Chapter 10

SUMMARY, FINDINGS AND CONCLUSION

This chapter summarises the study undertaken on ' Developing Elementary Education in Cachar District: Intervention of Sarva Shiksha Abhiyan'. It addresses the question, ' In what way has the SSA intervention contributed to the development of elementary education in the Cachar district of Assam? It briefly reports findings of the study and concludes it.

I

THE RESEARCH PROBLEM

Education which paves the way for an individual's all round development in any society is a multistage achievement. It is founded with elementary stage of formal learning and one cannot think of higher education until elementary education has been achieved. No doubt, all people cannot get higher education due to various constrains lying with structure, culture and development of the society they live in, but every member should have at least elementary education. In India the modern education which was introduced under the British rule gradually built up primary, secondary and tertiary educational institutions. The Christian missionaries pioneered the task of modern education and the British rule in India carried it forward. First Indian Education Commission or Hunter Commission (1882) chaired by William Hunter looked into the condition of primary or elementary education in India and recommended the policy of primary education. The recommendations stated that primary education should aim not only to prepare students to enter into higher education but also to spread public education, i.e., education should be useful for

general life; it should help them stand on their legs as well as be helpful in practical life; the medium should be of vernacular or Indian languages and the Government should make constant efforts for its progress, expansion and development. The Prince of Baroda State, Maharaja Sayaji Rao Gaekwad, had the credit of making the first successful experiment of compulsory education in India. In 1892, he promulgated a law for compulsory primary education in a taluqa of Amraili city and, thereby, all the boys of 7 to 12 years of age and the girls of 7 to 10 years were envisaged to receive education in primary schools. Then, primary education was made compulsory for all the children of the state by the Act of Gaekwad 1906. In October 1937, at a conference of national workers held in Wardha under the chairmanship of Gandhiji, his ideas were considered and resolved to become the fundamental features of education for Indiaós education. A committee was appointed under the chairmanship of Dr. Zakir Hussain to prepare a detailed syllabus on the lines of the resolutions adopted in the conference. The syllabus included free and compulsory education to be provided for seven years on a nationwide scale, the medium of instructions to be mother tongue, development of manual productive work and handicrafts based on childós environment etc. In its report the committee stressed on basic education as the most appropriate pattern of education and prepared a scheme for the whole country. Independent India felt an urge for expansion of education at all levels, especially at the level of primary education. The constitution of India makes the provision under Article 45: ' The state shall endeavour to provide within a period of 10 years from the commencement of constitution free and compulsory education for all children until they complete the age of 14 yearsó (Aggarwal, 1996). After Independence, various committees and commissions were set up for development of education in India. Kothari Commission, i.e., National Education Commission (1964-66) is one of

the important commissions constituted for primary education. The commission recommended reforms in the system of education, emphasizing to relate it with needs and aspirations of the people through a new curriculum in schools. In fact, free and compulsory education to all the children at least up to the elementary level has been the motto of the education policy of the Government of India in the post-Independence period. National Policy of Education 1986 and the Programme of Action 1992 also stressed that all children up to 14 years of age should learn in schools. The National Policy on Education 1986 clearly stated: ' the new policy will lay special emphasis on the removal of disparities and equalize educational opportunity by attending to the specific needs of those who have been denied equality.ó Thus, universalisation of primary education has been, all through the years, a national priority but practical conditions have constrained provision of schools, retention of students and enrolment of children in the age group 6-14. In 1993 the Supreme Court of India also declared the right of education to children in the age group 6-14 as a fundamental right under the Indian constitution (Handique 2006), by expanding the scope of Article 21, in case of J.P. Unnikrishnan vs. State of Andhra Pradesh. The verdict clearly states: ' The citizens of this country have a fundamental right to education. The said right flows from article 21.ó Indian constitution in its 86th Amendment in 2002 made elementary education a fundamental right for all children of 6-14 yearsô age group. The Right of Children for Free and Compulsory Education Bill 2008, popularly known as the Right to Education Bill, is a remarkable attempt for achieving universal elementary education in India. Although Indian Constitution in 1950 directed that within 10 years all children should be in school, almost 63 years later, the country is still far, though not far enough, from its target. Against this backdrop the Government of India launched its much ambitious scheme entitled Sarva

