

Chapter-IV

Right to Education under SSA in Assam with Special

Reference to Darrang District

4.1. Introduction: The Background.

Assam is one of the seven states located in the North-Eastern region of India. The present state of Assam extends from the latitude $24^{\circ} 8' N$ to $28^{\circ} 2' N$ and longitude $89^{\circ} 42' E$ to $96^{\circ} 30' E$. Being the gateway to India's North-East, its geographical location is of strategic importance. The state is linked with the country by a narrow strip of land through West- Bengal. It comprises two river valleys and a hilly tract in between, viz.-

- The Brahmaputra Valley (through which the river Brahmaputra flows)
- The Barak Valley (through which the river Barak flows)
- The Hill Areas (Karbi-Anglong and North Cachar Hills)¹

The present state of Assam is administratively divided into 27 districts. The total geographical area of Assam is 78,438 square kilometres. As per 2011 Census Report (provisional) the total population of Assam are 31169272 persons of which 15954927 are males and 15214345 are females. The percentage of decadal growth rate of persons is 16.93 percent and the sex ratio is 935 (2001 Census). The Census Report 2011

(Provisional) also states that the total number of literate persons in Assam is 19507017 out of which 10756937 are male literates and 8750080 are female literates.

4.2. Primary Education in Assam: A Reflection.

With Assam falling into the hands of the East India Company in 1826, the traditional system of education gave way gradually to a modern school system of Primary schools, Middle schools and High schools in Assam as elsewhere in the country. The 'Tols' and 'Madrassas', however, continued to play their roles as places for the study of Sanskrit and Islamic subjects respectively which they continue to do even today with some modifications.²

The new rulers adopted a secular approach to education and by the acceptance of Macaulay's Minutes³ by the Imperial Council⁴ in 1835, education in India including the Province of Assam was directed and developed for more than a hundred years of western ideas and principles of education, until Gandhiji's Wardha Scheme⁵ was implemented at the elementary level in different states of the country sometime before and after independence. Although the matter of Basic education was discussed in great detail in a very important conference held at Shillong in 4th July, 1946 which was attended by eminent educationist at that time and legislators headed by Lokpriya G.N. Bordoloi, the then Prime Minister of Assam (designated as Chief Minister after independence), Assam was a little late in implementing the scheme systematically through legislative measures, having adopted the Assam Basic Education Act in 1954

only. From the time of establishment of 11 primary schools during 1826-1831 and the first secondary school at Guwahati in 1835 by the colonial rulers, school education in Assam expanded slowly but steadily as a result of combined efforts on the part of the Government, Christian Missionaries and the people in general with a new found enthusiasm for education. The Christian Missionaries, in particular, played a very significant and positive role in helping the development of the Assamese language greatly and the spread of education among the tribals and in remote, backward areas.⁶

4.2.1. Compulsory Primary Education Acts of Assam⁷:

Like different provinces of the country, the Provincial Government of Assam had made an early attempt to make primary education free and compulsory by passing the Primary Education Act, 1926. This was the only Act passed prior to independence to make primary education compulsory in Assam.

Assam Primary Education Act, 1926: The first Primary Education Act of Assam was passed in the year 1926 to provide compulsory and universal primary education in Assam. It made 'Local Authorities' i.e. Local Boards and Municipal Boards responsible for the implementation of the policy of compulsory primary education, with the provincial authorities undertaking to provide two-third of the fund required for the purpose. It declared to make primary education free in all schools maintained on aid. Although the local primary education authorities of Golaghat in the district of Sibsagar implemented it for some time, the 1926 Act remained unenforced on the whole. The

Local Authorities failed to implement the Act primarily because of the educational tax needed to be levied on the people of the area of compulsion, which was viewed as an unpopular measure. Moreover, it was not easy to compel farmers to send all their children to school.

Assam Primary Education Act, 1947: The Assam Primary Education Act, 1947 was passed in Assam soon after independence specifically for the purpose of providing free and compulsory primary education. According to this Act, compulsory primary education was to be introduced in certain selected areas of the plains districts and then to be extended to the whole of Assam gradually. This Act shifted the responsibility for introducing free and compulsory primary education from local and municipal boards to the sub-divisional school boards created under the provisions of the Act. It made provision for the constitution of a Provincial Advisory Board for primary education headed by the D.P.I. to advise the Government on the control and direction of School Boards, recruitment of primary school teachers and Attendance Officers, teachers' training, curriculum of primary education, textbooks, etc. Although the 1947 Act too failed to achieve the objective of compulsory primary education it paved the way for increased opportunities for primary education and it had a considerable measure of success in certain areas of compulsion.

The Assam Basic Education Act, 1954: The Assam Basic Education Act, 1954 was passed in September, 1954. The Government of Assam had accepted the concept and policy of basic education aiming at a better provision for universal free and compulsory education. The 1954 Act aimed at the systematic introduction of basic education in the state for the children of the age group 6-14 years and accordingly a process of conversion of existing primary schools and middle vernacular schools to Junior Basic

and Senior Basic Schools respectively was started. It also declared for the constitution of State Advisory Boards (State Boards) and Regional Boards (School Boards) of Basic education which had to pay specific attention to the service conditions of training of Basic school teachers, the curriculum, the duration of syllabus for basic education and the preparation, publication and selection of textbooks for basic schools. The goal of compulsory primary education could not be fully achieved through 1954 Act also. The focus of the 1954 Act, however, was the introduction of Basic education and there were fundamental pedagogic problems of teaching the different subjects through particular craft or crafts, compounded by lack of adequate number of trained teachers. Moreover, the processes of conversion of existing primary schools to Basic schools were too slow and ultimately the pursuit of Gandhiji's ideas of Basic Education was abandoned sometime in 1962.

Assam Elementary Education Act, 1962: The Assam Elementary Education Act was passed in 1962 and the focus of elementary education shifted back to free and compulsory education in the state in gradual stages. It was called the Assam Elementary Education Act and not Assam Primary Education Act, defining Elementary Education as 'education up to such classes or standard not beyond the eight classes'. The objective from this point onward was to make elementary education free and compulsory. Meanwhile the Assam Panchayat Act was passed in 1959 and local authorities involved in the process of implementation of the Act included Gaon Panchayat also and the Block Development Officer with the help of officers of the education department acted as the coordinating agency between the Gaon Panchyat and the State Board for Elementary Education headed by the Minister of Education. The Act entrusted the state government with the responsibility of administration, supervision, inspection,

curriculum, syllabus and training of teachers for elementary education, Although the Assam Elementary Education Act, 1962 extended the scope of free and compulsory education up to the middle stage of elementary education covering children of the age group of 6-14 years, it appeared slightly over ambitious in as much as the state was nowhere near achieving the goal of providing compulsory primary education.

