloni L.P. School	Do
10	Oil India Higher Secondary	Class V to Higher secondary level
11	Duliajan Central School	Do
12	Duliajan Uccha Vidyalaya	High School
13	Duliajan Balika Vidyapith	Do
14	Duliajan Balika Vidyalaya	Do
15	Duliajan College	Higher secondary to Degree level
16	Duliajan Girls College	Do

From the above chart we found that, there are numbers of educational institute in private and public sector in OIL township, Duliajan. The above institutes are the example of the availability of educational opportunities of the township. On the other hand, the Duliajan college has started thirty innovative courses under Indira Gandhi National Open University, which includes most highly demanded courses like MBA, BCA, MCA, MSW, MPA etc. The college has also introduced numbers of job-oriented courses under its own innovative scheme and also in sometime with the advice of Dibrugarh University. But unfortunately the town is facing heavy heavy brain drain problem, contemporarily the new generation of the servant colony has not got the opportunities of getting higher education. They even have no idea about the neighboring higher education institutes. This is the route cause of the discussing problem.

- 
1. University News : Vol. 42, No. 21, May 24-30, 2004, P.-22
  2. Comparative Education : A. Biswas and J. C. Agarwal, P.-377
  3. University News : Vol. 42, No. 21, May 24-30, 2004, P.-23
  4. Educational Essays on Higher Education : Dr. Birendra Deka, Munindra Narayan Goswami, LokmanAli, P.-125
  5. Educational Essays on Higher Education : Dr. Birendra Deka, Munindra Narayan Goswami, LokmanAli, P.-126
  6. University News : Vol. 42, No. 21, May 24-30, 2004, P.-24
  7. University News : Vol. 42, No. 21, May 24-30, 2004, P.-25



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CHAPTER – II

***METHODS AND PROCEDURE***

## **CHAPTER – II**

### **2.0 METHODS AND PROCEDURE**

This chapter pertains to the methods & procedures used in carrying out the present study. This chapter has been conveniently divided into several sections dealing with selection of the sample, description of the tools, the manner in which data were collected along with the techniques of scoring, the organization of data & procedure for the analysis of the data.

#### **2.1 METHODOLOGY**

In this study descriptive method is used.

##### **A. Population :**

The population of the present study comprises of all the students of the servant colony of oil township, Digboi and Duliajan.

##### **B. Sample of the study :**

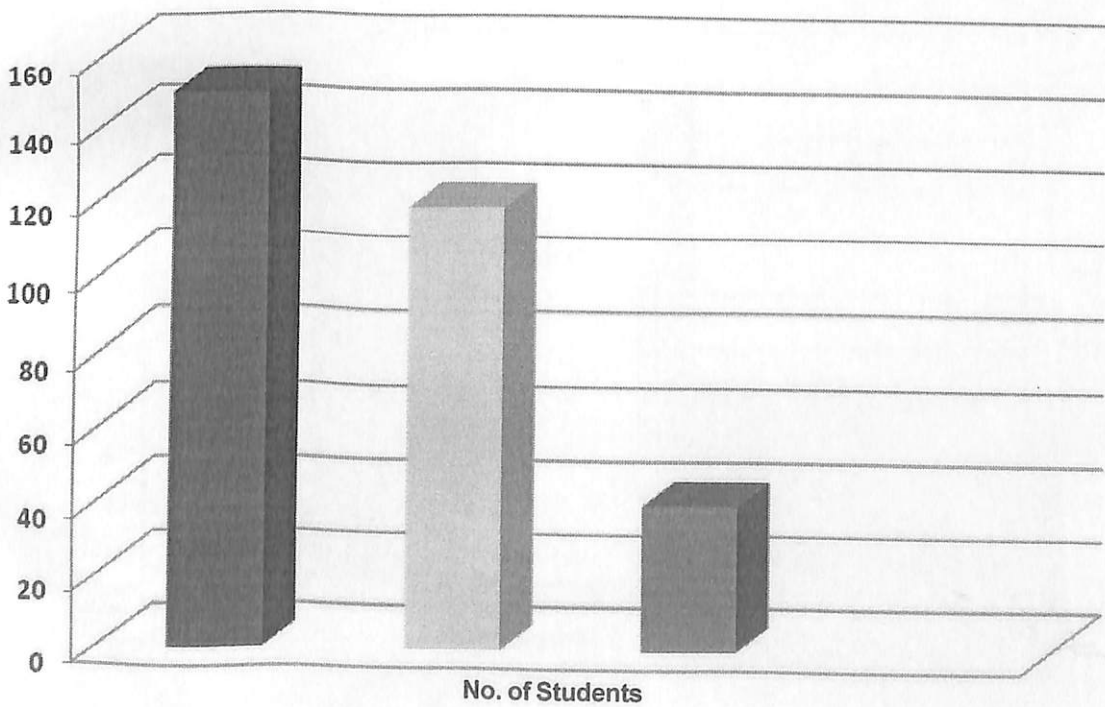
For the study, the number of total students is selected through random sampling. The number of students are as follows :-

*Table No. – 9*

<b>Age</b>	<b>No. of Students</b>
6 – 9	150
10 – 14	120
15 – 20	40
<b>TOTAL</b>	<b>310</b>

The graphical representation of the numbers of students is mentioned by the bar diagram mentioned below :

*Figure No. 1*

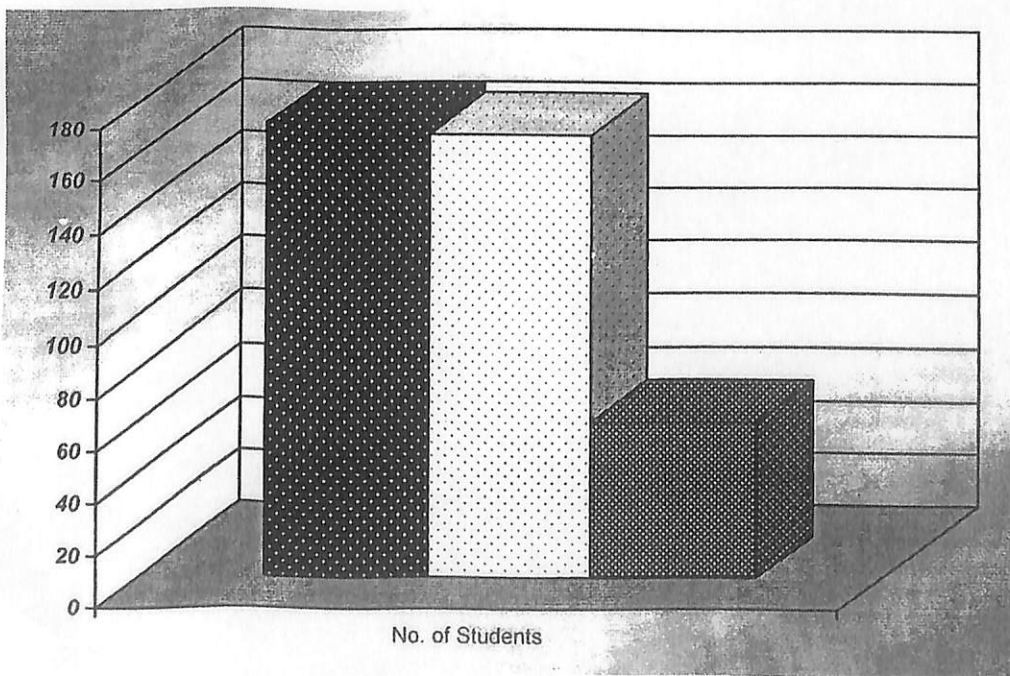


*Table No. – 10*

Age	No. of Students
6 – 9	172
10 – 14	168
15 – 20	60
<b>TOTAL</b>	<b>400</b>

The graphical representation of the numbers of students is mentioned by the bar diagram mentioned below :

*Figure No. 2*



## **2.2 SAMPLE OF THE STUDENTS :**

In this study, the number of students is divided into 3 categories from 6 – 9 yrs., 2<sup>nd</sup> category included the age group of 10 – 14 yrs. & the 3<sup>rd</sup> category included the age group of 15 – 20. This is shown in table No. 1.

## **2.3 TOOL USE :**

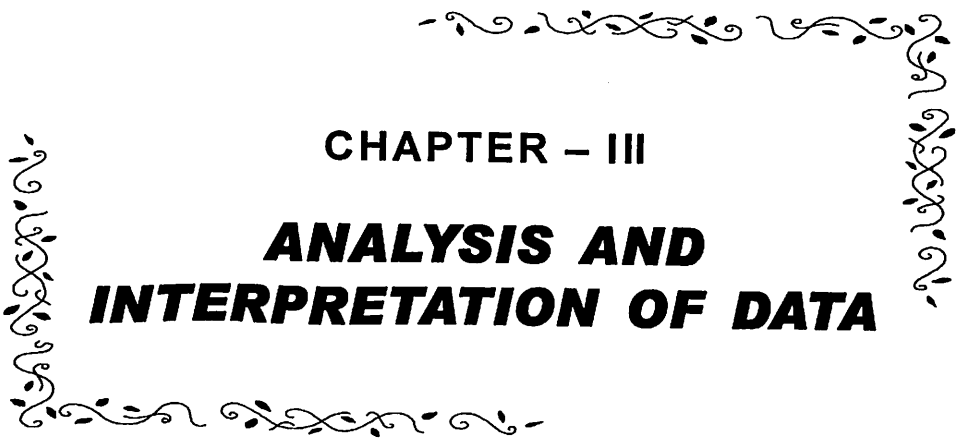
In this study, the investigator developed a questionnaire & designs it to elicit information regarding the attitude of new generation of the servant colony of oil township, Digboi and Duliajan towards higher education.