Siksha Abhiyan, popularly known as SSA, in 2001. The mission was set up to fulfill the goal of universalisation of elementary education (UEE) and constitutional obligation of providing education to the children in the age group 6-14. Along with the rest of the country, in Assam Sarva Siksha Abhiyan (SSA) has been launched in the year 2001-02. The main objectives of the SSA are: (i) all children of 6-14 years should be in school or education guarantee centre or in alternate school/centre by 2003; (ii) all children of 6-14 years should complete 5 years of schooling by 2007; (iii)all children of 6-14 years should complete 8 years of schooling by 2010; (iv) focus should be on elementary education of satisfactory quality with emphasis on education for life; (v) all gender and social category gaps at primary stage should be bridged by 2007 and at elementary level by 2010 and (vi) zero drop outs should be achieved by 2010. Thus, the mission has set highly esteemed objectives the mission failed event to meet the initial target of enrolling all children in school by 2003. The number of out-of-school children dropped from 3.2 crore in 2001 to 76 lakh in 2008. Over Rs. 60,000 crores have been spent on SSA between 2001 and 2008. The major concern is the dropout rate as high as 50 percent of the enrolled children by class VIII. As 41 percent of the children in our country are estimated to be malnourished and underweight, the Mid-day Meal Scheme, the provision of hot cooked meals at school has become a popular programme and is now the largest school meal programme in the world. In the financial year 2008-09, the education budget witnessed a 20% increase from an allocated budget of Rs. 28674 crores in 2007-08 to Rs. 34400 crores in 2008-09. It is estimated that there are 12 crore children in our country between the ages 6 and 14 years. (Das2009).

Unlike the rest of the country North-Eastern Region of India finds the root of its modern education into colonial origin (Biswas, 1999). The Cachar district, a

remote territory of Assam, is not different in this regard. In fact, the first school in Cachar district established only before 1851 was maintained by the voluntary subscription from the then superintendent of Cachar and the district administration employees of the Government of British India (Sikidhar 1999). The formal education was initiated by the Christian missionaries with the establishment of Grammar School in Silchar town in 1860 and was followed by the establishment of Abhaya Charan Pathshala in Sadarghat, Silchar, with local efforts in 1865. There from, the educational system developed under the British care until Independence of India in 1947. After Independence the North-East India also aimed at expanding and universalizing the elementary education. Amidst various efforts made in this direction the ongoing SSA is an important intervention undertaken to develop elementary education in this region. Assam is the vast and largest state of diverse populations and regional variations in this region. Cachar district, the largest district of the Barak Valley, which belongs to three major regions of Assam; namely, the Brahmaputra Valley, the Barak Valley and the Hilly region. Therefore, one finds a point to probe into the intervention of SSA in the context of this sub-region of North East India. So far, no research work is carried out on the SSA intervention in Cachar district. Here, a question arises: What patterns of SSA intervention are perceived in the development of elementary education in Assam, particularly to Cachar district? Therefore, the present study is directed to find out the quantitative and qualitative changes that brought out by the SSA Intervention in the said district.

The following are the objectives of the study: (i) To know the status of elementary education in Cachar district in the pre- SSA period (up to 31st March 2002).

(ii)To find out the status of elementary education in Cachar district during the SSA period (from April 1, 2002 March 31, 2010)

(iii)To determine the influence of SSA on gender and other social (SC/ST/OBC/PWD/Minority) gaps in elementary education

(iv) To assess the utility and effectiveness of elementary education in life of the peopl.

II

THE RESEARCH METHODOLOGY

This study used two types of data, viz., documentary data and empirical data. The documentary data collected from the office records of the Inspector of Schools, the block level SSA offices and the offices of selected schools. Empirical data were collected from the students, parents and head teacher of the selected schools from the Silchar Education Block in the Cachar district of Assam.

