

Chapter-V

Data Representation, Analysis and Interpretation.

5.1: Introduction.

Despite taking lots of initiatives and educational reforms through different schemes such as Operation Blackboard (OB), District Primary Education Programme (DPEP), it has been felt that many children are still not attending the school and efforts made by the state are insufficient to achieve the goal of Universalization of Elementary Education (UEE). The Sarva Siksha Abhiyan, launched in 2001-02 aims to improve the educational status of children by facilitating access and enrolment, reducing the gender gap and improving the quality of learning along with a view to increase more and more community involvement in the whole education process.

In this context, the researcher has undertaken a research study on Sarva Siksha Abhiyan in promoting the right to education by fulfilling the above-mentioned targets. Considering the objectives of this research study an attempt is made here to analyse the collected data under four broad categories. They are analysis on RTE and enrolment indicator to assess the implementation strategies, analysis of equity indicator to assess gender equality in education, analysis on quality indicators to assess the quality of school education and lastly analysis on effectiveness of community participation in the school education process.

5.2. Enrolment Indicator of the Selected Schools.

Enrolment indicators of the selected schools help us to assess the performance of SSA in motivating the children to the school and providing accessibility to get right to education for them.

Table-5.1: Block Wise Total Enrolment in the Selected Schools, 2012-13.

Block	Enrolment		Total
	Primary	Upper Primary	
Sipajhar	504	626	1130
Kalaigaon	1211	704	1915
Dalgaon	3398	1383	4781

Source: Field Study, School Register.

Table 5.1 indicates block-wise total enrolment in the selected schools of Darrang district. Table shows that in Sipajhar block total enrolment is 1130, out of which enrolment in selected primary schools is 504 and enrolment in selected upper primary schools is 626. Again in Kalaigaon block total enrolment is 1915, out of which enrolment in selected primary schools is 1211 and enrolment in selected upper primary schools is 704. Similarly, in Dalgaon block total enrolment is 4781, out of which enrolment in selected primary schools is 3398 and enrolment in selected upper primary schools is 1383.

Table-5.2: Caste wise Enrolment to Total Enrolment in Selected Schools (Primary).

Block	Caste				
	S.C. (%)	S.T. (%)	O.B.C. (%)	Muslim(%)	General Hindu(%)
Sipajhar	6.9	0.7	43.6	13.4	35.1
Kalaigaon	35.1	7.3	26.8	4.9	25.0
Dalgaon	0.1	0	0	99.8	0

Source: Field Study, 2012-13.

Table-5.2 shows Caste wise percentage of enrolment to total enrolment in selected schools of Darrang districts of Assam. It shows that the percentage of S.C. enrolment is highest in Kalaigaon block i.e. 35.1 percent than the percentage of S.C. enrolment in Sipajhar and Dalgaon block i.e. 6.9 percent and 0.1 percent respectively. Like-wise percentage of S.T. enrolment is higher in Kalaigaon block i.e. 7.3 percent than Sipajhar block i.e. 0.7 percent where as S.T. enrolment is nil in Dalgaon block. Percentage of O.B.C. enrolment is higher in Sipajhar block i.e. 43.6 percent than Kalaigaon block i.e. 26.8 percent whereas O.B.C. enrolment is nil in Dalgaon block. Again percentage of Muslim enrolment is highest in Dalgaon i.e. 99.8 percent in comparison to Kalaigaon and Sipajhar block i.e. 13.4 percent and 4.9 percent respectively. Enrolment of general Hindu category student is higher in Sipajhar block i.e. 35.1 percent than Kalaigaon block i.e. 25.0 percent. General category enrolment is nil in selected schools of Dalgaon block.

Table- 5.3: Caste Wise Enrolment to total Enrolment in Selected School

(Upper Primary).

Block	Caste (%)				
	S.C. (%)	S.T. (%)	O.B.C. (%)	Muslim(%)	General Hindu(%)
Sipajhar	5.4	0.6	37.0	45.0	22.2
Kalaigaon	30.9	9.8	31.2	2.9	23.5
Dalgaon	2.2	0.2	3.6	90.4	3.3

Source: Field Study, 2012-13.

Table-5.3 shows caste wise percentage of enrolment to total enrolment in selected schools of Darrang district. It shows that the percentage of S.C. enrolment is highest in Kalaigaon block i.e. 30.9 percent in comparison to Sipajhar and Dalgaon block i.e. 5.4 percent and 2.2 percent respectively. Likewise, the percentage of S.T. enrolment is highest in Kalaigaon block i.e. 9.8 percent in comparison to Sipajhar and Dalgaon block i.e. 0.6 percent and 0.2 percent respectively. Percentage of O.B.C. enrolment is highest in Sipajhar block i.e. 37.0 percent in comparison to kalaigaon and Dalgaon block i.e. 31.2 percent and 3.6 percent respectively. The percentage of Muslim enrolment is much higher in Dalgaon block i.e. 90.4 percent than the percentage of enrolment in other two blocks i.e. 45.0 percent and 2.9 percent in Sipajhar and Kalaigaon block respectively. Enrolment of general Hindu category student is highest in kalaigaon block i.e. 23.5 percent in comparison to 22.2 percent and 3.3 percent of Sipajhar and Dalgaon block respectively.

From the analysis of Table- 5.2 and Table- 5.3, it is interpreted that the highest enrolment of students belonging to different communities (S.C., S.T., O.B.C., Muslims and General Hindu) in each block reflects the dominance of the same community

residing in those blocks of Darrang district. Thus SSA is trying to provide access to enrol children belonging to different communities from different dominating areas by dismantling all the social and regional barriers.

5.3: Quality Indicator of the Selected Schools.

Quality indicators of the selected schools help us to assess the performance of SSA in providing good quality education to the children of Darrang district.