## **2.4 STATISTICAL TECHNIQUES USED :**

Both descriptive and inferential statistics has been used in the present study. The data are represented as percentage.

Data collected are also represented with the help of histogram and pie diagram.

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CHAPTER – III

**ANALYSIS AND  
INTERPRETATION OF DATA**

## CHAPTER – III

### 3.0 ANALYSIS AND INTERPRETATION OF DATA

3.1 The first question of the study was in which class they read in and whether they want to continue their study or not. Through this question, it was tried to examine the average attitude of the students towards education. Here question ask to elicit information about whether they want to continue their study or not by the investigator.

*Table No. – 11*

Question	Age group	No. of students	Yes	No	% Yes	% No
Do you want to continue your education ?	6 – 9	172	172	NIL	100%	NIL
	10 – 14	168	164	4	97%	3%
	15 – 20	60	60	NIL	100%	NIL
		<b>400</b>	<b>396</b>	<b>4</b>		



The table No. 5 shows that 100% students are interested to continue their higher education in the age group of 6 to 9. In the category of 10 – 14 yrs. We can see that 97% are interested to continue higher education but 3% are not interested to continue their higher education. Again in the category of 15 – 20 yrs. 100% students wanted to continue their higher education. So the hypothesis that there is a positive attitude of new generation of the servant colony of oil township, Duliajan towards higher education is accepted.

**3.2** Here question asked by the investigator to elicit information about when they were first admitted into school by their parents.

*Table No. – 12*

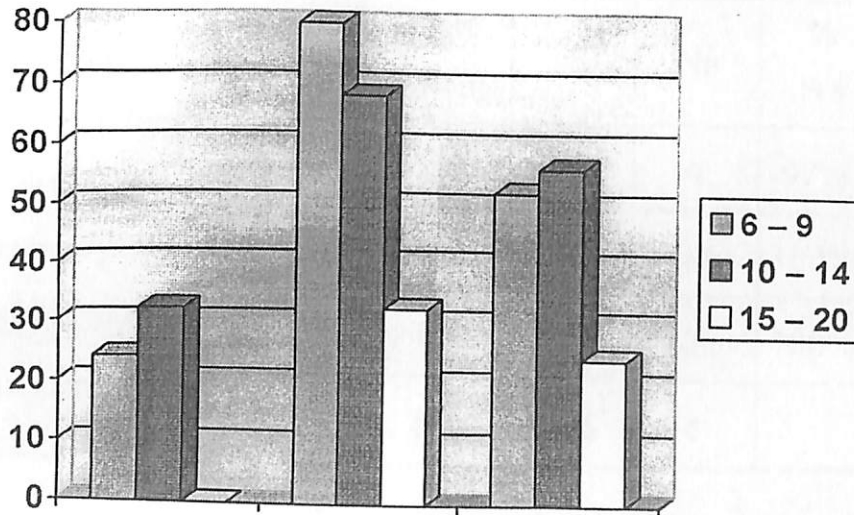
**The age of admission to primary school**

		Years of school going				
Question	Age	4	5	6	7	Total
When you first admitted to a primary school	6 – 9	24 (28%)	80 (50%)	52 (50%)	16 (2%)	172
	10 – 14	32 (19%)	68 (40%)	56 (33%)	12 (7%)	168
	15 – 20	0	32 (54%)	24 (40%)	4 (6%)	60
		<b>56</b>	<b>180</b>	<b>132</b>	<b>32</b>	<b>400</b>

The graphical representation of the age of the students when they first went to school are briefing by the bar diagram in the figure – 2 which is shown below :

*Figure No. 3*

**The age of admission to primary school**



The table No. 6 shows that in the age group of 6 – 9 yrs. 28% students went to school at 4 years, 50% went to school at 5 years, 20% went to school at 6 years and 2% went to school at 7 years.

In the age group of 10 – 14 yrs. 19% students went to school at 4 years, 40% students went to school at 5 years, 33% students went to school at 6 years and 7% students went to school at 7 years.

Lastly, in the age group of 15 – 20 yrs. Percentage is NIL regarding at 4 yrs. school going student, 54% students went to school at 5 yrs. 40% students went to school at 6 yrs. And 6% students went to school at 7 yrs.

**3.3** Here the question asks to elicit information about whether they getting support from their parents for their education or not by the investigator.

**Table No. – 13**

**Support of the parents**

<b>Question</b>	<b>Age Group</b>	<b>Total Students</b>	<b>Yes</b>	<b>No</b>	<b>% Yes</b>	<b>% No</b>
Are you getting support from your parents for your education ?	6 – 9	172	168	4	97%	3%
	10 – 14	168	168	NIL	100%	NIL
	15 – 20	60	60	NIL	100%	NIL
		<b>400</b>	<b>396</b>	<b>4</b>		

The table No. 7 shows that in the age group of 6 – 9 yrs. 97% students are getting support from their parents for higher education and 3% students are not getting support from their parents for higher education.

In the age group of 10 – 14 yrs. 100% students are getting support from their parents for higher education.

Lastly, in the age group of 15 – 20 yrs. 100% students are getting support from their parents to continue their higher education.

So, the hypotheses that there is a positive attitude of the parents for their children higher education is accepted.

**3.4** Here the question asks to elicit information about whether their parents regularly inspire them for getting education or not by the investigator.

**Table No. – 14**

<b>Question</b>	<b>Age Group</b>	<b>Total Students</b>	<b>Yes</b>	<b>No</b>	<b>% Yes</b>	<b>% No</b>
Does your parents regularly inspire you for getting education ?	6 – 9	172	168	4	97%	3%
	10 – 14	168	164	4	97%	3%
	15 – 20	60	60	NIL	100%	NIL
		<b>400</b>	<b>392</b>	<b>8</b>		

The table No. 8 shows that in the age group of 6 – 9 yrs. 97% students gain regularly inspire by their parents for getting education by their parents for getting education and 3% students are not getting regular inspire from their parents for getting education.

In the age group of 10 – 14 yrs. 97% students gain regularly inspire by their parents for getting education & 3% students are not getting regular inspire from their parents for getting education.

Lastly, in the age group of 15 – 20 yrs. 100% students gain regular inspire by their parents for education.

**3.5** Here the question asks to elicit information about whether their owner inspires them to go for higher education or not by the investigator.

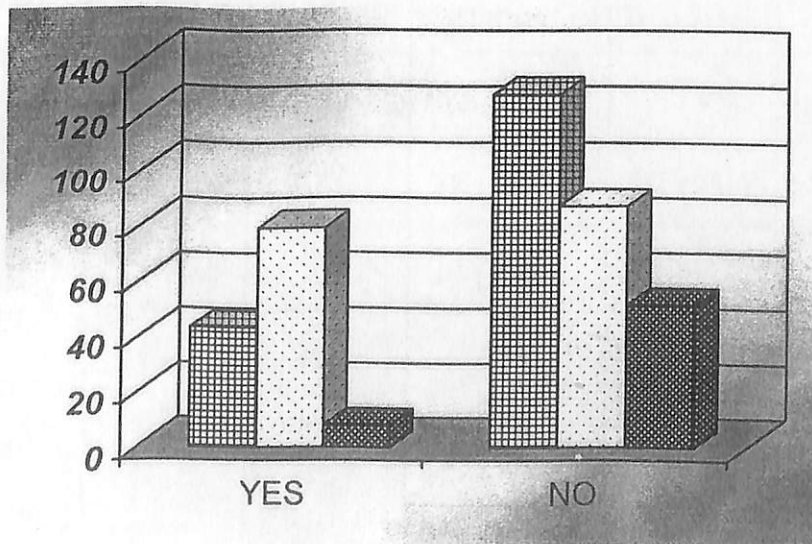
*Table No. – 15*

**Owner’s inspiration for getting higher education**

Question	Age Group	Total Students	Yes	No	% Yes	% No
Does your owner inspire you to go for higher education ?	6 – 9	172	44	128	25%	75%
	10 – 14	168	80	88	47%	53%
	15 – 20	60	8	52	14%	86%
		<b>400</b>	<b>132</b>	<b>268</b>		

The graphical representation of the above chart show that there is remarkable variation in the inspiration of the owner’s for the new generation of their servant quarters. Though, it should be a moral duty for the owners to take care of the new generation of their adjacent poor family, yet they are not doing so.

*Figure No. 4*



The table No. 9 shows that in the age group of 6 – 9 yrs. 25% students gain inspiration from their owner to go for higher education and 75% students can't gain any inspiration from their owner to go for higher education.

In the age group of 10 – 14 yrs. 47% students gain inspiration from their owner to go for higher education and 53% students can't gain any inspiration from their owner to go for higher education.

Lastly, in the age group of 15 – 20 yrs. 14% students gain inspiration from their owner regarding higher education and 86% students can't gain any inspiration from their owner to go for higher education. So, the hypotheses that the attitude of the owners towards higher education of servant colony students is not as per the expectation.

**3.6** Here the question asks to elicit information about the opinion (satisfactory, inspiring & bad) of their owner regarding their higher education.

