

## **CHAPTER 3**

### **Impact of SSA on Right to Education of Children in Nalbari District with Special Reference to Paschim (West) Nalbari Area:**

#### **3.1: Introduction of SSA: -**

Universalization of Elementary Education (UEE) is one of the important provisions of Indian Constitution and national commitments from its independence itself towards all the citizens of India. ‘The Indian Constitution, adopted in 1950, stated that all States should provide free and compulsory education to the children of every section of the society up to the age of 14 years’<sup>30</sup>. During that time the decision was important for the country because the literacy rate then was only 16 percent in India. India is a world largest democratic country, ‘hence the success and prosperity of it’s largely depends on enlightened and educated people. Equal opportunity to all is the salient feature of a democratic set up’<sup>31</sup>. So, it is a demand of the democratic system of government that all people should get education without discrimination on the basis of sex, colour, class, caste, creed, religion etc. Only education can helps people to become aware about their duties and responsibilities, rights and obligations. The UEE targets of our country is progressing in a number of indicators such as- access to primary education, increase in enrolment and retention, improvement in school attendance and generation of strong demand for education, especially for girls but still pupil achievement is low vis a vis inter-state and inter-district differences in pupils

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<sup>30</sup> Taj, Haseen. (2008), “Current Challenges in Education”, Neelkamal Publications Pvt. Ltd. New Delhi. P-28

<sup>31</sup> Ibid. P- 28.

attendance and achievement level is also increasing. In this context, SSA was introduced in 2001-02, to Universalize Elementary Education.

In 2000, the world community had declared EFA and achieved its goal by 2015. Inspired from such declaration the Government of India (GOI) has adopted SSA, the largest flagship programme to provide relevant and compulsory education to all children in India. SSA is an effort to provide useful and relevant or compulsory education for all children in the age group of 6-14 years by 2010 in neighbourhood school. 'It is an effort to universalize elementary education by community ownership of the school system'<sup>32</sup>. It is a response to demand for quality basic education to all over the country within the clear timeframe. 'The SSA Programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community owned quality education in a mission mode'<sup>33</sup>. The SSA is to provide quality education with universal access and retention, bridging of gender and social category gaps in elementary education. 'SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, regular teacher in service training and academic resource support, free textbooks & uniforms and support for improving learning achievement levels/outcomes'<sup>34</sup>. 'On one hand SSA is a programme with its own targets, norms and processes and on the other it is an umbrella programme covering other programmes like District Primary Education

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<sup>32</sup> Ibid, p-36

<sup>33</sup> Ibid, p-36

<sup>34</sup> <http://mhrd.gov.in/sarvashiksha-abhiyan>

Programme (DPEP), Lok Jumbish, Operation Blackboard (OB) etc<sup>35</sup>. In short, SSA is an Indian Government largest flagship programme aimed to achieve UEE within timeframe.

### **3.1.1: Basic Features of SSA**<sup>36</sup>:-

The basic features of SSA are as follows-

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School management Committees, Village and Urban Slum level Education Committees, Parent's Teacher's Associations, Mothers Teachers associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for states to develop their own vision of elementary education

### **3.1.2 Aims of SSA**<sup>37</sup>:-

The basic aims of SSA are as follows-

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<sup>35</sup> Sarva Siksha Abhiyan: A Programme for Universal Elementary Education- Manual for Planning and Appraisal. MHRD, New Delhi.

<sup>36</sup> Aggarwal J. C. & Gupta, S. (2010), "Right to Education and Revitalizing Education", First Edition, Sipra Publications, New Delhi, Pp- 14-15

<sup>37</sup> Ibid, p-15

- The SSA is to provide useful and relevant elementary education for all children in the 6-14 age groups by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.
- Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allow children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.
- SSA realizes the importance of Early Childhood Care and Education (ECCE) and looks at the 0-14 age as a continuum. All efforts to support preschool learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Ministry of Women and Child Development.

### **3.1.3 Objectives of SSA<sup>38</sup>:-**

The main Objective of SSA is as follows-

- All children in school, Education Guarantee Centre, Alternate School, "back to-School" camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.

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<sup>38</sup> Sarva Siksha Abhiyan: Programme Work for Implementation, MHRD (GOI). New Delhi.

- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

### **3.2: Right to Education of Children to Free and Compulsory Act;**

#### **(RTE) 2009:-**

‘The RTE is an Act of the Parliament of India enacted on 4<sup>th</sup> August, 2009 which describes the modalities of the importance of free and compulsory education for children between 6 to 14 in India under Article 21-A of the Indian Constitution’<sup>39</sup>. The RTE act is one of the important steps of Indian Government to achieving UEE. This act incorporated two basic words such as- free and compulsory. The word free education means that a child who can admit to any government school and completing elementary education without paying any cost. Along with the child can get basic requirements, free text books and uniform from the government itself without any expenses by the parents. The word Compulsory education means that it is the obligation towards all governments of India to provide and ensure admission of children, retention in school, increase attendance and completion of elementary schooling to the all children of 6 to 14 years of age. It is important to mention here that the local bodies of elementary schools should be taken necessary steps in this regards.

‘With this, the Parliament of India has moved forward to a rights based framework

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<sup>39</sup> “Provisions of the Constitution of India having a bearing on Education”, Department of Higher Education. Archived from the original on 1 February 2010, Retrieved 1 April 2010.

that casts a legal obligation on the Central and State governments to implement this fundamental child right as enshrined in the Article 21-A of the Constitution, in accordance with the provisions of the RTE Act'<sup>40</sup>.

### **3.3. SSA working to Promote RTE in Assam: -**

The SSA was an integrated flagship programme to provide meaningful and relevant education to all children between 6 to 14 years. 'The basic SSA goals included- Universal access and retention of all children, bridging gender and social category gaps in elementary education and education of satisfactory quality'<sup>41</sup>. The SSA was comprehensive programme adopted for ten years terms with above mentioned goals. Since the implementation of SSA, it has made a remarkable progress in the field of primary education, but it has failed to achieve its total progress and fulfillment its goals within the clear timeframe. Therefore, the RTE Act was passed by Indian Parliament in 2009 and operative from 1<sup>st</sup> April 2010 to provide a basic right to free and compulsory education of equitable quality for the children of India. 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'<sup>42</sup>. Along with it was the demand of time that the deadline of clear timeframe of SSA came into finished and remains many progress and goals were being fulfilled. In this regards, 'the RTE Act has important implications for the overall approach and

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<sup>40</sup> GoI, Elementary Education, Department of School Education & Literacy, MHRD, New Delhi.

<sup>41</sup> Deka, Barnali. (2015), "Right to Education and Girl child: a study on Role of SSA in Darrang District", p-137

<sup>42</sup> Ibid, P-137

implementation strategies of SSA, and thus it is necessary to harmonize the SSA vision, strategies and norms with the provisions of the RTE Act<sup>43</sup>.

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 approach<sup>44</sup>-

1. Provision of schooling facilities in the habitations hitherto unserved by any schooling facility in a clear time frame.
2. Enrolling all children of the age group of 6-14 years in schools/ alternative schools/ back to school camp etc.
3. Retaining the children within the schooling system for the whole period of elementary education.
4. Improving quality in education through teachers training, provision of teaching learning materials, textbooks etc.
5. Promoting social justice amongst socially backward communities, caste tribes etc. and gender sensitivity amongst all.
6. 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

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<sup>43</sup> Ibid p-137

<sup>44</sup> Annual Report- (2006-07), p-2

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’ (Barnali Deka: 2015)<sup>45</sup>.

### **3.4 Status of RTE in Assam: -**

The Article 21-A of the Indian Constitution mentioned that the right to education as fundamental right to all children between the age groups of 6 to14 years. Along with the Right of Children to Free and Compulsory Education Act, 2009 were passed by Indian Parliament which ‘aims to provide compulsory schooling to all children in the age groups of 6 to 14 years, which came into force on 1<sup>st</sup> April, 2010 in Assam and other parts of India’<sup>46</sup>. Since Indian Independence, the literacy rate in Assam has been increased significantly and there is considerable growth in the establishment number of elementary schools. According to Census Report 2011, the literacy rate of Assam is 73.18 percent and out of which 78.81 percent are male literate and 67.29 percent are female literate. Following table shows the literacy rate in Assam and India-

#### **Literacy Rate:**

Table- 3.1

Literacy rate of Assam and India, 2011

State	Literacy Rate %		
	Male	Female	Total
Assam	78.81	67.29	73.18
India	82.14	65.46	74.04

**Source: Census Report, 2011**

<sup>45</sup> Deka, Barnali. (2015), “Right to Education and Girl child: a study on Role of SSA in Darrang District”, P-138

<sup>46</sup> Ibid, p-138



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 and revised it by 2015. 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.