Table-5.4: Block Wise Infrastructural Facilities in the Selected Schools (Primary)

Infrastructure	Blocks		
	Sipajhar (%)	Kalaigaon(%)	Dalgaon(%)
Pucca Building	90.0	100	93.8
Compound Wall	10.0	33.3	12.5
Drinking Water	70.0	100	81.2
Toilet	100	88.8	87.5
Separate girls' Toilet	60.0	55.5	62.5
Electricity	0	33.3	25.0
TLM	100	100	87.5
Library	0	0	6.25
Play Ground	40.0	33.3	62.5
Play Materials	20.0	88.8	43.8

Source: Field Study, 2012-13.

Table- 5.4 shows percentage of block-wise infrastructural facilities in the selected schools of Darrang district. In the Kalaigaon block 100 percent selected schools have pucca building while in Sipajhar and Dalgaon block 90 percent and 93.8 percent

selected schools have pucca building respectively. Schools having compound wall is very less in Sipajhar and Dalgaon block i.e. 10 percent and 12.5 percent and in Kalaigaon block 33.3 percent selected schools have the compound wall. In Kalaigaon block, 100 percent schools have drinking water facilities while in Sipajhar and Dalgaon block 70 percent and 81.2 percent schools have drinking water facilities. Again 100 selected schools of Sipajhar block have toilet facilities and in Kalaigaon and Dalgaon block schools having toilet facilities are 88.8 percent and 87.5 percent respectively. Selected schools having toilet facilities for girls in Sipajhar, Kalaigaon and Dalgaon block are 60 percent, 55.5 percent and 62.5 percent respectively. Table also reveals that 33.3 percent and 25 percent schools in Kalaigaon and Dalgaon block have electricity facility while all selected schools in Sipajhar block are functioning without electricity facility. All selected schools in Sipajhar and Kalaigaon (100 percent in each) blocks have Teaching Learning Materials but in Dalgaon block 87.5 percent selected schools have Teaching Learning Materials. All the selected schools in Sipajhar and Kalaigaon blocks are functioning without separate library for students and only 6.2 percent selected schools in Dalgaon block have the separate library for students. Playground facility is much less in Sipajhar and Kalaigaon blocks i.e. 40 percent and 33.3 percent respectively than Dalgaon block i.e. 62.5 percent. In Kalaigaon block, highest numbers of schools have play materials for students which are 88.8 percent in comparison to other two blocks i.e. only 20 percent and 43.8 percent in Sipajhar and Dalgaon block respectively.

Table-5.5: Block Wise Infrastructural Facilities in the Selected Schools

(Upper Primary)

Infrastructure	Blocks		
	Sipajhar(%)	Kalaigaon(%)	Dalgaon(%)
Pucca Building	100	100	100
Compound Wall	16.7	40.0	0
Drinking Water	50.0	80.0	75.0
Toilet	83.3	100	100
Separate girls' Toilet	50.0	80.0	75.0
Electricity	16.7	60.0	100
TLM	100	100	100
Library	0	0	0
Play Ground	16.7	40.0	50.0
Play Materials	50.0	60.0	25.0

Source: Field Study, 2012-13.

Table- 5.5 shows percentage of block-wise infrastructural facilities of the selected upper primary schools of Darrang. Table shows that all the selected upper primary schools (100 percent) of each Sipajhar, Kalaigaon and Dalgaon block have pucca buildings. Only 16.7 percent schools of Sipajhar block and 40 percent schools of Kalaigaon block have the compound wall but none of the selected schools of Dalgaon block have the compound wall. Similarly, the percentage of schools having drinking water facility in Sipajhar, Kalaigaon and Dalgaon block are 50 percent, 80 percent and 75 percent respectively. The selected schools of Kalaigaon and Dalgaon block have 100 percent toilet facility except the selected schools of Sipajhar block which is 83.3 percent. Percentage of schools having separate toilet for girls in Sipajhar, Kalaigaon and

Dalgaon block are 50 percent, 80 percent and 75 percent respectively. Only 16.7 percent selected schools of Sipajhar block have electricity which is much lower than the selected schools of Kalaigaon block and Dalgaon block i.e. 60 percent and 100 percent respectively. All the selected schools of Sipajhar, kalaigaon and Dalgaon block have (100 percent) Teaching Learning Materials. None of the schools of Sipajhar, Kalaigaon and Dalgaon block has (0 percent) library facility for the students. Schools having playground facility in Sipajhar block is 16.7 percent and in Kalaigaon and Dalgaon block percentage of schools having playground facility is 40 percent and 50 percent. Percentage of schools having play materials in Sipajhar and Kalaigaon block are higher i.e. 50 percent and 60 percent than the percentage of schools in Dalgaon block which is 25 percent.

From Table-5.4 and Table-5.5, it is interpreted that in Darrang both primary and upper primary schools have pucca buildings which are satisfactory. But many schools in Darrang do not have compound wall which is very much necessary for the safety and security of the students. Still some of the schools of Darrang district are not providing drinking water facility for the students. It is to be noted that in the name of providing drinking water most of the schools have either a tube well or a well and the water used from these tube wells or wells are not filtered or purified. Hence, getting the safe drinking water by the students in the schools of Darrang is doubtful in this regard. Where most of the schools of Darrang district have toilet facilities, number of schools having separate toilet facility for girls is not very satisfactory which is very important for the girl students for their safety. Number of schools having electricity at the primary level is very less. But in upper primary level there is variation among different blocks having electricity facility. Without electricity the scheme of computer education that has

been launching in the schools by the government is meaningless as the computers remain useless in the absence of electricity. Use of teaching learning materials in the schools of Darrang is satisfactory. It is unfortunate that the schools of Darrang do not have a separate library for the students. The schools have some story books and reference books, but those are kept in the self of the Head Master's room and are not borrowed to the students. There are a numbers of schools in Darrang without the facility of playground for students. Games and sports are essential parts for the all round (especially physical development) development of the students. It not only keeps them healthy but also develops among them some good manners and habits like cooperation, tolerance, peace and harmony etc. Similarly many schools do not have even the play materials. Though some schools have some play materials like ludo, carom and balls etc but they are damaged and become useless for the students to play with these materials.

Table-5.6: Block Wise Average Pupil- Teacher Ratio of the Selected Schools.

