

CHAPTER 4

A Study on SSA and RTE in Paschim (West) Nalbari Area:-

The government of India has taken lots of initiative in different times for the development of educational condition in India. Some of such programmes are like- Operation Blackboard (OB), District Primary Education Programme (DPEP) etc. but which have failed to achieve the goal of Universal Elementary Education (UEE) and most of the children are still not attending school. The SSA is a government flagship programme launched in the year 2001-02, aiming for achieving 100 percent literacy rate in India and to fulfill the goals of UEE. The basic aim of SSA is achieving access and enrolment, reducing gender gap between boys and girls and providing quality education to children as well as community involvement in educational process.

4.1 An analysis about Right to Education of Children in selected area:

The study is basically based on collected information and relevant data from the field survey in Paschim Nalbari area. It is already mentioned that the researcher has visited twenty one (21) lower primary schools and nine (9) upper primary schools for getting information. Along with, the researcher has taken fifty (50) respondents (parents) for collecting information regarding child education. The getting information and relevant data is divided into four board categories such as- Enrolment indicator, Quality indicator, Equality indicator and RTE related other indicators about right to education of children. The collected data and information are analysed and interpreted in the following tables and chart.

4.2 Enrolment Indicator:-

Table 4.1

Total enrolment of children in selected schools

Category of School	Enrolment of children in elementary level		
	Boys	Girls	Total
Lower Primary	639	671	1310
Upper Primary	334	371	706

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.1 stated that the total enrolment of children in elementary schools of the selected area. The total enrolment of children in lower primary schools of the area is 1310 and out of total children, boy's enrolment is 639 and girl's enrolment is 671. Likewise, the total enrolment of children in upper primary schools of the area is 706 and out of which boy's enrolment is 334 and girl's enrolment is 371.

From the table 4.1, it is interpreted that the total enrolment of children in selected schools of this area and it is found that the enrolment of children of selected schools is satisfactory. Along with the enrolment of girls is slightly higher than boys in both lower primary and upper primary schools of the area.

Table 4.2

Class wise enrolment of children in selected lower primary schools

Category of children	Class wise enrolment of children in %					Total in %
	Class I	Class II	Class III	Class IV	Class V	
Boys	9.8	8.4	10.8	9.5	10.2	48.7
Girls	10.8	11.2	10.2	8.4	10.7	51.3

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.2 shows that the percentage of class wise enrolment of children in selected lower primary schools of the area. The total enrolment of children is 100 percent in lower primary schools and out of which the enrolment of boys and girls in the class I is 9.8 percent and 10.8 percent. Likewise, the enrolment of boys and girls in the class II is 8.4 percent and 11.2 percent and class III is 10.8 percent and 10.2 percent. Similarly, the enrolment of boys and girls in the class IV is 9.5 percent and 8.4 percent as well as in the class V is 10.2 percent and 10.7 percent respectively.

Table 4.3

Class wise enrolment of children in selected upper primary schools

Category of children	Class wise enrolment of children in %			Total in %
	Class VI	Class VII	Class VIII	
Boys	14.9	16.4	16.0	47.3
Girls	19.7	15.6	17.4	52.7

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.3 shows that the percentage of class wise enrolment of children in selected upper primary schools of the area. The total percentage of students is 100 percent and out of which the enrolment of boys and girls in the class VI is 14.9 percent and 19.7 percent. Similarly, the enrolment of boys and girls in the class VII is 16.4 percent and 15.6 percent and the class VIII is 16.0 percent and 17.4 percent respectively.

From the analysis of table 4.2 and 4.3, it is interpreted that class wise enrolment of children in the elementary schools of the area. The percentage of enrolment of girls is higher than boys in the class I, class II and class V. Similarly, the percentage of boys is higher than girls in the class III and class IV. But the total

percentage of girl's enrolment in lower primary schools is higher than boys in the selected area. Likewise, the percentage of enrolment of girls in upper primary schools is higher than boys in the class VI and class VIII. Similarly, the percentage of boys is higher than girls in the class VII. But the total percentage of girls is higher than boys in the selected area. So, the girl's enrolment is slightly higher than boys in the selected elementary schools of the area.

