Research Paper Series 11/2013

STATUS OF SCHOOL EDUCATION IN ASSAM

Indranee Dutta

Omeo Kumar Das Institute of Social Change and Development

OKDISCD

This paper primarily aims at reviewing the state of school education in Assam. It tries to portray the situation basically taking into consideration the issues of demography and schooling, access, teachers, coverage and efficiency. Basing solely on published secondary sources, it deals with almost all the components of school education. It tries to answer the questions like- whether the number of schools and infrastructure are adequate to handle the growing needs of the population; how inclusive and equitable is the school system in terms of access and quality of education; how do the teachers fare in terms of qualifications and attendance in school; are all the children in school and in their respective age specific classes; what is the extent of dropout and out of school children; are the students learning at the level of their respective classes; what are their achievements in terms of examination results; and finally where does the State stand in terms of Educational Development Index (EDI) ranking among the different states of India.

Research Paper Series 11/2013

Status of School Education in Assam [#]

Indranee Dutta[*]

OKD Institute of Social Change and Development: Guwahati

[#] *This paper is part of the Research Series on Status of Children in Assam funded by UNICEF, Field Office, Guwahati.*

[*] Professor, OKD Institute of Social Change and Development, Guwahati

Research Paper Series 11/2013

Status of School Education in Assam

Author: Indranee Dutta

August, 2013

Published by OKDISCD
Printed at Dristi Solutions, Panbazar, Guwahati

Status of School Education in Assam*

Introduction

Attending school is a ubiquitous phenomenon throughout the world. Although it was supposed to be universal to include each and every individual child, it is not so in many parts of the world, including India. In this fast paced and technologically advanced world schooling has assumed increased importance, although the old debates questioning the schooling needs or type still continues. Without going into these debates this paper would try to analyse the situation of school education in Assam in three stages, viz., Elementary, Secondary and Higher Secondary. With the introduction of Sarva Shikha Abhiyan (SSA) whole lot of data have become available at the Elementary level for analysis since around 2005-06, where as this is not the case in case of Secondary and Higher Secondary levels. Only recently in 2012, National University of Educational Planning and Administration (NUEPA) has come up with "State Report Cards" for secondary education, informing many vital facts about this segment of schooling. Data on Higher Secondary stage is yet very scarce.

Focus of the paper

The status of school education is generally revealed by a variety of indicators that tell us precisely about the levels of development of education, functioning of the system, its trends, disparities and directions of development. Questions like, do all children have access to school education, including pre-primary, primary, elementary, secondary, high school and higher secondary schools? Are all the children studying in age specific classes? How do the quality of inputs such as infrastructure and other facilities, teachers and method of teaching fare? Is education equitably distributed among all categories of children; females, backward and minority? What is the nature and investment in school education? Overall what is the trend of development of school education? normally

---

* This paper has drawn substantial amount of data from our earlier work on "Study on State Investment on Education in Assam", 2009, OKDISCD. The author acknowledges the help received from Shri Dimpal Dekaraja in data updating.

speak about the state of school education in any society. This paper would try to answer some of these concerns in the state.

Although indicators of education can be thought of in terms of input, process and output like any other system, classifying educational indicators under these categories is not easy because the variables are interdependent and multidimentional. However, for convenience of analysis following A.C. Mehta†, the indicators have been grouped as (1) demography and literacy, (2) access, (3) teachers, (4) coverage, and (5) efficiency. The analysis is based entirely on secondary data available on government websites and published works.

Analytical assessment

Demography, literacy and schooling

Education basically is a process to enhance or to maximize the capacity of people for achieving optimum welfare of the people. Although 'literacy' has a limited connotation than that of 'education' and 'educational opportunity' in real sense of capacity building of the people, yet literacy rate of a nation or a state speak a lot about the condition of people there. It has now been an accepted fact that more than the physical wealth; it is the human capital, measured in terms of capability, which determines a country's progress. Literacy is the starting point of human capability and is now an important component of the Human Development Index. The two consecutive Census data (2001 &2011) reveal that the comparative picture of the literates in the state with that of the national average indicate that, although the gap in case of the total literates and male literates in the state decreased over the ten years period since 2001, it is still below the national average. Disaggregated data however show better performance in case of female, rural and urban over the national averages in those categories. (Table 1.1).

Table 1.1: Literate population in Assam and India

Categories	Rate of Literacy (Percentage)						Difference (Assam-India)	
	Assam			India				
	2001	2011	Diff	2001	2011	Diff	2001	2011
Total	63.25	73.18	9.93	64.8	740.04	9.24	-1.55	-0.86
Male	71.28	78.81	7.53	75.3	82.14	6.84	-4.02	-3.33
Female	54.61	67.27	12.66	53.7	65.46	11.76	0.91	1.81
Rural	59.74	70.44	10.7	58.7	68.91	10.21	1.04	1.53
Urban	85.35	88.88	3.53	79.9	84.98	5.08	5.45	3.9

Source: Census of India 2001, 2011

† (http://www.educationforallindia.com/page 129.html)

So far as the school education is concerned one important question is what is the proportion of school-going children to the total population and how many of them are actually in school? The total projected child population in the school going age group in Assam at present (projected for 2011) is 9485000 which is expected to be 9025000 in 2016, representing respectively 31.03 and 27.81 percent of the total population (Table A-1 in Annexure). If the State can provide adequate education to this population, a lot of changes can come to the state. With gradual decline in the birthrates there is a decrease in the younger age group indicating a clear shift towards elder aged children belonging to 15-19 age groups (figures 1.1 & 1.2). Assam in the coming years apart from taking care of more than 2900000 children in the 5-9 age groups will have to cater to the educational needs of more than 3200000 children of 10-14 age groups and more than 3300000 15-19 aged children. Demand for secondary and higher secondary schooling is expected to rise in an unprecedented manner.

Figure 1.1

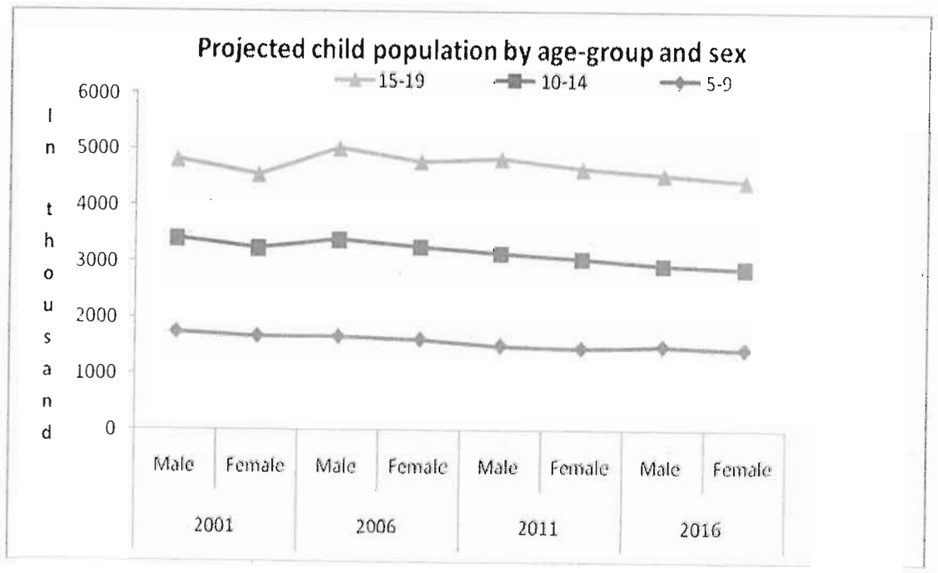
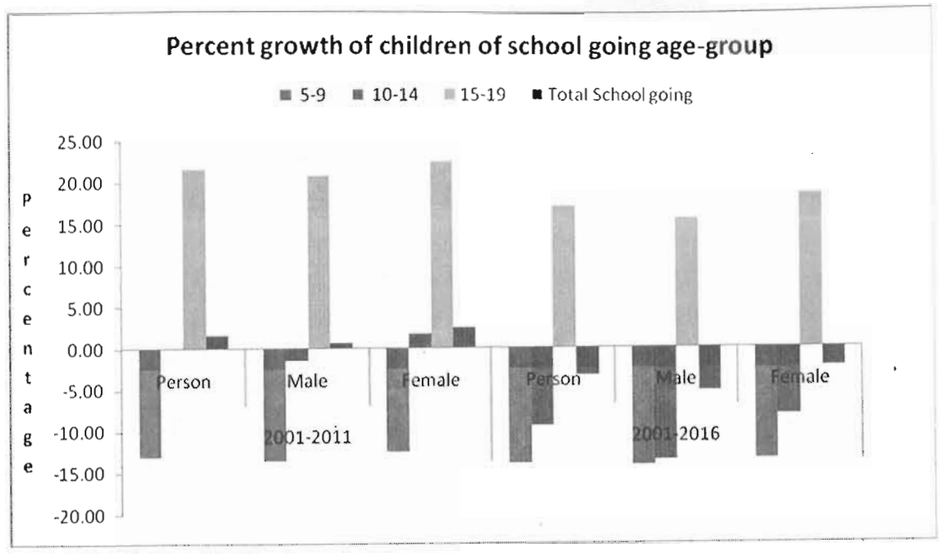


Figure 1.2



As children's education continues to be highly challenging for the State, the questions that need to be answered are:

- What proportions of children are admitted to school?
- What level do they reach?
- What is the quality of education that they receive? and
- What is the outcome in terms of learning?

Access

Access to school education implies universal provision of schools for school aged children and their universal enrolment. In other words, schooling facilities are to be available equally to all sections of population residing in any locality within the State boundary. This is the physical access. But mere physical availability does not ascertain access of schooling facilities to children. There are multitudes of factors that determine whether a child will attend school or not. Never the less, physical access is the first step towards making school education universal. Normally in Indian condition physical access to schooling is affected by distance from home, mode of transport, the road system and the geographical terrain. Although physical barriers stand in the way of a child attending school, several other societal barriers do not allow a child to attend school, even when the schools are physically available. Accessing school becomes

difficult especially if the child belongs to a poverty ridden family, a girl child or a differentially able child or a child belonging to a conflict ridden or natural disaster prone society. However, in order to ascertain that at least physical barriers are removed, certain norms have been set for each level of education. The norms for provision of primary and upper primary schools are: 1 primary school/section within 1 kilometer of distance for all the habitations having population of 300 or more and 1 upper primary school for the habitations with 500 and more population. Habitations are below village level consisting of about ten houses. Thus, the number of habitations having primary schooling facilities within a habitation and/or a walking distance is considered as an indicator of access. As indicated in the 7th All India School Education Survey‡ (Table A-2) habitations having 300 or above populations and 500 and above populations are yet to have 100 percent coverage by 1 Primary school and 1 Upper Primary school respectively. It means that the small children in around 12 percent of the habitations do not have Primary schools in easy walking distance and in around 10 percent of the habitations children do not have easy access to Upper Primary schools. The survey also shows that the percentage of habitations having primary schools (44.48) within the habitation was less than the national average (60.19) in 2002. In terms of percentage of population having access to Primary schooling facilities (Table A-3) the SC and ST population seem to be in a disadvantaged situation compared to the average population in non SC and ST dominated habitations.

The more recent data that gives figures for the density of elementary schools per 10 sq km show that Assam is in a better position compared to the all India level with more schools within a radius of 10 km than the national average. However, this can be deceptive as well as this does not indicate the type of school, many of which may be only in name, without any facilities.

Table 2.1: Density of school per 10 sq km

	2008-09		2009-10		2010-11	
	Primary	UP	Primary	UP	Primary	UP
Assam	6.77	2.27	5.25	1.84	6.15	2.41
All states	3.3	1.45	3.35	1.5	3.45	1.63
Highest	28.7	15.96	28.81	15.95	29.28	16.59
Lowest	0.41	0.13	0.46	0.14	0.33	0.14

Source: Elementary Education in India Progress towards UEE 2010-11, Analytical table

‡ Although the 8th All India School Education Survey was initiated in 2009, the results are still awaited. Therefore the latest data regarding the habitations being served by schooling facilities could not be provided.

The ratio of Upper Primary to Primary schools also indicates access as it facilitates transition from one cycle to the other, the norm for which is one Upper Primary school for every two Primary schools. Although the number of Upper Primary schools increased over the years, the ratio at present is one Upper Primary school against 2.55 Primary schools, indicating that the norm is yet to be achieved. The figure is also below the national average of 2.12. Thus, access to Upper Primary schools is still not adequate in the state. These figures also do not inform whether the schools are equally distributed all over the state.

Table 2.2: Ratio of Primary to Upper Primary schools

	2004-05	2006-07	2008-09	2009-10	2010-11
Assam	3.3	3.6	2.99	2.85	2.55
All states	2.6	2.5	2.27	2.23	2.12
Highest	5.3	5.4	5.48	5.53	5.13
Lowest	1.2	1.1	1.04	1.08	1.07

Source: Flash Statistic, 2004-05 to 2010-11

So far as the secondary education is concerned, GOI has initiated the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in 2009 in a bid to universalize the secondary education. The RMSA aims at providing a secondary school within a reasonable distance of any habitation, which should be 5 kilometer for secondary schools and 7 -10 kilometers for higher secondary schools. However, the 7th All India School Education Survey reveals that although the situation is better than the all India scenarios, a sizeable number of children in the rural habitations have to cover a longer distance than the prescribed norms. The children of ST population are in more disadvantaged situation (Table A-3). A more recent study by NSSO (64th Round 2007-08; Table A-4 and Figure 2.1) brings out a huge rural – urban gap in access to school education in favour of urban households. While there is not much rural-urban gap in case of Primary education, this gap is more conspicuous in case of middle and secondary education. In other words rural children have less access to middle and secondary education than their urban counterparts.

While considering the access to school education it is important to capture the growth of availability of schools in the state. Although data showed growth in habitations having access to Primary and Upper Primary stage education within the habitations as well as within 1km and 3km respectively (Table A-5) in 2002 compared to 1993, latest data of habitation-wise presence of schools is not available as yet. Historically, Assam's

progress in setting up schools of all categories was slow compared to the all India growth of schools. If we compare the data from two consecutive All India School Education Surveys, 1993 and 2002 (Table A-6, Figure 2.2), this reality comes up very starkly.

