CHAPTER - V
ANALYSIS AND INTERPRETATION OF DATA

The present chapter is devoted to the analysis and interpretation of the data collected by different tools and techniques in different phases. For the collection of data the investigator developed three tools – Household Questionnaire, School Information Blank and Problem Check Lists. The present chapter is divided into three sections. The first section deals with the data relating to the school enrolments both male and female. The second section deals with the education of the family members of the selected samples and the third section deals with the various problems of the schools which are collected through the problem checklists by the investigator.

5.1 Section I : Development of Education

In this section the researcher has discussed about the development of education of the Dimasa community from 2011 to 2014 in Assam especially in three Districts namely, Karbi-Anglong, Dima-Hasao and Cachar.

Objectives of the study

(i) To analyze the educational development of Dimasa people

(ii) To study the Literacy rate of male and female in the community.

5.1.1 Dima Hasao District

In Dima Hasao District 3 LP, 3 ME and 5 High schools are selected as the samples of the study from two blocks Diyung Valley and Harangajao. In the selected schools there are 4,139 total students out of which 2,287 students are Dimasa student from 2011 to 2014. The total number of Dimasa male students from the year 2011 to 2014 are 1,085 and the female students are 1,202.

Table 5.1
Total Number of Students Enrolled in Different Schools

S/N	SCHOOLS	MALE	FEMALE	MALE	FEMALE	TOTAL
1	LP	246	351	41%	59%	597
2	ME	421	473	47%	53%	894
3	HIGH	1,345	1,303	51%	49%	2,648
GT		2,012	2,127	49%	51%	4,139

Source: Primary Data from the Year of 2011-2014

Table 5.1 of the primary data shows that in Lower Primary school total number of students are 579 out of which 41% is male and 59% is female .It indicates that in Dima Hasao District in Lower Primary school from the year 2010 to 2014 female enrolment is maximum than the male enrolment.

In Middle school 47% is male and 53% is female. Out of total 894 students 421 students are male and 473 students are female. In Middle school also female‘s enrolment excels the male enrolment.

In the case of High school out of 2,648 students 51% is male and 49% is female. Contrary to Lower Primary and Middle Schools here male percentage is higher than the female percentage. Over all from the analysis it indicates that 49% is male and 51% is female. It means female's enrolment is higher than the male's enrolment in the three categories of schools.

Fig.5.1

Percentage of Total Number of Students Enrolled in Different Categories of School

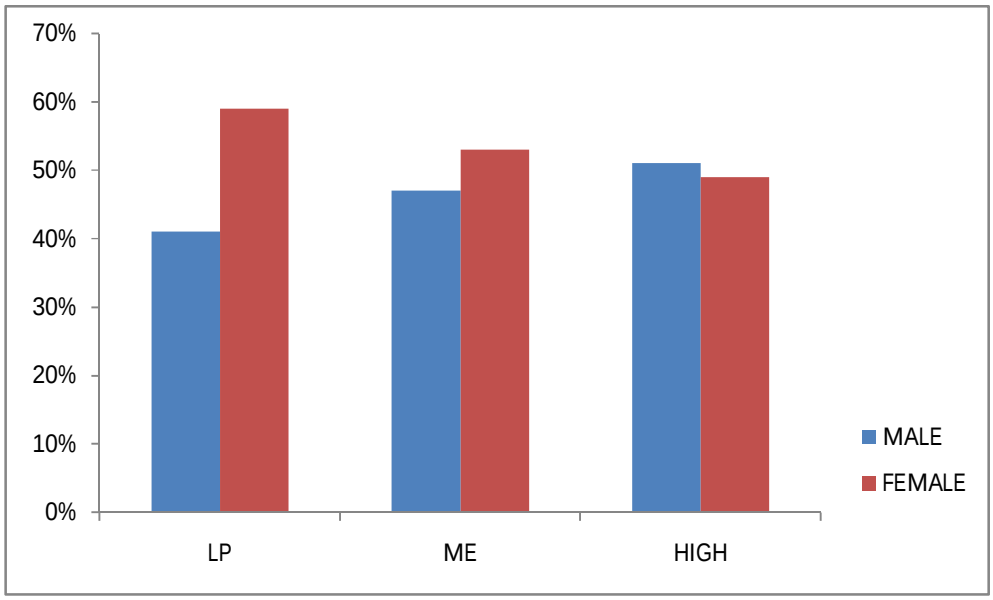


Figure 5.1 of the Table 5.1 shows that female percentage in Lower Primary School is higher than the male which indicates 59% and in Middle School also female percentage is higher than the male percentage which is 53%. In High School male percentage is maximum than the female which is 51%. The graphical representation shows that female enrolment is higher in Primary and Middle Schools in Dima Hasao District.

Table 5.2

Total Number and Percentage of Dimasa Students Enrolled in Different Schools

S/N	SCHOOLS	MALE	FEMALE	TOTAL	PERCENTAGE (%)	
					MALE	FEMALE
1	LP	246	351	597	41%	59%
2	ME	213	236	449	47%	53%
3	HIGH	626	615	1,241	50%	50%
TOTAL		1,085	1,202	2,287	47%	53%

Source: Primary Data from the Year of 2011-2014

Table 5.2 of the data shows that in Lower Primary School male enrolment is 41% and female's enrolment is 59%. It is necessary to mention that in the selected samples of primary schools there are no general students in the year of 2011 to 2014.

In Middle school male's enrolment is 47% and female's enrolment is 53% out of 449 students which is equal to the total enrolment percentage. It shows that female's participation in the Middle school is higher than the male's participation.

In High school male is 50% and female is also 50%. Enrolment in high school both male and female is equal to each other. The data indicates that 47% is male and 53% is female. It shows that female's participation in education is maximum than the male's participation in education of the Dimasa community in the district.

Fig.5.2
Total Number of Dimasa Students Enrolled in Different Schools in Percentage

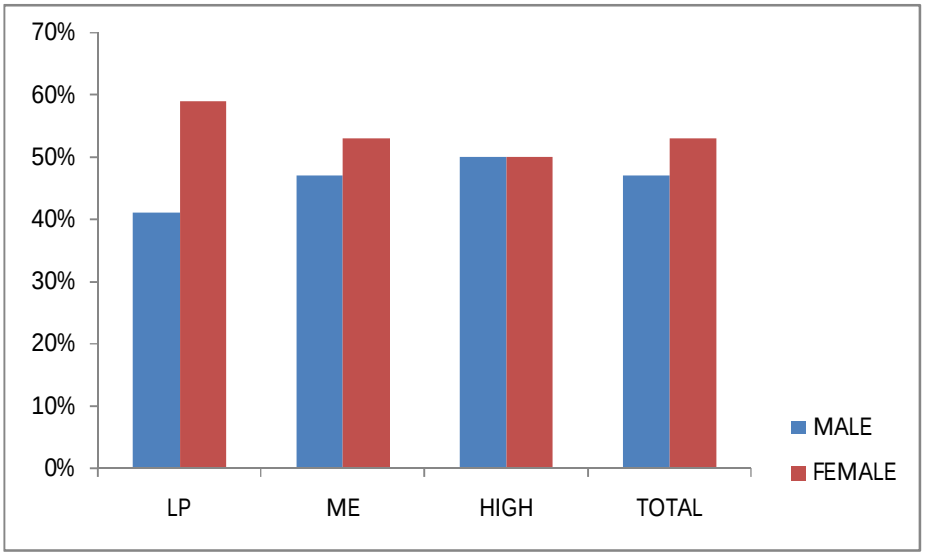


Fig.5.2 of the Table 5.2 represents the total Dimasa students in different categories of the school. In Lower Primary it is 59% is female and 41% is male. In Middle school 53% is female and 47% is male and in High school both are 50% each. It is seen that participation in education of the community female is higher than the male's participation in the District.

Table 5.3

Comparison of General and Dimasa Students Enrolled in Different Categories of Schools

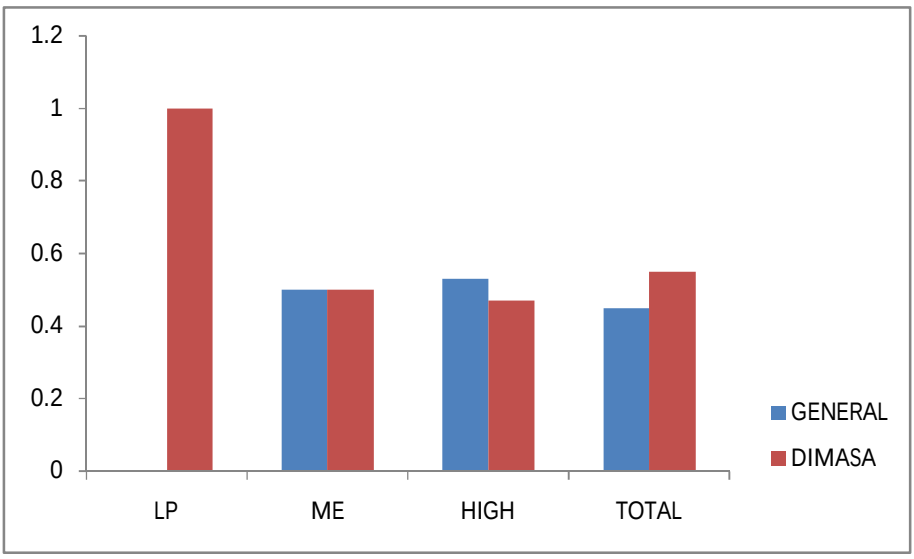
S/N	SCHOOLS	TOTAL	GENERAL	DIMASA TRIBES	PERCENTAGE (%)	
					GENERAL	DIMSA
1	LP	597	NIL	597	NIL	100%
2	ME	894	445	449	50%	50%
3	HIGH	2,648	1,407	1,241	53%	47%
TOTAL		4,139	1,852	2,287	45%	55%

Source: Primary Data Collection

Table 5.3 of the above shows the comparison of General and Dimasa students in different categories of schools. In Lower Primary school in the selected samples of the study there are no general students. It shows cent percent Dimasa enrolment in Lower Primary school.

