Chapter 5
SCHOOLING- LEARNING OF THE STUDENTS

Enrolling all children of 6-14 years' age either in school or in alternative schooling is one of the objectives of Sarva Shiksha Abhiyan. SSA in Assam has worked to bring the ―Out of School‖ children in the purview of education through its Alternative Innovative Education (AIE) strategies. In Assam, under Alternative Innovative Education (AIE), four different wings are working. These wings are (i) Sanjogi Siksha Kandras in rural areas, (ii) Jyoti Kendra for urban deprived children, (iii) Community coaching programme for the habitations having small number of out of school children in a scattered manner and (iv) Residential Bridge Course for the child labour of 10-14 years age. Worksite Sanjogi Siksha Kendras opened in brick kilns and some other worksites also provide education to the migrated children. In the year 2007-08, in Silchar Urban Educational Block, out-of-school children were 625: General category- 357 (dropouts- 132 and never enrolled- 225), the SC category - 186 (dropout -52 and never enrolled -134), OBC category-58 (dropout- 15 and never enrolled- 43), ST category - 2 (never enrolled-2) and Minority -22 (never enrolled-22). The dropout and never enrolled children were enrolled in lower primary schools, Education Guarantee Scheme (EGS) centres, Sonjogi Siksha Kendras (SSKs), Hard to Reach (HTR) Kendras, Residential Bridge Course (RBC), Upper Primary Bridge Course (UPBC), Community Coaching Programme (CCP) centres (Source: DMC, SSA,Cachar, Sanjogi Darpon 2008, Silchar). This chapter discusses about the out-of-school children and their enrolment, appearance and wastage.

I
THE OUT-OF-SCHOOL CHILDREN

The out-of-school children are those children who cannot avail educational facility due to poverty, child labour, baby sittings, ignorance etc. The out-of-school children

comprise two categories: (i) never enrolled and (ii) drop-out. To enroll out-of-school children, Sarva Siksha Abhiyan, Assam started a special drive called _Schoololoi Jao Aha‘ from 15th July to 10th August 2009 to bring school children of the age group 6-14 years in school throughout the state. The out-of-school children were enrolled in L.P. and U.P. schools as well as in Sanjogi Siksha Kandras ((SSKs), Hard to Reach (HTR), Residential Bridge Course (RBC), Education Guarantee Scheme (EGS) schools, Upper Primary Bridge Course (UPBC), Community Coaching Programme (CCP) centres. The following table shows yearwise number of out-of-school children and percentage of eduction in number of the children in Cachar district:

Table 5.1

Yearwise Number of the Out of School Children and Reduction in Their Percentage in Cachar District

Year	Number of Out -of -School Children	Reduction in Percentage of OSC
2003-04	85,137	-
2004-05	67,713	20
2005-06	31,166	53
2006-07	28,599	8
2007-08	14,215	50
2008-09	4,436	69
2009-10	2,134	52

Source: District Information System of Education (DISE) Survey, 2010, SSA Cachar, Assam.

The table shows the year wise percentage of reduction of out-of-school children in Cachar district. According to the DISE data, the out-of-school children were reduced maximum, i.e., 69% in the year 2008-2009 and minimum in the year 2006-2007, i.e., 8% only. The highest reduction occurred due to activities of Sanjogi Siksha Kendras in rural areas, Jyoti Kendras for urban deprived Children, Community Coaching programme for the habitations having small number of out-of-school

children in a scattered manner and Residential Bridge Course for the child labour of 10 – 14 years age group. Worksite Sanjogi Siksha Kendras were opened in brick kilns and in some other worksites in order to provide education to migrated children. Besides this, a special drive called _Schoololoi Jao Aha'was undertaken by SSA Cachar from 15th July to 10th August 2009.

II
STUDENTS IN L.P. SCHOOLS

Lower primary school education starts at class-I and ends with completion of class IV. Before entering L.P. school a child used to learn at his / her home or in a non-formal education centre like Anganwadi Centre and this non-formal learning is generally called pre-primary education. Previously, the age group of lower primary students was (6-10) years. Now it has become (6-11) years.

The changing trend in the field of elementary education in Cachar district can be understood if the patterns and status of total enrolment, students appeared in examination, passed in examination and repeat as continuance of are in the same class student are carefully examined in pre-SSA and during SSA periods.

