CHAPTER-V

DATA ANALYSIS AND INTERPRETATION

In the preceding chapters, the problem of the study, the theoretical framework, tools, selection of the sample, design and procedure for conducting the study were reported. The present chapter dealt with the results, their interpretation and discussion. A brief outline for the analysis had been presented below:

5.1 Identification of infrastructure facilities between two districts

5.1.1 Comparison between Kamrup and Barpeta districts in regard to infrastructures in the urban and rural provincialised primary schools

5.1.2 Comparison between Kamrup and Barpeta districts in regard to infrastructures in the urban and rural recognized primary schools

5.1.3 Comparison between the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district in the urban and rural areas in regard to infrastructures

5.1.4 Comparison between the recognized primary schools of Kamrup district and the provincialised primary schools of Barpeta district in the urban and rural areas in regard to infrastructures

5.2 Identification of teaching–learning materials of primary schools used in the two districts

5.2.1 Comparison between Kamrup and Barpeta districts in regard to teaching-learning materials in the urban and rural provincialised primary schools

5.2.2 Comparison between Kamrup and Barpeta districts in regard to teaching-learning materials in the urban and rural recognized primary schools

5.2.3 Comparison between the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district in the urban and rural areas in regard to teaching-learning materials

5.2.4 Comparison between the recognized primary schools of Kamrup district and the provincialised primary schools of Barpeta district in the urban and rural areas in regard to teaching-learning materials.

5.3 Identification of teaching methods used in the two districts

5.3.1 Comparison between Kamrup and Barpeta districts in regard to teaching methods in the urban and rural provincialised primary schools

5.3.2 Comparison between Kamrup and Barpeta districts in regard to teaching methods in the urban and rural recognized primary schools

5.3.3 Comparison between the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district in urban and rural areas in regard to teaching methods

5.3.4 Comparison between the recognized primary schools of Kamrup district and the provincialised primary schools of Barpeta district in the urban and rural areas in regard to teaching methods

5.4 Identification of family environment of primary school children between the two districts

5.4.1 Comparison between Kamrup and Barpeta districts in regard to family environment of primary school children in the urban and rural provincialised primary schools

5.4.2 Comparison between Kamrup and Barpeta districts in regard to family environment of primary school children in the urban and rural areas recognized primary schools

5.4.3 Comparison between the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district in the urban and rural areas in regard to family environment of primary school children

5.4.4 Comparison between the recognized primary schools of Kamrup district and the provincialised primary schools of Barpeta district in the urban and rural areas in regard to family environment of primary school children

5.5 Comparison of qualitative improvement of primary schools in two districts

5.5.1 Comparison between Kamrup and Barpeta districts on qualitative improvement of the provincialised primary schools (year wise) before and after SSA on the basis of results (students' performance) in the urban and rural areas

5.5.2 Comparison between Kamrup and Barpeta districts on qualitative improvement of the recognized primary schools (year wise) before and after SSA on the basis of results in the urban and rural areas

5.6 Comparison of quantitative improvement of primary schools in two districts:

5.6.1 Comparison between Kamrup and Barpeta districts on number of primary schools before and after SSA in the urban and rural areas

5.6.2 Comparison between Kamrup and Barpeta districts on enrolment of the provincialised and recognized primary school children (year wise) before and after implementation of SSA in the urban and rural areas

5.1 Identification of infrastructure facilities between two districts

5.1.1 Comparison between Kamrup and Barpeta districts in regard to infrastructure facilities in the urban and rural provincialised primary schools

Table: 5.1.1

Kamrup and Barpeta districts in regard to infrastructure facilities in the urban and rural provincialised primary schools

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Provin. Primary school						Provin. Primary school						Provin. Primary school						Provin. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Finance	35	25	25	20	24	16	15	09	10	06	12	09	85	70	80	65	80	65	75	60	68	55	65	50
Scl office	37	30	30	17	20	15	20	10	12	08	15	08	80	72	85	68	75	62	60	20	55	18	50	20
Cl room	35	28	25	20	39	30	15	09	10	05	22	16	82	75	88	70	75	65	70	50	64	54	60	48
Lib facilit	14	07	10	06	08	07	10	04	06	02	06	04	24	08	20	05	12	07	15	06	12	08	10	05
Tc room	28	20	14	08	08	13	10	06	08	04	05	02	61	55	51	50	50	30	50	18	44	20	40	15
D water	42	24	38	20	40	30	30	10	25	10	35	15	85	70	86	65	85	76	70	60	67	60	65	50
T toilet	40	32	35	25	40	46	20	08	11	07	10	05	77	68	81	63	75	60	40	20	30	20	47	15
P toilet	44	35	37	22	45	50	23	15	16	10	25	18	85	75	78	70	85	72	65	50	60	52	60	47
P ground	45	36	38	40	50	44	35	20	37	15	31	25	55	60	50	65	60	75	45	35	40	30	65	45
S arrange	40	32	30	18	38	32	25	16	20	10	25	14	80	74	83	70	85	72	68	50	70	58	68	50

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.1.1 that the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 35%, 37%, 35%, 14%, 28%, 42%, 40%, 44%, 45% and 40% respectively in the urban area of Kamrup district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of same infrastructure facilities in the urban area was found to be - 85%, 80%, 82%, 24%, 61%, 85%, 77%, 85%, 55% and 80% respectively as responded by the headmasters.

It is also observed that before implementation of Sarva Siksha Abhiyan the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 25%, 30%, 28%, 07%, 20%, 24%, 32%, 35%, 36% and 32% respectively in the rural area of Kamrup district, whereas the result of infrastructure facilities in the rural area was found to be - 70%, 72%, 75%, 08%, 55%, 70%, 68%, 75%, 60% and 74% respectively after Sarva Siksha Abhiyan by the responses of the headmasters.

It is observed from the same Table that the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 15%, 20%, 15%, 10%, 10%, 30%, 20%, 23%, 35% and 25% respectively in the urban area of Barpeta district before Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures in the urban area was found to be – 75%, 60%, 70%, 15%, 50%, 70%, 40%, 65%, 45% and 68% respectively by the responses of the headmasters.

In case of the rural area of Barpeta district, the infrastructure facilities of the provincialised primary schools in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 09%, 10%, 09%, 04%, 06%, 10%, 08%, 15%, 20% and 16% respectively before implementation of Sarva Siksha

Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures in the rural area was found to be – 60%, 20%, 50%, 06%, 18%, 60%, 20%, 50%, 35% and 50% respectively as responded by the headmasters.

From the comparative study it is revealed that the infrastructure facilities of the provincialised primary schools in the urban and rural areas of Kamrup district are more developed except library facilities, teachers' common room and playground compared to the infrastructure facilities of the provincialised primary schools in the urban and rural areas of Barpeta district after implementation of Sarva Siksha Abhiyan by the responses of the headmasters.

The Table also highlights that the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 25%, 30%, 25%, 10%, 14%, 38%, 35%, 37%, 38% and 30% respectively in the urban area of Kamrup district as responded by the assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of infrastructures was found to be – 80%, 85%, 88%, 20%, 51%, 86%, 81%, 78%, 50% and 83% respectively.

In case of the rural area of Kamrup district, the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 20%, 17%, 20%, 06%, 08%, 20%, 25%, 22%, 40% and 18% respectively by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of infrastructures in the same area was found to be - 65%, 68%, 70%, 05%, 50%, 65%, 63%, 70%, 65% and 70% respectively.

The Table shows that the infrastructure facilities of the provincialised primary schools in the area of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet,playground and seating arrangement were - 10%, 12%, 10%, 06%, 08%, 25%, 11%, 16%, 37% and 20% respectively in the urban area of Barpeta district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva

Siksha Abhiyan, the result of infrastructures was found to be - 68%, 55%, 64%, 12%, 44%, 67%, 30%, 60%, 40% and 70% respectively.

In case of the rural areas of Barpeta district, the infrastructure facilities of the provincialised primary schools shown in the area of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 06%, 08%, 05%, 02%, 04%, 10%, 07%, 10%, 15% and 10% respectively before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of infrastructures was found to be – 55%, 18%, 54%, 08%, 20%, 60%, 20%, 52%, 30% and 58% respectively as responded by the assistant teachers.

From the comparative study, it is revealed that the infrastructure facilities of the provincialised primary schools in the urban and rural areas of Kamrup district are more developed except library facilities, teachers' common room and playground than that of Barpeta district after implementation of Sarva Siksha Abhiyan by the responses of assistant teachers.

Again, it is observed from the Table that the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 24%, 20%, 39%, 08%, 08%, 40%, 40%, 45%, 50% and 38% respectively in the urban area of Kamrup district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of infrastructures was found to be - 80%, 75%, 75%, 12%, 50%, 85%, 75%, 85%, 60% and 86% respectively after Sarva Siksha Abhiyan.

Before implementation of Sarva Siksha Abhiyan the infrastructures shown in the areas of finance, school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 16%, 15%, 30%, 07%, 13%, 30%, 46%, 40%, 44% and 32% respectively in the rural area of Kamrup district by the responses of guardians, whereas after Sarva Siksha Abhiyan the result of infrastructures was found to be - 65%, 62%, 65%, 07%, 30%, 76%, 60%, 72%, 75% and 73% respectively.

It is revealed from the same Table that the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 12%, 15%, 22%, 06%, 05%, 35%, 10%, 25%, 31% and 25% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of infrastructures was found to be – 65%, 50%, 60%, 10%, 40%, 65%, 47%, 60%, 65% and 68% respectively.

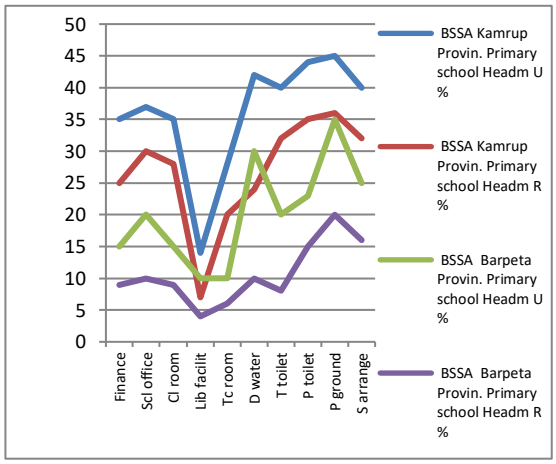
In case of the rural area of Barpeta district, the infrastructure facilities of the provincialised primary schools shown in the areas of finance,school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 09%, 08%, 16%, 04%, 02%, 15%, 05%, 18%, 25% and 14% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of infrastructures in the same areas was found to be – 50%, 20%, 48%, 05%, 15%, 50%, 15%, 47%, 45% and 50% respectively as responded by the guardians after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that the infrastructure facilities of the provincialised primary schools in the urban and rural areas of Kamrup district are more developed except library facilities and teachers' common room etc. compared to Barpeta district after implementation of Sarva Siksha Abhiyan as responded by the guardians.

So, from the comparative study it is observed that the areas of infrastructure facilities like finance, school office, classroom, drinking water, pupils' toilet, teachers' toilet and seating arrangement of the provincialized primary schools in urban and rural areas of Kamrup district etc. are more developed than that of Barpeta district after Sarva Siksha Abhiyan by the respondents.

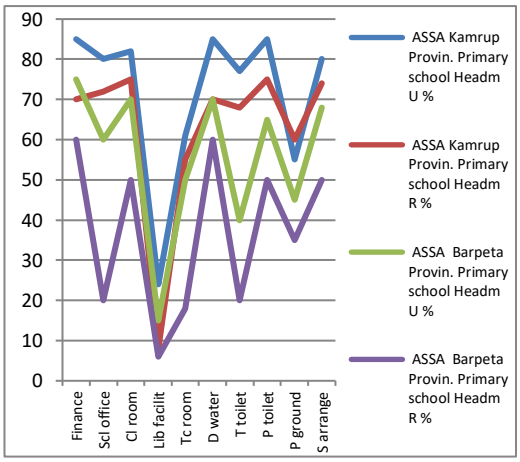
The development of infrastructure facilities of the provincialised primary schools in Kamrup and Barpeta districts is shown in the graphical representation as follows:

Figure: 5.1.1



Before Sarva Siksha Abhiyan

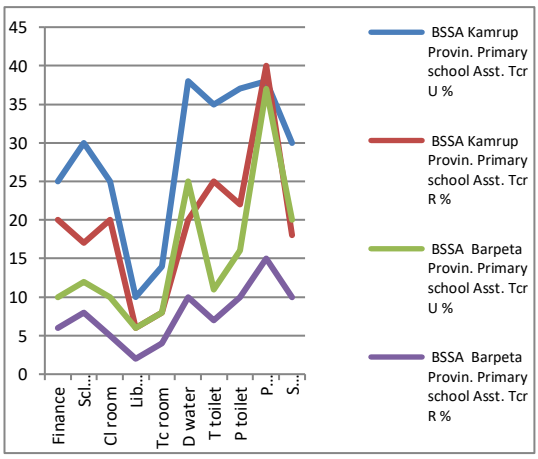
Figure: 5.1.2



After Sarva Siksha Abhiyan

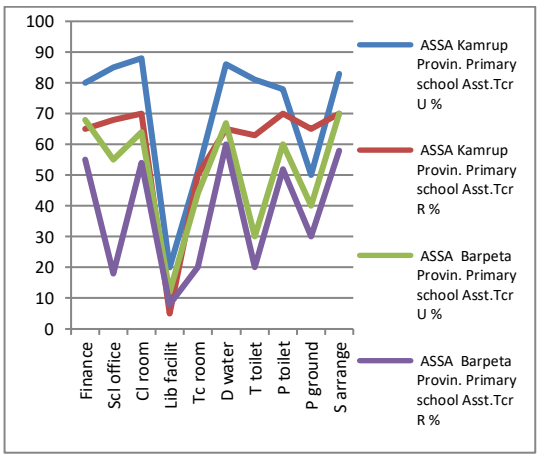
Figure: 5.1.1 and 5.1.2: Graphical representation of infrastructure facilities of the provincialised primary schools of Kamrup and Barpeta districts by the responses of headmasters

Figure: 5.1.3



Before Sarva Siksha Abhiyan

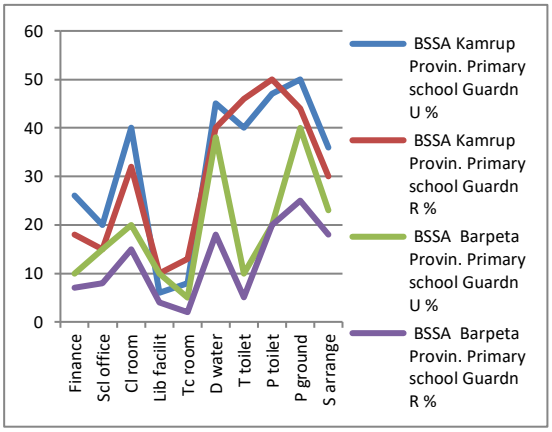
Figure: 5.1.4



After Sarva Siksha Abhiyan

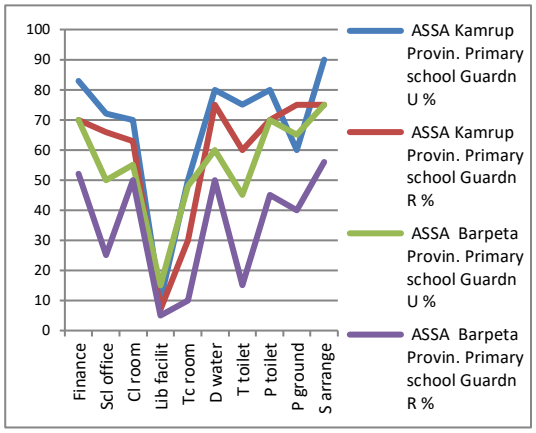
Figure: 5.1.3 and 5.1.4: Graphical representation of infrastructure facilities of the provincialised primary schools of Kamrup and Barpeta districts by the responses of asstt.teachers

Figure: 5.1.5



Before Sarva Siksha Abhiyan

Figure: 5.1.6



After Sarva Siksha Abhiyan

Figure: 5.1.5 and 5.1.6: Graphical representation of infrastructure facilities of the provincialised primary schools of Kamrup and Barpeta districts by the responses of guardians

5.1.2 Comparison between Kamrup and Barpeta districts in regard to infrastructure facilities in the urban and rural recognized primary schools

Table 5.1.2

Kamrup and Barpeta districts in regard to infrastructure facilities in the urban and rural recognized primary schools

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Recog. Primary school						Recog. Primary school						Recog. Primary school						Recog. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Finance	32	18	20	16	25	17	13	06	11	08	07	04	78	65	70	56	65	54	70	55	74	50	57	46
Scl.office	30	25	24	14	17	10	17	08	10	06	10	08	77	62	65	60	52	48	28	15	35	20	35	25
Cl.room	29	20	19	16	35	18	12	05	08	07	12	07	72	67	80	65	57	50	55	48	60	55	55	48
Lib facilit	10	04	07	06	06	04	08	04	07	05	07	04	15	06	14	08	12	08	12	05	10	10	09	06
Tc .room	24	15	09	10	06	09	07	05	08	06	06	04	52	48	55	42	45	40	28	15	33	20	30	16
D .water	28	20	18	15	30	22	15	09	13	12	20	15	75	64	75	60	70	62	65	53	70	55	68	57
T .toilet	37	22	28	17	29	26	18	07	10	05	09	05	69	59	68	51	65	50	35	17	42	18	45	25
P. toilet	39	28	25	25	35	30	20	12	18	08	18	10	73	64	71	62	73	60	61	46	56	44	50	44
Pl.ground	36	30	32	35	32	21	32	17	22	13	25	15	46	47	42	52	65	52	40	40	37	45	47	40
S.arrange	33	19	23	20	30	20	14	14	23	07	25	11	71	68	75	60	80	65	52	47	58	52	58	42

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban
ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.1.2 that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 32%, 30%, 29%, 10%, 24%, 28%, 37%, 39%, 36% and 33% respectively in the urban area of Kamrup district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the infrastructures in the area was found to be - 78%, 77%, 72%, 15%, 52%, 75%, 69%, 73%, 46% and 71% respectively by the responses of headmasters.

It is also observed that before implementation of Sarva Siksha Abhiyan the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 18%, 25%, 20%, 04%, 15%, 20%, 22%, 28%, 30% and 19% respectively in the rural area of Kamrup district, whereas the result of infrastructures in the area was found to be - 65%, 62%, 67%, 06%, 48%, 64%, 59%, 64%, 47% and 68% respectively after implementation of Sarva Siksha Abhiyan as responded by the headmasters.

It is observed from the same Table that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 13%, 17%, 12%, 08%, 07%, 15%, 18%, 20%, 32% and 14% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures in the area was found to be – 70%, 28%, 55%, 12%, 28%, 65%, 35%, 61%, 40% and 52% respectively.

In case of the rural area of Barpeta district, the infrastructure facilities of the recognized primary schools in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 06%, 08%, 05%, 04%, 05%, 09%, 07%, 12%, 17% and 14% respectively as responded by the headmasters before

implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures was found to be – 55%, 15%, 48%, 05%, 15%, 53%, 17%, 46%, 40% and 47% respectively.

In the comparative study, it is observed that after implementation of Sarva Siksha Abhiyan the infrastructure facilities of the recognized primary schools in the urban and rural areas of Kamrup district except library, teachers' common room, playground etc. are found to be improved than that of Barpeta district by the responses of the headmasters.

The Table also highlights that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water,teachers' toilet, pupils' toilet, playground and seating arrangement were - 20%, 24%, 19%, 07%, 09%, 18%, 28%, 25%, 32% and 23% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures in the area was found to be – 70%, 65%, 80%, 14%, 55%, 75%, 68%, 71%, 42% and 75% respectively.

Again, before implementation of Sarva Siksha Abhiyan, the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 16%, 14%, 16%, 06%, 10%, 15%, 17%, 25%, 35% and 20% respectively in the rural area of Kamrup district by the responses of assistant teachers, whereas after Sarva Siksha Abhiyan, the result of infrastructures in the area was found to be - 56%, 60%, 65%, 08%, 42%, 60%, 51%, 62%, 52% and 60% respectively.

It is revealed from the same Table that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 11%, 10%, 08%, 07%, 08%, 13%, 10%, 18%, 22% and 23% respectively in the urban area of Barpeta district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of infrastructures

was found to be -74%, 35%, 60%, 10%, 33%, 70%, 42%, 56%, 37% and 58% respectively.

In the rural area of Barpeta district, the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 08%, 06%, 07%, 05%, 06%, 12%, 05%, 08%, 13% and 07% respectively before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of infrastructures was found to be – 50%, 20%, 55%, 10%, 20%, 55%, 18%, 44%, 45% and 52% respectively as responded by the assistant teachers.

In the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the facilities like finance, classroom, drinking water, pupils' toilet, teachers' toilet, playground and seating arrangement are more developed in the recognized primary schools of the urban and rural areas of Kamrup district than that of the urban and rural areas of Barpeta district by the responses of assistant teachers.

It is observed from the same Table that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 25%, 17%, 35%, 06%, 06%, 30%, 29%, 35%, 32% and 30% respectively in the urban area of Kamrup district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of infrastructures in the area was found to be - 65%, 52%, 57%, 12%, 45%, 70%, 65%, 73%, 65% and 80% respectively after Sarva Siksha Abhiyan.

Again, the infrastructure facilities of the recognized primary schools before implementation of Sarva Siksha Abhiyan shown in the areas of finance, school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 17%, 10%, 18%, 04%, 09%, 22%, 26%, 30%, 21% and 20% respectively in the rural area of Kamrup district by the responses of guardians, whereas the result of infrastructures was found to be -

54%, 48%, 50%, 08%, 40%, 62%, 50%, 60%, 52% and 65% respectively by the responses of Guardians after Sarva Siksha Abhiyan.

It is observed from the same Table that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 07%, 10%, 12%, 07%, 06%, 20%, 09%, 18%, 25% and 25% respectively in the urban area of Barpeta district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of infrastructures was found to be – 57%, 35%, 55%, 09%, 30%, 68%, 45%, 50%, 47% and 58% respectively by the responses of guardians.

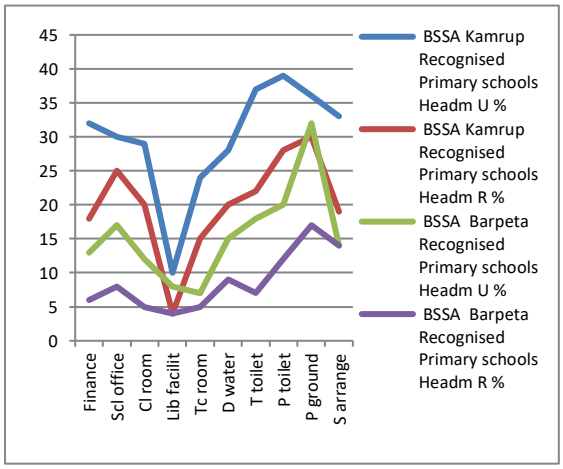
In case of the rural area of Barpeta district, the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 04%, 08%, 07%, 04%, 04%, 15%, 05%, 10%, 15% and 11% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of infrastructures in the area was found to be – 46%, 25%, 48%, 06%, 16%, 57%, 25%, 44%, 40% and 42% respectively as responded by the guardians after Sarva Siksha Abhiyan.

From the comparative study, it is observed that after implementation of Sarva Siksha Abhiyan, the facilities like finance, classroom, drinking water, pupils' toilet, teachers' toilet, playground and seating arrangement etc. in the recognized primary schools of urban and rural areas in Kamrup district are improved better than that of the urban and rural areas of Barpeta district by the responses of guardians.

So, from the comparative study it is revealed that after implementation of Sarva Siksha Abhiyan, the infrastructure facilities in the areas of school office, classroom, teachers' toilet, pupils' toilet, drinking water, playground and seating arrangement etc. of the recognized primary schools in the urban and rural areas of Kamrup district are more developed than that of the urban and rural areas of Barpeta district by the respondents.