Table 4.4

Caste wise enrolment of children in selected schools

Category of schools & Caste	General in %	OBC in %	SC in %	ST in %	Muslim in %
Lower Primary	36.7	20.2	34.6	0.6	7.9
Upper Primary	23.8	3.5	55.1	0.9	16.7

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.4 shows that caste wise enrolment of children in selected schools of the area. The caste wise enrolment of children in lower primary schools included that- 36.7 percent general, 20.2 percent OBC, 34.6 percent SC, 0.6 percent ST and 7.9 percent Muslim. Likewise, the caste wise enrolment of children in upper primary schools included that- 23.8 percent general, 3.5 percent OBC, 55.1 percent SC, 0.9 percent ST and 16.7 percent Muslim.

From the table 4.4, it is interpreted that the different caste of children are enrolled in the both lower primary and upper primary schools of the area. The major portion of children is from general category and SC background of the both lower

primary and upper primary schools of the area. Along with, the OBC and Muslim category of children also occupy a significant place in this regards. But the enrolment of ST children is low in comparison to other category of the area. The Sarva Siksha Abhiyan is trying from its existence itself to increase equal enrolment and retention of children from every community at the elementary schools in this particular area.

4.3 Quality Indicator:-

Table 4.5

Infrastructural facilities in selected elementary schools

Infrastructural Facilities	Elementary Schools			
	Lower Primary		Upper Primary	
	Yes in %	No in %	Yes in %	No in %
Proper School Building	90.5	9.5	66.7	33.3
Proper sitting arrangement	76.2	23.8	66.7	33.3
General toilet	90.5	9.5	88.9	11.1
Separate girl's toilet	90.5	9.5	88.9	11.1
Electricity	23.8	76.2	44.4	55.6
Teaching learning materials	95.2	4.8	100	-
Library	23.8	76.2	55.6	44.4
Play ground	19.0	81.0	44.6	55.6
Play materials	23.8	76.2	22.2	77.8
Pure drinking water	76.2	23.8	77.8	22.2

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.5 shows that the percentage of infrastructural facilities of the elementary schools of the area. The percentage of proper school building having in

lower primary school is 90.5 percent whereas 9.5 percent does not have such facilities. Similarly, the other facilities in lower primary schools such as- proper sitting arrangement having 76.2 percent and does not have 23.8 percent, general toilet having 90.5 percent whereas does not have 9.5 percent, separate girls toilet having 90.5 percent and does not have 9.5 percent, electricity facility having 23.8 percent and does not have 76.2 percent, teaching learning materials having 95.2 percent whereas does not have 4.8 percent, library having 23.8 percent and does not have 76.2 percent, play ground facility having 19 percent and does not have 81 percent, play materials having 23.8 percent whereas does not have 76.2 percent and pure drinking water facility having 76.2 percent and does not have 23.8 percent. Likewise, the percentage of infrastructural facilities in upper primary schools such as- proper school building having 66.7 percent whereas does not have 33.3 percent, proper sitting arrangement having 66.7 percent and does not have 33.3 percent, general toilet having 88.9 percent whereas does not have 11.1 percent, separate girls toilet having 66.7 percent and does not have 33.3 percent, electricity facility in upper primary schools having 44.4 percent whereas does not have 55.6 percent, teaching learning materials having in upper primary school is 100 percent, library facility in upper primary schools having 55.6 percent whereas does not have 44.4 percent, play ground in upper primary school having 44.4 percent whereas does not have 55.6 percent, play materials having 22.2 percent and does not have 77.8 percent and pure drinking water facility having in upper primary school is 77.8 percent and does not have 22.2 percent.

From the analysis of table 4.5, it is interpreted that the proper school building, proper sitting arrangement, general toilet facility, separate girls toilet facility, teaching

learning materials and pure drinking facility in lower primary schools is satisfactory but the condition of electricity facility, library facility, play ground and play materials facility in lower primary schools is very poor. Likewise, the proper school building, proper sitting arrangement in upper primary school is simply satisfactory i.e. just more than 50 percent. The general toilet facility, separate girl's toilet facility in upper primary school is satisfactory but all schools do not have such facilities yet. The provision of teaching learning materials exists with schools shows good results i.e. all upper primary schools have such provision of the area. Along with the provision of pure drinking water facility in upper primary schools is also satisfactory. But the condition of electricity facility, play ground facility and play materials facility has shows unsatisfactory results in upper primary schools of the area.