Figure 2.1

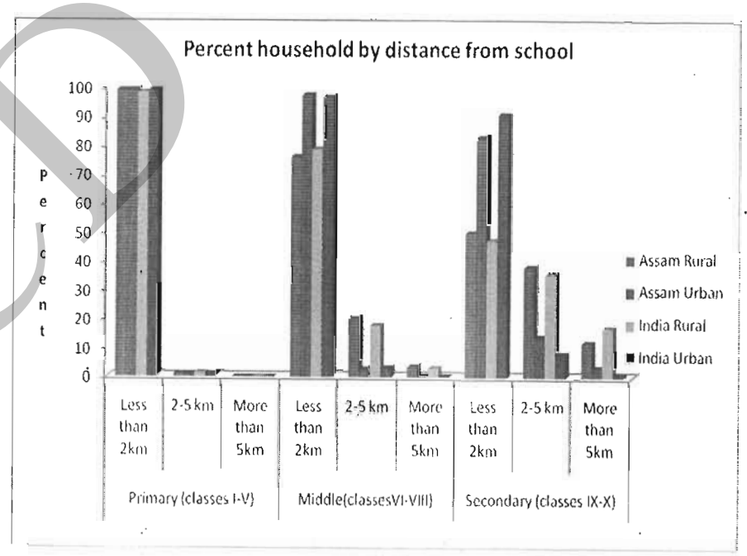
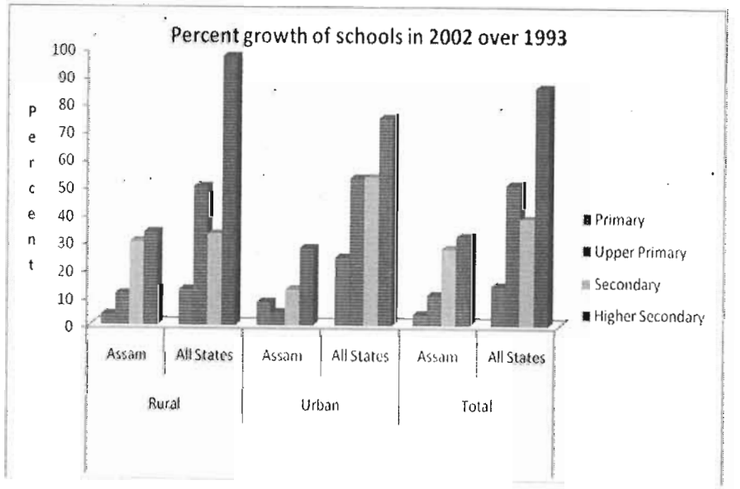
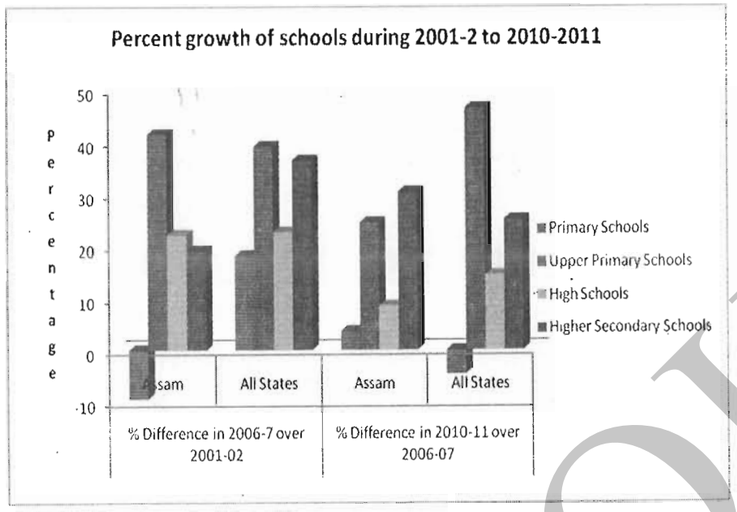


Figure 2.2



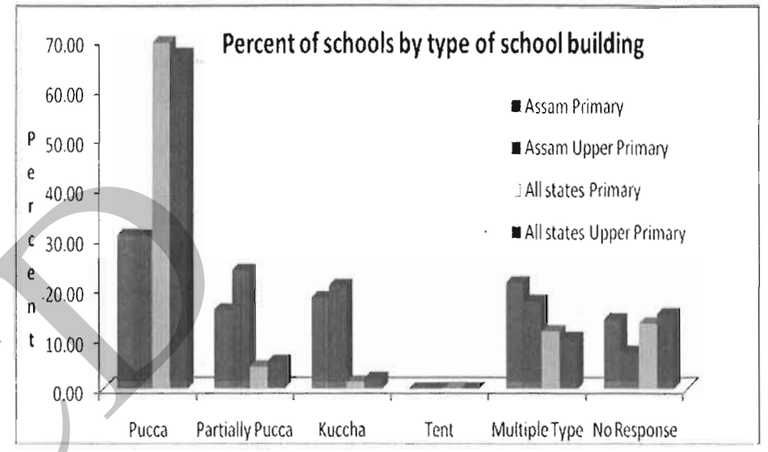
More recent data show that while there was negative growth in Primary schools in 2006-07 there is slight increase in 2010-11, yet it is less than the number of Primary schools in 2001-02. From a low base in 2001-02 the Upper Primary schools have made a 40 percent jump in 2006-07, which again increased by around 25 percent against 46 percent rise at the national level over 2006-07. However, this has enabled the state almost to catch up to the norm of 2 Upper Primary schools per 1 Primary. Growth of High School in 2006-07 was more than 22 percent, almost equating with the national average, but it slumped to little more than 8 percent in 2010-11 against 14 percent at the national level. Higher Secondary schools were always less in numbers as most of this section was attached to the colleges. The growth in 2006-07 of these schools was only 19 percent against 36 percent growth at the national level, while there has been a spurt of growth after that raising the percent growth to more than 30 in 2010-11, which is higher than the national average of 25 percent (Table A-7, Figure 2.3).

Figure 2.3



Although the first condition of access to education is its availability and physical accessibility of educational institutions, availability alone does not guarantee that schools are being utilized and that minimum facilities are being provided to the students. When we look at the physical condition and facilities in the primary and upper primary schools in Assam, the situation appear extremely grim (Table A-8).

Figure 2.4



School building is an important component of the school system and a good school building creates a good ambience for children's intellectual and physical growth. With only one third of the total schools housed in Pucca building and only 29.92 percent (lowest among all the states, with highest figure of 90.98 for Puduchery) of the classrooms identified as having good condition, compared to the all India percentages of 72.98 and 74.00 respectively Assam paints a very dismal picture. Moreover, as much as 37.28 percent of the classrooms require major repair against only 8.55 percent all India figure. A stark rural-urban difference is visible in every aspect of the school education, which is of course is a national phenomenon, but the gap is much more in Assam. While the percentage of *pucca*, *partially pucca* and *kuccha* buildings in rural areas is 32.38, 24.93 and 30.90percent, it is 52.77, 18.75 and 15.02 percent in urban areas. It is reflected in the nature of school condition and number of classrooms as well. (Table 2.3 & DISE Analytical report 2010-11)

Table 2.3: Elementary schools by type of school building in 2010-11

	Assam		All states	
	Primary	Upper Primary	Primary	Upper Primary
Pucca	30.79	30.61	69.48	67.14
Partially Pucca	15.81	23.71	4.43	5.50
Kuccha	18.29	20.68	1.39	2.15
Tent	0.00	0.00	0.06	0.04
Multiple Type	21.25	17.59	11.55	10.19
No Response	13.87	7.40	13.09	14.98

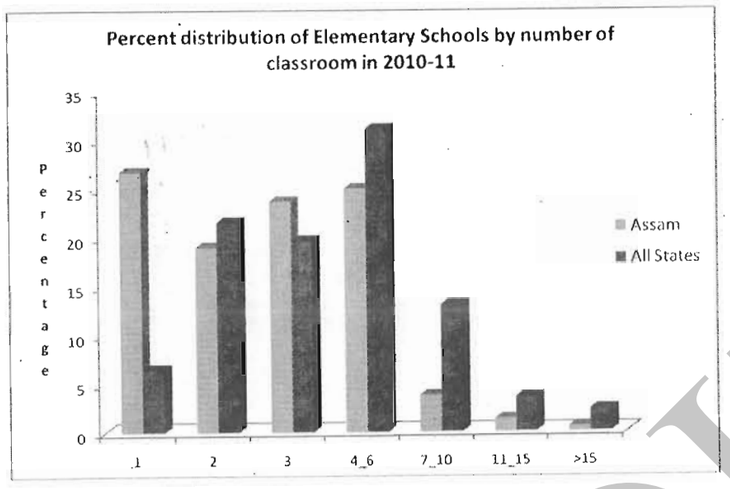
Source: DISE Analytical reports 2008-9, 2009-10, 2010-11

Table 2.4: Percent Distribution of Elementary Schools by Number of Classrooms

	2008-09		2009-10		2010-11	
Number of Class room	Assam	All States	Assam	All States	Assam	All States
1	48.2	7.82	21.58	6.56	26.72	6.47
2	14.21	21.81	19.99	22.36	19	21.56
3	17.46	19.23	25.67	19.6	23.7	19.68
4_6	15.69	29.3	26.69	30.32	25.01	31.08
7_10	2.9	12.14	4.08	12.56	3.75	13.02
11_15	1.06	3.37	1.46	3.43	1.29	3.54
>15	0.45	2.12	0.59	2.17	0.52	2.28

Source: DISE Analytical reports 2008-9, 2009-10, 2010-11

Figure 2.5



Having adequate number of instructional classrooms so that each class can be housed separately is an essential requirement for every school. But there are as many as 26.72 percent one room elementary schools against the national average of 6.47 percent. Assam has the second highest numbers of such schools in the country, next to Arunachal Pradesh. Mizoram has the least number (1.13%). There are five states without any single-classroom school. The average number of classrooms in schools of Assam is 3.20 in govt. schools and 4.20 in private schools, against 3.80 and 8 percent respectively as the all India averages. Needless to say that, no meaningful teaching takes place among children of different classes sitting in one room. Ideally there should be as many classrooms as there are classes, i.e., 7/8 classrooms depending upon the

structure of primary and upper primary schools in the state. As elementary schools consist of class I-VIII, (I-V in Primary and VI-VIII in Upper Primary) there should be at least 5 classrooms in Primary schools and 3 classrooms in Upper Primary schools. Thus the data show a huge gap.

The average student classroom ratio indicates the number of students sitting in a classroom, is 39 students per classroom in Assam (40 in rural and 32 in urban areas) compared to 35 all India average. However, there are 27.51 percent of schools in rural area and 15.6 percent in urban areas in Assam with student classroom ratio more than 60.

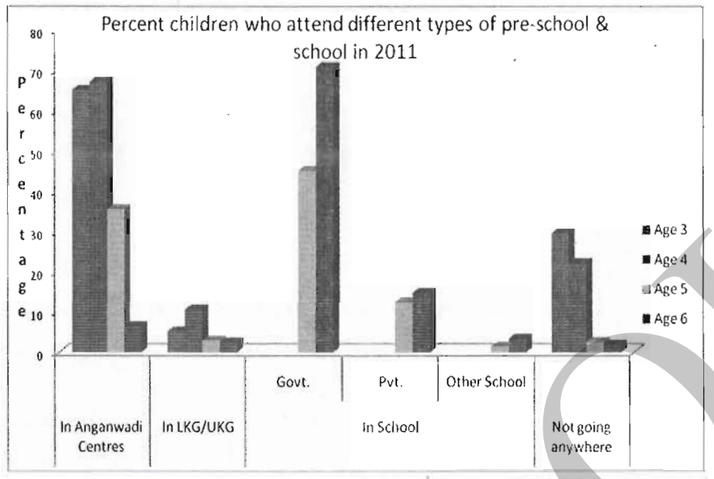
For safety and security of the children it is important that schools have proper boundary walls. However, only around one fourth of the schools have walls around the building against more than half of the schools having such facility at the all India level (Table A-8). While availability of drinking water and toilet facilities are two minimum requirements for personal needs, a large section of our elementary schools are without these facilities. In 2010-11 there are at least 24 percent of the schools without drinking water facilities; which is 7.29 percent at the national level. Similarly, while common toilets are available only in 36.5 percent of the schools, only around 69 percent are functional. Situation of girls' toilets has although improved with 39.71 percent, only 74 percent of them are functional, against the all India figures of 60.28 and 80.87 percent respectively. So far as girl's toilet is concerned Assam's position is 7th lowest.

While electricity connection is available only in 11.5 percent of the schools in Assam, at the national level around 43 percent of the schools have electricity. While there are at least three states with 100 percent electricity connections in school, Assam's rank is third lowest next to Bihar and Jharkhand. In terms of computer availability also the state's position is 6th lowest with only 8.17 percent against 14.70 all India average.

Early childhood education is one of the indicators of access to education as it indicates the state's capacity to prepare children for primary education. Although the preprimary education in India is not a fundamental right, the RTE Act mandates the government to provide free early childhood care and education (pre-school) for all children until they complete the age of six years. Only a very low percentage of children receive preschool educational facilities. The largest source of this provision is the Integrated Child Development Services (or ICDS). The ICDS Programme aims at providing services to pre-school children in an integrated manner so as to ensure proper growth and development of children in rural, tribal and slum areas. ICDS is a centrally sponsored

scheme and Anganwadi centres come under this scheme. The main objective of this programme is to cater to the needs of the development of children in the age group of 3-6 years. Pre-school education aims at ensuring holistic development of the children and to provide learning environment to children, which is conducive for promotion of social, emotional, cognitive and aesthetic development of the child. However, the preschool component in the same remains weak. Private sector has been playing more prominent role in the realm of preschool education reaching to the relatively richer segment of population, especially in urban areas. These schools have two stages - lower kindergarten (LKG) and upper kindergarten (UKG). While the former accommodates children of 3 to 4 years of age, the latter includes children of 4 to 5 years of age. After finishing upper kindergarten, a child enters Class 1 of primary school. Often kindergarten is an integral part of regular schools. On the whole, the percent enrollment in pre-primary classes to total enrollment (primary) is 21.75 against 9.16 all India average (DISE 2010-11).The growth of this segment of education is also very high (18.33%) from relatively low growth (3.42%) in 2005-06. Yet this has not covered all the children of this age group.

Figure 2.6

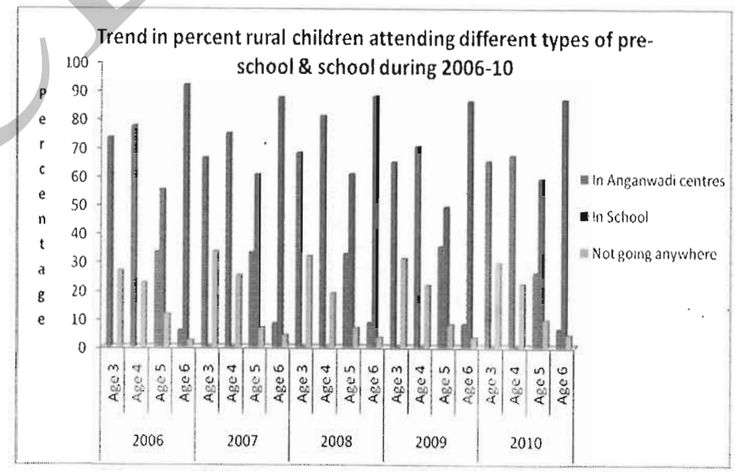


As per the *Annual Status of Education Reports 2010,* majority of the 3 year and 4 year olds are in Anganwadi centres and a few of them are in LKG/UKG while around 30 and 22 percent of them respectively are not going anywhere (Table A-9). It means that there is still a large number of this age group without the assured care in preschool. It is also clear from the table that although children aged 5 are mostly either in Anganwadi centres or in school, yet 10 percent of them are not going anywhere. While all the

children of age 6 should have been in Class I in school yet around 6.4 percent of them are in Anganwadi and 4.3 percent are out of school.

When we observe the trend in children attending preschool (Table A-10 and Figure 2.7) there is a clear decrease in percent attendance of 3 and 4 year age children over the years except for a slight rise in year 2008. Similarly there is increase in 'not going anywhere' category in this age group. While age 5 children's presence in Anganwadi remained almost same till 2008, it increased in 2009 but again it decreased in 2010. However, all 5 year and 6 year olds are not in school.

Figure 2.7



Similarly, the gross and net entry rates (intake/admission) can also be considered as an indicator of access[§]. The apparent intake rate (AIR), i.e., entry rate in Grade I as proportion of official entry age, reflects the general level of access to Primary education. It also indicates the capacity of the education system to provide access to Grade I for the official school entrance age population. In the absence of data on new entrants by single years of age the AIR has been used here to substitute for Net Intake Rate (NTR), which is a better indicator of access. As indicated in Table A-11, the AIR in both Preprimary and Primary level in the state is above hundred indicating better access, although it also means that overage and underage children are included as well.

[§] EFA 18 indicators, www.educationforallindia.com/pg 104.htm

Teachers

Teacher is a major component of school education determining the quality of education. Number of teachers per school, the teacher pupil ratio, qualification and training status of teachers, percentage of female teachers are some of the crucial information that speak about the quality of school situation. Teacher education has emerged as one of the most challenging area of education reform in India. It is especially so after the adoption of the National Curriculum Framework (NCF) in 2005, with added emphasis on changed curriculum and syllabus and adequately trained teachers.

