Chapter 4
THE SAMPLED SCHOOLS AND RESPONDENTS

School is meant for formal institution of teaching and learning. Normally, formal education starts from primary level, although educational institutions are also found at pre-primary level in the form of Anganwadi Kendras, Kindergartens or other schools. The present study deals with the elementary education in Silchar educational block. Elementary education comprises both lower and upper primary schools. This chapter makes a detailed profile of the schools and the respondents selected for the study. It discusses various aspects of schools such as location, types of school, level of education offered and their establishment. Besides, it gives background of the respondents of the study. To begin, profile of the schools is discussed.

I
THE SAMPLED SCHOOLS

By applying multistage sampling procedure, 14 schools were selected by random sampling method. These schools are located in rural and urban areas and differentiated by their management and funding source. These are discussed below.

Rural-Urban Location of the Schools

Of the schools, 6 schools were selected from rural and 8 schools were selected from urban area. Of these, 42.9% schools covered rural area and 57.1% covered urban areas. The location of the selected 14 schools is shown in the following table:

Table 4.1
Sampled Schools by Their Rural- Urban location
(Percentage in Parentheses)

Types of School	Rural areas	Urban Areas	Total
L.P Schools	2 (33.33)	3 (37.5)	5 (35.8)
U.P Schools	3 (50)	3 (37.5)	6 (42.9)
Composite Schools	1 (16.67)	2 (25)	3 (21.5)
Total	6 (100)	8 (100)	14 (100)
Rural			6 (42.9)
Urban			8 (57.1)

Source: Field Survey Conducted during January 2011 ï April 2012

The sample includes all three levels of schools; viz., lower primary, upper primary and composite schools. Of the total schools, lower primary schools covered 35.8%, upper primary schools covered 42.9% and composite schools covered 21.5%. Among the total rural schools, 33.33% are L.P. Schools, 50% are U.P. Schools and 16.67% are composite schools while of the total urban schools, 37.5% are L.P. Schools, 37.5% are U.P. Schools and25% are Composite Schools.

Types of Schools

The sampled schools are further classified on the basis of the nature of their administration; viz., government provincialised and recognized schools. The following table shows the management types of these schools by their rural and urban area and educational level:

Table 4.2
Management types of the sampled schools by Rural-Urban Area and Educational Level (Percentage in Parentheses)

Type of School	Rural Area				Urban Area				Total			
	L.P	U.P	Comp.	Total	L.P	U.P	Comp	Total	L.P	U.P	Comp	Total
Provincialised	2	1	1	4 (66.7)	2	1	1	4 (50)	4	2	2	8 (57.1)
Government	0	1	0	1 (16.7)	1	1	1	3 (37.5)	1	2	1	4 (28.6)
Recognised	0	1	0	1 (16.7)	0	1	0	1 (12.5)	0	2	0	2 (14.3)
Total	2	3	1	6 (100)	3	3	2	8 (100)	5	6	3	14 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

The table presents three types of the sampled schools; viz., Provincialised, Government and Recognized schools. Of the total sampled schools Provincialised schools have covered 57.1%, Government schools have covered 28.6% and Recognised schools have covered 14.3%. In rural area 66.7% are provincialised schools, 16.7% are Government schools and 16.7% are recognized schools. In the urban area 50% schools are provincialised, 37.5% are Government and 12.5% schools are recognized schools.

Establishment of Sampled Schools

These schools were established at different periods of time. Some of them are very old and these were established before 1950 while some have been established in recent decades. The following table gives distribution of schools in to various time periods:

Table 4.3
Sampled schools by Time Period of Their Establishment
(Percentage in Parentheses)

Period of Establishment	Government School	Provincialised School	Recognised School	Total
Up to 1950	2 (50)	1 (12.5)	0	3 (21.5)
1951 ï 1960	2 (50)	2 (25)	0	4 (28.6)
1961 ï 1970	0	3 (37.5)	0	3 (21.5)
1971 ï 1980	0	1 (12.5)	0	1 (7.2)
1981 ï 1990	0	1 (12.5)	2 (100)	3 (21.5)
Total	4 (100)	8 (100)	2 (100)	14 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

The table presents year wise establishment of Government, Provincialised, and Recognised sampled schools. The total of schools in the table includes

government, provincialised and recognized schools. Of these the schools established up to 1950 covered 21.5%, 1951-1960 covered 28.5%, 1961-1970 covered 21.5% , 1971-1980 covered 7.2% and 1981- 1990 covered 21.5%. Of the total sample of Government schools upto 1950 covered 50%, and 1951 ï 1960 have covered 50%. Of the total sample of provincialised schools those established up to 1950 covered 12.5%, 1951-1960 covered 25%, 1961-1970 covered 37.5%, 1971-1980 covered 12.5% and 1981-1990 covered 12.5%. Of the total sample of recognized schools 1981-1990 covered 100%.