Table 4.6

Pupil- Teacher Ratio (PTR) of selected schools

Category of schools	Pupil-Teacher ratio
Lower Primary	17:1
Upper Primary	11:1

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.6 shows that the average PTR of the selected schools of both lower primary and upper primary schools of the area. The average PTR in lower primary schools is 17:1. Similarly, the average PTR in upper primary schools is 11:1.

From the table 4.6, it is interpreted that the average PTR of the selected schools such as- 17:1 for lower primary and 11:1 for upper primary of the area and it shows a satisfactory result and fulfill the PTR norms like 30:1 for lower primary and 35:1 for upper primary schools under the provisions of the RTE Act, 2009.

Table 4.7

Teacher's response on Mid Day Meal scheme in selected schools

Sl No	Category	Response in %	
		Yes	No
1.	Whether Mid Day Meal scheme has any effect on quality education or not	19	81

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.7 shows that teacher's response towards the Mid-Day Meal scheme in both primary and upper primary schools. The 81 percent teachers argued that the mid day meal does not any effect on quality education and it is helpful for proper development of students' health. But the 19 percent teachers argued that the mid day meal scheme effect on the quality education of children and it is breakdown the attention of children towards education.

From the table 4.7, it is interpreted that mid day meal scheme is existing in the particular area and most of the children are beneficiary from the said scheme. Whereas some portion of teachers viewed that it is not a necessary scheme for the institutions and it is motivated child attention towards different side instead of major aims of learning.

Table 4.8

Student's response on use of Teaching Learning Materials (TLMs) by the teacher

Sl No	Category	Response in %	
		Yes	No
1.	Whether teachers use TLMs in the classroom or not	100	-

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.8 shows that the students response towards use of TLMs by the teacher in everyday class. The students mentioned that the teachers use 100 percent teaching learning materials in daily classes.

From the table 4.8, it is interpreted that the teachers use TLMs while taking their daily classes.

Table 4.9

Student's response towards getting free textbooks & uniform in lower primary schools

Sl No	Category	Response in %	
		Yes	No
1.	Whether students getting free textbooks or not	100	-
2.	Whether students getting free uniform or not	100	-

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.9 shows that the student's response towards getting free textbooks and uniform from the government in lower primary schools. The response of students is 100 percent in above mentioned matters. But it is mentioned here that the students have got only two textbooks during the time of admission. The other textbooks are not getting by students still completed the month of February, 2017. Along with the students are not getting free uniform from the government last two years.

Table 4.10

Student's response towards getting free textbooks & uniform in upper primary schools

Sl No	Category	Response in %	
		Yes	No
1.	Whether students getting free textbooks or not	100	-
2.	Whether students getting free uniform or not	100	-

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.10 shows that the student's response towards getting free textbooks and uniform from the government in upper primary schools. The response of students is 100 percent in getting free textbooks and uniform. It is mentioned here that the students got free textbooks during the time of admission in upper primary schools of the area. But the students of upper primary schools are also not getting free uniform from the government last two years of the area.

From the analysis of table 4.9 and 4.10, it is interpreted that the students of lower primary schools are not getting all free textbooks in the time of admission. It creates problems to the children to go ahead in a proper way. But the children of upper primary schools are getting free textbooks in the time of admission and it gives a good message to the society as well as helps the children to maintain their study from the very beginning of the session itself. Along with the children of the schools both primary and upper primary are not getting uniform from last two years. So, it is difficult for children to maintain discipline in the schools and some children comes to school wear other dresses only because of damage of their uniform.

Table 4.11

Trained & Untrained teachers of selected elementary schools

Category of Schools	Percentage of teachers	
	Trained in %	Untrained in %
Lower Primary	96.1	3.9
Upper Primary	60.6	39.4

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.11 shows that the percentage of trained and untrained teachers of the selected schools of both primary and upper primary schools of the area. The

percentage of total trained teachers in lower primary schools is 96.1 percent whereas 3.9 percent is untrained teachers. Likewise, the percentage of total trained teachers in upper primary schools is 60.6 percent and 39.4 percent not having basic training.