As per the latest available data** there are 270811 teachers at the elementary level in Assam in 2010-11. Although there has been gradual increase in the number of teachers (Table A-12), yet there is a huge shortfall which becomes evident from the average number of teachers per school, which are barely 2.5. Compared to the government institutions aided and unaided schools have more number of teachers. The pupil teacher ratio in the state is reasonably good both in the elementary and secondary and higher secondary stage.

In the High and Higher Secondary Schools there are 61551 and 17963 teachers in 2010-11 of which females teachers occupy only 25.67and 29.64percent respectively (Table A-16). There has been a bare minimum increase of 8.03 percent in the number of High School teachers and decrease of 24.9 percent in Higher Secondary teachers in 2010-11 compared to the figures of 2006-07.

While the educational qualification of teachers and the trainings that they receive in teaching are two basic factors determining the quality of the teaching-learning processes in the classroom, Assam has serious drawbacks in this score. As per the requirement of minimum academic and professional qualifications for recruitment of teachers in school determined by the National Council for Teacher Education (NCTE)†† the minimum qualification to teach in the Pre-School or Nursery is Secondary School certificate and Diploma/Certificate in Pre-School teacher education. But in Assam we have at least 3.63 percent teachers teaching in elementary level who are below secondary stage, i.e., with qualification less than class X (Table A-13, Figure 3.1). Again, defined professional qualifications are recommended for each level of teachers from

** Elementary Education in India: Flash Statistics: 2006-07, 2007-08, 2008-09,2009-10,2010-11 NUEPA, New Delhi

†† NCTE Determination of Minimum Qualifications for Recruitment of Teachers in Schools Regulations, 2001, published in the Gazette of India Extraordinary Part III Section 4 as No. 238 dated September 4, 2001

Pre-Primary to Higher Secondary stage, either Diploma, Certificate or B.Ed or M.Ed degree. However, the professionally trained teachers are also abysmally low in the state at all levels (23 % against national average of 79%). What is surprising is that Assam is the only state in the country, which has not specified any professional qualification in the recruitment of teachers at all levels.

Figure 3.1

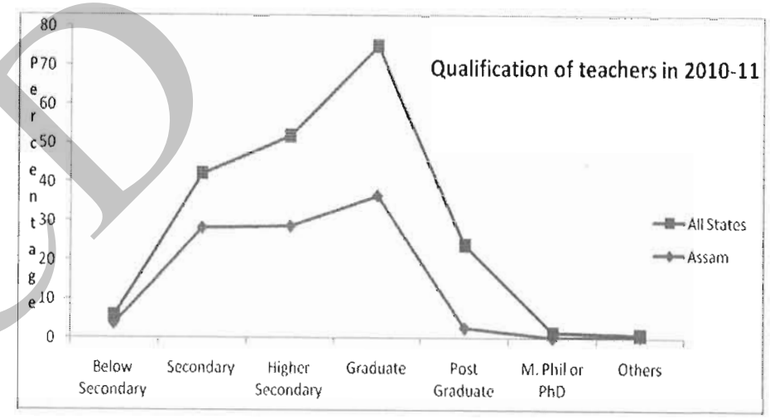
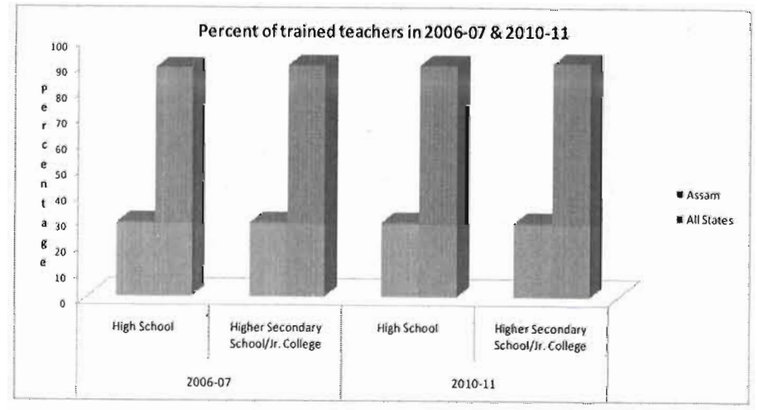


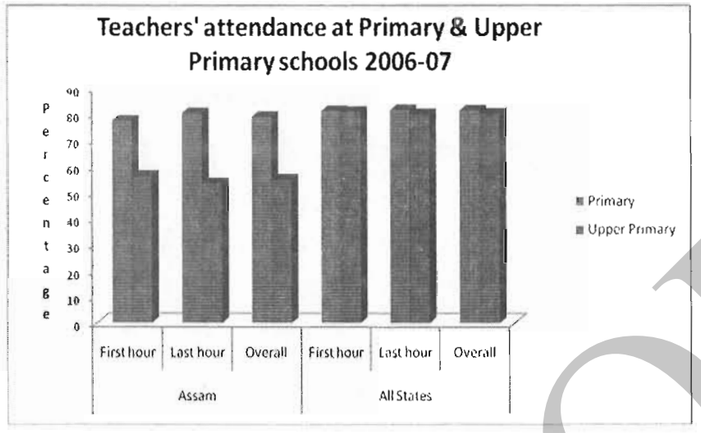
Figure 3.2



Although there has been much apathy on the part of the Government of Assam regarding training of teachers, at the behest of the RTE Act 2009, the government has initiated in service training of teachers. Besides, from the present academic year the Teachers Eligibility Test (TET) has been introduced for recruitment of teachers in the state.

Besides the question of teachers' academic qualification and their level of professional training, another issue, which has come to much limelight, is the teachers' absenteeism. The Ed.Cil study‡‡ on attendance of students and teachers revealed that there is large-scale absenteeism in the elementary schools of Assam. By following the head count method on the day of visit to a school, this study tried to find out the attendance rate of teachers compared to the number of teachers posted to the sampled school. Teachers' absenteeism is quite high in the state. While overall more than 20 percent of the teachers are found absent at the Primary level, around 22.3 percent remained absent during the first hour, which decreased to 19.4 percent towards the last hour. It implies that a section of teachers come late to school. Teachers' absenteeism is abysmally high (44.8 %) in Upper Primary level and contrary to the Primary level a section of them leave towards the last hour. This trend is seen also at the all India level, but to a lesser intensity. Teachers' attendance rate in Upper Primary level in Assam is the lowest in the country. Compared to the all India level teacher absenteeism is higher in Assam both in Primary and Upper Primary levels (Table A-20 & Figure 3.3).

Figure 3.3



Another study (ASER, 2011, Table 3.1) which has also made some observations regarding teachers' attendance in rural areas records that the average attendance rate in Assam at the Primary (I-IV) in 2011 is 84.6 which is almost 17 percent higher than the attendance rate in 2010. There is more than 4 percent school where there is no teacher at all. Number of such schools increased over the years. There are only 58.3 percent

‡‡ Study of Students' Attendance in Primary & Upper Primary Schools: *Abridged Report*, Ed.CIL, GOI Enterprise, New Delhi, 2006-07

schools with all teachers present. Teachers' attendance rate decreases when class I-VII (Elementary stage) is taken into consideration (Table 3.1).

Table 3.1 Teachers' attendance during 2009-2011

	Assam						All States					
	Std. I-IV/V			Std. I-VII/VIII			Std. I-IV/V			Std. I-VII/VIII		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Percent teachers attending (average)	87.9	90.8	92.8	84.2	67.7	84.6	89.1	87.1	87.2	88.6	86.3	86.7
Percent schools with no teacher present	1.1	2	0.5	0	0	4.2	0.4	0.3	0.2	0.2	0.1	0.2
Percent schools with all teachers present	70.3	74.4	79.0	48.6	20	58.3	69.2	63.4	65.2	57	52	51.5

Source: ASER Survey2011

Under such a situation not much can be expected in terms of quality of school education in Assam.

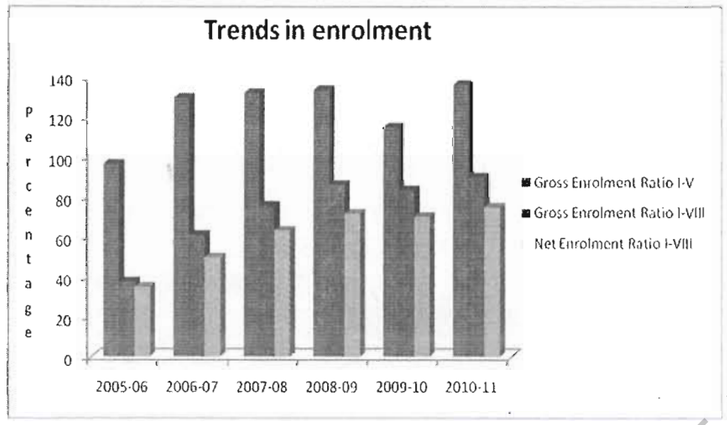
Coverage

Elementary level

Two important indicators of coverage are the *enrolment ratio* and *attendance ratio.* Enrolment ratio is the division of the enrolment figure by population, which gives the extent of spread of education of a specific level. In other words these figures speak about the proportion of the child population that the education system is serving. Two basic interrelated questions are linked with enrolment: which age group and what level? To know the actual situation it is important to know whether the defined age groups of children for each of the educational level are there or not. However, in absence of knowledge of exact age of children studying in each of the levels it is not possible to know what proportion of the children of a specific age cohort are enrolled in their age specific levels. Available data from different sources have been used in this section to understand the situation of enrolment.

As per the latest available data on elementary education (Table A-21) there are 4070490 and 5822163 enrolled students in Classes I-V and I-VIII respectively in 2010-11. While the Gross Enrolment Ratio (GER) in Primary classes increased from 96.65 in 2005-06 to 136.14 in 2010-11, the GER in elementary level as a whole increased from 37.73 to 90.01 during the same period. Both the GER and NER indicate increasing trend during the five years period and compared to the all India average, Assam's position seem relatively better in this score. The NER of the Elementary level (74.98) indicate that one fourth of the children of 6-14 age groups are not enrolled in that level. It may be noted that although the increase of NER over time reflects improving participation at the elementary level of education, the state is far removed from providing universal elementary education.

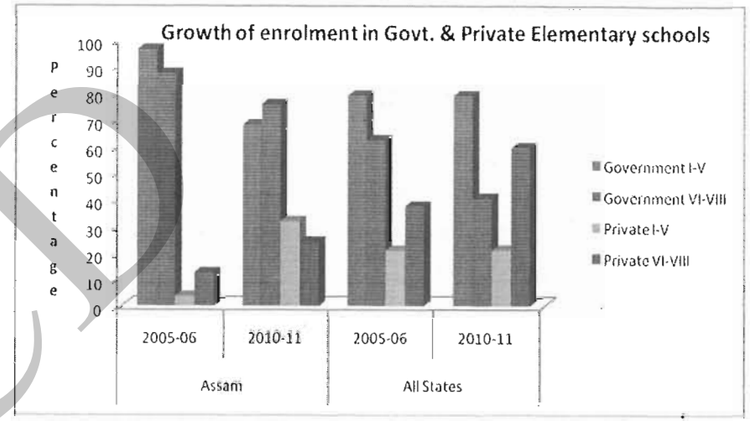
Figure 4.1



Share of girls' enrolment to total enrolment is an important indicator of gender equity in school education. Educationists and social scientists tend to believe that the persistent gender biases are rooted in India's failed education system. Therefore, it is increasingly stressed that to bring in gender parity one should begin by guaranteed access to education for all. As per the data presented (Table A-22) in Primary level girls' share in enrolment in 2010-11 is slightly lower than the boys but in Upper Primary level it is more than the boys. Overall, the girls' share of enrolment has shown improvement over time and compared to the all India level the state's performance is better. To measure the relative access to education of males and females the Gender Parity Index (GPI) is normally used. It is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education. The Gender Parity Index (GPI) both in Primary and Upper Primary level is very high. In fact in Upper Primary level Assam is one of the four states having GPI more than 1, indicating difference in favour of girls and that gender parity has been achieved (Table-A-23).

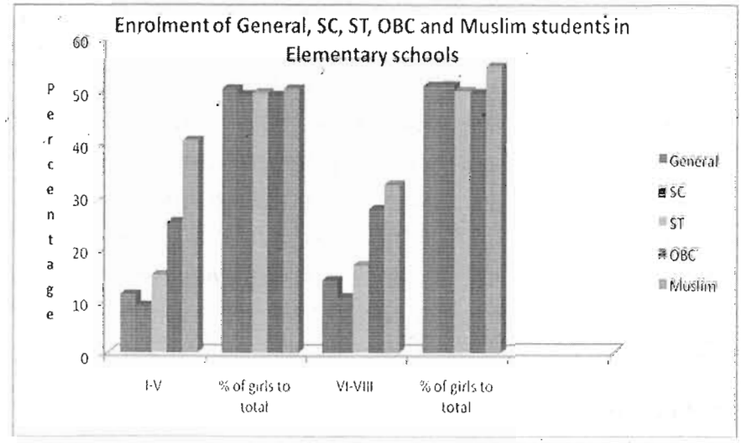
A clear shift towards private education is seen (Table A-24& 25; Figure 4.2) during 2005-06 to 2010-11. This trend is visible in all the levels of elementary education.

Figure : 4.2



The enrolment of General, SC, ST and OBC children decreased over the consecutive years in class I-V but in case of the Muslim students it increased slightly in 2010-11. In classes VI-VIII, there is also a decreasing trend for the General and SC category, while there is at least 3 percent increase for the OBC group but substantial increase for the Muslim students. This increase in the enrolment rate of Muslim children in Upper Primary classes indicates a positive trend towards inclusive growth (Figure 4.3).

Figure 4.3



The GER and NER although gives information on coverage of child population in the system, they do not give information on whether they attend school or not. Thus, enrolling all children of age 6 does not guarantee itself that the goal of universal enrolment will be achieved at its own. It has been observed that the children who are enrolled do not attend schools regularly. Therefore, rather than enrolment ratio better indicator is the attendance ratio, which also tend to vary according to several socio-economic and other factors surrounding the lives of children.

Attendance related data are available from three different national level sources: Ed. Cil[§§], ASER[***] and NSSO[†††]. While the latter provides information on students studying in secondary level along with primary and upper primary, the former two looks at the primary and upper primary attendance only.

With a sample of 330 schools (33 urban, 297 rural) from 12 districts of Assam the study of Students' Attendance in Primary and Upper Primary Schools (Ed.Cil) calculated the attendance rates for students and teachers by visiting the schools unnoticed on three different occasions during 2006-07 and actually counting the students and teachers who were present. Attendance was observed twice on the days of visit to school, first after about ½ hour of opening of school and next, about ½ hour before closing of school. It is clear from the study (Table 4.1) that all the children who attend school do not remain there for the entire period of schooling. At least 2 percent of them leave school before it is over in Primary classes, although in Upper Primary the number is negligible. This study revealed that the attendance rate in both primary (81.3) and upper primary (84.5) schools in the state is quite high and higher than the all India averages for primary (68.5) and upper primary (75.7) attendance. Yet there is a gap of 18.7 and 15.5 in attendance, indicating that a large section of the children are out of school. Students' attendance is better in upper primary than primary and overall urban attendance is better than rural (Figure 4.5). While there is almost no gender difference in attendance rate in primary schools, girls' attendance rate is much higher in upper primary schools (boys: 83.0; girls: 86.0, Table 4.2). This is not different from the all India picture, where girls' attendance is 78.7 against boys' attendance 75.2 in upper primary schools. Social group wise the attendance rate is lower in case of ST and OBC students in primary schools (Table 4.2& Figure4.6), while it levels up in upper primary. However, one point

[§§] Study of Students' Attendance in Primary and Upper Primary Schools- *Abridged Report*, Ed.CIL, New Delhi, 2006-07

[***] Annual Status of Education Report (Rural), facilitated by PRATHAM, 2009

[†††] Education in India: 2007-08: Participation and Expenditure, National Sample Survey Office, Ministry of Statistics and Programme Implementation, Government of India, May 2010

needs further probe is that while Muslim attendance rate is highest in the primary level, it is the lowest in the upper primary. It means that a large section of them dropout, probably for engagement in economic activities.