Table 5.2

Enrolled, Appeared and Non-appeared Students in the sampled L.P. Schools (Percentage in Parentheses)

Types of Students	Pre-SSA	During SSA Period								
	2002 (March31)	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of the SSA period
Enrolled	234 (100)	257	231	231	243	189	220	200	182	219 (100)
Appeared	223 (95)	243	224	224	238	179	217	195	180	213 (97)
Non appeared	11 (5)	14	7	7	5	10	3	5	2	6 (3)

Source: Field Survey Conducted during January 2011 – April 2012

The reveal that in pre- SSA year in 2002, in L.P. schools, of the enrolled data children 95% appeared in the examination and approximately 5% did not appear in the examination.

The SSA period (2003-2010) showed that of all the enrolled students 97% appeared in the examination and 3% did not appear in the examination. The data show that there is a constant decline in enrolment in L.P. schools during the SSA period (2003-10) as out-of-school children are reducing in number. However, number of children appeared and not-appeared in examination shows no significant difference. This may be due to negligence of students, parents etc. We may expect a difference of not-appeared children in Pre-SSA and during SSA periods. Let us examine it in the following table showing appeared, passed and failed students:

Table 5.3
Appeared, Passed and Failed Students in L.P. Schools
(Percentage in Parentheses)

Types of Students	Pre-SSA	During SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of the SSA period
Appeared	223 (100)	243	224	224	238	179	217	195	180	213 (100)
Passed	221 (99.1%)	243	224	224	238	179	217	195	180	213 (100)
Failed	2 (0.9%)	0	0	0	0	0	0	0	0	0

Source: Field Survey Conducted during January 2011 – April 2012

The data reveal that of the appeared students, 99.1% passed the examination and 0.9% students failed in the examination in Pre-SSA year 2002. But during the SSA period (2003-2010) all the appeared students passed the examination. In the SSA period Government has taken the policy decision to promote all the students to the higher class and introduced remedial teaching for weak students. Here also, data do

not exhibit any significant difference of passed and failed children in pre-SSA and during SSA periods. This may be due to achange in the government policy. As there are also repeaters among the students, let us observe failed and not-appeared students among repeaters during the two periods in the following table:

Table 5.4

Not-Appeared, Failed and Repeaters Students in L.P. Schools

(Percentage in Parentheses)

Types of Students	Pre-SSA	During SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of the SSA period
Not Appeared	11 (84.6)	14	7	7	5	10	3	5	2	6 (100)
Failed	2 (15.4)	0	0	0	0	0	0	0	0	0
Total Repeaters (Wastage)	13 (100)	14	7	7	5	10	3	5	2	6 (100)

Source: Field Survey Conducted during January 2011 – April 2012

The data reveal that out of the repeater students, 84.6% did not appear in the examination and 15.4% students failed in the examination in the pre-SSA period. Not-appeared students constituted 5% of the total enrolled students (table 5.2) and 0.9% students among the appeared students failed in the examination. Both types of the students (failed and not-appeared) are considered as wastage in the Pre- SSA year 2002. But during the SSA period, 3% of the total enrolled students were not-appeared students and none of the students failed in the examination. These not-appeared students were considered as repeaters for the session that follows.

The tables (5.2, 5.3 and 5.4) reveal that during the SSA period more students appeared in the examination as compared to pre-SSA period and all the appeared students passed the examination at primary level of education. In the pre-SSA period

less students appeared in examination as compared to SSA period and also some students failed in the examination. In the pre-SSA period the failed and not-appeared students were considered as wastage of students for that year and as repeaters for the following year. During the SSA period there were only all not -appeared students who were considered as repeaters for the following year.

Lower primary school education starts with the age group of 6-10 years. In the pre-SSA year (2002) some of the students did fail in the examination whereas in SSA period there is no record of failed students. But students who did not appear are seen even during the pre-SSA year (2002) and also in SSA period.

III
STUDENTS IN U.P. SCHOOLS

After the completion of class IV, students generally take admission in upper primary school. The upper primary level starts from class V and the level of the school is V-VII. In case of senior basic school, the level of the institution is I-VII. Recently the Government of Assam has re-organised the level of education and now primary schools have classes I-V and upper primary schools have classes VI- VIII. The following table shows the types of the students in upper primary schools:

Table 5.5
Enrolled, appeared and not-appeared Students in U.P. Schools
(Percentage in Parentheses)

Types of Students	Pre-SSA	During SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of the SSA period
Enrolled	250 (100)	219	207	234	248	238	283	274	263	246 (100)
Appeared	202 (80.8)	202	187	200	218	219	252	247	229	219 (89)
Not Appeared	48 (18.2)	17	20	34	30	19	31	27	34	26 (11)

Source: Field Survey Conducted during January 2011 – April 2012

The table shows that in the pre-SSA year of 2002, in U.P. schools, 80.8% of the enrolled children appeared in examination and 19.2 % did not appeared in the examination whereas the average of SSA period (2003-2010) showed that out of all the enrolled students over 89% students appeared in examination and approximately 11% did not appear in examination.

