4.1 INTRODUCTION:

The result of the research are the 'raw materials' for the solution of the problem investigated and therefore this part should be very meticulously reproduced. When results have been prepared, they are analyzed or discussed. So result and discussion is the most important part of research. The successes of the research work are reliant on appropriate interpretation of data. It is said to be the list structure part of report, which gives a finale chance for expression of the perceptiveness and creativity of the researcher. As the main purpose of the present study was to observe the development and problems of school education of girls' in Nagaon district, so descriptive as well as simple statistical analysis was done in the study and the collected data was organized in a systematic approach to complete the interpretation of data in order to comprehend their inherent facts.

4.2 GENERAL INFORMATION OF THE SCHOOLS:

The latest census (2011) proved that the total number of schools and enrolment of students is very encouraging in Nagaon district. The investigator in her study found that out of 50 schools, only 12 schools were established in the period of 1936-1950. The total percentage was 24%. Both in Kaliabor and Hojai sub-divisions there were only 20% schools in that particular period. Accordingly during 1951-1960, out of the 50 schools only 10 schools were established in the district, 2 schools each in Kaliabor and Hojai sub-divisions and 6 in Nagaon sub - division. The total percentage was 20% of the present number of schools in the district. In the years spanning from 1961 to 1970 the highest number of schools were established in the district. Out of the 50 schools visited, 21 were established during this period. In Kaliabor sub-division the number was 5 and in Hojai 4 out of the 21 established in the entire district. During 1971-1980 lesser number of schools emerged. 1 was established in Hojai, 3 in Nagaon and none in Kaliabor, totaling to 4 schools in the district. The following table depicts the actual picture of sampled schools established in different period in the district:

Table: 4.1

Year of establishment	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
1936-1950	8	26.70	2	20.00	2	20.00	12	24.00
1951-1960	6	20.00	2	20.00	2	20.00	10	20.00
1961-1970	12	40.00	5	50.00	4	40.00	21	42.00
1971-1980	3	10.00	-	-	1	10.00	4	8.00
After 1980	1	3.30	1	10.00	1	10.00	3	6.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

From the above table it is clear that when society needed more girls' schools, parents were more conservative to send their daughters to co-educational institutions, at that period establishment of girls' schools in the district were very less in number.

The social and political scenario of a country undergoes changes from time to time and it is always the broad philosophy of education which decides the aims and objectives to be achieved through education. The school should help in the enrichment or improvement of the existing cultural heritage and dissemination of knowledge and experiences for the new society. School is not merely a place of formal learning, but also a place of social learning. To cope up with socio-political scenario and to develop morality, intellectual ability, physical ability, and character building, Government of India has provided various facilities and programmes for students. During the investigation various schools were selected from rural and urban areas to investigate whether the programmes and facilities were distributed uniformly both in rural and urban areas to enhance girls' abilities. The type of schools visited in the present investigation is depicted in the following table:

Table: 4.2

Location of school	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Rural	16	53.30	6	60.00	6	60.00	28	56.00
Urban	14	46.70	4	40.00	4	40.00	22	44.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

Out of 50 schools, 22 schools were selected from urban area and 28 schools from rural area. In Nagaon sub-division 14 schools from urban area and 16 from rural area were selected. In Kaliabor and Hojai sub-divisions 6 schools from rural and 4 from urban were selected each. There is a general assumption that material conditions like building, toilet facilities, playground, and drinking water facilities etc and schemes like mid day meals, text books free uniforms are not equally distributed among the rural and urban schools. So, sampled schools were selected from both rural and urban areas.

After independence, women's education received much more importance than before. The University Education Commission (1948-49), National Committee on Women Education (1958), the Kothari Commission (1964-66), NPE of (1986), and POA of (1992) offered valuable measures to promote women education all over the country. The Assam State Council for Women Education has suggested establishing separate secondary schools for girls. But in rural areas the number of girls' school are very few. So some co-educational institutions were selected as a sample for the present study. The table that follows depicts these data:

Table: 4.3

Institution category	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Girls'	15	50.00	2	20.00	3	30.00	20	40.00
Co-education	15	50.00	8	80.00	7	70.00	30	60.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

The total number of schools selected for the study was 50, out of which 20 were girls' schools and 30 co-educational institutions. The number of girls' schools selected from Nagaon, Kaliabor and Hojai sub-divisions were 15, 2 and 3 respectively. Accordingly 15 co-educational schools from Nagaon, 8 from Kaliabor and 7 from Hojai sub-divisions were selected.

4.3 PARTICIPATION:

Literate citizens of a nation are considered as an asset and they can contribute to the national development. India has achieved a great breakthrough in almost every sphere since independence, but due to low literacy rate, the process of national development is slowed down. Hence, there is the need and significance of universalization of primary education. It has been realized in developing countries that the goal of universal primary education can be achieved through three stages: universal provision, enrolment and retention.

One of the important variables of the present study is participation of girls in schools. The following table shows the actual picture of the enrolment of total students in the 50 schools taken under consideration. The data also provides insight into the total number of male and female teachers in the different schools and of students belonging to different categories:

Table 4.4

Enrolment of students & other Variables	Nagaon		Kaliabor		Hojai		Total	
	Mean	Sum	Mean	Sum	Mean	Sum	Mean	Sum
Enrolled students	416.37	12491	451.40	4514	472.80	4728	434.66	21733
Enrolled female students	151.57	4547	175.40	1754	104.60	1046	146.94	7347
Male teachers	9.90	297	12.10	121	14.60	146	11.28	564
Female teachers	17.63	529	9.70	97	9.30	93	14.38	719
Total teachers	27.53	826	21.80	218	23.90	239	25.66	1283
General students	254.53	7636	298.50	2985	311.20	3112	274.66	13733
SC students	43.53	1306	98.60	986	34.50	345	52.74	2637
ST students	33.13	994	37.90	379	12.00	120	29.86	1493
OBC students	40.67	1220	21.30	213	44.10	441	37.48	1874
Total students	371.87	11156	456.30	4563	401.80	4018	394.74	19737

It is noticed here that in the session 2012-2013 total number of students in the 50 school of Nagaon district was 21733 out of which 7347 were girls. The total enrolment of girls in the session was 33.80%. When the enrolment of girls is compared with the total enrolment, one finds that the girls fall very short of equaling that of boys. On enquiring with the authorities it was revealed that the general decrease in the enrolment was due to drop-out. But the school and district authorities informed that enrolment of girls has actually improved in the past few years even though marginally. In Nagaon sub-division the enrolment of girls in the session is 4547 and the percentage is 61.88%. Kaliabor and Hojai sub-divisions records 23.87% and 14.23% enrolment of girls respectively in the schools that were studied in these areas. Enrolment of ST, SC and OBC students in the district is 12.13%, 6.86% and 8.62% respectively. The number of female teachers in the district is very encouraging. The table above shows that in Nagaon sub-division the number of female teachers is 529 while number of male teachers is 297. In Kaliabor and Hojai sub-divisions it is found to be 97 and 93 female teachers to 121 and 146 male teachers in these regions.