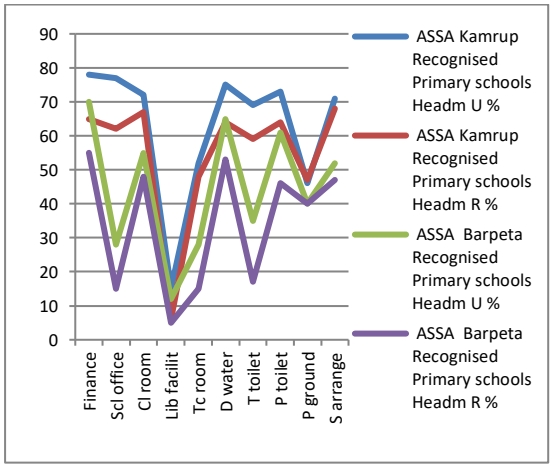
The development of infrastructure facilities of the recognized primary schools in Kamrup and Barpeta districts is shown in the graphical representation as follows:

Figure: 5.1.7



Before Sarva Siksha Abhiyan

Figure: 5.1.8



After Sarva Siksha Abhiyan

Figure: 5.1.7 and 5.1.8: Graphical representation of infrastructure facilities of the recognized primary schools of Kamrup and Barpeta districts by the responses of headmasters

Figure: 5.1.9

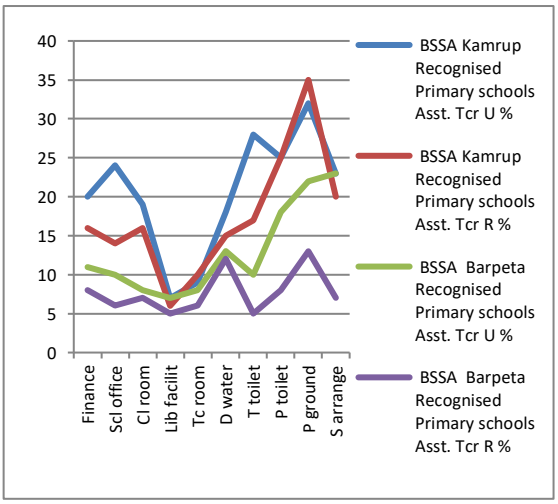
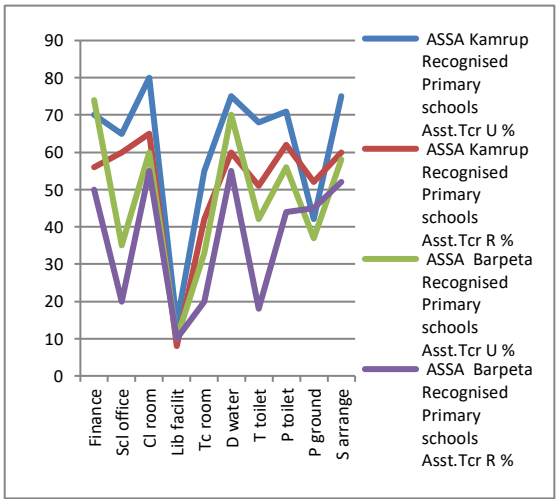


Figure: 5.1.10



Before Sarva Siksha Abhiyan After Sarva Siksha Abhiyan

Figure: 5.1.9 and 5.1.10: Graphical representation of infrastructure facilities of the recognized primary schools of Kamrup and Barpeta districts by the responses of asstt.teachers

Figure: 5.1.11

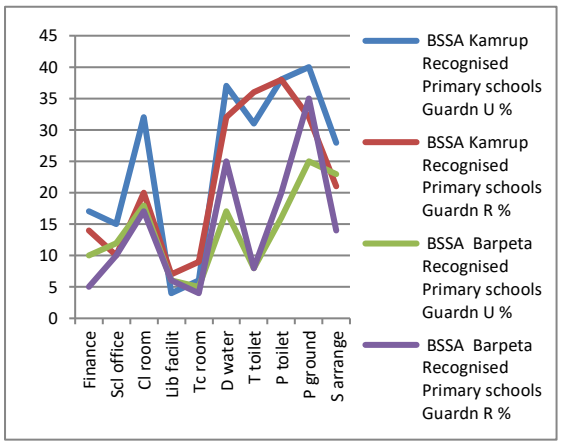
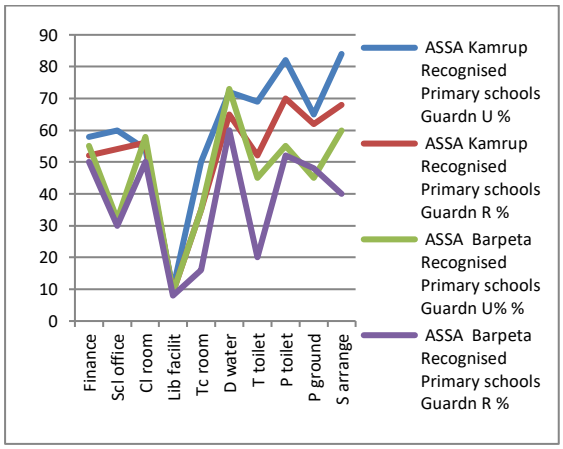


Figure: 5.1.12



Before Sarva Siksha Abhiyan After Sarva Siksha Abhiyan

Figure: 5.1.11 and 5.1.12: Graphical representation of infrastructure facilities of the recognized primary schools of Kamrup and Barpeta districts by the responses of guardians

5.1.3 Comparison between the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district in the urban and rural areas in regard to infrastructures

Table 5.1.3

Provincialised primary schools of Kamrup district and recognized primary schools of Barpeta district in the urban and rural areas in regard to infrastructures

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Provin. Primary school						Recog. Primary school						Provin. Primary school						Recog. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Finance	35	25	25	20	24	16	13	06	11	08	07	04	85	70	80	65	80	65	70	55	74	50	57	46
Scl. office	37	30	30	17	20	15	17	08	10	06	10	08	80	72	85	68	75	62	28	15	35	20	35	25
Cl .room	35	28	25	20	39	30	12	05	08	07	12	07	82	75	88	70	75	65	55	48	60	55	55	48
Lib. facilit	14	07	10	06	08	07	08	04	07	05	07	04	24	08	20	05	12	07	12	05	10	10	09	06
Tc .room	28	20	14	08	08	13	09	05	08	06	06	04	61	55	51	50	50	30	28	15	33	20	30	16
D .water	42	24	38	20	40	30	15	09	13	12	20	15	85	70	86	65	85	76	65	53	70	55	68	57
T .toilet	40	32	35	25	40	46	18	07	10	05	09	05	77	68	81	63	75	60	45	27	42	18	45	25
P .toilet	44	35	37	22	45	40	20	12	18	08	18	10	85	75	78	70	85	72	61	46	56	44	50	44
Pl.ground	45	36	38	40	50	44	32	17	22	13	25	15	55	60	50	65	60	75	40	40	37	45	47	40
S.arrange	40	32	30	18	38	32	14	14	23	07	25	11	80	74	83	70	86	73	52	47	58	52	58	42

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.1.3 that the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 35%, 37%, 35%, 14%, 28%, 42%, 40%, 44%, 45% and 40% respectively in the urban area of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of the infrastructures in the area was found to be - 85%, 80%, 82%, 24%, 61%, 85%, 77%, 85%, 55% and 80% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 25%, 30% 28%, 07%, 20%, 24%, 32%, 35%, 36% and 32% respectively in the rural area of Kamrup district, whereas the result of infrastructure facilities in the area was found to be - 70%, 72%, 75%, 08%, 55%, 70%, 68%, 75%, 60% and 74% respectively after Sarva Siksha Abhiyan by the responses of headmasters.

It is observed from the same Table that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 13%, 17%, 12%, 08%, 09%, 15%, 18%, 20%, 32% and 14% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures in the urban area was found to be – 70%, 28%, 55%, 12%, 28%, 65%, 45%, 61%, 40% and 52% respectively.

In case of the rural area of Barpeta district, the infrastructure facilities of the recognized primary schools in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 06%, 08%, 05%, 04%, 05%, 09%, 07%, 12%, 17% and 14% respectively as responded by the headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the

result of infrastructures in the rural area was found to be – 55%, 15%, 48%, 05%, 15%, 53%, 27%, 46%, 40% and 47% respectively

In the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the infrastructure facilities of the provincialised primary schools in the urban and rural areas of Kamrup district are more developed except library facility and teachers' common room than that of the recognized primary schools in the urban and rural areas of Barpeta district by the responses of the headmasters.

It is observed from the same Table that the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 25%, 30%, 25%, 10%, 14%, 38%, 35%, 37%, 38% and 30% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures in the urban area was found to be – 80%, 85%, 88%, 20%, 51%, 86%, 81%, 78%, 50% and 83% respectively.

Again, before implementation of Sarva Siksha Abhiyan, the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 20%, 17%, 20%, 06%, 08%, 20%, 25%, 22%, 40% and 18% respectively in the rural area of Kamrup district by the responses of assistant teachers, whereas after Sarva Siksha Abhiyan, the result of infrastructures in the area was found to be - 65%, 68%, 70%, 05%, 50%, 65%, 63%, 70%, 65% and 70% respectively.

The Table shows that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 11%, 10%, 08%, 07%, 08%, 13%, 10%, 18%, 22% and 23% respectively in th urban area of Barpeta district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of infrastructures was found to be - 74%, 35%, 60%, 10%, 33%, 70%, 42%, 56%, 37% and 58% respectively by the responses of assistant teachers.

In case of the rural areas of Barpeta district, the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 08%, 06%, 07%, 05%, 06%, 12%, 05%, 08%, 13% and 07% respectively by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of infrastructures was found to be – 50%, 20%, 55%, 10%, 20%, 55%, 18%, 44%, 45% and 52% respectively.

In the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the infrastructure facilities of the provincialised primary schools in both urban and rural areas of Kamrup district are more developed except library facility and teachers' common room than that of the recognized primary schools in the urban and rural areas of Barpeta district as responded by the assistant teachers.

It is revealed from the same Table that the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 24%, 20%, 39%, 08%, 08%, 40%, 40%, 45% 50% and 38% respectively in the urban area of Kamrup district before implementation of Sarva Siksha Abhiyan, whereas the result of infrastructures in the urban area was found to be - 80%, 75%, 75%, 12%, 50%, 85%, 75%, 85%, 60% and 86% respectively as responded by the guardians after Sarva Siksha Abhiyan.

Again, it is observed that the infrastructure facilities of the provincialised primary schools, before implementation of Sarva Siksha Abhiyan shown in the areas of finance, school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 16%, 15%, 30%, 07%, 13%, 30%, 46%, 40%, 44% and 32% respectively in the rural area of Kamrup district by the responses of guardians, whereas the result of infrastructures was found to be - 65%, 62%, 65%, 07%, 30%, 76%, 60%, 72%, 75% and 73% respectively after Sarva Siksha Abhiyan.

It is revealed from the above Table that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office,

classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 07%, 10%, 12%, 07%, 06%, 20%, 09%, 18%, 25% and 25% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures was found to be – 57%, 35%, 55%, 09%, 30%, 68%, 45%, 50%, 47% and 58% respectively.

In case of the rural area of Barpeta district, the infrastructure facilities of the recognized primary schools shown in the areas of finance,school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 04%, 08%, 07%, 04%, 04%, 15%, 05%, 10%, 15% and 11% respectively as responded by guardians before implementation of Sarva Siksha Abhiyan, whereas the result of infrastructures in the area was found to be – 46%, 25%, 48%, 06%, 16%, 57%, 25%, 44%, 40% and 42% respectively after Sarva Siksha Abhiyan.

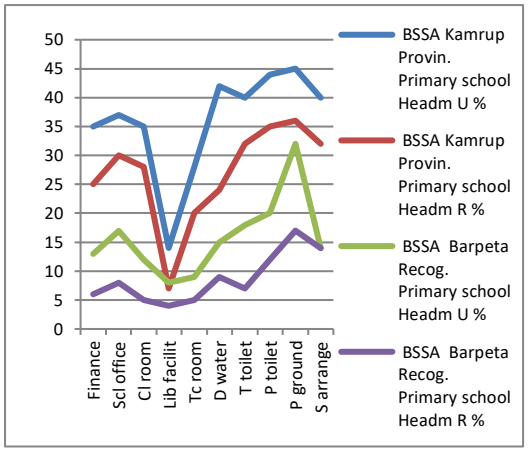
In the comparative study, it is revealed that the infrastructure facilities in the areas of finance, school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement of the provincialised primary schools except library facility and teachers' common room in urban and rural areas of Kamrup district are more developed than that of the recognized primary schools in urban and rural areas of Barpeta district after implementation of Sarva Siksha Abhiyan as responded by the guardians.

So, from the comparative study, it is observed from the above Table that after implementation of Sarva Siksha Abhiyan, the infrastructure facilities in the areas of school office, classroom, teachers' commonroom, teachers' toilet, pupils' toilet, seating arrangement etc. are developed better in the provincialized primary schools of the urban areas and the infrastructures like school office, classroom, teachers' toilet, pupils' toilet, seating arrangement etc. are developed better in the provincialised primary schools of rural areas in Kamrup district compared to the recognized primary schools of urban and rural areas in Barpeta district by the respondents.

The development of infrastructure facilities of the provincialised primary schools in the urban and rural areas of Kamrup district and infrastructure facilities

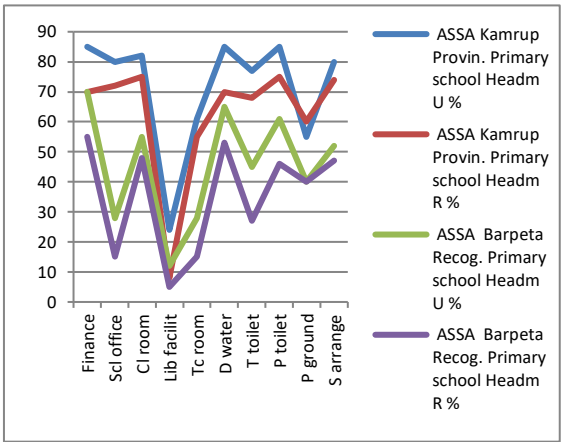
of the recognized primary schools in the urban and rural areas of Barpeta district is shown in the graphical representation as follows:

Figure: 5.1.13



Before Sarva Siksha Abhiyan

Figure: 5.1.14



After Sarva Siksha Abhiyan

Figure: 5.1.13 and 5.1.14: Graphical representation of infrastructure facilities of the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district by the responses of headmasters

Figure: 5.1.15

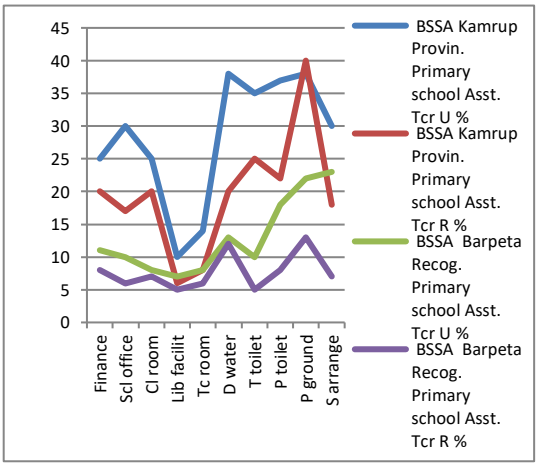
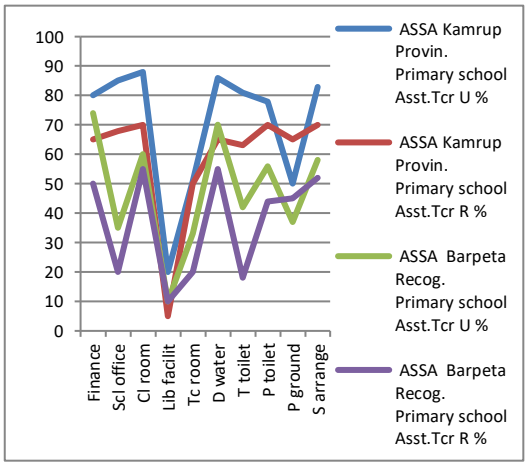


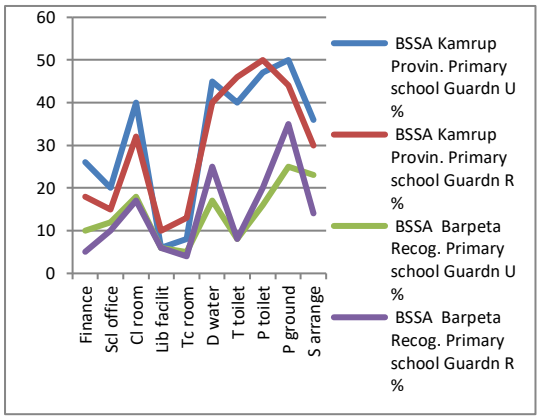
Figure: 5.1.16

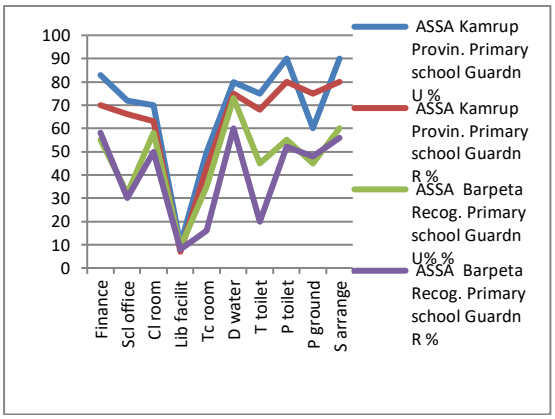


Before Sarva Siksha Abhiyan After Sarva Siksha Abhiyan

Figure: 5.1.15 and 5.1.16: Graphical representation of infrastructure facilities of the provincialised primary schools of Kamrup and the recognized primary schools of Barpeta districts by the responses of asstt.teachers

Figure: 5.1.17 Figure: 5.1.18





Before Sarva Siksha Abhiya After Sarva Siksha Abhiyan

Figure: 5.1.17 and 5.1.18: Graphical representation of infrastructure facilities of the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district by the responses of guardians

5.1.4 Comparison between the recognized primary schools of Kamrup district and the provincialised primary schools of Barpeta district in the urban and rural areas in regard to infrastructures

Table 5.1.4

Recognized primary schools of Kamrup district and provincialised primary schools of Barpeta district in the urban and rural areas in regard to infrastructures

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Recog. Primary school						Provin. Primary school						Recog. Primary school						Provin. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.tcr		Guardn		Headm		Asst.tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Finance	32	18	20	16	25	17	15	09	10	06	12	09	78	65	70	56	65	54	75	60	68	55	65	50
S.office	30	25	24	14	17	10	20	10	12	08	15	08	77	62	65	60	52	48	60	20	55	18	50	20
Cl .room	29	20	19	16	35	18	15	09	10	05	22	16	72	67	80	65	57	50	70	50	64	54	60	48
Lib.facilit	10	04	07	06	06	04	10	04	06	02	06	04	15	06	14	08	12	08	15	06	12	08	10	05
Tc .room	24	15	09	10	06	09	10	06	08	04	05	02	52	48	35	42	45	40	50	18	30	20	40	15
D .water	28	20	18	15	30	22	30	10	25	10	35	15	75	64	75	60	70	62	70	60	67	60	65	50
T .toilet	37	22	28	17	29	26	20	08	11	07	10	05	69	59	68	51	65	50	40	20	30	20	47	15
P .toilet	39	28	25	25	35	30	23	15	16	10	25	18	73	64	71	62	73	60	65	50	60	52	60	47
P ground	36	30	32	35	32	21	35	20	37	15	31	25	46	47	42	52	65	52	45	35	40	30	65	45
S.arrange	33	19	23	20	30	20	25	16	20	10	25	14	71	68	75	60	80	65	68	50	70	58	68	50

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.1.4 that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 32%, 30%, 29%, 10%, 24%, 28%, 37%, 39%, 36% and 33% respectively in the urban area of Kamrup district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the infrastructures in the urban area was found to be - 78%, 77%, 72%, 15%, 52%, 75%, 69%, 73%, 46% and 71% respectively by the responses of headmasters.

It is also revealed that before implementation of Sarva Siksha Abhiyan the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 18%, 25% 20%, 04%, 15%, 20%, 22%, 28%, 30% and 19% respectively in the rural area of Kamrup district, whereas the result of infrastructure facilities in the area was found to be - 65%, 62%, 67%, 06%, 48%, 64%, 59%, 64%, 47% and 68% respectively after Sarva Siksha Abhiyan as responded by headmasters.

It is observed from the same Table that the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 15%, 20%, 15%, 10%, 10%, 30%, 20%, 23%, 35% and 25% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures in the urban area was found to be – 75%, 60%, 70%, 15%, 50%, 70%, 40%, 65%, 45% and 68% respectively.

In case of the rural area of Barpeta district, the infrastructure facilities of the provincialised primary schools in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 09%, 10%, 09%, 04%, 06%, 10%, 08%, 15%, 20% and 16% respectively by the responses of headmasters before the implementation of Sarva Siksha Abhiyan, whereas after the implementation of

Sarva Siksha Abhiyan the result of infrastructures in the rural area was found to be – 60%, 20%, 50%, 06%, 18%, 60%, 20%, 50%, 35% and 50% respectively.

From the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the infrastructure facilities in the areas of finance, school office, classroom, drinking water, teachers' toilet, pupils' toilet, seating arrangement etc. are equally developed except library facility, teachers' common room and playground facility in the recognized primary schools of the urban area in Barpeta district. The recognized primary schools in the rural areas of Kamrup district are in better condition compared to the provincialised primary schools in the rural areas of Barpeta district in regard to infrastructure facilities as responded by the headmasters.

From the same Table it is observed that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 20%, 24%, 19%, 07%, 09%, 18%, 28%, 25%, 32% and 23% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures in the area was found to be – 70%, 65%, 80%, 14%, 35%, 75%, 68%, 71%, 42% and 75% respectively.

Again, before implementation of Sarva Siksha Abhiyan, the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 16%, 14%, 16%, 06%, 10%, 15%, 17%, 25%, 35% and 20% respectively in the rural area of Kamrup district by the responses of assistant teachers, whereas after Sarva Siksha Abhiyan, the result of infrastructures in the area was found to be - 56%, 60%, 65%, 08%, 42%, 60%, 51%, 62%, 52% and 60% respectively.

The Table shows that the infrastructure facilities of the provincialised primary schools in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 10%, 12%, 10%, 06%, 08%, 25%, 11%, 16%, 37% and

20% respectively in the urban area of Barpeta district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of infrastructures was found to be - 68%, 55%, 64%, 12%, 30%, 67%, 30%, 60%, 40% and 70% respectively by the responses of assistant teachers.

In case of the rural area of Barpeta district, the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 06%, 08%, 05%, 02%, 04%, 10%, 07%, 10%, 15% and 10% respectively before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures was found to be – 55%, 18%, 54%, 08%, 20%, 60%, 20%, 52%, 30% and 58% respectively as responded by the assistant teachers.

From comparative study, it is observed that after implementation of Sarva Siksha Abhiyan, the infrastructure facilities in the areas of finance, school office, classroom, drinking water, teachers' toilet, pupils' toilet, seating arrangement etc. are more developed in the recognized primary schools in the urban and rural areas of Kamrup district compared to the provincialised primary schools of Barpeta district except library facility, teachers' common room and playground as responded by the assistant teachers.

The Table reveals that the infrastructure facilities of the recognized primary schools shown in the areas of finance, school office, classroom, library, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 25%, 17%, 35%, 06%, 06%, 30%, 29%, 35%, 32% and 30% respectively in the urban area of Kamrup district by the responses of guardians before the implementation of Sarva Siksha Abhiyan, whereas the result of infrastructures in the area was found to be - 65%, 52%, 57%, 12%, 45%, 70%, 65%, 73%, 65% and 80% respectively by the responses of guardians after implementation of Sarva Siksha Abhiyan.

Again, the infrastructure facilities of recognized primary schools, before the implementation of Sarva Siksha Abhiyan shown in the areas of finance, school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 17%, 10%, 18%, 04%, 09%,

22%, 26%, 30%, 21% and 20% respectively in the rural area of Kamrup district, whereas the result of infrastructures was found to be - 54%, 48%, 50%, 08%, 40%, 62%, 50%, 60%, 52% and 65% respectively as responded by the guardians after Sarva Siksha Abhiyan.

It is observed from the same Table that the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, teachers' common room, driking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 12%, 15%, 22%, 06%, 05%, 35%, 10%, 25%, 31% and 25% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan the result of infrastructures was found to be – 65%, 50%, 60%, 10%, 40%, 65%, 47%, 60%, 65% and 68% respectively.

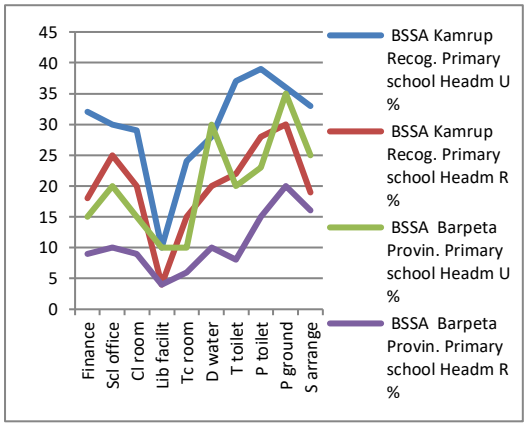
In case of the rural area of Barpeta district, the infrastructure facilities of the provincialised primary schools shown in the areas of finance, school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement were - 09%, 08%, 16%, 04%, 02%, 15%, 05%, 18%, 25% and 14% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of infrastructures in the area was found to be – 50%, 20%, 48%, 05%, 15%, 50%, 15%, 47%, 45% and 50% respectively as responded by the guardians after Sarva Siksha Abhiyan.

From the comparative study, it is observed that the areas of infrastructures like finance, school office, classroom, teachers' common room, drinking water, teachers' toilet, pupils' toilet, playground and seating arrangement etc. of the recognized primary schools in the urban and rural areas of Kamrup district are equally developed with the provincialised primary schools in the urban and rural areas of Barpeta district except library facility as responded by the guardians after Sarva Siksha Abhiyan. Although the areas of infrastructure facilities are developed, the development is not upto the mark.

So, from the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the infrastructure facilities in the areas of finance, school office, classroom, drinking water, teachers' toilet, pupils' toilet, seating arrangement etc. of the recognized primary schools in the urban and rural areas of Kamrup district are equally developed with the provincialised primary schools in the urban and rural areas of Barpeta district by the respondents.