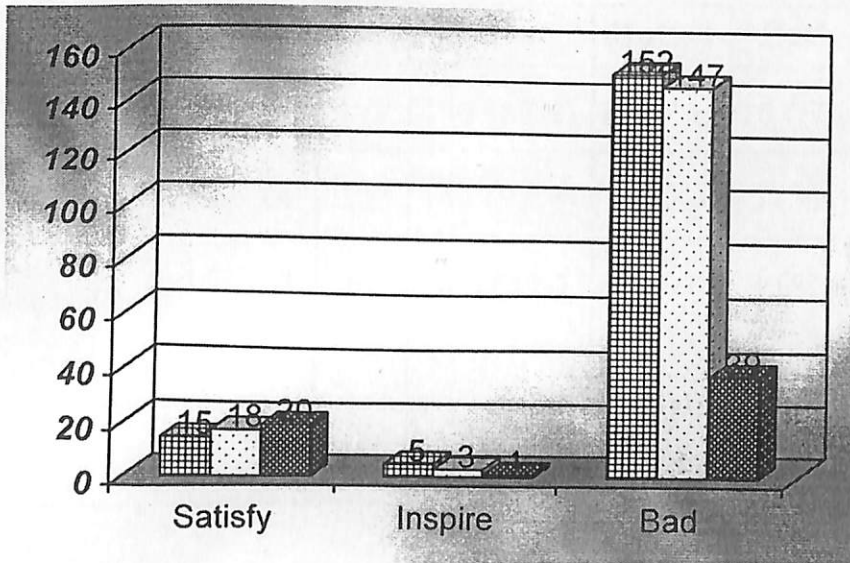
*Table No. – 16*

Question	Age Group	Total Students	The owners opinion		
			Satisfactory	Inspiring	Bad
What is the opinion of your owner regarding your higher education ?	6 – 9	172	15 (9%)	5 (3%)	152 (88%)
	10 – 14	168	18 (11%)	3 (2%)	147 (87%)
	15 – 20	60	20 (33%)	1 (1%)	39 (66%)
		<b>400</b>	<b>53</b>	<b>9</b>	<b>338</b>

The following graphical representation through bar diagram shows that maximum owners don't inspire the servant's sons and daughters for higher education. A minimum number of owners have the greatness to inspire them.

*Figure No. 5*

**Owner's opinion on higher education**



The table No. 10 shows that in the age group of 6 – 9 yrs. Students says that their owner's opinion regarding higher education is 9% satisfactory, 3% inspiring & 88% bad.

In the age group of 10 – 14 yrs. Students says that their owner's opinion regarding higher education is 11% satisfactory, 2% inspiring & 87% bad.

In the age group of 15 – 20 yrs. Students says that their owner's opinion regarding higher education is 33% satisfactory, 1% inspiring & 66% bad.

So, among 400 students 53 students says that the opinion of their owner regarding higher education is satisfactory, 9 students says that the opinion of their owner regarding higher education is inspiring & 338 students says that the opinion of their owner regarding higher education is bad.

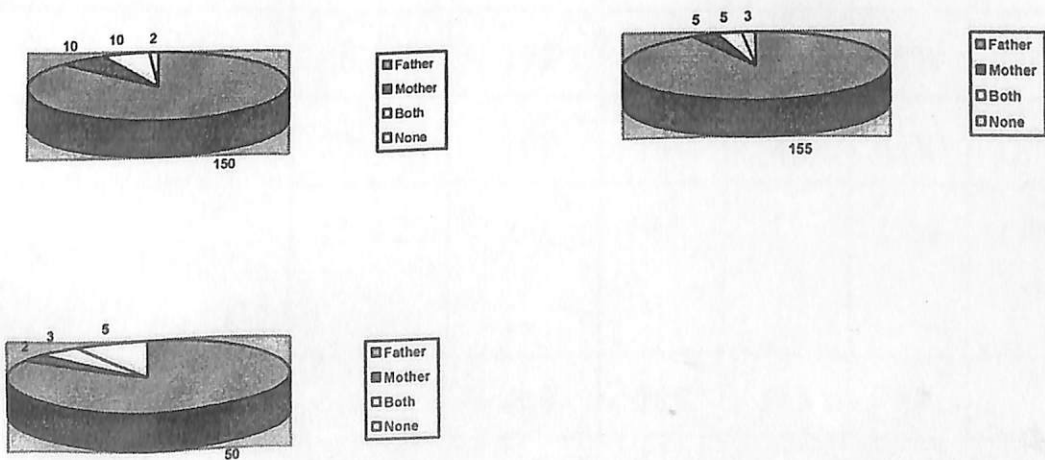


3.7 Here the question asks to elicit information about whether their parent (any one member or both) are alcoholic or not by the investigator.

Table No. – 17

Question	Age Group	Total Students	The owners opinion			
			Father	Mother	Both	None
Does your parent (any one member or both) are alcoholic ? If yes, then which one ?	6 – 9	172	150 (87%)	10 (6%)	10 (6%)	2(1%)
	10 – 14	168	155 (92%)	5 (3%)	5 (3%)	3 (2%)
	15 – 20	60	50 (84%)	2 (3%)	3 (5%)	5 (8%)
		<b>400</b>	<b>53</b>	<b>9</b>	<b>338</b>	

Figure No. 6



The table No. 11 shows that in the age group of 6 – 9 yrs. 87% fathers are alcoholic, 6% mothers are alcoholic, 6% both are alcoholic & 1% none alcoholic.

In the age group of 10 – 14 yrs. 92% fathers are alcoholic, 3% mothers are alcoholic, 3% both are alcoholic & 2% none alcoholic.

In the age group of 15 – 20 yrs. 84% fathers are alcoholic, 3% mothers are alcoholic, 5% both are alcoholic & 8% none alcoholic.

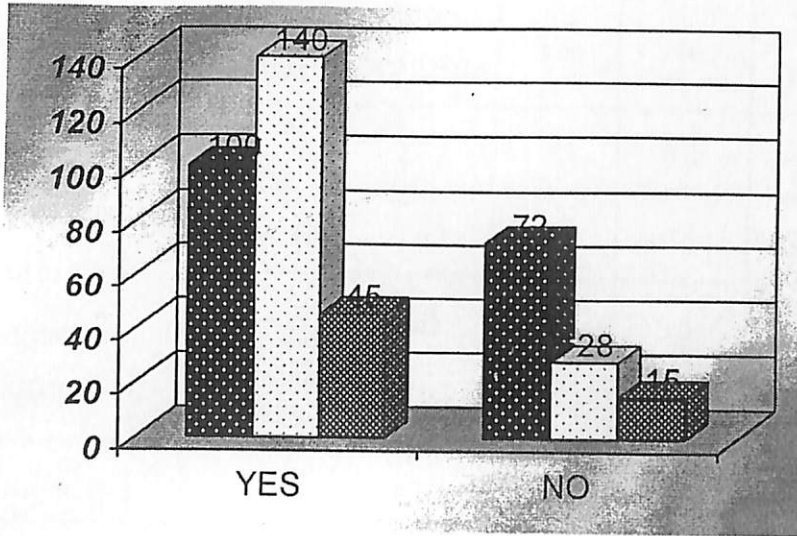
So, among 400 students 355 fathers alcoholic, 17 mothers are alcoholic, 18 both are alcoholic and 10 non-alcoholic parents.

**3.8** Here the question ask to elicit information about whether they feel disturb from their alcoholic parent or not by the investigator.

*Table No. – 18*

<b>Question</b>	<b>Age Group</b>	<b>Total Students</b>	<b>Yes</b>	<b>No</b>	<b>% Yes</b>	<b>% No</b>
Do you feel disturb from your alcoholic parent ?	6 – 9	172	100	72	58%	42%
	10 – 14	168	140	28	83%	17%
	15 – 20	60	45	15	75%	25%
		<b>400</b>	<b>285</b>	<b>115</b>		

*Figure No. 7*



The table No. 12 shows that in the age group of 6 – 9 yrs. 58% students feels disturb from their alcoholic parent and 42% students does not feel any disturb from their alcoholic parents. In the age group of 10 – 14 yrs. 83% students feels disturb from their alcoholic parents & 17% students does not feel any disturb from their alcoholic parents.

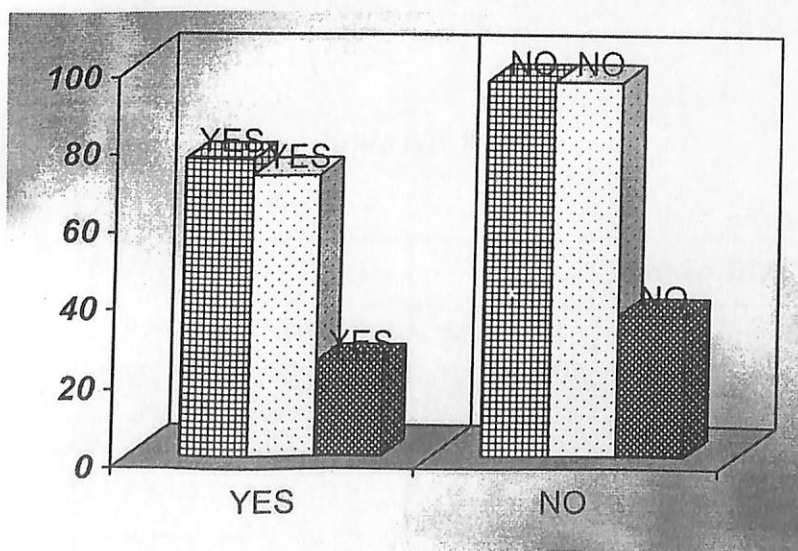
Lastly, in the age group of 15 – 20 yrs. 75% students feels disturb from their alcoholic parents and 25% students does not feel any disturb from their alcoholic parents.