In Middle school both General and Dimasa students' participation is 50% each, in high school General student is 53% and 47% is Dimasa students. It indicates that in high school general students are more than the Dimasa students. The table shows that 55% is from Dimasa community and 45% is from general. It indicates that in the district participation of Dimasa community is maximum than the general.

Fig. 5.3
Graphical Presentation of Comparison of General and Dimasa Students Enrolled in different Categories of Schools



The Figure 5.3 of the Table 5.3 shows that in Primary School of the District, the Dimasa community's enrolment is 100% percent. In Middle School it is 50% of Dimasa and 50% of the general. In High School participation of the community is

47% and 53% is of the General. It shows that the enrolment in the High School of the community is less than the General's enrolment. The total participation in education of the Dimasa community is 55% which excels the participation of the General community, which is 45% only.

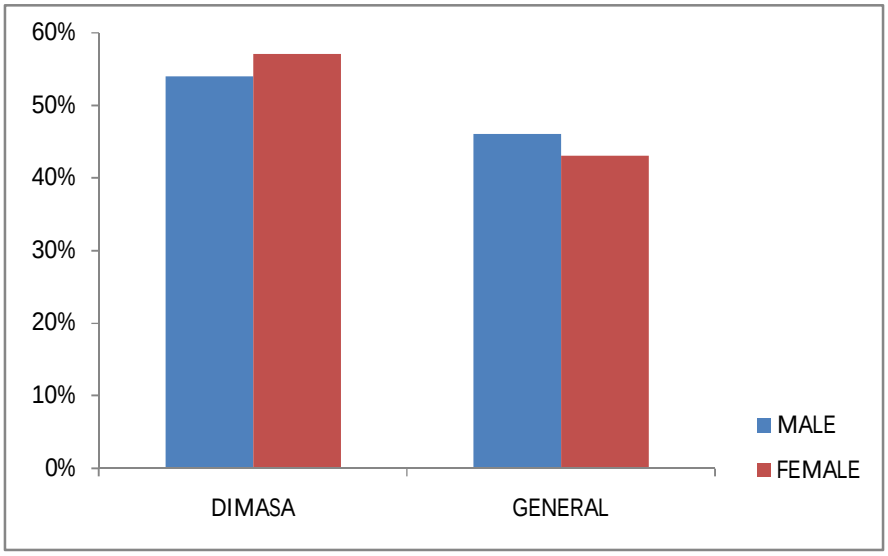
Table 5.4
Comparison of Male and Female of General and Dimasa Students Enrolled in Different Categories of Schools

CATEGORY	TOTAL	DIMASA	GENERAL	PERCENTAGE	
				DIMASA	GENERAL
MALE	2,012	1,085	927	54%	46%
FEMALE	2,127	1,202	925	57%	43%

Source: Primary Data Collection

The Table 5.4 shows the comparison of male and female both of the General and Dimasa community students in the Dima Hasao District in different categories of the school from the year of 2011 to 2014.The study reveals that the participation of the Dimasa community male in education is 54% where as the General's participation is 46% which indicates that Dimasa community is maximum in participation. In female enrolment Dimasa community is 57% and General female participation is 43%. The study shows that in the Dima Hasao District the participation in education both male and female of the Dimasa community is more than the General. The female participation is higher in Dimasa community and in General male participation is higher than the female.

Fig. 5.4
Comparison of Male and Female of General and Dimasa Students Enrolled in Different Categories of Schools in Percentage



The Figure 5.4 of the Table 5.4 shows the graphical comparative study of both General and Dimasa community enrolled in different schools from the Year of 2011 and 2014. The study shows that female percentage excels in Dimasa community and in General male percentage is higher than the female.

5.1.2 Karbi-Anglong District :

In the Karbi-Anglong district 3 LP, 3 ME and 2 HE schools were selected as the sample of the study randomly in two blocks namely Langsomephie and Howraghat. The data collected from the samples reveals that from 2011 to 2014 the total Dimasa students were 1,061 out of total students 4,490.

Table 5.5

Total Number of Students Enrolled in Different Categories of Schools

S/N	SCHOOLS	TOTAL	MALE	FEMALE	PERCENTAGE	
					MALE	FEMALE
1	LP	1,071	494	577	46%	54%
2	ME	1,938	1,014	924	52%	48%
3	HIGH	1,481	777	704	52%	48%
GT		4,490	2,285	2,205	51%	49%

Source: Primary Data Collection, 2011-2014

Table 5.5 of shows that in Karbi-Anglong District 46% male and 54% is female in lower primary school. It indicates that female percentage is more than the male in primary school. Out of 1,071 total students 494 male and 577 female of the selected sample of the study.

In middle school out of 1,938 total number of students , 1,014 male and 924 female are being enrolled in 2011 to 2014. That means 52% male and 48% is female. The study reveals that in ME school male's participation is more than the female's participation in education of the District.

In high school of the District out of total 1,481 students 777 are male and 704 are female, which indicates that male percentage is 52% and female is 48%. In middle school male's enrolment is maximum than the female's enrolment.

Out of the total 4,490 students 2,285 students are male and 2,205 are female. The percentage of the male participation in education is 51% and female is 49% which indicates that male participation is more than the female in the District.

Fig.5.5
Percentage of Total Number of Students Enrolled in Different Categories of Schools (Male and Female)

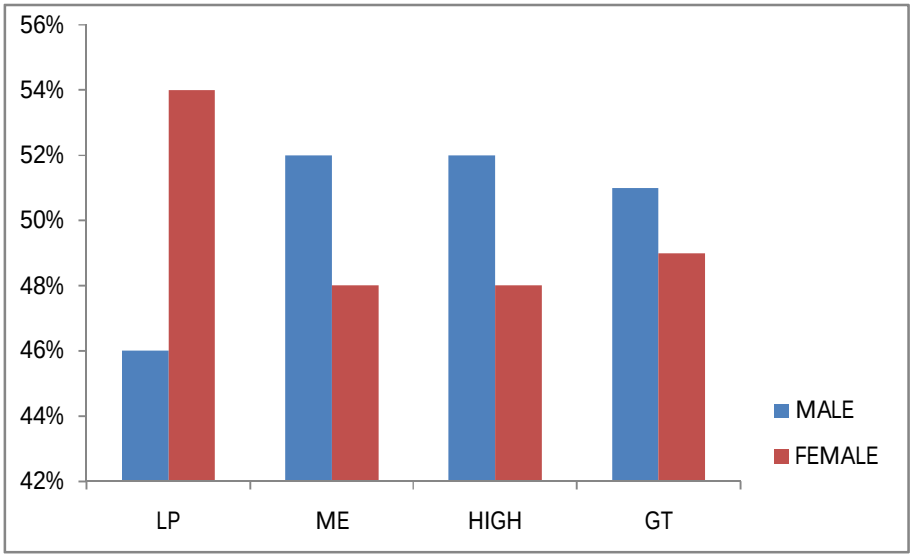


Figure 5.5 of the Table 5.5 shows the graphical representations of the total number of students participated in the different schools of the district. In the representation female in lower primary school shows the highest and male in primary school shows the lowest diagram. Both in middle and high school male percentage shows maximum than the female. In total male's diagram shows the highest percentage.

Table 5.6
Number of Dimasa Students in Different Categories of Schools

S/N	SCHOOLS	TOTAL	MALE	FEMALE	PERCENTAGE	
					MALE	FEMALE
1	LP	152	70	82	46%	54%
2	ME	444	250	194	56%	44%
3	HIGH	465	222	243	48%	52%
GT		1,061	542	519	51%	49%

Source: Primary Data Collection

Fig. 5.6

Graphical Representations of Total Number of Dimasa Students Enrolled in Different Categories of Schools

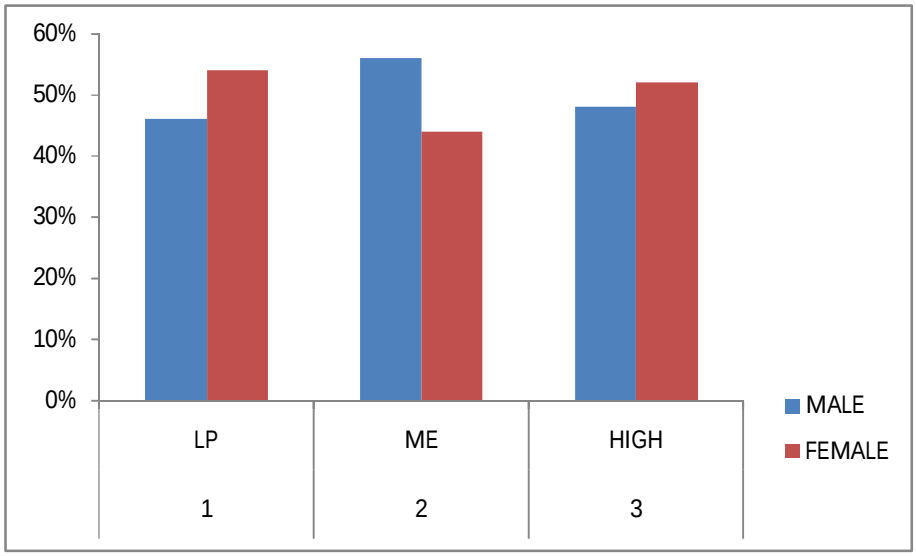


Table 5.6 shows that in Karbi-Anglong District total Dimasa student enrolled in lower primary school in the year of 2011 to 2014 is 152 from the selected samples of schools out of which 70 male and 82 female. It indicates that male percentage is 46% and female percentage is 54%. In the lower primary school female students are maximum than the male students.