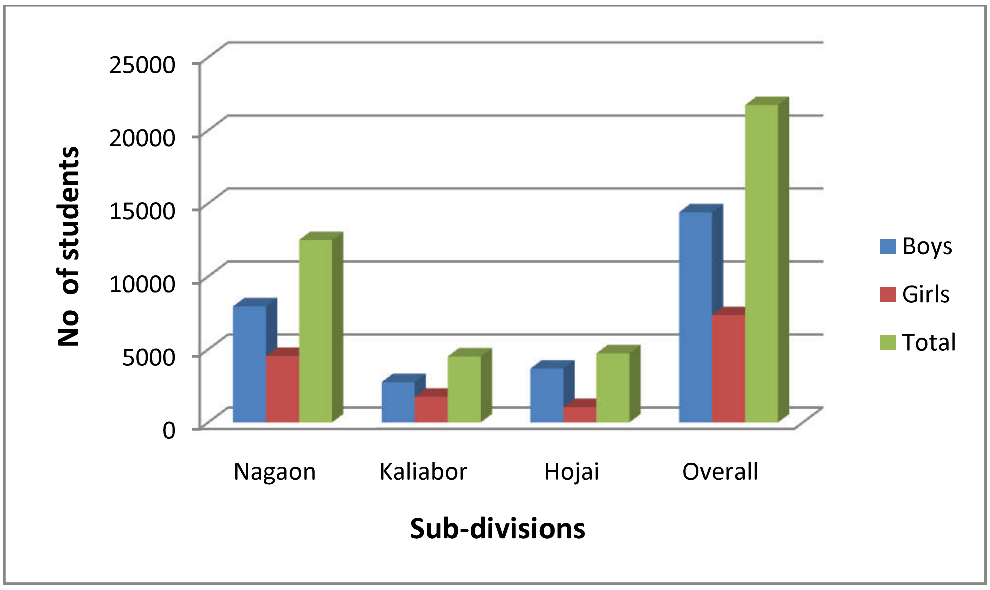
The following table shows the enrolment of girls' students in the 50 schools of the district that were visited:

Table 4.5

Enrolment of girl students	Nagaon		Kaliabor		Hojai		Total
	Sum	%	Sum	%	Sum	%	
Enrolled students	12491	57.47	4514	20.77	4728	21.75	21733
Enrolled female students	4547	61.88	1754	23.87	1046	14.23	7347

Fig.-4.1

Gender wise Projection of Enrolment of Students in the District



The expansion of girls' education during the recent years is however remarkable. The enrolment has increased enormously at primary and secondary level.

According to census of India (2011), the literacy rate of girls' shown an important improvement of 18.11% than that of census 2001. Indeed girls' literacy rate in Nagaon district is 69.21% while male literacy rate is 78.19%. Accordingly total enrolment of students in the session 2012-13, was found to be 21733 in 50 sampled schools. The total enrolment of girls in the same academic session was 7347. The percentage (33.80%) of girls' enrolment was very disheartening in comparison to boys.

4.4 AVAILABLE PROGRAMMNE OF GIRLS' EDUCATION:

Before 1976, education was the exclusive responsibility of the States. The Constitutional Amendment of 1976, which included education in the concurrent List, was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Union Government and the States. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standard including those of the teaching profession at all levels, and the study and monitoring of the education requirements of the country.

In order to achieve UEE the Government of India has initiated a number of programmes and projects. The Government adopts an integrated approach in the implementation of the various centrally sponsored schemes, in keeping with principles of the National Policy of Education, to ensure that the education of equitable quality for all to fully harness the nation's human resource potential. The common objectives are to enhance access through the expansion of quality school education; to promote equality through the inclusion of disadvantaged groups and weaker section, and to improve the quality of education.

The following Centrally sponsored programmes are being implemented in the Education Sector under Ministry of Human Resource Development.

- **Sarva Siksha Abhiyan (SSA):**

  Launched in 2001, Sarva Shiksha Abhiyan (SSA) is one of India's major flagship programmes for universalization of elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and achieving significant enhancement in learning levels of children.

- **Kasturba Gandhi Balika Vidyalaya (KGBV):**

  KGBV are residential upper primary schools for girls from SC, ST, OBC Muslim communities and BPL girls. KGBVs are set up in educational backward blocks where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBVs reaches out to adolescent girls who are unable to go to regular schools; to out of school girls in the 10+ age group who are unable to complete primary school and younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper primary schools. KGBVs provide for a minimum reservation of 75% seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line. As of now till 2013-14, 3609 KGBVs have been sanctioned in the country enrolling 347725 girls therein.

- **National Programme for Education of Girls at Elementary Level (NPEGEL):**

  NPEGEL is implemented in educationally backward blocks (EBB) and addresses the needs of girls who are 'in' as well as 'out' of school. NPEGEL also reaches out to girls who are enrolled in school, but do not attend school regularly.

  NPEGEL emphasizes the responsibility of teachers to recognize vulnerable girls and pay special attention to bring them out of their state of vulnerability and prevent them from dropping out.

- **Mid Day Meal Scheme (MDMS):**

  In keeping with the constitutional provisions to raise the level of nutrition of children and enable them to develop in a healthy manner, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a centrally sponsored scheme in 1995. Commonly referred to as MDMS, this was expected to raise enrolment, retention, attendance of children in schools apart from improving their nutritional levels. This was extended to upper primary (classes VI to VIII) children in 3,479 Economically Backwards blocks (EBBs) in 2007 and then universalized at the elementary level in the year 2008. The scheme is implemented through the States/UTs. MDMS is managed and implemented by School Management/Village Education Committees, Panchayati Raj Institutions and Self-help groups. MDMS now includes madrasas and maktabs supported under the SSA as well as children under the National Child Labour Projects.

- **Mahila Samahya (MS):**

  Mahila Samakhya (MS) is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural areas, particularly those from socially and economically marginalized groups. The critical focus within MS is the centrality of education in empowering women to achieve equality. MS is Government of India's main scheme targeted at addressing the barriers that prevent rural women and girls' from accessing education, such as problems of their relative isolation, struggle for livelihoods, lack of self confidence, oppressive social customs etc. MS aims to create a collective awareness and understanding of rural, most-marginalized women's contexts and build their capacities to challenge it.

- **Rastriya Madhyamik Shiksha Abhiyan (RMSA):**

  This scheme is being implemented with the objective to enhance access to secondary education and improve it quality. The schemes envisages inter alia, to enhance the enrollment at secondary stage by providing a secondary school within a reasonable distance of habitation, with an aim to ensure GER of 100% by 2017 and universal retention by 2020. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers etc.

- **Scheme for setting up of 6000 Model Schools at Block level as Benchmark of Excellence:**

  The scheme envisages providing quality education to talented rural children through setting up of 6,000 model schools as benchmark of excellence at block level at the rate of one school per block. The scheme has two modes of implementation, viz, (i) 3,500 model schools are to be set up in educationally backward blocks (EBBs) under State/UT Governments; and (ii) the remaining 2,500 schools are to be set up under Public-Private Partnership (PPP) mode in the blocks which are not educationally backward.

- **Scheme for construction and running of Girls' Hostel for Secondary and Higher Secondary Schools:**

  The objective of this scheme is to improve access to and retain the girl child in secondary and higher secondary classes (IX-XII) so that the girl students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors. The Scheme envisages construction of a hostel with the capacity of 100 girls in each of about 3,500 Educationally Backward Blocks (EBBs) in the country. The girl students in the age group of 14-18 years studying in classes IX to XII belonging to SC, ST, OBC, Minority Community and BPL families form the target group of the Scheme. At least 50% of girl students should be from SC, ST, OBC and Minority Communities.

- **Scheme of ICT @ School:**

  The Information and Communication Technology in School Scheme was launched in December 2004 to provide opportunities to secondary stage students to mainly build their capacity of ICT skills and make them learn through computer aided learning process. The scheme provides support to States/Union Territories to establish enabling ICT infrastructure in Government and Government aided secondary and higher secondary schools. It also aims to set up Smart schools in KVs and Navodaya Vidyalayas which are pace setting institutions of the Government of India to act as "Technology Demonstrators" and to lead in propagating ICT skills among students of neighbourhood schools.