Table 5.6
Appeared, Passed and Failed Students in U.P. Schools
(Percentage in Parentheses)

Types of Students	Pre-SSA	During SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of the SSA period
Appeared	202 (100)	202	187	200	218	219	252	247	229	219 (100)
Passed	183 (91)	184	173	158	207	219	252	247	229	209 (95)
Failed	19 (9)	18	14	42	11	0	0	0	0	11 (5)

Source: Field Survey Conducted during January 2011 – April 2012

The data reveal that these appeared students 91% passed examination and 9% failed in examination in Pre-SSA year 2002. But in the SSA period (2003-2010), out of all the appeared students 95% passed the examination and 5% students failed in the examination. The following table shows the status of the students:

Table 5.7
Not-appeared, Failed and Repeater Students in U.P. School
(Percentage in Parentheses)

Types of Students	Pre-SSA	During SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of the SSA period
Not Appeared	48 (71.64)	17	20	34	30	19	31	27	34	27 (72.9)
Failed	19 (28.36)	18	14	42	11	0	0	0	0	10 (27.1)
Repeaters (Wastage)	67 (100)	35	34	76	41	19	31	27	34	37 (100)

Source: Field Survey Conducted during January 2011 – April 2012

The data reveal that of the repeaters students 71.64% did not appear in the examination and 28.36% students failed in the examination. Both types of the students (failed and not-appeared) are considered as wastage in the pre-SSA year of 2002. But in the SSA period (2003-2010), 72.9% of Repeaters students are not-appeared and 27.1% students failed in the examination. The not-appeared students were considered as repeaters for the coming session.

The tables reveal that in the pre-SSA period, students in less number passed in the examination as compared to SSA period. Besides this, fewer students failed during SSA period. It is also observed that during SSA period, from the year 2007 onwards no students is found failed. Throughout the entire academic year, teachers used to provide remedial teaching to the weak students in order to get those students passed in the examination. In the initial stage of SSA period i.e. 2003, 2004, 2005 and 2006 students failed in upper primary schools. In comparison of pre-SSA and SSA period, the rate of repeaters has out rightly decreased.

Upper Primary classes start after the completion of lower primary education. In the pre-SSA year (2002), some of the students are found to have failed in the examination whereas in SSA period in the initial stage i.e. (2003 to 2006) some of the students are recorded to have failed in the examination but during the later part (2007-2010) there is no record of students to have failed. In both pre-SSA year (2002) and SSA period not-appeared student have found which are treated repeaters for next session.

IV
STUDENTS IN COMPOSITE SCHOOLS

After the completion of class IV, students take admission in class V in upper primary school, i.e., Middle Education School. They may take admission in

composite school (V-X). In composite school, the pass students of M. E. School also take admission in class VIII. The following table shows the status of the students:

Table 5.8

Enrolled, Appeared and Not-appeared Students in Composite Schools

(Percentage in Parentheses)

Types of Students	Pre-SSA	During SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of the SSA period
Enrolled	312 (100)	356	336	399	397	360	364	366	343	365.1 (100)
Appeared	293 (93.91)	317	322	372	371	345	354	347	330	345 (94.5)
Not appeared	19 (6.09)	39	14	27	26	15	10	19	13	20 (5.5)

Source: Field Survey Conducted during January 2011 – April 2012

The data presented in the above table shows that in PRE SSA in composite schools, out of the enrolled students 93.91% students appeared in the examination and 6.09% students are not-appeared in the examination. On the other hand, the average of SSA period (2003-2010) reveals that out of all the enrolled students 94.5% students appeared in the examination and 5.5% students did not appeared in the examination. Let us know the results of Composite schools in the following:

Table 5.9

Appeared, Passed and Failed of Students in the Sampled Composite Schools

(Percentage in Parentheses)

Types of Students	Pre-SSA	During SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of the SSA period
Appeared	293 (100)	317	322	372	371	345	354	347	330	345 (100)
Passed	280 (95.56)	303	392	350	371	345	354	347	330	337 (97.68)
Failed	13 (4.44)	14	30	22	0	0	0	0	0	8 (2.32)

Source: Field Survey Conducted during January 2011 – April 2012

The data reveal that of the appeared students, 95.56% students passed the examination and 4.44% failed in the examination in pre -SSA year of 2002. In the SSA period (2002-2010), 97.68% of all the appeared students passed the examination and 2.32% failed in the examination. Let us now see the results among the not appeared.