From the table 4.11, it is interpreted that the major portion of teachers in lower primary schools has basic training and it is a good result for the schools of the area. There are also some teachers in lower primary school do not have basic training at all. But the teachers of upper primary schools have not much satisfactory basic training at present of the particular area. There are lots of upper primary school teachers, who would not have basic training at all.

4.4 Schools-Community Involvement: -

Table 4.12

Teacher's satisfaction of community involvement in selected elementary schools

Sl No	Category	Response in %	
		Yes	No
1.	Whether teachers are satisfied with community involvement in schools or not	90	10

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.12 shows that the teacher's satisfaction of community involvement in selected schools of both primary and upper primary schools of the area. The 90 percent teacher's argued that the parents of children are involved with the school directly or indirectly. But 10 percent teachers argued that the parents of children are not involved with school in any manner.

From the analysis of table 4.12, it is interpreted that the most of parents are involved with schools directly or indirectly.

Table 4.13

Parent's response towards their involvement with schools

SI No	Category	Response in %	
		Yes	No
1.	Whether parents are attending in school functions or not	76	24

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.13 shows that the parents are attending in school functions of the selected area. The 76 percent parents are attending school functions directly. But 24 percent parents are not attending any functions organized by the school.

From the table 4.13, it is interpreted that the most of the parents are attending school functions organized by the school but there are a significant portion of parents not attending school functions.

Table 4.14

Villagers take responsibility towards the development of condition of the schools

Category of schools	Response in %		
	To a high extend	To an extend	Not take responsibility
Lower primary	38.1	47.6	14.3
Upper primary	66.7	22.2	11.1

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.14 shows that the villagers take responsibility towards the development of condition of the schools both lower primary and upper primary schools. The responsibility of villagers divided into three categories such as- to a high extend, to an extend and not take any responsibility. The 38.1 percent villagers take

responsibility to a high extend for the development of condition of the lower primary schools, 47.6 percent villagers take responsibility to an extend for the development of condition of the lower primary schools, 14.3 percent villagers do not take any responsibility for the development of condition of the lower primary schools. Similarly, the 66.7 percent villagers take responsibility to a high extend for the development of condition of the upper primary schools, the 22.2 percent villagers take responsibility to an extend for the development of condition of the upper primary schools, 11.1 percent villagers do not take any responsibility for the development of condition of the upper primary schools of the area.

From the analysis of the table 4.14, it is interpreted that the major portion of villagers has take responsibility to a high extend or to an extend for the development of condition of the elementary schools of the area. But a portion of villagers not take any responsibility for the development of condition of the schools both primary and upper primary schools of the area.

4.5 Equality Indicator: -

Table 4.15

Total male and female teachers of selected schools

Category of School	Percentage of total Male and Female teachers		
	Male in %	Female in %	Total in %
Lower Primary	69.7	30.3	100
Upper Primary	87.9	12.1	100

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.15 shows that the percentage of total male and female teachers of selected schools both lower primary and upper primary schools of the area. The total

percentage of teachers in lower primary schools is 100 percent and out of which male teachers comprises 69.7 percent and female teachers comprise 30.3 percent. Likewise, the total percentage of teachers in upper primary schools is 100 percent and out of which male teachers comprises 87.9 percent and female teachers comprise 12.1 percent of the area.

From the analysis of table 4.15, it is interpreted that the percentage of female teachers in both lower primary and upper primary schools is very low. The percentage of female teachers is significantly very low in upper primary schools of the area.

Table 4.16

School captain in selected schools

Category of School	Percent of School Captain	
	Boys in %	Girls in %
Lower Primary	76.2	23.8
Upper Primary	88.9	11.1

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.16 shows that the percentage of school captain in both lower primary and upper primary schools of the area. The total percentage of school captain in lower primary schools is 100 percent and out of which boys captain comprises 76.2 percent and girls captain comprise 23.8 percent. Similarly, the percentage of school captain in upper primary schools is 100 percent and out which boys comprises 88.9 percent and girls comprise 11.1 percent.

From the analysis of table 4.16, it is interpreted that the girl's captain in the elementary schools both lower primary and upper primary schools is low in

comparison to boy's captain. The percentage of girl's captain in upper primary schools is very low.