**3.9** Here the question ask to elicit information about whether their family monthly income sufficient to meet the expenditures of their family or not by the investigator.

*Table No. – 19*

Question	Age Group	Total Students	Yes	No	% Yes	% No
Is your families monthly income sufficient to meet the expenditures of your family ?	6 – 9	172	76	96	44%	56%
	10 – 14	168	72	96	42%	58%
	15 – 20	60	24	36	40%	60%
		<b>400</b>	<b>172</b>	<b>228</b>		

*Figure No. 8*



The table No. 13 shows that in the age group of 6 – 9 yrs. 44% students feels that their family’s monthly income is sufficient to meet the expenditures of their family and 56% students feels that their families monthly income is not sufficient to meet the expenditures of their family.

In the age group of 10 – 14 yrs. 42% students feels that their families monthly income is sufficient to meet the expenditures of their family & 58% students feels that their families monthly income is not sufficient to meet the expenditures of their family.

Lastly, in age group of 15 – 20 yrs. 40% students feels that their family's monthly income is sufficient to meet the expenditures of their family and 60% students feels that their families monthly income is not sufficient to meet the expenditure of their family.

So, among 400 students 172 students feels that their families monthly income is sufficient to meet the expenditure of their family and 228 students feels that their families monthly income is not sufficient to meet the expenditure of their family.

**3.10** Here the question asks to elicit information about the aim in life of the students by the investigator.

*Table No. – 20*

Question	Age Group	Total Students	Aim in life		
			Medical	Engineering	Police
1	2	3	4	5	6
What is your aim in life?	6 – 9	172	40 (23%)	32 (19%)	28 (16%)
	10 – 14	168	35 (2%)	26 (15%)	33 (20%)
	15 – 20	60	20 (33%)	20 (33%)	5 (8%)
		<b>400</b>	<b>95</b>	<b>78</b>	<b>66</b>

<b>Aim in life</b>			
<b>Business</b>	<b>Teaching</b>	<b>Others</b>	<b>No Comment</b>
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
12 (7%)	30 (17%)	25 (15%)	5 (3%)
15 (9%)	40 (24%)	13 (8%)	6 (3%)
8 (13%)	5 (8%)	2 (5%)	NIL
<b>35</b>	<b>75</b>	<b>40</b>	<b>11</b>

The table No. 14 shows that in the age group of 6 – 9 yrs. the students gives interest for aim in life 23% medical, 19% engineering, 16% police, 7% business, 17% teaching, 15% other & 3% no comment.

In the age group of 10 – 14 yrs, the students gives interest for aim in life 21% medical, 15% engineering, 20% police, 9% business, 24% teching, 8% other & 3% no comment.

In the age group of 15 – 20 yrs, the students gives interest for aim in life 33% medical, 33% engineering, 8% police, 13% business, 8% teaching and 5% other.

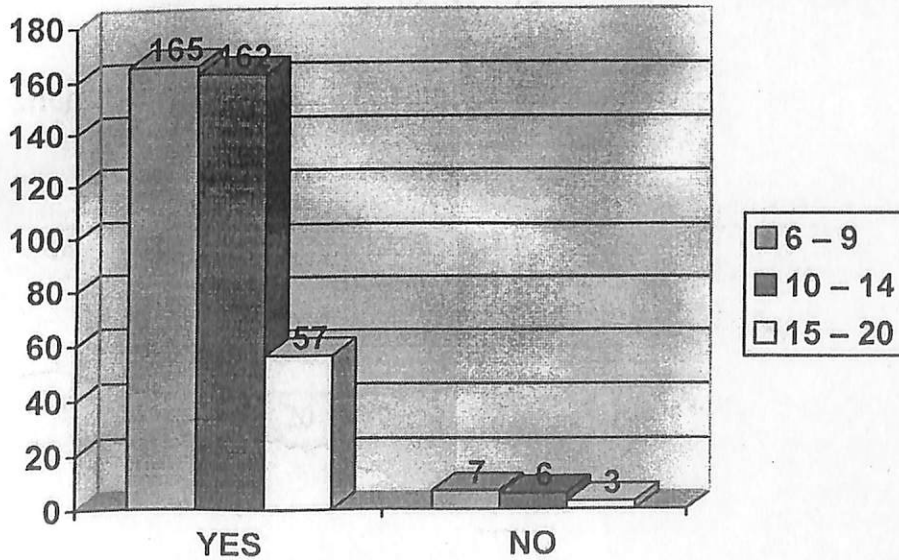
So, among 400 students 95 students gives interest in medical sector, 78 students gives interest i engineering sector, 66 students gives interest in police occupation, 35 students gives interest in business, 75 students gives interest in teaching, 40 students gives interest other sectors and 11 students do not give any comment regarding their aim in life.

**3.11** Here the question asks to elicit information about whether higher education is necessary in life or not by the investigator.

*Table No. – 21*

Question	Age Group	Total Students	Yes	No	% Yes	% No
Do you think that higher education is necessary in life ?	6 – 9	172	165	7	95%	5%
	10 – 14	168	162	6	96%	4%
	15 – 20	60	57	3	95%	5%
		<b>400</b>	<b>384</b>	<b>16</b>		

*Figure No. 9*



The table No. 15 shows that in the age group of 6 – 9 yrs. 95% students thinks that higher education is necessary in life and 5% students thinks that higher education is not necessary in life.

In the age group of 10 – 14 yrs. 96% students thinks that higher education is necessary in life & 4% students' think higher education is not necessary in life.

In the age group of 15 – 20 yrs. 95% students thinks that higher education is necessary in life & 5% students' thinks higher education is not necessary in life.

So, among 400 students 384 students thinks that higher education is necessary in life & 16 students thinks that higher education is not necessary in life.

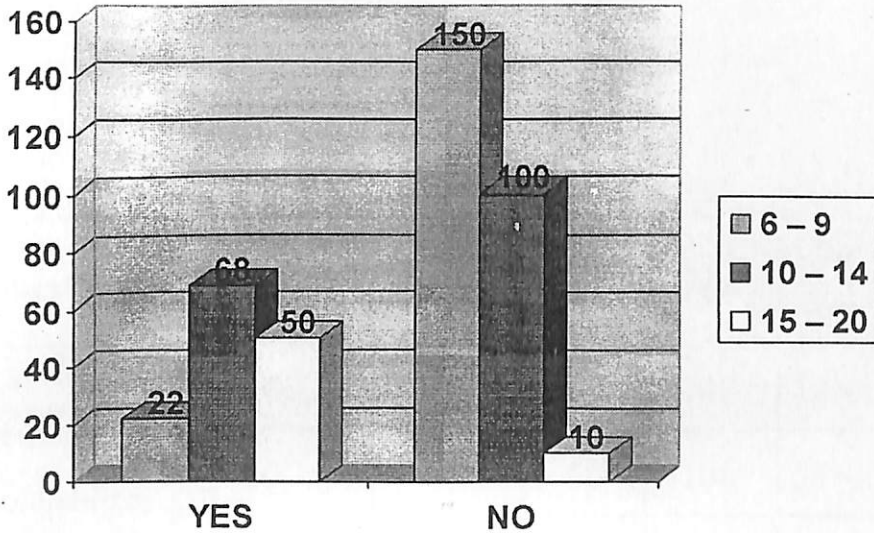
**3.12** Here the question asks to elicit information about their knowledge that higher education is easily available for poor students also by the investigator.

**Table No. – 22**

<b>Question</b>	<b>Age Group</b>	<b>Total Students</b>	<b>Yes</b>	<b>No</b>	<b>% Yes</b>	<b>% No</b>
Do you know that higher education is easily available for poor students also ?	6 – 9	172	22	150	13%	87%
	10 – 14	168	68	100	40%	60%
	15 – 20	60	50	10	83%	17%
		<b>400</b>	<b>140</b>	<b>260</b>		



*Figure No. 10*



The table No. 16 shows that in the age group of 6 – 9 yrs. 13% students has knowledge that higher education is easily available for poor students and 87% students has not any idea that higher education is easily available for poor students.

In the age group of 10 – 14 yrs. 40% students has knowledge that higher education is easily available for poor students and 60% students has no idea that higher education is easily available for poor students.

In the age group of 15 – 20 yrs. 83% students has knowledge that higher education is easily available for poor students & 17% students has no idea that higher education is easily available for poor students.