- **Inclusive Education for the Disable at Secondary School:**

  The scheme of inclusive education for disables at secondary stage (IEDSS) has been launched from the year 2009-10. This scheme replaces the earlier scheme of Integrated Education for disabled children (IEDC) and would provide assistance for the inclusive education of the disabled children in classes IX-XII.

  The aim of the centrally sponsored scheme of IEDSS is to enable all students with disabilities, who have completed eight years of elementary schooling, to pursue further four years of secondary schooling (classes IX to XII) in an inclusive and enabling environment.

- **Quality Improvement in School:**

  During the 10th five year plan, "Quality Improvement in Schools" was introduced as a composite centrally sponsored scheme having the following components:

  i) National Population Education Project,

  ii) Environmental Orientation to School Education **,**

  iii) Improvement of Science Education in Schools,

  iv) Introduction of Yoga in Schools, and

  v) International Science Olympiads.

- **Strengthening of Teacher's Training Institutions:**

  The right of children to free and compulsory education (RTE) act, 2009 poses major challenges for improving the quality of teachers and for expanding institutional capacity in states to prepare professionally trained persons for becoming school teachers. Government has initiated steps to revise the existing centrally sponsored scheme of restructuring reorganization of teacher education. This scheme was initiated in 1987 pursuant to the formulation of the National Policy on Education, 1986 which emphasized the significance and need for a decentralized system for the professional preparation of teachers, and it was in this context that district institutes of teacher education (DIETs), colleges of teacher education (CTEs) and Institutes of Advanced Study in Education (IASEs) were established.

- **Scheme for Providing a Quality Education in Madrasas (SPQEM):**

  SPQEM seeks to bring about qualitative improvement in madrasas to enable Muslim children attain standards of the national education system in formal education subjects. The salient features of SPQEM scheme are:

  i) To strengthen capacities in Madrasas for teaching of the formal curriculum subjects like Science, Mathematics, Language, Social Studies etc. through enhanced payment of teacher honorarium.

ii) Training of such teachers every two years in new pedagogical practices.

iii) The unique feature of this modified scheme is that it encourages linkage of madrasas with National Institute for Open Schooling (NIOS), as accredited centers' for providing formal education, which will enable children studying in such madrasas to get certification for class 5, 8, 10 and 12. This will enable them to transit to higher studies and also ensure that quality standards akin to the national education system. Registration and examination fees to the NIOS will be covered under this scheme, as also the teaching learning materials to be used.

iv) The NIOS linkage will be extended under this scheme for Vocational Education at the secondary and higher secondary stage of madras.

- **National Means cum Merit scholarship Scheme:**

  The centrally sponsored scheme 'National Means cum Merit Scholarship' was launched in May, 2008. The objective of the scheme is to award scholarships to meritorious students of economically weaker sections to arrest their drop out at class VIII and encourage them to continue the study at secondary stage. Scholarship of Rs. 6000/- per annum (Rs. 500/- per month) per student is awarded to selected students every year for study in classes from IX to XII is Government, Government aided and local body school. There is quota of scholarship for different states/UTs. Students whose parental income from all sources is not more than Rs. 1,50,000/- are eligible to avail the scholarship. There is reservation as per state Govt. norms. The selection of students for the scholarship was being made through an examination conducted by the state Governments/UTs administration along with National Talent search Examination

(NTSE). Scholarships are disbursed by the State Bank of India directly into the accounts of students on quarterly basis.

- **Scheme or Infrastructure Development in Minority Institution (IDMI):**

  IDMI has been operationalized to augment infrastructure in private aided/unaided minority schools/institutions in order to enhance quality of education to minority children. The salient features of IDMI scheme are:

  i) The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities.

  ii) The scheme will cover the entire country but, preference will be given to minority institutions (private aided / unaided schools) located in districts, blocks and towns having a minority population above 20%.

  iii) The scheme will, inter alia, encourage educational facilities for girls', children with special needs and those who are most deprived educationally.

- **National Scheme for Incentive to the Girls Child for Secondary Education:**

  The centrally sponsored scheme "National Scheme of Incentive to Girls' for Secondary Education" was launched in May 2008 with the objective to establish an enabling environment to reduce the drop-outs and to promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools. According to the scheme, a sum of Rs. 3,000/- is deposited in the name of the unmarried eligible girls' as fixed deposit, who are entitled to withdraw it along with interest on attaining 18 years of age and passing X class examination.

- **Pre-matric Scholarship Scheme:**

  Pre-matric is the scholarship for students from minorities communities. The scholarship at pre-matric level will encourage parents from minority communities to send their school going children to school, lighten their financial burden on school education and sustain their efforts to support their children to complete school education. The scheme will form the foundation for their educational attainment and provide a level playing field in the competitive employment arena. Empowerment through education, which is one of the objectives of this scheme, has the potential to lead to upliftment of the socio economic conditions of the minority communities.

- **Eklavya Model Residential School:**

  These schools are funded by the Government for the welfare of Scheduled Tribes. Proposals for setting of EMRS are received from the State Government. The Ministry of Tribal Affairs administers special area programme of grant under Art 275 (1) of the constitution of India. Under this programme state wise allocation to 26 states including 9 Left Wing Extremism (LWE) states is made on the basis of percentage of Scheduled Tribes population in the state with reference to total ST population in the country. A part of the grant can be used for setting up of Eklavya Model Residential Schools (EMRS). Priority for the development schemes including setting up of EMRS is fixed and executed by the state Government within the allocation depending on the felt need of the local area and its people in accordance with the guidelines issued by the Ministry in June 2010.

Some programmes which directly or indirectly support the Girl child's educational development are as follows:

District Primary Education Programme (DPEP)

Mahila Samakhya (MS)

Shiksha Karmi Project (SKP)

Kasturba Gandhi Balika Vidyalayas(KGBV)
Kendriya Vidyalayas (KVs)
Navodaya Vidyalaya (NVs)
National Institute of Open Schooling (NIOS)
Jan Shikshan Sansthan (JSS)

In Assam all these central Government programmes were still not well implemented. A few programmes like SSA, ICT, MDMS, MS, QIS, SPQEM, and IDMI etc. were well implemented in Assam. In Nagaon district all these seven programmes were found to be implemented. In Nagaon district, there are three KVs and one NV. In Kendriya Vidyalaya Nagaon, the Open Schooling programme is going on and this is the district head quarter of open school system. As already mentioned, for computer literacy Government of Assam has implement a scheme to provide computer sets in every high and higher secondary school. In the present study it was found that 86% schools availed this benefit very successfully. Under these programmes various steps have been taken up by both the Central and State government. In addition to these some non-government organizations are also involved in the development of girls' education in the district. Nagaon Jan Shikshan Sansthan and Mahila Samata Society are constantly involved in expansion and empowerment of girls' education.

Besides all these programmes the Government of Assam has provided bi-cycle for all girls students studying in class VIII-X by order no. PE/SEC/82/2013/1 from August 2013. Previously this scheme was given only to the girls Below Poverty line (BPL). It will be a great incentive for those 24.8% girls who still have to traverse 3 km. and above to reach school. Another most attractive post- matric award for all students who scored above 60% marks in HSLC examination is popularly known as 'Anundoram Borooah Award.'

As a complement to this, several bodies have also contributed to the promotion of woman's education in Assam. The National Prospective Plan for Women (1988-2000) has recognized Eight Employment streams namely agriculture, dairy, cattle rearing, fishery, khadi, handlooms, handicrafts and sericulture which would improve the position of rural women.

Women' Study Research Centre of Gauhati University, was Established in 1989, has tried to focus on various issues and problems of women in general and women of Assam in particular. The centre has undertaken several research studies in this regard and has arrived at valuable conclusions.