Table 4.1: Students' Attendance Rate

	First hour	Last hour	Overall Rural+ Urban	Overall Rural	Overall Urban
Primary Assam	82.2	80.4	81.3	80.5	81.3
Primary All States	69.9	67.2	68.5	68.0	68.5
Upper Primary Assam	84.6	84.4	84.5	84.3	85.4
Upper Primary All States	76.8	74.7	75.7	73.7	75.7

Source: Study of Students' Attendance in Primary and Upper Primary Schools (Ed.Cil) 2006-07

Figure: 4.5

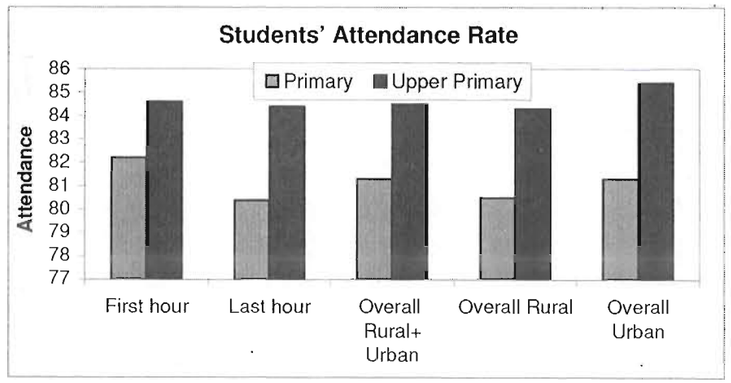


Table 4.2: Attendance rate in first hour by gender and social group

	Primary	Upper Primary
Boys	82.5	83.0
Girls	82.0	86.0
SC	82.9	85.6
ST	77.6	85.5
Minority (Muslim)	86.3	80.4
OBC	78.3	83.9
Other	81.5	89.0

Source: Study of Students' Attendance in Primary and Upper Primary Schools (Ed.Cil) 2006-07

Figure: 4.6

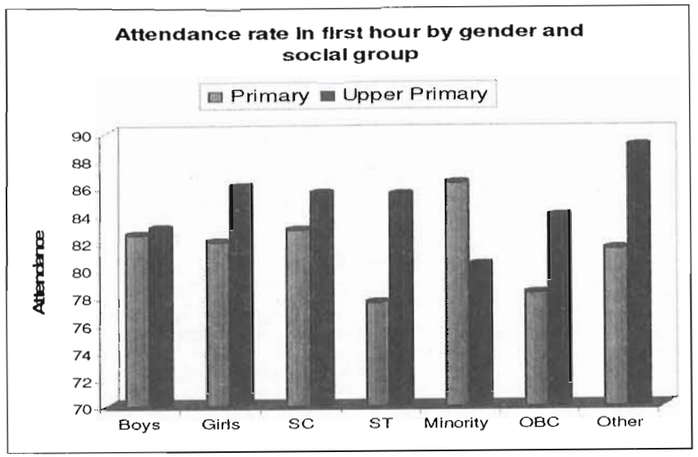


Table 4.3: Reasons for low attendance given by head teachers, teachers and VEC/SMC

	Head teachers %		Teachers %		VECs %	
	Primary	Upper Pri.	Primary	Upper Pri.	Primary	Upper Pri.
Poverty/involvement in income generation activities	63.9	64.4	21.5	18.3	40.8	62.1
Household work/sibling care	25.6	25.6	35.5	26.2	49.0	24.1
Lack of interest in child's education	46.9	47.8	39.7	31.5	35.7	37.9
Temporary migration	43.3	43.3	30.9	18.0	76.5	82.8
Child's illness	26.4	23.3	17.9	10.0		
Participation in religious and social function	8.3	12.2	4.0	3.2		
Lack of facilities in school	3.2	3.3	15.5	10.8	13.3	3.4
Shortage of teachers			8.0	7.1		
Unattractive school/lack of interest in going to school			8.9	5.6	14.3	6.9
Difficult access to school especially in rainy season			3.0	3.5		

Source: Study of Students' Attendance in Primary and Upper Primary Schools (Ed.Cil)2006-07

Table 4.3 details the reasons for low attendance of students by three categories of respondents, viz., the Head teachers, teachers and the Village Education Committee members. Although there is commonness of perception, there are some differences in citing the reason for non-attendance. While majority of Head teachers think that it is poverty, teachers think that it is lack of interest in child's education and VEC members

perceive temporary migration to be the main reasons for non-attendance of the students.

Table 4.4: Percent attendance to total enrolment in Primary and Upper Primary levels

ASER 2010	Based on household survey data	Observed on a random day in the school year (Age 6-14) in all school (govt+pvt)	
	Total school enrolment (Age 6-14) in all school (govt.+pvt.)	Primary schools Std 1-4/5: % enrolled children attending (average)	Upper primary schools Std 1-7/8: % enrolled children attending (average)
Assam	91.6	69.0	69.6
India	95.4	73.5	74.0

Source: Annual Survey of Education Report, 2010

More recent data from ASER report indicate that the situation has not improved as yet. As is clear from the Table 4.4 above, increased enrolment has yet to translate into a habit of going to school, both in Assam and in Indian context. That is, those who are enrolled do not attend school regularly. Unless all the children aged 6-14 years attend school regularly universal elementary education cannot be achieved. While more than 91percent of the children of that age group were enrolled, corresponding attendance rate is only 69 percent in primary and 70 percent in upper primary schools. It means more than 22 percent in case of Assam 21 percent in case of the national level are not attending school regularly. Moreover, Assam's position is 6th from bottom in both primary and upper primary attendance.

While the 'attendance rate' in the two surveys mentioned above is based on enrolment figures and data from schools, the NSSO survey because of its household approach, bases analysis on current attendance status as per household information. Three types of attendance ratios are discussed here: the Gross Attendance Ratio (GAR), the Age-specific Attendance Ratio and the Net Attendance Ratio. The GAR for each class group is the number of persons in the class group to the number of persons in the corresponding official age-group including overage and underage children. The Age-specific Attendance Ratio (AAR) gives an idea of a particular age-group currently attending educational institution, irrespective of the level or class in which they are studying. In other words this particular ratio gives us idea about what proportion of the age group is really in school. The Net Attendance Ratio (NAR) for each education class group is the ratio of the number of persons in the official age-group attending a particular class-group to the total number of persons in the age-group.

While the GAR, AAR and NAR are slightly higher in rural areas than the urban in Primary level, attendance rate of male is higher than females. The AAR and NAR are much lower than the GAR, indicating that there are underage and overage children in that group. Ideally, AAR and NAR should be the same, as all the children should be in their age specific classes. The fact that the two types of figures almost coinciding (Table A-26& Figure 4.7) indicate that children of respective age group are approximately in their age-specific classes, i.e., 6-10 year olds are in classes I-V. However, in case of Upper Primary level, there is only slight difference in GAR and AAR while NAR is much below the other two ratios. This indicates that although higher attendance rate is shown, the age specific attendance rate is much lower. The NAR interestingly favours females and especially the urban females.

Figure 4.7

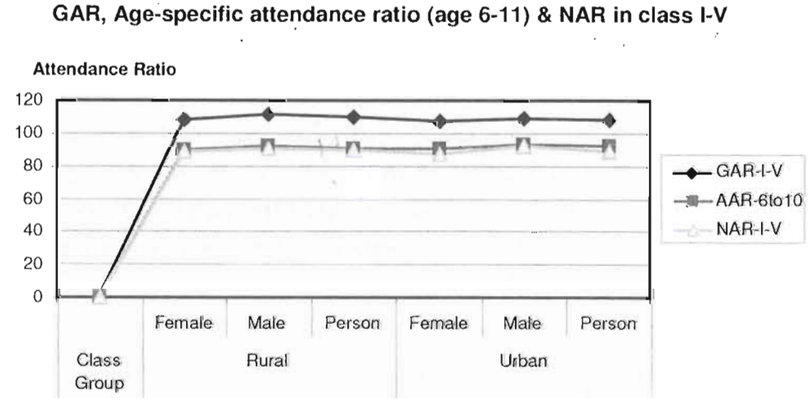
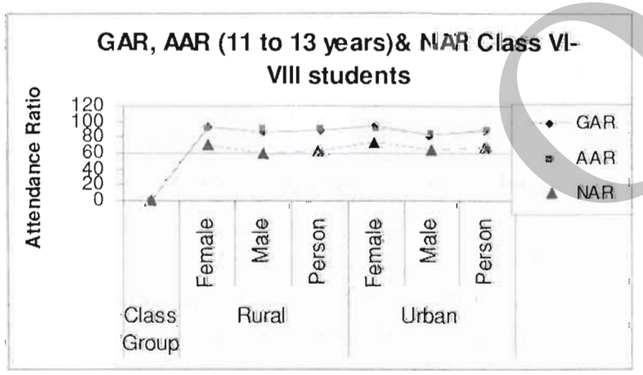


Figure 4.8



Secondary and Higher Secondary level

Data on Secondary and Higher Secondary level are relatively inadequate to have a holistic understanding. Recently though NUEPA started bringing out from 2012 the *State Report Cards*. This and the Statistics of School Education 2010-11, MHRD, have been extensively used for analysis of situation of these levels. The Annual Reports of MHRD for earlier years have also been used to understand the growth and trends.

There are altogether 5482 Secondary and 1081 Higher Secondary Schools in Assam (Statistics of School Education 2010-11, MHRD) against the age wise population of 13.26 lakh 15-16 year olds and 13.30 lakh 17-18 old children residing in the state respectively (Census 2001 population projection). The availability of schools per thousand child population of respective age groups is 4.13 schools at secondary level, but it is even less than 1 (0.81) in case of higher secondary level. The respective all India figures are 2.64 and 1.47 for Secondary and Higher Secondary schools. Assam will have to setup more Higher Secondary schools to facilitate easy access to this level. Although it is the government which is expected to take major responsibility of school education, more than 58 percent of the Secondary schools in the State are now managed by private bodies. Similarly around 39 percent of the Higher Secondary schools are private. However, compared to the all India level (60.16 Secondary; 65.14 Higher Secondary), Assam has less private presence in both the levels.

Of the 13.26 lakh children of 15-16 age group only 7.33 lakh children are enrolled in classes IX and X, implying that around 45 percent of them are not in the classes appropriate for their age. Some of them might be enrolled in lower classes, but most of them are out of school or have dropped out of school. Out of the equally large number of children of 17-18 age groups, only a miniscule of them, around 2.51 lakh (18.91%) are in Higher Secondary schools.

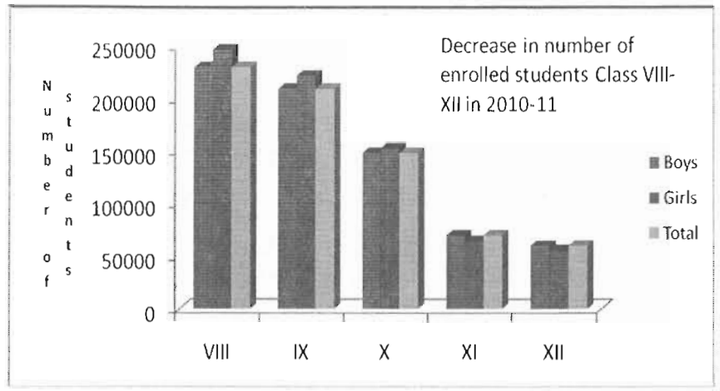
Table 4.5: Class-wise decrease in enrolled students from class VIII to class XII in 2010-11

Grade	Boys	% increase/ decrease	Girls	% increase/ decrease	Total	% increase/ decrease
VIII	230026		247074		477100	
IX	209523	-8.91	221992	-10.2	431515	-9.55
X	148492	-29.13	153175	-31.0	301667	-30.09
XI	70155	-52.76	64859	-57.7	135014	-55.24
XII	60262	-14.10	56250	-13.3	116512	-13.70

Source: State Report Card 2010-11,NUEPA

Table 4.5 and Figure 4.9 clearly bring out the gradual declining trend in enrolment with each higher level of schooling. Highest number of children leaves school at the end of class X or after the high school leaving certificate. Decrease in enrolment is higher among the girls compared to the boys.

Figure 4.9



Source: State Report Card 2010-11, NUEPA

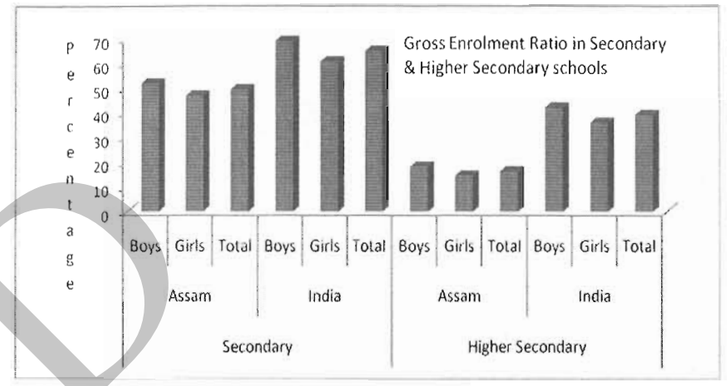
Table 4.6: Gross Enrolment Ratio in classes IX to XII

Gross Enrolment Ratio Secondary							Higher Secondary					
Category	Assam			India			Assam			India		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
All	52	46.9	49.5	69	61	65	18.2	14.6	16.4	42.2	36.1	39.3
SC	81.5	70.5	76	74	68	70.9	21.9	15.9	19	40.3	36.1	38.3
ST	55.4	47	51.2	57.1	49	53.3	18.6	12.6	15.5	32.7	24.8	28.8

Source: Statistics of School Education 2010-11, MHRD

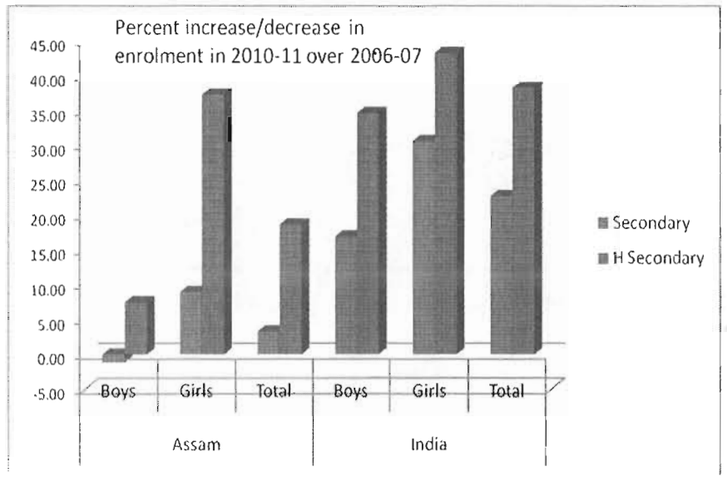
Gross enrolment ratio (GER) in both Secondary and Higher Secondary levels in the state is very low, compared to the all India level. It is especially low in higher secondary stage. GER of girls is lower than that of the boys (Table 4.6,Figure 4.10). Although percent increase in enrolment in 2010-11 is much higher at the all India level, girls' enrolment to total enrolment in Assam in both Secondary and Higher Secondary is encouraging (Figure 4.11).

Figure 4.10



Source: Statistics of School Education 2010-11, MHRD

Figure 4.11



As has been mentioned before, enrolment ratios do not by themselves mean that the students are attending the classes regularly and that all of them are covered by education in real terms. Like the enrolment ratio the Gross Attendance Rate also tapers off toward the upper classes, indicating that students either drops out permanently or are irregular in attendance (Table 4.5, Figure 4.12). While there is almost no difference between rural urban attendance ratio in primary and upper primary levels it increases during the secondary stage, with a leveling tendency at the higher secondary stage.