Out of the eight educational blocks in the Cachar district, Silchar educational block consisting of significant urban and rural schools was selected as the universe of the study as it includes a developed town, i.e., Silchar. The elementary schools under the intervention of SSA are (i) Lower Primary schools (LP), (ii) Upper Primary (UP) & Pre-Senior Madrasa schools, (iii) Senior Madrasa & Composite schools and (iv) Education Guarantee Scheme (EGS) schools. Of these, the first three categories are further divided into types, forming Government and Provincialised L.P. schools, Government, provincialised and recognized schools of Upper primary & pre- senior Madrasa levels and are also two categories viz. Government and Provincialised schools of Senior Madrasa & composite School type. Some centers were opened by SSA to minimize the gap of formal schools under Education Guarantee Scheme (EGS), directly controlled by SSA & Community people. As the schools run by local communities and not recognised by the Government called Venture Schools are not given any support from the SSA intervention, these are not included in the sample of schools.

At present, this block has 84 Lower Primary schools and two upgraded Education Guarantee Scheme centres. Lower Primary schools are divided into two categories; viz.,

government lower primary schools (total 5) and provincialised lower primary schools (total 79). Government schools are found only in the urban area. In government schools, the government is the sole guardian and all expenditure is borne by the government itself but in provincialised schools the government has nothing to do in the management of schools. A Governing Body generally administers a provincialised school although major expenditure on salary, infrastructure etc. is borne by the government. Provincialised lower primary schools are further divided into two categories; viz., urban provincialised L.P. schools (total- 43) and rural provincialised L.P. schools (total- 36). The total numbers of Upper Primary schools is 24. These are divided into three categories; viz. Government U.P. schools (total- 3), Provincialised U.P. schools (total-18) and Recognised U.P. schools (total- 3). Apart from the above mentioned three types, there are also venture schools duly recognized by the government. These schools are given financial assistances time to time, if required. These three types of schools are again subdivided into urban government U.P. schools (total- 2) and rural government U.P. schools (total- 1), urban provincialised U.P. schools (total- 12) and rural provincialised U.P. schools (tota-l 6) and urban recognized U.P. schools (total- 2) & rural recognized U. P. schools (total 1). The total number of Composite schools is 13, which are divided into two categories; viz., government composite schools (total- 2) only in urban area and provincialised composite schools (total-11). The category of provincialised composite schools is further subdivided into two groups; viz., urban provincialised composite schools (total 10) and rural provincialised composite schools (total- 1).

There are schools in both rural and urban areas of Silchar education block. Of the total schools rural schools contribute 37.2% and urban schools covered 62.8%. Of the rural schools, lower primary school covered 69.4%, upper primary school covered 19.8% and composite school covered 10.8%. Of these lower primary school 42.9% covered rural area and 57.1% covered urban area; of these upper primary school 33.3% covered rural area and 66.7% covered urban area again of these composite school 7.7% covered rural area and 92.3% covered urban area. These schools are further divided by the types of their

management. Some of these are operated by government, some are funded by government and controlled by Governing Body- these are called provincialised and some are managed and funded privately but these are recognized by government. Following table shows total types of schools by their management. The total government, provincialised and recognized schools are the types of various levels of schools. Out of total school Govt. school covered 8.3%, provincialised. Schools covered 89.3% and recognized School covered 2.5%. Out of this lower primary school government schools covered 6%, provincialised schools covered 94%. Of this upper primary school government schools covered 12.5%, provincialised schools covered 75%; recognized schools covered 12.5%. Of the composite school government schools covered covered 15.8%%, provincialised school covered 84.6%. But in case of recognized school only upper primary school covered 100%. That is no recognized school available in lower primary and composite school. The following two tables (1.1 and 1.2) show the total L.P., U.P. and Composite Schools in Silchar Educational block:

The Silchar block has 84 LP schools 21 UP & pre -Senior Madrasa schools and 13 Senior Madrasa & composite schools. A multi-stage sampling method was applied to select the units. First of all, one of the Sarva Shiksha Blocks of Education was selected. Since Silchar education block is having the most developed town in the Cachar district. Silchar block was selected purposively because comparative analysis of elementary education in rural and urban areas is the main plank of the study. Secondly, fourteen schools were selected from all the categories of school in the urban and rural areas of the Silchar education block by applying random sampling method. The percentage of schools taken for sample was 5% of the total number of schools in each categorybut fractions were rounded off to the next number, so it comes 11.6%, ie, 12 schools. Finally, a 10% sample of the students in the classes IV and VII was drawn by applying random sampling method. The total number of students enrolled in class IV in 2010 was 182 and 10% sampled students were 21. Again, number of total students in Class VII enrolled in 2010 was 580 and 10% sampled students

were 62. Therefore, total sampled students were 83 and their 83 parents were also sampled. Besides, 14 headmasters of the selected schools were taken as the respondents.