The Assam State Social Welfare Advisory Board sponsors welfare services through registered welfare organizations for the benefit of the poor, needy women and their children. The Nagaon Branch of State Social Welfare Advisory Board has also contributed to the poor rural women of Nagaon District.

After the death of Kasturba, the Kasturba Gandhi Rashtriya Smarak Trust took shape in 1944 due to the efforts of Pandit Madan Mohan Malviya, Thakar Bapa and other eminent persons. The trust took up working for the welfare and education of rural women and children. The Trust's branch at Assam State Katurba Gram Sevika Vidyalaya was inaugurated by Gandhiji in January 1946 at Saraniya in Guwahati. The Vidyalaya provides education and training to girls of various parts of Assam. Now a day Sjta. Sakuntala Choudhury the in-charge of the Ashrama, with some government aid tries to serve for poor girls' of Assam by giving training of basic craft and health related services..

The Assam Pradeshik Mahila Samity started in 1926 under the guidance of late Benudhar Rajkhowa. The main aim of this organization is to bring about awareness among the women of rural as well as urban areas. The Nagaon branch of Pradeshik Mahila Samity has also provided various services like child welfare, family planning, promotion of cottage industries, and rehabilitation of destitute women, establishment of co-operative societies, combating moral degradation and literacy drive for adult women.

Looking at the role played by some of the organizations which are promoting women's education in Nagaon, it can be noticed that some are contributing towards academic and research aspects, while some are undertaking teaching, training and extension services.

4.5 FACILITIES AVAILABLE FOR GIRLS' EDUCATIONS:

In order to enhance girls' enrolment the government of India has initiated a number of facilities. According to Kothari Commission 'the destiny of India is now being shaped in her classrooms.'[1] For better enrolment and performance the school is to be organized in a systemic way with all facilities. The material condition or the physical facilities have special significance for academic excellence of every institution. The well equipped school building helps to increase the efficiency in learning as well teaching. It motivates the educators and the students to teach and learn efficiently.

- **Physical facilities:**

The word physical means of concerning material things. The physical facilities of the school mean the material goods which are in the possession of the school. It includes all the material assets of the schools like land, buildings, classrooms, library, common rooms, laboratory, auditorium lavatories, urinal and play ground etc. The following tables depict the picture of physical facilities, found in the present study.

There are various types of schools in the district. The investigator selected 50 schools from all categories proportionately by random sampling method.

Table 4.6

Types of schools	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Government	13	43.30	6	60.00	6	60.00	25	50.00
Semi-government	4	13.30	-	-	-	-	4	8.00
Private	3	10.00	1	10.00	1	10.00	5	10.00
Provincialized	10	33.30	3	30.00	3	30.00	16	32.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

25 government schools (50%), 4 semi-government schools (8%), 5 private (10%) and 16 provincialized schools (32%) were selected for investigation. In Nagaon sub-division 13 government schools were selected, 4 semi-governments, 3 private and 10 provincialised. In Kaliabor sub-division the number of government, private and provincialised schools visited were 6, 1 and 3 respectively. In Hojai sub-division the number of

government, private and provincialised schools were 6, 1 and 3 respectively as well.

School infrastructure provision, however, is not a standalone activity. The design and quality of school infrastructure has a significant impact on enrolment, attendance and retention of children in schools. Thus 'civil work' under SSA are undertaken to provide all weather schools as provision of RTE. Act.

During the study, the most appealing factor was school buildings. Table follows give picture of school buildings in the sampled schools:

Table 4.7

School building	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Own building	30	100.00	10	100.00	10	100.00	50	100.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

All the schools were functioning in their own buildings. A few of them are old and requires renovation in various aspects though. But an overall view depicts a fair picture in regard to working condition of the buildings.

In case of some special physical facilities like sanitation both for boys and girls it was found that in Nagaon sub-division out of 30 schools 9 schools did not have requisite sanitation facilities. In all the sub-divisions only private schools had good sanitation facilities with running water. The following table shows the picture of sanitation facility in sampled schools:

Table 4.8

Sanitation facility	Nagaon		Kaliabor		Hojai		Total	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Yes	28	93.30	9	90.00	10	100.00	47	94.00
No	2	6.70	1	10.00	-	-	3	6.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

In Kaliabor sub division all the sampled schools have separate sanitation facilities both for boys and girls. In Hojai it was found that 90% schools have separate sanitation facilities but they are without running water.

Here we analyze the presence of playgrounds in the school which is considered as an important factor for the overall physical, mental and emotional development of a child. The table that follows depicts the findings on the discussed physical facility.

Table 4.9

Play-ground	Nagaon		Kaliabor		Hojai		Total	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Yes	21	70.00	10	100.00	9	90.00	40	80.00
No	9	30.00	-	-	1	10.00	10	20.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

It was found that in Nagaon sub-division, out of 30 schools visited, 21 schools have playground. This constitutes 70% of schools with respect to the 30% schools which do not have this facility and accounts to 9 in number. The scenario is better in Kaliabor sub-division as all the schools visited have playgrounds. In Hojai sub-division, out of 10 schools visited, 9 have play-ground, 1 does not with the percentage wise ratio being 90-10.The overall number of schools with play-ground in the district is 40 out of the 50 schools that were visited which constitute 80% of the total and 10 schools (20%) do not have this basic physical facility.

A look into the indoor game facility in various schools of the district gave varied results in its three sub-divisions. The table below depict picture of the facility:

Table 4.10

Indoor games	**Nagaon**		**Kaliabor**		**Hojai**		**Total**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Yes	6	20.00	2	20.00	-	-	8	16.00
No	24	80.00	8	80.00	10	100.00	42	84.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

Nagaon sub –division has only 6 schools (20% of total schools visited) with indoor game facility in contrast to the 24 schools (80%) which do not have it. In Kaliabor sub division, out of 10 schools visited, 2 have this facility while 8 do not. Thus the percentage-wise presence-absence of indoor game facility is 20-80. In Hojai the picture is bleaker still with no school among those visited having this facility. This sub-division thus recorded a 100% absence of indoor game facility, depriving children of various sportsmanship skills that these games inoculate. The total schools studied for this physical facility was 50, of which8 schools have it (16%) and 42 do not (84%).

In Nagaon sub-division 4 out of 30 schools have the facility of furnished common room which constitutes a mere 13.4% of the total. The remaining 26 schools which results to 86.7% do not have this facility. Both in Kaliabor and Hojai sub-division only 1 school among the 10 visited has furnished common room for students, thus resulting to 10% availability of this physical facility. The table given below suffices for this data:

Table 4.11

Common room for students	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	4	13.30	1	10.00	1	10.00	6	12.00
No	26	86.70	9	90.00	9	90.00	44	88.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

In sparsely populated or hilly and densely forested areas with difficult geographical terrains and in densely populated urban areas, where it is difficult to get land for establishing schools, residential facilities are provided. It is a Central government scheme which now comes under Article-21-Aof the Constitution of India. Table below depicts the picture of hostel facility in the district:

Table 4.12

Hostel facilities	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	4	13.30	-	-	-	-	4	8.00
No	26	86.70	10	100.00	10	100.00	46	92.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

4 schools out 50 sampled schools in the district were found with hostel facilities. In Kaliabor and Hojai sub divisions not a single school was found with this facility.