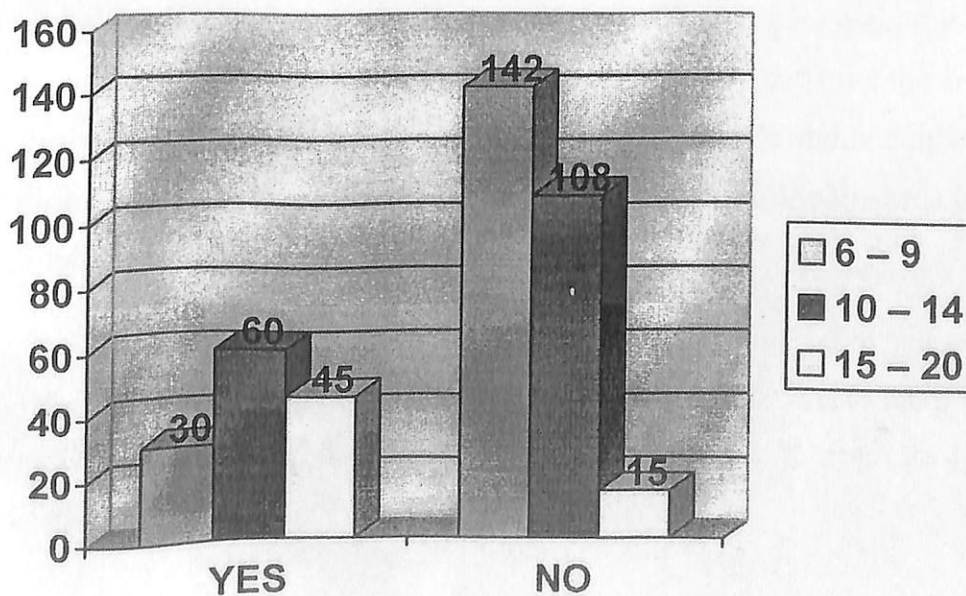
So, among 400 students 140 students know that higher education is easily available for poor students & 260 students do not know that higher education easily available for poor students also.

3.13 Here the question asks to elicit information about whether they have any idea about various scholarship & other opportunities available in higher education sector or not by the investigator.

*Table No. – 23*

Question	Age Group	Total Students	Yes	No	% Yes	% No
Have you any idea about the various scholarship & other opportunities available in higher education sector ?	6 – 9	172	30	142	18%	82%
	10 – 14	168	60	108	35%	65%
	15 – 20	60	45	15	75%	25%
		<b>400</b>	<b>135</b>	<b>265</b>		

*Figure No. 11*



The table No. 17 shows that in the age group of 6 – 9 yrs. 18% students has the idea about the various scholarship & other opportunities available in higher education sector and 82% students has not any idea about the various scholarship & other opportunities available in higher education sector.

In the age group 10 – 14 yrs. 35% students has the idea about the various scholarship & other opportunities available in higher education section and 65% students has not any idea about the various scholarship & other opportunities available in higher education sector.

In the age group of 15 – 20 yrs. 75% students has the idea about the various scholarship & other opportunities available in higher education sector and 25% students has no any idea about the various scholarships & other opportunities available in higher education sector.

So, among 400 students 135 students has the idea about the various scholarships & other opportunities available in higher education sector & 265 students has no any idea about the various scholarships & other opportunities available in higher education sector.

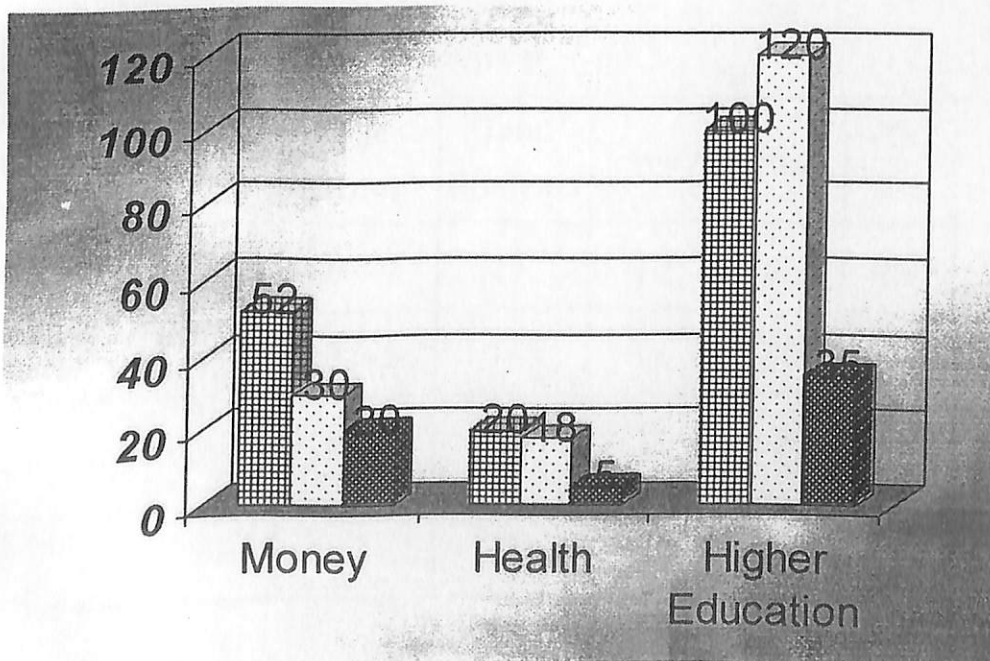
**3.14** The investigator asked the students to write the name of 5 higher educational institutions nearest to their residence. When the investigator asked this question to the students, among 400 students nobody can give the answer. From this answer, it proved that the students are not aware of higher educational institution nearest their residence. It shows their poor attitude towards higher education.

**3.15** Here the question ask to elicit information about according to them which subject 'Money', 'Health' & 'Higher Education' is more important for life by the investigator.

Table No. – 24

Question	Age Group	Total Students	The important subject of life		
			Money	Health	Higher Education
According to you which subject is more important for life ?	6 – 9	172	52 (30%)	20 (12%)	100 (58%)
	10 – 14	168	30 (18%)	18 (11%)	120 (71%)
	15 – 20	60	20 (33%)	5 (8%)	35 (59%)
		<b>400</b>	<b>102</b>	<b>43</b>	<b>255</b>

Figure No. 12



The table No. 18 shows that in the age group of 6 – 9 yrs. 30% students' gives importance in money, 12% students' gives interest in health and 58% students' gives interest in higher education. In the age group of 10 – 14 yrs. 18% students' gives importance in money, 11% students' gives importance in health and 71% students' gives importance in higher education. In the age group of 15 – 20 yrs. 33% students gives importance in money, 8% gives importance in health & 59% students gives importance in higher education.

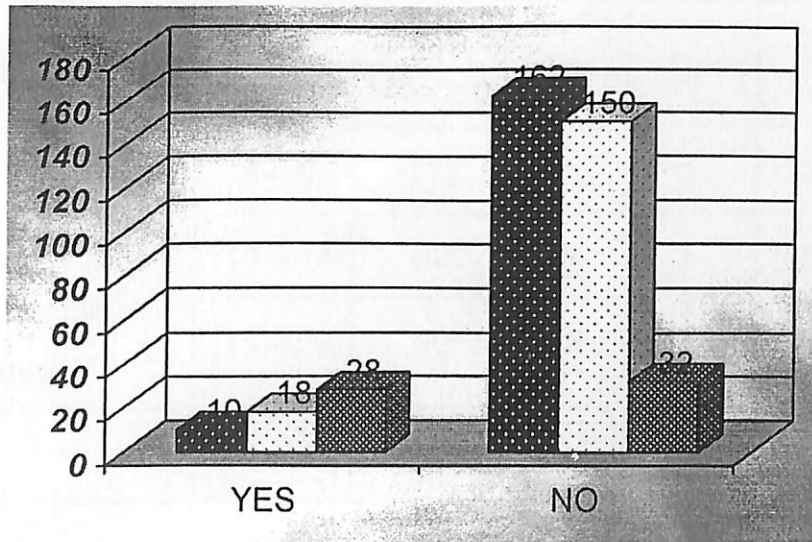
So, among 400 students 102 students gives interest in money, 43 students gives interest in health in health and 225 students gives interest in higher education.

**3.16** Here the question asks to elicit information about whether they have visited a higher educational institution or not by the investigator.

*Table No. – 25*

<b>Question</b>	<b>Age Group</b>	<b>Total Students</b>	<b>Yes</b>	<b>No</b>	<b>% Yes</b>	<b>% No</b>
Have you ever visited a higher educational institution ?	6 – 9	172	10	162	6%	94%
	10 – 14	168	18	150	11%	89%
	15 – 20	60	28	32	47%	53%
		<b>400</b>	<b>56</b>	<b>344</b>		

Figure No. 13



The table No. 19 shows that in the age group of 6 – 9 yrs. only 6% students has visited a higher educational institution and 94% students has not ever visited a higher educational institution.

In the age group of 10 – 14 yrs. 11% students has visited a higher educational institution and 89% students has not ever visited a higher educational institution.

In the age group of 15 – 20 yrs. 47% students has visited a higher educational institution & 53% students has not ever visited a higher educational institution.

So, among 400 students 56 students has visited a higher educational institution & 344 students has not ever visited a higher educational institution.