### **Number of Elementary Schools in Assam: -**

Table- 3.2

Number of elementary schools in Assam

Category of School	Number of School
Primary	48529
Primary with upper primary	2041
Primary with upper primary and Secondary and Hr. Secondary	248
Upper Primary	11410
Upper primary with Secondary and Hr. Secondary	687
Primary with upper primary and Secondary	1677
Upper primary with Secondary	1302
Total	65894

**Source: U-DISE, 2015-16 (provisional)**

According to U-DISE data, which has been shown in the table 3.2, the total elementary schools in Assam are 65894. The elementary school of Assam are established such a way that- primary (48529), Primary with upper primary (2041), Primary with upper primary and Secondary and Hr. Secondary (248), Upper Primary

(11410), Upper primary with Secondary and Hr. Secondary (687), Primary with upper primary and Secondary (1677) and Upper primary with Secondary.

### **Enrolment:**

Table- 3.3

Enrolment by educational level in Assam

School	Boys	Girls	Total
Primary	1876557	1844364	3720921
Upper Primary	827841	883291	1711132

**Source: U-DISE, 2015-16 (provisional)**

Table 3.3 shows that the enrolment by educational level in Assam. It is seen that the enrollment of boys is higher than girls in primary level but an opposite picture seen in the upper primary level that the enrolment of boys is lower than the girls. Along with, there are a vast difference between the total enrolment of primary schools and upper primary schools.

### **Grade-Wise Enrolment: Grades I to VIII**

Table- 3.4

Grade-Wise enrolment: Grades I to VIII

Class & Students	Class-I	Class-II	Class-III	Class-IV	Class-V	Class-VI	Class-VII	Class-VIII
Boys	458271	384357	361830	342266	329833	294495	274672	258674
Girls	440217	375054	356128	340524	332441	309824	294201	279266
Total	898488	759411	717958	682790	662274	604319	568873	537940

**Source: U-DISE, 2015-16 (provisional)**

Table 3.4 indicates that the grade wise enrolment of children from class I to VIII. It is seen that the enrolment of boys is higher than girls from class I to IV. But the enrolment of girls is higher than boys from class V to VIII.

**Percentage of Children Enrolled in Private Schools in Assam (6-14 years)**

Table: 3.5

Percentage of children enrolled in private schools in Assam (6-14 years)

Year	Percentage of Children
2010	14.4
2011	14.5
2012	16.0
2013	17.1
2014	17.3
2016	22.0

**Source: ASER, 2016**

Table 3.5 reveals that the percentage of children enrolled in private schools in Assam. The percentage is increasing every year. In 2010, it was 14.4 percent only but it is increased up to 2016 is 22.0 percent. From that it is become clear that enrolled of children in private school is increasing year by year in Assam.

**Percentage of Out of School Children in Assam: (6 to 14 years)**

Table 3.6

Percentage of out of school children (6 to 14 years)

Year	Out of School Children in %
2010	5.0
2011	4.2
2012	4.4
2013	3.8
2014	3.2
2016	3.1

**Source: ASER, 2016**

Table 3.6 stated that various percentage of out of school children between the age groups of 6 to 14 years from 2010 to 2016. It is seen that in 2010, out of school children was 5.0 percent which has gradually decreased to 4.2 percent, 3.8 percent, 3.2 percent in 2010, 2011, 2013 and 2014 respectively. But out of school children was increased 4.4 percent in 2012. According to 2016 ASER report, out of school children rate is 3.1 percent.