In middle school total enrolment is 444 out of which 250 male and 194 female students. It can be seen that male is 56% and female is 44%.in the District of the community. Contrary to primary school, in middle school male participation in the school is higher than the female.

In High school male percentage is 48 and female is 52 out of 465 total students. Thus the researcher has found that in different categories of schools in the District of the community male has 51% and the female has 49%.The male percent is

higher than the female in the schools of the District. Figure 5.6 of the Table 5.6 Shows the bar-diagram of the total Dimasa students in different categories of school of the District.

Table 5.7
Comparison of Total General and Dimasa Students

S/N	SCHOOLS	TOTAL	DIMASA	GENERAL	PERCENTAGE	
					DIMASA	GENERAL
1	LP	1,071	152	919	14%	86%
2	ME	1,938	444	1,494	23%	77%
3	HIGH	1,481	465	1,016	31%	69%
GT		4,490	1,061	3,429	24%	76%

Source: Primary Data Collection

Fig.5.7
Graphical Representations of Total General and Dimasa Students

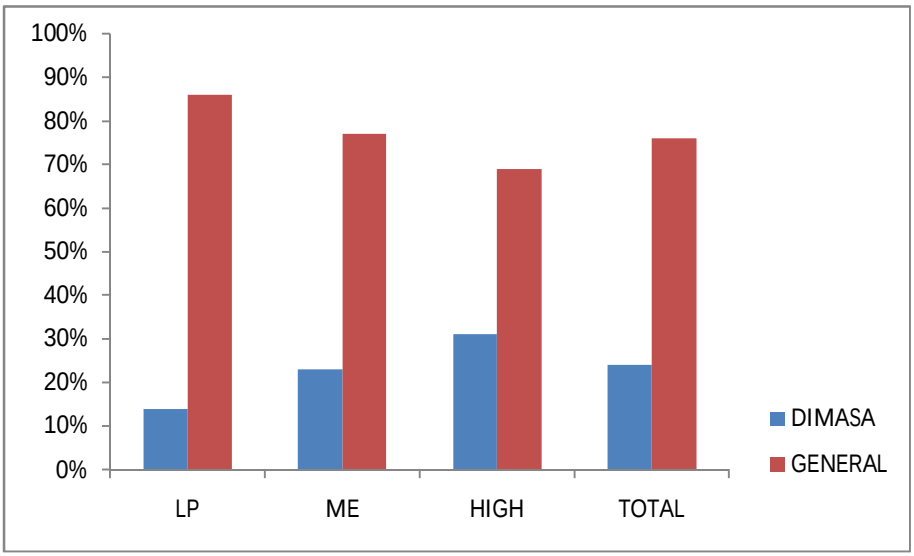


Table 5.7 shows the comparison of General and Dimasa students enrolled in different categories of schools in Karbi-Anglong District. In lower primary school

total number of students enrolled is 1071 out of which 152 are Dimasa and 919 are General students from the year of 2011 to 2014. That means 14% is Dimasa and 86% is General students which indicates a huge difference in primary school.

In middle school Dimasa students enrolment is 444 and General students' is 1,494 out of 1,938 which indicates 23% Dimasa and 77% is General. In middle school it is observed that a slight raise of enrolment is seen than the primary school.

In high school total number of participation of students is 1,481 out of which 465 and 1,016 are Dimasa and General student respectively. It reveals that 31% is of the Dimasa and 69% is of the General community in the District.

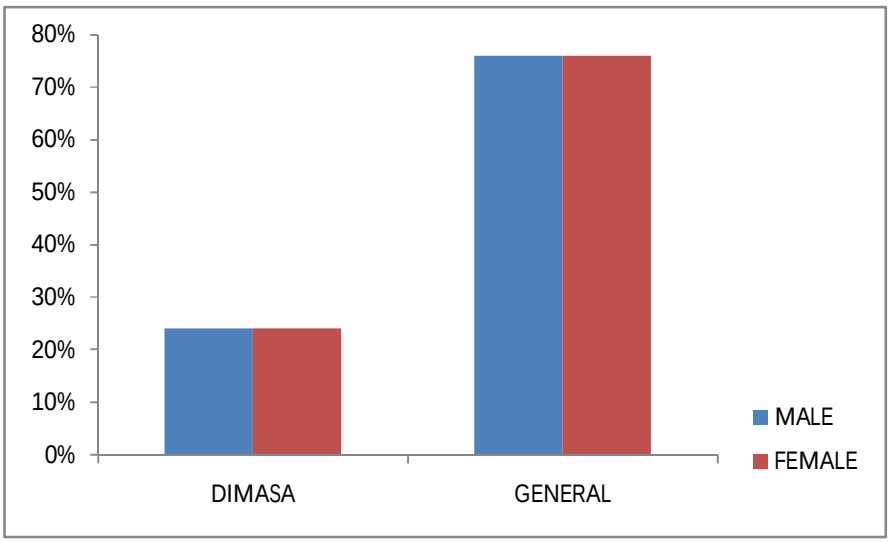
Fig.5.7 represents the graphical bar-diagram of the total 4,490 students of both General and Dimasa community where 1,061 and 3,429 are Dimasa and General respectively. It is observed that 24% is Dimasa and 76% is of General community in the participation of education in the District from all categories of school. From the data it is seen that a huge gap is prevailing in the participation of education in the District from the year of 2011 to 2014. It is also noteworthy that in all the categories of school General community is higher than the Dimasa community in the District.

Table 5.8
Comparison of Dimasa and General Students Enrolled in Different Categories of Schools (Male and Female in Percentage)

S/N	SEX	TOTAL	DIMASA	GENERAL	PERCENTAGE	
					DIMASA	GENERAL
1	MALE	2,285	542	1,743	24%	76%
2	FEMALE	2,205	519	1,686	24%	76%

Source: Primary Data Collection

Fig. 5.8
Comparison of Dimasa and General Students Enrolled in Different Categories of Schools (Male and Female)



It is observed from the Table 5.8 that out of 2,285 total male students 542 are Dimasa male and 1,743 are General male students. It indicates that 24% is Dimasa male and 76% is General male students of all the categories of the school in the District from the year of 2011 to 2014. Again it is also found that out of 2205 female students 519 are Dimasa female and 1686 are General female students in the District which shows 24% Dimasa and 76% is General female students in the District of all the categories of the school. The data shows that in the participation of education in the District both male and female are in equal. The data also reveals that there is a huge gap in the participation of education between the male and female of both the categories in the District in the study year. Fig 5.8 represents the bar-diagram of comparison of both Dimasa and General male and female students of the District.

5.1.3 Cachar District

In Cachar District out eight blocks, two viz. Narsingpur and Rajabajar blocks are selected where more Dimasa community is concentrated. From the two blocks 4 primary, 2 middle and 2 high schools are being selected for the sample of the study.

Table 5.9
Total Number of Students Enrolled in Different Categories of Schools

S/N	SCHOOLS	TOTAL	MALE	FEMALE	PERCENTAGE	
					MALE	FEMALE
1	LP	2,452	1,161	1,291	47%	53%
2	ME	1,099	561	538	51%	49%
3	HIGH	2,914	1,421	1,493	49%	51%
GT		6,465	3,143	3,322	49%	51%

Source: Primary Data from 2011 to2014

Table 5.9 shows that in lower primary school in Cachar District there are 2,452 total number of students enrolled from the year of 2011 to 2014 out of which 1,161 are male and 1,291 are female. That means 47% is male and 53% is female. It indicates that in lower primary school in the District female participation in education is maximum than the male.

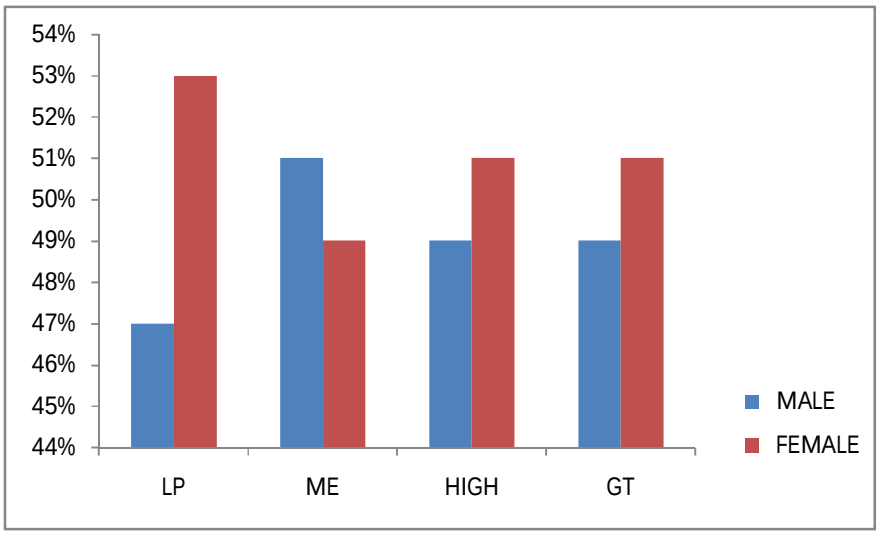
In the middle school total number of enrolled students is 1,099, out of which 561 are male and 538 are female in the selected sample of school of the study in the District. It indicates that 51% is male and 49% is female in the middle school of the District. It reveals that in middle school contrary to lower primary school male percentage is higher than the female percentage.