Table 4.17

Gender gap between boys and girls enrolment in selected schools

Category of School	Percentage of enrolment gap between boys and girls	
	Boys in %	Girls in %
Lower Primary	48.8	51.2
Upper Primary	47.3	52.7

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.17 shows that the percentage of gender gap between boys and girls enrolment in selected schools both lower primary and upper primary schools of the area. The percentage of total enrolment of children is 100 percent and out of which boy's enrolment comprises 48.8 percent and girl's enrolment comprises 51.2 percent in the lower primary schools of the area. On the other hand the total percentage of upper primary schools is 100 percent and out of which boy's enrolment comprises 47.3 percent and girl's enrolment comprises 52.7 percent.

From the analysis of table 4.17, it is interpreted that the percentage of enrolment of girl's is higher than boy's enrolment of this particular area. It is also visible from the above analysis that the higher rate of enrolment of girls fulfills the main aims and objectives of SSA are really fulfilled in this particular area. One of the basic aims of SSA is that to increase the enrolment of girl's in elementary schools and reduce the gender gap.

4.6 RTE related other indicators of the selected schools of Pascim

Nalbari Area: -

Table 4.18

Parent's response about take care of their child education

SI No	Category	Response in %	
		Yes	No
1.	Whether parents take care child education or not	90	10

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.18 shows that the percentages of parent's response towards take care about their child's education. The 90 percent parents argued that they take care about their child's education in a proper way. But 10 percent parents argued that they do not take care about their child's education.

From the table 4.18, it is interpreted that the most of the parents take care of their child's education. They are very much responsible and conscious towards their child's education. But some section of parents does not take care about their child's education because of their illiteracy and poverty.

Table 4.19

Parents know about the provisions of SSA and RTE Act

SI No	Category	Response in %	
		Yes	No
1.	Whether parents know about the provisions of SSA and RTE Act or not	70	30

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.19 shows that whether parents know about the provisions of SSA and RTE Act or not. The 70 percent parents know about the provisions of SSA and RTE Act performing in the elementary schools of the area. But 30 percent parents do not know about the provisions of SSA and RTE Act.

From the table 4.19, it is interpreted that the most of the parents know about the provisions of SSA and RTE Act and they are getting benefits from the said provisions. It is also necessary to mentioned here that there are a significant percent of parents i.e. 30 percent do not know about the provisions of SSA and RTE Act but they are also getting benefits from the above said provisions and act.

Table 4.20

Home tuition prefer by parents

Sl No	Category	Response in %	
		Yes	No
1.	Whether home tuition prefer by parents to their children or not	46	54

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.20 shows that whether home tuition prefers to their children by parents or not. The 46 percent parents prefer home tuition for their children. The 56 percent parents not prefer home tuition for their children.

From the table 4.20, it is interpreted that there are less than fifty percent of parents who prefer home tuition for their children and they are giving more importance on home tuition for the development of their child's education. On the other hand more than fifty percent of parents are not giving importance on home

tuition for their child's education because of poverty of parents and need not give tuition for their children.

Table 4.21

Modern Technology used by parents to develop their child education

Sl No	Category	Response in %	
		Yes	No
1.	Whether parents used modern technology for the development of their child education or not	42	58

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.21 shows that whether parents are used modern technology for the development of child education. The use of modern technology helps the children to achieve education in a more scientific way. The 42 percent parents have used modern technology for the development of their child's education of this particular area. On the other hand 58 percent parents do not have used any modern technology for the development of their child's education.

From the table 4.21, it is interpreted that more than fifty percent of parents are not used any modern technology for the development of child education of the area.