Two types of tools were constructed to collect empirical data from the various categories of the respondents; viz.,(i) two interview schedules were administered, one each, to the students and their parents and (ii) One questionnaire was filled in by the head masters/ principals of the selected schools.

III

SAMPLE OF THE RESPONDEENTS

In all, there were 14 sampled elementary schools-- 06 rural and 08 urban. Of the rural schools there were LP schools-02, UP schools- 03 and Composite schools- 01. On the other hand, the urban schools were divided into LP schools- 03, UP schools- 03 and composite schools- 02. Again, the three types of the schools in the rural and urban areas were divided into three sub-types; namely, government, provincialised and recognized schools on the basis of the nature of their management. Of the total schools 04 were government schools (rural- 01 UP and urban- 03: LP, UP & CS- 01 each); 08 were provincialised schools (equally distributed between rural & urban- 04 each; LP- 02 & UP & CS- 01 each for rural and urban).

The total number of sampled L.P. schools was 5 (five). From these sampled schools, a total of 21 students (ten percent) of the total enrolled (182) in 2010, from class IV only, was drawn by random sampling method for the study. The total number of U.P. and U.P. (composite) schools was 9. From these sampled schools the total students in highest class-VII enrolled in 2010- were 580 and 10% of the sampled students from class VII came to be 62. So, the total student respondents selected for the study were 83. The parent respondents were also one parent each of these 83 sampled students. 96 percent of the respondent (students and their parents) belong to Bengali community and with a maximum educational qualification of under high school level. In this study 14 schools were selected. From amongst these schools the office of the Headmaster or Principal provided required data about the sampled schools.

Thus, these 14 headmasters/ principals were also respondents. In all, among the respondents there were, each, 83 students and parents and 14 head masters/ principals of the schools.

IV
THE FINDINGS

The findings of the study regarding the development of elementary education and focuses on their enrolment, infrastructure, appeared, not appeared student, trained teacher and untraned teacher.

(A) Schooling-Learning of the students focus in the following manner:

(1) 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.

(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 of primary level. It occurs 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 parentós 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. In the pre-SSA period the less number of students appeared in examinations in comparison of SSA period in upper primary schools.

(4) From the appeared students less number of students passed in the examination in the pre -SSA period in comparison of the SSA period. It occurs due to communication development between teachers and parents and as a result of parentsô awareness about their children. Besides, very less students failed during the SSA period. It occurred due to parentsó 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 occurs 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 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 occurs in the initial stage as the management has not started the present policy of remedial teaching. In SSA period the rate of repeaters has decreased.

(B) Social gap filling in the Elementary Education focuses:

(1) In L.P. schools the enrolment percentage of Muslim (minority) students has increased while in case of the Hindu students the percentage has

decreased. In Urban L.P. schools, the enrolment of Muslim (minority) students has marginally increased whereas that of Hindu students has marginally decreased. It occurs due to attitude of the parents of Hindu student wanted to admit their children in private English Medium School.

(2) In urban U.P. schools the enrolment of Hindu students has increased and Muslim minority student has decreased in the SSA-period in comparison of the pre-SSA period. On the other hand, in U.P. schools, the percentage of Muslim (minority) students has decreased. It is happening due to Hindu population increased in urban areas.

(3) In composite schools no significant change is observed in the enrolment of the students of both the communities. SSA specially stressed on L.P. and U.P. school whereas in composite school they did not drive to improve their enrollment.

(4) The average percentage of enrolment improved during the average SSA-period in the rural L.P. schools. Besides, the enrolment of Muslim students has improved in the SSA period in rural U.P. schools. The enrolment of the Muslim minority students comes down during the SSA-period in the rural composite schools whereas the enrolment rate of Hindu students has improved. On the other hand, opposite trend is witnessed in case of both U.P. schools and composite schools. In these schools, the enrolment has decreased. This type of changes occurred due to SSAôs enrolment drive.