In high school the data shows that there are total 2,914 number of students enrolled in the year of 2011 to 2014. Out of the total students 1,421 are male and 1,493 are

female in the District of the selected schools. It shows that 49% is male and 51% is female. Here in the high school female participation in education is higher than the male. In the selected samples of the study in all the categories of the school, there are all total 6,465 students out of which 3,143 are male and 3,322 are female.

Fig. 5.9

Percentage of Total Number of Students Enrolled in Different Schools of Category



It shows that in the District 49% is male and 51% is female. The gross enrolment shows that in the District female's enrolment is higher than the male's enrolment. To make it a vivid Fig 5.9 shows a bar-diagram of all the categories of the school and gross total enrolment is also presented.

Table 5.10

Number of Dimasa Students in Different Categories of Schools

S/N	SCHOOLS	TOTAL	MALE	FEMALE	PERCENTAGE (%)	
					MALE	FEMALE
1	LP	1,156	524	632	45%	55%
2	ME	499	253	246	51%	49%
3	HIGH	745	360	385	48%	52%
GT		2,400	1,137	1,263	47%	53%

Source: Primary Data collection from 2011-2014

Table 5.10 shows that in the District total 1,156 students are there in the lower primary school of the Dimasa community out of which 524 are male and 632 are female. It indicates that 45% is male and 55% is female in the selected schools of the study. In primary school of the study female‘s enrolment is higher than the male.

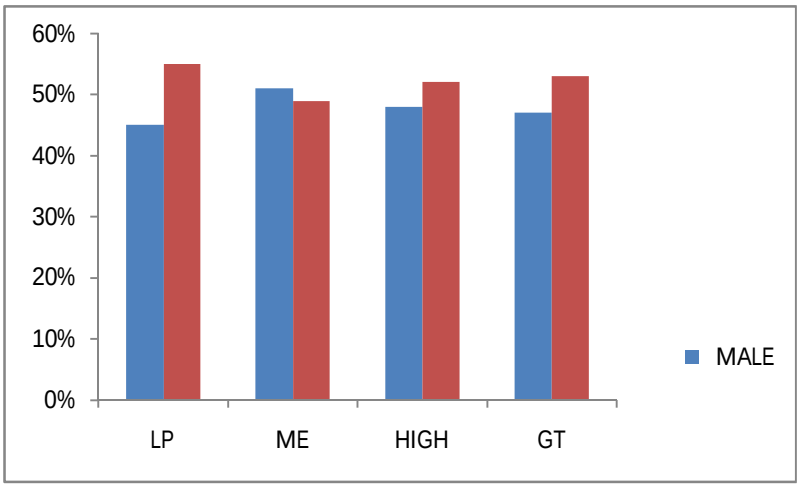
In middle school the researcher found that only 499 total number of Dimasa students of the selected samples of the schools out of which 253 are male and 246 are female of the community. It reveals that 51% male and 49% female of the community.

In high school total number enrolled of the community is 745 out of which 360 male and 385 female .It indicates 48% male and 52% female respectively .The data shows that in high school female participation in education is higher than the male’s participation in education of the community in the District during the year 2011to 2014.

Including all the categories of school, the researcher has found that there are total 2400 students of the community in the selected schools, of which1137 male and 1263 female of the community. It indicates that 47% is male and 53% is female. In the District it shows that female enrolment is maximum than the male enrolment in the school.

Fig. 5.10

Percentage of Total Number of Dimasa Students in Different Categories of schools



The data shows that in all the categories female participation in education, except middle school, is higher than the male's participation of the community in the District during the year of 2011 to 2014. The Fig 5.10 shows the graphical representation of the data in bar-diagram of all the categories of schools of the District.

Table 5.11

Comparison of Total General and Dimasa Students in Different Categories of Schools

S/N	SCHOOLS	TOTAL	GENERAL	DIMASA	PERCENTAGE (%)	
					GENERAL	DIMASA
1	LP	2,452	1,296	1,156	53%	47%
2	ME	1,099	600	499	55%	45%
3	HIGH	2,914	2,169	745	74%	26%
TOTAL		6,465	4,065	2,400	63%	37%

Source: Data Collection

Table 5.11 shows that in Cachar District total enrolment in all the categories of schools both of the General and Dimasa community is 6,465 numbers of students

including male and female. In the district it shows that 63% is General and 37% is of the Dimasa community.

In lower primary school total number of students enrolled is 2,452 out of which 1,296 general and 1,156 dimasa. The percentage of the study of both the community is 53% and 47% respectively in the district from the year of 2011 to 2014 in the primary school.

In middle school in the district total enrolment is 1099 and the general is 600, on the other hand dimasa community is 499 which represents the percentage of 55% and 45% respectively.

Again study has revealed that in high school 74% is from the general community and only 26% is from the dimasa community in the district from the year 2011 to 2014 where it is found that the participation of the dimasa community in high school is very less than the general.

The researcher has found in the study that in all the categories of school the participation of dimasa community is lagging behind the general community in the district. The comparison of both the community is also highlighted in the bar-diagram in Fig 5.11.

Fig. 5.11

Percentage of Comparison of Total General and Dimasa Students
(Different Categories of Schools)

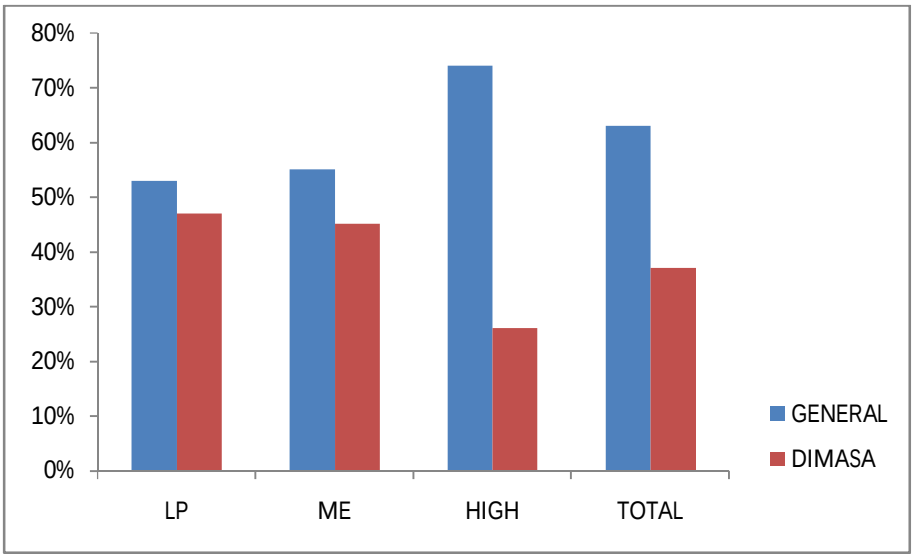


Table 5.12

Comparison of Total Male and Female Students of General and Dimasa
(In Different schools Different Categories of Schools)

:S/N	SEX	TOTAL	DIMASA	GENERAL	PERCENTAGE	
					DIMASA	GENERAL
1	MALE	3,143	1,137	2,006	36%	64%
2	FEMALE	3,322	1,263	2,059	38%	62%

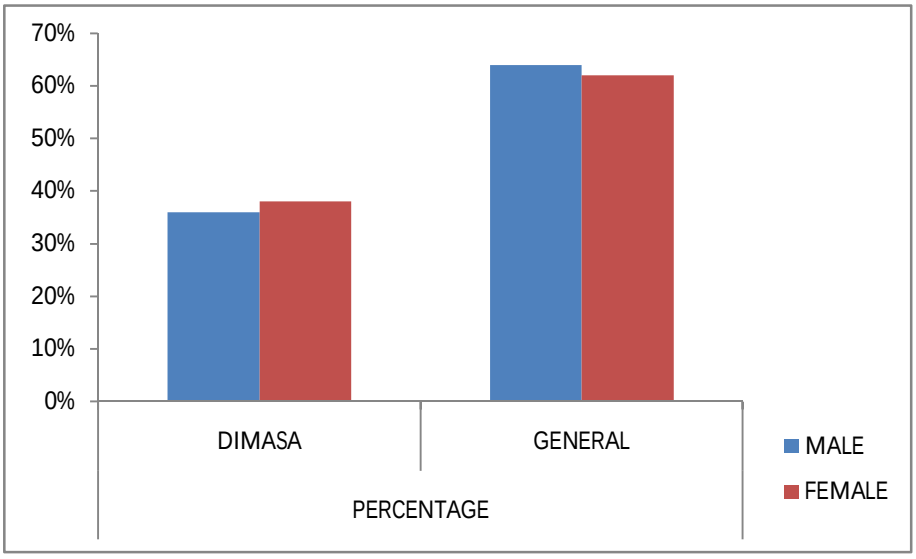
Source: Primary Data collection,2011-2014

Table 5.12 of the data shows that in the district there are 3,143 total male students and 3,322 female students in all the categories of the schools. In Dimasa community out of total 3,143 students 1,137 are male and 1,263 are female which indicates that 36% and 38% male and female respectively in the district. It shows that female percentage is maximum than the male percentage of the community. In

General community out of total 3,143 students, 2,006 are male and 2,059 are female in the district in the study area. It indicates that 64% male and 62% is female of the community .The study has revealed that in the district, the participation of the dimasa community in education is approximately 50% less than the general community. The comparison of both the community is shown graphically in Fig 5.12 where in Dimasa community female participation is higher than the male and on the other hand in general community male participation is higher than the female in the district.