Assam Elementary Education Act, 1968: The Assam Elementary Education Act, 1968 aimed basically at organisational rearrangements for implementing the policy of free and compulsory elementary education. Through this Act the State Board of Elementary Education chaired by the Minister of Education was enlarged by including new members like Principal of the State Institute of Education, the D.P.I., the Secretary of Education, the Additional D.P.I. (Hills) and all the inspectors of schools. The Inspectors of Schools were entrusted the responsibility of field level officers to oversee the activities of the Regional (School) Boards. Under the new Act the direct responsibility for enforcing compulsory elementary education came under the strict control of the State Board through its Joint Secretaries (Inspector of Schools). Instead of acting as a coordinating agency between the Gaon Panchayat and the State Board, Block Development Officers now needed to coordinate the activities of the Regional Board and the Gaon Panchayat under the new Act. Other provisions including the clauses of compulsion in respect of elementary education remained the same on the whole.

Assam Elementary Education (Provincialisation) Act, 1974: The Assam Elementary Education Act, 1974 was passed by the Assam Legislature to provincialise the services of the teachers of elementary schools including pre-primary schools as well as employees of the State Board and the Regional Boards of elementary education. The management and control of elementary education vested in the authorities under the

provisions of the Assam Elementary Education Act, 1968 was also taken over by the State Government under this Act. While retaining the goal of free and compulsory elementary education, this Act aimed chiefly at making the teachers of elementary schools as well as the employees of different categories of the State Board of Elementary Education eligible for full salaries and retirement benefits by bringing them under the direct management and control of the State Government. All the assets and liabilities of the State Board and the Regional Boards were vested in the State Government under this Act. Through this Act the administration, inspection and supervision of elementary education and the recruitment and training of teachers became the responsibility of the State Government. The Government determines the curriculum, syllabus, textbooks, duration, standard of the courses etc.

The Assam Right of Children to Free and Compulsory Education Rules, 2011: The notification for the Assam Right of Children to Free and Compulsory Education Rules was published by the Governor of Assam in 11th July, 2011. These rules were published in accordance with the provisions of the Rights of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009) which has been implementing in Assam since 1st April, 2010. Under the provisions of RTE Act, 2009 these rules are published with a view to provide free and compulsory education to children between the age group of 6-14 years. The Rules include the provision for special training for the children who are not admitted or who have not completed the elementary education to be admitted in age appropriate classes. It also includes rules for establishment of primary school within a walking distance of one kilometre and establishment of upper primary school within a walking distance of three kilometres of the neighbourhood. According to the provisions of the RTE Act, 2009 the State Government Rules also include the rule for special training

for disabled children, maintaining records of children by local authority up to class VIII, admission of children belonging to weaker and disadvantaged group, norms of getting recognition for school, composition and function of School Management Committee (SMC), selection procedure of the President of SMC, his removal and dissolution of SMC etc. The Rules also describe the qualification, recruitment and training of teachers. Besides these, according to the Rules the State Council of Educational Research and Training (SCERT) shall be the Academic Authority for curriculum formulation, evaluation procedure and award of certificate after completing the elementary education. The State Commission for Protection of Child Right and the State Advisory Council will be the Protector of children's rights. The Director of Elementary Education or the Director of Secondary Education will be the controlling authority for educational administration and he shall be the apex authority for coordination, supervision and inspection of all schools under his control.

At present in Assam, the Central Government's scheme Sarva Siksha Abhiyan has been functioning as the main vehicle for implementing these State Government Rules under RTE Act, 2009 and is still in force.

4.3. Implementation of Centrally Sponsored Scheme: Sarva Siksha Abhiyan (SSA) in Assam.

The goal of Universalisation of Elementary Education (UEE) was sought to be realised by Sarva Siksha Abhiyan (SSA), the centrally sponsored scheme in the later

part of 2001-02 along with other parts of India. The SSA which has been implementing to ensure fundamental right to education for the children is a decentralised programme. Through SSA the aim of UEE is sought to be attained by need based and decentralised planning, enhance community participation and by involving the Panchayati Raj Institutions (PRIs) in matters of school management and supervision. The SSA is an integrated effort to enhance the efficiency of the schooling system and to ensure building of community ownership for quality elementary education.

4.3.1. Management Structure of SSA in Assam.

The management structure for implementing SSA in the state of Assam has been built on the norms under Framework for Implementation of Sarva Siksha Abhiyan. In the state level the State Implementation Society has been registered under the Societies registration Act, 1860 named as “*Asom Sarva Siksha Abhiyan Mission*”. The state level society has two main bodies viz. Governing Body and Executive Committee. The Chief Minister of the State heads the Governing Body of the Society while Education Minister is the Vice-Chairman of the Body. The Chief Secretary to the Government of the State heads the Executive Committee and Administrative heads of the departments related to the Education/Scheme like social welfare, Health, Finance, Planning etc. are the members. The Government of India has a nominee in both the Bodies.

The Chief Executive Officer of the Society is the Mission Director who is an Officer in the rank of Commissioner and Secretary to the State Government. Another officer of IAS cadre designated as Executive Director assists him.

The District working Group Chaired by the Deputy Commissioner of the District (in case of Autonomous Districts i.e. N.C. Hills and Karbi Anglong chaired by the Principal Secretary) is looking after the implementation of SSA in district level. The District Elementary Education Officer has been made the District Mission Coordinator and he is assisted by two Associate District mission Coordinators (Ex- Officio and Academic), four numbers of District Programme Officers, Consultants, District Project Engineer, Programmer, Finance and Accounts Officer, Junior Accounts Officer, Accountant, Cashier, UDA, LDA etc. The District Elementary Education Office and District Mission Office have been amalgamated into one office premises.

The Block Elementary Education Officer has been made the Block Mission Coordinator and assisted by two Additional Block Resource Centre Coordinators (Ex-Officio and Academic), Junior Engineers, LDA-cum- Accountant, six numbers of resource teachers (RTs) etc. One Cluster Resource Centre Coordinator (CRCC) has been engaged for each cluster⁸.