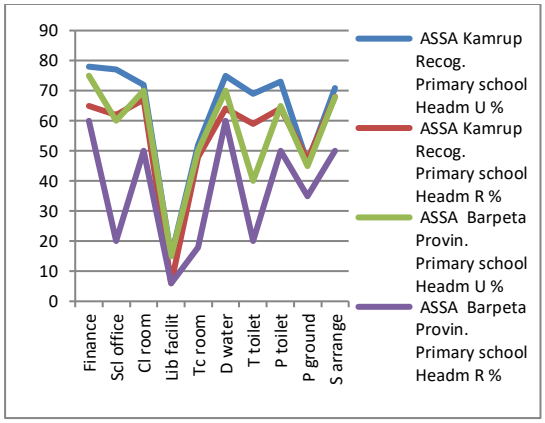
The development of infrastructure facilities of the recognized primary schools in the urban and rural areas of Kamrup district and infrastructure facilities of the provincialised primary schools in the urban and rural areas of Barpeta district is shown in the graphical representation as follows:

Figure: 5.1.19



Before Sarva Siksha Abhiyan

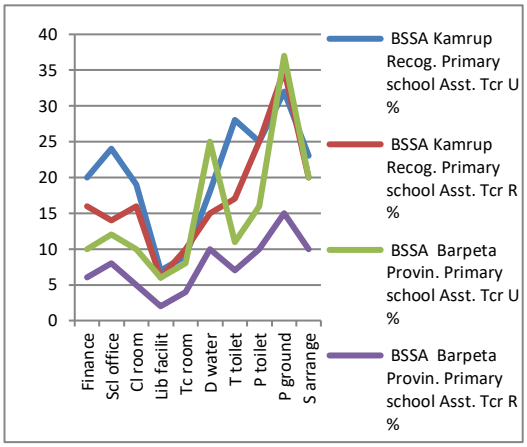
Figure: 5.1.20



After Sarva Siksha Abhiyan

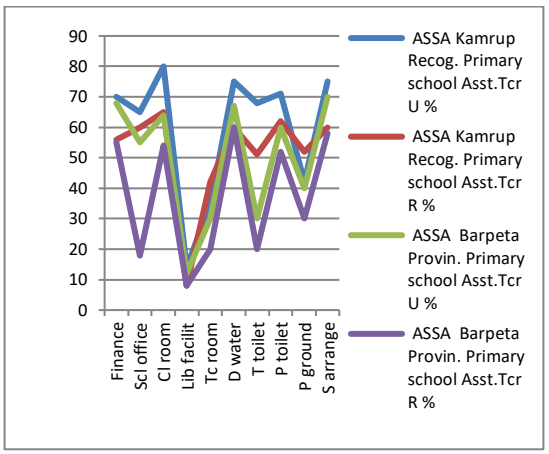
Figure: 5.1.19 and 5.1.20: Graphical representation of infrastructure facilities of the recognized primary schools of Kamrup and the provincialised primary schools of Barpeta districts by the responses of headmasters

Figure: 5.1.21



Before Sarva Siksha Abhiyan

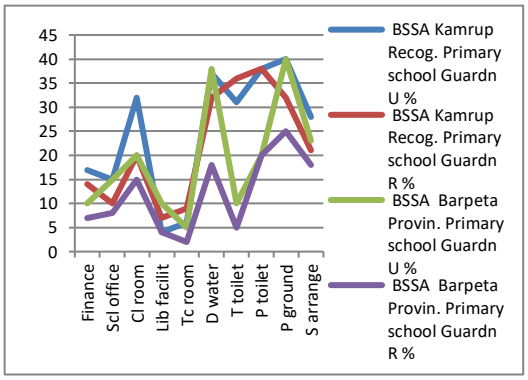
Figure: 5.1.22



After Sarva Siksha Abhiyan

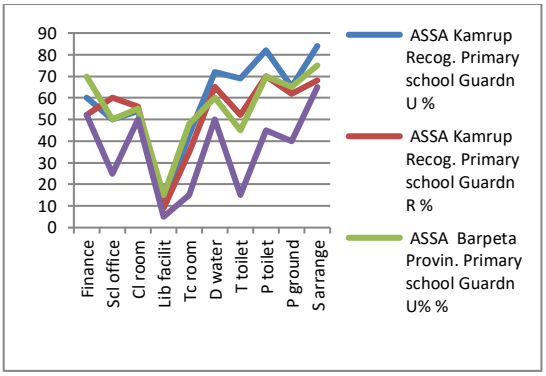
Figure: 5.1.21 and 5.1.22: Graphical representation of infrastructure facilities of the recognized primary schools of Kamrup and the provincialised primary schools of Barpeta districts by the responses of asstt.teachers

Figure: 5.1.23



Before Sarva Siksha Abhiyan

Figure: 5.1.24



After Sarva Siksha Abhiyan

Figure: 5.1.23 and 5.1.24: Graphical representation of infrastructure facilities of the recognized primary schools of Kamrup and the provincialised primary schools of Barpeta district by the responses of guardians

5.2 Identification of Teaching–Learning Materials of primary schools used in the two districts

5.2.1 Comparison between Kamrup and Barpeta districts in regard to teaching-learning materials in the urban and rural provincialised primary schools

Table 5.2.1

Kamrup and Barpeta districts in regard to teaching-learning materials in the urban and rural provincialised primary schools

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Provin. Primary school						Provin. Primary school						Provin. Primary school						Provin. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
S. teachers	35	27	33	25	38	31	25	20	20	15	28	16	70	60	77	70	64	52	45	40	46	40	52	38
T. aids (Bboard)	70	60	65	60	52	47	55	40	50	45	45	37	86	80	80	75	79	70	64	55	60	55	68	62
T.aids(Projector)	20	10	21	07	06	03	05	02	08	05	06	03	46	18	32	15	10	05	21	10	13	12	08	04
T. aids(Charts)	40	35	32	30	45	25	25	30	28	25	30	20	80	70	74	66	85	70	67	60	66	50	70	57
Fr.textbook	26	19	30	23	30	20	15	07	13	10	20	08	90	86	90	81	82	78	65	75	75	65	81	73
A.booksin library	23	15	28	17	14	08	07	03	10	05	08	04	33	23	35	20	27	15	20	12	14	10	15	08

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.2.1 that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 35%, 70%, 20%, 40%, 26% and 23% respectively in the urban area of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 70%, 86%, 46%, 80%, 90% and 33% respectively.

It is also revealed that before implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts; globes), free textbooks and exercise books, availability of books in the library were - 27%, 60%, 10%, 35%, 19% and 15% respectively in the rural area of Kamrup district, whereas the result of teaching –learning materials was found to be - 60%, 80%, 18%, 70%, 86% and 23% respectively after Sarva Siksha Abhiyan as responded by the headmasters.

It is observed from the same Table that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 25%, 55%, 05%, 25%, 15% and 07% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 45%, 64%, 21%, 67%, 65% and 20% respectively.

In case of the rural area of Barpeta district, the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 20%, 40%, 02%, 30%, 07% and 03%

respectively before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 40%, 55%, 10%, 60%, 75% and 12% respectively after Sarva Siksha Abhiyan as responded by the headmasters.

From the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the teaching aids in the areas of sufficient teachers, teaching aids (Blackboards, dusters), teaching aids (Maps, charts, globes), free textbooks and exercise books etc. in the provincialised primary schools of the urban and rural areas in Kamrup district are more developed compared to the provincialised primary schools in the urban and rural areas of Barpeta district by the responses of headmasters.

It is observed from the same Table that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 33%, 65%, 21%, 32%, 30% and 28% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 77%, 80%, 32%, 74%, 90% and 35% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 25%, 60%, 07%, 30%, 23% and 17% respectively in the rural area of Kamrup district by the responses of assistant teachers, whereas the result of teaching–learning materials was found to be - 70%, 75%, 15%, 66%, 81% and 20% respectively after Sarva Siksha Abhiyan.

The Table also highlights that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability

of books in the library were - 20%, 50%, 08%, 28%, 13% and 10% respectively in the urban area of Barpeta district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 46%, 60%, 13%, 66%, 75% and 14% respectively.

In case of the rural area of Barpeta district, the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 15%, 45%, 05%, 25%, 10% and 05% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 40%, 55%, 12%, 50%, 65% and 10% respectively by the responses of assistant teachers after Sarva Siksha Abhiyan.

From the comparative study, it is observed that after implementation of Sarva Siksha Abhiyan, the teaching aids in the areas of sufficient teachers, teaching aids (Blackboards, dusters), teaching aids (Maps, charts, globes), free textbooks and exercise books etc. in the provincialised primary schools of the urban and rural areas in Kamrup district are more developed compared to the provincialised primary schools of the urban and rural areas in Barpeta district as responded by the assistant teachers.

It is observed from the same Table that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts and globes), free textbooks and exercise books, availability of books in the library were - 38%, 52%, 06%, 45%, 30% and 14% respectively in the urban area of Kamrup district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 64%, 79%, 10%, 85%, 82% and 27% respectively as responded by the guardians.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the provincialised primary schools shown in the

areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 31%, 47%, 03%, 25%, 20% and 08% respectively in the rural area of Kamrup district by the responses of guardians, whereas the result of teaching–learning materials was found to be - 52%, 70%, 05%, 70%, 78% and 15% respectively after Sarva Siksha Abhiyan.

The Table also reveals that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts and globes), free textbooks and exercise books, availability of books in the library were - 28%, 45%, o6%, 30%, 20% and 08% respectively in the urban area of Barpeta district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 52%, 68%, 08%, 70%, 81% and 15% respectively by the responses of guardians.

In case of the rural area of Barpeta district, the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts and globes), free textbooks and exercise books, availability of books in the library were - 16%, 37%, 03%, 20%, 08% and 04% respectively by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 38%, 62%, 04%, 57%, 73% and 08% respectively after Sarva Siksha Abhiyan.

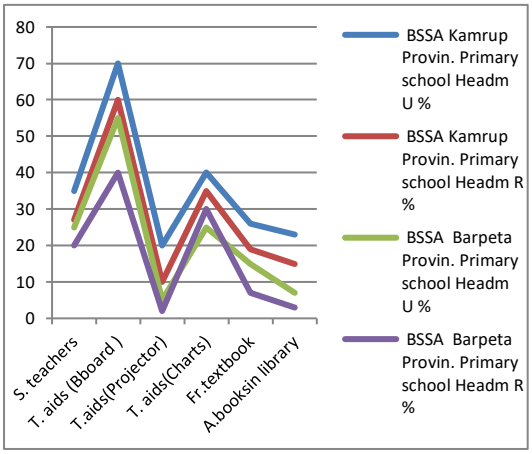
From the comparative study, it is revealed that the teaching aids in the areas of sufficient teachers, teaching aid (Blackboards, dusters), teaching aid (Maps, charts, globes), free textbooks and exercise books etc. in the provincialised primary schools of the urban and rural areas in Kamrup district are more developed compared to the provincialised primary schools of the urban and rural areas in Barpeta district by the responses of guardians after Sarva Siksha Abhiyan.

So, from the comparative study, it is observed that after implementation of Sarva Siksha Abhiyan, teaching–learning materials in the areas of sufficient

teachers, teaching aid (Blackboards, duster, chalk), teaching aid (Maps, charts, globes), free textbooks and exercise books etc. are more developed in the provincialised primary schools of the urban and rural areas in Kamrup district compared to the provincialised primary schools of the urban and rural areas in Barpeta district by the respondents.

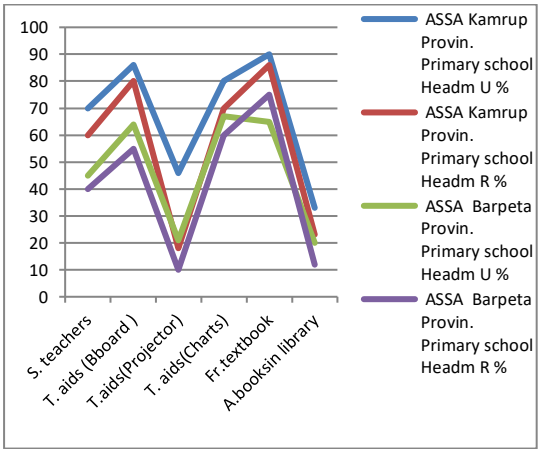
The development of teaching-learning materials of the provincialised primary schools in Kamrup and Barpeta districts is shown in the graphical representation as follows:

Figure: 5.2.1



Before Sarva Siksha Abhiyan

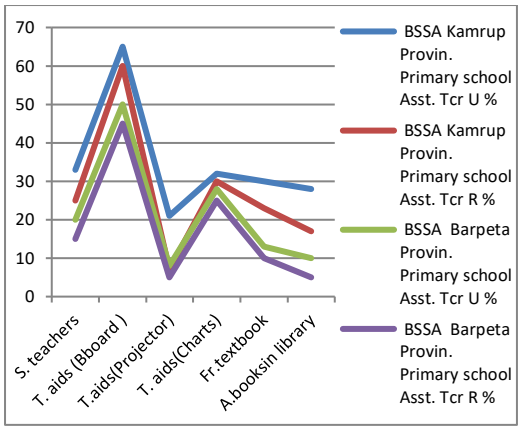
Figure: 5.2.2



After Sarva Siksha Abhiyan

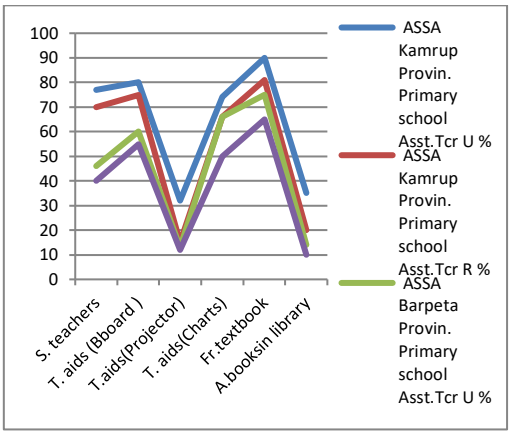
Figure: 5.2.1 and 5.2.2: Graphical representation of teaching-learning materials of the provincialised primary schools of Kamrup and Barpeta districts by the responses of headmasters

Figure: 5.2.3



Before Sarva Siksha Abhiyan

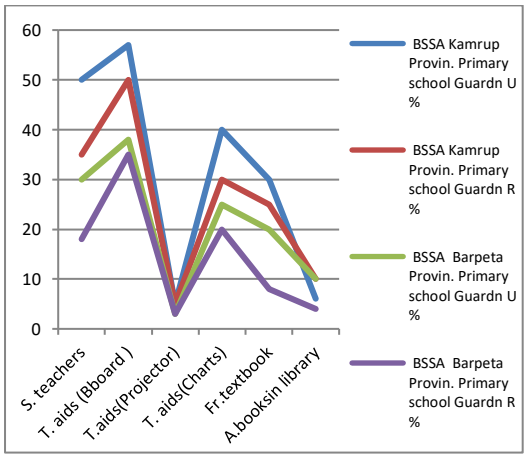
Figure: 5.2.4



After Sarva Siksha Abhiyan

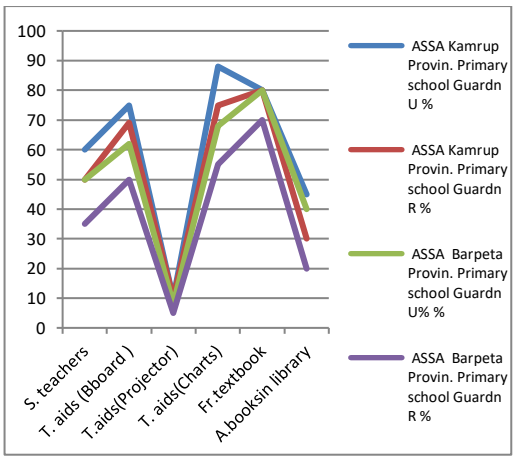
Figure: 5.2.3 and 5.2.4: Graphical representation of teaching-learning materials of the provincialised primary schools of Kamrup and Barpeta districts by the responses of asstt.teachers

Figure: 5.2.5



Before Sarva Siksha Abhiyan

Figure: 5.2.6



After Sarva Siksha Abhiyan

Figure: 5.2.5 and 5.2.6: Graphical representation of teaching-learning materials of the provincialised primary schools of Kamrup and Barpeta districts by the responses of guardians

5.2.2 Comparison between Kamrup and Barpeta districts in regard to teaching-learning materials of the recognized primary schools of the urban and rural areas

Table 5.2.2

Kamrup and Barpeta districts in regard to teaching-learning materials of the recognized primary schools of the urban and rural areas

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Recog. Primary school						Recog. Primary school						Recog. Primary school						Recog. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
S. teachers	30	20	25	18	28	15	18	12	14	10	17	12	65	62	70	65	60	52	35	25	38	34	52	35
T. aids (Bboard)	64	50	60	43	57	45	51	30	46	40	38	26	80	75	75	70	82	70	55	50	52	50	67	56
T. aids(Projector)	15	06	17	07	06	03	03	02	05	04	06	04	38	12	30	10	30	10	10	06	08	05	08	04
T. aids (Charts)	35	30	30	25	38	24	20	25	22	18	27	12	75	65	68	60	77	70	62	50	60	52	76	65
Fr. textbook	20	15	26	17	24	13	10	05	08	08	09	05	85	81	85	76	80	77	74	62	67	60	72	65
A.books in library	18	10	25	07	10	06	05	03	07	05	12	07	25	15	30	17	40	25	11	10	13	08	38	12

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.2.2 that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 30%, 64%, 15%, 35%, 20% and 18% respectively in the urban area of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 65%, 80%, 38%, 75%, 85% and 25% respectively.

It is observed that before implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 20%, 50%, 06%, 30%, 15% and 10% respectively in the rural area of Kamrup district by the responses of headmasters, whereas the result of teaching–learning materials was found to be - 62%, 75%, 12%, 65%, 81% and 15% respectively after Sarva Siksha Abhiyan.

It is also observed that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 18%, 51%, 03%, 20%, 10% and 05% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 35%, 55%, 10%, 62%, 74% and 11% respectively.

In case of the rural area of Barpeta district, the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 12%, 30%, 02%, 25%, 05% and 03%

respectively by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 25%, 50%, 06%, 50%, 62% and 10% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that the teaching aids in the areas of sufficient teachers, teaching aids (Blackboards, dusters), teaching aids (Maps, charts, globes), free textbooks and exercise books etc. in the recognized primary schools of urban and rural areas in Kamrup district are more developed compared to the recognized primary schools of the urban and rural areas in Barpeta district after Sarva Siksha Abhiyan as responded by the headmasters.

It is observed from the same Table that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 25%, 60%, 17%, 30%, 26% and 25% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 70%, 75%, 30%, 68%, 85% and 30% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching –learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 18%, 43%, 07%, 25%, 17% and 07% respectively in the rural area of Kamrup district by the responses of assistant teachers, whereas the result of teaching–learning materials was found to be - 65%, 70%, 10%, 60%, 76% and 17% respectively after Sarva Siksha Abhiyan.

The Table also highlights that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 14%, 46%, 05%, 22%, 08% and 07% respectively in the urban

area of Barpeta district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 38%, 52%, 08%, 60%, 67% and 13% respectively as responded by the assistant teachers.

In case of the rural area of Barpeta district, the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 10%, 40%, 04%, 18%, 08% and 05% respectively by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 34%, 50%, 05%, 52%, 60% and 08% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, teaching–learning materials (TLMs) in the areas of sufficient teachers, teaching aid (Blackboards, dusters, chalk), teaching aid (Maps, chart, globe), free textbooks and exercise books etc. are more developed in the recognized primary schools of the urban and rural areas in Kamrup district compared to the recognized primary schools in Barpeta district as responded by the assistant teachers.

It is observed from the same Table that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chart), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 28%, 57%, 06%, 38%, 24% and 10% respectively in the urban area of Kamrup district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 60%, 82%, 30%, 77%, 80% and 40% respectively.

Again, it is observed that before the implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts,

globes), free textbooks and exercise books, availability of books in the library were - 15%, 45%, 03%, 24%, 13% and 06% respectively in the rural area of Kamrup district, whereas the result of teaching–learning materials was found to be - 52%, 70%, 10%, 70%, 77% and 25% respectively after Sarva Siksha Abhiyan as responded by the guardians.

The Table also reveals that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 17%, 38%, o6%, 27%, 09% and 12% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 52%, 67%, 08%,76%, 72% and 38% respectively.

In case of the rural area of Barpeta district, the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 12%, 26%, 04%, 12%, 05% and 07% respectively by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 35%, 56%, 04%, 65%, 68% and 12% respectively by the responses of Guardians after Sarva Siksha Abhiyan.

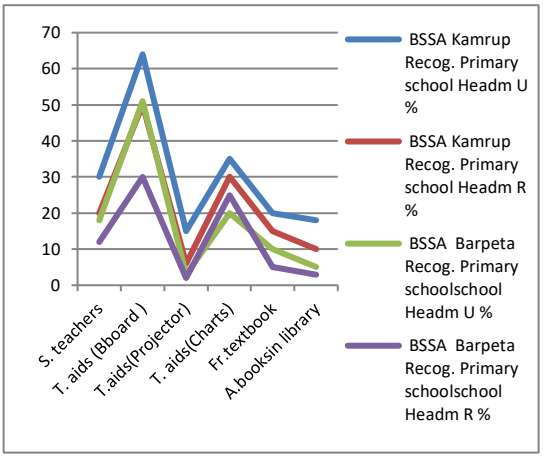
From comparative study, it is revealed that after implementation of Sarva Siksha Abiyan, the teaching–learning materials in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Maps, chart, globes), free textbooks and exercise books etc. are more improved in the recognized primary schools of the urban and rural areas in Kamrup district than that of the urban and rural areas in Barpeta district by the responses of guardians.

So, from the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, teaching–learning materials (TLMs) in the areas of sufficient teachers, teaching aid (Blackboards, dusters, chalk), teaching aid (Maps,

chart, globe), free textbooks and exercise books etc. are more developed in the recognized primary schools of the urban and rural areas in Kamrup district compared to the recognized primary schools of the urban and rural areas in Barpeta district by the respondents.

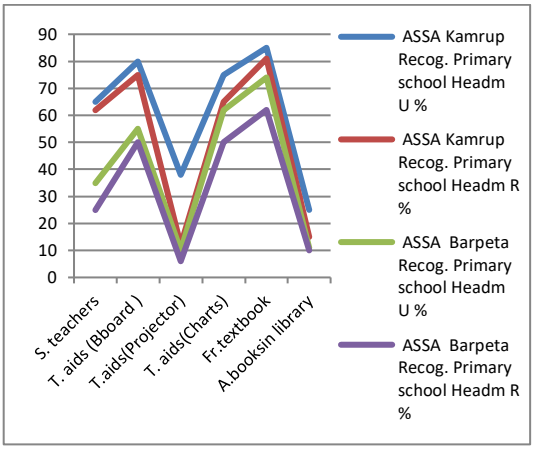
The improvement of teaching-learning materials of the recognized primary schools in Kamrup and Barpeta districts is shown in the graphical representation as follows:

Figure: 5.2.7



Before Sarva Siksha Abhiyan

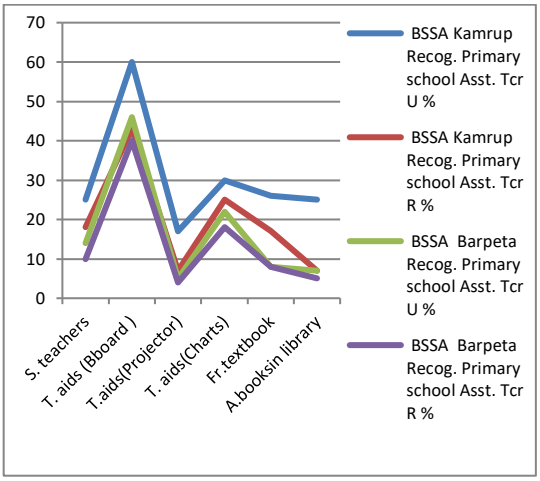
Figure: 5.2.8



After Sarva Siksha Abhiyan

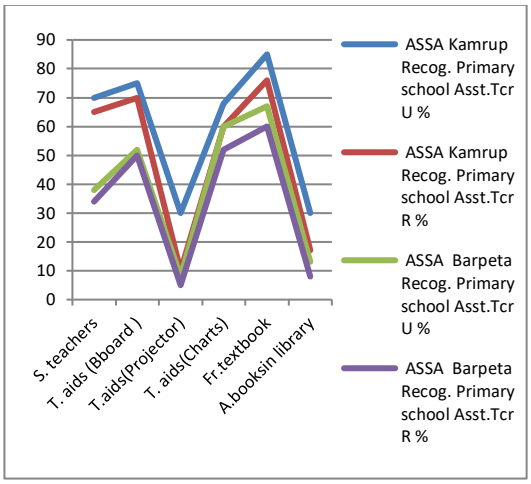
Figure: 5.2.7 and 5.2.8: Graphical representation of teaching-learning materials of the recognized primary schools of Kamrup and Barpeta districts by the responses of headmasters

Figure: 5.2.9



Before Sarva Siksha Abhiyan

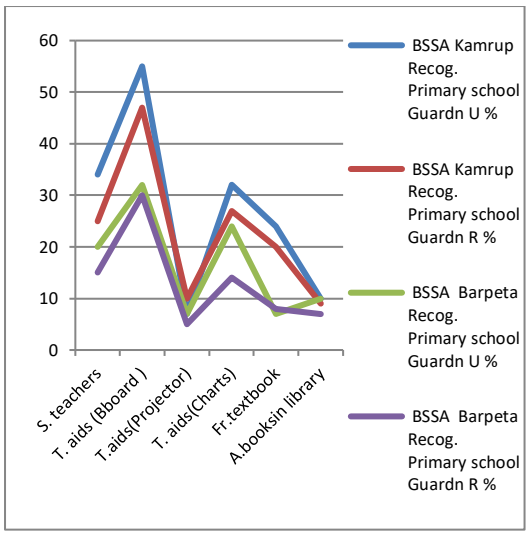
Figure: 5.2.10



After Sarva Siksha Abhiyan

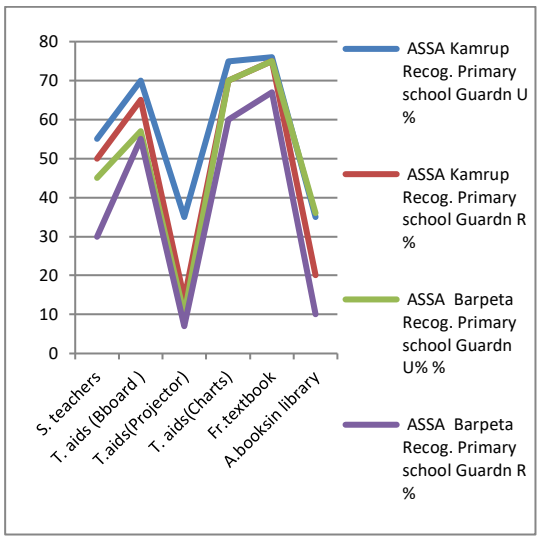
Figure: 5.2.9 and 5.2.10: Graphical representation of teaching-learning materials of the recognized primary schools of Kamrup and Barpeta districts by the responses of asstt.teachers

Figure: 5.2.11



Before Sarva Siksha Abhiyan

Figure: 5.2.12



After Sarva Siksha Abhiyan

Figure: 5.2.11 and 5.2.12: Graphical representation of teaching-learning materials of the recognized primary schools of Kamrup and Barpeta districts by the responses of guardians

5.2.3 Comparison between the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district in the urban and rural areas in regard to teaching-learning materials

Table 5.2.3

Provincialised primary schools of Kamrup district and recognized primary schools of Barpeta district in the urban and rural areas in regard to teaching-learning materials

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Provin. Primary school						Recog. Primary school						Provin. Primary school						Recog. Primary school					
	Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
S.teachers	35	27	33	25	38	31	18	12	14	10	17	12	70	60	77	70	64	52	35	25	38	34	52	35
T. aids(Bboard)	70	60	65	60	52	47	51	30	46	40	38	26	86	80	80	75	79	70	55	50	52	50	67	56
T. aid(Projectr)	20	10	21	07	06	03	03	02	05	04	06	04	46	18	32	15	10	05	10	16	08	12	08	04
T. aids(Charts)	40	35	32	30	45	25	20	25	22	18	27	12	80	70	74	66	85	70	62	50	60	52	76	65
Fr.textbook	26	19	30	23	30	20	10	05	08	08	09	05	90	86	90	81	82	78	74	62	67	60	72	68
A.books in lib.	23	15	28	17	14	08	05	03	07	05	12	07	33	23	35	20	27	15	11	10	13	08	38	12

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.2.3 that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 35%, 70%, 20%, 40%, 26% and 23% respectively in the urban area of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 70%, 86%, 46%, 80%, 90% and 33% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 27%, 60%, 10%, 35%, 19% and 15% respectively in the rural area of Kamrup district by the responses of headmasters, whereas the result of teaching–learning materials was found to be - 60%, 80%, 18%, 70%, 86% and 23% respectively after Sarva Siksha Abhiyan.