**Percentage of Dropout rate of Children in schools of Assam: (6 to 14 years)**

Table 3.7

Percentage of Dropout rate of children in schools of Assam (6 to 14 years)

Educational Level	Dropout Rate % in 2014-15		
	Boys	Girls	Total
Primary	16.07	14.65	15.36
Upper Primary	10.45	10.56	10.51

**Source: U-DISE, 2015-16 (provisional)**

Table 3.7 shows that the percentage of Dropout rate of children in schools of Assam in the age groups of 6 to 14 years. It is seen that boy's dropout rate is higher than girls in primary level but the dropout rate of girls is higher than boys in upper primary level. Along with the total dropout rate is very high in primary level (15.36 percent), where as the total dropout rate of upper primary is low i.e. 10.51 percent in comparison with primary level.

### **Pupil-Teacher Ratio in Schools in Assam:**

Table 3.8

Pupil-Teacher Ratio in schools in Assam

Educational Level	Session- 2014-15	Session- 2015-16
Primary	24:1	21:1
Upper Primary	14:1	13:1

**Source: U-DISE, 2015-16 (provisional)**

According to U-DISE data 2015-16, which has been shown in table 3.8, the pupil teacher ratio in primary and upper primary schools in Assam is 24:1 in 2014-15, 21:1 in 2015-16 and 14:1 in 2014, 13:1 in 2015-16 respectively.

### **3.5: Status of RTE and Performance of SSA in Nalbari district with Special reference to Paschim Nalbari area:**

The SSA was launched in all over India in 2001-02. Since the implementation of SSA, it has been working in Nalbari district along with other parts of India except Jammu & Kashmir. Before the implementation of SSA, the District Primary Education Programme (DPEP) was launched in 1994 in Nalbari district along with various districts of Assam and India. But the implementation of SSA by the Indian government was the largest programme of India to provide and ensure quality basic education to all children between the age groups of 6 to 14 years. The basic aim of implementing SSA in India for achieving UEE and EFA movement continues pressurized for taken such kind of framework for action.

#### **3.5.1 Implementation of SSA in Nalbari District: -**

The SSA is one of the important programme towards achieving UEE within clear timeframe. The SSA is one of relevant strategy which is working in Nalbari

district from its very existence as well as other parts of Assam. This programme is an attempt to provide quality basic education to all over the country and aims to improving human capabilities to all children through community participation and ownership. It is one of the steps to responding the demand of quality basic education, promoting social justice, effective involvement of community and participation in the management of school affairs. Therefore, it is necessary to make an assessment regarding the performance of SSA in Nalbari district in providing the all opportunities to the children.

**Enrolment indicator:**

A systematic and continuous effort has taken by the Indian government in last few years has resulting the increase in the number of primary schools, teachers’ appointment, students’ enrollment and retention in the schools. The impact of such points mentioned above is more visible in the Nalbari district. The actual picture regarding access and enrolment indicator become clear with the following table-

Table 3.9

Total number of government elementary schools in Nalbari district: 2017

School Category	Numbers in Figure
Lower Primary	998
Upper Primary	225
Total	1223

**Source: SSA, Nalbari, 24<sup>th</sup> April, 2017**

Table 3.9 reveals about the total number of government elementary schools in Nalbari district. The total number government elementary school is 1223 and out of which lower primary school is 998 and upper primary school is 225.

Table 3.10

Block wise number of government elementary school in Nalbari district: 2017

Block Name	Lower Primary	Upper Primary
Barkhetri	244	30
Pub- Nalbari	395	110
Borigog- Banbhag	160	47
Paschim Nalbari	199	38
Total	998	225

Source: SSA, Nalbari, 24<sup>th</sup> April, 2017

Table 3.10 shows about the block wise number of government elementary school in Nalbari district. In Nalbari district there are total four elementary educational blocks and the total number of lower primary and upper primary is 998 and 225. The block wise total lower primary and upper primary is 244 and 30 in Barkhetri block, 395 and 110 in Pub- Nalbari block, 160 and 47 in Borigog- Banbhag block and 199 and 38 in Paschim Nalbari block respectively.

Table 3.11

Total number of enrolment in government elementary school in Nalbari district: 2017

Category of School	Total Enrolment	Boys Enrolment in %	Girls Enrolment in %
Lower Primary	56082	48.5	51.5
Upper Primary	17586	46.6	53.4

Source: SSA, Nalbari, 24<sup>th</sup> April, 2017

Table 3.11 reveals that the enrolment of children in government elementary school of Nalbari district. The total enrolment of children in lower primary schools of the district is 56082 and out of which the boy's enrolment is 48.5 percent and girl's enrolment is 51.5 percent. Likewise, the total enrolment of children in upper primary

is 17586 and out of which the percentage of boy's enrolment is 46.6 and 53.4 is girls enrolment. From that table it becomes clear that the girl's enrolment is higher than boys in government elementary schools of Nalbari district.