A transportation or Escort facility is available for children in remote habitations or in urban areas, for children belonging to extremely deprived groups. The requirement of funds for this facility is kept under the National Component, to be utilized on receipt/ appraisal of district specific proposals from the State, justifying the need for providing transportation facility. The table below records the availability or non-availability of this feature

Table 4.13

Bus facility	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	2	6.70	-	-	-	-	2	4.00
No	28	93.30	10	100.00	10	100.00	48	96.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

Bus facilities in the visited school showed a trend similar to the data of presence of hostel facilities, with only 2 schools in the entire district having this facility. The schools providing this service are located in the Nagaon sub-division alone.

The availability of separate common room for teacher was also studied. The results were mostly in the affirmative. The table below shows the data gathers to the facility discussed here:

Table 4.14

Common room for teachers	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	29	96.67	10	100.00	10	100.00	49	98.00
No	1	3.33	-	-	-	-	1	2.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

Nagaon sub-division has 29 schools providing this facility which constitute 96.70% of the total in the sub-division. In Kaliabor and Hojai sub-divisions the count was cent percent availability of this service.

Security settings and a well protected campus is the criteria next looked into. The table that follows shows the statistics of the mentioned criteria:

Table 4.15

Well protected campus	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	24	80.00	8	80.00	10	100.00	42	84.00
No	6	20.00	2	20.00	-	-	8	16.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

It was observed that 24 schools in Nagaon sub-division have well protected campuses, 6 do not; thereby the percentage-wise ratio being 80-20. In Kaliabor sub-division 8 schools have a secured campus but 2 do not, the percentage ration being the same as the Nagaon sub-division. In Hojai sub-division all the schools visited have a well protected campus.

The presence of a well-equipped science laboratory is considered as pre-requisite to nurture the scientific temperament of a child. This criterion was studied next and it was found that all the three sub-divisions recorded a poor outcome in this respect. The data thus collected is represented below:

Table 4.16

Well equipped science lab	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	8	26.70	1	10.00	4	40.00	13	26.00
No	22	73.30	9	90.00	6	60.00	37	74.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

Nagaon sub-division has only 8 schools with well equipped science laboratories, in Kaliabor and Hojai sub divisions only 1 and 4 schools have this facility respectively, the percentage of this being 26.7%, 10%, and 14% respectively.

The presence of computer laboratories in the schools visited was also checked. Being the pre-cursor to the world of evolving modern technologies, computers were installed in most of the schools as a part of computer literacy programs. The data obtained is provided in the table below:

Table 4.17

Computer lab	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	25	83.3	9	90.00	9	90.00	43	86.00
No	5	16.7	1	10.00	1	10.00	7	14.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

Nagaon sub-division has 25 schools which provide their students with this service and both Kaliabor and Hojai sub-divisions have 9 schools each. The percentage presence of this facility in the various schools of the three sub-divisions is 83.3%, 90% and 90% respectively.

- **Facilities Of Health And Hygiene**:

A fundamental facility that should be provided to every student is the facility of health and hygiene. Health includes the all-round physical, social, mental and intellectual well being.

The investigator during her studies carried out a detailed search for the presence of these facilities in all the schools visited. The provision for co-curricular activities in the various schools was criterion studied. The results yielded were mostly in the affirmative but further advancement in this facility is required though. The statistics are given below

Table 4.18

Provisions of co-curricular activities	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	26	86.70	9	90.00	8	80.00	43	86.00
No	4	13.30	1	10.00	2	20.00	7	14.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

26 schools in Nagaon sub-division, 9 in Kaliabor sub-division and 8 in Hojai sub-division provides its students this facility.

The co-curricular activities promoted in the various schools visited were divided into three criteria, physical, cultural and literary. Many schools promote one among these or else all the above mentioned criteria

Table 4.19

Type of co-curricular activity	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Physical (only)	1	3.33	-	-	1	10.00	2	4.00
Cultural (only)	1	3.33	-	-	-	-	1	2.00
Literary (only)	4	13.34	1	10.00	-	-	5	10.00
All the above	24	80.00	9	90.00	9	90.00	42	84.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

The count of physical co-curricular activities in Nagaon sub-division it was found only 1 school, in cultural activities only 1, and in literary activities only 4. In addition, 24 schools promote all these three types of co-curricular activities. In Kaliabor sub-division it was found that only 1 school has literary activities alone and 9 have facilities for all the three. In Hojai sub-division it was found that 1 school promotes physical activities alone and the remaining 9 has facilities for all the three.

The authorities' encouragement in students' participation in the co-curricular activities is very important to execute the ethics and healthy competition that these activities are meant to deliver. The investigator in her investigation also studied this factor. The table below shows the findings:

Table 4.20

Encouragement in co-curricular activities	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	29	96.70	10	100.00	10	100.00	49	98.00
No		3.30	-	-	-	-	1	12.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

The study revealed that 29 schools in Nagaon sub division and all sampled schools in Kaliabor and Hojai sub-divisions encourage their students in this direction.

Proper toilet facilities in the schools visited was also an important criterion for study. The given table summarized these data:

Table 4.21

Toilet facility	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	25	83.30	7	70.00	10	100.00	42	84.00
No	5	16.70	3	30.00	-	-	8	16.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

The statistics drawn were that 25 schools in Nagaon sub-division, 7 schools in Kaliabor sub-division and all the 10 schools in Hojai sub-division has proper toilet facilities in their school premises. The percentage of this is 83.3%, 70% and 100% respectively.

When enquired about the availability of running water in the schools visited, the results obtained were varied. Results recorded are given below:

Table 4.22

Running water	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	13	43.30	6	60.00	-	-	19	38.00
No	17	56.70	4	40.00	10	100.00	31	62.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

Nagaon sub-division has only 13 schools with this facility, Kaliabor sub-division has 6 schools and in Hojai sub-division none of the schools had the facility. The percentage presence is thus 43.3%, 60% and nil in the respective sub-divisions, which is quite disappointing and needs immediate redressal.

Analyzing the appointment of physical instructors in the schools visited, the results obtained were disappointing. The table that follows shows the results:

Table 4.23

Appointed physical instructors	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	9	30.00	2	20.00	-	-	11	22.00
No	21	70.00	8	80.00	10	100.00	39	78.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

Only 9 schools in Nagaon sub-division, 2 in Kaliabor sub-division and none in Hojai sub-division have this facility. The percentage presence is 30%, 20% and nil respectively in the three sub-divisions.

The provisions of free health check-up facility was also disappointing in the schools visited. The table that follows records the data obtained:

Table 4.24

Health check-up provisions	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	11	36.70	1	10.00	-	-	12	24.00
No	19	63.30	9	90.00	10	100.00	38	76.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

11 schools in Nagaon sub-division, 1 in Kaliabor sub-division and none in Hojai sub-division provide its students this health service, the percentage thus being 36.7%, 10% and nil in the respective sub-divisions.

Drinking water acts as a source for various water-borne diseases. Safe, purified drinking water is very necessary to avoid these, especially in schools where students with various illnesses mix up. On being questioned about the provision for safe drinking water, most of the answers were not affirmative. The statistics drawn on the basis of the answers to this question is given below:

Table 4.25

Safe drinking water	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	20	66.70	7	70.00	4	40.00	31	62.00
No	10	33.30	3	30.00	6	60.00	19	38.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

20 schools in Nagaon sub-division, 7 in Kaliabor sub-division and 4 in Hojai sub-division answered in the affirmative. The remaining schools do not provide its students safe drinking water, which is dark mark in maintenance of hygiene.