Table 4.5: Gross attendance ratio by broad class group in general education in Assam

Class Group	Rural			Urban			Rural + Urban		
	Female	Male	Person	Female	Male	Person	Female	Male	Person
I-V	108	112	110	107	109	108	108	112	110
VI-VIII	93	87	90	96	82	89	93	86	90
I-VIII	102	104	103	103	99	101	102	104	103
IX-X	53	70	62	83	82	82	55	71	64
XI-XII	53	61	57	57	73	64	54	62	58
I - XII	86	94	91	93	93	93	87	94	91

Source: Table 16, Appendix, NSSO, 2007-08

Figure 4.12

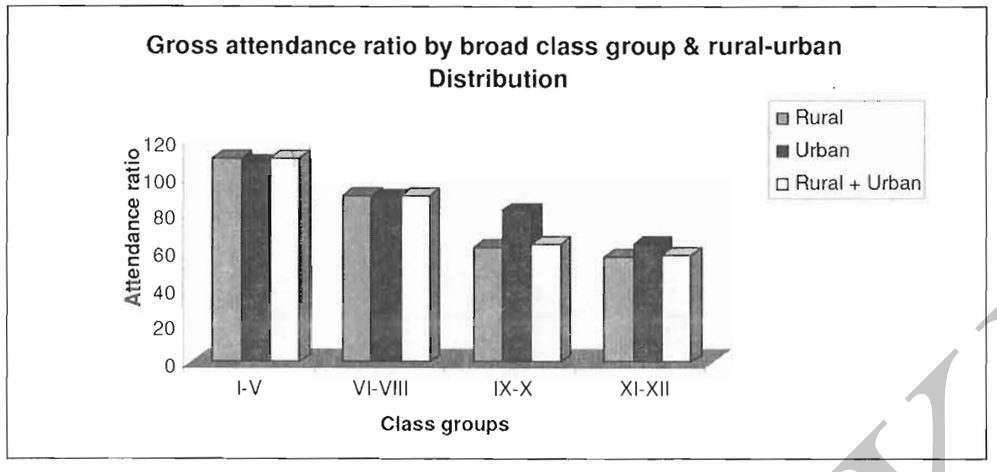


Figure 4.13 clearly brings out that the rural females are much disadvantaged than their male counterparts in rural areas and both female and male counterparts in urban areas once they cross the elementary stage. Difference is very conspicuous at class IX-X level. Compared to the urban males rural males have lower attendance rate both in secondary and higher secondary stages, which are also, lower than the urban females. This trend continues from post Primary stage (Figure 4.13). When we compare the rural urban difference in GAR in Assam with that of the all India picture (Figure 4.14) we find that beyond the elementary the difference is higher in Assam compared to the all India situation.

Figure 4.13

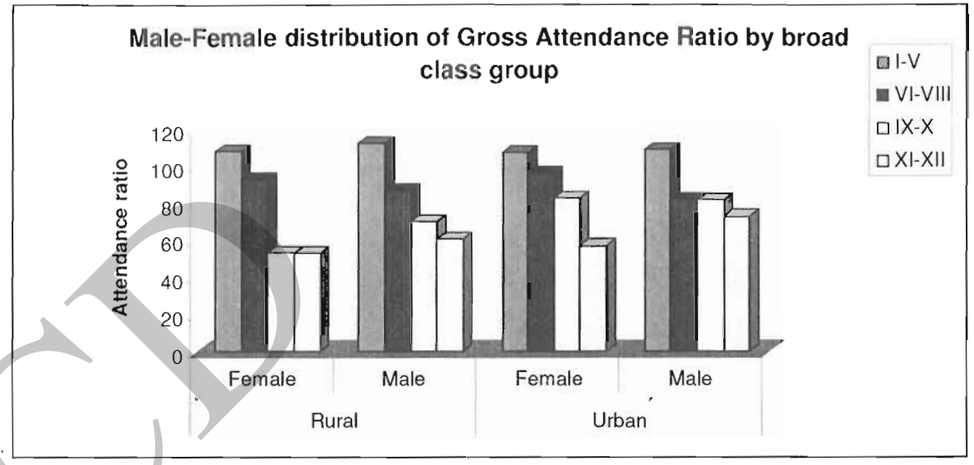


Figure 4.14

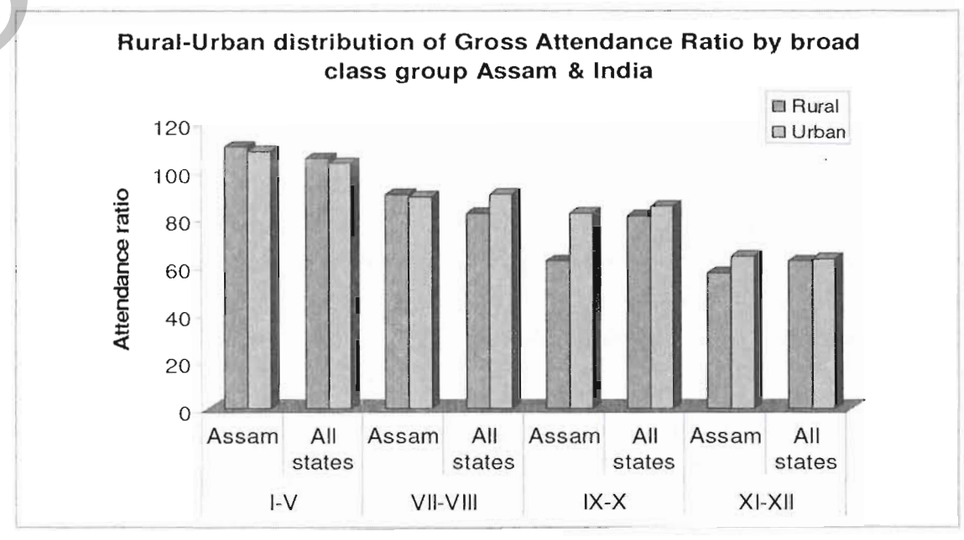
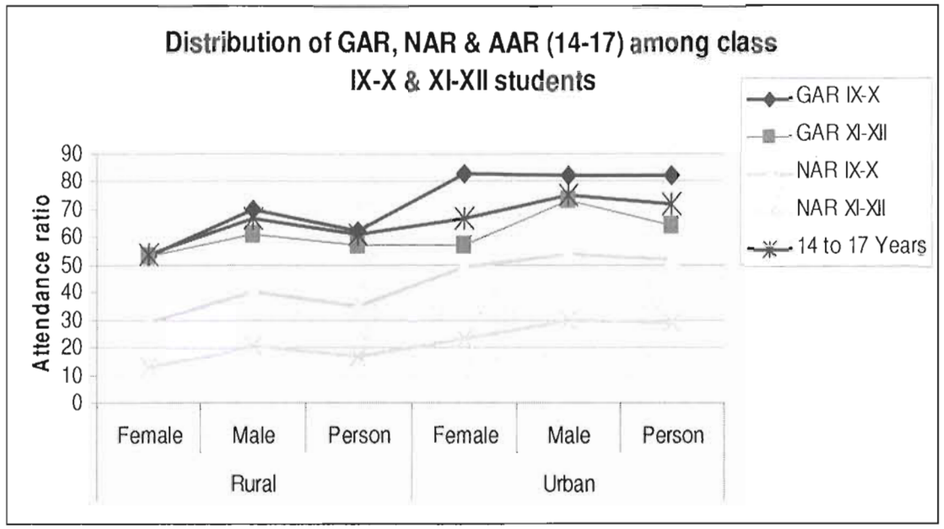


Figure 4.15



The Figure 4.14 depicts that while overall the GAR, (the number of persons in the class group to the number of persons in the corresponding official age-group) is high for both secondary and higher secondary classes, the Net Attendance Ratio (NAR: the ratio of the number of persons in the official age-group attending a particular class-group to the total number of persons in the age-group) is much lower indicating that there are over age and under age children in the classes.

The Age-specific Attendance Ratio gives an idea of a particular age-group currently attending educational institution, irrespective of the level or class in which they are studying. In other words this particular ratio gives us idea about what proportion of the children of a specific age group is really in school.

Efficiency

Indicators of coverage only tell a part of the reality. The basic issue is whatever may be the portion of the children who are included in the system, how do they really perform and how efficiently the system take care of them? Two critical indicators of efficiency are the dropout and repetition rate. Another important indicator closely related to dropout is retention, which is computed at the end of an education cycle. Dropout and absenteeism is very common in Indian scenario including Assam. Although mostly used in economic sense, efficiency is used also in other spheres of life to indicate competence. Whenever, certain input gives optimum outcome is said to be efficient. It is

the "ratio of useful work to energy expended"‡‡‡ In other words it is the ratio of the effective or useful output to the total input in any system. "An activity is said to perform efficiently, if a given quantity of output is obtained with minimum input or given quantity of input yields maximum outputs."§§§ Thus by efficiency it implies to get maximum output by investing minimum input or to get maximum output out of a given input. A system is called perfect efficient when both input and output are exactly the same. Two types of efficiencies are at work normally in any system, internal and external. "We may have a system that is internally efficient but externally inefficient or vice-versa. A system may have no dropout, low repetition and high output but the output that is produced may not be acceptable to the society or economy"****

In an education system input would obviously mean the nature of investment in terms of school infrastructure, teachers, books and materials and the like and outputs are the students who graduate from the system. Internal efficiency would refer to how this internal system is managed and external efficiency would mean the quality of the products, i.e., the graduates: how much do they know and how skillfully they can use the acquired knowledge in the real life situation. A system could be called efficient if it has reached or nearing the goals of education. Ideally, a system is efficient when all the students entering at the starting class continues till the end of the cycle, without dropping out or discontinuing or repeating a class (because of not learning what was to be learnt) and when tested at the closing stage, comes out successful (know what they should be knowing).

School efficiency at the Elementary level

A variety of efficiency related indicators have been recorded by DISE for the states and also at the national level. An attempt would be made here to use the DISE data sets to understand the level of efficiency among the school students in the state of Assam, by analyzing the survival rate, retention rate, average promotion, and repetition and dropout rates as measure of internal efficiency of the system at elementary level.

‡‡‡ The American Heritage® Dictionary of the English Language, Fourth Edition (2000),Houghton Mifflin Company.

§§§ Handout on training programme on using indicators in planning elementary education, http://www.educationforallinindia.com/page129html

**** Ibid

Apparent Survival Rate†††† (ASR), which is the ratio of class V enrolment to class I enrolment is the simplest way through which the efficiency of an education system can be judged.

Table: 5.1 Apparent Survival Rates up to class V in 2007-08 to 2010-11

Apparent survival rate: Class V*	2007-08	2008-09	2009-10	2010-11
Assam	59	59	71	62
India	70	76	78	82
Highest	99	99	98	100
Lowest	35	37	41	43

Source: Elementary Education in India: Flash Statistics: 2007-08 - 2010-11

It is clear from the table 5.1 above that out of 100 children enrolled in class I in Assam only little more than 60 percent go up to class V, indicating that there is a huge loss in outputs or wastage, which is 38 percent at the moment. The Apparent Survival Rates (ASR) in the state is much below that of the all India average. There are at least two states, viz., Delhi and Himachal Pradesh with hundred percent survival rates. What is worry some for Assam is that although there was 11 percent increase in 2009-10 year it decreased by 8 percent again in 2010-11.

While ASR is basically a stock statistics based on enrolment data of only one year the **Retention Rate†††† (ASR)** is based on enrolment data over a period of five years. It is the percentage to total enrolment in classes I four years back without the repeaters. Table 5.2 presents the extent of retention or wastage in three consecutive years. The retention rate increased over time, both in Assam and at national level. As the country is following the policy of no detention up to class V, retention rate do not really tell much about the actual situation or the internal dynamics-the *flow rates: promotion, repetition and dropout rates*, which indicate efficiency of a system.

†††† Apparent Survival Rate is calculated by recording the share of enrolment in class II and subsequent primary classes in relation to the enrolment in class I in year. It is the percentage of enrolment in all other classes to enrolment in class I. The rate thus arrived at is considered crude as it is based on the enrolment data of only one year. However, it reveals interesting and useful information about the retaining capacity of the system. (A.C. Mehta (2010)Elementary Education in India: Progress towards UER, Analytical Report, 2007-08)

‡‡‡‡ Retention Rate is the most commonly used method of assessing retaining capacity of the system. Calculation is based on enrolment data over a period of five years. For example, enrolment in class V (minus Repeaters) in a year (say 2007-08) is linked to enrolment in class I four years back (say 2003-04). (A.C. Mehta (2010) Elementary Education in India: Progress towards UER, Analytical Report, 2007-08).

Table 5.2 Retention Rate (%) at the class I-V: 2006-07, 2008-09 and 2010-11

	Retention Rate (%)				
	2006-07	2007-08			2010-11
		Total	Boys	Girls	
Assam	71.87	86.20	85.22	87.21	56.11
India	70.26	73.71	73.53	73.91	73.42
Highest	98.66	100	100	100	98.47
Lowest	44.16	50.08	51.84	51.33	44.82

Source: Elementary Education in India: Flash Statistics: 2006-07, 2008-09 and 2010-11

Table 5.3 Average Flow Rates: Primary Grades I-V, Cohort 2005-06 and 2006-07

		Promotion Rate			Repetition Rate			Dropout Rate		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2005-06	Assam	87.3	88.8	88.0	2.8	2.6	2.7	10.0	8.7	9.3
	India	84.3	85.3	84.8	6.6	6.6	6.6	9.1	8.1	8.6
2006-07	Assam	82.2	83.9	83.0	3.5	3.4	3.5	14.3	12.7	13.5
	India	84.2	84.8	84.5	6.1	6.1	6.1	9.6	9.1	9.4

Source: A.C. Mehta (2010) Elementary Education in India: Progress towards UER, Analytical Report, 2007-08

It is observed that the average promotion rates in 2006-07 are lower than that in 2005-06 for both boys and girls. It is interesting to note that girls' promotion rate is slightly higher than the boys in both these years in Assam as well as at the national level. What is a cause of concern is that while promotion rates were higher than the all India average in 2005-06 the percentages came down to below the national average in 2006-07. Again although the average repetition rates are lower than the national average, comparatively it increased in 2006-07. Repetition rates should ideally be zero percent. Having to repeat the same grade means that the children have not learnt what they should have learnt. High repetition rate indicate problem in the internal efficiency of the system, which could be because of poor level of instruction.

Another cause of concern in the state is the high dropout rates, which is higher than the national average in both the years. The fact that the dropout rates increased in 2006-07, instead of decreasing needs to be investigated. Compared to boys, performance of girls is better with higher promotion, and lower repetition and dropout rates.

Table 5.4 Class wise Repetition and Dropout rates

Class	Repetition Rate			Dropout Rate		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
I	5.2	4.9	4.8	22.3	17.2	17.3
II	2.9	2.2	2.6	11.3	10.2	10.3
III	2.4	1.7	2.2	8.5	8.5	8.8
IV	2.6	1.8	2.1	9.3	8.6	*
V	3.5	1.7	2.6	6.9	8.7	5.3

Source: State Report Cards: 2008-09 to 2010-11, NUEPA; Note Not available*

Class wise comparisons of repetition and dropout rates for three consecutive years indicate that the highest repetition and takes place in class I, and maximum dropouts occur at classes I and II. Why this is so needs in-depth study and also to find out possible remedies. Although the repetition and dropout rates have slowly declined, yet is very high and is a cause of concern for the state.