(5) In L.P. school, the scheduled caste studentsô enrolment has increased. Other backward caste studentsô are almost the same but during SSA period scheduled tribesô students have been newly enrolled. During the SSA period the enrolment is fluctuating, due to communication, road condition,

infrastructure condition etc. It was reported that in the initial stage (2003-04) of SSA period, the approach road of Krishna Charan Pathshala was flood-affected. During these years, less number of students took admission. But when road condition improved the enrolment rate increased. Besides this, SSAôs Jyoti Kendras and EGS centres extensively tried to bring the students into the formal education system in the initial stage.

(6) In U.P. school, the enrolment of students is fluctuating during the SSA-period, due to SSA influence at the lower level and their continuation of education.

(7) In Composite school,the enrollment of SC students is increasing as compared with general students. But in case of urban areas general category students have increased in comparison of SC students. However, in rural areas, general category students have decreased while SC student have increased. It means that there is more social category gap in education in the rural areas.

(8) The male and female students are almost same in number but marginal changes occurred in L.P. and U.P. school in rural & urban area both. The rural composite school female students were increased and male students were decreased.

(9) Sarva shiksha Abhiyan has further expanded its activity programme for disabled children in variety of ways ï Low visionð apart from continuing supply of Braille text books, periodically medical treatment and associated supply of spectacles etc. are done. However, low vision impaired students of composite school is still out of their ambit.

(10) The status of enrolment and success rate of minority students, i.e., students from Muslim community has considerably improved during the SSA period, right from the inception of SSA. In the year 2003 in Cachar

district, the trend of enrolment figures during the SSA period in different types and levels of schools, i.e., L.P. (I-IV), M.E. (V-VII), Senior Basic Schools (I-VII) and composite schools (V-X) shows that the students from minority community have achieved an encouraging rate of growth in elementary education. Presently on the basis of RTE Act 2009 L.P. schoolós educational level has changed to I-V, upper primary level to class VI- VIII, Senior Basic school level to I-VIII and composite school level to VI-X.

(C) Infrastructural development in the Elementary Education focuses infrastructural development in the three types of schools of elementary level as a result of SSA intervention. These are as follows:

L.P. Schools

(1) The urban provincialised L.P. schools have better infrastructure in terms of number of classrooms than the provincialised L.P. schools located in the geographically disadvantaged (rural) areas. Only Government L.P. schools in urban area have office room for non-teaching employees. The provincialised L.P. schools have no specific kitchen-cum-store room for mid-day-meal. So far as the development of infrastructure in provincialised L.P. schools are concern, SSA is yet to develop the kitchen cum store room.

(2) The mid-day-meal is cooked in classroom of students as well as under unhygienic conditions. Only in Government L.P. schools in the urban area there is a room for kitchen-cum-store room for mid-day-meal.

(3) In the rural as well as the urban area an additional classroom was provided by SSA. The increased number of kitchen-cum-store room in the urban area is more than that in the rural area. In the rural area office room is not available.

All the urban L.P. schools have no office room. These have no specific office room but they utilize headmasterôs room as an office room. In all the L.P. schools there is no library room. As per the volume of the enrolment, SSA has emphasize in particulars schools not holistically.

(4) L.P. schools in the rural and urban areas have toilet and urinal facilities. Every L.P. school has first aid and teaching aids. Electricity connection is found in the urban L.P. schools whereas in the rural L.P. schools this facility is not available. All rural L.P. schools do not have drinking water facility. Library and laboratory facility are not available in L.P. schools.

(5) The actual number of students accommodated in a single pair of desks and benches is 5/6 in the rural L.P. schools and 5 in the urban L.P. schools. Urban L.P. schoolsô average of chairs and tables is more than that in the rural schools. Every lower primary school has an almirah. Every rural L.P. school has a rack and a corner whereas urban schools have no rack and corner**.** It is due to students were more in rural L.P. school than urban areas.

(6) In L.P. schools the teacher-taught ratio in rural area shows that teacher are not sufficient in comparison of that in the urban area. In rural L.P. schools teacher- taught ratio is 1:36 and in the urban schools it is 1:19. As per NCERT norms and SSA manual it is required to be 1:40. Lower primary schools have no field for childrenós playing, except government L.P. schools. But these schools have arranged games and sports like football, cricket, kabaddi in nearby fields. In rural area teacherôs shortage arose because teachers took transferred from rural to urban area while newly appointed teachers also appointed in urban area.