Educational Level of Sampled Schools

The sampled schools have different Educational level of schools by their management is given in the following table:

Table 4.4

Educational Level of Sampled Schools by the Types of Their Management

(Percentage in Parentheses)

Educational level	Government	Provincialised	Recognised	Total
I-VI	1 (25)	4 (50)	0	5 (36)
V-VII	1 (25)	2 (25)	2	5 (36)
I-VII	1 (25)	0	0	1 (7)
V-X	1 (25)	2 (25)	0	3 (21)
Total	4 (100)	8 (100)	2 (100)	14 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

The table presents level wise government, provincialised and recognized sampled Schools. The total of schools includes government, provincialised and recognized schools. Of the total schools of I-IV classes covered 36%, V-VII covered

36%, I- VII covered 7%, and V- X covered 21%. Of the total sampled Government schools I-IV level schools covered 25%, V-VII level schools covered 25%, I-VII level schools covered 25% and V-X level schools covered 25%. Of the total sampled provincialised schools I-IV level schools covered 50%, V-VII level schools covered 25%, and V-X level schools covered 25%. All the sampled Recognised schools have V-VII classes.

Types of Building among the Sampled Schools

The sampled schools have four types of buildings; namely, Pucca,Assam Type, Semi Pucca and Pucca & Assam Type. These types are shown in the following table:

Table 4.5

Types of building among the sampled schools

(Percentage in Parentheses)

Type of Building	L.P Schools	U.P Schools	Composite Schools	Total
Pucca	1 (20)	0	2 (66.7)	2 (21.3)
Assam Type	2 (40)	3 (50)	0	5 (36)
Semi Pucca	2 (40)	2 (33.3)	1 (33.3)	5 (36)
Pucca Assam Type	0	1 (16.7)	0	1 (7.1)
Total	5 (100)	6 (100)	3 (100)	14 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

Of the total sampled schools pucca buildings covered 21.3%, Assam type buildings covered 36%, semi-pucca buildings covered 36% and both pucca & Assam type buildings covered 7.1%.

Of the lower primary schools Pucca buildings covered 20 %, Assam type

covered 40%, Semi pucca covered 40%, Of the upper primary schools Assam type covered 50% , Semi pucca covered 33.3%, Pucca and Assam type covered 16.7%. Of the Composite schools Pucca buildings covered 66.7 % and Semi pucca covered 33.3%,

Management Type of School Buildings

The pucca and Assam type buildings accommodate all the upper primary schools management types of schools also affect the type of buildings they have. Therefore, the following table distributes the buildings into management types of schools:

Table 4.6

Management Type of Schools Buildings

(Percentage in Parentheses)

Types of building	Government	Provincialiased	Recognised	Total
Pucca	1	2	0	3
Assam Type	1	3	1	5
Semi Pucca	2	2	1	5
Pucca & Assam type	-	1	-	1
Total	4	8	2	14

Source: Field survey Conducted during January 2011 ï April 2012

Profile of the Sampled Schools

The following is the profile of the sampled schools which can be viewed at a glance in the following two charts, each given for rural and urban schools. Furthermore, the type of school building is also determined by its rural urban location. In rural schools have generally less resources as compared to urban schools. It makes difference of the buildings of the schools of these two areas have. Therefore,

the following table distributes the buildings into rural-urban schools of different educational levels:

Table 4.7

Buildings into Rural-Urban Schools of Different Educational Level

Type of Building	Rural Area				Urban Area				Grand Total			
	L.P	U.P	Comp.	Total	L.P	U.P	Comp	Total	L.P	U.P	Comp	Total
Pucca	1			1			2	2	1		2	3
Assam Type	1			1	1	3		4	2	3		5
Semi-pucca		2	1	3	2			2	2	2	1	5
Pucca and Assam Type		1		1						1		1