Category	PTR		
	Sipajhar	Kalaigaon	Dalgaon
Primary	16:1	24:1	48:1
Upper Primary	11:1	14:1	38:1

Source: Field Study, 2012-13.

Table-5.6 shows block-wise average pupil- teacher ratio in the selected schools of Darrang district. In the primary level pupil- teacher ratio of the selected schools of Sipajhar and Kalaigaon blocks are lower i.e. 16:1 and 24:1 respectively than the Pupil-teacher ratio of the Dalgaon block which is 48:1. Similarly in upper primary level also average pupil-teacher ratio of Sipajhar and Kalaigaon blocks are lower i.e. 11:1 and

14:1 respectively than the pupil- teacher ratio of the selected schools of Dalgaon block which is 38:1.

From Table-5.6, it is interpreted that the primary and upper primary schools of Sipajhar and Kalaigaon block fulfils the pupil-Teacher ratio norms (30:1 for primary and 35:1 for upper primary) under the provisions of the RTE Act, 2009. Against this both the primary and upper primary schools of Dalgaon block of Darrang district does not fulfil the pupil- teacher ratio norms under the provisions of the RTE Act, 2009. Recruitment of teachers is less than the required norms against the enrolment of large number of students in this block. Due to the shortage of teacher single or two teachers have to look after two or three classes at one time or in the same period which results in degrading the quality of classes.

Table-5.7: Teacher’s Response on Quality Indicator

Sl. No.	Category	Response (%)	
		Yes	No
1	Teacher’s engagement in other activities except teaching	65	35
2	Teachers support to the policy of ‘not holding back in any classes’	41	59
3	Remedial classes taken by teachers for educationally weak students	95	5

Source: Field Study, 2012-13.

Table-5.7 shows teacher’s response on the quality indicator in Darrang district. Out of the total selected teachers, 65 percent teachers respond that they are engaged in other activities except teaching. On the other hand, 35 percent teachers respond

negatively. Again 41 percent teachers reply that they support the policy of 'not holding back in any classes' and against this 59 percent teachers do not support the policy. Similarly 95 percent teachers take remedial classes for the educationally weaker students and only 5 percent teachers do not take such classes.

From Table-5.7 it is interpreted that a large numbers of teachers engaged in other activities except teaching are unable to give cent percent service to their job of teaching the students. The other activities performed by them are mostly census duties, election duties, socio-economic surveys, disaster relief duties etc. Government has not exempted the teachers from these duties and RTE Act, 2009 has allowed the teachers to perform such duties. As a result during these duties and surveys classes in the schools are cancelled. Those teachers who are not engaged in such duties are generally the female teachers. It is also interpreted from the table that large number of teachers do not support the policy of the RTE act, 2009 that 'no child admitted in a school can be held back in any class or expelled from school till the completion of elementary education'. They view that this rule has degraded the quality of school education as there is no system of proper checking in each class. Students also do not take seriously the unit tests or class tests as there is no fear of failure. Those teachers who support the policy view that it helps the weak students to get rid of depression and fear of failure.

Table- 5.8: Student’s Response on use of TLMs by the Teachers

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether teachers use TLMs in the classroom or not	100	0

Source: Field Study, 2012-13.

Table- 5.8 shows student’s response on the use of TLMs by the teachers in the classrooms. Table reveals that 100 percent students respond positively that teachers use teaching learning materials in the classrooms.

From the table, it is interpreted that teachers of Darrang district generally uses teaching learning materials while teaching in the classes.

Table-5.9: Student’s Response on the Participation of Activities/ Competitions.

Sl. No	Category	Response (%)	
		Yes	No
1.	Whether you participate in the activities/ competitions organized in the school or not.	89.5	10.5

Source: Field Study, 2012-13.

Table- 5.9 shows student’s response on the participation of activities/ competitions organized in the schools of Darrang district. Out of the total selected students 89.5 percent reply that they participate in different activities/ competitions

organized in the schools. Against this 10.5 percent students reply negatively that they do not participate in such activities.

From the table it is interpreted that most of the students in the elementary schools of Darrang district are interested to take part in various activities organized in the schools which are very essential for their all round development and it has helped in upgrading the quality of their life-long learning process. Some students are also there who are not interested to take part in such activities due to their illness, disinterest and hesitation etc. which are becoming barriers to their qualitative development.

Table-5.10: Student's Response on Classroom Learning

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether students are able to understand the teachings the very first time or not.	67	33
2.	If not, whether they inform the teacher or not.	100	0

Source: Field Study, 2012-13.

Table-5.10 shows student's response on classroom learning in the selected schools of Darrang district. According to the table 67 percent students reply that they are able to understand the teachings the very first time. On the other hand, 33 percent students reply that they do not understand the teachings the very first time. Again out of

those students who do not understand, 100 percent of them inform the teachers about their difficulties.

From the table, it is interpreted that although most of the students understand the classroom teaching without any difficulty, yet some students are there who face certain difficulties in learning the subjects in a single class and they inform the teachers about their problems.

Table-5.11: Teacher’s Reaction on Student’s Learning Difficulties

Sl. No.	Response (%)		
	Teach again	Reply to teach later	Do not teach
1.	99	1	0

Source: Field Study, 2012-13.

Table- 5.11 shows teacher’s reaction in student’s learning difficulties in the schools of Darrang district. Table shows that 99 percent teachers teach again soon after the students inform them. Only 1 percent teachers reply the students to teach later in their learning difficulties. No one reply negatively to the students.

From the table, it is interpreted that teachers are conscious about the learning problems of the students.

Table-5.12: Teacher's Response on Mid Day Meal Scheme.

Sl. No.	Category	Response(%)	
		Yes	No
1.	Whether Mid Day Meal Scheme has any impact in the quality of education or not.	38	62

Source: Field Study, 2012-13.

Table-5.12 shows teacher's response on Mid Day Meal Scheme adopted by the government in the schools. Table indicates that in view of 38 percent teachers Mid Day Meal scheme has an impact on the quality of education. On the other hand 62 percent teachers reply that the scheme does not have any impact on the quality of education.