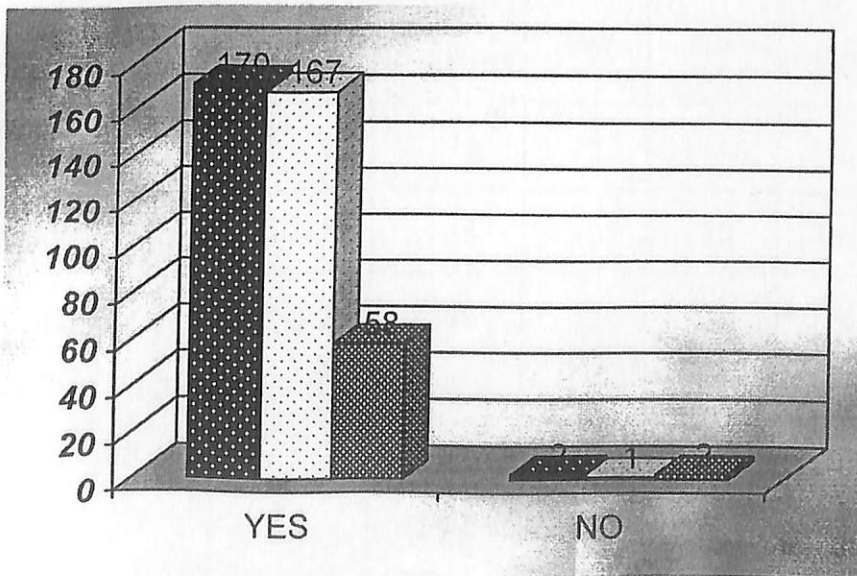
3.17 Here the question asks to elicit information about their eagerness to visit a higher educational institution by the investigator.



*Table No. – 26*

Question	Age Group	Total Students	Yes	No	% Yes	% No
Are you eager to visit a higher educational institution ?	6 – 9	172	170	2	99%	1%
	10 – 14	168	167	1	99%	1%
	15 – 20	60	58	2	97%	3%
		<b>400</b>	<b>395</b>	<b>5</b>		

*Figure No. 14*



The table No. 20 shows that in the age group of 6 – 9 yrs. 99% students has eagerness to visit a higher educational institution and only 1% students has no interest to visit a higher educational institution.

In the age group of 10 – 14 yrs. 99% students has interest to visit a higher educational institution and only 1% students has no interest to visit a higher educational institution.

In the age group of 15 – 20 yrs. 97% students has interest to visit a higher educational institution and only 3% students has not interest to visit a higher educational institution.

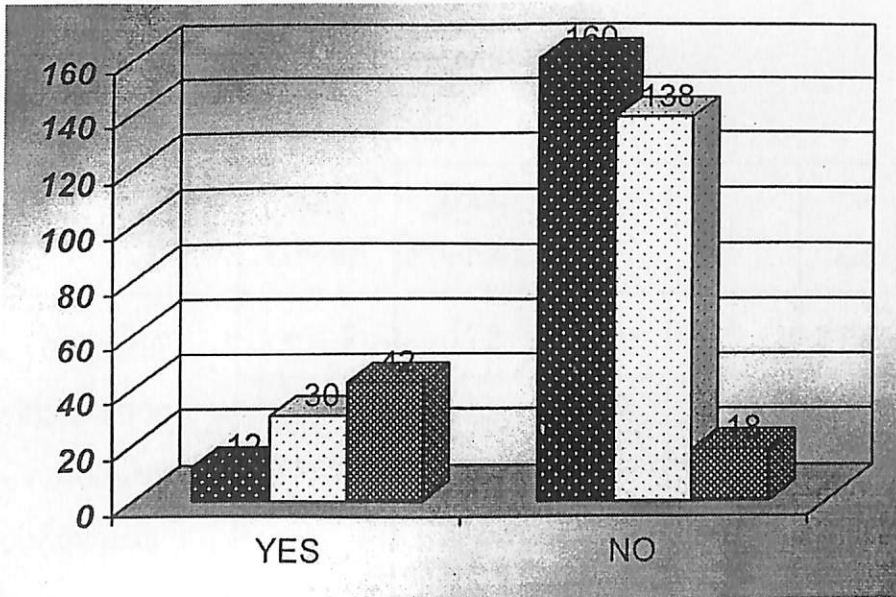
**3.18** Here the question asks to elicit information about whether they know the educational qualification of the members of their owners' family or not by the investigator.

*Table No. – 27*

<b>Question</b>	<b>Age Group</b>	<b>Total Students</b>	<b>Yes</b>	<b>No</b>	<b>% Yes</b>	<b>% No</b>
Do you know about the educational qualification of the members of your owners family ?	6 – 9	172	12	160	7%	93%
	10 – 14	168	30	138	18%	82%
	15 – 20	60	42	18	78%	30%
		<b>400</b>	<b>84</b>	<b>316</b>		



*Figure No. 15*



The table No. 21 shows that in the age group of 6 – 9 yrs. 7% students know the educational qualification of the members of their owner's family and 93% students don't know the educational qualification of the members of their owner's family.

In the age group of 10 – 14 yrs. 18% students know the educational qualification of the members of their owner's family & 82% students don't know the educational qualification of the members of their owner's family.

In the age group of 15 – 20 yrs. 78% students know the educational qualification of the members of their owner's family and 30% students don't know the educational qualification of the members of their owner's family.

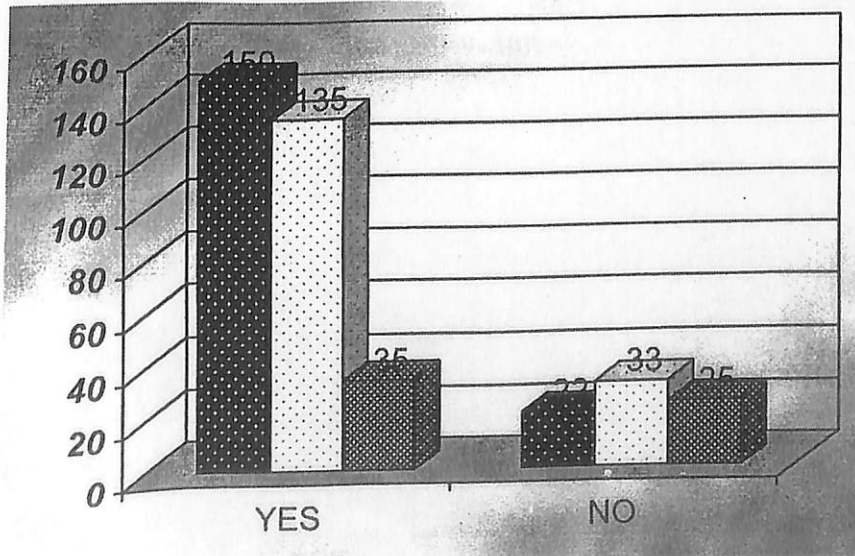
So, among 400 students 84 students know the educational qualification of the members of their owner's family and 316 students don't know the educational qualification of the members of their owner's family.

3.19 Here the question asks to elicit information about whether they getting any inspiration/motivation from their owners company or not by the investigator.

Table No. – 28

Question	Age Group	Total Students	Yes	No	% Yes	% No
Are you getting any inspiration / motivation from your owners company ?	6 – 9	172	150	22	87%	13%
	10 – 14	168	135	33	80%	20%
	15 – 20	60	35	25	58%	42%
		400	320	80		

Figure No. 16



The table No. 22 shows that in the age group of 6 – 9 yrs. 87% students say that they are getting inspiration / motivation from their owners company & 13% students says that they are not getting any inspiration / motivation from their owners company & 20% students says that they are not getting any inspiration / motivation from their owners company.

In the age group of 15 – 20 yrs. 58% students says that they are getting inspiration / motivation from their owners company & 42% students says that they are not getting any inspiration / motivation from their owners company.

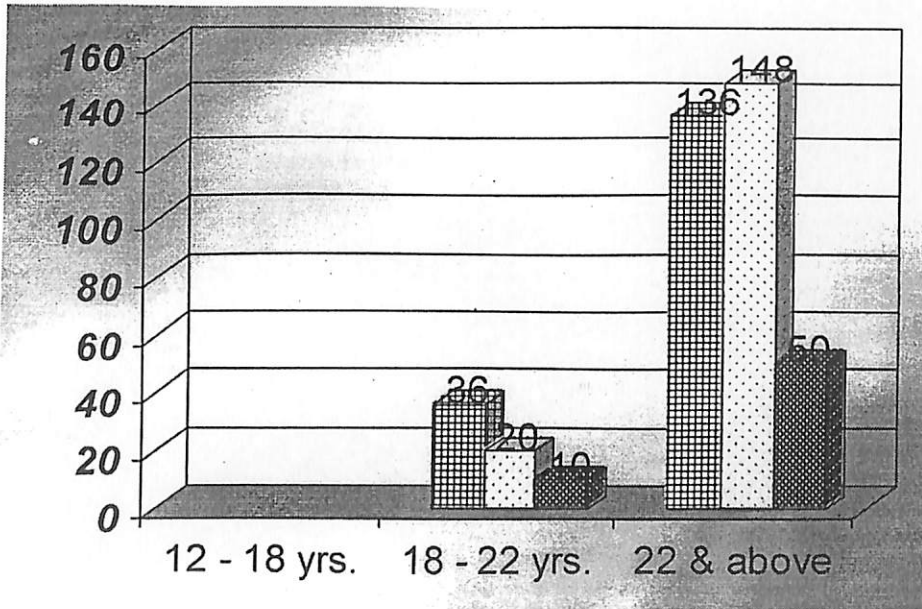
So, among 400 students 320 students says that they are getting inspiration / motivation from their owners company & 80 students says that they are not getting any inspiration / motivation from their owners company.