4.3.2. Strategies Adopted by SSA to Promote RTE in Assam.

Sarva Siksha Abhiyan (SSA) was conceptualized as a comprehensive and integrated flagship Programme to provide relevant and meaningful education to all

children in the 6-14 age groups. The SSA goals included (i) Universal access and retention of all children, (ii) Bridging gender and social category gaps in elementary education and (iii) Education of satisfactory quality. Since the implementation of SSA, over the last ten years, it has made a considerable progress in the field of primary education, but its limited success has kept the mission far from achieving its goals within the limited timeframe. Therefore since the implementation of RTE began when SSA was operational, it was considered that a modified SSA will be needed to act as a vehicle for implementation of RTE. The RTE Act has important implications for the overall approach and implementation strategies of SSA, and thus it is necessary to harmonize the SSA vision, strategies and norms with the provisions of the RTE Act. The RTE Act provides a permanent right to free and compulsory education of equitable quality for the children of India. For this purpose of making a shift of SSA from a project based approach to RTE vehicle the Department of School Education and Literacy set up a Committee on Implementation of RTE and Resultant Revamp of SSA⁹, to suggest follow up action on SSA vis-a-vis the RTE Act.

In the light of RTE obligations and along with the goal of Universalisation of Elementary Education of providing free and compulsory education to the children of 6-14 age groups, the SSA in Assam is implementing with the following basic approach¹⁰-

- Provision of schooling facilities in the habitations hitherto unserved by any schooling facility in a clear time frame.
- Enrolling all children of the age group of 6-14 years in schools/ alternative schools/ back to school camp etc.
- Retaining the children within the schooling system for the whole period of elementary education.

- Improving quality in education through teachers training, provision of teaching learning materials, textbooks etc.
- Promoting social justice amongst socially backward communities, caste tribes etc. and gender sensitivity amongst all.
- Effective involvement of Panchayati Raj Institutions and people's committees in management of schools.

For the effective implementation of its broad strategies adopted like institutional reforms, sustainable financing, community ownership, institutional capacity building, improving mainstream educational administration, accountability to community, priority to girl's education, focus on special groups, trust in quality etc, the SSA Assam has adopted a comprehensive work plan under the norms of RTE Act and its Framework for Implementation.

4.4. Status of RTE in Assam.

Right to Education: How far it has been guarantying in Assam.

According to Article 21 (A) of the Constitution of India, the Government is now obliged to provide the right to education as a fundamental right to all children below the age of 14 years. Similarly, the Right of Children to Free and Compulsory Education Act, 2009 which aims to provide compulsory schooling to all children in the 6-14 age groups, came into force on April 1, 2010 in Assam along with other parts of India. After independence, there is a considerable growth in the number of elementary schools in

Assam and literacy has been increased significantly. According to Census Report 2011, the literacy rate of Assam is recorded as 73.2 percent out of which 78.8 percent are male literates and 67.3 percent are female literates. As far as the literacy rate is concerned the relative positions of Assam and India stand as follows-

Literacy Rate:

Table-4.1: Literacy Rate of Assam and India, 2011

State	Literacy Rate (%)		
	T	M	F
India	74.0	82.1	65.5
Assam	73.2	78.8	67.3

Source: Census Report, 2011 (provisional)

From Table-4.1, it is revealed that the literacy rate of Assam is slightly lower (73.2 %) than the national average (74.0 %). But there is a difference in male literacy rate which is higher in case of India (82.1 %) than Assam (78.8 %). On the other hand female literacy rate is slightly higher (67.2%) than the national average (65.5%).

Although literacy rate in India and the State of Assam have been increasing since the last few decades, yet neither India nor the State of Assam has been able to achieve 100 percent literacy till now which indicates that we are far behind from achieving the goal of UEE and EFA that was targeted to be fulfilled by 2000.

In this context, to understand the overall status of free and compulsory education in Assam, let us discuss the RTE indicators that reveal the implementation of RTE Act in Assam.

Table-4.2: Number of Government Elementary Schools in Assam.

Category of School	Number of School
Primary	35064
Primary with upper primary	941
Upper primary	4882
Elementary with Secondary/ H.S	1483
Total	42370

Source: DISE, 2012-13.

According to DISE data 2012-13, that has been shown in Table-4.2, the total number of government elementary schools in Assam is 42370. According to the provisions of the RTE Act, 2009 and the State Rule for RTE Act, the Government Authority is responsible to establish a primary school in every one kilometre distance and an upper primary school in every three kilometre distance. But in case of Assam the number of existing primary school is not very satisfactory. Besides Government schools, there are some government aided (5765), some private unaided (2634), Local Body or Tea Garden (494) managed school¹¹. But education is not totally free in these aided or unaided schools. This indicates that there are significant numbers of children between the age group 6-14 years who are not availing the benefits of free and compulsory education. Again Section 6 of the RTE Act states that ‘the local authority and the appropriate government shall ensure that there is a school in every neighbourhood within a period of 3 years from the commencement of the Act. Along with this section 19 of the RTE Act, 2009 states that ‘where a school, established before the commencement of the Act does not fulfil the norms and standards specified in the schedule, it shall do so within a period of three years from the commencement of the Act, this means that by 31st March, 2013 the process of recognition of the school (if they fulfil the norms and standards) must be completed. But in Assam this process of

recognition is still going on and according to the statement¹² of the former Education Minister of Assam, Dr. Himanta Biswa Sarmah to the media on June 16th, 2014, the process of assigning government recognition to the government aided (venture/recognized) schools will be continued till December, 2014.

Enrolment:

Table-4.3: Enrolment in Government schools in Assam

School	Total Enrolment	Girls	Boys
Primary (Class I-V)	29.5 lakhs	14.9 lakhs	14.5 Lakhs
Upper Primary Class I-VIII)	16.0 lakhs	8.3 lakhs	7.7 lakhs

Source: DISE, 2012-13

Table- 4.3 shows the total enrolment in Government schools in Assam. Here total enrolment is 29.5 lakhs out of which 14.9 lakhs are girls and 14.5 lakhs are boys in the primary classes (I-V). In the upper primary classes the total enrolment is 16.0 lakhs out of which 8.3 lakhs are girls and 7.7 lakhs are boys. In both the schools it is seen that girls' enrolment is higher than boys.

All these official statistics show the number of children who are enrolled in government elementary schools in Assam. But there are numbers of children in the state who are not attending the school. Along with this in the last few years there has been growing a tendency among the parents to send their children to the private schools instead of sending them to government schools. In this context we can relate this issue

with the degradation of the quality education provided in the government schools. This can be better understood from the following statistics published in ASER (Annual Status of Education Report).

Out of School Children:

Table-4.4: Percentage of Children not enrolled in Schools in Assam.

Year	Boys (%) (11-14 Years)	Girls (%) (11-14 years)	Total (%) (6-14 years)
2010	9.0	7.4	5.0
2011	8.6	5.5	4.2
2012	8.7	5.8	4.4

Source: ASER, 2010-12.