From the table, it is interpreted that Mid Day Meal Scheme according to the majority of teachers has not contributed to the quality education for the students. Rather it has created a chaotic situation in the process of school education. In their view students become disinterested in the classes as they are more motivated to the supply of food during school hours. The classes after taking meal become boring for the students as they feel drowsy. Against this, in view of some teachers Mid Day Meal scheme has motivated the students to come to school. Thus, it has helped in increasing the enrolment and retention of the students in the schools.

5.4: Equity Indicator (Gender) of the Selected Schools.

Equity indicators in general help us to make an assessment of those criteria which can promote equality by removing social, regional and gender differences in education. Here the researcher tries to highlight on the gender indicator to assess the practice of gender equality in the schools of Darrang district.

Table-5.13: Gender difference by Parents

Sl. No.	Category	Response(%)	
		Yes	No
1.	Preference for boy than girl as their child by the parents.	12	88
2.	Preference for boy's education than girl's by the parents.	12	88
3.	Preference for free higher education for girls by the parents	92	8

Source: Field study, 2012-13

Table-5.13 shows gender difference by parents in Darrang district. Table indicates that 12 percent parents prefer boy than girl as their child. On the other hand, 88 percent parents do not prefer for boy than girl as their child. Similarly, 12 percent parents prefer for boy's education than girl's education. Against this view, 88 percent parents reply that they do not prefer to boy's education than girl's education. Table also shows that 92 percent parents prefer for free higher education for girls and only 8 percent parents do not support this view.

From the table, it is interpreted that though most parents in our society treat equally girls and boys yet gender difference still persist to some extent. There are still some parents who want a boy instead of a girl as their child. Similarly, some parents give preference to boy's education than girl's education as they think that only boys are the earning members of the family. This is also the reason for which most parents prefer free higher education for girls as they want to spend money for boy's higher education which is very costly.

Table-5.14: Parent's Response on the Activities Perform by Girls and Boys at Home.

Sl. No.	Activities	Girls(%)	Boys(%)
1.	Reading	23.6	31.0
2.	Playing	20.8	42.4
3.	Household Activities	34.7	15.1
4.	Others	20.8	10.6

Source: Field Study, 2012-13.

Table-5.14 shows parents response on the activities performed by girls and boys at home in the Darrang district. According to the parents, 23.6 percent girls and 31 percent boys mostly read at home. In comparison to girls i.e. 20.8 percent, more boys' i.e. 42.4 percent are interested in playing at home. But in respect of household activities, more girls i.e. 34.7 percent perform these activities than boys i.e. 15.1 percent. Lastly, 20.8 percent girls and 10.6 percent boys perform some other activities.

From the table, it is interpreted that there is gender difference in performance of activities by girls and boys at home. Most of the boys than girls usually read and play at

home after school. On the other hand, most of the girls do household activities than boys which include cleaning, sweeping, washing, sibling care, helping parents in the agricultural fields, looking after domestic animals etc. It is also important to note that most girls like to do other activities than boys which are singing, dancing, drawing and watching television etc. Thus, gender division of work starts from the home in the early stages of the children.

Table- 5.15: Teacher’s Response on Gender-related Issues of the SMC.

Sl. No.	Category	Response(%)	
		Yes	No
1.	Views regarding the equal representation of male and female in the SMC or not.	98	2
2.	Whether the members of the SMC are trained in Gender Sensitivity or not	16	84
3.	Whether male and female members of the SMC have equal opportunity to express their views in the SMC meetings or not.	88	12

Source: Field Study, 2012-13.

Table-5.15 shows teacher’s response on gender related issues of School Management Committee on the selected schools of Darrang district. It shows that 98 percent teachers reply for equal representation of male and female in the functioning of the school Management Committee while only 2 percent teacher’s reply negatively.

Table also indicates, 16 percent teachers reply that the members of the SMC are trained in gender sensitivity, but 84 percent teachers reply that members of the SMC are not trained in gender sensitivity. Again 88 percent teachers view that both male and female members have equal opportunity to express their view in the meetings of the SMC. On the other hand only 12 percent teachers reply negatively about this view.

From the table, it is interpreted that in the formulation of SMCs, in view of the teachers of Darrang district there is equal representation of both male and female and they are given equal opportunities to express their views in the school meetings. But authorities are not gender responsive as the members of the SMCs are not provided the gender sensitive training in the district.

Table-5.16: Teacher’s Response on Gender issues in the Classroom

Sl. No.	Category	Response(%)	
		Yes	No
1.	Whether teachers are aware of gender sensitive issues in the classroom or not.	82	18
2.	Whether boys and girls are equally encouraged to take any decision or not.	99	1

Source: Field Study, 2012-13.

Table- 5.16 shows teacher’s response on gender issues in the classrooms of the selected schools. According to the table, 82 percent teachers view that they are aware of gender sensitive issues in the classroom while only 18 percent reply that they are not

aware of these issues. Similarly, 99 percent teachers reply that they encourage both girls and boys to take any decision in the classroom and only 1 percent reply negatively on this issue.

From the table it is interpreted that teachers are aware of the gender sensitive issues in the classroom and they help in promoting gender equality in the classroom.

Table-5.17: Teacher’s response on Gender Issues Related to TLMs and Curriculum.

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether TLMs and curriculum prepared for students are equally useful for both girls and boys or not.	97	3
2.	Whether the TLMs used for teaching equally represents both male and female or not	95	5

Source: Field Study, 2012-13.

Table- 5.17 shows teacher’s response on gender issues related to teaching-learning materials and curriculum in the selected schools of Darrang. According to the table, 97 percent teachers view that the teaching learning materials and curriculum prepared for students are equally useful for both girls and boys. Against this view, only 3 percent teachers reply that TLM and curriculum are not equally useful for both girls and boys. Similarly, TLMs used for teaching equally represent both male and female, according to 95 percent teachers. Only 5 percent teachers reply negatively about this statement.

From the table, it is interpreted that there is no gender difference in preparing and using of TLM by the teachers in the classroom. The TLMs prepared by teachers are thus gender responsive in their contents.