U.P. Schools

(7) The rural provincialised U.P. schools have better infrastructure in terms of number of classrooms than the provincialised U.P. schools located in urban area. The rural government U.P. schools have more classrooms than urban government U.P. schools. In the initial stage donors gave more lands to schools and management committee prepared more classrooms in that schools. All the schools used headmasterós room as teachersó common room and for the nonteaching employees, except rural government U.P. school which have a common room for teachers. The urban provincialised U.P. schools have kitchen-cum-storeroom while the rural provincialised U.P. schools have no kitchen-cum-storeroom.

(8) Some of the schools do not distribute mid-day-meal regularly. There is irregularity in supply of mid-day- meal to the schools. It is observed that irregular supply of materials for mid day meal hampers in proper distribution.

(9) Upper primary schools have no specific office room and they use headmasterós room as office room and teachersô common room. Library room is not available in the U.P. schools. The U.P. schools in rural area have more toilets & urinals in comparison of the urban provincialised schools. In government U.P. schools in the rural & urban areas toilets and urinals are found equally. In the rural recognized U.P. schools average is more than that in the urban recognized schools; even some of the schools have no provision for toilets and urinals. The managing committee and government do not stressed in urban areas school whereas in rural area they concentrated on U.P. schools. Rural area mostly students are reading in U.P. school.

(10) Among the U.P. schools, only the government U.P. schools have first aids while provincialised and recognized U.P. schools have no first aids in the rural and urban areas. However, every U.P. school has teaching aids. In the government U.P. schools of both the areas electricity connection is available whereas in the recognized U.P. schools of the urban and rural areas this connection is not

available. The provincialised and recognized schools do not stress on first aidsin a school. The management committee of recognised school also not willing to install electricity. While in urban area they give the first preference to study in Composite school.

(11) Drinking water facility is not available in some of the schools Library and laboratory are available only in the urban government U.P. schools; and no other category of U.P. schools has this facility. U.P. schools in the rural area have more toilets & urinals in comparison of those in urban provincialised schools. In the government U.P. schools of rural & urban areas toilets and urinals are found equally. In urban area drinking facility is not available in the recognized schools. This difference arose because of negligence of committee.

(12) Library and laboratory are available only in the urban government U.P. schools; no other category of U.P. schools has this facility. The actual number of students accommodated in a single pair of desks and benches is 4 /5 for rural schools and 3 / 4 for urban schools. In the rural U.P. schools all school have almirahs while they urban school have more almirahs than the rural schools. In U.P. schools the teacher-taught ratio in the rural area shows that teachers are not sufficient in comparison of those in the urban area.

(13) In the rural U.P. schools teacher-taught ratio is 1:26 and in the urban U.P. schools it is 1:16. As per NCERT norms and SSA manual it should be 1:40. The U.P. schools have no field for games and sports except government U.P. schools; however, they arrange outdoor games like cricket and football in the nearby field and indoor games like ludo and carom in the school.

Composite Schools

(14) There is no Government composite school in rural areas while urban areas have government composite schools. The rural and urban provincialised composite schools have headmasterôs chamber. Because of the continual increasing trend of enrolment SSA provides more importance an additional classroom.

(15) The urban provincialised composite schools have library and laboratory rooms whereas the rural provincialised composite schools do not have. The urban government composite schools have library and laboratory rooms while there are no composite government schools in the rural area.

(16) Computer room is not available in the provincialised schools in rural and urban areas while in the government provincialised composite schools in the urban area this facility is available. This due to the government sanctioned vary from school to school.

(17) The increased number of additional classrooms is equally found in both the urban and rural areas. The average grant of urban composite schools is greater than rural area schools. Urban government composite schools have more numbers of toilets in comparison of the urban provincialised composite schools. In the rural area government composite schools are not available. It is also due to govt. policy govt. composite schools were not opened in the rural area.

(18) First aids and teaching aids are available in both the areas. All the schools have first aids box and they keep Bandage, cotton, antiseptic cream/liquid, anti inflammatory cream or lotion, pain killer tablet/spray, anti pyretic medicine etc. About teaching aids all the composite school preserved chalk,

duster, blackboard, map, globe, chart etc.