Table-4.4 states that the State of Assam has not been succeeded in achieving the goal of universal enrolment. Because till 2012, the percentage of out of school children is 4.4 percent between the age group of 6-14 years. This figure has slightly been decreased from 5.0 percent in 2010 to 4.2 percent in 2011. But it again increased in 2012 to 4.4 percent. It is also seen that the percentage of non-enrolled boys between the age group 11-14 years is higher i.e. 9.0, 8.6 and 8.7 percent than girls i.e. 7.4, 5.5 and 5.8 percent in 2010, 2011 and 2012 respectively. It must be a matter of concern for the government that more and more boys are remaining out of school or they drop out before completing the elementary level of education. All these figures indicate that a significant portion of children is still not availing the benefits of free and compulsory education.

Quality: The Annual Status of Education Report, 2012 makes an assessment of the quality of education received by the students in the government elementary schools.

Table-4.5 shows the statistics here-

Table-4.5: Percentage of Children in Different Classes Who can—

Sl. No.	Category	Standard V (%)	Standard VIII (%)
1	Read a Standard II level Text	36.3	67.4
2	Do a Simple Division Problem	11.4	31.1
3	Read Basic English Sentence	16.3	48.9

Source: ASER, 2012.

Table- 4.5 shows the percentage of children in different classes who can read a Standard II level text, do a simple division problem and read Basic English sentence. In class V 36.3 percent students and in class VIII 67.4 percent students can read a class II level text. Also the statistics shows that only 11.4 percent students of class V and 31.1 percent students of class VIII can do a simple division problem. Again students who can read Basic English sentence are only 16.3 percent in class V and 48.9 percent in class VIII. This assessment published by ASER shows the poor quality of education getting by the elementary school students in Assam. The aim of providing the good quality education by SSA would be far from realisation if such quality of education is developed by the students in the government primary schools.

Table-4.6: Percentage of Children Enrolled in Private Schools in Assam (6-14 years).

Year	Percentage of Children
2008	13.4
2009	14.3
2010	14.4
2011	14.5
2012	16.0
2013	17.1

Source: ASER, 2013

Table-4.6 indicates that enrolment of children in private schools is increasing day by day. Since 2008, the percentage of children enrolled in private school has increased from 13.4 percent to 17.1 percent in 2013. These figures shows that Government and SSA have failed to motivate both the parents and students under the system of free and compulsory education.

Dropout Rate:

In Assam, the drop out rate has been recorded at 9.7 percent and 10.4 percent in classes' I-V and VI-VIII respectively¹³. It has been observed that the dropout rate at primary level is lower than the dropout rate of upper primary level.

Pupil Teacher Ratio:

In Assam, the Pupil- teacher ratio has been recorded as 28.0 and 17.7 in primary and upper primary level which falls under the norms of the RTE Act, 2009¹⁴.

Form the analysis that have been done in the previous pages we can say that since the implementation of Sarva Siksha Abhiyan in Assam the situation of educational

scenario has been changed to some extent. Numbers of primary schools and enrolment has been increased, but at the same time a tendency has been growing among the parents to send their children to private schools in recent years. Also at the same time launching of such centrally sponsored schemes has also been failed to eliminate the drop out rate and motivate all the 6-14 years children to bring into the mainstream educational system. The poor quality of education received by the students in Government schools becomes a serious matter of concern for all.

4.5. Status of Girls' Education in Assam:

Government of Assam with other states of India has been implementing the women specific programmes for education in collaboration with the Government of India. The NPEGEL and KGBV scheme have implemented in the 15 Educationally Backward Blocks of 8 districts of Assam. Out of which Assam Mahila Samata society has been implementing NPEGEL scheme in 6 EBBs of 3 districts i.e. Tinsukia, Darrang and Dhemaji. In other 5 districts the scheme has been implementing by Sarva Siksha Abhiyan (SSA), Assam.¹⁵ These programmes are targeting the out of school girls, dropout girls, over aged girls, who have not completed the elementary education and the working girls belonging to the disadvantaged communities and are trying to promote education among them by providing free education in the model residential schools. Besides these since 1981, State adult Education Programme has been implementing in Assam which also focus on educating the adult women. More over different Non-Formal Education (NEF) centres were established with an aim to educate those who

were not enrolled in formal schools including the girls. Now these NFE centres are being replaced as EGS (Educational Guaranty Scheme) centres and are running all over India including Assam. The schemes like Operation Blackboard, District Primary Education Programme had also special provisions related to women education. Since 2002, the centrally sponsored scheme SSA has been implementing in Assam with special focus on girls education.

The launching of different schemes has resulted in increasing the literacy rate of women in Assam. There has been a significant increase in the enrolment of girls in schools since the last few years. Table-4.7 indicates the growth of women education in Assam below—

Table-4.7: Female Literacy in Assam.

Year	Literacy Rate (%)
1951	7.5
1961	15.1
1971	18.6
1991	43.0
2001	54.6
2011	67.2

Source: Various Census Reports.

Table- 4.7 shows the percentage of literacy of women in Assam. It is seen that in 1951, female literacy rate was very low i.e. only 7.5 percent which has gradually increased to 15.1 percent, 18.6 percent, 43.0 percent, 54.6 percent in 1961, 1971, 1991

and 2001 respectively. According to 2011 census report female literacy rate is 67.2 percent.

Table-4.8: Girl's Enrolment in Elementary Schools in Assam.

Year	Primary	Upper Primary
1951	20094	23013
1999	1502795	587119
2012-13	1944866	920889

Source: Statistics Branch, Directorate of Secondary Education, DISE 2012-13.

Table-4.8 indicates the increasing number of girls enrolling in elementary schools of Assam. In 1951, the figure was 20094 in primary and 23013 in upper primary level. These numbers have increased to 1502795 in primary and 587119 in upper primary level in the year 1999. Increase in the number of enrolment is also seen in 2012-13 i.e. 1944866 in primary and 920889 in upper primary level. These increasing figures indicate the expansion of women education in Assam.

Table-4.9: Caste wise Girl's Enrolment in Elementary Schools in Assam

(2011-12).

Caste	Primary (%)	Upper Primary(%)
SC	49.2	50.3
ST	49.5	49.7
OBC	49.0	49.0
Muslim	50.2	54.6

Source: State Report Card 2011-12.

Table-4.9 shows caste wise percentage of girl's enrolment in elementary schools in Assam. It is seen that SC girl's enrolment is 49.2 percent in primary and 50.3 percent in upper primary level. And in case of ST girls, enrolment is 49.5 percent in primary and 49.7 percent in upper primary level. Again in case of OBC girls the percentage is 49 percent in both primary and upper primary level. The enrolment of Muslim girl is 50.2 percent in primary and 54.6 percent in upper primary level.