Fig. 5.12

Percentage of Comparison of Male and Female Students of General and Dimasa Students (in Cachar District)



5.2 Section II : Education of the Households members

This section deals with the education of the family members and the heads of the family. It also studies the income of the families of the three Districts.

Objectives of the Study

- To study the participation in education.
- To study the decade-wise enrolment in different and diverse stages of educational system.

Table 13. shows In Karbi-Anglong District out of 100 families education of the heads of the households are -52% non-matric, 37% matric,7% higher secondary,and 4% TDC respectively.

In Dimas Hasao District out of 100 families, the education of the heads of the households are 64% non-matrict,18% matric, 4% HS,10% TDC and 4% PG respectively.

Again in Cachar District the study has revealed that out of 100 families of the samples of the study, the education of the heads of the households are 58% non-matric, 31% matric 6% HS and 5% TDC respectively.

Table 5.13
Education of Heads of the Households of the three Districts

S/N	DISTRICT	EDUCATION OF THE HEADS				
		NON-MATRICT	MATRICT	HS	TDC	PG
1	KARBI-ANGLONG	52%	37%	7%	4%	00
2	DIMAHASAO	64%	18%	4%	10%	4%
3	CACHAR	58%	31%	6%	5%	00

Source: Data Collection

Table 5.14
Distribution of family members of Three Districts

S/N	DISTRICTS	MALE	FEMALE	TOTAL	MEMBERS
1	CACHAR	181	184	365	446
2	DIMAHASAO	214	216	430	491
3	KARBI-ANGLONG	198	249	447	485
TOTAL		593	649	1,242	1,422

Source: Data Collection

Table 5.15
Education of the Family Members of the Households (Three Districts)

S/N	DISTRICTS	EDUCATION OF THE FAMILY MEMBERS						TOTAL FAMILY MEMBERS
		NON-MATRIC	MATRIC	HS	TDC	PG	ANY OTHER	
1	CACHAR	146	92	54	56	15	2	365
2	DIMAHASAO	218	90	50	40	13	19	430
3	KARBI-ANGLONG	226	116	48	36	14	7	447
TOTAL		590	298	152	132	42	28	1,242

Source: Data Collection

Table 5.16
Percentage of Education of the Family Members of the Three Districts

S/N	DISTRICTS	EDUCATIONAL PERCENTAGE OF THE FAMILY MEMBERS						TOTAL EDUC-ATED
		NON-MATRIC	MATRIC	HS	TDC	PG	ANY OTHER	
1	CACHAR	40%	25%	15%	15%	4%	0.55%	365
2	DIMAHASAO	51%	21%	12%	8%	3%	4%	430
3	KARBI-ANGLONG	50%	26%	11%	8%	3%	2%	447
GT		48%	24%	12%	11%	3%	2%	1,242

Source: Data Collection

Table 5.14 shows the total family members of the three Districts of the selected samples for the study. The researcher has found that in Cachar District in 100 households, there are 446 family members, in Dima Hasao District in 100 households 491 and in Karbi-Anglong in 100 households 485 family members. The table also shows that in Cachar District out of 446 family members 181 members are male educated and 184 are female educated. It indicates that in the District out of 446 family members 365 members are educated and the rest are illiterates as responded by the household information (%). In Dima Hasao District 214 are male educated and 216 members are female educated out of total 491 family members. It shows that 430 family members are educated (%). In Karbi-Anglong District out of total 485 family members 447 members are educated. In the District of the sample of the study 198 are male educated and 249 female are educated . The data shows that in the three Districts the female participation in education is higher than the male participation in education of the community. Table 5.15 and 5.16 show the education of the family members of the households of the three District in different categories. Table.16 shows that in Cachar District out of 365 educated family members 40% is non-matric, 25% matric, 15% HS, 15% TDC 4% PG and in other 0.55% respectively. It has revealed that in the District below matric is the highest and participation in other vocational courses are very negligence. In Dima Hsao District out of 430 educated members, 51% is non-matric, 21% matric,12% HS, 8% TDC,3% PG and 4% is other respectively. In the District, non-matric is the highest and it is seen that in other vocational courses it is higher than the Cachar District and of the post graduate category. In Karbi-Anglong District, out of 447 educated family members, the researcher has found that 50% is non-matriculate,

26% is matriculate, 11% HS, 8%TDC, 3% PG and 2% is of any other. From the data it is observed that of the Districts non-matriculate is higher in Dima Hasao District which is 51% and participation in other courses is very low in Cachar District. The data shows that in the three Districts the participation in education is; non-matriculate is 48% , matriculate is 24%, 12% is higher secondary, 11% is three year degree courses, 3% is post graduate and 2% is any other respectively. The Fig 5.13and 5.14 represent the bar-diagram of the data of the three Districts.

Fig 5.13
Education of the Household Members of the Three Districts (in Percentage)

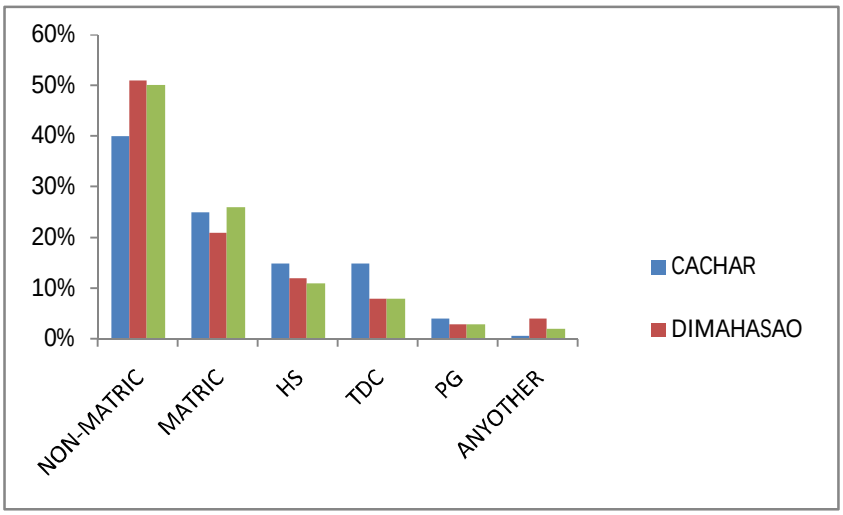


Fig.14
Percentage of Literacy of Three District in Different Categories

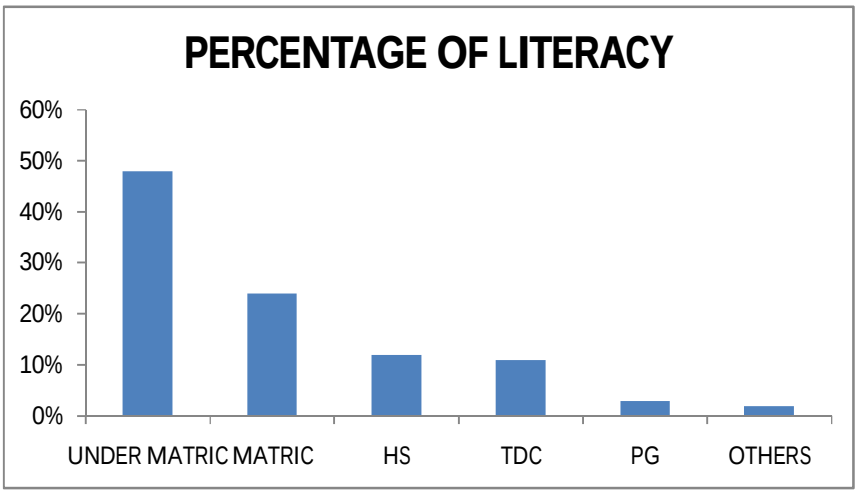


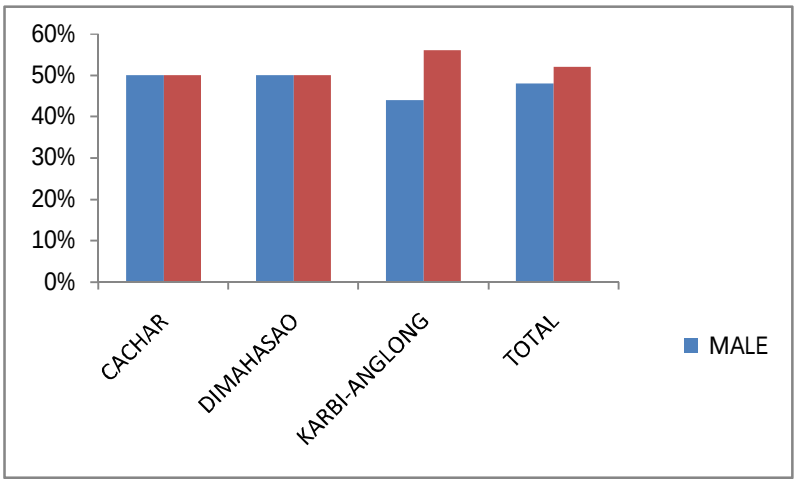
Table 5.17
Distribution of Literacy Rate of Male and Female of the Community
(Three Districts Household Samples of Study)

S/N	DISTRICTS	MALE	FEMALE	TOTAL	PERCENTAGE	
					MALE	FEMALE
1	CACHAR	181	184	365	50%	50%
2	DIMAHASAO	214	216	430	50%	50%
3	KARBI-ANGLONG	198	249	447	44%	56%
TOTAL		593	649	1,242	48%	52%

Source: Data Collection

Table 5.17shows that out of 1,422 total members of 300 households 1,242 family members are recorded to be educated that means 87% is educated and13% is illiterate amongst the selected sample of which 48% is male and 52% is female of the Districts. In Cachar District 50% male and 50% female are educated. Again study has found that in Dima Hasao District also 50% male and 50% female are educated. In Karbi-Anglong District out of 447 total literate persons 44% is male and 56% is female literate. It reveals that in Karbi-Anglong District female literacy is higher than the other Districts. A graphical representation is shown in Fig.5.15 of the literacy rate of the three Districts of the study.