The NSSO 64th Round of survey on Education in India§§§§ (Table 5.5) brought out the extent of dropouts among different age group of children with the reasons for dropping out. The total number of dropouts in the 5-9 age group has been calculated to be 16200 and in the age group 10-14 the same is 222500. The most predominant reason for leaving school among the 5-9 years (roughly primary level) in both Assam and India is the *'child not interested in studies'*, followed by *'financial constraints'*. Among the 10-14 age group (roughly coinciding the upper primary level) the main reason for dropping out in Assam is *'parents not interested in studies' (25.3%)* followed by *'financial constraints' (22.8%)*, while at all India level two main reasons for dropping out at this level are *'child not interested in studies (34.4%)'* and *'financial constraints' (23.8%)*. While poverty is the major reason for children leaving school, one of the reasons for children and parent's disinterest in studies could be linked to lack of efficiency of the system. What is most disconcerting in case of Assam is that a large number of students of age 10-14 left school because of being *'unable to cope up or failure in studies' (13.9%)*. This reason is relatively low (6.6%) at all India level.

Although the out of school children slightly decreased between 2008 and 2009, the ASER data (Table 5.6) records increase of out of school children among 7-14 age group children. Percent of girls out of school is relatively less than that of boys corroborating the earlier findings that girl's attendance rate is higher than the boys.

§§§§ Education in India: Participation & Expenditure (July 2007-June 2008), NSSO, May 2010

Table 5.5: Per 1000 distribution of drop outs/discontinuing by major reasons for dropping out/ discontinuing

	Assam	India	Assam	India
	5-9 years	5-9 years	10-14 years	10-14 years
Parents not interested in studies	92	120	253	123
For participating in other economic activities			82	32
Financial constraints	247	248	228	238
Child not interested in studies	566	446	215	343
Unable to cope up or failure in studies		35	139	66
Others	95	93	44	46
Estimated no of Dropouts/discontinued	16200	1030200	222500	9221000

Source: NSSO 64th Round, 2007-08

Table 5.6: Percent of children out of school in Assam

Age group	2008	2009	2010
7-10 All	3.4	2.2	2.8
7-10 Boys	3.8	2.3	3.0
7-10 Girls	3.0	2.1	2.6
11-14 All	9.7	7.6	8.2
11-14 Boys	10.9	8.6	9.0
11-14 Girls	8.3	6.4	7.4
15-16 All	22.7	20.0	18.3
15-16 Boys	25.2	23.7	20.7
15-16 Girls	20.0	15.8	15.4

Source: ASER, Pratham

5.7 Transition Rate from primary to upper primary level

	2007-08			2008-09		
	All	Boys	Girls	All	Boys	Girls
Assam	93.24	92.13	94.35	88.35	86.1	90.63
All States	82.68	82.52	82.84	83.53	83.23	83.85

Source: Elementary Education in India 2007-08 to 2008-09

The **Transition Rate** indicates flow of students from one cycle to another and in the present case it means transition from primary to upper primary level of education. A student upon reaching the final stage, e.g., class V, either complete the stage successfully and enroll in the I grade of the next higher cycle, or repeat the class for

being unsuccessful at that stage or drop out of school without enrolling in the next higher stage for various reasons. Ideally all the students should get promoted to the next higher stage and get enrolled there, in which case the transition rate would be 100. As per the table 5.7 at least 12 percent of the students leaving class V (the terminal year for primary level) have not enrolled themselves in to upper primary classes in 2008-09. This figure is even higher for the boys (13.9 %). Although there is transition loss for the girls as well, it is higher than that of the boys. It is true that the transition rate from primary to upper primary in Assam is higher than that of the all India level but the transition rate decrease in both boys and girls 2007-08 year. This combined picture of the dropout rates is really a cause of concern for the state that brings efficiency of the school system into question.

Closely related to the transition rate another important aspect of school education indicating efficiency are the *learning levels* of the students passing out of the system. Learning levels can be measured through achievement tests specially designed to understand whether the students have learnt, what they should learn at a particular stage or a class and through examination results, conducted either by inside or outside agency. An analysis of the achievement of the students has been attempted by collating data from three different sources, viz., *Learning Achievement of Class V Children- A Midterm National Survey (2008) conducted by NCERT,* the *Annual Status of Education Reports (ASER), conducted by PRATHAM* and Elementary Education in India: Flash Statistics: 2005-06 to 2008-09, NUEPA.

. Table 5.8: Achievement in EVS, Language & Mathematics with learning difficulties in class V

	EVS* (Mean %)	Language (Mean %)	Learning difficulty in comprehension of story (Mean %)	Mathematics (Mean %)	Learning difficulty in decimal and fraction (Mean %)
Assam	45.21	51.90	41.07	44.64	34.74
India	52.19	60.31	45.27	48.46	38.20
Highest	60.34	69.27	55.19	61.02	54.64
Lowest	39.69	49.35	31.24	33.37	20.37

*Source: The Midterm National Survey (MNS), 2008 NCERT; *Environmental Studies*

The mean achievement in Environmental Science, Language and Mathematics along with learning difficulty in certain contents of Language and Mathematics among class V students have been assessed in the MNS conducted in 2008. As is revealed in Table 5.8 the average percent or Mean in both EVS and Mathematics is much below 50 percent, which are also much below the national averages, indicating deficiency in these

subjects. While Language achievement is better than that of EVS and Math it is much lower than the highest Mean percent in the country. A large section of children in class V have difficulty in comprehending story and in mathematics involving decimal and fraction. This needs special attention.

The ASER study tried to access the learning levels of students by way of monitoring if the basic learning levels of students have improved over time. Tables 5.9 through 5. 11 give a picture of the learning levels of the students in elementary level. As is clear there is much gap between what they should be able to do and what the children can actually do. On an average less than 20 percent children from class I to class VIII could read text meant for class I, and only 33.5 percent could read text meant for class II. It is most perturbing to find that only 16.6 percent students of class VIII could read text of class I, while 76.1 percent could read text meant for class II. This could be because of lack of understanding of the basics. In case of arithmetic also there is a huge gap in learning.

Table 5.9 Class-wise % children who CAN READ (Rural) 2010

Std	Nothing	Letter	Word	Level 1 (Std 1 text)	Level 2 (Std 2 text)	Total
I	33.1	40.7	19.3	5	1.9	100
II	13.8	27.9	35	15.6	7.7	100
III	6.7	18.6	30.2	28.1	16.6	100
IV	3.5	11.3	24.2	27.1	33.9	100
V	2.7	6.3	17.6	27.9	45.4	100
VI	1.8	3.4	13	23.8	58.1	100
VII	1.1	2.9	10.1	19.7	66.2	100
VIII	0.2	2.4	4.7	16.6	76.1	100
Total	9.7	16.6	20.4	19.7	33.5	100

Source: ASER, 2010;

Note: Each cell shows the highest level of reading achieved by child. The child who can read Std II level text can read letters, words, and Std 1 level text.

Table 5.10 Class-wise % children who CAN DO ARITHMETIC (Rural) 2010

Std	Nothing	Recognize Numbers		Subtract	Divide	Total
		1-9	11-99			
I	31.2	45.9	19.6	2.6	0.7	100
II	12.6	35.3	37.1	13.2	1.8	100
III	6.1	21.7	40.8	27	4.4	100
IV	3.4	15.1	33.8	34.4	13.3	100
V	2.9	9.7	25.4	36.6	25.4	100
VI	1.5	7	20	35.5	36	100
VII	1.1	5.9	17.4	34.7	40.9	100
VIII	0.5	3.4	12.1	30.7	53.3	100
Total	9.1	20.7	26.5	25	18.7	100

Source: ASER, 2011; Note: Each cell shows the highest level of arithmetic achieved by a child. Thus a child, who can do division, can also recognize numbers 1-9, 11-99 and do subtraction

Table 5.11 Average levels of learning in 2007 to 2011

	Std III-V: Learning Levels			
Year	%Children (Std I-II) who can read letters, words or more	%Children (Std I-II) who can recognize numbers 1-9 or more	%Children (Std III-V) who can read level 1 (Std 1 text) or more	%Children (Std III-V) who can do subtraction or more
2007	82.0	83.1	65.9	58.7
2008	76.3	78.6	59.4	45.3
2009	76.0	78.0	57.1	49.4
2010	75.5	77.1	59.2	46.5
2011	73	75.5	50.3	35.7
District with highest % in 2009	90.5 Sibsagar	94.0 Sibsagar	82.6 Sibsagar	84.4 Bongaigaon
District with lowest % in 2009	60.5 Darrang	61.5 Darrang	35.1 Karimganj	23.0 Dhemaji

Source: ASER

As per the examination results (which are used as proxy indicators of learners' attainment, Table 5.12) at the end of class IV and class VIII in 2009-10, only little more than 30 percent passed the examination with 60 percent and above marks in class IV, which is more than 23 percent less than the average for all the states taken together. Similarly not even one fourth of the students could pass with 60 percent and above marks in class VIII examination, which is more than 25 percent less than the all India figure. However, it is seen that the examination results are gradually improving, but a

lot of efforts will be needed to improve instructional inputs and the relevant corrections to improve this score.

Table:5.12 Examination results

	Boys			Girls		
	%of students secured 60%and above marks 2007-08	%of students secured 60%and above marks 2008-09	%of students secured 60%and above marks 2009-10	%of students secured 60%and above marks 2007-08	%of students secured 60%and above marks 2008-09	%of students secured 60%and above marks 2009-10
Examination Results Class IV*(Assam)	29.79	32.33	34.29	28.54	30.99	32.43
Examination Results Class IV*(India)	48.67	50.20	56.04	48.80	50.51	55.76
Examination Results Class VIII*(Assam)	20.99	22.25	25.71	20.88	21.70	23.64
Examination Results Class VIII*(India)	43.20	42.55	49.91	44.50	43.56	48.9

Source: Elementary Education in India: Flash Statistics: 2007-08, 2008-09, 2009-10
**In previous academic year*

Using several indicators of education, indexes have been computed to highlight the status of education and to make comparative inferences from different units of education representing state or district or for that matter to compare the country index with that of the international counterparts. At the international level Education for All (EFA) Development Index (EFA-DI) have been used for cross- country comparison in universalizing elementary education. The Educational Development Index (EDI) in India summarizes various aspects related to input, process and outcome indicators typical for the country so as to identify geographic areas that lag behind in overall education development. As many as 23 indicators have been used in computing EDI which are further regrouped into the following four sub-groups:***** *Access, Infrastructure, Teachers* and *Outcome indicators*. Under the *access* indicators, two indicators namely, percentage of un-served habitations and availability of schools per

***** A.C. Mehta (2010) Elementary Education in India: Analytical Report 2008-09, NUEPA

1000 child populations (6-11/6-14) have been used. Five indicators have been identified under *infrastructure* set of indicators: the average student classroom ratio, percentage of schools with student-classroom ratio 60 and above, percentage of schools with drinking water facility in school and percentage of schools with common and girls' toilet. The *teacher* related indicators are pupil-teacher ratio, percentage of female teachers, schools with PTR 60 and above, percentage of single teacher schools, percentage of schools with less than 3 teachers and percentage of teachers without professional qualifications. Among the *outcome indicators* the most important one is the gross enrolment ratio (GER). Tables 5.13 through 5.15 depict the EDI primary level, EDI, upper primary level and the Composite Index which summarize the elementary education scenario in the state. Out of 35 states and union territories, Assam's position is towards the bottom. It is clear from the tables that while access index is better in primary level, it is not so for the upper primary level, indicating lack of access at that level and there has not been any improvement in this score from that of 2005-06. Infrastructure is worst in both primary and upper primary and Assam ranked last but bottom and bottom respectively.

Assam's position rotates among the bottom four (Table 5.15)

Table 5.13: Educational Development Index: Primary Level

	Access Index and Rank		Infrastructure Index & Rank		Teacher Index & Rank		Outcome Index and Rank	
	Index	Rank	Index	Rank	Index	Rank	Index	Rank
2005-06	0.507	21	0.363	33	0.5	23	0.394	31
2006-07	0.593	7	0.302	34	0.402	31	0.557	13
2007-08	0.701	3	0.316	34	0.328	35	0.622	19
2008-09	0.696	15	0.164	34	0.408	33	0.645	23
2009-10	0.524	20	0.365	33	0.454	32	0.688	17
2010-11	0.569	18	0.377	34	0.384	33	0.754	22

Source: Elementary Education in India, Flash Statistic 2005-06 to 2010-11

Table 5.14: Educational Development Index: Upper Primary Level

	Access Index and Rank		Infrastructure Index & Rank		Teacher Index & Rank		Outcome Index and Rank	
	Index	Rank	Index	Rank	Index	Rank	Index	Rank
2005-06	0.468	21	0.43	34	0.673	26	0.489	13
2006-07	0.521	24	0.425	34	0.614	27	0.533	13
2007-08	0.607	25	0.386	34	0.659	27	0.648	14

2008-09	0.637	24	0.205	35	0.625	24	0.62	22
2009-10	0.564	27	0.306	34	0.582	26	0.59	24
2010-11	0.628	25	0.479	34	0.603	27	0.781	15

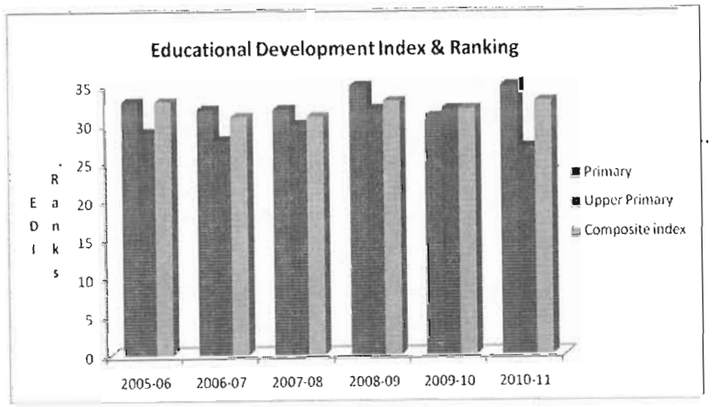
Source: Elementary Education in India, Flash Statistic 2005-06 to 2010-11

Table 5.15: Composite Educational Development Index

Educational Development Index and Ranking						
	Primary		Upper Primary		Composite Index	
Year	EDI	Rank	EDI	Rank	EDI	Rank
2005-06	0.443	33	0.505	29	0.474	33
2006-07	0.433	32	0.521	28	0.477	31
2007-08	0.461	32	0.568	30	0.515	31
2008-09	0.446	35	0.519	32	0.483	33
2009-10	0.386	31	0.503	32	0.445	32
2010-11	0.504	35	0.607	27	0.555	33

Source: Elementary Education in India, Flash Statistic 2005-06 to 2010-11

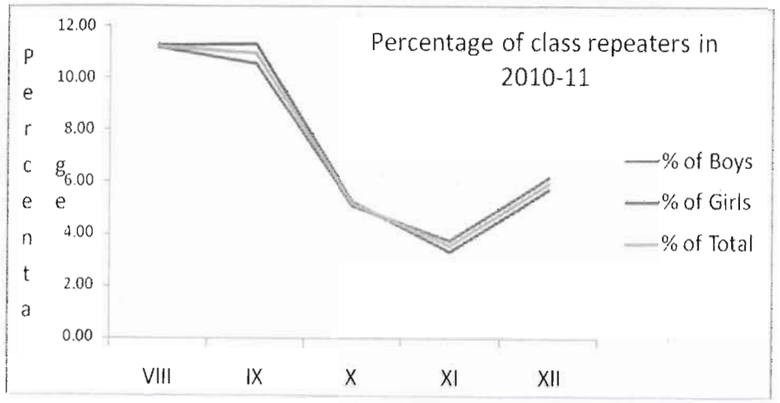
Figure 5.1



School efficiency at the Secondary and Higher Secondary Levels

From the available data, class repetition rate, dropout rate, transition rate and examination results will be used as efficiency measures in secondary and higher secondary levels.