4.6. Status of RTE and Performance of SSA in Darrang District.

Since the implementation of Sarva Siksha Abhiyan (SSA) in Assam, it has been also functioning in Darrang district along with other parts of Assam. Prior to it District Primary Education Programme (DPEP) was launched in 1994 along with other districts of India. Despite launching such educational projects the educational scenario of Darrang was not very much satisfactory. In 2001, the literacy rate of Darrang district was recorded as 55.5 percent against the State average of 64.2 percent which was very low.

Literacy Rate:

The 2011 Census report reveals that Darrang district is still among the educationally backward districts of Assam with literacy rate of 64.55 percent out of which 68.36 percent male and 60.40 percent female are literate. Table-4 in the next page shows the educational statistics representing the literacy rate of different districts of Assam.

Table-4.10: District wise literacy rate of Assam, 2011.

District	Total	Male	Female	Gender gap
Kokrajhar	66.63	73.44	59.54	13.9
Dhubri	59.36	64.20	54.26	9.94
Goalpara	68.67	72.67	64.53	8.14
Barpeta	65.03	70.72	59.04	11.68
Marigaon	69.37	73.66	64.99	8.67
Nagaon	73.78	78.19	69.21	8.98
Sonitpur	69.96	76.98	62.53	14.45
Lakhimpur	78.39	84.66	71.91	12.75
Dhemaji	69.07	75.66	62.13	13.53
Tinsukia	70.92	77.89	63.54	14.35
Dibrugarh	76.22	82.59	69.52	13.07
Sibsagarh	81.36	86.75	75.69	11.06
Jorhat	83.42	88.38	78.22	10.16
Golaghat	78.31	84.20	72.18	12.02
Karbi-Anglong	73.52	82.12	64.62	17.50
Dima Hasao	78.99	85.34	72.15	13.19
Cachar	80.36	85.85	74.62	11.23
Karimganj	79.72	85.70	73.49	12.21
Hilakandi	75.26	81.61	68.54	13.07
Bongaigaon	70.44	75.48	65.18	13.30
Chirang	64.71	71.35	57.87	13.48
Kamrup	72.81	77.64	67.69	9.95
Kamrup(metro)	88.66	91.26	85.82	5.44
Nalbari	79.89	85.58	73.85	11.73
Baksa	70.53	78.55	62.23	16.32
Darrang	64.38	68.36	60.40	7.96
Udalguri	66.60	73.79	59.17	14.62

Source: Census of India, 2011 (Provisional).

Table-4.10 shows that, according to 2011 census data the total literacy rate of new Darrang is recorded as 64.38 percent as against the state literacy rate of 73.18 percent. The literacy rate of Darrang district only crosses the literacy rate of Dhubri district which stands at 27th rank with 59.36 percent and is far behind the literacy rate of Kamrup (metro) which stands at first rank with 88.66 percent.

Child Population:

Table-4.11: Child Population in Darrang (6-10 years)

Block	Boys (%)	Girls (%)	Total
Sipajhar	49.3	50.6	23384
Kalaigaon	48.7	51.2	26422
Dalgaon	48.5	51.5	81481
Total	48.6	51.3	131287

Source: SSA, Darrang, 2012-13.

Table- 4.12: Child Population in Darrang (11-14 years)

Block	Boys (%)	Girls (%)	Total
Sipajhar	48.7	51.2	12282
Kalaigaon	50.4	49.5	12698
Dalgaon	42.4	57.5	27291
Total	45.8	54.1	52271

Source: SSA, Darrang, 2012-13.

In Table -4.11& Table-4.12, it is seen that girl children constitute majority proportion out of the total child population. In both the age groups (between 6-10 & 11-14), boys represent 48.6 percent & 45.8 percent and girls represent 51.3 percent & 54.1 percent of the total child population. Although girls represents the majority of the population the gender gap in education in Darrang district is 7.96 percent (Census, 2011).

The region of Darrang district represents a multicultural society having people belonging to different castes, linguistic and religious groups. According to DISE (2009-10) data, besides children from O.B.C., S.C., and S.T. categories, a significant proportion of population belongs to the Muslim community (more than 40%) mostly concentrated in the Dalgaon block of Darrang district.

4.6.1. Implementation of SSA in Darrang District.

After 2001-2002, with the launching of Sarva Siksha Abhiyan (SSA) new strategies have been adopted to improve the educational scenario of Darrang district. The broad strategies adopted by SSA in Darrang focuses on the institutional reforms. These includes reform in educational administration, financial issues, decentralization, deployment and recruitment of teachers, early childhood care etc. It has also adopted the strategy to ensure involvement of community in the whole process of Universalisation of Elementary Education. This calls for the involvement of women groups, village education council members and Panchayati Raj Institution members.

For institutional capacity building SSA has been working in collaboration with National, State and district level institutions like National Institute of Educational Planning and Administration (NIEPA), National Council for Educational Research and Training (NCERT), State Council for Educational Research and Training (SCERT), State Institute of Educational Management and Training (SIEMAT) and District Institute of Educational Training (DIET) etc. The Educational Management Information System (EMIS) which correlates the school level data with community-based information from micro- planning and surveys have also been introduced in the SSA programme.

Since its implementation SSA has been giving priority to girls' education and special focus has been given on education of children from S.C., S.T., minority groups, urban deprived children, children of other disadvantaged groups and children with special needs. For enhancing the status of girls' education and to provide educational facilities especially for the girls belonging to the disadvantageous communities SSA has been encompassing two important National Schemes for girls' education specifically- NPEGEL and KGVB. Under these two schemes, girls from S.C., S.T., and minority communities are being admitted in school and are being provided residential facilities in Darrang.

Besides these with a view to mainstream the out of school children, alternative schooling facilities are being provided by establishing '*Amar Parhashali*' under Education Guaranty Scheme (EGS Centres) in those areas where there is shortage of primary schools. Here EGS centres have been conceptualized to provide access to schools to those children who are deprived of schooling for non-availability of schools within a walkable distance. The official statistics of SSA, Darrang reveals that since

2002, total numbers of 292 EGS centres have been established in Darrang and all these 292 centres are being upgraded to government primary schools in 2013-14.

Financial Allocation and Expenditure under SSA in Darrang:

The following table shows the financial allocation and expenditure under Sarva Siksha Abhiyan in Darrang since 2010-11—

Table-4.13: Financial Allocation and Expenditure under SSA in Darrang.

(in lakhs)

Financial Year	Allocation	Expenditure	% of Expenditure
2010-11	6303.207	4554.353	72.25
2011-12	5352.83941	3390.62	63.34
2012-13	8274.94016	6500.899	78.56
2013-14	7000.617	-	-

Source: SSA, Darrang.