Table- 5.18: Teacher’s Response on Gender Issues Related to Text Books

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether teachers are trained to teach the gender related issues included in the textbooks without bias or not.	36	64
2.	Whether the writings of male and female writers are equally included in the textbooks or not.	34	66
3.	Whether the subjects, languages or pictures used in the textbooks are free from gender bias or not.	86	15

Source: Field Study, 2012-13.

Table- 5.18 shows teacher’s response on gender-related issues included in the textbooks of the schools. According to the table, 36 percent teachers respond positively that they are trained to teach the gender related issues included in the textbooks without bias while 64 percent teachers respond negatively to this question. Again 34 percent teachers respond positively that writings of both male and female writers are equally included in the textbooks. On the other hand 66 percent teachers are against this view.

Moreover 86 percent teachers view that languages and pictures used in the textbooks are free from gender biasness. On the other hand 15 percent teachers are against this view.

From the table, it is interpreted that the textbook prepared for school education are not free from gender bias character. There is gender inequality in including different female and male writer's writings and teachers are also not trained to deal with such gender sensitive issues. But gender biased pictures, languages and subjects are not included in the textbooks.

Table-5.19: Teacher's Response on Performance of Girls and Boys in the Classroom

Sl. No.	Category	Response(%)		
		Girls	Boys	Both
1.	Who performs better in exams?	21	11	68
2.	Who gives more attention in the classroom?	19	5	76
3.	Who replies more to the questions put by the teachers in the classroom?	2	1	97

Source: Field Study, 2012-13.

Table-5.19 shows teacher's response on the performance of girls and boys in the classroom. Table indicates that 21 percent teachers view that girls perform better in exams and 11 percent teachers view that boys perform better in exams. Again 68 percent teacher's views are in favour of both girls and boys who perform better in exams. Similarly, 19 percent teacher's opinion is that girls give more attention in the classroom and only 5 percent teacher's opinion is that boys give more attention in the classroom. On the other hand, 76 percent teachers are in favour of both boys and girls

that they equally give attention in the classroom. Table also shows that only 2 percent and only 1 percent girls and boys respectively replies to the questions put by the teachers in the classroom. On the other hand, 97 percent teachers respond that both girls and boys reply to the questions put by the teachers in the classroom.

From the table, it is interpreted that in most cases girls and boys are equally attentive and conscious in the class and perform equally well in the exams.

Table-5.20: Favourite Subjects of Girls and Boys.

Sl. No.	Subjects	Response (%)	
		Girls	Boys
1.	Mathematics	10	29
2.	Assamese	36	32
3.	EVS/SS	27	12
4.	English	10	6
5.	Science	17	21

Source: Field Study, 2012-13.

Table- 5.20 shows favourite subjects of girls and boys of the selected schools of Darrang. Table indicates that out of total girls 10 percent like Mathematics and out of total boys 29 percent like Mathematics which is much higher than the percentage of girls. Similarly, 36 percent girls favour Assamese language against which 32 percent boys favour this subject. Again 27 percent girls like Environmental Science/ Social Science which is much higher than the percentage of boys i.e. only 12 percent. Table also shows that 10 percent girls like English subject against which 6 percent boys like

this subject. Lastly, 17 percent girls favour science and on the other hand science is the favourite subject for 21 percent boys.

From the table, it is interpreted that majority of boys and girls like Assamese language as a subject. The reason behind this is that they find easy to learn Assamese as it is their mother tongue. On the other hand very fewer numbers of students like English as a subject as it is tough for them to easily understand the language. Gender difference is seen among girls and boys in choosing Mathematics as the subject is mostly chosen by boys and EVS/SS as the subject is mostly chosen by girls. During the field study the researcher found that it is too early for the small students to chosen a subject as a favourite and to be kept it as a favourite in the long run. Their answers were quick reply under compulsion. However, the responsibility of making all the subjects equally interesting for all boys and girls heavily lies with the efforts of the teachers in the classroom to a great extent.

Table- 5.21: Class Wise Ranking of Students from class II-V and class VII-VIII

(from 1st to 5th Position).

Class	Girls(%)	Boys(%)
II	52.7	47.2
III	49.3	50.6
IV	53.1	46.8
V	57.0	42.9
VII	45.0	54.9
VIII	42.6	57.3

Source: Field Study, 2013.

Table- 5.21 shows class wise ranking of students from 1st to 5th position. In the primary level (class II-V), except class III in other classes i.e. in class II, IV and V percentage of ranking of girls students is higher i.e. 52.7 percent, 53.1 percent and 57.0 percent respectively than the percentage of ranking of boys students which is 47.2 percent, 46.8 percent and 42.9 percent respectively. It indicates that girl's performance at primary level is better than the boys. But in the Upper primary level (class VII & VIII), boy's performance is better than girls'. In class VII and VIII percentage of boys ranking from 1st to 5th position is 54.9 and 57.3 percent in comparison to girl's percentage i.e. 45.0 percent and 42.6 percent respectively.

Table- 5.22: Subject wise Ranking of Students in Class V and Class VIII

(from 1st to 5th position).

Sl. No.	Subjects	Class V		Class VIII	
		Girls(%)	Boys(%)	Girls(%)	Boys(%)
1.	Assamese	54.3	45.6	43.4	56.5
2.	English	46.9	53.0	36.7	63.2
3.	Mathematics	47.2	52.8	40.2	59.7
4.	EVS/ SS	51.9	48.0	42.4	57.5

Source: Field Study, 2013.

Table- 5.22 shows subject wise ranking of students from 1st to 5th position in class V and class VIII in the selected schools of Darrang. In Assamese subject, girls performance is better i.e. 54.3 percent than boys performance i.e. 45.6 percent in class V. But in Class VIII boys performance is better i.e. 56.5 percent than girls performance

i.e. 43.4 percent. In English subject it is seen that in both class V and class VIII achievement of boys is more i.e. 53.0 percent and 63.2 percent respectively than the achievement of Girls i.e. 46.9 percent and 36.7 percent respectively. Again in Mathematics also boy's performance is more better i.e. 52.8 percent and 59.7percent than the performance of girl students i.e. 47.2 percent and 40.2 percent respectively. This indicates that in English and Mathematics the ranking of boys from 1st to 5th position is higher than girls. In Environmental Science girls are in a better ranking i.e. 51.9 percent than boys which 48.0 percent in class V. On the other hand, in Social Science boy's achievement is much more i.e. 57.5 percent than girl's achievement i.e. 42.4 percent in class VIII.