Fig.5.15
Graphical Representations of Literacy Rate of Three District



5.3 Section III : Problems of the Schools

This section deals with the various problems faced by the schools. The data is collected through the problem check lists from the teachers.

Objective of the Study

To study the problems of education of the Dimasa

Table 5.18
Distribution Problems of Primary Schools in Three District

S/N	Problems	ALWAYS	SOMETIME	NOT AT ALL	TOTAL	TOTAL TEAC-HERS
1	PROBLEMS OF INFRASTRUCTURE	15	12	3	30	30
2	PROBLEMS OF TIME-TABLE	11	13	6	30	
3	PROBLEMS OF SYLLABUS	14	13	3	30	
4	PROBLEMS OF RESOURCES	10	7	9	26	
5	GENERAL PROBLEMS	21	9	0	30	
TOTAL		71	54	21	146	

Source: Data Collection

Table 5.19
Percentage of Problems of Primary Schools in Three District

S/N	PROBLEMS	ALWAYS	SOMETIME	Not at all
1	PROBLEMS OF INFRASTRUCTURE	50%	40%	10%
2	PROBLEMS OF TIME-TABLE	37%	43%	20%
3	PROBLEMS OF SYLLABUS	47%	43%	10%
4	PROBLEMS OF RESOURCES	38%	27%	35%
5	GENERAL PROBLEMS	70%	30%	
TOTAL		49%	37%	14%

Source: Data Collection

Tables 5.18 and 5.19 show the various problems of the lower primary schools faced by the teachers which are collected through the problem check lists in three Districts of the selected sample of the study. Of 30 teachers 50% teachers responded that in the primary schools there are infrastructural problems which are faced by them always, 40% teachers responded that sometime only they face the problems of the infrastructure in primary schools and 10% response that they do not face the infrastructural problems in the primary schools. The researcher has found that 37% teachers responded that there are the problems of time-table in the primary schools which they face, 43% responded problems of sometime and 20% not at all problems respectively. Regarding the problems of syllabus 47% teachers responded always there are the problems of the syllabus,43% they face sometime only and 10% responded that they do not face the problems of the syllabus in the primary schools. Again the study has shown that 38% teachers feel always problems of the resources in the schools, 27% sometime and 35% responded no resources problems at all in the lower primary schools in the Districts. In general problems 70% teachers responded that there are always problems, 30% teachers responded sometime only.

From the data it is seen that 49% teachers responded problems of always, 37% sometime and 14% teachers not at all problems in the primary schools in the Districts. A graphical representation is shown in the Fig.5.16 in the form of bar-diagram for vivid visual where general problem shows the highest in the primary schools faced by the teachers.

Fig.5.16
Different Problems of Primary Schools in the Three District

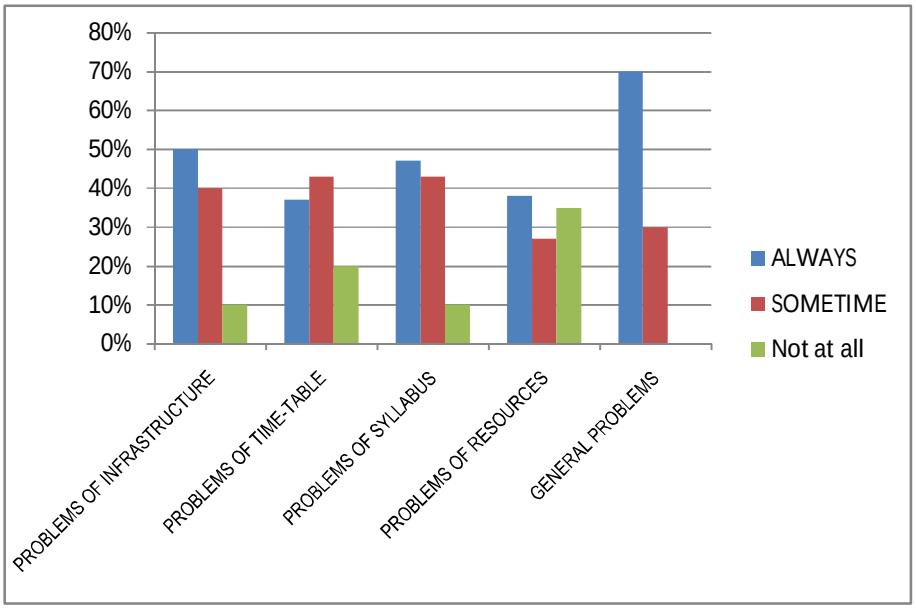


Table 5.20
Problems of M E Schools in Three Districts

S/N	Problems	ALWAYS	SOMETIME	NOT AT ALL	TOTAL	TOTAL TEACHERS
1	PROBLEMS OF INFRASTRUCTURE	34	23	18	75	75
2	PROBLEMS OF TIME-TABLE	26	24	25	75	
3	PROBLEMS OF SYLLABUS	21	28	26	75	
4	PROBLEMS OF RESOURCES	43	17	20	80	
5	GENERAL PROBLEMS	41	9	10	60	
TOTAL		165	101	99	365	

Table 5.20 and 5.21 show the problems of middle schools in the three Districts of the study. 45% teachers of the middle schools responded that there are always problems of infrastructure in the middle schools in the Districts. 31% teachers

responded that there are sometime only of the infrastructural problems in the middle schools and 24% shows that there are not at all problems of infrastructure in the middle schools. In time-table 35% responded that the present time-table for the middle schools is not congenial for the smooth running of the academic environment. 32% teachers say that sometime only they face the problems of the time-table in the middle schools and 33% teachers have responded that they do not feel that time-table is the problems in the middle schools. Regarding the problems of syllabus 28% responded that there are always problems, 37% sometime and 35% not at all problems in the middle schools of the study. In the case of the resources 54% responded that there are always problems, 21% responded sometime and 25% teachers responded not at all problems of resources in the middle schools in the

Table 5.21
Percentage of problems of M E Schools in Three District:

S/N	PROBLEMS	ALWAYS	SOMETIME	Not at all
1	PROBLEMS OF INFRASTRUCTURE	45%	31%	24%
2	PROBLEMS OF TIME-TABLE	35%	32%	33%
3	PROBLEMS OF SYLLABUS	28%	37%	35%
4	PROBLEMS OF RESOURCES	54%	21%	25%
5	GENERAL PROBLEMS	68%	15%	17%
TOTAL		49%	32%	19%

Source: Data Collection

Districts. 68% teachers responded that in the District there exist general problems all the time, 15% says some time and 17% responded that there is no general problem at all in the middle schools. Table 5.21 shows that 49% of the middle schools have always problems, 32% problems of sometime and 19% says no

problem at all. Fig.5.17 highlights the graphical representations of the problems faced by the teachers in the middle schools in the three Districts of the study in the form of bar-diagram.

Fig.5.17
Problems of M E Schools in Percentage-Wise of the Three District:

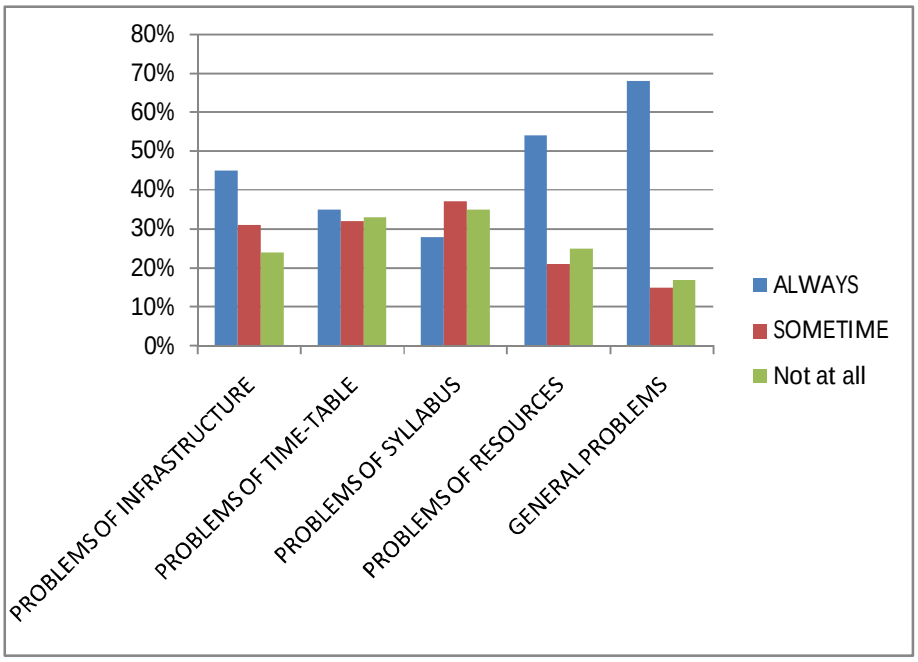


Table 5.22
Problems of High Schools of Three Districts

S/N	PROBLEMS	ALWAYS	SOME-TIME	NOT AT ALL	TOTAL	TOTAL TEACHERS
1	PROBLEMS OF INFRASTRUCTURE	32	13	15	60	60
2	PROBLEMS OF TIME-TABLE	18	26	16	60	
3	PROBLEMS OF SYLLABUS	12	33	15	60	
4	PROBLEMS OF RESOURCES	39	10	9	58	
5	GENERAL PROBLEMS	45	12	3	60	
TOTAL		146	94	58	298	