Table-4.13 shows financial allocation and expenditure of SSA in Darrang district. Table shows that the allocated amount in 2010-11 was 6303.207 lakhs out of which the amount of expenditure was 4554.353 lakhs and the expenditure was 72.25 percent. In 2011-12 the amount of expenditure was 3390.62 lakhs against the allocated amount of 5352.83914 lakhs. The allocated and expenditure amount was decreased in 2011-12 in comparison to the session 2010-11. The allocation increased i.e. 8274.94016 lakhs in 2012-13 in comparison to the previous two sessions. Similarly expenditure was also higher i.e. 6500.899 lakhs resulting in the increase in percentage of expenditure i.e.

78.56 percent to the total allocation. According to the official sources (SSA, Darrang) in terms of utilization of funds against the allocation the maximum share of funds were spent on “Civil Works” and “Repair and Management”. Besides these two categories funds were utilized for teacher’s grant, free textbooks, teaching learning equipments, school grant, innovative activity etc.

The right to education as a Fundamental Right given by the Constitution of India and the implementation of The Rights of Children to Free and Compulsory Education Act, 2009 has special implications for the strategies adopted by SSA. In order to implement RTE provisions through the SSA vision, special targets are set to provide meaningful access, equity and quality education. The RTE Act demands that meaningful access requires not only enrolment but also high retention and transition through classes with no repetition. Question of quality education relates to good infrastructural facilities, textbooks, teaching learning materials, teachers training etc. At the same time equity issues are associated with the equitable education of all children including girls belonging to socially disadvantaged groups removing the social, regional and sex differences.

Let us here make an assessment of the performance of SSA in providing all these opportunities for the children to improve their educational status in Darrang district.

Access and Enrolment Indicator:

Concerted efforts during the last few years have resulted in the increase in the number of schools, teachers and students enrolment. According to the sources of DISE, 2012-13, at present there are total number of 1065 government primary schools running under the Department of Elementary Education in Darrang district. The total numbers of government elementary schools are provided in Table- 4.14.

Table-4.14: Total Number of Government Elementary Schools in Darrang.

School Category	Numbers
Lower Primary	675
Upper Primary	76
Primary + Upper Primary	22
EGS upgraded	292
Total	1065

Source: SSA, Darrang, 2012-13.

In Table-4.14, it is seen that in Darrang district the number of government lower primary school is 675 and government upper primary school is 76. Besides these, there are 22 schools which are composite schools, having both primary and upper primary level. As already mentioned SSA has established 292 EGS centres (*Amar Parhashali*) which have been upgraded to government primary schools recently. Thus, the total number of government elementary school in Darrang is 1065.

Table- 4.15: Number of Enrolment in Government Elementary Schools in Darrang.

Year	Enrolment	
	Primary	Upper primary
2002-03	116019	56124
2003-04	134329	61456
2004-05	146865	63386
2005-06	147349	66857
2006-07	220154	89599
2007-08	217031	94826
2008-09	213066	98725
2009-10	172955	95225
2010-11	194543	98228
2011-12	110232	54520
2012-13	131628	50040

Source: District Elementary Education Report Card, DISE.

Table- 4.15 shows that since 2002-03 enrolment in both primary and upper primary level have been increasing gradually till 2006-07 (116019 to 220154) in primary and (56124 to 89599) upper primary level. But after 2007-08, enrolment in primary level declined. Number of enrolment in primary level has declined from 217031 in 2007-08 to 131628 in 2012-13. Again number of enrolment in the upper primary level also declined from 94826 in 2007-08 to 50040 in 2012-13. The decrease in number of enrolment was basically due to separation of Udalguri district from Darrang in 2003 and the government educational statistics were jointly available till 2008-09. After 2009-10 statistics were separated officially. But it is seen that in new Darrang the number of enrolment after 2009-10 has been again decreased in both primary and upper

primary level till 2012-13. According to official sources increase in enrolment in private schools has been resulted in the decrease of enrolment in government schools.

Table-4.16: Block wise Enrolment in School in Darrang.

Block	Age Group (6-11 Years) (%)	Age Group (12-14 Years) (%)
Sipajhar	99.7	99.5
Kalaigaon	98.6	96.9
Dalgaon	97.7	92.6
Total	97.1	94.0

Source: SSA, Darrang, 2012-13.

Table- 4.16.shows that the rates of enrolment in schools in Sipajhar block are 99.7 percent and 99.5 percent in 6-11 and 12-14 years of age group respectively. Again in Kalaigaon block enrolment are 98.6 percent and 96.9 percent in both the age groups. But enrolment in Dalgaon block is lower than other two blocks of Darrang as it is 97.7 percent & 92.6 percent in both the age groups of 6-11 &12-14 years.

It is no doubt that after making primary education as free and compulsory for all children the rate of educational enrolment has been increased since the last few years but the target to reach all the children between the age group of 6-14 years is yet to be achieved even after ten years of declaring right to education as fundamental right.

Table-4.17: Block wise Number of out of School Children in Darrang (6-14 years).

Block	Total
Sipajhar	145
Kalaigaon	808
Dalgaon	3925
Total	4878

Source: SSA, Darrang, 2012-13.

Table-4.17 shows the number of out of school children in Darrang district. It is seen that the number of out of school children is higher in Dalgaon block in comparison to other two blocks i.e. 3925 as against the number of 145 and 808 in Sipajhar and Kalaigaon block respectively. As already mentioned Dalgaon block represents the highest number of children belonging to Muslim Community, the results show that a significant proportion of them are still out of the educational process. The issue to be concerned here is that the figure of out of school children is higher (6.96%) in upper primary level than the primary level (2.89%) (Source: DISE, 2012-13). This indicates the higher dropout rate of children in upper primary level.

Dropout Rate:

Efforts are being made under SSA to increase enrolment and reduce dropout rates with a view to achieve the goal of UEE. But an analysis of data on primary education reveals that there is the failure on the part of SSA in reducing the drop out rate. Table- 4.18 shows the drop out rate in Darrang since 2003-04 below-

Table-4.18: Drop out rate of Students in Primary level (I-V) in Darrang.

Year	Drop out Rate (%)
2003-04	2.7
2004-05	6.0
2007-08	18.2
2011-12	10.9
2012-13	15.3

Source: DISE.

Table-4.18 states that in 2003-04 the dropout rate in primary level was recorded at 2.7 percent. But in 2004-05 it is seen that dropout rate was increased to 6.0 percent. In 2007-08 it was recorded at 18.2percent and in 2011-12 it decreased to 10.9 percent. Again in 2012-13 it is recorded at 15.3 percent which is much higher than 2003-04, the initial stage of launching SSA. This means even after 10 years of launching, SSA has not been succeeded in reducing the drop out rate.