(19) In composite schools both in rural and urban areas, electricity connections are available. In case of composite schools first aids and teaching aids are available in both the areas. All composite schools in the rural and urban areas have drinking water facility**.** The urban provincialised and government composite schools have library and laboratory facility whereas in the rural area schools this facility is not available. Computer room is found only in urban composite schools and not in rural composite schools.

(20) In the composite schools in the rural and urban areas 4 students were accommodated in a single pair of desks and benches. In composite schools the rural average of chairs is 3 and urban average is 5. It indicates that in both the areas chairs are available according to need.

(21) The Composite schools the teacher-taught ratio which is calculated for the elementary education only is 1:43 in the rural area and 1:18 in the urban area. In case of rural area the teacher-taught ratio is marginally higher than N.C.E.R.T. prescribed ratio (1:40). None of the composite school has a field but they manage field and arrange the games, particularly outdoor games like cricket and football in the adjacent field.

(22) Infrastructures of those schools are different in case of each other. All the schools have their own infrastructure but there is a difference in the category of infrastructure. The urban provincialised L.P. school have better infrastructure in terms of number of classrooms than the rural provincialised L.P. schools. While it is opposite in U.P. schools, here, the rural provincialised U.P. schools have better infrastructure in terms of number of classrooms than the urban provincialised schools. Again, in provincialised

composite schools rural and urban classrooms are almost same where rural 13 and urban 12 respectively. But in the rural area classrooms are more congested than urban area. The urban Government L.P. schools, the urban Government U.P. schools and the government composite schools have infrastructure but in rural area there is no government L.P. and composite schools and rural government U.P. schools are available. Again recognised U.P. schools are available in rural and urban areas.

(D) **Improvement in Teacher Quality in Schools**

(1) The number of trained teachers has decreased in L.P. schools. The main cause of this is that trained teachers had retired during the SSA period and some of the teachers were transferred from one school to another school. But in the rural L.P. schools, rather the untrained teachers retired and no new teacher was appointed during the SSA period. In the urban area trained and untrained teachers retired and some new teachers were appointed during the SSA period.

(2) The trained teachers have increased in upper primary schools because most of the untrained teachers either retired or were transferred as well as some of the teachers were trained during this period. The trained teachers have increased in both rural and urban U.P. schools as some teachers retired, some teachers were trained and new trained teachers were appointed in this period.

(3) The trained teachers have increased in composite school too. The main reason of this is that some teachers had retired, and new trained teachers were appointed. It occurred as some untrained teachers retired and some were transferred in rural composite schools. In urban composite schools

trained teachers have increased and untrained teachers have decreased as some untrained teachers have retired and some trained teachers were newly appointed.

(4) For L.P. schools, Basic training is most important but in-service training has not shown any remarkable change during the SSA period. However, only one teacher was trained. Some of the teachers have taken Normal training and one teacher is B.Ed., now. In the U.P. school the B.Ed. teachers retired and some teachers took others training i.e. SSAós ' teachers training programme. Some of the schools informed that SSA has given training to trained as well as untrained teachers.

(5) In composite schools all the trained teachers are B.Ed. Other trainings are not found in this type of schools. A few of them have taken short duration training programme organized by SCERT, SEBA and SSA. The intervention of SSA has brought a few significant changes in Cachar district.

(6) 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. The standard of teaching ï learning has also been considerably improved, which has further reduced the rate of classroom failure.

(E) **Life Sustainability of elementary Education**

1) The implementation of CCE (Continuous Comprehensive Evaluation) system adopted by the schools provides a qualitative education among children. Besides, SSA has initiated practical based course curricula which help the students to implement their knowledge into their day to day activities.

2) In the curriculum of elementary level ' environmental study is one of the subjects

but this subject is not treated as core subject as in this paper there is no provision for evaluation. This fact does not inspire teachers to teach it in the classroom situation.

3) For day to day transaction this education is helpful because SSA provides practical activity based education rather than theoretical education. Because the course curricula is design in such way that the teacher compel to teach through practical oriented way rather than theoretical.

4) Vocational training is given in the hard-to- reach centres for the studentsô future life. They learn to prepare doll making, bamboo work, tailoring etc. which help them in their future life.