- **Teaching-Learning Facilities:**

The aids used by the teachers, added with facilities provided by the school for a better learning experience of the students through an integrated theoretical and practical teaching process was evaluated. An over-view of the studies carried out follows hereby. Enquiries were made if teachers used teaching aids while delivering lectures in classrooms yielded very satisfactory results as all the schools visited answered in affirmative. The table that follows show the results thus gathered:

Table 4.26

Teaching aids	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	30	100.00	10	100.00	10	100.00	50	100.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

Under SSA, grant up to Rs. 50 lakh is available to each district for strengthening computer aided learning in schools to support enhancement of children’s learning. Activities include providing equipment or labs to schools, development of curriculum-based e-learning materials in local languages, and training of teachers in the use of computers. Since the inception of the programme, according to government source, approximately 67000 schools have been benefited from this intervention. Following table reveals the picture of availability of this teaching material in the sampled schools:

Table 4.27

Teaching material	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Projected	-	-	-	-	-	-	-	0.00
Non-projected	26	86.70	10	100.00	10	100.00	46	92.00
Both	4	13.33	-	-	-	-	4	8.00
Total	30	100.00	10	100.00	10	100.00	50	100.00

The teaching materials used, projected or non-projected constitutes the next query made in the schools. The schools in Nagaon sub-division that use projectors to impart knowledge is very few in number. Only 4 schools out of 50 use both projected and non-projected variety of teaching material. In Kaliabor sub-division and Hojai subdivisions all the schools visited uses non-projected teaching material.

Appointed computer teachers to promote computer literacy is a pre-requisite in every school. This gave a uniform outcome in both Kaliabor and Hojai sub-divisions with 90% schools employing computer teachers. In Nagaon sub-division this turned out to be 83.3%, much less in percentage comparison to the other sub-divisions. Percentage of computer teachers accounts for 25 schools in Nagaon sub-division and 9 each in Kaliabor and Hojai sub-division 90%, 90% and 83.3% respectively. The statistics is drawn up in the table that follows:

Table 4.28

Computer teachers	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	25	83.30	9	90.00	9	90.00	43	86.00
No	5	16.70	1	10.00	1	10.00	7	14.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

The presence of library-which is a store house of knowledge, is very important for the mental and intellectual progress of a child. But the investigator was dismayed that not all schools that were visited provided their students with this basic amenity at a time when every school must have a library to make the learning experience a worthwhile one for its students. The percentage-wise presence absence is depicted in the following table:

Table 4.29

Library for students	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	23	76.70	5	50.00	5	50.00	33	66.00
No	7	23.30	5	50.00	5	50.00	17	34.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

In Nagaon sub-division 23 out of the 30 schools visited have a library. In both Kaliabor and Hojai sub-divisions this number is 5 in each.

The type of books that is followed by students was also asked to the authorities of the various schools visited. The table that records the data found is given below:

Table 4.30

Type of books	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Text books	15	50.00	7	70.00	6	60.00	28	56.00
Reference books	3	10.00	1	10.00	-	-	4	8.00
Both	12	40.00	2	20.00	4	40.00	18	36.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

In Nagaon sub-division 15 schools follow text books only and 3 schools follow reference books only while the 12 other schools follow both text books and references. In Kaliabor sub-division 7 schools follow texts books only, 1 follows references only and the remaining 2 follow both the type of books. In Hojai sub-division 6 schools follows text book and the remaining 4 follows both text and reference books.

The provisions made by school for field trips are considered a practical way of learning. This is of utmost importance to understand subjects like General and Social Science better. The State government has provided grants for both school and college students in Assam for educational tours. The authorities of the schools visited were asked if they provide this facility:

Table 4.31

Field trips	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	13	43.30	4	40.00	1	10.00	18	36.00
No	17	56.70	6	60.00	9	90.00	32	64.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

In Nagaon sub-division out of 30 schools visited, only 13 answered in the affirmative. In Kaliabor sub-division this was 4 schools and in Hojai sub-division it turned out to be 1 school among the 10 visited in each sub-division.

The government provides various schemes for excursions to inoculate in children the foresight of the natural world and its lessons. The schools were questioned if they availed such beneficial schemes; the answers were not satisfactory as most of the schools did not take advantage of such educational plans. The table below shows the data collected:

Table 4.32

Government scheme of excursion	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	8	26.70	5	50.00	1	10.00	14	28.00
No	22	73.30	5	50.00	9	90.00	36	72.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

In Nagaon sub-division only 8 schools, in Kaliabor sub-division 5 and in Hojai sub-division only 1 have availed this scheme so far.

- **Evaluation procedure:**

Questions like gap between consecutive examinations, disciplinary problems faced during conduction of the examination, parents' co-operation and involvement of local people in administrative activities were placed in front of the authorities of all the schools visited.

On being questioned about the time gap between consecutive examinations, all the schools informed that they conduct half-yearly and annual examinations for their students. A few also conduct weekly or monthly tests in addition to the two mentioned above, whereas another section of schools conduct all the variants. A complete record of this is provided in the table below:

Table 4.33

Types of exam	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Weekly	3	10.00	1	10.00	-	-	4	8.00
Monthly	8	26.7	1	10.00	1	10.00	10	20.00
Half-yearly	30	100.00	10	100.00	10	100.00	50	100.00
Annually	30	100.00	10	100.00	10	100.00	50	100.00
All the above	1	3.3	1	10.00	-	-	2	40.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

4.6 COMMUNITY PARTICIPATION:

The term community has been derived from Latin roots 'com' and 'munis' which means 'together' and 'to serve' respectively. Development of social consciousness, loyalty and faithfulness to the existing social norm in children is a major task of education. They should be given to develop favourable attitude and outlook and the right sense of values towards the inheritance of the community. Community being the grassroots level of our social structure must come to the fore front in school education. School experiences can be enriched by the community resources. Now-a-days students' indiscipline is a common problem in the educational environment. The authorities were also asked if they faced any problems regarding discipline during examination. Following table shows the statistics of students' indiscipline in the time examination

Table 4.34

Disciplinary problems	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	3	10.00	1	10.00	5	50.00	9	18.00
No	27	90.00	9	90.00	5	50.00	41	82.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

In Nagaon sub-division 3 schools, in Kaliabor sub-division 1 school and in Hojai sub-division 5 schools answered in the affirmative.

On being asked if the parents of the students concerned co-operate when a disciplinary problem regarding their wards turn up, the answers that came were varied. The data thus complied are as follows:

Table 4.35

Parents' co-operation	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	18	60.00	3	30.00	5	50.00	26	52.00
No	12	40.00	7	70.00	5	50.00	24	48.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

In Nagaon sub-division, 18 schools said that they receive full parental co-operation to solve disciplinary problem whereas in Kaliabor sub-division and in Hojai sub-division this was 3 and 5 respectively.

The authorities of the various schools visited were also questioned if they form an examination committee every year to manage the entire examination procedures. A tabulated form of data collected is given below:

Table 4.36

Examination committee	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	20	66.66	6	60.00	3	30.00	19	38.00
No	10	33.33	4	40.00	7	70.00	31	62.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

In Nagaon sub-division only 20 schools does this and in Kaliabor sub-division and Hojai sub-division 6 and 3 schools respectively forms an examination committee.

Government of India has adopted various strategies to check dropout rate among girls' through creating parental awareness and community mobilization. Government of Assam has initiated and established various committees with government nominees to look after progress, problems and implementation of different schemes at panchayat, block and in district levels. Following table depict involvement of parents and community in school activities:

Table 4.37

Involvement of Local People	Nagaon		Kaliabor		Hojai		Total	
	Count	%	Count	%	Count	%	Count	%
Yes	10	33.33	6	60.00	5	50.00	21	42.00
No	20	66.77	4	40.00	5	50.00	29	58.00
Total	**30**	**100.00**	**10**	**100.00**	**10**	**100.00**	**50**	**100.00**

The authorities were also asked if they involve local people in different areas of their administrative committees. Affirmative answers were received in 10 schools in Nagaon sub-division, 6 in Kaliabor sub-division and 5 in Hojai sub-division.