Source: Data Collection

Table 5.23
Distribution of Problems of High Schools in Three District:
(In Percentage Wise)

S/N	PROBLEMS	ALWAYS	SOMETIME	Not at all
1	PROBLEMS OF INFRASTRUCTURE	53%	22%	25%
2	PROBLEMS OF TIME-TABLE	30%	43%	27%
3	PROBLEMS OF SYLLABUS	20%	55%	25%
4	PROBLEMS OF RESOURCES	67%	17%	16%
5	GENERAL PROBLEMS	75%	20%	5%
TOTAL		45%	28%	27%

Source : Data Collection

Table 5.22 and 5.23 show the problems of the high schools in the three Districts. 45% teachers responded there are always problems, 28% problems of sometime and 27% responded that there are no problems at all of the total problems faced by the teachers. In high schools of the study 53% teachers responded that there are always problems of infrastructure, 22% responded problems of infrastructure at sometime and 25% teachers responded that there are no infrastructure problems at all in the high schools. Regarding the problems of time-table 30% teachers responded that there are always problems in high school, 43% some-time only and 27% teachers responded that there are no problems of time-table at all in the high school. The data shows that 20% teachers responded problems of syllabus in all the time, 55% some-time only and 25% teachers responded no problems of syllabus in high school. The researcher has found that 67% teacher responded problems of resources in all the time in high school, 17% teacher responded some-time only and 16% teachers responded that there are no problems of resources in high school of

the Districts. In general problems 75% teachers responded always, 20% some-time and only 5% teachers responded that there are no general problems at all in the high school. A graphical representation of the data is also shown in Fig.5.18.

Fig. 5.18
The Problems of High Schools in Three Districts (Percentage-Wise)

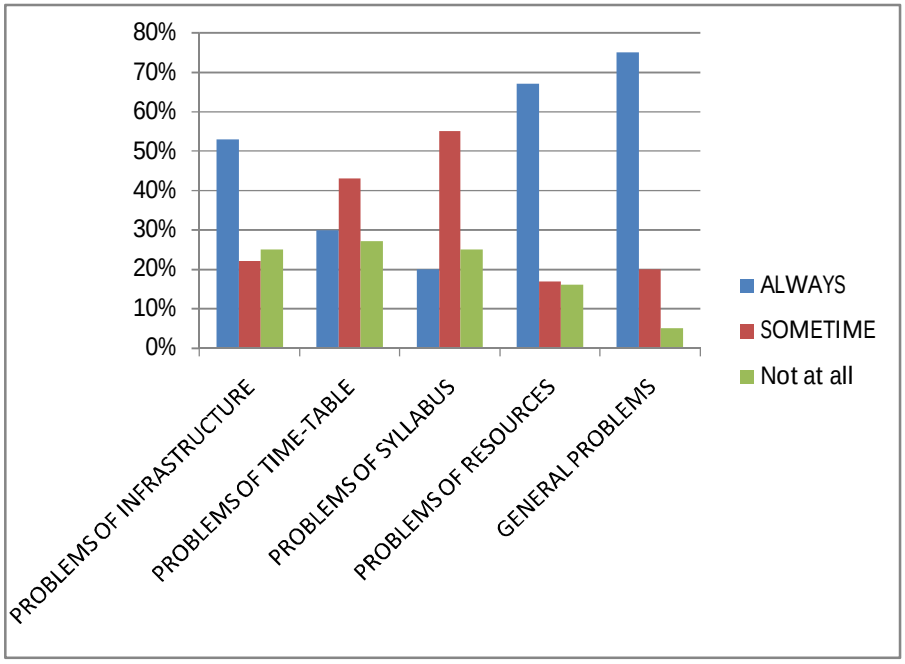


Table 5.24
Annual Income of the Households (In Dima Hasao District)

TOTAL ANNUAL INCOME OF THE HOUSEHOLD		
BELOW	BELOW	ABOVE
10,000	40,000	40,000
NIL	58%	42%
TOTAL=100		

Source: Data Collection

Table 5.25
Distribution of Occupations of Household Heads and Members
(Dima Hasao District)

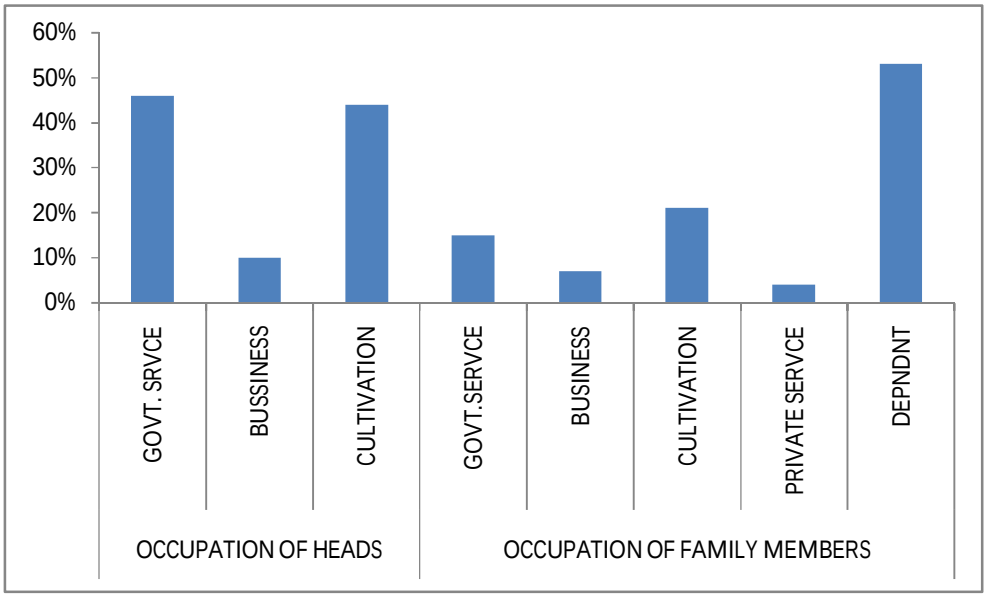
OCCUPATION OF HOUSEHOLD HEADS			OCCUPATION OF HOUSEHOLDS MEMBERS				
GOVT. SERVICE	BUSSI-NESS	CULTIVATION	GOVT. SERVCE	BUSI-NESS	CULTIV-ATION	PRIVATE SERVCE	DEPNDNT
46%	10%	44%	75	33	103	19	261
TOTAL=100			15%	7%	21%	4%	53%
			TOTAL=491				

Source: Data Collection

Table 5.24 shows the annual income of the households of the Dimasa community of Dima Hasao District. The study has found that out of 100 households of the community 58% is below 40,000 and 42% is above 40,000 in the District. It reveals that in the District maximum family is above 40,000 income level.

Table 5.25 shows the occupations of the heads of the households and the family members. The data of the study shows that out of 100 households 46% heads of the households are Government services, 10% of the heads are engaged in the business and 44% heads of the households are the cultivators of the community in the District. A graphical representation of occupations of the heads and family members of the households is shown in Fig.5.19.

Fig.5.19
Percentage of the Occupations of the Heads and Family Members of the Household in Dima Hasao District



The researcher has found in the study that more than 50% of the community depends upon the other family members' income for the livelihood which affects the educational development in the community and creates the problems of life style. The low income level of the households in the District of the community is the major cause in participating education.

Table 5.26
Annual Income of the Households of Cachar District

TOTAL ANNUAL INCOME OF HOUSEHOLDS		
BELOW	BELOW	ABOVE
10,000	40,000	40,000
8%	61%	31%
GT=100		

Source: Data Collection

Table 5.27
Distribution of Occupations of the Household Heads and Members
(Cachar District)

OCCUPATION OF HOUSEHOLD HEADS			OCCUPATION OF HOUSEHOLD MEMBERS				
GOVT. SRVCE	BUSSI-NESS	CULTIV-ATION	GOVT. SERVCE	BUSINESS	CULTIV-ATION	PRIVATE SERVCE	DEPN-DENT
42%	20%	38%	60	45	149	22	170
			13%	10%	34%	5%	38%
TOTAL=100			TOTAL=446				

Source: Data Collection

Table 5.26 shows the annual income of 100 households of Dimasa families in Cachar District. The study has found that out of 100 households, 8% families are below the 10,000 income, 61% families are below 40,000 and 31% families are above 40,000 per year.

Table 5.27 shows the occupations of the heads and family members of the Dimasa community in Cachar District. The data shows that 42% of the heads are service holders out of 100 households of the Dimasa community in Cachar District. Out of 100 households 20% is engaged in business and 38% is cultivators of the heads of the households in the District. It reveals that in the District participation in government service is higher than the cultivators of the heads of the households which has created a congenial atmosphere for educating their children. Again, the study has found that in the community engagement in business is also not so much negligence.

In the study, researcher has found that 13% of the family members are government service holders, 10% of the family members are engaged in business, 34% is cultivators, 5% is private service holders and 38% is dependent on the other family members of the community in the District. The data has shown that in the District of the Dimasa community, maximum family members are cultivators and dependents are more than the earners. This has revealed that in the community, development of education depends on the cultivation. A graphical presentation is shown in Fig.5.20 of occupations of both the heads and the family members of the households of the community.