Table 5.10

Not-appeared, Failed and Repeater students in Composite Schools

(Percentage in Parentheses)

Types of Students	Pre-SSA	During SSA Period								
	2002	2003	2004	2005	2006	2007	2008	2009	2010	Avg. of the SSA period
Not Appeared	19 (59.38)	39	14	27	26	15	10	19	13	20(69)
Failed	13 (40.62)	14	30	22	0	0	0	0	0	8 (31)
Repeaters (Wastage)	32 (100)	53	44	49	26	15	10	19	13	29 (100)

Source: Field Survey Conducted during January 2011 – April 2012

The table reveals that of the total repeater students, 59.38% are not -appeared in the examination and 40.62% students failed in the examination in pre – SSA year whereas in the SSA period (2003-2010) 69% are not-appeared in the examination and 31% failed in the examination. It is found that some students failed and some students did not appear in the examination. Both the types of the students were considered as wastage or repeaters for the next year.

From the above analysis it is found that during the SSA period marginally more students appeared and passed the examination in comparison of pre-SSA period. Naturally the less number of students failed in the examination in comparison of pre-SSA period. It is also observed that during SSA period from the year 2006-2010, no

students had found failed. Throughout the entire academic year teachers provide remedial teaching for preparing the weak students to score at least pass marks in the examination. In the initial stage of SSA period, i.e., 2003, 2004 and 2005 in composite schools students were failed. In comparison of pre-SSA and during SSA period the rate of repeaters decreased.

Classes in the composite school started from class V. A student after completion of upper primary education can continue her/his study in the same school. It is worth mentioning here that prior to the introduction of SSA (2002) and during the first three years of the introduction of SSA, i.e., during 2002-2005, it is found that there is a record of students who have failed in the examination but during the later half, i.e., during 2006-2010 there is no such record of students to have failed in the examination. Therefore, students not appearing in examination are commonly found in every type of schools.

After this discussion on the out-of-school children and their enrolment in schools, let us now draw major patterns from the analyses and conclude the chapter. From above analysis the following important patterns of schooling can be drawn:

1. According to data of District Information System of Education Survey (DISE), SSA, Cachar, the out-of-school children were maximally reduced (69%) in the year 2008-2009 and minimally reduced (8%) in the year 2006-2007. Perhaps this occurred due to management functions where out-of-school students were drawn to school. .
2. During the SSA period more students appeared in the examination in comparison of pre -SSA period and all the appeared students passed in the examination at primary level. It occurred due to development in communication between teachers and parents and as a result of the awareness

of the parents about their children. In the pre-SSA period fewer students appeared in the examination in comparison of those in SSA period. It occurred due to lack of parents‘awareness about their child.

3. During pre-SSA time some students failed in the examination. In the pre -SSA period, failed and not appeared students were considered as wastage of students for that year and repeaters were considered as wastage for the following year whereas during SSA period all not-appeared students were considered as repeaters for the following year.
4. In the pre-SSA period the less number of students appeared in examinations in comparison of SSA period in upper primary schools. Again, from the appeared students less number of students passed in the examination in the pre-SSA period in comparison of the SSA period. It occurred due to communication development between teachers and parents and as a result of parents‘awareness about their children. Besides, very less students failed during the SSA period. It occurred due to parents‘awareness about their children.
5. During the SSA period from the year 2007 onwards no student was failed. Throughout the academic year teacher provided remedial teaching to the weak students so as to pass the examination. In the initial stage of SSA period (2003 to 2006), in upper primary schools there were failed students. During SSA period the rate of repeaters has decreased. It occurred due to policy of the management.
6. During the SSA period students appeared and passed in the examination were more than those in the pre-SSA period. Naturally, number of students failed in the examination during the SSA period was less as compared to pre -SSA period. It is also observed that in the SSA period (2006 to 2010), no student

was found failed in examination. It is because the provision of remedial teaching helped the teachers to prepare the weak students throughout the academic year to pass the examination. In the initial stage of SSA period (from 2003 to 2005), in composite schools the students were found failed. It occurred in the initial stage as the management had not started the present policy of remedial teaching. In SSA period the rate of repeaters has decreased.

To sum up, it can be said that the intervention of SSA has brought a few significant changes in Cachar district. First of all, the SSA can be credited for bringing down the rate of out-of-school children in every successive year of its progress. It has successfully intervened in lowering down the rate of wastage and stagnation of the elementary education in India. Over and above, during the SSA period due to the implementation of diagnosis-evaluator and remedial teaching the standard of teaching–learning has also considerably improved, which has further reduced the rate of classroom failure.