It is observed from the same Table that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chart), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 18%, 51%, 03%, 20%, 10% and 05% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 35%, 55%, 10%, 62%, 74% and 11% respectively.

In case of the rural area of Barpeta district, the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 12%, 30%, 02%, 25%, 05% and

03% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 25%, 50%, 16%, 50%, 62% and 10% respectively after Sarva Siksha Abhiyan as responded by the headmasters.

From the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the teaching–learning materials in the areas of sufficient teachers, teaching aid (Blackboards, dusters, chalk), teaching aid (Blackboard, duster), teaching aid (Map, chart, globe), free textbooks and exercise books etc. are more developed in the provincialized primary schools of the urban and rural areas in Kamrup district than that of the recognized primary schools of the urban and rural areas in Barpeta district as responded by the headmasters.

It is observed from the Table that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 33%, 65%, 21%, 32%, 30% and 28% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 77%, 80%, 32%, 74%, 90% and 35% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 25%, 60%, 07%, 30%, 23% and 17% respectively in the rural area of Kamrup district, whereas after Sarva Siksha Abhiyan the result of teaching–learning materials was found to be - 70%, 75%, 15%, 66%, 81% and 20% respectively as responded by the assistant teachers.

The Table also highlights that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio),

teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 14%, 46%, 05%, 22%, 08% and 07% respectively in the urban area of Barpeta district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 38%, 52%, 08%, 60%, 67% and 13% respectively.

In case of the rural area of Barpeta district, the teaching– learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 10%, 40%, 04%, 18%, 08% and 05% respectively by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 34%, 50%, 12%, 52%, 60% and 08% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is observed that after implementation of Sarva Siksha Abhiyan, the teaching–learning materials in the areas of sufficient teachers, teaching aid (Blackboards, dusters, chalk), teaching aid (Map, chart, globe), free textbooks and exercise books etc. are more developed in the provincialized primary schools of the urban and rural areas in Kamrup district than that of the recognized primary schools of the urban and rural areas in Barpeta district by the responses of assistant teachers.

It is observed from the Table that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 38%, 52%, 06%, 45%, 30% and 14% respectively in the urban area of Kamrup district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 64%, 79%, 10%, 85%, 82% and 27% respectively.

The Table reflects that before implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 31%, 47%, 03%, 25%, 20% and 08% respectively in the rural area of Kamrup district by the responses of guardians, whereas the result of teaching–learning materials was found to be - 52%, 70%, 05%, 70%, 78% and 15% respectively after Sarva Siksha Abhiyan.

It is also observed from the same Table that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 17%, 38%, 06%, 27%, 09% and 12% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 52%, 67%, 08%,76%, 72% and 38% respectively.

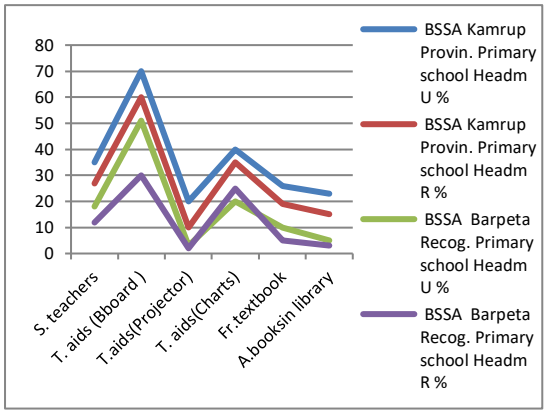
In case of the rural area of Barpeta district, the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 12%, 26%, 04%, 12%, 05% and 07% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 35%, 56%, 04%, 65%, 68% and 12% respectively as responded by the guardians after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that after Sarva Siksha Abhiyan, the teaching–learning materials in the areas of sufficient teachers, teaching aid (Blackboard, duster, chalk), teaching aid (Map, chart, globe), free textbooks and exercise books etc. are improved in the provincialised primary schools of the urban and rural areas in Kamrup district than that of the recognized primary schools of the urban and rural areas in Barpeta district by the responses of guardians.

So, from the comparative study, it is observed that after implementation of Sarva Siksha Abhiyan, the teaching–learning materials are more developed in the provincialized primary schools of the urban and rural areas in Kamrup district than that of the recognized primary schools of the urban and rural areas in Barpeta district by the respondents.

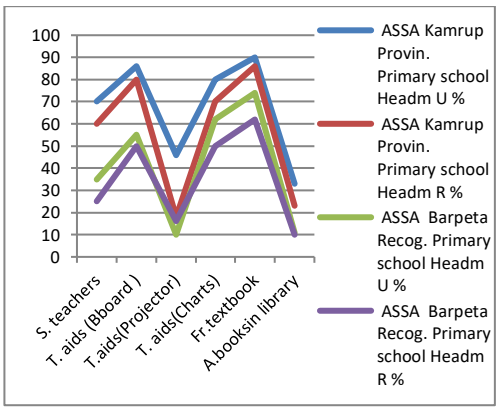
The improvement of the teaching-learning materials in the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district is shown in the graphical representation as follows:

Figure: 5.2.13



Before Sarva Siksha Abhiyan

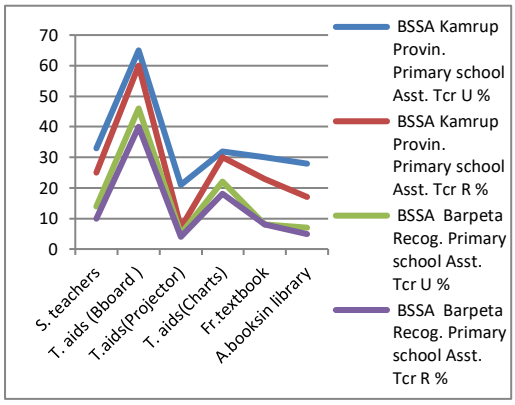
Figure: 5.2.14



After Sarva Siksha Abhiyan

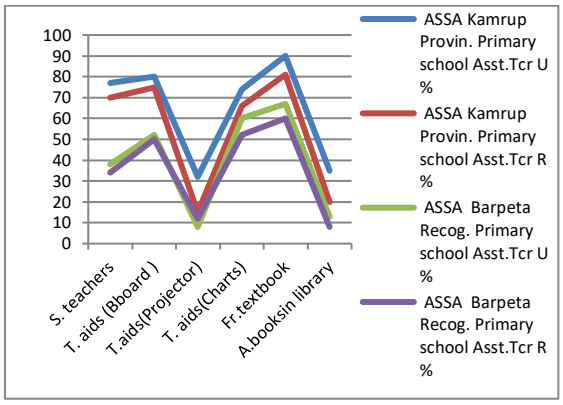
Figure: 5.2.13 and 5.2.14: Graphical representation of the teaching-learning materials in the provincialised primary schools of Kamrup and the recognized primary schools of Barpeta district by the responses of headmasters

Figure: 5.2.15



Before Sarva Siksha Abhiyan

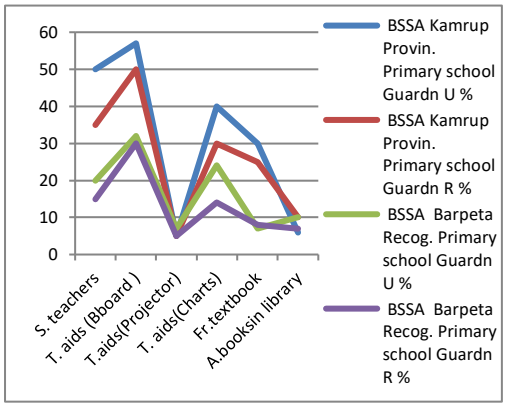
Figure: 5.2.16



After Sarva Siksha Abhiyan

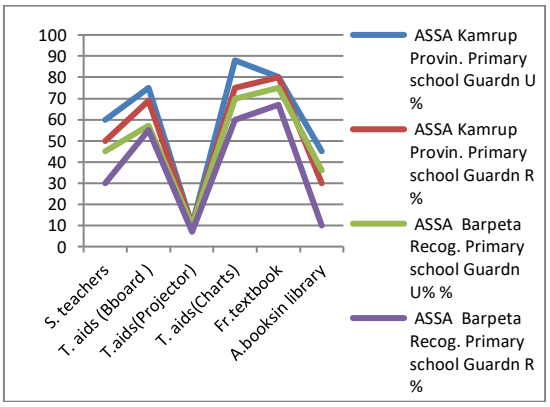
Figure: 5.2.15 and 5.2.16: Graphical representation of the teaching-learning materials in the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district by the responses of asstt.teachers

Figure: 5.2.17



Before Sarva Siksha Abhiyan

Figure: 5.2.18



After Sarva Siksha Abhiyan

Figure: 5.2.17 and 5.2.18: Graphical representation of the teaching-learning materials in the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district by the responses of guardians

5.2.4 Comparison between the recognized primary schools of Kamrup district and the provincialised primary schools of Barpeta district in the urban and rural areas in regard to teaching-learning materials

Table 5.2.4

Recognized primary schools of Kamrup district and provincialised primary schools of Barpeta district in the urban and rural areas in regard to teaching-learning materials

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Recog. Primary school						Provin. Primary school						Recog. Primary school						Provin. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
S. teacher	30	20	25	18	28	15	25	20	20	15	28	16	65	62	70	65	60	52	45	40	46	40	52	38
T. aids(Bboard)	64	50	60	43	57	45	55	40	50	45	45	37	80	75	75	70	82	70	64	64	60	55	68	62
T.aids(Projectr)	15	06	17	07	06	03	05	02	08	05	06	03	38	12	30	10	30	10	21	10	13	12	08	04
T. aids (Charts)	35	30	30	25	38	24	25	30	28	25	30	20	75	65	68	60	77	70	67	60	66	50	70	57
Fr textbook	20	15	26	17	24	13	15	07	13	10	20	08	85	81	85	76	80	77	65	75	75	65	81	73
A.Books in lib.	18	10	25	07	10	06	07	03	10	05	08	04	25	15	30	17	40	25	20	12	14	10	15	08

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.2.4 that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts and globes), free textbooks and exercise books, availability of books in the library were - 30%, 64%, 15%, 35%, 20% and 18% respectively in the urban areas of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 65%, 80%, 38%, 75%, 85% and 25% respectively.

The Table reflects that before implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aids (Blackboard, duster, chalk), teaching aids (Projector, computer, TV, VCP, radio), teaching aids (Maps, charts and globes), free textbooks and exercise books, availability of books in the library were - 20%, 50%, 06%, 30%, 15% and 10% respectively in the rural area of Kamrup district by the responses of headmasters, whereas the result of teaching–learning materials was found to be - 62%, 75%, 12%, 65%, 81% and 15% respectively after Sarva Siksha Abhiyan.

It is also observed from the Table that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 25%, 55%, 05%, 25%, 15% and 07% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 45%, 64%, 21%, 67%, 65% and 20% respectively.

In case of the rural area of Barpeta district, the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aids (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 20%, 40%, 02%, 30%, 07% and 03%

respectively by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 40%, 55%, 10%, 60%, 75% and 12% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the recognized primary schools in the urban and rural areas of Kamrup district are equally developed with the teaching-learning materials of the provincialized primary schools in the urban and rural areas of Barpeta district as responded by the headmasters.

It is observed from the same Table that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 25%, 60%, 17%, 30%, 26% and 25% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 70%, 75%, 30%, 68%, 85% and 30% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 18%, 43%, 07%, 25%, 17% and 07% respectively in the rural area of Kamrup district by the responses of assistant teachers, whereas the result of teaching–learning materials was found to be - 65%, 70%, 10%, 60%, 76% and 17% respectively after Sarva Siksha Abhiyan.

The Table also reflects that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 20%, 50%, 08%, 28%, 13% and 10% respectively in the urban area of Barpeta district by the responses of assistant teachers before

implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 46%, 60%, 13%, 66%, 75% and 14% respectively.

In case of the rural area of Barpeta district, the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 15%, 45%, 05%, 25%, 10% and 05% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 40%, 55%, 12%, 50%, 65% and 10% respectively by the responses of assistant teachers after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that the teaching–learning materials of the recognized primary schools in the urban and rural areas of Kamrup district are equally developed with the teaching–learning materials of the provincialized primary schools in the urban and rural areas of Barpeta district by the responses of assistant teachers after Sarva Siksha Abhiyan.

It is observed from the Table that the teaching–learning materials of the recognized primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 28%, 57%, 06%, 38%, 24% and 10% respectively in the urban area of Kamrup district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching – learning materials was found to be - 60%, 82%, 30%, 77%, 80% and 40% respectively as responded by the guardians.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the recognized primary Schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 15%, 45%, 03%, 24%, 13% and 06% respectively in the rural area of Kamrup district by the

responses of guardians, whereas the result of teaching–learning materials was found to be - 52%, 70%, 10%, 70%, 77% and 25% respectively after Sarva Siksha Abhiyan.

The Table also reveals that the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 28%, 45%, 06%, 30%, 20% and 08% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching–learning materials was found to be - 52%, 68%, 08%, 70%, 81% and 15% respectively.

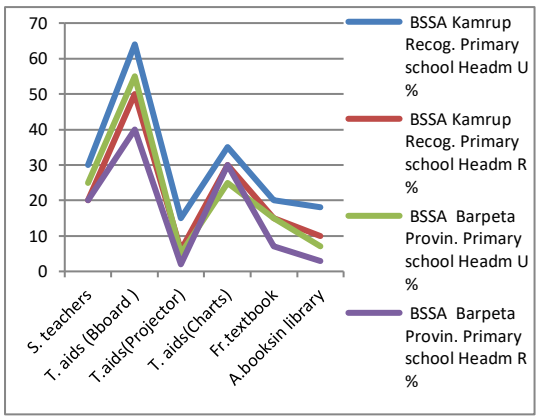
In case of the rural area of Barpeta district, the teaching–learning materials of the provincialised primary schools shown in the areas of sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Projector, computer, TV, VCP, radio), teaching aid (Maps, charts, globes), free textbooks and exercise books, availability of books in the library were - 16%, 37%, 03%, 20%, 08% and 04% respectively by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of teaching–learning materials was found to be - 38%, 62%, 04%, 57%, 73% and 08% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the areas of teaching–learning materials like sufficient teachers, teaching aid (Blackboard, duster), teaching aid (Maps, charts, globe), free textbooks and exercise books etc. of the recognized primary schools of the urban and rural areas in Kamrup district are equally developed with the provincialized primary schools in the urban and rural areas of Barpeta district except the teaching aid (Projector, computer, television, video cassette player and radio) and available textbooks in the library etc. as responded by the guardians.

So, from the comparative study, it is observed that after implementation of Sarva Siksha Abhiyan, the teaching–learning materials of the recognized primary schools in the urban and rural areas of Kamrup district are equally developed with the teaching-learning materials of the provincialized primary schools in the urban and rural areas of Barpeta district by the respondents.

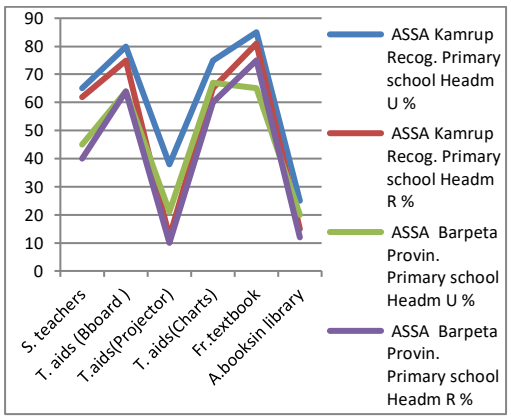
The development of the teaching-learning materials in the recognized primary schools of Kamrup district and the provincialised primary schools of Barpeta district is shown in the graphical representation as follows:

Figure: 5.2.19



Before Sarva Siksha Abhiyan

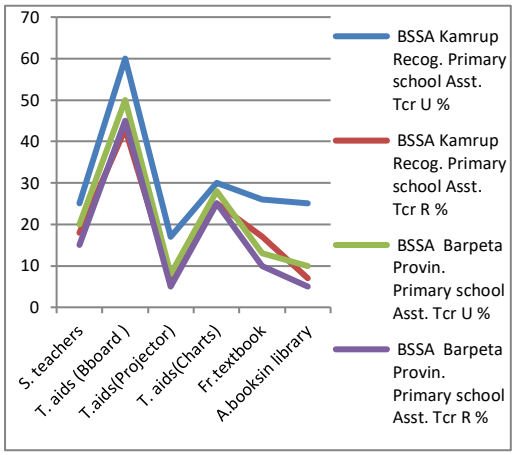
Figure: 5.2.20



After Sarva Siksha Abhiyan

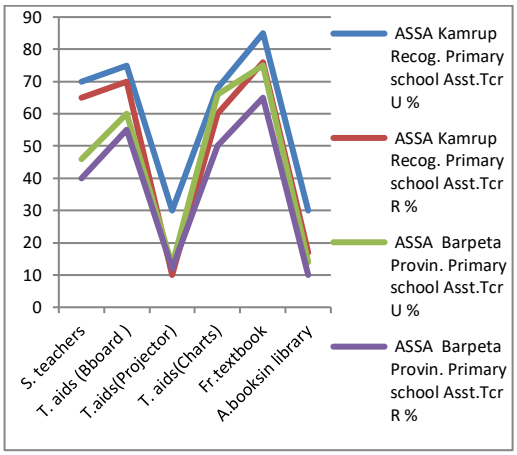
Figure: 5.2.19 and 5.2.20: Graphical representation of the teaching-learning materials of the recognized primary schools of Kamrup district and the provincialised primary schools of Barpeta district by the responses of headmasters.

Figure: 5.2.21



Before Sarva Siksha Abhiyan

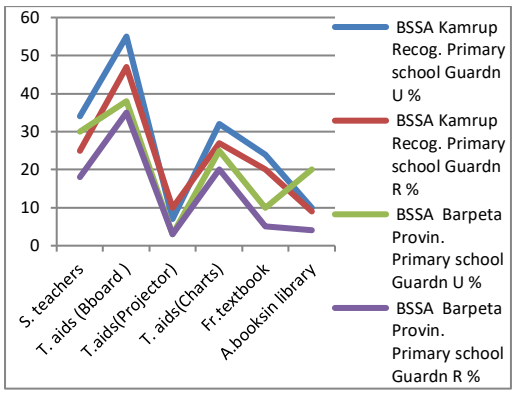
Figure: 5.2.22



After Sarva Siksha abhiyan

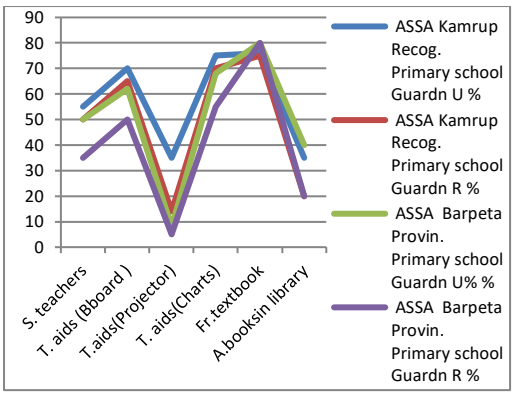
Figure: 5.2.21 and 5.2.22: Graphical representation of the teaching-learning materials of the recognized primary schools of Kamrup district and the provincialised primary schools of Barpeta district by the responses of asstt.teachers

Figure: 5.2.23



Before Sarva Siksha Abhiyan

Figure: 5.2.24



After Sarva Siksha Abhiyan

Figure: 5.2.23 and 5.2.24: Graphical representation of the teaching-learning materials of the recognized primary schools of Kamrup district and the provincialised primary schools of Barpeta district by the responses of guardians

5.3 Identification of Teaching methods used in the two districts:

5.3.1 Comparison between Kamrup and Barpeta districts in regard to teaching methods in the urban and rural provincialised primary schools

Table 5.3.1

Kamrup and Barpeta districts in regard to teaching methods in the urban and rural provincialised primary schools

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Provin. Primary school						Provin. Primary school						Provin. Primary school						Provin. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Teaching by TLMs	28	20	17	10	34	27	10	06	12	08	13	08	85	70	75	65	77	68	77	60	69	56	67	50
Q-A method	30	18	26	17	30	25	20	10	15	07	20	10	84	55	76	61	74	56	69	55	65	50	62	57
Lecture method	75	85	82	82	72	74	87	94	90	90	89	90	60	65	62	57	56	62	70	75	65	65	65	75
Expl method	85	90	80	85	80	85	80	85	85	82	88	82	65	67	60	64	60	65	60	62	63	67	67	70
Remedial teaching	28	15	20	16	25	10	10	03	16	05	15	08	78	70	88	76	80	69	62	50	58	45	60	48

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.3.1 that the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question–answer method, lecture method, explanation method and remedial teaching were - 28%, 30%, 75%, 85% and 28% respectively in the urban area of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 85%, 84%, 60%, 65% and 78% respectively.

It is revealed that before implementation of Sarva Siksha Abhiyan, the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 20%, 18%, 85%, 90% and 15% respectively in the rural area of Kamrup district, whereas the result of teaching methods was found to be - 70%, 55%, 65%, 67% and 70% respectively after Sarva Siksha Abhiyan as responded by the headmasters.

It is observed from the same Table that the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question–answer method, lecture method, explanation method and remedial teaching were - 10%, 20%, 87%, 80% and 10% respectively in th e urban area of Barpeta district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 77%, 69%, 70%, 60% and 62% respectively by the responses of headmasters.

In case of the rural area of Barpeta district, the teaching methods of the provincialised primary schools shown in the area of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 06%, 10%, 94%, 85% and 03% respectively by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas the result of teaching methods was found to be - 60%, 55%, 75%, 62% and 50% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, teaching methods in the areas of teaching by TLMs, question – answer method, remedial teaching etc. are more used in the provincialised primary schools of the urban and rural areas in Kamrup district than that of the

provincialised primary schools of the urban and rural areas in Barpeta district by the responses of headmasters.

It is observed from the same Table that the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 17%, 26%, 82%, 80% and 20% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 75%, 76%, 62%, 60% and 88% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 10%, 17%, 82%, 85% and 16% respectively in the rural area of Kamrup district by the responses of assistant teachers, whereas the result of teaching methods was found to be - 65%, 61%, 57%, 64% and 76% respectively after Sarva Siksha Abhiyan.

The Table also highlights that the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 12%, 15%, 90%, 85% and 16% respectively in the urban area of Barpeta district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 69%, 65%, 65%, 63% and 58% respectively as responded by assistant teachers.

In case of the rural area of Barpeta district, the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 08%, 07%, 90%, 82% and 05% respectively by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas the result of teaching methods was found to be - 56%, 50%, 65%, 67% and 45% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is observed that the teaching methods in the areas of teaching by TLMs, question-answer method, remedial teaching etc. are mostly used in the provincialised primary schools of the urban and rural areas in Kamrup district along with the lecture method and explanation method than that of the provincialised primary schools of the urban and rural areas in Barpeta district as responded by the assistant teachers.

The Table also reveals that the teaching methods of provincialized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 34%, 30%, 72%, 80% and 25% respectively in the urban area of Kamrup district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 77%, 74%, 56%, 60% and 80% respectively as responded by the guardians.

Again, it is observed that before implementation of Sarva Siksha Abhiyan , the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 27%, 25%, 74%, 85% and 10% respectively in the rural area of Kamrup district by the responses of guardians, whereas the result of teaching methods was found to be - 68%, 56%, 62%, 65% and 69% respectively after Sarva Siksha Abhiyan.

The Table also reveals that the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 13%, 20%, 89%, 88% and 15% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 67%, 62%, 65%, 67% and 60% respectively.

In case of the rural area of Barpeta district, the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 08%, 10%, 90%, 82% and 08% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of teaching methods was found to be - 50%,

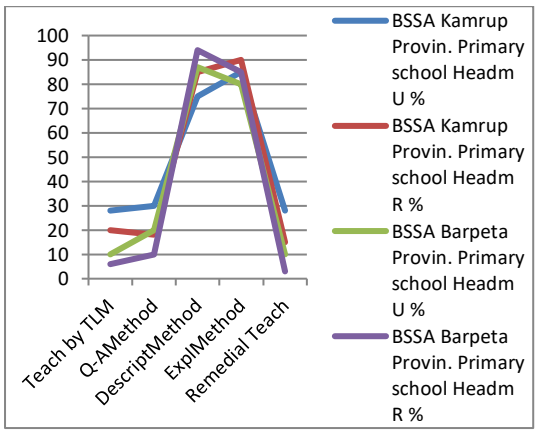
57%, 75%, 70% and 48% respectively by the responses of guardians after Sarva Siksha Abhiyan.