Fig.5.20
Percentage of Occupations of the Heads and Members of the Household (Cachar District)

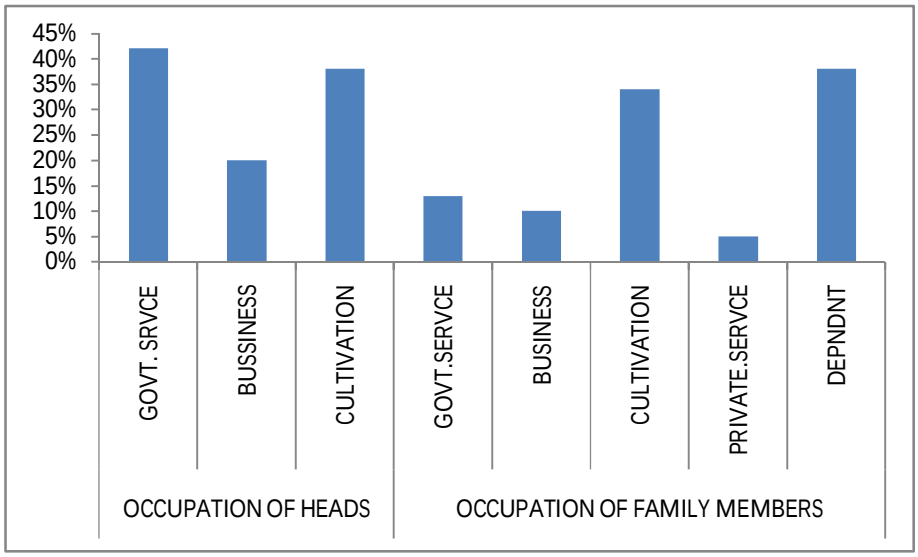


Table 5.28
Distribution of Annual Income of the Household (Karbi-Anglong District)

TOTAL ANNUAL INCOME OF HOUSEHOLD		
BELOW	BELOW	ABOVE
10,000	40,000	40,000
6%	59%	35%
TOTAL=100		

Source: Data Collection

Table 5.29
Distribution of Occupations of the Household Heads and Members
(In Karbi-Anglong District)

OCCUPATION OF HOUSEHOLD HEADS			OCCUPATION OF HOUSEHOLD MEMBERS				
GOVT. SRVCE	BUSS-INESS	CULTIV-ATION	GOVT. SERVCE	BUSINESS	CULTIV-ATION	PRIVATE SERVCE	DEPNDNT
28%	15%	57%	62	48	119	31	225
			13%	10%	25%	6%	46%
TOTAL=100			TOTAL=485				

Source: Data Collection

Table 5.28 of the data shows that in Karbi-Anglong District of the 100 households of the samples of study, 6% households' income level is below 10,000, 59% of the household is below 40,000 and 35% is above the 40,000 income. It shows that in the District of Dimasa community most of the families' annual income level is below 40,000.

Table 5.29 of the data shows that in Karbi-Anglong District out of 100 study samples households 28% heads of the family is service holders, 15% is engaged in the business and 57% heads of the household are cultivators. It has revealed that in

the District of Dimasa community most of the family heads are cultivators. The study has also found that in the household 13% members are serving in the government jobs, 10% in the business, 25% family members are cultivators,6% is engaged in private sector service and 46% of the family members are dependent on others. Thus it is observed from the data that approximately 50% of the household members depend on the income level of other family members which is the problem in developing education in the District. The study has also found that only a small number of family members are serving in the government or private jobs in the District from the Dimasa community. In the business also a very few members are being engaged. In the District it is observed that in private service a very meager numbers of family members are being seen. Fig.5.21 shows a bar-diagram of the data which represents occupations of the heads and the members of the households of Dimasa community in the District.

Fig 5.21
Distribution of Occupations of the Heads and Members of the Households
(Karbi-Anglong District)

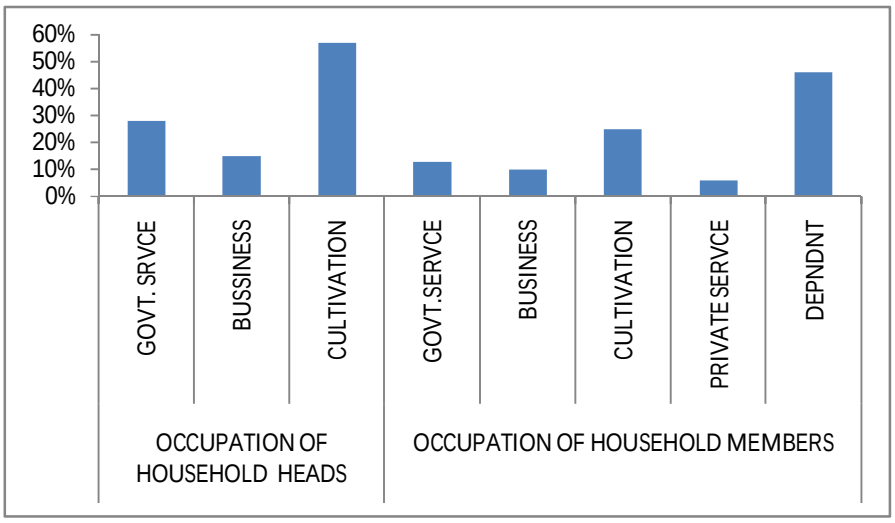


Table 5.30
Distribution of Different Categories of Occupations of the Three District
(A Comparative Analysis)

DISTRICTS	OCCUPATION OF FAMILY MEMBERS					TOTAL MEMBERS OF THE FAMILY
	GOVT. SERVCE	BUSINESS	CULTIVATION	PRIVATE SERVCE	DEPNDNT	
DIMAHASAO	75	33	103	19	261	491
CACHAR	60	45	149	22	170	446
KARBI-ANGLONG	62	48	119	31	225	485
TOTAL	197	126	371	72	656	1422

Source: Data Collection

Table 5.31
Percentage in Different Categories of Occupations of the Three Districts

OCCUPATIONS OF THE HOUSEHOLD MEMBERS PERCENTAGE OF THE THREE DISTRICTS				
GOVT.SERVCE	BUSINESS	CULTIVATION	PRIVATE SERVCE	DEPNDNT
14%	9%	26%	5%	46%

Table 5.30 and 5.31 show a comparative analysis of occupations of the Districts of the community. It is observed from the data that 14% of the community are in the category of government service, only 9% is found doing business, 26% is cultivation, 5% is engaged in private service and 46% of the community is dependent. Thus the study reveals that in three Districts most of the Dimasa community members are dependent on other family members. It is also observed that 26% of the community is cultivators which is seen as the major source of the income of the community. A graphical representation is shown in Fig.5.22 which indicates all the categories of occupation of the three Districts of the study.

Fig.5.22
Different Categories of Occupations of the Three District in Percentage-Wise

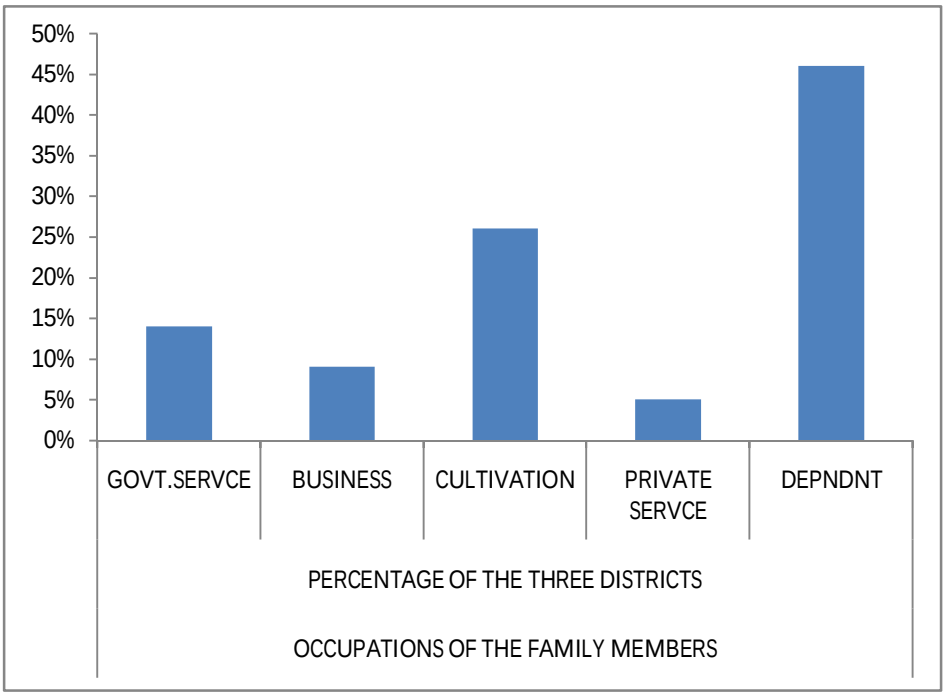


Table 5.32
Distribution of Annual Income of the Total Households of the Three Districts (Household Samples of the Study)

DISTRICTS	TOTAL ANNUAL INCOME OF THE FAMILY		
	BELOW	BELOW	ABOVE
	10,000	40,000	40,000
DIMAHASAO	NIL	58	42
CACHAR	8	61	31
KARBI-ANGLONG	6	59	35
TOTAL	14	178	108
GT=300 FAMILY			

Source: Data Collection

Table 5.33
Total Annual Income of the Household in Percentage

DISTRICTS	TOTAL ANNUAL INCOME OF THEHOUSEHOLDS IN PERCENTAGE		
	BELOW	BELOW	ABOVE
	10,000	40,000	40,000
	5%	59%	36%

Table 5.32 and 5.33 show a comparative study of annual income of the households of the three Districts of Dimasa community. The researcher has found in the study that out of 300 households 5% families are below 10,000 income, 59% of households of the community is below 40,000 and 36% households of the community is above 40,00 annual income.