Quality Indicator:

The problem of decreasing the enrolment in government schools is associated with the quality indicators and performance indicators of the right to education. According to the RTE Act, 2009 every school must fulfil the norms and standards specified in the Schedule. These norms and standards include the infrastructural facilities like number of classrooms, number of teachers, separate toilet for girls, electricity, playgrounds, play materials, teaching learning materials, drinking water facilities, boundary wall etc. The RTE indicators highly depend on these infrastructural facilities which reflect the performance of government schools in providing good

quality education to the students. The lack of these facilities in the school premise means that children are deprived of getting their right to education in the true sense even after their enrolment in schools. In the initial years of SSA, the thrust was on closing the infrastructural gaps as it was recognized that it will provide a good learning environment and can lead to improvement in quality of education. Now let us highlight on the RTE indicators of government schools in Darrang district.

Table-4.19: Infrastructural Facilities of Government Schools of Darrang

Sl. No.	Indicators	Primary (%)	Upper Primary (%)
1	Single classroom school	39.3	3.7
2	Single teacher school	8.7	0.0
3	Schools with girls' toilet	57.0	65.6
4	Schools with boys toilet	55.6	57.0
5	Schools with boundary wall	23.9	23.0
6	Schools with drinking water	76.1	87.3
7	Schools with play ground	50.6	67.6
8	Schools with electricity	4.4	18.6
9	Schools with computer	0.3	13.5

Source: State Report Card 2011-12, DISE-2012-13.

Table-4.19 shows the percentage of schools having different infrastructural facilities in Darrang. From the Table it is seen that the condition of infrastructural facilities in upper primary schools are better than the primary schools to some extent in some cases. Percentage of primary schools having single classroom is 39.3 percent which is more than the upper primary schools i.e. 3.7 percent. Similarly, the percentage

of single teacher school is 8.7 percent in case of primary schools and in case of upper primary school the percentage is 0. Table also shows that 57.0 percent schools have girls toilet where 65.6 percent upper primary schools have girls' toilet. Primary schools having boys toilet is 55.6 percent and upper primary schools having boys toilet is slightly higher i.e. 57.0 percent. Percentage of schools having boundary wall is almost same in case of both primary and upper primary schools i.e. 23.9 percent and 23.0 percent respectively. Percentage of primary schools having drinking water facility is lower (i.e. 76.1 percent) than the upper primary schools (i.e. 87.3 percent). Similarly 50.6 percent primary schools have playgrounds where 67.6 percent upper primary schools have play grounds. Percentage of primary schools having electricity is very low i.e. only 4.4 percent and in case of upper primary schools it is 18.6 percent. Only 0.3 percent primary schools have computer facility which is lower than the upper primary schools having computers i.e. 13.5 percent.

From the above discussion, it is clear that the condition of infrastructural facilities in the elementary schools of Darrang district is not very much satisfactory. Proper infrastructural facilities provide a very congenial atmosphere for the students to learn and can motivate them to attend school regularly and for a longer period. But those schools lacking all these facilities of classrooms, teachers, toilets, safe drinking water, playground electricity etc can not motivate the students to attend the school. These facilities are very significant for both physical and mental development of the students which they can develop in school environment.

Teacher Status and Pupil Teacher Ratio (PTR):

In the State of Assam and Darrang also, under SSA strategies have been also formulated for improving the quality of education through recruitment of teachers and organizing training programmes for them. Table- 4.20 shows the teacher status of Darrang district below-

Table-4.20: Total Number and Percentage of Trained Teachers in Government schools of Darrang.

No. of Teachers	Trained (%)	
	Regular	Contractual
4113	45.9	5.3

Source: School Report Card 2011-12, DISE

Table 4.20 states that at present in Darrang there are total number of 4113 government school teachers working in different schools. Out of them, 45.9 percent regular teachers and 5.3 percent contractual teachers have professional training.

Table-4.21: Percentage of Schools with PTR in Darrang.

School Category	% of School	PTR
Primary level at 30	52.7	32.7
Upper Primary level at 35	10.2	19.3

Source: DISE, 2012-13.

Table-4.21 shows that in Darrang percentage of primary school with PTR at 30 is 52.7 percent and percentage of upper primary school with PTR at 35 is 10.2 percent. The remaining primary and upper primary schools have PTR more than 30 and 35 respectively. In general, the PTR is 32.7 in case of a primary level and 19.3 in case of upper primary level in Darrang district.

It is widely perceived that better qualified and professionally trained teachers can have a significant effect on the quality of education. Section 23 of the RTE Act highlights the need for making available professionally trained teachers for the school system. But data on teachers working in elementary education system available from DISE sources states that in Darrang district a significant number of teachers are teaching without any professional training. According to the RTE mandate, all teachers must be trained within a period not exceeding five years from the commencement of the Act. This responsibility heavily lies on the proper strategy and effective functioning of SSA for organizing more and more training programmes for school teachers.

Equity Indicator (Gender)

The gender equity indicator in education demands equal enrolment of girls and boys in the schooling process. Although there have been some encouraging moves towards increased gender parity in school, the aim for achieving gender equality in education is far behind from realisation. It is also a fact that gender parity is very important, but it is only one aspect of achieving gender equality. Therefore, the key issues in gender equality in education include not only ensuring access to education for girls and women, but also the completion of a good quality education for both boys and girls.

Table-4.22: Gender Difference in Literacy Rate in Darrang.

Year	Male (%)	Female (%)	Gender Gap(%)
1991*	50.8	32.5	18.3
2001*	63.9	46.4	17.5
2011	68.3	60.4	7.96

Source: Statistical Handbook of Assam, 2004, 2009, Census Report

2011(Provisional)

*Undivided Darrang.

Table-4.22 shows that both the male and female literacy rate of Darrang district has increased significantly in the last few decades. It also reveals that the gender gap in literacy has been reducing in Darrang district. The male literacy rate of undivided Darrang in 1991 was 50.8 percent against the female literacy rate of only 32.5 percent. Accordingly in 2011 male literacy rate was 63.9 percent against the female literacy rate of 46.4 percent. The gender gaps of undivided Darrang district were 18.3 and 17.5 percent in 1991 and 2001 respectively. In 2011, the gender gap of present Darrang is 7.96. It is important to note that the goal of Education for All can not be achieved without achieving cent percent literacy and right to free and compulsory education is meaningless if the gender gap in primary education cannot be removed completely.

Table-4.23: Gender Difference in Enrolment in Schools of Darrang

(6-11 years).