Source: Field Survey Conducted during January 2011 ï April 2012

Table 4.8

Profile of the Sampled Rural Schools

Sl. No.	Characteristics of School	Name of the School					
		202 Sabajpur	Bhahyamati L.P	Ramani Mohan M.E	Berenga H.L Govt. Sr. Basic	Kailash Mangala M.E	Biplabi Ullaskar
1	Year of Establishment	1927	1981	1958	1880	1981	1963
2	Location	Rural	Rural	Rural	Rural	Rural	Rural
3	Level of School	LP(I-IV)	LP (I-IV)	U.P(V-VII)	U.P (I-VII)	U.P (V-VII)	U.P Composite (V-X)
4	Type of school	provinci alised	Provincialis ed	provinci alised	Government	Recognis ed	provinciali sed
5	Type of Building	Pucca	Assam Type	Pucca & Assam type	Semi Pucca	Semi Pucca	Semi pucca

Source: Field Survey Conducted during January 2011 ï April 2012

Table 4.9

Profile of the Sampled Urban Schools

Sl. No.	Characteristics Of school	Name of Schools							
		No.678 Krishna charan patshala	Prayagik Hindi L.P.	Radhamadav Govt. Jr.Basic	Chirukandi ME	D.B.T.R Phookon Govt. M.E.	Sunil Sandhya M.E	Niranjan Paul	Govt. Boys H.S.
1	Year of Establishment	1957	1963	1952	1980	1960	1989	1961	1863
2	Location	Urban	Urban	Urban	Urban	Urban	Urban	Urban	Urban
3	Level of School	L.P(I-IV)	L.P (I-IV)	L.P (I-IV)	U.P (V-VII)	U.P (V-VII)	U.P (V-VII)	U.P Com (V-X)	U.P Composite (V-X)
4	Type of School	Provincialised	Provincialised	Government	Provincialised	Government	Recognised	Provincialised	Government
5	Type of Building	Semi-Pucca	Assam Type	Semi-Pucca	Assam type	Assam type	Assam Type	Pucca	Pucca

Source: Field Survey Conducted during January 2011 ï April 2012

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

II
THE RESPONDENTS

The Students

The total number of sampled L.P. schools is 5 (five). From these sampled schools a total of 21 students (ten percent) of the total enrolled (182) in 2010, from class IV only, were drawn by random sampling method for the study.

The total number of U.P. and U.P. (composite) schools is 9. From these sampled schools the total students in highest class-VII enrolled in 2010 were 580 and 10% of the sampled students from class VII makes 62. So, the total student respondents selected for the study were 83. The parent respondents were also one parent each of these 83 sampled students. The mother tongue of these 83 sampled students is given in the following table:

Table 4.10

Mother Tongue of the Respondents

Community	Number of students respondent
Bengali	80 (96%)
Assamese	1 (1.2%)
Hindi	2 (2.4%)
Total	83 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

The educational qualification of the parents of the 83 sampled student respondents is shown in the following table:

Table 4.11

Educational Profile of Parents

(Percentage Parentheses)

Educational Level	Father	Mother
Primary Level (I-IV)	5 (6)	7 (9)
Upper Primary Level (V-VII)	24 (29)	39 (47)
High Schools Level (VIII-X)	49 (59)	37 (44)
Higher Secondary level (XI-XII)	5 (6)	0
Total	83 (100)	83 (100)

Source: Field Survey Conducted during January 2011 ï April 2012

The data in the tables (table: 4.10 and 4.11) reveal that 96 percent of the respondent (students and their parents) belong to Bengali community and with a

maximum educational qualification of under high school level.

The Head Masters/ Principals

In this study 14 schools were selected. From amongst these schools the office of the Headmaster or Principal provided required data about the sampled schools. Thus, these 14 headmasters/ principals were also respondents.

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

In sum, in all, there were 14 sampled elementary schools and among the respondents there were, each, 83 students and parents and 14 head masters/ principals of the schools. The profiles of selected schools vary from place to place. L.P., U.P. and Composite schools are located in both rural and urban areas. It has been found that all types of L.P. and composite schools are categorized as provincialised schools and government schools whereas U.P. schools are of three types; viz., provincialised, government and recognized. These schools offer education at four levels; viz., I-IV, V-VII, I-VII, V-X. In Silchar educational block, there are two government schools: one provincialised school started before 1950 while two government schools and two provincialised schools were established during 1951-1960. During 1961-1990 no government school was established but five provincialised schools had begun their journey. Only two recognised schools were established during 1981-1990. Thus, it can be seen that in Silchar Block, educational institutions were first set up in British India. Apart from the quantitative expansion of schools in this area, these schools have catered to educational needs of the people of the entire Barak valley till date. However, in rural areas, the pace of quantitative expansion has been found low in comparison of urban areas.