From the Table- 5.21 and Table-5.22, it is interpreted that there is gender difference in the achievement level in different subjects and in the overall academic performance of students of Darrang district.

Table- 5.23: Students Response on Type of Games they Participate in School

Sl.No.	Type of Games	Participants	
		Girls(%)	Boys(%)
1.	kabaddi	79	65
2.	Badminton	10	10
3.	Cricket	0	92
4.	Football	0	80
5.	Ludu	49	100
6.	Chess	0	5
7.	Others	87	86

Source: Field Study, 2012-13.

Table-5.23 shows student's response on the type of games that they participate in the schools. Table shows that 79 percent girls play kabaddi while 65 percent boys play this game. Both girls and boys equally i.e. 10 percent each participate in playing badminton. But in case of cricket and football 92 percent and 80 percent boys respectively participate while girl's participation is nil in these games. Table also indicates that 49 percent girls play ludu and against this 100 percent boys play ludu in the school. Where girls participation in chess is nil, boys participation is also not much higher i.e. only 5 percent. Lastly 87 percent girls and 86 percent boys play other type of Games in the schools.

From the table, it is interpreted that there is the gender difference in participation of different games. Girls generally participate in the traditional games like kabaddi, ludu etc while boys are more interested in playing cricket, football, chess etc. In the schools of Darrang district students generally play other traditional local games like 'utha-baha', 'tekeli- bhanga', 'kukura-junj' etc. Besides these running, high jumps, long jumps are also included in the list of games organized in the schools. Such types of games do not require specific play materials. Most of the schools of Darrang do not have play materials and therefore students are deprived of getting the opportunity to participate in the sports like badminton, tennis, chess, carom etc.

Table-5.24: Percentage of Boys and Girls Chosen as Class Captain

Category	Percentage(%)
Girls	36
Boys	64

Source: Field Study, 2012-13

Table-5.24 shows percentage of girls and boys chosen as class captain in the selected schools of Darrang district. Table indicates that 36 percent girls are chosen as class captain against which 64 percent boys are chosen as class captain which is much higher than girl's percentage.

From the table it is interpreted that there is gender difference in choosing class captain by the teachers and students. Boys get more chance than girls to take the leadership of the classroom. Girls are generally deprived of getting the opportunity to take the leadership of the class.

5.4.1: Girl's Specific Intervention under SSA in Darrang.

The educational statistics of Darrang district (SSA, Darrang, 2010-11) reveals that a large number of children are still not attending the school out of which 2518 are girls. In comparison to S.C (0.53 percent) and S.T (0.54 percent) girls, percentage of out of school girl is higher in case of General (1.76 percent) and O.B.C (1.87 percent) girls. It is also a matter of concern that the percentage of out of school girls is much higher in case of Muslim Girls (2.06 percent). Like all other parts of the country Sarva Siksha Abhiyan(SSA) is addressing the issue of girl's education and launching different programmes in order to eliminate gender disparity in Darrang

district. Kasturba Gandhi Balika Vidyalaya (KGBV) and Residential Bridge Courses (RBC) are such initiatives. In Darrang District under SSA, three KGBVs (one is under construction) and one RBC for girls have been established. It is a good initiative under SSA by the GOI which aims to mainstream the dropout girls and those who had never attended the school in the age appropriate classes, specifically from disadvantaged communities. KGBV, Dalgaon is an upper primary school established for girls from SC, ST, OBC and other disadvantaged sections. The RBC, Dalgaon offers a bridge course of one year and within this year the girls are made eligible to admit in the age appropriate classes in the upper primary level after completing the course.

Table-5.25: Total Enrolment in the Selected School .

School	Enrolment	ST	SC	OBC	Muslim
KGBV	100	16	4	32	48
RBC	100	19	0	5	76

Source: School Register, 2011-12.

Table-5.25 shows that in the KGBV out of the total enrolment 16 girls are ST, 4 are SC, 32 are OBC and 48 girls are Muslims. In the RBC out of the total enrolment 19 girls are ST, 5 are OBC and 76 girls are Muslims. It has been found that a significant portion of girls students belongs to the Muslim community in both the schools.

Table-5.26: Infrastructural Facilities of the School.

Facilities	KGBV	RBC
Building	Yes	Yes
Boundary Wall	Yes	Yes
Drinking Water	Yes	Yes
Kitchen	No	Yes
Electricity	Yes	Yes
Library	Yes	No
Playground	Yes	No
Toilet	Yes	Yes

Source: Field Study, 2011-12.

Table-5.26 Shows that the KGBV does not have the Kitchen and the RBC does not have any library and playground facility. Other required facilities are available in both the schools.

Table-5.27: Causes for Leaving the Previous School.

Causes	KGBV (%)	RBC (%)
Lack of interest	0	0
Household activities	33	32
Economic problem	53	44
Others	13	24

Source: Field Study, 2011-12.

Table-5.27 Shows that in the KGBV 33 percent, 53 percent and 13 percent girls had left their previous school due to household activities, economic problem and others respectively and in the RBC 32 percent, 44 percent and 24 percent girls had left their previous school due to household activities, economic problems and others. The major cause for leaving the school is poverty.

During the field study, it is found that the majority of the girls of both the schools are from the Muslim community who are brought to these alternative schools for availing the benefits of educational rights. In Darrang district, Muslim girls are in a much disadvantageous position than other communities and are victims of gender discrimination. The information collected from the RBC for girls in Dalgaon block of Darrang reveals that most of the girls enrolled here had dropped out or left their previous school due to economic reason and household activities like cooking, washing, cleaning, sibling care etc. It is a positive indication that the RBC of Dalgaon has mainstreamed more than six hundred girls after completion of one year bridge course till 2012 since its establishment (2003) of which more than 75 percent girls belong to Muslim community. But unlike the three KGBVs, the RBC Dalgaon lacks some infrastructural facilities. Child marriage is a common problem among Muslim communities that forces the girl to leave the school without completing even the elementary course. The presence of all these problems in this region has contributed to the violation of educational rights of the girls by keeping them out of the educational process.