From the comparative study, it is observed that after implementation of Sarva Siksha Abhiyan, the innovative methods like teaching by TLMs, question-answer method, remedial teaching etc. are mostly applied with the lecture method and explanation method for the effective classroom teaching in the provincialised primary schools of the urban and rural areas in Kamrup district than that of the urban and rural areas in Barpeta district by the responses of the guardians.

So, from the comparative study, it is revealed that the innovative teaching methods in the areas of teaching by TLMs, question-answer method, remedial teaching etc. are mostly applied with the lecture method and explanation method for the effective classroom teaching in the provincialised primary schools of the urban and rural areas in Kamrup district than that of the urban and rural areas in Barpeta district by the respondents.

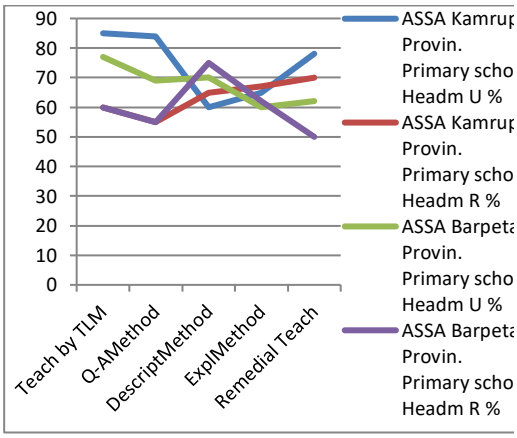
The effectiveness of the teaching methods of the provincialised primary schools in Kamrup and Barpeta districts is shown in the graphical representation as follows:

Figure: 5.3.1



Before Sarva Siksha Abhiyan

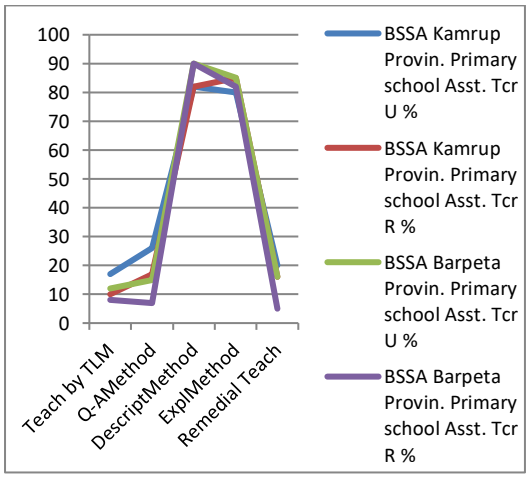
Figure: 5.3.2



After Sarva Siksha Abhiyan

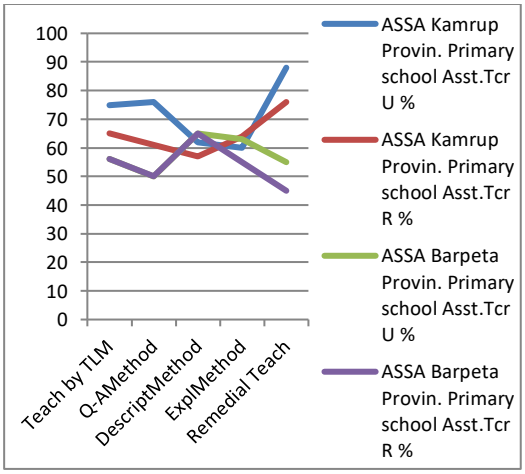
Figure: 5.3.1 and 5.3.2: Graphical representation of the teaching methods applied in the provincialised primary schools of Kamrup and Barpeta districts by the responses of headmasters

Figure: 5.3.3



Before Sarva Siksha Abhiyan

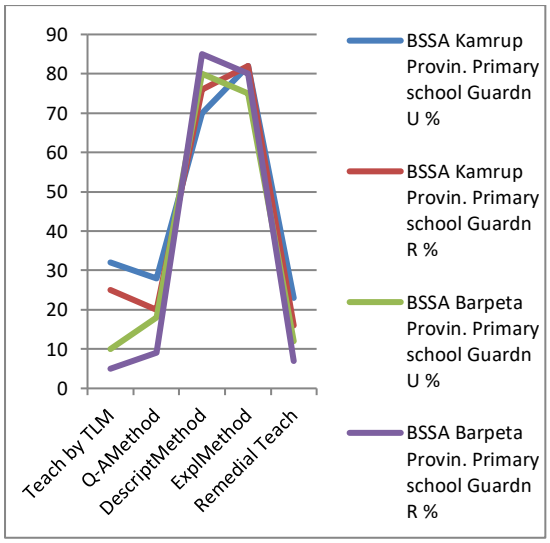
Figure: 5.3.4



After Sarva Siksha Abhiyan

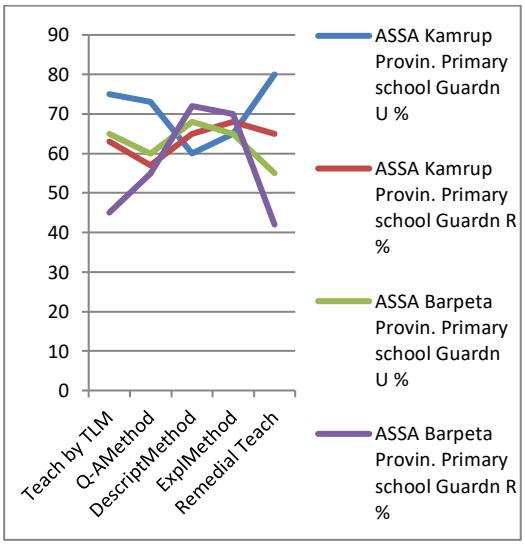
Figure: 5.3.3 and 5.3.4: Graphical representation of the teaching methods applied in the provincialised primary schools of Kamrup and Barpeta districts by the responses of asstt.teachers

Figure: 5.3.5



Before Sarva Siksha Abhiyan

Figure: 5.3.6



After Sarva Siksha Abhiyan

Figure: 5.3.5 and 5.3.6: Graphical representation of the teaching methods applied in the provincialised primary schools of Kamrup and Barpeta districts by the responses of guardians

5.3.2 Comparison between Kamrup and Barpeta districts in regard to the teaching methods in the urban and rural recognized primary schools

Table: 5.3.2

Kamrup and Barpeta districts in regard to the teaching methods in the urban and rural recognized primary schools

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Recog. Primary school						Recog. Primary school						Recog. Primary school						Recog. Primary school					
	Headm		Asst. Tcr		Guard n		Headm		Asst. Tcr		Guard n		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Teach by TLMs	23	10	15	08	27	16	07	03	12	05	14	06	76	55	70	50	75	63	64	45	58	50	65	45
Q-A method	25	12	21	10	20	15	10	05	16	03	17	09	71	45	72	55	69	58	60	35	45	45	55	42
Lecture method	80	90	85	86	75	84	95	96	88	93	83	92	65	60	60	65	55	61	76	80	60	72	68	75
Expl method	86	92	80	82	77	82	85	90	80	87	89	95	62	56	55	61	67	59	72	75	58	65	67	72
Remedial teach	20	07	16	08	19	09	08	07	12	05	14	06	70	40	78	55	78	70	54	40	50	35	56	41

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R =Rural

It is observed from the Table 5.3.2 that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question–answer method, lecture method, explanation method and remedial teaching were - 23%, 25%, 80%, 86% and 20% respectively in the urban area of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 76%, 71%, 65%, 62% and 70% respectively.

It is also observed that before implementation of Sarva Siksha Abhiyan, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 10%, 12%, 90%, 92% and 07% respectively in the rural area of Kamrup district by the responses of headmasters, whereas the result of teaching methods was found to be - 55%, 45%, 60%, 56% and 40% respectively after Sarva Siksha Abhiyan by the responses of headmasters.

It is observed from the same Table that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question–answer method, lecture method, explanation method and remedial teaching were - 07%, 10%, 95%, 85%, and 08% respectively in the urban area of Barpeta district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 64%, 60%, 76%, 72% and 54% respectively by the responses of headmasters.

In case of the rural area of Barpeta district, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 03%, 05%, 96%, 90% and 07% respectively by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas the result of teaching methods was found to be - 45%, 35%, 80%, 75% and 40% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that the teaching methods in the areas of teaching by TLMs, question-answer method and remedial teaching are more used and the lecture method and explanation method are less used in the recognized primary schools in the urban and rural areas of Kamrup district than

that of the urban and rural areas of Barpeta district as responded by the headmasters.

It is observed from the same Table that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 15%, 21%, 85%, 80% and 16% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 70%, 72%, 60%, 55% and 78% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 08%, 10%, 86%, 82% and 08% respectively in the rural area of Kamrup district by the responses of assistant teachers, whereas the result of teaching methods was found to be - 50%, 55%, 65%, 61% and 55% respectively after Sarva Siksha Abhiyan.

The Table also highlights that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 12%, 16%, 88%, 80% and 12% respectively in the urban area of Barpeta district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 58%, 45%, 60%, 58% and 50% respectively.

In case of the rural area of Barpeta district, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 05%, 03%, 93%, 87% and 05% respectively by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas the result of teaching methods was found to be - 50%, 45%, 72%, 65% and 35% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that after Sarva Siksha Abhiyan the teaching methods in the areas of teaching by TLMs, question-answer method and remedial teaching are mostly used and lecture method and explanation method are less used in the recognized primary schools of the urban and rural areas in Kamrup district than that of the recognized primary schools of the urban and rural areas in Barpeta district by the responses of assistant teachers.

It is observed from the same Table that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 27%, 20%, 75%, 77% and 19% respectively in the urban area of Kamrup district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 75%, 69%, 55%, 57% and 78% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 16%, 15%, 84%, 82% and 09% respectively in the rural area of Kamrup district, whereas the result of teaching methods was found to be - 63%, 58%, 61%, 59% and 70% respectively after Sarva Siksha Abhiyan by the responses of guardians.

The Table also reveals that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 14%, 17%, 83%, 89% and 14% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 65%, 55%, 68%, 67% and 56% respectively.

In case of the rural area of Barpeta district, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 06%, 09%, 92%, 95% and 06% respectively before implementation of Sarva Siksha Abhiyan , whereas the result of teaching methods was found to be - 45%,

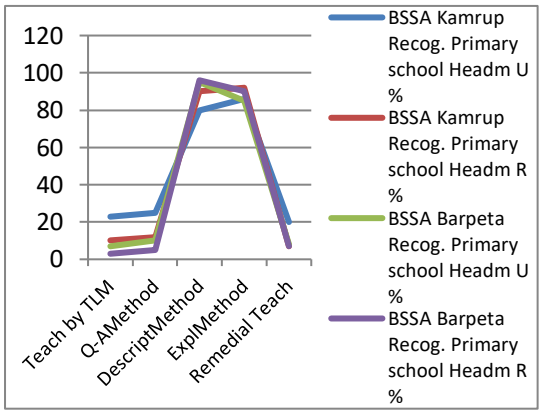
42%, 75%, 72% and 41% respectively by the responses of guardians after Sarva Siksha Abhiyan.

From the comparative study, it is observed that after Sarva Siksha Abhiyan, the innovative teaching methods like teaching by TLMs, question-answer method, remedial teaching etc. are more applied but the teaching methods like lecture method and explanation method etc. are less used in the recognized primary schools of the urban and rural areas in Kamrup district compared to Barpeta district by the responses of guardians.

So, from the comparative study, it is revealed that after Sarva Siksha Abhiyan, the innovative teaching methods are more applied in the recognized primary schools of the urban and rural areas in Kamrup district but the teaching methods like lecture method and explanation method etc.are more applied in the recognized primary schools of the urban and rural areas in Barpeta district by the respondents.

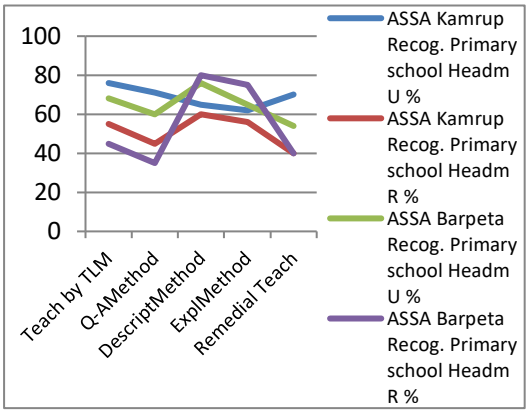
The effectiveness of the teaching methods of the recognized primary schools in the urban and rural areas in Kamrup and Barpeta districts is shown in the graphical representation as follows:

Figure: 5.3.7



Before Sarva Siksha Abhiyan

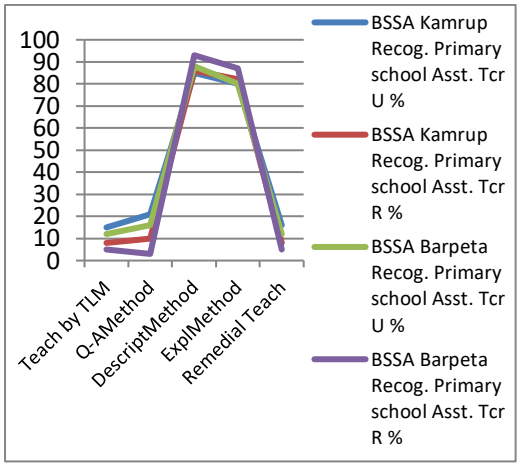
Figure: 5.3.8



After Sarva Siksha Abhiyan

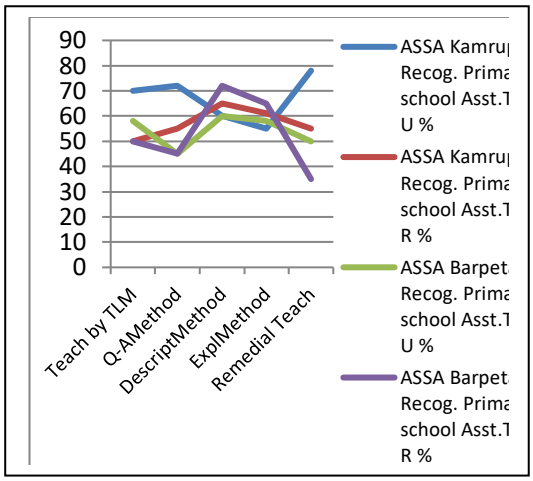
Figure: 5.3.7 and 5.3.8: Graphical representation of the teaching methods of the recognized primary schools in Kamrup and Barpeta districts by the responses of headmasters

Figure: 5.3.9



Before Sarva Siksha abhiyan

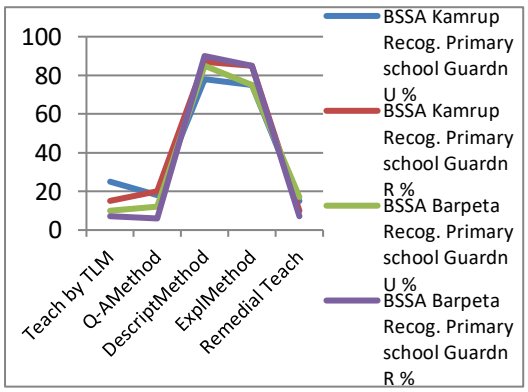
Figure: 5.3.10



After Sarva Siksha Abhiyan

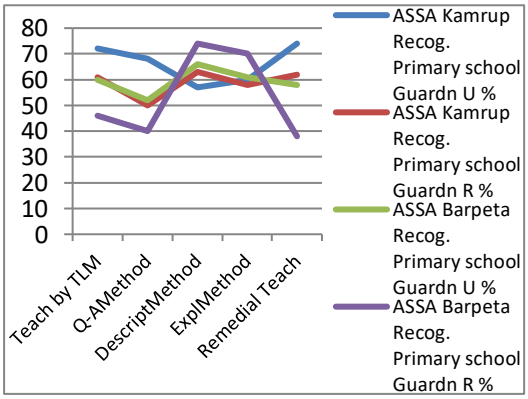
Figure: 5.3.9 and 5.3.10: Graphical representation of the teaching methods of the recognized primary schools in Kamrup and Barpeta districts by the responses of asstt.teachers

Figure: 5.3.11



Before Sarva Siksha Abhiyan

Figure: 5.3.12



After Sarva Siksha Abhiyan

Figure: 5.3.11 and 5.3.12: Graphical representation of the teaching methods of the recognized primary schools in Kamrup and Barpeta districts by the responses of guardians.

5.3.3 Comparison between the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district in the urban and rural areas in regard to teaching methods

Table 5.3.3

Provincialised primary schools of Kamrup and recognized primary schools of Barpeta districts in the urban and rural areas in regard to teaching methods

Item	Kamrup						Barpeta						Kamrup						Barpeta					
	Provin. Primary school						Recog. Primary school						Provin. Primary school						Recog. Primary school					
	Headm		Asst.Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Teach by TLMs	28	20	17	10	34	27	07	03	12	05	14	06	85	70	75	65	77	68	68	45	58	50	65	45
Q-Amethod	30	18	26	17	30	25	10	05	16	03	17	09	84	55	76	61	74	56	60	35	45	45	55	42
Lecture method	75	85	82	82	72	74	95	96	88	93	83	92	60	65	62	57	56	62	76	80	60	72	68	75
Explmethod	85	90	80	85	80	85	85	90	80	87	89	95	65	67	60	64	60	65	72	75	58	65	67	72
Remedial teach	28	15	20	16	25	10	08	02	12	05	14	06	78	70	88	76	80	69	54	40	50	35	56	41

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.3.3 that the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question–answer method, lecture method, explanation method and remedial teaching were - 28%, 30%, 75%, 85%, and 28% respectively in the urban area of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 85%, 84%, 60%, 65% and 78% respectively.

It is also revealed that before implementation of Sarva Siksha Abhiyan, the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 20%, 18%, 85%, 90% and 15% respectively in the rural area of Kamrup district, whereas the result of teaching methods was found to be - 70%, 55%, 65%, 67% and 70% respectively after Sarva Siksha Abhiyan by the responses of headmasters.

It is observed from the Table that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question–answer method, lecture method, explanation method and remedial teaching were - 07%, 10%, 95%, 85%, and 08% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 68%, 60%, 76%, 72% and 54% respectively.

In case of the rural area of Barpeta district, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 03%, 05%, 96%, 90% and 07% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of teaching methods was found to be - 45%, 35%, 80%, 75% and 40% respectively by the responses of headmasters after Sarva Siksha Abhiyan.

From the comparative study, it is observed that the innovative teaching methods like teaching by TLMs, question-answer method, remedial teaching etc. are more used in the provincialised primary schools of urban and rural areas in Kamrup district along with the lecture method and explanation method compared

to the recognized primary schools of the urban and rural areas in Barpeta district after Sarva Siksha Abhiyan as responded by the headmasters.

It is observed from the same Table that the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 17%, 26%, 82%, 80% and 20% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 75%, 76%, 62%, 60% and 88% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 10%, 17%, 82%, 85% and 16% respectively in the rural area of Kamrup district by the responses of assistant teachers, whereas the result of teaching methods was found to be - 65%, 61%, 57%, 64% and 76% respectively after Sarva Siksha Abhiyan.

The Table also highlights that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 12%, 16%, 88%, 80% and 12% respectively in the urban area of Barpeta district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 58%, 45%, 60%, 58% and 50% respectively.

In case of the rural area of Barpeta district, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 05%, 03%, 93%, 87% and 05% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of teaching methods was found to be - 50%, 45%, 72%, 65% and 35% respectively by the responses of assistant teachers after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that the innovative teaching methods in the areas of teaching by TLMs, question-answer method, remedial teaching etc. are more used in the provincialised primary schools of the urban and rural areas in Kamrup district along with the lecture method and explanation method compared to the recognized primary schools of the urban and rural areas in Barpeta district by the responses of assistant teachers after Sarva Siksha Abhiyan.

It is observed from the same Table that the teaching methods of provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 34%, 30%, 72%, 80% and 25% respectively in the urban area of Kamrup district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 77%, 74%, 56%, 60% and 80% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 27%, 25%, 74%, 85% and 10% respectively in the rural area of Kamrup district, whereas the result of teaching methods was found to be - 68%, 56%, 62%, 65% and 69% respectively after Sarva Siksha Abhiyan by the responses of guardians.

The Table also reveals that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 14%, 17%, 83%, 89% and 14% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan , the result of the teaching methods was found to be - 65%, 55%, 68%, 67% and 56% respectively.

In case of the rural area of Barpeta district, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 06%, 09%, 92%, 95% and 06% respectively by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of teaching methods

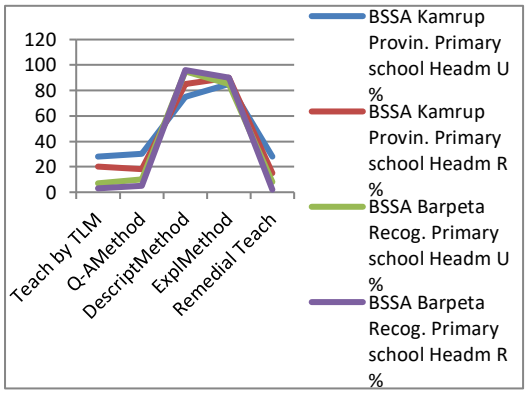
was found to be - 45%, 42%, 75%, 72% and 41% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is observed that the application of the teaching methods in the areas of teaching by TLMs, question-answer method, remedial teaching etc. is found to be more in the provincialised primary schools of the urban and rural areas in Kamrup district along with the lecture method and explanation method compared to the recognized primary schools of the urban and rural areas in Barpeta district as responded by the guardians after Sarva Siksha Abhiyan.

So, from the comparative study, it is revealed that after Sarva Siksha Abhiyan, the teaching methods in the areas of teaching by TLMs, question-answer method and remedial teaching etc. are more applied in the provincialised primary schools of the urban and rural areas in Kamrup district, whereas the lecture method and explanation method are more applied in the recognized primary schools of the urban and rural areas in Barpeta district by the respondents.

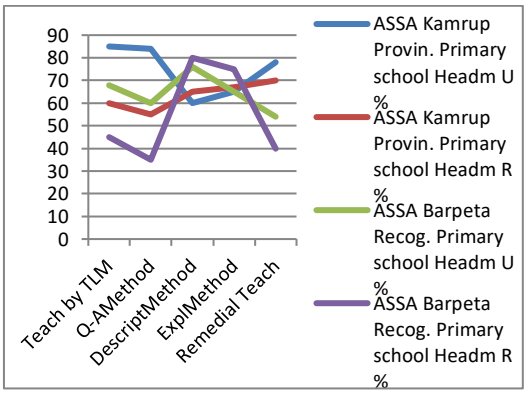
The effectiveness of teaching methods of the urban and rural provincialised primary schools of Kamrup district and the urban and rural recognized primary schools of Barpeta district is shown in the graphical representation:

Figure: 5.3.13



Before Sarva Siksha Abhiyan

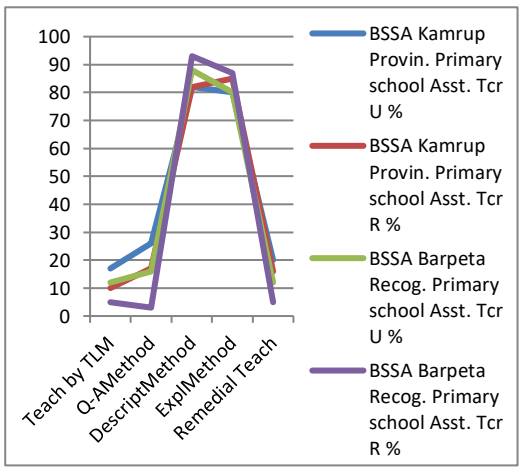
Figure: 5.3.14



After Sarva Siksha Abhiyan

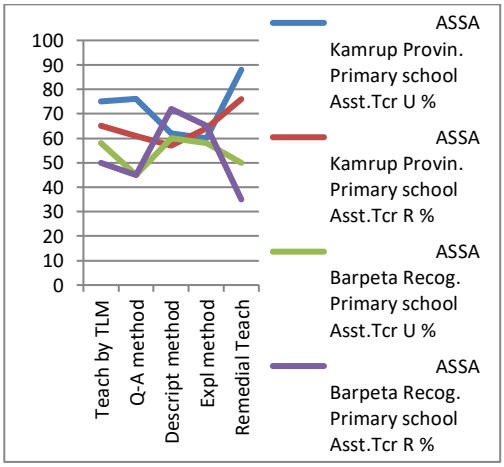
Figure: 5.3.13 and 5.3.14: Graphical representation of the teaching methods of the provincialised primary schools of Kamrup and the recognized primary schools of Barpeta districts by the responses of headmasters

Figure: 5.3.15



Before Sarva Siksha Abhiyan

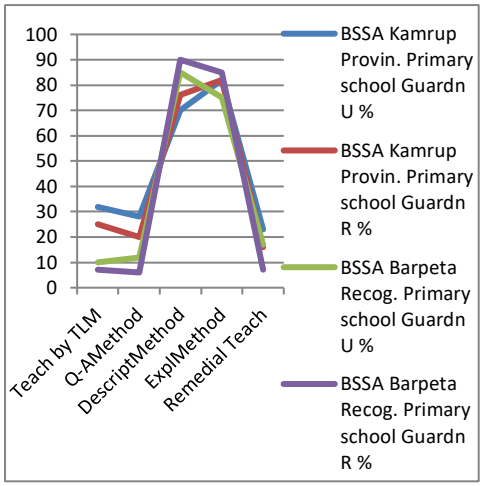
Figure: 5.3.16



After Sarva Siksha Abhiyan

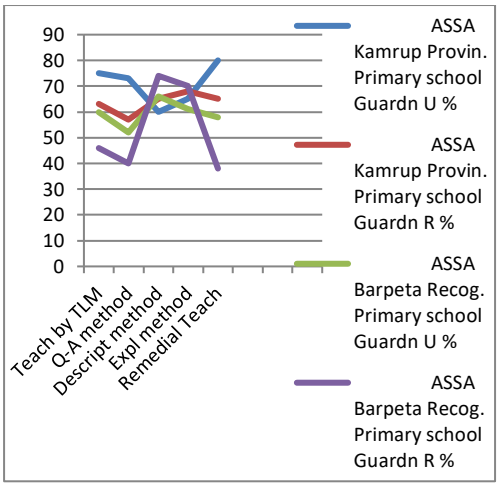
Figure: 5.3.15 and 5.3.16: Graphical representation of the teaching methods of the provincialised primary schools of Kamrup and the recognized primary schools of Barpeta districts by the responses of asstt.teachers

Figure: 5.3.17



Before Sarva Siksha Abhiyan

Figure: 5.3.18



After Sarva Siksha Abhiyan

Figure: 5.3.17 and 5.3.18: Graphical representation of the teaching methods of the provincialised primary schools of Kamrup and the recognized primary schools of Barpeta districts by the responses of guardians

5.3.4 Comparison between the recognized primary schools of Kamrup and the provincialised primary schools of Barpeta district in the urban and rural areas in regard to teaching methods

Table 5.3.4

Recognized primary schools of Kamrup and provincialised primary schools of Barpeta district in the urban and rural areas in regard to teaching methods

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Recog. Primary school						Provin. Primary school						Recog. Primary school						Provin. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Teach by TLMs	23	10	15	08	27	16	10	06	12	08	13	08	76	55	70	50	75	63	77	60	69	56	67	50
Q-Amethod	25	12	21	10	20	15	20	10	15	07	20	10	71	45	72	55	69	58	69	55	65	50	62	57
Lecture method	80	90	85	86	75	84	87	94	90	90	89	90	65	60	60	65	55	61	70	75	65	65	65	75
Expl method	86	92	80	82	77	82	80	85	85	82	88	82	62	56	55	61	67	59	60	62	63	67	67	70
Remedial teach	20	07	16	08	19	09	10	03	16	05	15	08	70	40	78	55	78	70	62	50	58	45	60	48

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.3.4 that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question–answer method, lecture method, explanation method and remedial teaching were - 23%, 25%, 80%, 86% and 20% respectively in the urban area of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 76%, 71%, 65%, 62% and 70% respectively.