4.6.1. Parents' views towards girls' education:

In our country the traditional gender role within the family expect girls to take up the role of good wives and good mothers. It is within the family that ideas of gender relations are imparted from adults to children through the gender roles that elders/parents assign them. In the present study, the investigator visited and interviewed ten parents, five from rural and five from urban areas. All of the ten parents agreed that education is very important for both boys and girls. Three parents from rural areas were farmers, one shop keeper with home maker wife another one was a businessmen and his wife was a teacher in primary school. Three farmer parents clearly viewed that as they were dependent on seasonal agricultural outputs and profits, so future educational prospects of their daughter may not be bright. They also remark that in higher classes (ix-x) the students are not provided mid-day meals, and it seems be a major problem to promote higher education. The two other parents from rural areas were found to be optimistic regarding their daughters' educations within the limited facilities of rural area.

But the enquiries in urban area the five parents were administrative officers with wives in teaching profession viewed that girls should get equal opportunities and are very encouraging and optimistic regarding their daughters' education. They revealed that they wanted to see their daughters, obtain higher degrees and diplomas in addition to great heights of success in the field they pursue later in life. In regard to the expectations of career of their daughters, the view was uniform among all the five mothers. Their view stands that boys though have ample avenues for a livelihood and engage themselves in any profession; they want subtle and respectable jobs, and the most preferred being a career in teaching for their daughters.

As mentioned earlier, the traditional gender roles within the family expect girls to perform most of the household chores while most of the boys, especially those in urban areas are free to spend most of the time engaged in studies or activities beneficial for the overall development of children. The mothers belonging to agricultural background informed that their sons did help them in fields, but this being just a seasonal engagement; the boys are usually free the rest of the time while girls bustled around running errands at home. Girls spend considerably more time performing almost all household tasks such as cooking, sweeping or washing. When enquired how they can ensure equal distribution of household chores between boys and girls, they laid emphasis on the continuity of the gender divisions of labour at the household level are entrenched in the traditional culture of the area and indicated that it would take time to change prevailing traditions.

Parents tend to invest more in boys' education than they do in girls' due to the perception of benefits which is linked to the cultural expectations concerning children's role in the family once they become self-dependent. In conditions of limited resources all of the ten parents preferred boys' education. All of them suggested this and placed the importance of boys' education at the forefront on a bid to ensure the perceived future role of boys as the family leaders and bread winners. The low value that parents give to their daughters' education, mostly in rural areas is therefore the reflection of both cultural practices and traditional roles set by the society in the studied area. As a girl's future roles are mostly perceived as mere wives, mothers and homemakers, that too in another family, parents' general attitude towards their education therefore contributes by and large to the persistent gender inequalities in the field of education.

4.6.2. Teachers' views towards girls' education:

The reins of education lie to a great extent in teachers' hands for they act as the torch-bearers of knowledge. Their attitude and views regarding girls' education thus becomes an important key to understand completely the hurdles faced in improving the level of education provided to girls in our country. What level of education would teachers like to see for all children considering the education facilities available in the school? What educational levels and occupation do teachers aspire and regard best for their students? What effect does education have on the overall development of the country? All these questions were asked, and when pondered upon, the teachers recorded their views on these.

Almost all teachers agreed that education is the most important tool for development for every boy and for every girl in today's ever-advancing world.

Bearing in mind the resources of parents and the availability of schools and the established socio-cultural traditions in rural areas, teachers' view on minimum education for girls is quite evident to the investigator from various interviews conducted which is not the case when it comes to educating the boys.

In terms of behaviour, both male and female teachers acknowledged girls for their good behaviour in class and expressed that girls are easier to control in comparison to the boys who mostly prove to be unruly. Regarding the abilities of girls in different study areas, teachers' attitude was found to be positive to a great extent. Teachers indicated in the interview that special attention is given to under-achievers and that they try to give more attention to such students. Teachers mentioned that students were rewarded or praised for good academic performance and good behaviour in and outside classrooms regardless of their gender. This is an encouraging aspect. The teachers mentioned that while imparting education, gender of students is never an important factor to judge students' ability in different subjects. They also expressed that the excellence of a child in any subject depends solely upon their hard work and intellect.

4.6.3. Views of Administrators on girls' education:

The investigator interviewed five administrators associated with school education individually to know about their experiences and views in regard to the scenario of girls' education in the district. The Govt. of India has made all possible effort to achieve the goal to universalize primary education and to wipe out the problem of illiteracy once and for all in the country. Sarva Siksha Abhiyan is one of the important schemes to achieve this goal. Among the administrators, one Inspector of Schools, one Deputy Inspector, one Sub Inspector, one Block Elementary Education Officer and one Principal of Higher Secondary School. The administrators were asked about government schemes and provisions and their views regarding girls' education in the district. When the investigator asked about the impact of SSA on the enrolment of girls for primary education, all the administrators stated the optimistic changes brought about by the education schemes introduced. They hold the opinion that almost all the national educational policies and schemes documented in India have stressed the need to increase the number of enrolment of girls at primary level-which is true to an extent. SSA is an important scheme which has increased the girl child enrolment manifolds in the district in the duration of the last few years wherein it has been implemented. Besides various other schemes, the Govt. of Assam has provided bicycle to the girls of BPL families since the last five years as an incentive to encourage and thereby increase the participation of girl in school education. Recently in the month of August, 2013 the state government extended the scheme to provide bicycle to all girl students of class VIII to X. Out of the five respondents, the Block Elementary Education Officer preferred teaching as the best career option for girls. The remaining four administrators including one principal opined that the future avenues for their daughters and for girl children are all open just as much they are viable for boys. According to all the five administrators equal and same opportunities should be provided both to boys and girls and it depends entirely on the child’s interest and abilities. All of them acknowledged the fact that all the government educational policies are an effort to improve girls’ access to education and to reduce the gender disparity. The officials revealed that in some urban schools girls outnumbered as well as outshined boys but in rural areas despite the various schemes like mid-day meals, free uniforms, free text books etc. boys outnumbered girls in many schools. Regarding the problems faced at implementing govt. schemes, almost all administrators expressed that allocation of funds and free text books do not reach on time. This is why students though entitled to avail this scheme have to end up purchasing books, spending a huge sum when they should have received it all for free. Due to late fund allocations sometimes mid-day meals are not provided to the children-another failed promise. The administrators also laid emphasis on community participation and parental awareness to increase girl child enrolment to the desired level and also to help implement the schemes successfully.

4.7. GENERAL PROBLEMS OF GIRLS’ EDUCATION IN NAGAON DISTRICT:

Like other parts of India, Assam too has many problems related to women’s education. Even today, when compared to boys, fewer girls are enrolled in the secondary and primary education. There is a huge percentage of drop-out of girl students both from primary and secondary schools. In Nagaon district there are many problems related to girls’ education. In the present study it was found that there are still a substantial number of people who do not encourage their children to take up education. This can be mainly credited to the economic back-ground of the people-the poor can hardly think of sending their children to school when they already have pressing issues like how to arrange two square meals for the family. Such a situation often leads to the child taking up agricultural activity or any other small job at a very early age in order to supplement their parents' income. Apart from poverty, another reason is the lack of awareness among the people who do not see the benefits of education for their children in the long run.

- **Home- related problems:**

  Even after six decades of independence, it was found 6% parents in Nagaon district were unwilling to send their children to school due to the fore mentioned reasons. Some may argue that 6% is too small a number and that the state has achieved quite a lot by making the remaining 94% conscious about the need for education but given how large the population is, even this 6% is a substantial number. The table above shows the parents' awareness regarding the education of the children.