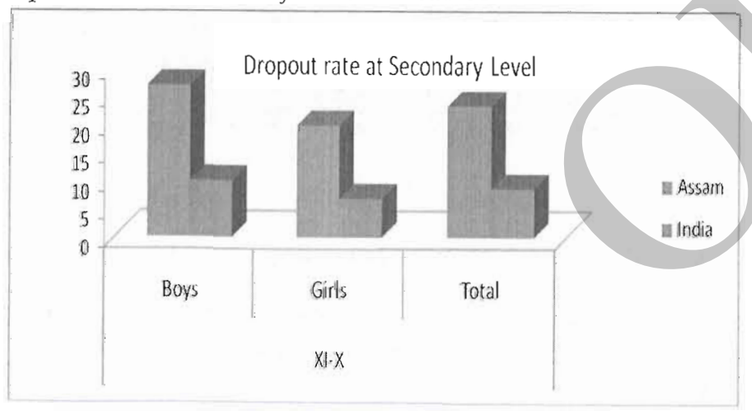
Figure 5.2 Percentage of students who repeated in each class – VIII-XII



Source: State Report Card 2010-11, NUEPA

A lot of wastage occurs when a student repeats the same class, in terms of classes, time and child's age, besides giving the child a sense of failure and loss of self esteem. As evident from the Figure 4.10, maximum repetition takes place in class VIII and IX, which gradually decreases in classes X and XI, but increases again in 2012. There is not much difference between boys and girls in repeating classes. Although there are number of reasons for repeating a class, but in most of the cases generally it is the class failure. Given the achievement and learning levels in the elementary level as mentioned earlier sections, it is most natural that the students would find it difficult to cope with advanced learning in higher classes.

Figure 5.3 Dropout rate at Secondary Level in 2010-11



Dropout rates at the secondary level (Figure 5.3) as calculated from the table G1 of Statistics of School Education 2010-11, is as high as 23.4 percent, with more boys dropping out (27) than girls (19.9). The Figures below indicate high dropout rates at the secondary level, comparatively low pass percentage rates (Table 5.16), and low transition rates (Table 5.17). All these reveal that Assam has a long way to go if it has to become an efficient system.

Table 5.16 Examination results in final Board Examinations in 2010

	Percent students passed		Percent students passed in Higher Secondary Streams				
	Secondary	Higher Secondary	Arts	Science	Commerce	Vocational	Others
Assam	64.8	74.61	73.7	86.39	75.49	86.23	72.13
India	76.86	81.49	82.53	80.41	82.49	82.85	80.59

Source: SEMIS Flash Statistics 2010-11(Provisional), NUEPA

Table 5.17 Transition rates from Secondary to Higher Secondary

	Boys	Girls	Total
Assam	45.99	41.17	43.53
India	85.23	80.83	83.17

Source: SEMIS Flash Statistics 2010-11(Provisional), NUEPA

Figure 5.4 Examination results in final Board Examinations in 2010

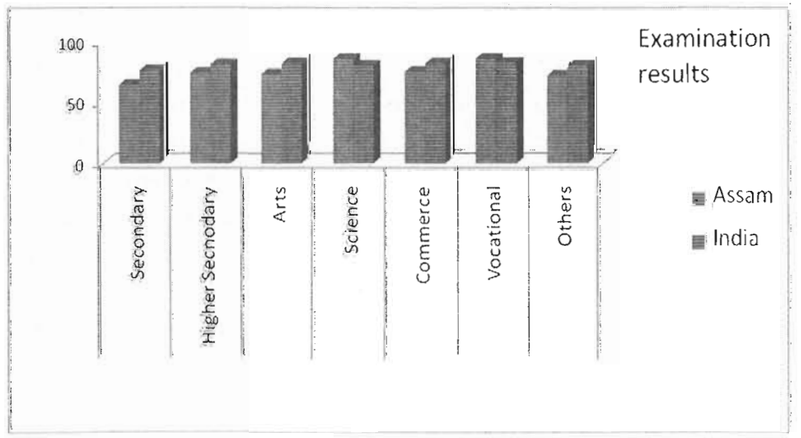
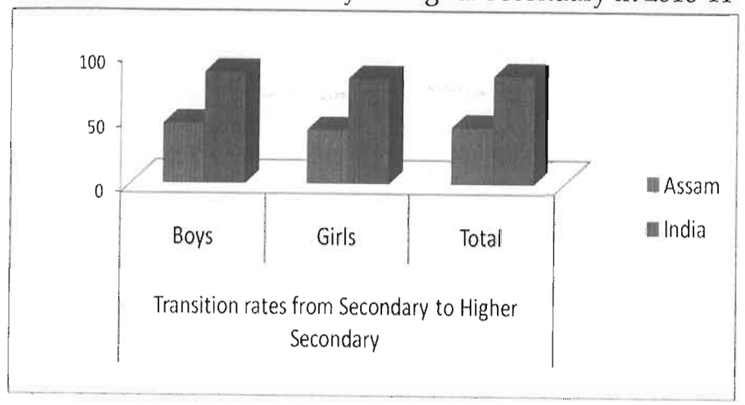


Figure 5.5 Transition rates from Secondary to Higher Secondary in 2010-11



Key Findings

Child population projection revealed that the demand for secondary and higher secondary schooling is expected to rise in an unprecedented manner in the near future (by 2016), for which the state is yet to gear up efforts. There are at least 12 percent of habitations without Primary schools within easy walking distance and 10 percent of habitations without Upper Primary schooling facilities. Localities with ST and SC population are more disadvantaged. There is huge rural-urban gap in access to school education at all levels, although it is more conspicuous in case of middle and secondary levels. In other words rural children have less access to middle and secondary education than their urban counterparts.

Access to Secondary and Higher Secondary levels is also highly constricted with the availability of schools per thousand child population of respective age groups is 4.13 schools at secondary level, but it is even less than 1 (0.81) in case of higher secondary level. The respective all India figures are 2.64 and 1.47 for Secondary and Higher Secondary schools. Assam will have to setup more Higher Secondary schools to facilitate easy access to this level. Although it is the government which is expected to take major responsibility of school education, more than 58 percent of the Secondary schools in the State are now managed by private bodies. Similarly around 39 percent of the Higher Secondary schools are private. However, compared to the all India level (60.16 Secondary; 65.14 Higher Secondary), Assam has less private presence in both the levels.

With only one third of the elementary schools being housed in pucca buildings, Assam earns the distinction of having least number of pucca buildings at elementary level in

the entire country. Not only that, even less than one third of the classrooms at this level are in good condition, while more than one fourth of the schools are one room schools against the national scenario of around 6 percent of such schools. Similarly, in case of other facilities such as drinking water, electricity connections, toilets and girls' toilets etc. Assam is utterly deficient.

Although there has been gradual increase in the number of teachers, especially after the introduction of the Teacher Eligibility Test for recruitment of teachers in recent times, data indicate teachers' shortfall, especially in the government schools. A large number of teachers are also not educationally and professionally equipped to teach in the respective classes, with lower educational and professional qualifications. Only around 23 percent of the teachers in elementary level have some kind of professional training compared to the all India average of 79 percent. There is also high level of teacher absenteeism in the elementary schools of Assam.

Regarding enrolment of students, both the GER and NER at the elementary level indicate increasing trend during the five years period (2005-06 and 2010-11) and compared to the all India average, Assam's position seem relatively better in this score. However, the NER of the Elementary level (74.98) indicate that one fourth of the children of 6-14 age groups are not enrolled in that level. Thus, although the increase of NER over time reflects improving participation at the elementary level of education, the state is far removed from providing universal elementary education. Overall, the girls' share of enrolment has shown improvement over time and compared to the all India level the state's performance is better. The Gender Parity Index (GPI) both in Primary and Upper Primary level is very high. In fact in Upper Primary level Assam is one of the four states having GPI more than 1, indicating difference in favour of girls and that gender parity has been achieved. Although there is slight decrease in the enrolment of SC, ST and general category students during the same period, there is increase in the enrolment of Muslim students, especially in the Upper Primary level.

Only around 55 percent of the children belonging to 15-16 age groups are enrolled in classes IX and X, implying that around 45 percent of them are not in the classes appropriate for their age. Some of them might be enrolled in lower classes, but most of them are out of school or have dropped out of school. With only around 19 percent of the children of 17-18 age groups in Higher Secondary schools, the situation is really worrisome. The Gross Enrolment Ratio both at the Secondary (45) and Higher

Secondary (16.4) levels are much lower than that of the National averages of 65 and 39.3 respectively.

Although the students are enrolled in different classes, all of them are not attending schools regularly in the elementary schools. While more than 91percent of the children of that age group were enrolled, corresponding attendance rate is only 69 percent in primary and 70 percent in upper primary schools. Moreover, Assam's position is 6th from bottom in both primary and upper primary attendance. The attendance rates gets further decreased in Secondary and Higher Secondary levels, with increased non attendance and more so among the rural students.

Another cause of concern is the high dropout rates, which is higher than the national average at the elementary level. Compared to boys, performance of girls is betfer with higher promotion, and lower repetition and dropout rates at this level. Besides, the number of out of school children increased over the last three years. In a recently conducted study by OKDISCD pointed out the reasons for dropping out of school at elementary level while highlighting the dismal picture of school education in five districts of Assam†††††. Dropout rates at the Secondary level are also very high and much higher than the national average.

So far as the learning achievement is concerned among the elementary school students, data reveal that there is much gap between what the students should be able to do and what they can actually do. Only a miniscule of students in different classes from class I to VIII could perform at the level expected of them in Language and Mathematics, indicating that even the basics have not been learnt by a huge chunk of the students.

As per the examination results (which are used as proxy indicators of learners' attainment, at the end of class IV and class VIII in 2009-10, only little more than 30 percent passed the examination with 60 percent and above marks in class IV, which is more than 23 percent less than the average for all the states taken together. Similarly not even one fourth of the students could pass with 60 percent and above marks in class VIII examination, which is more than 25 percent less than the all India figure, although there is gradual improvement of the situation.

Finally the Educational Development Index (EDI) calculated for the state, taking several indicators actually summarizes the elementary education scenario in the state. Out of 35

†††††*Dropout Students in the Elementary Schools of Assam: A Study of Five Districts*, (Unpublished report, 2012) Omeo Kumar Das Institute of Social Change and Development, Guwahati

states and union territories, Assam's position is towards the bottom. While access index is better in primary level, it is not so for the upper primary level, indicating lack of access at that level and there has not been any improvement in this score from that of 2005-06. Infrastructure is worst in both primary and upper primary and Assam is ranked last but bottom and bottom respectively.

E. Observations

Assam paints a very bleak picture of school education. A holistic approach from access to efficiency will be needed in an urgent manner. Although the Govt. of Assam through the Sarva Shikha Abhiyan (SSA) and earlier through DPEP programmes intervened to bring in changes, it appeared from the above analysis that not much has been achieved. In fact, much deterioration has been evidenced in the recent past.

The analysis makes it very clear that the State's performance in all the dimensions is far from the expected. It would be uphill tasks for the State to remedy the situation. Therefore, it calls for actions in war footing. High dropout rates, lack of teachers and low level of trained teachers, low level of learning represented by low EDI at the elementary level and low level of performance in examination in case of secondary and higher secondary level students, all indicate need for reform at all levels. The analysis revealed that in every aspect of school education beginning with the elementary to higher secondary level, the system is beset with huge deficiencies and distortions of all kinds. There is need for in-depth empirical studies and policy analysis for a holistic understanding of the issues, before any corrective measures could be undertaken. Most of the problems are structural in nature and needs immediate attention, if the State has to fulfill the goal of universalization of elementary and secondary education as envisaged for the country, without diluting the quality.

◆◆◆

References

Census of India 2001 and 2011

7th All India School Education Survey, NCERT, 2002

Elementary Education in India Progress towards UEE 2010-11, Analytical table

Education in India: Participation and Expenditure, NSSO 64th Round, 2007-08

Selected Educational Statistics 2001-02 and 2006-07

School Education Statistic 2010-11

Elementary Education in India: Flash Statistics: 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, DISE

State Report Cards-2005-06, 2006-07, 2007-08; DISE

Annual Status of Education Report (ASER), 2009 Rural, January 15, 2010

Annual Reports, MHRD, 2004-05 to 2009-10

Study of Students' Attendance in Primary & Upper Primary Schools: Abridged Report, Ed.CIL, GOI Enterprise, New Delhi, 2006-07

*****

ANNEXURES

Table A-1: Projected school going population by age-group and sex in Assam (as on 1st March 2001,2006 and 2011) (in '000)

Age group	2001			2006			2011		
	Person	Male	Female	Person	Male	Female	Person	Male	Female
5-9	3397	1736	1662	3267	1658	1608	2953	1500	1453
10-14	3223	1663	1561	3352	1713	1639	3227	1639	1588
15-19	2720	1405	1315	3176	1645	1531	3305	1696	1609
Total School going	9340	4804	4538	9795	5016	4778	9485	4835	4650
Total population	26656	13777	12878	28665	14763	13902	30568	15698	14870
% School going population	35.04	34.87	35.24	34.17	33.98	34.37	31.03	30.80	31.27

Source: www.indiastat.com. Projection is based on 2001 census

Table A-2: Percentage distribution of households by distance from school having primary, middle and secondary level classes

State/ Country	Location	Distance from schools having classes of level								
		Primary (classes I-V)			Middle (classes I-VIII)			Secondary (classes IX-X)		
		Less than 2km	2-5 km	More than 5km	Less than 2km	2-5 km	More than 5km	Less than 2km	2-5 km	More than 5km
Assam	Rural	99.0	1.0	0.0	76.1	20.3	3.6	49.9	38.0	11.9
	Urban	99.0	0.9	0.0	97.4	2.7	0.0	82.8	13.9	3.3
India	Rural	98.2	1.4	0.1	78.7	18.0	3.1	47.3	35.5	17.1
	Urban	99.0	1.0	0.0	96.6	3.2	0.2	90.7	8.1	1.0

Source: Education in India: Participation and Expenditure, NSS 64th Round, 2007-08

Table A-3: Growth of schools in Assam & All States

Stages	2001-02		2006-07		2010-11		% increase /decrease in over 2001-02		% increase/ decrease in over 2006-07	
	Assam	All States	Assam	All States	Assam	All States	Assam	All States	Assam	All States
Primary Schools	33236	664041	30094	784852	31202	748547	-9.45	18.19	3.68	-4.63
Upper Primary Schools	8019	219626	11347	305584	14133	447600	41.50	39.14	24.55	46.47

High Schools	4136	91435	5052	112165	5482	128370	22.15	22.67	8.51	14.45
Higher Secondary Schools	696	42057	829	57403	1081	71814	19.11	36.49	30.40	25.10

Source: Selected Educational Statistics 2001-02 and 2006-07, School Education Statistic 2010-11

Table A-4: Facilities in school

		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
% of Single classroom Schools		52.59 (9.54)	54.01 (9.71)	56.67 (8.49)	48.2( )	21.6()	26.7()
% of single teacher schools		16.67 (12.17)	29.50 (11.76)	26.88 (10.13)	24.87 (9.71)	12.13(9.3)	14.98 (8.86)
% of Single teacher schools with 15 or more children		19.30 (12.12)	30.45 (11.34)	29.41 (12.13)	0.00 (8.44)	1.78(8.14)	2.22 (7.72)
% Enrolment in Single teacher Schools	Primary	19.94 (8.39)	25.58 b(8.16)	24.07 (6.84)	22.51 (6.41)	11.73 (6.01)	20.13 (6.11)
	All Schools	13.34 (5.65)	16.50 (4.92)	14.55 (4.05)	12.78 (3.72)	6.81 (3.65)	11.11 (3.56)
% distribution of Schools Having enrolment<=50		34:93. (24.29)	44.01 (25.00)	43.20 (25.17)	42.79 (26.66)	34.68 (27.10)	36.79 (27.83)
Ratio of Primary to UP Schools		3.38 (1.57)	3.61 (2.45)	3.27 (2.41)			
Average Number of Classrooms	Primary	1.6(2.7)	1.5(2.8)	1.6(3.0)	1.8(3.1)	2.6(3.2)	2.4(3.2)
	All Schools	2.2(3.8)	2.1(4.1)	2.2(4.3)	2.5(4.4)	3.2(4.5)	3.1(4.6)
Primary Schools/ sections having per 100 child population		10(8)	16(9)	11(6)	14(7)	13(10)	16(10)
Upper primary schools/sections having per 100 child population		5(5)	7(6)	11(6)	14(7)	7(7)	10(8)
% distribution of schools having good condition		32.42 (71.03)	28.95 (72.96)	29.92 (74.00)			