It is also revealed that before implementation of Sarva Siksha Abhiyan, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 10%, 12%, 90%, 92% and 07% respectively in the rural area of Kamrup district by the responses of headmasters, whereas the result of teaching methods was found to be - 55%, 45%, 60%, 56% and 40% respectively after Sarva Siksha Abhiyan.

It is observed from the Table that the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question–answer method, lecture method, explanation method and remedial teaching were - 10%, 20%, 87%, 80% and 10% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 77%, 69%, 70%, 60% and 62% respectively.

In case of the rural area of Barpeta district, the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 06%, 10%, 94%, 85% and 03% respectively by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas the result of teaching methods was found to be - 60%, 55%, 75%, 62% and 50% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that after Sarva Siksha Abhiyan, the teaching methods in the areas of teaching by TLMs, question-answer method, remedial teaching, lecture method and explanation method etc. are found to be applied equally in the recognized primary schools of the urban and rural areas in

Kamrup district and the provincialised primary schools of the urban and rural areas in Barpeta districts as responded by the headmasters.

The Table also highlights that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 15%, 21%, 85%, 80% and 16% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 70%, 72%, 60%, 55% and 78% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 08%, 10%, 86%, 82% and 08% respectively in the rural area of Kamrup district by the responses of assistant teachers, whereas the result of teaching methods was found to be - 50%, 55%, 65%, 61% and 55% respectively after implementation of Sarva Siksha Abhiyan.

The Table also highlights that the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 12%, 15%, 90%, 85% and 16% respectively in the urban area of Barpeta district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 69%, 65%, 65%, 63% and 58% respectively.

In case of the rural area of Barpeta district, the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 08%, 07%, 90%, 82% and 05% respectively by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas the result of teaching methods was found to be - 56%, 50%, 65%, 67% and 45% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is observed that the teaching methods like teaching by TLMs, question-answer method, lecture method, explanation method, remedial teaching etc. are found to be applied equally in the recognized primary schools of the urban and rural areas in Kamrup district and the provincialised primary schools of the urban and rural areas in Barpeta district after Sarva Siksha Abhiyan by the responses of assistant teachers.

It is observed from the same Table that the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 27%, 20%, 75%, 77% and 19% respectively in the urban area of Kamrup district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 75%, 69%, 55%, 57% and 78% respectively..

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the teaching methods of the recognized primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 16%, 15%, 84%, 82% and 09% respectively in the rural area of Kamrup district by the responses of guardians, whereas the result of teaching methods was found to be - 63%, 58%, 61%, 59% and 70% respectively after Sarva Siksha Abhiyan.

The Table also reveals that the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 13%, 20%, 89%, 88% and 15% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the teaching methods was found to be - 67%, 62%, 65%, 67% and 60% respectively.

In case of the rural area of Barpeta district, the teaching methods of the provincialised primary schools shown in the areas of teaching by TLMs, question-answer method, lecture method, explanation method and remedial teaching were - 08%, 10%, 90%, 82% and 08% respectively by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of teaching methods

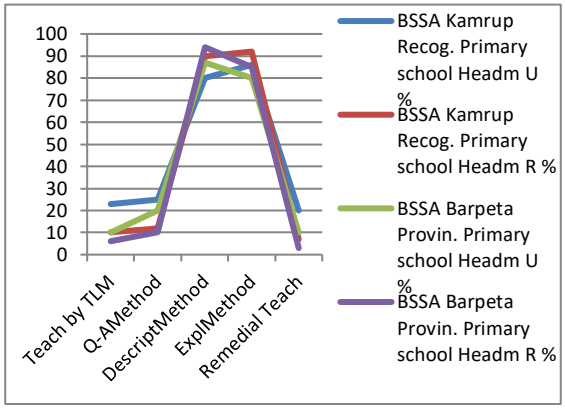
was found to be - 50%, 57%, 75%, 70% and 48% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is observed that after Sarva Siksha Abhiyan, the teaching methods in the areas of teaching by TLMs, question-answer method, remedial teaching etc. are found to be applied in the recognized primary schools of the urban and rural areas in Kamrup district along with the lecture method and explanation method but in Barpeta district, the cited methods are applied equally in the provincialised primary schools in the urban area and the lecture method and explanation method are more used in the rural area as responded by the guardians.

So, from the comparative study, it is revealed that the innovative methods like teaching by TLMs, question-answer method, remedial teaching etc. are more applied along with the lecture method and explanation method in the recognized primary schools of the urban and rural areas in Kamrup district. In Barpeta district, the innovative teaching methods and traditional teaching methods like the lecture method and explanation method etc. are applied equally in the provincialised primary schools of the urban area but the traditional teaching methods are more used in the rural area by the respondents.

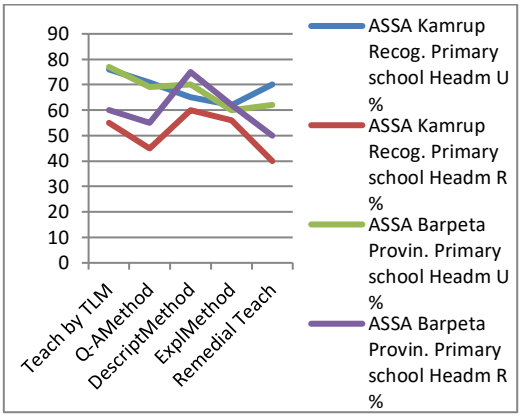
The effectiveness of the teaching methods in the recognized primary schools of the urban and rural areas in Kamrup district and the provincialised primary schools of the urban and rural areas in Barpeta district is shown in the graphical representation as follows:

Figure: 5.3.19



Before Sarva Siksha Abhiyan

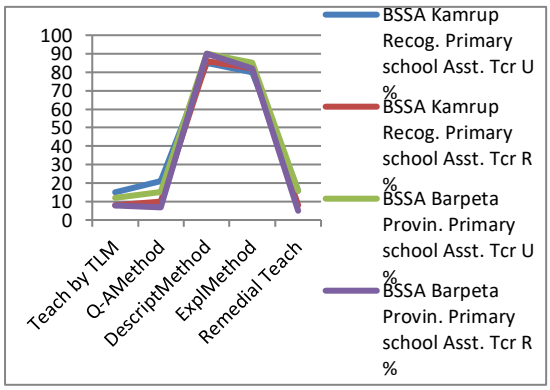
Figure: 5.3.20



After Sarva Siksha Abhiyan

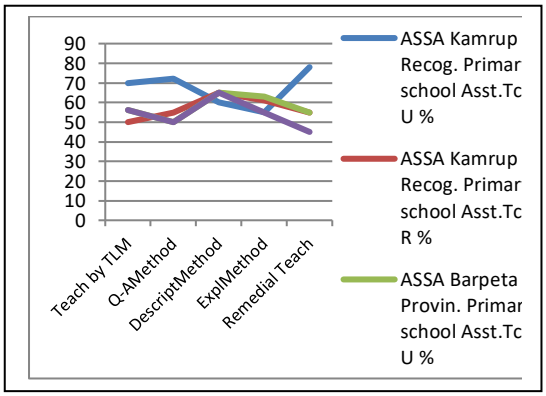
Figure: 5.3.19 and 5.3.20: Graphical representation of the teaching methods of the recognized primary schools in Kamrup district and the provincialised primary schools in Barpeta district by the responses of headmasters

Figure: 5.3.21



Before Sarva Siksha Abhiyan

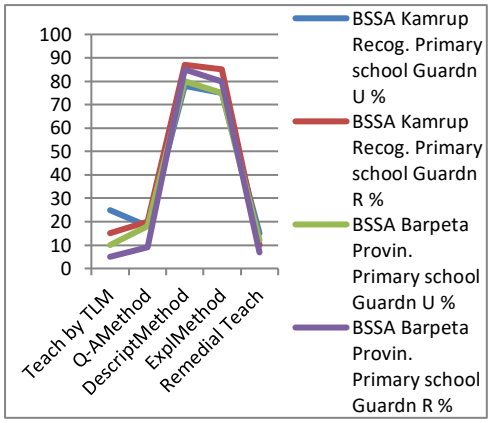
Figure: 5.3.22



After Sarva Siksha Abhiyan

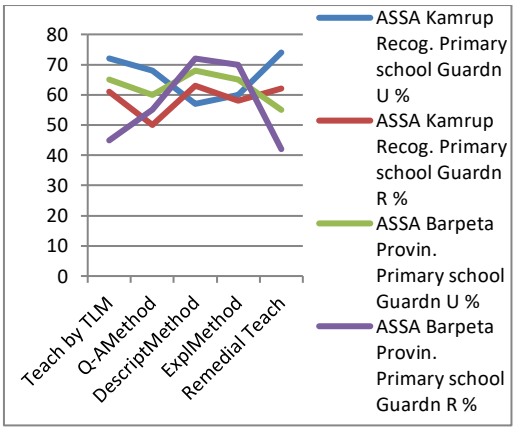
Figure: 5.3.21 and 5.3.22: Graphical representation of the teaching methods of the recognized primary schools in Kamrup district and the provincialised primary schools in Barpeta district by the responses of asstt.teachers.

Figure: 5.3.23



Before Sarva Siksha Abhiyan

Figure: 5.3.24



After Sarva Siksha Abhiyan

Figure: 5.3.23 and 5.3.24: Graphical representation of the teaching methods of the recognized primary schools in Kamrup district and the provincialised primary schools in Barpeta district by the responses of guardians

5.4 Identification of the Family environment of primary school children between the two districts:

5.4.1 Comparison between Kamrup and Barpeta districts in regard to the family environment of primary school children in the provincialised primary schools of the urban and rural areas

Table 5.4.1

Kamrup and Barpeta districts in regard to the family environment of primary school children in the provincialised primary schools of the urban and rural areas

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Provin. Primary school						Provin. Primary school						Provin. Primary school						Provin. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Sincer of guadian	35	28	30	25	39	30	12	06	15	10	15	10	90	75	84	70	80	65	68	45	64	50	72	50
Respon of guardian	32	26	14	10	37	27	15	08	18	11	26	15	83	67	78	66	75	60	66	42	70	55	65	53
Inspir of guardian	40	30	35	28	33	29	25	15	20	18	20	14	78	70	85	64	72	58	63	35	65	53	60	47
Aware of guardian	24	18	26	20	27	17	16	10	25	12	18	16	83	75	86	66	74	61	65	40	64	51	61	45

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.4.1 that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 35%, 32%, 40% and 24% respectively in the urban area of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of family environment was found to be - 90%, 83%, 78% and 83% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 28%, 26%, 30% and 18% respectively in the rural area of Kamrup district, whereas the result of family environment was found to be - 75%, 67%, 70% and 75% respectively as responded by the headmasters after Sarva Siksha Abhiyan.

It is revealed from the same Table that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 12%, 15%, 25% and 16% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of family environment was found to be - 68%, 66%, 63% and 65% respectively.

Again, it is observed that before implementation of Sarva Siksha Abhiyan, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 06%, 08%, 15% and 10% respectively in the rural area of Barpeta district by the responses of

headmasters, whereas the result of family environment was found to be - 45%, 42%, 35% and 40% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the family environment of children of primary schools in the area of sincerity of guardian, responsibility of guardian, inspiration of guardian and awareness of guardian etc. is more improved in the urban and rural areas of Kamrup district compared to the urban and rural areas in Barpeta district by the responses of headmasters.

It is observed from the same Table that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 30%, 14%, 35% and 26% respectively in the urban area of Kamrup district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 84%, 78%, 85% and 86% respectively as responded by the assistant teachers.

The Table also highlights that before implementation of Sarva Siksha Abhiyan, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 25%, 10%, 28% and 20% respectively in the rural areas of Kamrup district by the responses of assistant teachers, whereas the result of family environment was found to be - 70%, 66%, 64% and 66% respectively after Sarva Siksha Abhiyan.

It is observed from the Table that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 15%, 18%, 20% and 25% respectively in the urban area of Barpeta district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 64%, 70%, 65% and 64%respectively.

In case of the rural areas of Barpeta district, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 10%, 11%, 18% and 12% respectively by the responses of assistant teachers, whereas the result of the family environment was found to be - 50%, 55%, 53% and 51% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that the family environment of primary school children in the area of sincerity of guardian, responsibility of guardian, inspiration of guardian and awareness of guardian etc. is more improved in the urban and rural areas of Kamrup district compared to the urban and rural areas in Barpeta district after Sarva Siksha Abhiyan as responded by the assistant teachers.

It is observed from the Table that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 39%, 37%, 33% and 27% respectively in the urban areas of Kamrup district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 80%, 75%, 72% and 74% respectively.

In case of the rural areas of Kamrup district, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 30%, 27%, 29% and 17% respectively by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of family environment was found to be - 65%, 60%, 58% and 61% respectively after Sarva Siksha Abhiyan.

The Table also reveals that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for

children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 15%, 26%, 20% and 18% respectively in the urban areas of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 72%, 65%, 60% and 61% respectively.

In case of the rural areas of Barpeta district, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 10%, 15%, 14% and 16% respectively by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of the family environment was found to be- 50%, 53%, 47% and 45% respectively.

From the comparative study, it is observed that after implementation of Sarva Siksha Abhiyan, the family environment of children of the provincialised primary schools shown in the areas of sincerity of guardian, responsibility of guardian, inspiration of guardian, awareness of guardian etc. is more improved in the urban and rural areas of Kamrup district compared to the urban and rural areas in Barpeta district by the responses of guardians.

So, from the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the family environment of children of the provincialised primary schools is more improved in the urban and rural areas of Kamrup district compared to the family environment of children of provincialised primary schools in the urban and rural areas of Barpeta district by the respondents.

The improvement of the family environment of primary school children in the urban and rural areas of Kamrup and Barpeta district is shown in the graphical representation as follows:

Figure: 5.4.1

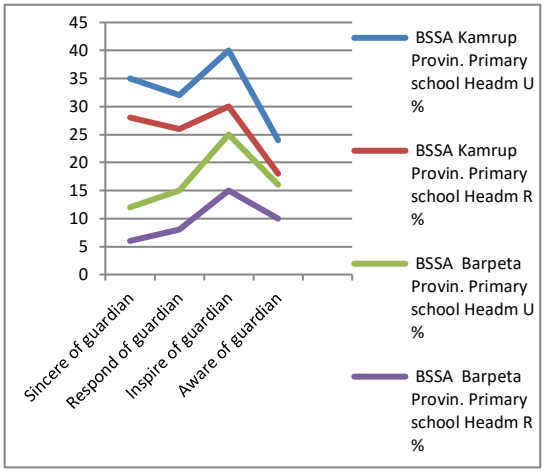
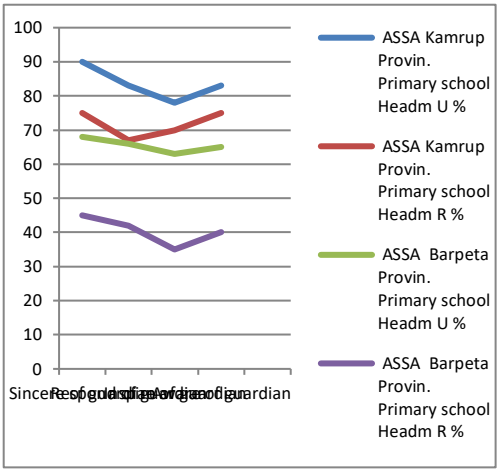


Figure: 5.4.2



Before Sarva Siksha Abhiyan

After Sarva Siksha Abhiyan

Figure: 5.4.1and 5.4.2: Graphical representation of the family environment of children of the provincialised primary schools in Kamrup and Barpeta districts by the responses of headmasters

Figure: 5.4.3

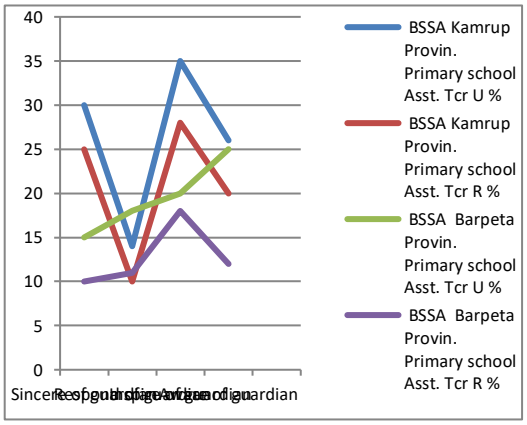
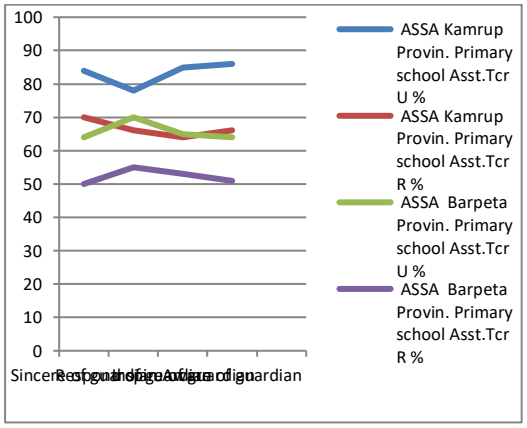


Figure: 5.4.4

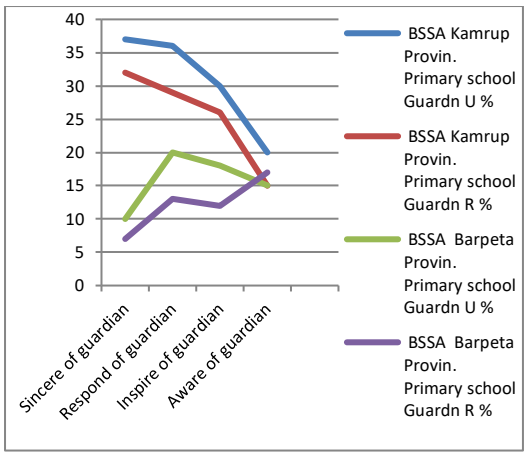


Before Sarva Siksha Abhiyan

After Sarva Siksha Abhiyan

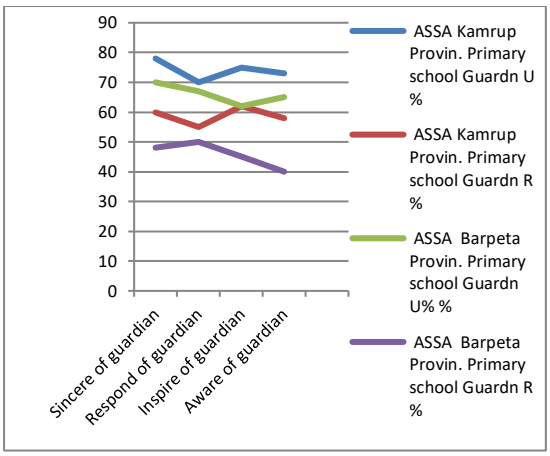
Figure: 5.4.3 and 5.4.4: Graphical representation of the family environment of children of the provincialised primary schools in Kamrup and Barpeta districts by the responses of asstt.teachers

Figure: 5.4.5



Before Sarva Siksha Abhiyan

Figure: 5.4.6



After Sarva Siksha Abhiyan

Figure: 5.4.5 and 5.4.6: Graphical representation of the family environment of pupils of the provincialised primary schools in Kamrup and Barpeta districts by the responses of guardians

5.4.2 Comparison between Kamrup and Barpeta districts in regard to the family environment of primary school children in the recognized primary schools of the urban and rural areas

Table 5.4.2

Kamrup and Barpeta districts in regard to the family environment of primary school children in the recognized primary schools of the urban and rural areas

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Recog. Primary school						Recog. Primary school						Recog. Primary school						Recog. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Sincer of guadian	35	20	25	18	29	17	09	03	12	08	12	07	72	60	74	64	67	58	56	40	54	46	56	45
Respon of guardian	28	21	09	07	32	20	11	04	15	07	18	12	58	52	65	59	57	50	51	38	47	50	47	43
Inspir of guardian	38	23	30	22	27	18	20	10	20	12	19	13	68	61	70	58	68	57	50	35	52	44	52	40
Aware of guardian	24	12	21	14	17	12	13	05	18	08	10	08	75	57	75	60	66	52	60	30	58	45	47	37

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.4.2 that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 35%, 28%, 38% and 24% respectively in the urban area of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 72%, 58%, 68% and 75% respectively.

It is revealed that before implementation of Sarva Siksha Abhiyan, the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 20%, 21%, 23% and 12% respectively in the rural area of Kamrup district, whereas the result of the family environment was found to be - 60%, 52%, 61% and 57% respectively as responded by the headmasters after Sarva Siksha Abhiyan.

It is also observed from the same Table that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 09%, 11%, 20% and 13% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 56%, 51%, 50% and 60% respectively.

In case of the rural area of Barpeta district, the family environment of children of the recognized primary schools shown in the area of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 03%, 04%, 10% and 05% respectively by the responses of headmasters before implementation of Sarva

Siksha Abhiyan, whereas the result of the family environment was found to be- 40%, 38%, 35% and 30% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that the family environment of children of the recognized primary schools in the areas of sincerity of guardians, responsibility of guardians, inspiration of guardians and awareness of guardians etc. is more improved in the urban and rural areas of Kamrup district compared to the urban and rural areas of Barpeta district as responded by the headmasters after implementation of Sarva Siksha Abhiyan.

It is observed from the same Table that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 25%, 09%, 30% and 21% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 74%, 65%, 70% and 75% respectively.

The Table highlights that before implementation of Sarva Siksha Abhiyan, the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was -18%, 07%, 22% and 14% respectively in the rural area of Kamrup district by the responses of assistant teachers, whereas the result of the family environment was found to be - 64%, 59%, 58% and 60% respectively after Sarva Siksha Abhiyan.

Again, it is observed that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was – 12%, 15%, 20% and 18% respectively in the urban area of Barpeta district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 54%, 47%, 52% and 58% respectively.

In case of the rural area of Barpeta district, the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 08%, 07%, 12% and 08% respectively by the responses of assistant teachers, whereas the result of the family environment was found to be - 46%, 50%, 44% and 45% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan the family environment of children of the recognized primary schools in the areas of sincerity of guardians, responsibility of guardians, inspiration of guardians and awareness of guardians etc. is more improved in the urban and rural areas of Kamrup district compared to the urban and rural areas of Barpeta district by the responses of assistant teachers.

It is observed from the same Table that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 29%, 32%, 27% and 17% respectively in the urban area of Kamrup district by the responses of guardians before implementation of Sarva Siksha, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 67%, 57%, 68% and 66% respectively.

In case of the rural area of Kamrup district, the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 17%, 20%, 18% and 12% respectively by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of the family environment was found to be - 58%, 50%, 57% and 52% respectively after Sarva Siksha Abhiyan.

The Table also reveals that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for

children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 12%, 18%, 19% and 10% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 56%, 47%, 52% and 47% respectively.

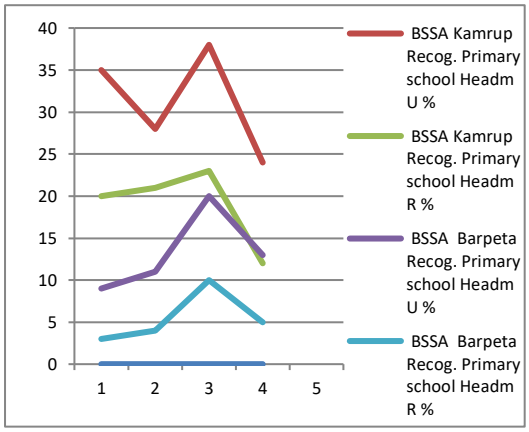
In case of the rural area of Barpeta district, the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 07%, 12%, 13% and 08% respectively by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of the family environment was found to be - 45%, 43%, 40% and 37% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is observed that the family environment of children of the recognized primary schools shown in the areas of sincerity of guardians, responsibility of guardians, inspiration of guardians and awareness of guardians etc. is improved better in the urban and rural areas of Kamrup district than that of the urban and rural areas of Barpeta district by the responses of guardians after Sarva Siksha Abhiyan.