5) Due to the intervention of SSA text booksô quality has improved. The text books are attractive and give examples related to real life where necessary. SSA provides full encouragement to children by the way of cultural programme, exhibition, entertainment tour, free text book, supplying for the TLM etc.

V

CONCLUSION

After the intervention of SSA in pedagogy school education has improved. SSA thus has streamlined the school education system, though all the teachers have not been trained SSA arranges short period training programme for M.E school teachers. Education plays a vital role in our day to day life. A man without Education is like a rudderless ship because one cannot understand about how to run his life in a proper track. Without proper education one cannot boost up his knowledge for a minimum level of subsistence. A person may not have institutional degree but he should have enough knowledge regarding smooth running of his life. It is also clear

that modern educationist, henceforth, not only emphasized bookish knowledge rather they suggested value oriented vocational training which may give an alternative vista for maintaining minimum levels of careing of their life. Besides vocational training, in course curriculum SSA has already initiated many of the examples from our day to day life activities. This phenomenon on the one hand helps understand the ground reality of the learners. On the other hand, it helps to acquire knowledge and its immediate application to the society. Vocational training has given to hard to reach centre it should be important for all the formal institution. Thus, it brings a momentum or a driving force in the mind set of the young learners. To minimize the social category gaps, SSA took different focus group like minority, SC, ST groups etc. In comparison with pre SSA period the Muslim minority studentsô enrollment had increased during SSA period in lower primary schools. Likewise Muslim minority students, the SC studentôs enrollment had also increased. During SSA period, ST students had enrolled in lower primary school. In upper primary school Muslim minority studentsô enrollment also increased during the SSA period. A very less percentage was increased in the case of general students and SC students during SSA period. Where, ST and OBC studentsô enrollment had marginally decreased. Especially in rural areas OBC and SC studentôs enrollment had increased and general category students enrollment had decreased. But in urban areas general category students increased and SC, ST, OBC category studentsô enrollments had marginally decreased. In composite school, Muslim minority studentôs enrollment had not increased. Again the enrollment of SC students in rural areas had increased. But in case of urban places, general category students had marginally increased. It is true fact that overall enrollment of SC studentôs had enormously increased.

During SSA period, the enrollments were fluctuating due to communication, road condition, infrastructure condition etc. SSA hard works on Jyoti Kendra in urban places and EGS centres in rural places is highly responsible for improving the enrollment rate. Again, in some areas due to road conditions, the enrollment rate of the specific schools was found not satisfactory. From ñSSA and Sustainable livelihoodò it is found that in the year 2010, more learners were trained and more trained learner help their parents than the year 2009.The vocational training was given only to the learners of HTR centres. For a discussion with the Head of the Schools with reference to a question that ñIs elementary education helpful in improving the childôs social life?ò 86% of headmasters opined that SSAôs different programmes definitely help to improve the childôs social life. According to them, due to the intervention of SSA the quality of text book has improved. This text has prepared attractive and provides lively examples related to real life. They also mentioned that students SSA also emphasized to perfect discipline during their staying period in school. About mid day meal they expressed that it has improve the skill of practical works like they wash their own dish. Apart from that the students have become more attentive towards their studies and other non-scholastic sides also. Further such type of education is extensively helpful for their day to day life activities too. SSA provides full encouragement to the child by the way of cultural programme, exhibition, entertainment tour, free text books and supplying for the TLM etc. But 7% headmasters opined that it may not much help them in their social life, only it may help in their day to day life while remaining 7% remained silent on this issue. In some extent SSA tries to improve the basic and infrastructure facility in Elementary Education. It is also true that some of the schools have no drinking water, computer, library, laboratory and electricity.SSA stresses on improving the additional

classrooms, office, and library. It may thus be concluded that there is an urgent need for undertaking adequate remedial measures for the improvement of basic infrastructural facilities like student accommodation, classroom, drinking water, first aids, teaching learning equipments, student friendly classroom and such like. Also non infrastructural facilities like creation of congenial atmosphere for education, proper training of the teacher, suitable and useful curriculum should also be taken as care of. SSA intervention about all schools have achieved much in terms of quantity .Now to ensure universalisation of higher education, as have been planned through Rashtriya Madhymik Shiksha Abhiyan, quality also equally has to be taken for sustaining the students in the field of academic world.