Table 3.12

Block wise enrolment of children in Nalbari district

Block Name	Boys enrolment %		Girls enrolment %	
	Lower Primary	Upper primary	Lower Primary	Upper primary
Barkhetri	48.9	46.2	51.1	53.8
Pub- Nalbari	48.1	48.5	51.9	51.5
Borigog- Banbhag	48.5	43	51.5	57
Paschim Nalbari	47.9	47.7	52.1	52.3

Source: SSA, Nalbari, 24<sup>th</sup> April, 2017

Table 3.12 shows that the block wise enrolment of children in Nalbari district. In Nalbari district there are four elementary educational blocks. The percentage of enrolment of children in lower primary schools of each block such as- 48.9 percent of boys enrollment and 51.1 percent of girls enrolment in Barkhetri block, 48.1 percent of boys enrollment and 51.9 percent of girls enrolment in Pub- Nalbari block, 48.5 percent of boys enrollment and 51.5 percent of girls enrolment in Borigog- Banbhag block and 47.9 percent of boys enrollment and 52.1 percent of girls enrolment in Paschim Nalbari block. Likewise, the percentage of enrolment of children in upper primary of each block such as- 46.2 percent of boys enrollment and 53.8 percent of girls enrolment in Barkhetri block, 48.5 percent of boys enrollment and 51.5 percent of girls enrolment in Pub- Nalbari block, 43 percent of boys enrollment and 57 percent of girls enrolment in Borigog- Banbhag block and 47.7 percent of boys enrollment and



52.3 percent of girls enrolment in Paschim Nalbari block. From the above table it becomes clear that the percentage of boy's enrolment is lower than girl's enrolment in elementary level of each block of the district.

Table 3.13

Total number of out of school children in Nalbari district: 2010-11 to 2016-17

Year	Total number of out of school children					
	Age-6-10			Age-11-14		
	Boys	Girls	Total	Boys	Girls	Total
2010-11	1529	1422	2951	980	872	1852
2011-12	595	488	1083	302	476	778
2012-13	287	186	473	302	168	470
2013-14	255	159	414	177	89	266
2014-15	430	317	747	342	182	524
2015-16	398	281	679	233	164	397
2016-17	394	251	645	586	354	940

**Source: SSA, Nalbari, 24<sup>th</sup> April, 2017**

Under the table 3.13, it becomes visible that the total number of out of school children in Nalbari district from 2010-11 to 2016-17. In 2010-11, the out of school children between the age groups 6 to 10 years is very high i.e. total 2951 children has been out of school. After that the number of out of school children is usually decreasing between the age groups of 6 to 10 years but still numbers of children are being out of school for every year. In 2016-17 the total number of out of children between the age groups of 6-10 years is 645. Likewise, In 2010-11 session, the out of school children between the age groups 11 to 14 years is also very high i.e. total 1852 children has been out of school. After that the number of out of school children is usually decreasing between the age groups of 11 to 14 years but still numbers of

children are being out of school for every year. In 2016-17 the total number of out of children rate is strictly high between the age groups of 11 to 14 years is 940 in comparison to 2011-12 to 2015-16. From the above table it is becomes clear that the number of children are being out of school for every year in Nalbari district.

### **Dropout Rate**

Although the SSA was implement since 2001-02, the main aims and objective is not achieving till today. Efforts are being made under SSA to increase the number of enrolment of students and retention in school till completion of their elementary education. But a large number of students are dropout every year from elementary schools of Nalbari district and it is become hindrances for achieving the UEE. The following table shows the clear picture in this regards.