**3.20** Here the question asks to elicit information about in which age group they prefer to marry by the investigator.

*Table No. – 29*

Question	Age Group	Total Students	The age group of marry		
			12 – 18	18 – 22	22 & above
In which age group you prefer to marry ?	6 – 9	172	NIL	36 (21%)	136 (79%)
	10 – 14	168	NIL	20 (12%)	148 (88%)
	15 – 20	60	NIL	10 (17%)	50 (83%)
		<b>400</b>		<b>66</b>	<b>334</b>

Figure No. 17



The table No. 23 shows that in the age group 6 – 9 yrs. nobody can prefer the age group of 12 – 18 yrs. for marry. 21% students prefer the age group of 18 – 22 yrs. for marry, 79% students prefer the age group of 22 yrs. & above for marry.

In the age group of 10 – 14 yrs. nobody can prefer the age group of 12 – 18 yrs. for marry, 12% students prefer the age group of 18 – 22 yrs. for marry and 88% students prefer the age group of 22 yrs. and above.

In the age group of 15 – 20 yrs. nobody can prefer the age group of 12 – 18 yrs. for marry, 17% students prefer the age group of 18 – 22 yrs for marry, 83% students prefer the age group of 22 yrs. & above for marry.

So, among the 400 students nobody can prefer the age group of 12 – 18 yrs. for marry, 66 students prefer the age group of 18 – 22 yrs. for marry and 334 students prefer the age group of 22 yrs. & above for marry.

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CHAPTER – IV

***FINDINGS***

## CHAPTER – IV

### 4.0 FINDINGS

*The following are the major findings of this study :-*

1. 100% students are interested to continue their education in the age group of 6 – 9 yrs.
2. In the age group of 10 – 14 yrs. 77% students are interested to continue their education.
3. In the age group of 10 – 14 yrs. 3% students are not interested to continue their education.
4. In the age group of 15 – 20 yrs. 100% students wanted to continue their higher education.
5. There is a positive attitude of new generation of the servant colony of oil township, Duliajan towards higher education.
6. In the age group of 6 – 4 yrs. 28% students went to school at 4 years.
7. In the age group of 6 – 9 yrs. 50% students went to school at 5 years.
8. In the age group of 6 – 9 yrs. 20% students went to school at 6 years.
9. In the age group of 6 – 9 yrs. 2% students went to school at 7 yrs.
10. In the age group of 10 – 14 yrs. 19% students went to school at 4 yrs.
11. In the age group of 10 – 14 yrs. 40% students went to school at 5 yrs.
12. In the age group of 10 – 14 yrs. 33% students went to school at 6 yrs.
13. In the age group of 10 – 14 yrs. 7% students went to school at 7 yrs.

14. In the age group of 15 – 20 yrs percentage is NIL regarding at 4 years school going students.
15. In the age group of 15 – 20 yrs. 54% students went to school at 5 yrs.
16. In the age group of 15 – 20 yrs. 40% students went to school at 6 yrs.
17. In the age group of 15 – 20 yrs. 6% students went to school at 7 years.
18. In the age group of 6 – 9 yrs. 97% students are getting support from their parents for higher education.
19. In the age group of 6 – 9 yrs. 3% students are not getting support from their parents for higher education.
20. In the age group of 10 – 14 yrs. 100% students are getting support from their parents to continue their higher education.
21. In the age group of 15 – 20 yrs. 100% students are getting support from their parents to continue their higher education.
22. There is a positive attitude of the parents for their children's higher education.
23. In the age group of 6 – 9 yrs. 97% students gain regular inspire by their parents for getting education.
24. In the age group of 6 – 9 yrs. 3% students are not getting regular inspire from their parents for getting education.
25. In the age group of 10 – 14 yrs. 97% students are getting regular inspire from their parents for getting education.
26. In the age group of 10 – 14 yrs. 3% students are not getting regular inspire from their parents.
27. In the age group of 15 – 20 yrs. 100% students are getting regular inspire by their parents for getting education.

28. In the age group of 6 – 9 yrs. 25% students gain inspiration from their owner to go for higher education.
29. In the age group of 6 – 9 yrs. 75% students are not getting any inspiration from their owner to go for higher education.
30. In the age group of 10 – 14 yrs. 53% students are not gain any inspiration from their owner to go for higher education.
31. In the age group of 10 – 14 yrs. 53% students are not gain any inspiration from their owner to go for higher education.
32. In the age group of 15 – 20 yrs. 14% students gain inspiration from their owner to go for higher education.
33. In the age group of 15 – 20 yrs. 86% students are not gain any inspiration from their owner to go for higher education.
34. There is a negative attitude of owners for their servant children to go for higher education.
35. In the age group of 6 – 9 yrs. the opinion of their owner regarding higher education is 9% satisfactory, 3% inspiring & 88% bad.
36. In the age group of 10 – 14 yrs. the opinion of their owner regarding higher education is 11% satisfactory, 2% inspiring, 87% bad.
37. In the age group 15 – 20 yrs. the opinion of their owner regarding higher education is 33% satisfactory, 1% inspiring & 66% bad.
38. In the age group of 6 – 9 yrs. 87% father are alcoholic.
39. In the age group of 6 – 9 yrs. 6% mothers are alcoholic.
40. In the age group of 6 – 9 yrs. 6% parents are both alcoholic & 1% parents is none alcoholic.
41. In the age group of 10 – 14 yrs. 92% fathers are alcoholic.



42. In the age group of 10 – 14 yrs. 3% mothers are alcoholic.
43. In the age group of 10 – 14 yrs. 3% parents are both alcoholic & 2% parents are none alcoholic.
44. In the age group of 15 – 20 yrs. 84% fathers are alcoholic.
45. In the age group of 15 – 20 yrs. 3% mothers are alcoholic.
46. In the age group of 15 – 20 yrs. 5% parents are both alcoholic & 8% parents are none alcoholic.
47. In the age group of 6 – 9 yrs. 58% students feels disturb from their alcoholic parents.
48. In the age group of 6 – 9 yrs. 42% students does not feel any disturb from their alcoholic parents.
49. In the age group of 10 – 14 yrs. 83% students feels disturb from their alcoholic parents.
50. In the age group of 10 – 14 yrs. 17% students does not feel any dirsturb from their alcoholic parents.
51. In the age group of 15 – 20 yrs. 75% students fells disturb from their alcoholic parents.
52. In the age group of 25% students does not feel any disturb from their alcoholic parents.
53. In the age group of 6 – 9 yrs. 44% students feels that their family's monthly income is sufficient to meet the expenditures of their family.
54. In the age group of 6 – 9 yrs. 56% students feels that their family's monthly income is not sufficient to meet the expenditures of their family.

55. In the age group of 10 – 14 yrs. 42% students feels that their family's monthly income is sufficient to meet the expenditures of their family.
56. In the age group of 10 – 14 yrs. 58% students feels that their families monthly is not sufficient to meet the expenditures of their family.
57. In the age group of 15 – 20 yrs. 40% students feels that their family's monthly income is sufficient to meet the expenditure of their family.
58. In the group of 15 – 20 yrs. 60% students feels that their family's monthly income is not sufficient to meet the expenditure of their family.
59. In the age group of 6 – 9 yrs. the students gives interest for aim in life 23% medical, 19% engineering, 16% police, 7% business, 17% teaching, 15% other and 3% no comment.
60. In the age group of 10 – 14 yrs. the students gives interest for aim in life 21% medical, 15% engineering, 20% police, 9% business, 24% teaching, 8% other and 3% no comment.
61. In the age group of 15 – 20 yrs. the students gives interest for aim in life 33% medical, 33% engineering, 8% police, 13% business, 8% teaching, 5% other.
62. In the age group of 6 – 9 yrs. 95% students thinks that higher education is necessary in life.
63. In he age group of 6 – 9 yrs. 5% students thinks that higher education is not necessary in life.
64. In the age group of 10 – 14 yrs. 96% students thinks that higher education is necessary in life.
65. In he age group of 10 – 14 yrs. 4% students thinks that higher education is not necessary in life.

66. In the age group of 15 – 20 yrs. 95% students that higher education is necessary in life.
67. In the age group of 15 – 20 yrs. 5% students thinks higher education is not necessary in life.
68. In the age group of 6 – 9 yrs. 13% students know that higher education is easily available for poor students.
69. In the age group of 6 – 9 yrs. 87% students has not any idea that higher education is easily available for poor students.
70. In the age group of 10 – 14 yrs. 40% students know that higher education is easily available for poor students.
71. In the age group of 10 – 14 yrs. 60% students has no idea that higher education is easily available for poor students.
72. In the age group of 15 – 20 yrs. 83% students know that higher education is easily available for poor students.
73. In the age group of 15 – 20 yrs. 17% students has no idea that higher education is easily available for poor students.
74. There is no idea about higher educational institution nearest their residence among 400 students.
75. In the age group of 6 – 9 yrs. students gives importance in three important sector of life as 30% money, 12% health & 58% higher education.
76. In the age group of 10 – 14 yrs. students gives importance in three important sector of life as 18% money, 11% health & 71% higher education.
77. In the age group of 15 – 20 yrs. students gives importance in three important sector of life as 33% money, 8% health & 59% higher education.