Table 4.22

Educational qualification of the parents of the selected area

Category of qualification	Having educational qualification of parents in %
Illiterate	24
Primary Passed	12
Class 6 th to 10 th Passed	38
Matric to HS Passed	24
Graduate & above that	2

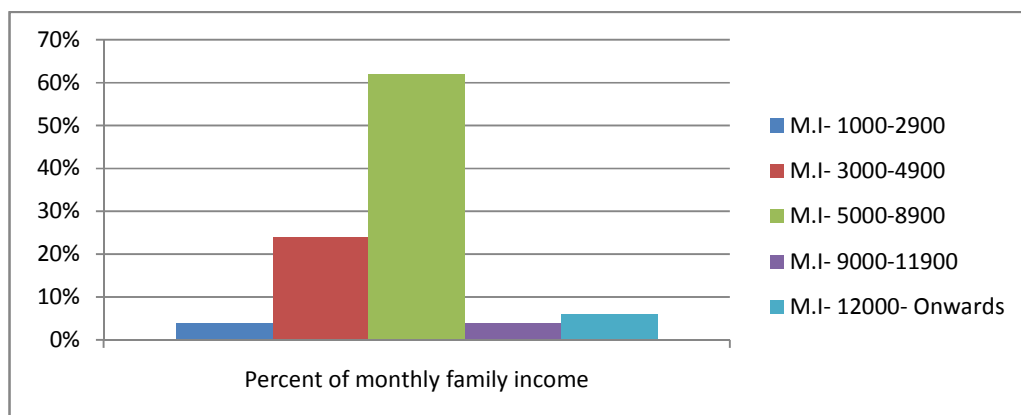
Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.22 shows that the educational qualification of the parents of the area. The category of qualification of parents are divided into such a way that- illiterate, Primary passed, Class 6th to 10th passed, Matric to H.S passed and Graduate & Above that. The 24 percent parents are illiterate, 12 percent parents have primary education, 38 percent parents are class 6th to 10th passed, 24 percent parents are matric to higher secondary passed and 2 percent parents are graduate and above degree in the particular area.

From the table 4.22, it is interpreted that the educational qualification of parents is very poor in the particular area. There are 24 percent parents have no education i.e. illiterate, 12 percent parents have primary education, 38 percent parents have 6th to 10th passed, 24 percent parents have matric to higher secondary passed and only 2 percent parents have graduate degree or above that. So it is clearly visible that the educational qualification of parents is unsatisfactory and very low in this particular area.

Chart 4.1

Monthly income of the family in the selected area



Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Chart 4.1 shows that the monthly income of family of the selected area. The monthly income of family is divided into such a category like- 1000 to 2900 rupees, 3000 to 4900 rupees, 5000 to 8900 rupees, 9000 to 11900 rupees and 12000 to onwards. Four (4) percent of family has monthly income falls in the range of 1000 to 2900 rupees, twenty four (24) percent family has monthly income falls in the range of 3000 to 4900 rupees, sixty two (62) percent family has monthly income falls in the range of 5000 to 8900 rupees, four (4) percent family has monthly income falls in the range of 9000 to 11900 rupees and six (6) percent family has monthly income falls in the range of 12000 to onwards of the area.

From the analysis of chart 4.1, it is interpreted that most of families' monthly income falls from 5000 to 8900 in the selected area. The monthly income of the family is not much sound in this area, so, it is difficult for the parents to provide the basic requirement for their children.

Table 4.23

Health check up facilities in selected elementary schools of the area

Category of School	Students response in %	
	Yes	No
Lower Primary	100	-
Upper Primary	100	-

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.23 shows that the health check up facilities comes to school in the elementary schools of both lower primary and upper primary schools. The student's response towards getting health check up facilities in the school premises is 100 percent in both lower primary and upper primary schools.

From the table 4.23, it is interpreted that the students are getting health check up facilities in the school premises both lower and upper primary schools in every year of the selected area.

Table 4.24

Provisions of scholarship in elementary schools of the selected area

Category of School	Students response getting scholarship in %	
	Yes	No
Lower Primary	100	-
Upper Primary	100	-

Source: Field Survey conducted from 18th January 2017 to 28th February 2017.

Table 4.24 shows that the provisions of scholarship in elementary schools of the selected area. There are various provisions of scholarship existing in particular area such as- Merit, SC, ST, OBC, Minority etc. The students of lower primary schools are getting all kinds of scholarship who belongs from above mentioned categories. Similarly, the students of upper primary schools are also getting scholarship like lower primary schools students in the same line. But it is mentioned here that the provisions of scholarship is not regular for students in the particular area.

From the analysis of table 4.24, it is interpreted that the students of elementary schools are getting various kinds of scholarship in the particular area.