So, from the comparative study, it is revealed that after Sarva Siksha Abhiyan the family environment of children of the recognized primary schools is improved better in the urban and rural areas of Kamrup district compared to the family environment of the recognized primary schools in the urban and rural areas of Barpeta district by the respondents.

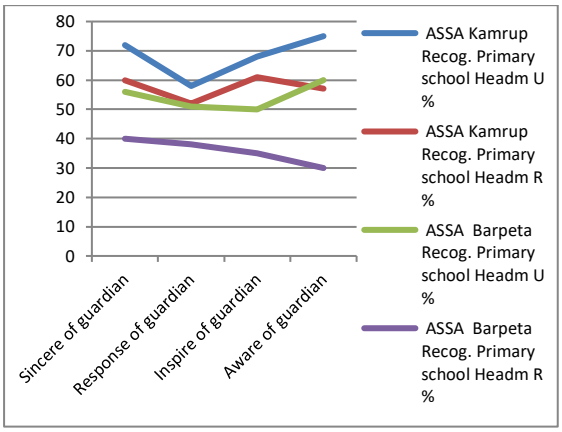
The improvement of the family environment of children of the recognized primary schools in the urban and rural areas of Kamrup and Barpeta districts is shown in the graphical representation as follows:

Figure: 5.4.7



Before Sarva Siksha Abhiyan

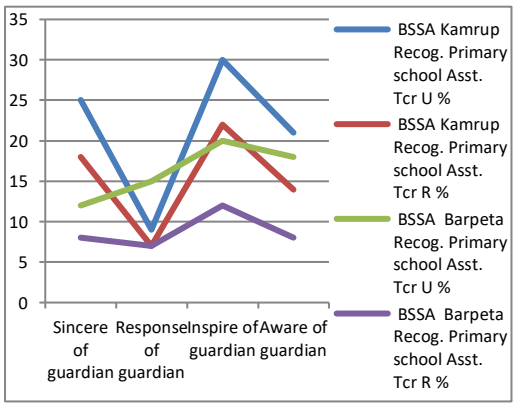
Figure: 5.4.8



After Sarva Siksha Abhiyan

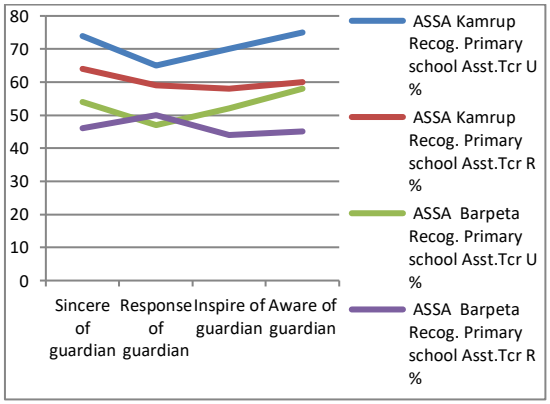
Figure: 5.4.7 and 5.4.8: Graphical representation of the family environment of pupils of the recognized primary schools in the urban and rural areas of Kamrup and Barpeta districts by the responses of headmasters

Figure: 5.4.9



Before Sarva Siksha Abhiyan

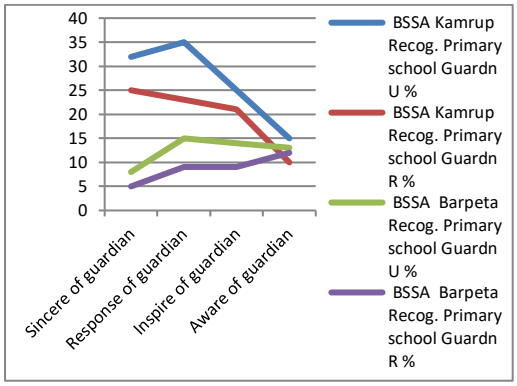
Figure: 5.4.10



After Sarva Siksha Abhiyan

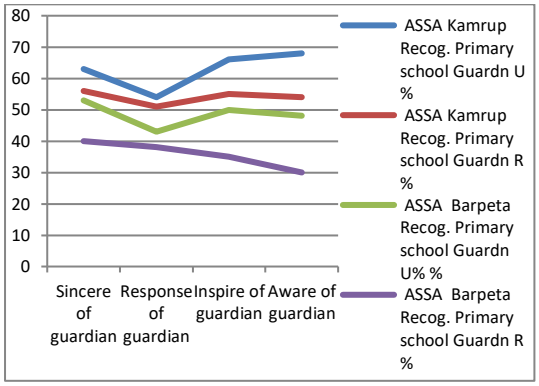
Figure: 5.4.9 and 5.4.10: Graphical representation of the family environment of pupils of the recognized primary schools in the urban and rural areas of Kamrup and Barpeta districts by the responses of asstt.teachers

Figure: 5.4.11



Before Sarva Siksha Abhiyan

Figure: 5.4.12



After Sarva Siksha Abhiyan

Figure 5.4.11 and 5.4.12: Graphical representation of the family environment of pupils of the recognized primary schools in the urban and rural areas of Kamrup and Barpeta districts by the responses of guardians

5.4.3 Comparison between the provincialised primary schools of Kamrup district and the recognized primary schools of Barpeta district in the urban and rural areas in regard to the family environment of primary school children

Table 5.4.3

Provincialised primary schools of Kamrup district and recognized primary schools of Barpeta district in the urban and rural areas in regard to the family environment of primary school children

Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Provin. Primary school						Recog. Primary school						Provin. Primary school						Recog. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Sincer of guardian	35	28	30	25	39	30	09	03	12	08	12	07	80	65	84	70	80	65	56	40	54	46	56	45
Respon of guardian	32	26	14	10	37	27	11	04	15	07	18	12	63	57	78	66	65	60	51	38	47	50	47	43
Inspir of guardian	40	30	35	28	33	29	20	10	20	12	19	13	78	67	85	64	72	58	50	35	52	44	52	40
Awareness of guardian	24	18	26	20	27	17	13	05	18	08	10	08	83	62	86	66	74	61	60	30	58	45	47	37

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.4.3 that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 35%, 32%, 40% and 24% respectively in the urban areas of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 80%, 63%, 78% and 83% respectively.

It is revealed that before implementation of Sarva Siksha Abhiyan, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 28%, 26%, 30% and 18% respectively in the rural area of Kamrup district by the responses of headmasters, whereas the result of the family environment was found to be - 65%, 57%, 67% and 62% respectively after Sarva Siksha Abhiyan.

It is observed from the same Table that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was – 09%, 11%, 20% and 13% respectively in the urban area of Barpeta district by the responses of headmasters before Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 56%, 51%, 50% and 60% respectively.

In case of the rural area of Barpeta district, the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 03%, 04%, 10% and 05% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of the family environment was found to be - 40%, 38%, 35% and 30% respectively as responded by the headmasters after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that the family environment in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene is more developed in the provincialised primary schools of the urban and rural areas in Kamrup district compared to the recognized primary schools of the urban and rural areas in Barpeta district as responded by the headmasters.

It is observed from the same Table that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 30%, 14%, 35% and 26% respectively in the urban area of Kamrup district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 84%, 78%, 85% and 86% respectively.

The Table also highlights that before implementation of Sarva Siksha Abhiyan, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 25%, 10%, 28% and 20% respectively in the rural area of Kamrup district, whereas the result of the family environment was found to be - 70%, 66%, 64% and 66% respectively by the responses of assistant teachers after Sarva Siksha Abhiyan.

It is observed from the Table that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was – 12%, 15%, 20% and 18% respectively by the responses of assistant teachers in the urban area of Barpeta district before Sarva Siksha Abhiyan, whereas the result of the family environment was found to be – 54%, 47%, 52% and 58% respectively as responded by the assistant teachers after Sarva Siksha Abhiyan.

In case of the rural area of Barpeta district, the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 08%, 07%, 12% and 08% respectively, whereas the result of the family environment was found to be - 46%, 50%, 44% and 45% respectively by the responses of assistant teachers after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that after Sarva Siksha Abhiyan the family environment of primary school children in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene etc. is developed better in the provincialised primary schools of the urban and rural areas in Kamrup district than that of the recognized primary schools in the urban and rural areas in Barpeta district as responded by the assistant teachers.

It is observed from the same Table that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 39%, 37%, 33% and 27% respectively in the urban area of Kamrup district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 80%, 65%, 72% and 74% respectively.

In case of the rural area of Kamrup district, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 30%, 27%, 29% and 17% respectively by the responses of guardians before Sarva Siksha Abhiyan, whereas the result of the family environment was found to be - 65%, 60%, 58% and 61% respectively after Sarva Siksha Abhiyan.

The Table also reveals that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 12%, 18%, 19% and 10% respectively in the urban area of Barpeta district by the responses of guardians befor implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 56%, 47%, 52% and 47% respectively.

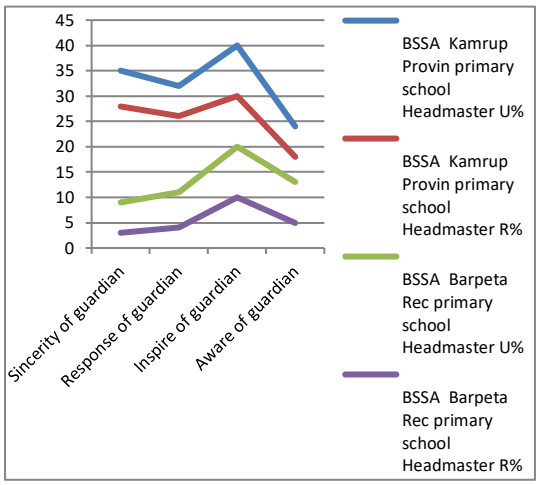
In case of the rural area of Barpeta district, the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 07%, 12%, 13% and 08% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of the family environment was found to be - 45%, 43%, 40% and 37% respectively as responded by the guardians after Sarva Siksha Abhiyan.

From the comparative study, it is obseved that the family environment of primary school children in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene etc. is more developed in the provincialised primary schools of the urban and rural areas in Kamrup district compared to the recognized primary schools in the urban and rural areas of Barpeta district after Sarva Siksha Abhiyan by the responses of guardians.

So, from the comparative study, it is revealed that after implementation of Sarva Siksha Abhiyan, the family environment of children of the provincialised primary schools is more developed in the urban and rural areas of Kamrup district than that of the recognized primary schools in the urban and rural areas of Barpeta district by the respondents.

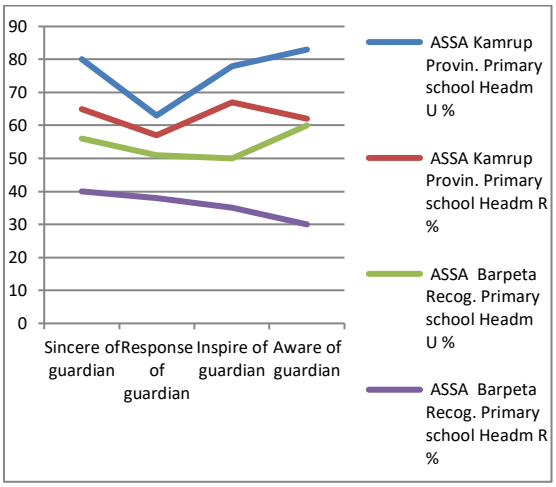
The improvement of the family environment of children in the provincialised primary schools of the urban and rural areas in Kamrup district and the recognized primary schools of the urban and rural areas in Barpeta district is shown in the graphical representation as follows:

Figure: 4.3.13



Before Sarva Siksha Abhiyan

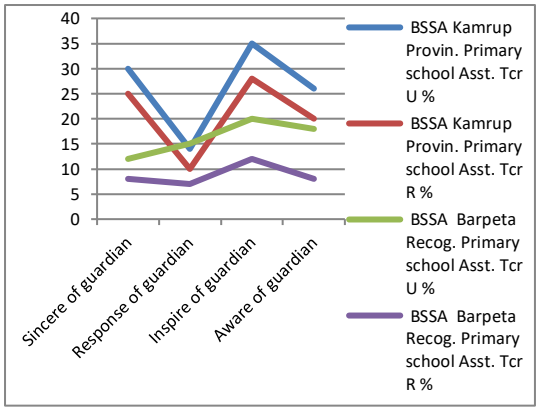
Figure: 5.4.14



After Sarva Siksha Abhiyan

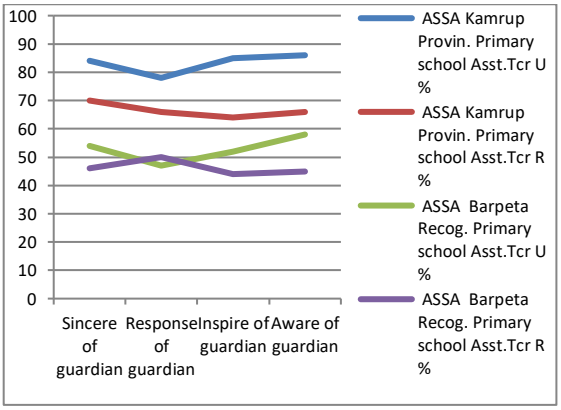
Figure: 5.4.13 and 5.4.14: Graphical representation of the family environment of pupils of the provincialised primary schools in Kamrup district and the recognized primary schools in Barpeta district by the responses of headmasters

Figure: 5.4.15



Before Sarva Siksha Abhiyan

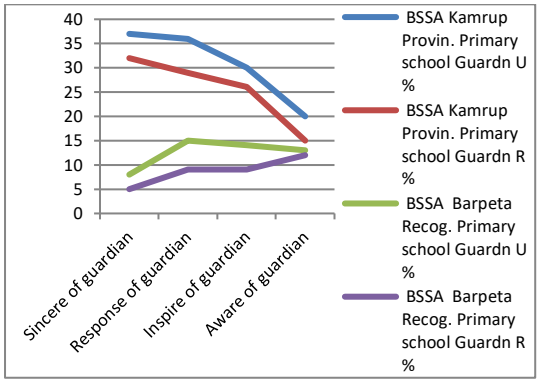
Figure: 5.4.16



After Sarva Siksha Abhiyan

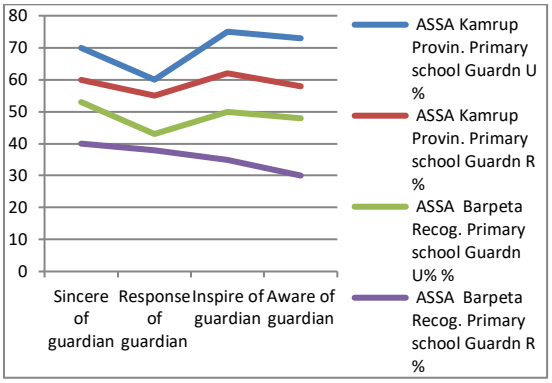
Figure: 5.4.15 and 5.4.16: Graphical representation of the family environment of pupils of the provincialised primary schools in Kamrup district and the recognized primary schools in Barpeta district by the responses of asstt.teachers

Figure: 5.4.17



Before Sarva Siksha Abhiyan

Figure: 5.4.18



After Sarva Siksha Abhiyan

Figure: 5.4.17 and 5.4.18: Graphical representation of the family environment of pupils of the provincialised primary schools in Kamrup district and the recognized primary schools in Barpeta districts by the responses of guardians

5.4.4 Comparison between the recognized primary schools of Kamrup district and the provincialised primary schools of Barpeta district in the urban and rural areas in regard to the family environment of primary school children

Table 5.4.4

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Item	BSSA												ASSA											
	Kamrup						Barpeta						Kamrup						Barpeta					
	Recog. Primary school						Provin. Primary school						Recog. Primary school						Provin. Primary school					
	Headm		Asst. Tcr		Guardn		Headm		Asst. Tcr		Guardn		Headm		Asst.Tcr		Guardn		Headm		Asst.Tcr		Guardn	
	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %	U %	R %
Sincer of guadian	35	20	25	18	29	17	12	06	15	10	15	10	72	60	74	64	67	58	68	45	64	50	72	50
Respon of guardian	28	21	09	07	32	20	15	08	18	11	26	15	58	52	65	59	57	50	66	42	70	55	65	53
Inspir of guardian	38	23	30	22	27	18	25	15	20	18	20	14	68	61	70	58	68	57	63	35	65	53	60	47
Aware of guardian	24	12	21	14	17	12	16	10	25	12	18	16	75	57	75	60	66	52	65	40	64	51	61	45

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.4.4 that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 35%, 28%, 38% and 24% respectively in the urban area of Kamrup district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 72%, 58%, 68% and 75% respectively.

In the rural area of Kamrup district, the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 20%, 21%, 23% and 12% respectively before implementation of Sarva Siksha Abhiyan, whereas the result of family environment was found to be - 60%, 52%, 61% and 57% respectively after Sarva Siksha Abhiyan as responded by the headmasters.

It is also observed from the same Table that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 12%, 15%, 25% and 16% respectively in the urban area of Barpeta district by the responses of headmasters before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 68%, 66%, 63% and 65% respectively.

The Table highlights that before the implementation of Sarva Siksha Abhiyan, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 06%, 08%, 15% and 10% respectively in the rural area of Barpeta district by the

responses of headmasters, whereas the result of the family environment was found to be - 45%, 42%, 35% and 40% respectively after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that the family environment of children of the urban recognized primary schools in Kamrup district and the urban provincialised primary schools in Barpeta district in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene etc. is found to be equally developed. But the family environment of children of the rural recognized primary schools in Kamrup district is developed to some extent than that of the urban provincialised primary schools in Barpeta district as responded by the headmasters.

It is observed from the same Table that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 25%, 09%, 30% and 21% respectively in the urban area of Kamrup district by the responses of assistant teachers before Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 74%, 65%, 70% and 75% respectively.

The Table also highlights that before implementation of Sarva Siksha Abhiyan, the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 18%, 07%, 22% and 14% respectively in the rural area of Kamrup district, whereas the result of the family environment was found to be - 64%, 59%, 58% and 60% respectively as responded by the assistant teachers after Sarva Siksha Abhiyan.

It is observed from the same Table that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 15%, 18%, 20% and 25% respectively in the urban area of

Barpeta district by the responses of assistant teachers before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 64%, 70%, 65% and 64% respectively.

In case of the rural area of Barpeta district, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 10%, 11%, 18% and 12% respectively, whereas the result of the family environment was found to be - 50%, 55%, 53% and 51% respectively by the responses of assistant teachers after Sarva Siksha Abhiyan.

From the comparative study, it is revealed that the family environment of primary school children in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene etc. is equally developed in the recognized primary schools of the urban and rural areas in Kamrup district and the provincialised primary schools in the urban and rural areas in Barpeta district by the responses of assistant teachers.

It is observed from the same Table that the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 29%, 32%, 27% and 17% respectively in the urban area of Kamrup district before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 67%, 57%, 68% and 66% respectively as responded by the guardians.

In case of the rural area of Kamrup district, the family environment of children of the recognized primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 17%, 20%, 18% and 12% respectively by the responses of guardians before implementation of Sarva Siksha

Abhiyan, whereas the result of the family environment was found to be - 58%, 50%, 57% and 52% respectively after Sarva Siksha Abhiyan.

The Table also reveals that the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 15%, 26%, 20% and 18% respectively in the urban area of Barpeta district by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas after Sarva Siksha Abhiyan, the result of the family environment was found to be - 72%, 65%, 60% and 61% respectively.

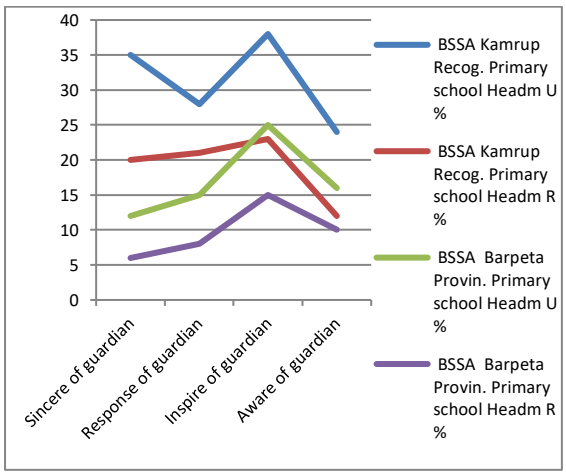
In case of the rural areas of Barpeta district, the family environment of children of the provincialised primary schools shown in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene was - 10%, 15%, 14% and 16% respectively by the responses of guardians before implementation of Sarva Siksha Abhiyan, whereas the result of the family environment was found to be - 50%, 53%, 47% and 45% respectively.

From the comparative study, it is revealed that after Sarva Siksha Abhiyan, the family environment of children of primary schools in the areas of guardian's sincerity for children's education, guardian's responsibility for children's education, guardian's inspiration for children's education and guardian's awareness for children's health & hygiene etc. is equally developed in the recognized primary schools in the urban and rural areas of Kamrup district and the provincialised primary schools in the urban and rural areas of Barpeta district by the responses of guardians.

So, from the comparative study, it is revealed that the family environment of children of primary schools is equally developed in the recognized primary schools in the urban and rural areas of Kamrup district and the provincialised primary schools in the urban and rural areas of Barpeta district after Sarva Siksha Abhiyan by the respondents.

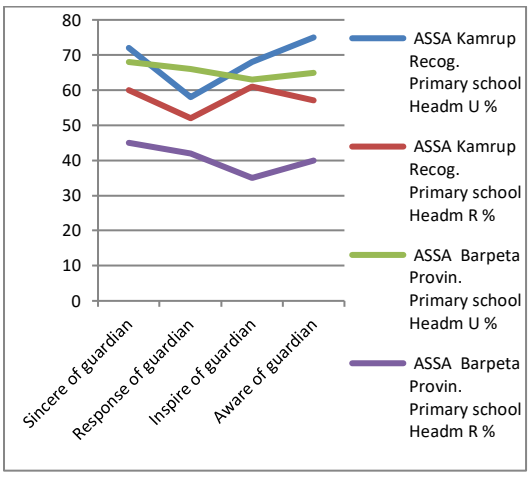
The improvement of the family environment of the urban and rural recognized primary schools in Kamrup district and the urban and rural provincialised primary schools in Barpeta district is shown in the graphical representation as follows:

Figure: 5.4.19



Before Sarva Siksha Abhiyan

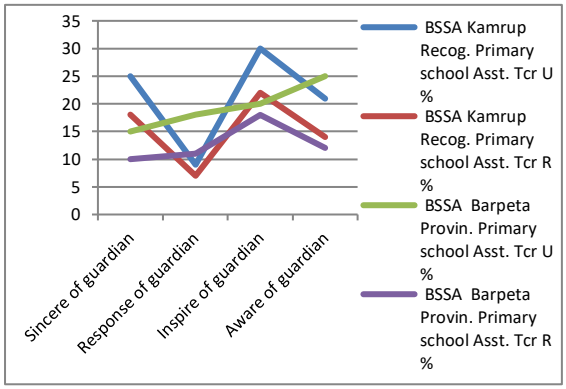
Figure: 5.4.20



After Sarva Siksha Abhiyan

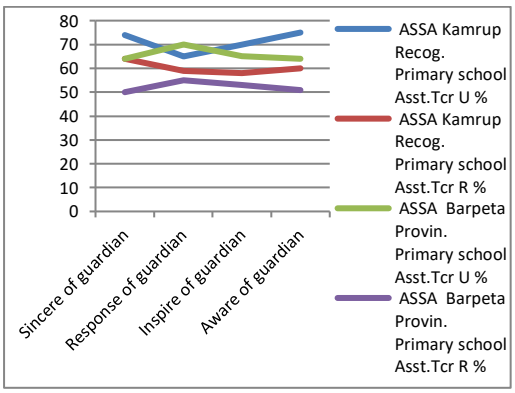
Figure: 5.4.19 and 5.4.20: Graphical representation of the family environment of pupils of the recognized primary schools in Kamrup district and the provincialised primary schools in Barpeta district by the responses of headmasters

Figure: 5.4.21



Before Sarva Siksha Abhiyan

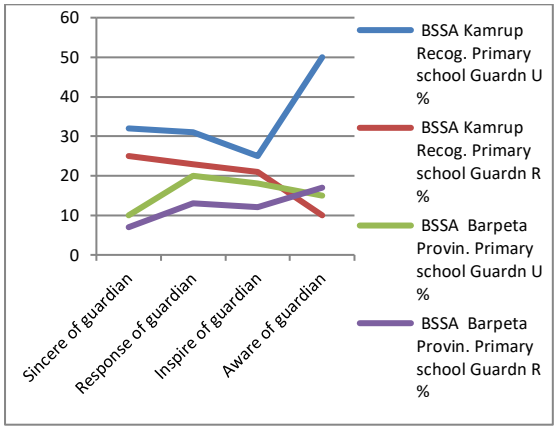
Figure: 5.4.22



After Sarva Siksha Abhiyan

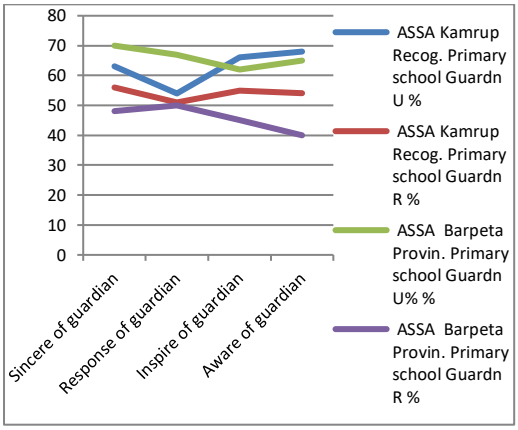
Figure: 5.4.21 and 5.4.22: Graphical representation of the family environment of pupils of the recognized primary schools in Kamrup district and the provincialised primary schools in Barpeta district by the responses of asstt.teachers

Figure: 5.4.23



Before Sarva Siksha Abhiyan

Figure: 5.4.24



After Sarva Siksha Abhiyan

Figure: 5.4.23 and 5.4.24: Graphical representation of the family environment of pupils of the recognized primary schools in Kamrup district and the provincialised primary schools in Barpeta district by the responses of guardians

5.5 Comparison of qualitative improvement of the primary schools in two districts:

5.5.1 Comparison of qualitative improvement of the provincialised primary schools in two districts:

Table 5.5.1

Kamrup and Barpeta districts on qualitative improvement of the provincialised primary schools (year wise) before and after SSA on the basis of student performance in the urban and rural areas given in percentage (%)

Year	BSSA												Year	ASSA											
	Kamrup						Barpeta							Kamrup						Barpeta					
	90% Above		75% Above		60% Above		90% Above		75% Above		60% Above			90% Above		75% Above		60% Above		90% Above		75% Above		60% Above	
	U	R	U	R	U	R	U	R	U	R	U	R		U	R	U	R	U	R	U	R	U	R	U	R
1996	30	18	16	20	04	12	22	10	20	24	08	16	2006	40	34	10	16	--	--	34	30	16	20	--	--
1997	28	16	20	24	02	10	24	12	20	20	06	18	2007	42	36	08	14	--	--	36	32	14	18	--	--
1998	30	20	20	22	0	08	26	16	20	20	04	14	2008	46	40	04	10	--	--	40	30	10	20	--	--
1999	26	20	24	24	0	06	24	14	16	20	10	16	2009	44	40	06	10	--	--	46	38	04	12	--	--
2000	30	18	20	24	0	08	26	16	20	22	04	12	2010	48	44	02	06	--	--	48	44	02	06	--	--

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban
ASSA = After Sarva Siksha Abhiyan R = Rural

It is mentioned here that for the collection of data, the two periods – before implementation of Sarva Siksha Abhiyan (BSSA) for five years (1996-2000) and after implementation of Sarva Siksha Abhiyan (ASSA) for five years (2006-2010) had been taken for this study. The period (From 2001 to 2005) was not taken for the study, because during this period various centres and committees of Sarva Siksha Abhiyan had not been completely constituted in the urban and rural areas of all districts in Assam. So, for the period of ASSA (After Sarva Siksha Abhiyan) the period (From 2006 to 2010) was taken in the study of Kamrup and Barpeta districts to have a complete picture of primary school education.