78. In the age group of 6 – 9 yrs. 6% students has visited higher educational institution.
79. In the age group if 6 – 9 yrs. 94% students has not ever visited higher educational institution.
80. In the age group if 10 – 14 yrs. 11% students has visited higher educational institution.
81. In the age group of 10 – 14 yrs. 89% students has not ever visited higher educational institution.
82. In the age group of 15 – 20 yrs. 47% students has visited higher educational institution.
83. In the age group of 15 – 20 yrs. 53% students has not ever visited a higher educational institution.
84. In the age group of 6 – 9 yrs. 99% students eager to visit higher educational institution.
85. In the age group of 6 – 9 yrs. 1% students has no eager to visit higher educational institution.
86. In the age group of 10 – 14 yrs. 99% students eager to visit higher educational institution.
87. In the age group of 10 – 14 yrs. 1% students has no eager to visit higher educational institution.
88. In the age group of 15 – 20 yrs. 97% students eager to visit higher educational institution.
89. In the age group of 15 – 20 yrs. 3% students has no eager to visit higher educational institution.

90. In the age group of 6 – 9 yrs. 7% students know the educational qualification of the members of their owners family.
91. In the age group of 6 – 9 yrs. 93% students don't know the educational qualification of the member of their owners family.
92. In the age group of 10 – 14 yrs. 18% students know the educational qualification of the members of their owners family.
93. In the age group of 10 – 14 yrs. 82% students don't know the educational qualification of the members of their owners family.
94. In the age group of 15 – 20 yrs. 78% students know the educational qualification of the members of their owners family.
95. In the age group of 15 – 20 yrs. 30% students don't know the educational qualification of the members of their owners family.
96. In the age group of 6 – 9 yrs. 87% students says that they are getting inspiration from their owners company.
97. In the age group of 6 – 9 yrs. 13% students says that they are not getting any inspiration from their owners company.
98. In the age group of 10 – 14 yrs. 80% students says that they are getting inspiration from their owners company.
99. In the age group of 10 – 14 yrs. 20% students says that they are not getting any inspiration from their owners company.
100. In the age group of 15 – 20 yrs. 58% students says that they are getting inspiration from their owners company.
101. In the age group of 15 – 20 yrs. 42% students says that they are not getting any inspiration from their owners company.

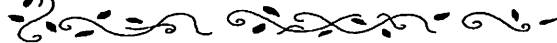
102. In the age group of 6 – 9 yrs. 21% students prefer the age group for marry 18 – 22 yrs.
103. In the age group of 6 – 9 yrs. 79% students prefer the age group for marry 22 & above.
104. In the age group of 10 – 14 yrs. 12% students prefer the age group for marry 18 – 22 yrs.
105. In the age group of 10 – 14 yrs. 88% students prefer the age group for marry 22 yrs. & above.
106. In the age group of 15 – 20 yrs. 17% students prefer the age group for marry 18 – 22 yrs.
107. In the age group of 15 – 20 yrs. 83% students prefer the age group for marry 22 yrs. & above.

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CHAPTER – V

**SUGGESTION AND CONCLUSION**



## CHAPTER – V

### 5.0 SUGGESTION AND CONCLUSION

**5.1** From this study the investigator came to the conclusion that the attitude of the new generation of Digboi and Duliajan is average. But the important point is that the inspiration and the motivation is not as per the requirement. The seniors are not interested to inspire the students for getting higher education. On the other hand the owner family's role in this regard is also very poor. The pioneer institute Oil India Limited Digboi and Duliajan is also playing silent role in motivating the students for higher education. They are not well acquainted with the facilities available in the township. Also they are not well informed about various opportunities available for the poor students for getting higher education. Alcoholic parents are another major problem in this regard. The mindset of the students is to be changed to start a new vista in the field of higher education. Some special steps are to be taken to improve the situation. From this study the investigator feels the following steps may be initiated to improve the situation.

- 1. Motivation of the student :** Certain motivation programs may be taken to change the mindset of the new generation of the mentioned area. Any interested Non Governmental Organization, Oil India Limited or Digboi and Duliajan any other such party may come forward to initiate the process.



2. **Parents have to leave the habit of taking alcohol :** The parents have to leave the habit of taking alcohol. Parent's behavioral change is the prime necessity for the improvement of the situation.
3. **Owner's initiative :** The owners of the servant quarters are normally well- educated and well-informed persons. But they are not taking are not taking inspirable initiative in this regard. It should be their moral duty to inspire this downtrodden class of people.
4. **Company's initiative :** Oil India limited Digboi and Duliajan has to play a vital role to change the situation. The company can start some special programs to motivate the new generation.
5. **Special information program :** Some special information program may be start to make the information about higher education easily available for the said class of people. The Non Governmental Organizations, Labour Unions or any such party can come forward for this step. ...
6. **Scholarships :** Government may declare some special scholarships for the students of servant colonies to attract the students for higher education.
7. **Special seats for the target group in the local higher education Institutes :** The local higher education institutes are also can't rid of the situation. Therefore the institutes can declare some special reserve seats for the students of the servant colony.

From the above discussion we can come to this conclusion that the situation in the servant colonies of Oil Township Duliajan and Digboi is very serious. Numbers of students of this colonies are not going for higher education. They are not getting all mental and material needs for getting higher

education, therefore all educated persons, the non governmental Organization, and the Oil India Limited and Digboi has to play a vital role in this regard. The study proves that the target group is interested for higher education, but because of the lack of proper motivation and easily available opportunities the attitude is not grooming up as per the aspiration. The numbers of the new generation of the servant colonies of Oil Township Digboi and Duliajan are very large, hence it may be defined as an unexplored part of the great human resource of the nation. So special and serious initiative is the demand of the situation for change the situation.

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**APPENDIX**  
**QUESTIONNAIRES**

**A. Personal Details :**

1. Name :
2. Age :
3. Father's Name :
4. Mother's Name :
5. Numbers of the members :  
in the family (in details)
6. Qtr. No. :
7. Name of the Owner :
8. Departmental Designation :

**B. Question :**

1. Are you continuing your study ? Yes  No   
If yes in which class ? if not when you left  
school and in which class you left ?  
Ans :
2. When you first admitted to a primary school ? Age
3. Are you getting regular needs from your parents  
for your education ? Yes  No
4. Does your parent regularly inspire you for  
getting education ? Yes  No
5. Does your owner inspire you to go for  
higher education ? Yes  No

6. What is the opinion of your owner regarding your higher education ?
- a) Satisfactory
- b) Inspiring
- c) Bad
7. Does your parent (any one member or both) are alcoholic ? If yes, than which one :
- a) Father
- b) Mother
- c) Both
- d) None
8. Do you feel disturb from your alcoholic parent ? Yes  No
9. Is your families monthly income sufficient to meet the expenditures of your family ? Yes  No
10. What is your aim in life ?  
Ans. :
11. Do you think that higher education is necessary in life ? Yes  No
12. Do you know that higher education is easily available for poor students also ? Yes  No
13. Have you any idea about the various schoarship and other oppourtunities available in higher education sector ? Yes  No



14. Please tale the name of 5 higher education institutes nearest to your residence.

i)

ii)

iii)

iv)

v)

15. According to you which subject is more important for life ?

a) Money

b) Wealth

c) Higher Education

16. Have you ever visited a higher education institute ?

Yes No

17. Are you eager to visit a higher education institute ?

Yes No

18. Do you know about the educational qualification of the members of your owners family ?

Yes No

19. Are you getting any inspiration / motivation from your owners company ?

Yes No

20. In which age group you prefer to marry ?

12 to 18 years

18 to 22 year

22 & above

*Signature / Thumb of the source*

## **REPORT OF THE WORK DONE**

Minor Research Project Titled “**A case study of the Attitude of new generation of Oil township Digboi & Duliajan towards Higher Education with special reference to Servent Colonies**” has been progressing according to the original plant of work. I have completed three chapters out of five proposed chapters the first chapter discussed about the significance of the study and its historical background. The second chapters discussed review of various literature related to the research project. Chapter three mentioned the methodology and tools used in collection of data.

For this project I have gone through various books and journals related to my study. I have visited various libraries of Assam to collect data and information related to my study. I also visited sarvent colonies of Digboi and Duliajan. From this study I have seen the condition of higher education among the students of sarvent colonies students. The attitude of the new generation of Digboi and Duliajan sarvant colonies students are inspirational. On the other hand the owners family’s role in this regards is also very poor.

The Oil India Limited has to play a vital role to change the outlook of the colonies students and parents. The company can start some special programmes to motivate the new generation. Now government may declare some special scholarship for the students to attract them for higher education.

## **REPORT OF THE WORK DONE**

Minor Research Project Titled **“A study of the corporate social responsibility of Indian Oil corporation to the economy of the area with special referance to Digboi under Tinsukia District of Assam”** has been progressing according to the original plant of work. I have completed three chapters out of five proposed chapters the first chapter discussed about the significance of the study and its historical background. The secont chapters discussed review of various literature related to the research project. Chapter three mentioned the methodology and tools used in collection of data.

For this project I have gone through various books and journals related to my study. I have visited various libraries of Assam to collected data and information related to my study. I also visited Digboi Oil Field and offices to collect data about social reponsibilities their different plants for the devlopment of local rural areas near by Digboi town.

The IOC has to play a vital role to change the out look of the rural areas of Digboi and Tinsukia district of Assam throught various action plant. Social responsibility becames and integral part of the company. They given various scholarships to the students belongs to BPL.

Indian Oil has been taking concrete action to realise its social responsibility, objectives their by building value for the society for this research I have gone through various books and journals related to my study more over it is found that most of the company now a days takes social corporate responsibility towards the society.