5.5: Community Participation in the School education:

Community plays a significant role in the field of education. Community helps in developing good habits, attitudes, interest and ability of the children by socialising them. Therefore involvement of the community in the school education process definitely enhances the quality of education leading to better quality of life. For achieving the goal of Universalization of Elementary Education under Sarva Siksha Abhiyan, involvement of the community in the management of school has been given too much importance to a large extent. An attempt is made here to assess the participation of the community in the school affairs with the help of following tables.

Table- 5.28: Teacher's Response on the Functioning of SMC.

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether teachers are satisfied in the functioning of SMC or not.	83	17

Source: Field Study, 2012-13.

Table-5.28 shows teacher's response on the functioning of SMC in the schools of Darrang. Table reveals that 83 percent teachers are satisfied with the functioning of School Management Committee against which 17 percent teachers reply that they are not satisfied with the functioning of SMC.

From the table, it is interpreted that in the schools of Darrang the school Management Committee is functioning satisfactorily. Exception to this in some schools SMC is not properly functioning in view of the teachers because of the negligence of the SMC members, failure to use grants in time, non-cooperation with the teachers, misuse of fund and their interest in money rather than education of the children.

Table- 5.29: Teacher’s Response on involvement of Community in School Activities.

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether the public or other social organizations are engaged in school activities or not.	57	43
2.	Whether women organizations are engaged in school activities or not	57	43

Source: Field Study, 2012-13.

Table- 5.29 shows involvement of the community in school activities. It shows that in view of 57 percent teachers’ public or other social organisations are engaged in school activities and 43 percent teachers oppose this view. Similarly 57 percent teachers’ view that, women organisations are engaged in school activities and 43 percent teachers are of the opinion that women organisations are not engaged in school activities.

From the table, it is interpreted that in most of the schools local public or other social organisations are engaged in different activities. People generally gather in the

school to celebrate Swarasati Puja, Republic Day, Independence Day or Gandhi Jayanti. In some schools, certain students organisations or local branches of *Asom Sahitya Sabha* organises some art and literary competitions. Again some '*Matrigot*'s (mother's unit) are formed in the elementary schools who are responsible to provide additional support in running the Mid Day Meal Scheme properly in Schools.

Table- 5.30: Teacher's Response on PTS Meetings.

Sl. No.	Category	Response(%)	
		Yes	No
1.	Whether PTS meetings are held or not held in the school.	78	22

Source: Field Study, 2012-13

Table- 5.30 shows teacher's response on PTS meetings in the selected schools of Darrang. According to the table 78 percent teachers respond that PTS meetings are held in their school while 22 percent teachers view that PTS meetings are not held in their schools.

From the table, it is interpreted that holding of PTS meetings are not compulsory in the schools of Darrang. Some schools do not held such meetings due to absence of parents, lack of cooperation among the school staff, lack of parent's consciousness and interest etc. In the absence of such meetings difficulties arise for the school to communicate with the parents to discuss on school matters.

Table-5.31: Teacher's Response on Frequencies of PTS Meetings.

Sl. No.	Frequency	Percentage(%)
1.	Once a year	39.7
2.	Twice a year	24.3
3.	More than twice	35.8

Source: Field Study, 2012-13.

Table-5.31 shows teacher's response on frequencies of PTS meetings held in the selected schools of Darrang. According to the table, 39.7 percent teachers reply that Parent- Teacher- Student meeting held in their schools once in a year, 24.3 percent teachers reply for twice in a year and 35.8 percent teachers reply for more than twice that PTS meetings are held in their schools.

From the table, it is interpreted that there is no uniform pattern or regularity in holding PTS meetings in the schools of Darrang.

Table-5.32: Teacher's Response on Attendance of Parents in PTS Meetings.

Sl. No.	Attendance	Percentage(%)
1.	Very less present	10
2.	Less than half present	12
3.	Half present	12
4.	More than half present	27
5.	All present	17

Source: Field Study, 2012-13.

Table-5.32 shows Teacher's response on attendance of parents in the Parent-Teacher-Student meetings held in their schools. Table indicates that 10 percent teachers reply for very less attendance of parents in the meetings. Similarly 12 percent teachers reply for less than half and another 12 percent teachers also reply for half of the total parents present in the PTS meetings. In the table it is seen that 27 percent teachers are of the opinion that more than half out of the total parents attend these meetings. Lastly, 17 percent teachers view that all parents present in the PTS meetings held in their meetings.

From the table, it is interpreted that in Darrang district all parents are not conscious about the PTS meetings of the school where their children are admitted. Some of the parents are conscious about such meetings who regularly attend it. Without the cooperation of parents the aim of community involvement in the school education under SSA would remain unfulfilled.

5.6: RTE Related other Indicators of the Schools of Darrang:

The RTE indicators of the schools help us to assess the performance of the government, administrators, school authority, teachers and parents in promoting right to education in the light of the RTE Act, 2009 under Sarva Siksha Abhiyan.

Table- 5.33: Initiatives for Students Overall Development taken by Selected Schools.

Sl. No.	Category	Response(%)	
		Yes	No
1.	Whether physical education is taught in the school or not	68	32
2.	Whether health check- up camps are organized regularly or not in the school.	53	47

Source: Field Study, 2012-13.

Table- 5.33 shows initiative for the students overall development taken by selected schools of Darrang. According to the table, in 68 percent selected schools physical education are taught but in 32 percent selected schools physical education are not provided. Again 53 percent selected schools organize health check-up camps regularly; on the other hand 47 percent schools do not organize health check-up camps regularly.