It is observed from the Table 5.5.1 that the qualitative development of the provincialised primary schools in Kamrup district before and after implementation of Sarva Siksha Abhiyan was reflected as follows:

The quality improvement of primary schools in Kamrup district on the basis of student performance in the year 1996, i.e. before implementation of Sarva Siksha Abhiyan was - 30% primary schools secured 90% and above results, 16% primary schools secured 75% and above results and 04% primary schools secured 60% and above results in the urban provincialised primary schools. The quality improvement of the rural provincialised primary schools was - 18% primary schools secured 90% and above results, 20% primary schools secured 75% and above results and 12% primary schools secured 60% and above results respectively in the district of Kamrup.

In the year 1997, before implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools in Kamrup district on the basis of student performance was - 28% primary schools secured 90% and above results and 20% primary schools secured 75% and above results and 02% primary schools secured 60% and above results in the urban provincialised primary schools and the improvement of the rural provincialised primary schools was - 16% primary schools secured 90% and above results, 24% primary schools secured 75% and above results and 10% primary schools secured 60% and above results respectively in the same district.

In the year 1998, before implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools in Kamrup district on the basis of student

performance was - 30% primary schools secured 90% and above results and 20% primary schools secured 75% and above results respectively in the urban provincialised primary schools. The quality improvement of the rural provincialised primary schools was - 20% primary schools secured 90% and above results, 22% primary schools secured 75% and above results and 08% primary schools secured 60% and above results respectively in the district.

The quality improvement of primary schools in Kamrup district on the basis of student performance, in the year 1999, i.e. before implementation of Sarva Siksha Abhiyan, was - 26% primary schools secured 90% and above results and 24% primary schools secured 75% and above results in the urban provincialised primary schools and the improvement of the rural provincialised primary schools was - 20% primary schools secured 90% and above results, 24% primary schools secured 75% and above results and 06% primary schools secured 60% and above results respectively in the same district.

In the year 2000, before implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools in Kamrup district, on the basis of student performance was - 30% primary schools secured 90% and above results and 20% primary schools secured 75% and above results in the urban provincialised primary schools. The improvement of the rural provincialised primary schools was - 18% primary schools secured 90% and above results, 24% primary schools secured 75% and above results and 08% primary schools secured 60% and above results respectively in the same district.

But after implementation of Sarva Siksha Abhiyan, in the year 2006, the quality improvement of primary schools on the basis of student performance in the Kamrup district was - 40% primary schools secured 90% and above results and 10% primary schools secured 75% and above results in the urban provincialised primary schools. The improvement of the rural provincialised primary schools was - 34% primary schools secured 90% and above results and 16% primary schools secured 75% and above results respectively in the same district.

In the year 2007, i.e. after implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools in Kamrup district was - 42% primary schools secured 90% and above results and 08% primary schools secured 75% and

above results in the urban provincialised primary schools and the quality improvement of the rural provincialised primary schools was - 36% primary schools secured 90% and above results and 14% primary schools secured 75% and above results respectively in the district of Kamrup.

But after implementation of Sarva Siksha Abhiyan, in the year 2008, the quality improvement of primary schools in Kamrup district on the basis of student performance was - 46% primary schools secured 90% and above results and 04% primary schools secured 75% and above results in urban provincialised primary schools. The improvement of rural provincialised primary schools in the same district was - 40% primary schools secured 90% and above results and 10% primary schools secured 75% and above results respectively in the district.

The quality improvement of primary schools in Kamrup district, after implementation of Sarva Siksha Abhiyan, in the year 2009, was - 44% primary schools secured 90% and above results and 06% primary schools secured 75% and above results in the urban provincialised primary schools and the improvement of the rural provincialised primary schools was - 40% primary schools secured 90% and above results and 10% primary schools secured 75% and above results respectively in the same district.

After implementation of Sarva Siksha Abhiyan, in the year 2010, the quality improvement of primary schools on the basis of student performance in Kamrup district was - 48% primary schools secured 90% and above results and 02% primary schools secured 75% and above results in the urban provincialised primary schools. The improvement of the rural provincialised primary schools was - 44% primary schools secured 90% and above results and 06% primary schools secured 75% and above results respectively in the same district.

It is also observed from the same Table that before implementation of Sarva Siksha Abhiyan, in the year 1996, the quality improvement of primary schools in Barpeta district on the basis of student performance was - 22% primary schools secured 90% and above results, 20% primary schools secured 75% and above results and 08% primary schools secured 60% and above results in the urban provincialised primary schools. The quality improvement in case of the rural provincialised primary schools in the same districtwas - 10% primary schools

secured 90% and above results, 24% primary schools secured 75% and above results and 16% primary schools secured 60% and above results respectively.

In the year 1997, before implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools in Barpeta district on the basis of student performance was - 24% primary schools secured 90% and above results, 20% primary schools secured 75% and above results and 06% primary schools secured 60% and above results in the urban provincialised primary schools. The improvement of the rural provincialised primary schools in the district was - 12% primary schools secured 90% and above results, 20% primary schools secured 75% and above results and 18% primary schools secured 60% and above results respectively.

The quality improvement of primary schools in Barpeta district on the basis of student performance, in the year 1998, i.e. before implementation of Sarva Siksha Abhiyan, was - 26% primary schools secured 90% and above results, 20% primary schools secured 75% and above results and 04% primary schools secured 60% and above results in the urban provincialised primary schools, whereas the quality improvement in case of the rural provincialised primary schools was - 16% primary schools secured 90% and above results, 20% primary schools secured 75% and above results and 14% primary schools secured 60% and above results respectively in the same district.

The quality improvement of primary schools on the basis of student performance in Barpeta district, before implementation of Sarva Siksha Abhiyan, in the year 1999, was - 24% primary schools secured 90% and above results, 16% primary schools secured 75% and above results and 10% primary schools secured 60% and above results in the urban provincialised primary schools. But the improvement of the rural provincialised primary schools in the same district was - 14% primary schools secured 90% and above results, 20% primary schools secured 75% and above results and 16% primary schools secured 60% and above results respectively.

Before implementation of Sarva Siksha Abhiyan, in the year 2000, the quality improvement of primary schools on the basis of student performance, in Barpeta district, was - 26% primary schools secured 90% and above results, 20%

primary schools secured 75% and above results and 04% primary schools secured 60% and above results in the urban provincialised primary schools. But the quality improvement in case of the rural provincialised primary schools in the district was - 16% primary schools secured 90% and above results, 22% primary schools secured 75% and above results and 12% primary schools secured 60% and above results respectively

But after implementation of Sarva Siksha Abhiyan, in the year 2006, the quality improvement of the schools on the basis of student performance in Barpeta district was - 34% primary schools secured 90% and above results and 16% primary schools secured 75% and above results in the urban provincialised primary school. The improvement of the rural provincialised primary schools in the district was - 30% primary schools secured 90% and above results 20% primary schools secured 75% and above results respectively.

After implementation of Sarva Siksha Abhiyan, the quality improvement of the urban provincialised primary schools in Barpeta district in the year 2007 was - 36% primary schools secured 90% and above results and 14% primary schools secured 75% and above results and the quality improvement of the rural provincialised primary schools was - 32% primary schools secured 90% and above results and18% primary schools secured 75% and above results respectively.

In the year 2008, i.e. after implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools in Barpeta district on the basis of student performance was - 40% primary schools secured 90% and above results 10% primary schools secured 75% and above results in the urban provincialised primary schools. The improvement of the rural provincialised primary schools in the district was - 30% primary schools secured 90% and above results, 20% primary schools secured 75% and above result respectively.

After implementation of Sarva Siksha Abhiyan, in the year 2009, the quality improvement of primary schools in the district of Barpeta was - 46% primary schools secured 90% and above results and 04% primary schools secured 75% and above results in the urban provincialised primary schools, whereas the quality improvement of the rural provincialised primary schools in the same district was -

38% primary schools secured 90% and above results 12% primary schools secured 75% and above results respectively.

The quality improvement of primary schools on the basis of student performance, in Barpeta district, after implementation of Sarva Siksha Abhiyan, in the year 2010, was - 48% primary schools secured 90% and above results and 02% primary schools secured 75% and above results in the urban provincialised primary schools. But the improvement in case of the rural provincialised primary schools was - 44% primary schools secured 90% and above results and 06% primary schools secured 75% and above results respectively in the same district.

So, from the comparative study, it is revealed that after Sarva Siksha Abhiyan, the academic performance of children of the provincialised primary schools in the urban and rural areas of Kamrup district was found to be equally developed with that of Barpeta district due to the promotion system followed in the annual examination. The failure students were given remedial classes for few days in the schools and the examinations were held for them and finally they were promoted to the next class. So, no significant difference was found in case of the academic development in primary schools between the two districts by the school records after Sarva Siksha Abhiyan.

5.5.2 Comparison of qualitative improvement of the recognized primary schools in two districts:

Table 5.5.2

Kamrup and Barpeta districts on qualitative improvement of the recognized primary schools (year wise) before and after SSA on the basis of student performance in the urban and rural areas given in percentage (%)

Year	BSSA												Year	ASSA											
	Kamrup						Barpeta							Kamrup						Barpeta					
	90% Above		75% Above		60% Above		90% Above		75% Above		60% Above			90% Above		75% Above		60% Above		90% Above		75% Above		60% Above	
	U	R	U	R	U	R	U	R	U	R	U	R		U	R	U	R	U	R	U	R	U	R	U	R
1996	26	14	18	24	6	12	18	10	26	20	6	20	2006	30	24	16	20	4	6	28	24	16	16	6	10
1997	24	14	22	26	4	10	22	12	22	22	3	16	2007	38	30	10	16	2	4	30	28	16	16	4	6
1998	26	18	24	26	0	6	20	14	26	12	4	12	2008	36	34	12	14	2	2	36	30	12	16	2	4
1999	28	16	22	30	0	4	26	16	18	22	06	12	2009	40	38	10	8	0	4	40	34	8	12	2	4
2000	26	18	24	26	0	6	24	18	22	24	4	8	2010	44	40	6	8	0	2	42	36	8	12	0	2

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R = Rural

It is observed from the Table 5.5.2 that the qualitative development of the recognized primary schools in Kamrup district before and after implementation of Sarva Siksha Abhiyan was reflected as follows:

In the year 1996, before implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools in Kamrup district on the basis of student performance was - 26% primary schools secured 90% and above results, 18% primary schools secured 75% and above results and 06% primary schools secured 60% and above results in the urban recognized primary schools and the improvement in the rural recognized primary schools was - 14% primary schools secured 90% and above results, 24% primary schools secured 75% and above results and 12% primary schools secured 60% and above results respectively.

Before implementation Sarva Siksha Abhiyan, in the year 1997, the quality improvement of primary schools on the basis of student performance in Kamrup district was - 24% primary schools secured 90% and above results and 22% primary schools secured 75% and above results and 04% primary schools secured 60% and above results in the urban recognized primary schools and the improvement in the rural recognized primary schools was - 14% primary schools secured 90% and above results, 26% primary schools secured 75% and above results and 10% primary schools secured 60% and above results.

The quality improvement of primary schools in Kamrup district on the basis of student performance in the year 1998 was - 26% primary schools secured 90% and above results and 24% primary schools secured 75% and above results in the urban recognized primary schools and in the rural recognized primary schools the improvement was - 18% primary schools secured 90% and above results, 26% primary schools secured 75% and above results and 06% primary schools secured 60% and above results before implementation of Sarva Siksha Abhiyan.

In the year 1999, before the implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools in Kamrup district on the basis of student performance was - 28% primary schools secured 90% and above results, 22% primary schools secured 75% and above results and improvement in the rural recognized primary schools was - 16% primary schools secured 90% and above

results, 30% primary schools secured 75% and above results and 04% primary schools secured 60% and above results respectively.

Before implementation of Sarva Siksha Abhiyan, in the year 2000, the quality improvement of primary schools in Kamrup district on the basis of student performance was - 26% primary schools secured 90% and above results, 24% primary schools secured 75% and above results in the urban recognized primary schools and improvement in the rural recognized primary schools was - 18% primary schools secured 90% and above results, 26% primary schools secured 75% and above results and 06% primary schools secured 60% and above results respectively.

But after implementation of Sarva Siksha Abhiyan,in the year 2006, the quality improvement of primary schools on the basis of student performance in Kamrup district was - 30% primary schools secured 90% and above results, 16% primary schools secured 75% and above results and 04% primary schools secured 60% and above results in the urban recognized primary schools and the improvement in the rural recognized primary schools was - 24% primary schools secured 90% and above results, 20% primary schools secured 75% and above results and 06% primary schools secured 60% and above results respectively in the same district.

In the year 2007, i.e. after implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools on the basis of student performance in Kamrup was - 38% primary schools secured 90% and above results, 10% primary schools secured 75% and above results and 2% primary schools secured 60% and above results in the urban recognized primary schools. The result of the rural recognized primary schools was - 30% primary schools secured 90% and above results, 16% primary schools secured 75% and above results and 04% primary schools secured 60% and above results in the same district.

After implementation of Sarva Siksha Abhiyan, in the year 2008, the quality improvement of primary schools on the basis of student performance in Kamrup district was - 36% primary schools secured 90% and above results, 12% primary schools secured 75% and above results and 02% primary schools secured 60% and above results in the urban recognized primary schools. The improvement

in the rural recognized primary schools was - 34% primary schools secured 90% and above results, 14% primary schools secured 75% and above results and 02% primary schools secured 60% and above results respectively in the same district.

In the year 2009, i.e. after implementation of Sarva Siksha Abhiyan, the improvement in district was - 40%primary schools secured 90% and above results, 10% primary schools secured 75% and above results in the urban recognized primary schools of Kamrup district. But the result of the rural recognized primary schools was - 38% primary schools secured 90% and above results, 08% primary schools secured 75% and above results and 04% primary schools secured 60% and above results respectively.

In the year 2010, i.e. after implementation of Sarva Siksha Abhiyan, the improvement of primary school on the basis of student performance in Kamrup district was - 44% primary schools secured 90% and above results and 06% primary schools secured 75% and above results in the urban recognized primary schools and the improvement in the rural recognized primary schools was - 40 % primary schools secured 90% and above results, 08% primary schools secured 75% and above results and 02% and above results respectively in the same district.

It is also observed from the same Table that before implementation of Sarva Siksha Abhiyan, in the year 1996, the quality improvement of primary schools in Barpeta district on the basis of student performance was - 18% primary schools secured 90% and above results, 26% primary schools secured 75% and above results and 06% primary schools secured 60% and above results in the urban recognized primary schools. But the improvement in the rural recognized primary schools was - 10% primary schools secured 90% and above results, 20% primary schools secured 75% and above results and 20% primary schools secured 60% and above results respectively in the same district.

Before implementation of Sarva Siksha Abhiyan, in the year 1997, the quality improvement of primary schools in Barpeta district on the basis of student performance was - 22% primary schools secured 90% and above results, 22% primary schools secured 75% and above results and 06% primary schools secured 60% and above results in the urban recognized primary schools. The improvement of result in the rural recognized primary schools was - 12% primary schools

secured 90% and above results, 22% primary schools secured 75% and above results and 16% primary schools secured 60% and above results respectively.

In the year 1998, before implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools in Barpeta district on the basis of student performance was - 20% primary schools secured 90% and above results, 26% primary schools secured 75% and above results and 04% primary schools secured 60% and above results in the urban recognized primary schools and the improvement of result in the rural recognized primary schools was - 14% primary schools secured 90% and above results, 24% primary schools secured 75% and above results and 12% primary schools secured 60% and above results respectively.

The quality improvement of primary schools in Barpeta district on the basis of student performance, in the year 1999, i.e. before implementation of Sarva Siksha Abhiyan, was - 26% primary schools secured 90% and above results, 18% primary schools secured 75% and above resultsand 06% primary schools secured 60% and above results in the urban recognized primary schools. But the improvement in the rural recognized primary schools was - 16% primary schools secured 90% and above results, 22% primary schools secured 75% and above results and 12% primary schools secured 60% and above results respectively in the same district.

In the year 2000, before implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools in Barpeta district on the basis of student performance was - 24% primary schools secured 90% and above results, 22% primary schools secured 75% and above results and 04% primary schools secured 60% and above results in the urban recognized primary schools. The improvement of the rural recognized primary schools was - 18% primary schools secured 90% and above results, 24% primary schools secured 75% and above results and 08% primary schools secured 60% and above results respectively in the same district.

But after implementation of Sarva Siksha Abhiyan, in the year 2006, the improvement was - 28% primary schools secured 90% and above results, 16% primary schools secured 75% and above results and 06% primary schools secured 60% and above results in the urban recognized primary schools and the

improvement in the rural recognized primary schools was - 24% primary schools secured 90% and above results, 16% primary schools secured 75% and above results and 10% primary schools secured 60% and above results respectively in the same district.

In the year 2007, i.e. after implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools in Barpeta district on the basis of student performance was - 30% primary schools secured 90% and above results, 16% primary schools secured 75% and above results and 04% primary schools secured 60% and above results in the urban recognized primary schools. The improvement of result in the rural recognized primary schools was - 28% primary schools secured 90% and above results, 16% primary schools secured 75% and above results and 06% primary schools secured 60% and above results respectively.

In the year 2008, i.e. after implementation of Sarva Siksha Abhiyan, the improvement in those schools in Bapeta district was - 36% primary schools secured 90% and above results, 12% primary schools secured 75% and above results and 02% primary schools secured 60% and above results in the urban recognized primary schools and the improvement in the rural recognized primary schools was - 30% primary schools secured 90% and above results, 16% primary schools secured 75% and above results and 04% primary schools secured 60% and above results respectively in the same district.

But after implementation of Sarva Siksha Abhiyan, in the year 2009, the quality improvement of primary schools in Barpeta district on the basis of student performance was - 40% primary schools secured 90% and above results, 08% primary schools secured 75% and above results and 02% primary schools secured 60% and above results in the urban recognized primary schools. The improvement of the rural recognized primary schools was - 34% primary schools secured 90% and above results, 12% primary schools secured 75% and above results and 04% primary schools secured 60% and above results respectively in the district of Barpeta.

After implementation of Sarva Siksha Abhiyan, the quality improvement of primary schools on the basis of student performance in Barpeta district in the year 2010 was - 42% primary schools secured 90% and above results, 08% primary

schools secured 75% and above results in the urban recognized primary schools and the improvement of the rural recognized primary schools was - 36% primary schools secured 90% and above results, 12% primary schools secured 75% and above results and 02% primary schools secured 60% and above results respectively in the same district.

So, from the comparative study, it is revealed that after Sarva Siksha Abhiyan, the academic performance of children of the recognized primary schools in the urban and rural areas of Kamrup district is found to be equally developed with that of Barpeta district due to the promotion system followed in the annual examination. The failure students were given remedial classes for few days in the schools and the examinations were held for them and finally they were promoted to the next class. So, no significant difference is found in case of the academic development in the primary schools between the two districts by the school records after implementation of Sarva Siksha Abhiyan.

5.6 Comparison of quantitative improvement of primary schools in two districts:

5.6.1 Comparison of number of primary schools in two districts:

Table 5.6.1

Kamrup and Barpeta districts on number of primary schools before and after SSA in the urban and rural areas

Kamrup District				**Barpeta District**			
Type of school	**BSSA**		**ASSA**	**Type of school**	**BSSA**		**ASSA**
	Nos. of schools		**Remark**		**Nos. of schools**		**Remark**
	Urban	**Rural**			**Urban**	**Rural**	
Lower primary	313	1571	After SSA, 800 venture & private schools were newly established. (Urban=150 Rural=650)	Lower primary	250	1589	After SSA, 783 venture & private schools were newly established. (Urban=80 Rural=703)
Upper primary (M.E.)	165	346		Upper primary (M.E.)	90	229	
Upper primary (M.V.)	24	56		Upper primary (M.V.)	12	17	
Total	502	1973		Total	352	1835	
Grand Total =502+1973+ 800 =3275				Grand Total = 352+1835+783 =2970			

Source: School Summary (DISE), 2008-09; SSA, Barpeta district.

District Elementary Education Report Card: 2004–05; Sarva Siksha Abhiyan.

ASSA = After Sarva Siksha Abhiyan R = Rural

BSSA = Before Sarva Siksha Abhiyan U = Urban

The Table 5.6.1 shows that before implementation of Sarva Siksha Abhiyan, 313 lower primary schools, 156 upper primary (M.E.) schools, 24 upper primary (M.V.) schools; total 502 elementary schools were in the urban area and 1571 lower primary schools, 346 upper primary (M.E.) schools, 56 upper primary (M.V.); total 1973 elementary schools were in the rural area of Kamrup district. After implementation of Sarva Siksha Abhiyan, 800 venture and private schools

were newly established in Kamrup district. Total 3275 elementary schools, i,e. primary schools are in Kamrup district at the present time.

The same Table shows that before implementation of Sarva Siksha Abhiyan, 250 lower primary schools, 90 upper primary (M.E.) schools, 12 upper primary (M.V.) schools; total 352 elementary schools were in the urban area and 1589 lower primary schools, 229 upper primary (M.E.) schools, 17 upper primary (M.V.); total 1835 elementary schools were in the rural area of Barpeta district. After implementation of Sarva Siksha Abhiyan, 783 venture and private schools were newly established in Barpeta district. Total 2970 elementary schools, i,e. primary schools are in Barpeta district at the present time.

So, from the comparative study, it is revealed that the number of primary schools is found to be increasing due to the opening more venture and private schools in both the districts, but the number of primary schools in Kamrup district is found to be more increasing compared to Barpeta district after Sarva Siksha Abhiyan.

5.6.2 Comparison of enrolment of primary school children in two districts:

Table 5.6.2

Enrolment of the children in the provincialised and recognized primary schools (year wise) of the urban and rural areas in Kamrup and Barpeta districts (Before and after implementation of SSA)

BSSA					ASSA				
Year	Kamrup		Barpeta		Year	Kamrup		Barpeta	
	Urban	Rural	Urban	Rural		Urban	Rural	Urban	Rural
1996	9,625	6,265	4,239	2,727	2006	9,268	5,842	3,501	2,725
1997	9,853	6,702	4,126	2,667	2007	8,746	5,585	3,293	2,691
1998	9,546	6,660	4,385	2,718	2008	8,571	5,350	2,987	2,588
1999	9,682	6,779	4,299	2,665	2009	8,463	4,881	2,755	2,460
2000	9,764	6,511	4,400	2,541	2010	8,349	4,787	2,697	2,385
Total→	48,470	32,917	21,449	13,318	Total→	43,397	26,445	15,233	12,849

Source: Field Survey Data Collected during 3rd January, 2012

BSSA = Before Sarva Siksha Abhiyan U = Urban

ASSA = After Sarva Siksha Abhiyan R= Rural

The Table 5.6.2 shows that before implementation of SSA, the enrolment of pupils in the primary schools (Sample schools) of Kamrup district in the urban and rural area was 48,470 and 32,917 but after implementation of SSA, the enrolment of pupils in the primary schools of Kamrup district in the urban and rural areas was 43,397 and 26,445 respectively, which was declining in the enrolment due to the opening new more venture and private schools in the district,whereas the total nos. of primary schools in Kamrup district was 3275 (i.e. 502 1973+ 800 = 3275, Table 5.6.1shows.)

The same Table shows that before implementation of SSA, the enrolment of pupils in the primary schools (Sample schools) of Barpeta district in the urban and rural area was 21,449 and 13,318 but after implementation of SSA, the enrolment

of pupils in the primary schools of Barpeta district in the urban and rural areas was 15,233 and 12,849 respectively, whereas the enrolment was found to be declining due to opening new more venture and private schools in the district, whereas the total nos. of primary schools in Barpeta district was 3345 (352+ 1835 + 783 = 2970, Table 5.6.1 shows.)

So, from the comparative study, it is revealed that the quantitative improvement especially pupils' enrolment of primary schools was found to be declining in both Kamrup and Barpeta districts due to opening more venture and private schools, Education Guarantee Scheme Centres, jyoti kendras and other siksha kendras for out-going school children in various schoolless habitations after implementation of Sarva Siksha Abhiyan.