Average Student Classroom Ratio	44(39)	41(36)	39(35)	35(33)	30(32)	29(31)
% schools having drinking water	70.56 (83.07)	61.77 (84.89)	62.25 (86.75)	65.34 (87.77)	81.33 (92.60)	76.12 (92.71)
% of Schools Having Common toilet	31.30 (52.39)	25.61(58.13)	26.33 (62.67)	30.27 (66.84)	41.75 (54.31)	36.55 (43.21)
% of schools having girls toilet	9.58 (37.42)	10.02 (42.58)	1054 (50.55)	12.74 (53.60)	38.24 (58.82)	39.71 (60.28)
% of schools having boundary wall	30.34 (50.67)	30.36 (49.26)	28.33 (5022)	26.47 (51.02)	27.55(51.45)	24.76 (55.41)
% schools Having computer	4.06 (10.73)	3.63 (13.43)	3.69 (14.25)	3.24 (14.12)	4.96(16.65)	5.12 (18.70)
% schools having kitchen	NA	38.95 (29.36)	39.66 (36.06)	37.44 (43.44)	47.81 (42.810	47.54 (41.19)
% schools having Electricity	7.48 (30.39)	6.53 (33.23)	7.42 (33.31)	8.78 (35.56)	11.67 (38.98)	11.50 (43.14)

Source: Elementary Education in India: Flash Statistics: 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11; DISE; State Report Cards-2005-06, 2006-07, 2007-08; DISE

Note: Figures within parentheses indicate Average for All States

Table A-5: Percent Children who attend different types of pre-school & school in 2009* (Rural)

	In Anganwadi Centres	In LKG/ UKG	In School			Not going anywhere	Total
			Govt.	Pvt.	Other School		
Age 3	64.9 (63.6)	4.1 (7.4)				31.1 (29.0)	100
Age 4	70.3 (64.6)	8.1 (16.6)				21.7 (18.8)	100
Age 5	35.3 (27.8)	7.6 (8.1)	38.3 (36.5)	9.3 (16.8)	1.5 (1.3)	8.0 (9.5)	100
Age 6	8.1 (6.0)	2.3 (3.2)	71.1 (64.7)	12.3 (20.3)	2.8 (1.5)	3.4 (4.3)	100

Source: Annual Status of Education Report (ASER), 2009 Rural, January 15, 2010; Figures within parentheses are for All States.

* Provisional & excluding North Cachar Hills

Table A-6: Trend in percent rural children attending different types of pre-school & school during 2006 to 2009

Year	Age	In Anganwadi Centres	In School			Not going anywhere	Total
			Govt.	Pvt.	Other School		
2006	Age 3	73.3				26.7	100
	Age 4	77.5				22.5	100
	Age 5	33.3	47.0	7.1	1.0	11.5	100
	Age 6	5.8	81.2	9.7	0.9	2.4	100
2007	Age 3	66.4				33.6	100
	Age 4	74.9				25.1	100
	Age 5	33.1	48.4	8.2	3.8	6.6	100
	Age 6	8.3	71.7	11.0	4.8	4.2	100
2008	Age 3	68.1				31.9	100
	Age 4	81.0				19.0	100
	Age 5	32.7	44.6	11.1	5.0	6.7	100
	Age 6	8.5	70.1	12.0	5.9	3.5	100
2009*	Age 3	64.9				31.1	100
	Age 4	70.3				21.7	100
	Age 5	35.3	38.3	9.3	1.5	8.0	100
	Age 6	8.1	71.1	12.3	2.8	3.4	100

Source: Annual Status of Education Report (ASER), 2006-09 years; Note: Excluding North Cachar Hills*

Table A-7: Teachers in Elementary level

		2006-07	2007-08	2008-09	2009-10	2010-11
Number of teachers (All schools)		221047	242203	261212	225857	270811
% Teachers in govt. schools		77.71 (69.41)	73.18 (69.28)	76.53 (68.56)	73.59 (68.01)	61.62 (66.55)
Average number of teachers per school	All schools	3.5(4.4)	3.6(4.5)	3.8(4.5)	4.2(4.5)	4.2(4.7)
	Primary schools	2.3(2.9)	2.4(3.0)	2.4(3.0)	2.9(3.1)	2.5(3.1)
	Upper Primary	6.8(5.1)	6.8 (4.38)	NA	NA	NA
Average number of teachers per school	Government	3.2(3.7)	3.3(3.9)	3.3 (3.8)	3.7(3.8)	3.8(4.0)
	All aided schools	6.4(8.5)	6.8(8.3)	7.1(7.9)	6.5(7.2)	6.5(7.2)
	All unaided schools	3.3(6.5)	3.8(6.7)	8.2(7.0)	7.7(7.3)	8.5(7.6)
Pupil teacher Ratio	All schools	25(34)	24(33)	22(32)	23(32)	21(30)
	Primary	29(39)	27(34)	26(34)	25(33)	26(32)

	Upper Primary	19(29)	19(31)	18(31)	20(31)	17(29)
%Distribution of female teachers (All schools)		30.14 (41.86)	30.16 (42.72)	30.55 (43.46)	30.89 (44.83)	NA

Source: Elementary Education in India: Flash Statistics: 2006-07 to 2010-11
*Note: * Including para teachers; Figures within parentheses are for All States*

Table A-8 Qualification of Teachers (excluding *para* teachers)

Qualification	Assam		All States	
	2007-08	2010-11	2007-08	2010-11
Below Secondary	5.57	3.63	2.58	2.02
Secondary	30.90	28.14	16.81	14.01
Higher Secondary	28.60	28.58	24.15	23.24
Graduate	32.48	36.44	36.80	38.44
Post Graduate	1.79	2.61	18.56	21.21
Mphil or PhD	0.12	0.14	0.46	1.35
Others	0.52	0.46	0.52	0.39

Source: Elementary Education in India: Analytical Report 2007-08 and 2010-11

Table A-9 Percentage distribution of professionally trained teachers

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Assam	23.59	35.02	27.78	25.02	26.3	23.45
All States	70.78	78.21	77.68	81.89	81.01	78.66

Source: Elementary Education in India. DISE 2005-06 to 2010-11: Flash Statistics

Table A-10 Distribution of *para* teachers in 2010-11

		All Schools	All Govt Schools	All Aided Schools	All Unaided Schools
%*para* teachers to total contractual teachers	Assam	4.45	6.53	0.59	2.13
	All States	11.22	13.12	2.45	7.96
% professionally trained *para* teachers	Assam	12.51	12.94	5.77	7.55
	All States	49.37	45.22	69.63	64.73

Source: Elementary Education in India. DISE2010-11: Flash Statistics

Table A-11 The Teacher Training Institutes in Assam

Normal School	Basic Training Centre	DIET	Hindi Teacher Training Centre	Pre-Primary Teacher Training Institute	IASE	CTE	B.T. Colleges
7	19	18	1	1	2	8	34 NCTE recognised

Source: Comprehensive Evaluation of Centrally Sponsored Scheme on Restructuring and Reorganization of Teacher Education: A Report, NCERT, New Delhi, August, 2009

Table A-20 Teachers attendance at Primary and Upper Primary Schools

	Assam			All States		
	First hour	Last hour	Overall	First hour	Last hour	Overall
Primary	77.7	80.6	79.2	81.5	81.9	81.7
Upper Primary	56.5	53.7	55.2	81.2	80.3	80.5

Source: Ed.CIL survey of students' attendance in Primary & Upper Primary Schools, 2006-07

Table: A-21 Enrolment in Elementary Level and Gross Enrolment Ratio(GER) and Net Enrolment Ratio (NER)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Total enrolment in Classes I-V	3188565	4195241	4193867	4162001	3521862	4070490
Total enrolment in Classes VI-VIII	763697	1227470	1508568	1704017	1640238	1751673
Total enrolment in Classes I-VIII	3952262	5422711	5702435	5866018	5162100	5822163
Total Enrolment Secondary	636733	639248*	580329	618405	656482	1210282
Total Enrollment in H S	179312	186485*	139140	157124	175108	251526
Gross Enrolment Ratio I-V	96.65 (103.77)	129.59 (110.86)	132.02 (113.94)	133.52 (115.31)	115.13 (115.63)	136.14 (118.62)
Gross Enrolment Ratio I-VIII	37.73 (59.17)	61.12 (64.72)	75.70 (69.88)	86.17 (73.74)	83.58 (75.80)	90.01 (81.15)
Net Enrolment Ratio I-VIII	35.01 (43.14)	49.75 (48.45)	63.28 (52.55)	71.65 (56.22)	70.22 (58.29)	74.98 (61.82)

Source: Elementary Education in India: Flash Statistics: 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 NUEPA;
Note: Figures within parentheses indicate average for All States

Table A-22: Percentage of Girls' Enrolment in Primary and Upper Primary classes: 2005-06 to 2010-2011

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
% Girls' enrolment I-V	49.28 (47.79)	49.27 (48.09)	49.35 (48.22)	49.36 (48.38)	49.68 (48.46)	49.50 (48.41)
% Girls' enrolment VI-VIII	48.82 (45.80)	49.40 (46.51)	50.14 (46.99)	50.68 (47.58)	51.17 (48.12)	51.41 (48.39)
Gender Parity Index (Enrolment) I-V	0.97 (0.92)	0.97 (0.93)	0.97 (0.93)	0.97 (0.94)	0.99 (0.94)	0.98 (0.94)
Gender Parity Index (Enrolment) VI-VIII	0.95 (0.84)	0.98 (0.87)	1.01 (0.89)	1.03 (0.91)	1.05 (0.93)	1.06 (0.94)

Source: Elementary Education in India: Flash Statistics: 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11. Note: Figures within parentheses indicate Average for All States

Table A-23 Enrolment of SC, ST, OBC and Muslim Student

Category	Year	I-V	% of girls to total	VI-VIII	% of girls to total
General	2006-07	25.60	49.27	30.90	49.56
	2008-09	18.26	49.81	37.18	49.97
	2010-11	11.07	50.12	13.75	50.72
SC	2006-07	9.60	48.90	10.90	48.90
	2008-09	9.31	49.00	10.82	49.97
	2010-11	8.96	48.99	10.47	50.81
ST	2006-07	14.60	49.10	16.20	48.60
	2008-09	18.00	49.20	13.90	48.90
	2010-11	14.79	49.33	16.57	49.76
OBC	2006-07	19.80	49.00	24.60	48.40
	2008-09	27.90	48.80	21.60	48.70
	2010-11	24.89	48.83	27.30	49.36
Muslim	2006-07	30.40	49.70	17.40	51.50
	2008-09	38.20	49.70	16.50	52.70
	2010-11	40.29	50.11	31.91	54.47

Source: Elementary Education in India 2005-06 to 2010-11, Flash Statistics

Table A-23: Percentage of Enrolment in Rural Areas to Total Enrolment: 2005-06, 2007-08 & 2010-11

Percentage of Enrolment in Rural Areas 2005-06 to 2010-11						
	2005-06		2007-08		2010-11	
Classes	Boys	Girls	Boys	Girls	Boys	Girls
I-V	50.72	49.28	50.74	49.26	50.48	49.52
VI-VIII	51.35	48.65	50.67	49.33	48.49	51.51
I-VIII	50.83	49.17	50.72	49.28	49.9	50.1

Table A-24: Enrolment in Government and Private Schools at Elementary Level

	2005-06		2006-07		2007-08		2008-09	
	Assam	All States	Assam	All States	Assam	All States	Assam	All States
% Enrolment All Govt. I-V	96.35	78.96	88.03	76.14	85.78	75.41	91.05	74.03
% Enrolment All Pyt. I- V	3.64	21.01	11.97	23.70	14.22	24.41	8.95	25.93
% Enrolment All Govt. V-VIII	87.37	62.42	70.43	60.42	67.54	63.83	67.70	63.21
% Enrolment All Pvt. V-VIII	12.63	37.5	29.57	23.74	32.46	36.05	32.30	36.76
% Enrolment All Govt. I-VIII	94.63	74.66	84.04	71.96	80.96	72.23	84.27	70.96
% Enrolment All Pvt. I- VIII	5.37	25.30	15.96	27.90	19.04	27.61	15.73	36.76

Source: Elementary Education in India: Progress towards UEE, 2005-06 to 2007-08, Flash Statistics 2008-09, DISE, NUEPA

Table A-25: Enrolment of SC, ST,OBC and Muslim students

Categories	% Population Census 2001	Year	I-V	% Girls to total	VI-VIII	% Girls to total
SC	6.90	2006-07	9.6	48.9	10.9	48.9
		2007-08	11.1	49.1	8.9	49.5
		2008-09	9.31	49.00	10.82	49.97
ST	12.40	2006-07	14.6	49.1	16.2	48.6
		2007-08	18.0	49.2	13.9	48.9
		2008-09	14.6	49.28	16.45	49.29
OBC		2006-07	19.8	49.0	24.6	48.4
		2007-08	27.9	48.8	21.6	48.7
		2008-09	23.17	48.86	26.55	48.70
Muslim	30.92	2006-07	30.4	49.7	17.4	51.5
		2007-08	38.2	49.7	16.5	52.7
		2008-09	35.08	49.90	25.57	53.68

Source: Elementary Education in India: Progress towards UEE, 2005-06 to 2007-08, Flash Statistics 2008-09, DISE, NUEPA; SC: Scheduled Caste; ST Scheduled Tribe; OBC: Other Backward Class OBC population is not available from Census.*

Table A-26: GAR, AAR (6 to 11 years)& NAR Class I-V students

	Class Group	Rural			Urban		
		Female	Male	Person	Female	Male	Person
GAR	I-V	108	112	110	107	109	108
AAR	6 to10	90	92	91	91	93	92
NAR	I-V	89	91	90	87	92	89

Source: Table 16, Appendix, NSSO, 2007-08 Note: GAR: Gross Attendance Ratio; AAR: Age-specific Attendance Ratio; NAR: Net Attendance Ratio

Table A-27: GAR, AAR (11 to 13 years)& NAR Class VI-VIII students

	Class Group	Rural			Urban		
		Female	Male	Person	Female	Male	Person
GAR	VI-VIII	93	87	90	96	82	89
AAR	11 to13	92	92	92	91	85	88
NAR	VI-VIII	70	59	65	75	64	69

Source: Table 16, Appendix, NSSO, 2007-08 Note: GAR: Gross Attendance Ratio; AAR: Age-specific Attendance Ratio; NAR: Net Attendance Ratio

Table A-28: Gross Enrolment Ratio in classes IX to XII

	2004-05			2006-07			2007-08		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
All Assam	35.9	28.3	32.2	35.2	27.8	31.6	35.1	27.7	31.5
All states	44.3	35.1	39.9	44.4	36.4	40.6	49.2	41.4	45.5
SC Assam	68.7	56. 7	62.9	66.7	56.9	61.9	66.7	56.9	61.9
SC All States	39.8	28.7	34.7	47.3	32.9	40.0	44.0	33.3	39.0
ST Assam	49.5	33.7	41.6	47.3	32.9	40.0	47.3	32.9	40.1
ST All States	32.9	21.9	27.7	35.8	25.3	30.7	35.9	25.3	30.8

Source: Annual Reports, MHRD, 2004-05 to 2009-10; Note: 2005-06 figures are not included as unusually high enrolment has been shown both in Assam and All States