From the table, it is interpreted that there are a large number of schools in Darrang who do not take physical education classes and do not organize health check-up camps. Thus, the students of those schools are deprived of the facilities needed for their physical and mental development. Similarly schools which do not organize health check-up camps miss the opportunity to produce a healthy child for our nation.

Table-5.34: Teachers Response on RTE related schemes and programmes of the government.

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether the schemes adopted by the govt. for the development of primary education are properly implemented or not.	46	54
2.	Whether the funds distributed for the students by the govt. are sufficient or not for their development.	35	65
3.	Whether RTE Act, 2009 is succeeded in protecting the right or not.	69	31
4.	Whether the implementation of SSA scheme is successful or not	55	45

Source: Field Study, 2012-13.

Table-5.34 shows teacher's response on RTE related schemes and programmes of the government. According to the table, 46 percent teachers reply that the schemes adopted by the government to develop primary education are properly implemented while 54 percent teachers reply that schemes are not properly implemented. Table also shows that in view of 35 percent teachers the funds distributed for the development of the students are sufficient and 65 percent reply negatively to this question. Again 69 percent of teachers reply positively that RTE Act, 2009 is succeeded in protecting the rights of the child while 31 percent reply negatively that the Act is not been succeeded. Lastly, 55 percent teachers are of the view that SSA scheme is successful and 45 percent teachers are against this view.

From the table, it is interpreted that although the government has launched different schemes for the development of primary education, all are not fully successful. To some extent, these schemes have properly been implemented and are trying to protect the educational rights of the children.

Table-5.35: Teacher’s Response on Utilization of Funds and Distribution of Scholarship for Girls.

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether separate funds are utilised specifically for girls or not.	9	91
2.	Whether there is any provision for girls scholarship or not.	0	100

Source: Field Study, 2012-13.

Table- 5.35 shows teacher’s response on utilization of funds and distribution of scholarship for girls in the selected schools of Darrang. According to the table, only 9 percent teachers view that separate funds are utilised specifically for girls but 91 percent teachers are against this view. Again 100 percent teachers view that there is no provision for girl’s scholarship for girls in the school.

From the table, it is interpreted that in the schools of Darrang the school authorities do not spend money for the betterment of the girl students. Some schools are the exception to this where funds are utilised for physical training and cultural development of the girl students. But spending money for such purpose depends on

public contributions. Absence of scholarship for girls also indicates government's unwillingness to spend money for girl's education.

Table-5.36: Parent's Response on Proper Implementation of Strategies Adopted by Govt. to develop Girls Education.

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether the strategies adopted by the government to develop girl's education are properly implemented or not.	74	26

Source: Field Study, 2012-13.

Table- 5.36 shows parents response on proper implementation of strategies adopted by the government to develop girl's education. It shows that 74 percent teachers are positive in their response that the strategies adopted by the government for the development of girl's education are properly been implemented. On the other hand 26 percent parents oppose this view.

From the table, it is interpreted that the strategies adopted by the government for the development of girls students adopted by are properly been implemented to some extent. But some problems are also revealed here in their implementation as some girl students are not being benefited by these strategies in view of some parents.

Table- 5.37: Parent’s Responsibility on Children’s RTE.

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether the parents punish the children in their irregular attendance in school or not.	22	78
2.	Whether the parents take care of the education of their children at home or not.	90	10

Source: Field Study, 2012-13.

Table-5.37 shows parent’s responsibility on children’s right to education. According to the table, 22 percent parents reply that they punish their children in their irregular attendance in school. On the other hand, 78 percent parents do not punish their children in their irregular attendance in school. Again 90 percent parents view that they take care of their children’s education in their home while 10 percent reply negatively on this view.

From the table, it is interpreted that most of the parents do not punish the child for their absence in the school, but it does not mean that they support their children’s absence as they try to teach the child about the importance of the school. Some parents punish their children by scolding, beating, threatening in their irregular attendance which is very harmful to their life. The parents are also conscious about the education of their children and take care of them in getting education. In some cases parents who are illiterate, can not take care of their children’s education and they solely rely on the school authority.

Table-5.38: Student's Response on Further Education.

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether the student wants to continue further studies or not.	94.5	5.5

Source: Field Study, 2012-13.

Table -5.38 shows student's response on their further education after completion of the elementary education. Table indicates that 94.5 percent students want to continue their study and against this only 5.5 percent students do not want to continue their study

From the table, it is interpreted that the students of the primary schools of Darrang want to be admitted in the high schools for their further study. But some students do not want to study further in the high schools due to lack of their interest in studies, illness and parents unwillingness etc.

Table-5.39: Student's Response on Getting Free Textbook and Uniform.

Sl. No.	Category	Response(%)	
		Yes	No
1.	Whether the student get free textbook from the school or not.	100	0
2.	Whether the student get uniform from the school or not.	100	0

Source: Field Study, 2012-13.

Table- 5.39 shows student's response on getting free textbook and uniform from the school. It shows that 100 percent students reply for getting both free textbook and uniform from the school.

From the table it is interpreted that students of Darrang get their textbook and uniforms from the school which is encouraging and it has motivated the students to go to school regularly. It is informed by the students that they get textbooks at the time of admission itself. But it is also found that students have got only single set of uniform from 2011 to 2014 i.e. within 4 years. It is very difficult for them to go for school with a single school uniform for 3 or 4 years.

Table-5.40: Student's Response on Getting Scholarship.

Sl. No.	Category	Response (%)	
		Yes	No
1.	Whether the student gets scholarship or not.	4	96

Source: Field Study, 2012-13

Table- 5.40 shows students response on getting scholarship from the school. It shows that only 4 percent students have got the scholarship and 96 percent student reply negatively that they have not got any scholarship from the school.

From the table, it is interpreted that students are deprived of getting educational scholarship in Darrang. Only a few students have got Schedule Caste Scholarship in the school. The Head Masters of the school view that due to parent's negligence and

ignorance students are failed to get the scholarship provided by the government. Some Head Masters do not want to take the burden of distributing scholarship as they themselves have to open an account in the name of the students in the nearby bank. Thus, the fund distributed by the government in these schools as scholarship returns back from the school account.