Block	Boys (%)	Girls (%)	Total (%)
Sipajhar	99.7	99.7	99.7
Kalaigaon	98.4	98.9	98.6
Dalgaon	95.3	96.3	95.8
Total	96.7	97.4	97.1

Source: SSA, Darrang, 2012-13.

Table-4.24: Gender Difference in Enrolment in Schools of Darrang

(12-14 years).

Block	Boys (%)	Girls (%)	Total (%)
Sipajhar	99.6	99.6	99.6
Kalaigaon	97.2	97.7	97.5
Dalgaon	88.2	91.0	89.8
Total	93.5	94.4	94.0

Source: SSA, Darrang, 2012-13.

Table-4.23 and 4.24 shows gender difference in percentage of enrolment in primary and upper primary schools of Darrang. Both the table indicates that there is no significant gender difference in enrolment in Sipjhar block and Kalaigaon block of Darrang district. The percentage of enrolment of both boys and girls are almost equal. But in Dalgaon block the percentage of enrolment of boys is lower (95.3percent & 88.2 percent) than the percentage of enrolment of girls (96.3 percent & 91 percent) in both primary and upper primary level.

Table-4.25: Gender Difference in Out of School Children in Darrang

(6-11 years).

Block	Boys(%)	Girls(%)	Total(%)
Sipajhar	0.26	0.28	0.27
Kalaigaon	1.55	1.19	1.36
Dalgaon	4.65	3.64	4.13
Total	3.24	2.55	2.89

Source: DISE, 2012-13.

Table-4.26: Gender Difference in Out of School Children in Darrang (12-14 years).

Block	Boys(%)	Girls(%)	Total(%)
Sipajhar	0.36	0.31	0.34
Kalaigaon	2.74	2.24	2.49
Dalgaon	11.7	8.91	10.1
Total	6.48	5.51	6.96

Source: DISE, 2012-13.

Table-4.25 and Table-4.26 shows gender difference in percentage of out of school children in both primary and upper primary schools of Darrang. Tables indicate that gender difference is not so significant in the percentage of out of school children in Sipajhar and Kalaigaon block of darrang district. But in Dalgaon block percentage of out of school boys is higher (4.65 percent & 11.7 percent) than the percentage of out of school girls (3.64 percent & 8.91 percent) in primary and upper primary level.

Table- 4.27: Caste wise Enrolment of Girls and Boys out of total Population in Darrang.

(Primary)

Caste	Total(%)	Girls(%)	Boys(%)
SC	3.9	50.2	49.8
ST	1.1	47.3	52.7
OBC	10.6	49.0	51.0
Muslims	75.4	49.4	50.6

Source: DISE, 2011-12.

Table- 4.27 shows caste wise enrolment of girls and boys in the primary schools of Darrang. Table indicates that out of total 3.9 percent S.C. population girl's enrolment is slightly higher i.e. 50.2 percent than boy's enrolment i.e. 49.8 percent. On the other hand out of total S.T., O.B.C. and Muslim population i.e. 1.1, 10.6 and 75.4 percent respectively, enrolment of boys is higher i.e. 52.7, 51 and 50.6 percent respectively than the enrolment of girls i.e. 47.3, 49 and 49.4 percent respectively. Again girl's enrolment of S.T. population i.e. 47.3 percent is lowest in comparison to the girl's enrolment of S.C., O.B.C. and Muslim population. Similarly girl's enrolment of S.C. population is highest i.e. 50.2 percent in comparison to S.T., O.B.C. and Muslim population. Boy's enrolment of S.C. population is lowest i.e. 49.8percent in comparison to S.T., O.B.C. and Muslim population. Similarly boy's enrolment of S.T. population is highest i.e. 52.7 percent in comparison to S.C., O.B.C. and Muslim population.

Table-4.28: Caste wise Enrolment of Girls and Boys out of total Population in Darrang. (Upper Primary)

Caste	Total(%)	Girls(%)	Boys(%)
SC	5.8	50.5	49.5
ST	1.8	47.1	52.9
OBC	19.8	49.7	50.3
Muslims	49.4	55.1	44.9

Source: DISE, 2011-12.

Table- 4.28 shows caste wise enrolment of girls and boys in upper primary schools of Darrang. Table indicates that out of total 5.8 percent S.C. population girl's enrolment is slightly higher i.e. 50.5 percent than boy's enrolment i.e. 49.5 percent. Similarly out of total 49.4 percent Muslim population girl's enrolment is much higher i.e.55.1 percent than boy's enrolment i.e.44.9 percent. On the other hand out of total 1.8 percent S.T. population and 19.8 percent O.B.C. population girl's enrolment is lower i.e. 47.1 percent and 49.7 percent than boy's enrolment i.e.52.9 percent and 50.3 percent respectively. Again girl's enrolment of the Muslim population is highest i.e. 55.1 percent than girl's enrolment of S.C., S.T. and O.B.C. population. Girl's enrolment of S.T. population is lowest i.e. 47.1 percent than girl's enrolment of S.C., O.B.C. and Muslim population. Boy's enrolment of S.T. population is highest i.e. 52.9 percent than boys enrolment of S.C., O.B.C. and Muslim population. Similarly boy's enrolment of Muslim population is lowest i.e. 44.9 percent than boy's enrolment of S.T., S.C. and O.B.C. population.

Table- 4.29: Gender Difference of Teachers in Darrang.

Category	Male(%)	Female(%)
Primary	60.4	39.6
Upper Primary	76.8	23.3

Source: DISE, 2012-13.

Table-4.29 shows gender difference in teacher's recruitment in elementary schools in Darrang. Table indicates that at the primary level the percentage of the male teacher is 60.4 percent. On the other hand, percentage of the female teacher is only 39.6 percent at the primary level. Similarly, at the upper primary level the percentage of the male teacher is 76.8 percent which is much higher than the percentage of the female teacher i.e. only 23.3 percent.

Table-4.30: Block wise Gender Difference of Teachers in Darrang.

Block	Male(%)	Female(%)	Total
Sipajhar	66.0	34.0	1150
Kalaigaon	63.0	36.9	1132
Dalgaon	62.8	37.1	1831
Total	63.7	36.2	4113

Source: DISE, 2012-13.

Table-4.30 shows block wise gender difference in percentage of teachers in Darrang district. Table shows that in all the three blocks i.e. Sipajhar, Kalaigaon and Dalgaon the percentage of male teachers are higher (66 percent, 63 percent and 62.8 percent) than the percentage of female teachers (34 percent, 36.9 percent and 37.1 percent).

Thus, it is seen that there is the gender difference in enrolment of girls and boys belonging to different communities and out of school girls and boys in different educational blocks of Darrang district. Gender difference is also seen in recruitment of teachers by the government in Darrang district.

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