Table 3.14

Dropout rate of children in Nalbari district: 2015-16

Year	Lower primary			Upper primary		
	Boys in %	Girls in %	Total in %	Boys in %	Girls in %	Total in %
2015-16	19.34	16.62	17.98	6.59	4.92	5.74

**Source: SSA, Nalbari, 24<sup>th</sup> April, 2017**

Table 3.14 reveals that the dropout rate of children in lower primary and upper primary schools of Nalbari district. In 2015-16, the dropout percentage is very high in lower primary schools of Nalbari district and out of which boy's dropout rate is 19.34 percent and girl's dropout rate is 16.62 percent. Likewise, the total dropout rate of upper primary is 5.74 percent and out of which boy's dropout rate is 6.59 percent and

girl's dropout rate is 4.92 percent. From that table it is become clear that the boy's dropout rate is higher than girls in both lower primary and upper primary schools.

**Quality Indicator:-**

Table 3.15

Status of school infrastructure in government elementary schools of Nalbari district

Year	No of class room	Common toilet facility	Separate girls toilet	Drinking water facility	Ramp & wall
2010-11	3350	954	407	1011	667
2011-12	3364	959	648	979	840
2012-13	3762	684	932	1035	916
2013-14	4025	944	1173	1193	1069
2014-15	4031	775	1206	1213	964
2015-16	4087	1193	1272	1223	947
2016-17	4106	1174	1201	1223	986

**Source: SSA, Nalbari, 24<sup>th</sup> April, 2017**

The table 3.15 shows that the status of school infrastructure in government elementary school of Nalbari district. The status of school infrastructure include the number of class room, common toilet facilities, separate girls toilet facilities, drinking water facilities, ramp and boundary wall etc. The above mention such facilities are increasing year by year in Nalbari district. But all facilities are not fulfilled by the government at all.

Table 3.16

Percentage of school with infrastructure facilities as per RTE norms

Sl No	Indicator	Percentage of schools complaint to RTE norms
1	At least one class room for every teacher	68.38
2	An office cum Head Teacher room	16.51
3	Barrier Free Access	80.62
4	Separate Toilets for Boys	96.00
5	Separate Toilets for Girls	98.20
6	Safe and adequate drinking water facility	100
7	Kitchen for cooking Mead Day Meal	97.46
8	Play Ground	31.00
9	Boundary Wall	36.00
10	Library	67.13

Source: SSA, Nalbari, 24<sup>th</sup> April, 2017

Table 3.16 shows that the percentage of schools with infrastructure facilities as per RTE norms. But the schools of Nalbari district has failed to fulfilled the RTE norms, which are basically important for all round development of children as well as proper development of condition of the school. The basic indicator complaint by the school shows a very dark picture regarding the infrastructural development of the school.

### **Pupil- Teacher Ratio:**

Table 3.17

Pupil- Teacher ratio in Nalbari district

Category of school	Pupil- Teacher ratio
Lower primary	20:1
Upper primary	10:1

Source: SSA, Nalbari, 24<sup>th</sup> April, 2017

Table 3.17 reveals that Pupil- Teacher ratio of elementary schools of the Nalbari district. The pupil- teacher ratio of lower primary schools is 20:1, which shows that there are maximum teacher are exist as per RTE norms in Nalbari district. Likewise, the pupil- teacher ratio of upper primary schools of Nalbari district is 10:1, which also shows that there are maximum teacher exist as per RTE norms. From the above table it becomes clear that there are maximum teacher exist in elementary schools of Nalbari district. According to RTE norms the pupil- teacher ratio of lower primary school is 30:1 and upper primary school is 35:1 but the pupil teacher ratio of Nalbari district is higher than the RTE norms.

### **Gender:**

Gender is a dynamic concept, varying from culture to culture and from one social group to another within the same culture, race, class, economic circumstance and age<sup>47</sup>. Gender difference in every aspect of society is a burning issue in all over the world. The term 'gender' is a socially constructed idea which are prevailing almost all of the societies of the world and the male and female has functioning different works only because of above said term. In education sectors also there are existing gender difference in all over the country. Gender difference in education simply means that there is vast difference among the boys and girls in receiving education and various aspects of difference among boys and girls such as- enrolment in school, retention, higher studies etc. But a gender difference is not a longer problem in the Nalbari district. The enrolment of students in schools shows that the girls' enrolment is

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<sup>47</sup> Taj, Haseen (2008), "Current Challenges in Education", Neelkamal Publications Pvt. Ltd. P- 4.

higher than boys of the district. The equal importance is given by the parents both boys and girls as their child.