  In the present study the investigator found that among the 455 students, each one's parents are involved in different occupation. 33% of the students' parents are engaged in agriculture and 34.1% guardians/parents were found involved in various business. 5% among the total have parents in governmental service, 4% in private sector and 3.3% have parents who are jobless.

  Investigating the facilities at home as one of the factors that influence the educational achievement of students, it was noted that 35.4% students of primary and secondary education recorded their negative response. Out of the 455 students questioned, 294 students have separate reading rooms. This adds up to 64.6%. In case of girls, only 88 girls have been provided this facility at their homes out of a total of 188 girls. The study reveals the actual scenario of essential facilities that should be provided to enhance educational achievement:

When asked about the school attendance of students it was found that out of 455 students, 49 students were frequently absent from the school because of their house-hold work. After so many governmental facilities like mid-day meal, uniform, bi-cycle and text books yet a substantial amount of students (10.8%) were found absent from their schools. Problems of stagnation is most common in rural areas 29 male students out of 279 were found absent and in case of female students 20 were found absent out of 276. The statistics of the study shows the actual picture of the students who were frequently absent from school due to their house-hold works.

The investigation revealed that the overall literacy percentage of the parents of 455 students is 42.9%. 47.9%of parents were found to be partially literate and 9.2% were totally illiterate. Parents' literacy is an important factor to create a congenial educational environment at home.

At the time when modern technology is said to touch every nook and corner of the country, 11% students out of 455 do not get the advantage of electricity in their homes and large section at their schools too. The study reveals that out of 455 students of Nagaon district 50 students do not have electricity at their home which remains a question mark on the face of developmental works carried out by the government and various NGOs.

The study reveals that the overall economic condition of parents is good but still 30% of the parents struggle with poverty each passing day. At a time when parents have to toil so hard to make both ends meet and who have to worry every day for their daily bread and other basic needs, how can they think about education for their children and why would not they consider it a waste, a burden? To improve the educational scenario of the state and the nation reforms have to be made at the grass root level of both the educational and economic sectors as they both go hand in hand.

Out of the 455 students, 310 (68.1%) students have the modern amenity-television at their homes. The study also revealed that 23 students (5.1%) spend more than 2 hours as couch-potatoes, a term used to define people who remain glued to televisions. This modern gadget acts as a very important medium to convey to masses important news but children rather views it only as a source of entertainment. When many underprivileged children still can only dream of schools and of education, it is a pity that the rest who can avail this facility while it away with sheer improper use of time.

Another factor that is implicit in contributing to the numbers of school children is the issue of sibling care. Many do not have access to school education and amongst the ones who do there is a significant number of students who are consistently irregular in attending classes because they have to stay back at home and look after their younger siblings while their parents are away at work. Of the 455 students surveyed, a substantial 24.6%, which almost accounts for a quarter of the total number of students, revealed that they had to indeed look after their siblings at home and this made them miss their classes very often and in many instances this even made them late for school.

Increasing the number of schools and spreading them evenly over the area helps in bringing education to doorsteps of children who otherwise have to traverse vast distances just to attend elementary school even in this 21st century. Previous generations had to bear the brunt of this problem with people having to traverse over 10 KMs on foot sometimes to go to school. The statistics are not too impressive on this count even now; almost one-fourth (24.8%) of the children surveyed still have to traverse 3 KM and above to reach school. The percentage of students whose school is approximately half a kilometer from school is 25.1% while those who have to traverse almost one KM and two KM are 30.3% and 19.8% respectively.

- **Schools Related Problems:**

Maps and globes provide an insight to the geographical features that surrounds us, whereas charts and pictures help students grasp the subject matter in a better and lively way. Pictorial descriptions are more readily recapitulated by a child's mind than mere letters and words in black and white. The investigator during her visit checked the availability of this essential amenity and 277 of a total of 455 students answered that they were provided with this mode of theoretical yet practical method of teaching. This constitutes 60.9% of the total students who answered the query and the remaining 39.1% answered in the negative.

An empty stomach does not allow the human mind to concentrate and thus the Government of India introduced under its Sarva Siksha Abhiyan assured all the students attending government primary schools free mid-day meals. This is also a quest to attract children belonging to families below poverty line- who cannot even dream of schools- towards education. The students were asked if they were provided free food under this scheme; 294 students answered in the affirmative and this constitutes 64.6% of the total of 455 students. The remaining 161 students (35.4%) said they were not provided mid-day meals under the Sarva Siksha Abhiyan. Even though marginal number of students of the latter category are from private school which are not subjected to strictly follow this scheme, the remaining section is a question mark on the scheme that promise free meals.

Uniformity in dresses worn to schools promotes harmony among the students in context to the economic background of the families that they belong to, their caste, creed and all the divisions that bring in discrimination. But given the poverty of general masses, the government also promises the student attending government primary schools free uniforms. This facility is mainly provided to the SC/ST girls, who are to receive two sets of uniform costing Rs.250 each and are to contact the school Head Master or the BDO of the block to avail the scheme. Of the 455 students enquired, 273 students said they received free uniforms, 182 have not. The percentage ratio is 60%-40% respectively. The reason behind not receiving this facility in various government schools visited is unknown yet the authorities blame it on the governmental officials concerned and non-participation on behalf of the parents whereas parents blame it on the authority.

The Sarva Siksha Abhiyan also promises to provide free text books to all the students attending government primary schools. This initiative was taken to root out one of the most gripping barriers for obtaining formal education- the absence of financial stability to buy books. Only 199 of the total 455 students informed that they received free text books. This constitutes a mere 43.7% of the total when the margin should have been 100% as promised by this scheme. The remaining 256 did not receive free text books, out of these a minimal number belongs to private schools where this provision is not made; but here too the implementation of scheme introduced seems to have faltered in reaching the desired goal.

The government has also introduced a scheme to provide scholarship to girls on the basis of their attendance percentage in school. This scheme if implemented properly promises to increase the rate of girls' education to a commendable height. But to the dismay of the investigator, this scheme too like many others has not seen the light entirely. 174 students have been benefitted under this agenda or have at least known of its existence, whereas the remaining 281 have either not received any scholarships or never heard of it at all. The percentage is disheartening as only 38.2% girl students have answered in the affirmative that their school has made a provision for the implementation of this noble scheme and the remaining 61.8% answered in the negative.

- **Problems Related to Teaching Learning Process:**

The Secondary Education Board of Assam (Elementary section for primary classes) has laid down the syllabi for each class in all the schools of the state. Students were asked if they were taught according to this syllabus and 364 students informed that they were taught according to it and the remaining 91 said that the teaching carried out in their classes varied from that prescribed by the Board. Thus the percentage of students who are taught according to their course and it was well followed in their school is 80% and 20% students received education wherein the course was not followed strictly enough.

Teachers play the most important role in providing knowledge, the efforts taken by them to teach and not to limit themselves to bookish ideas help mould a better person of a child. The students were asked if their teachers took any special effort to help them understand better. 325 students said that their teachers took immense pain to help them grasp the subject matter in a lively and effective way. This constitutes 71.4% of the total and the remaining section contains 28.6% students that accounts for the 130 students who answered in the negative.

The course allotted to be completed before the commencement of examination is observed to remain incomplete at times and hence the students were enquired if this was a problem they faced at schools. Only 63 students said this was so in their school or for a particular subject. This account to 13.8% of the total which is much satisfactory in comparison to the other enquires made on other problems. The remaining 392(86.2%) informed that they face no such problem. This problem thus can be solved to better extent with a little effort.

The reasons maybe various behind the non-regular classes at the various schools visited. Few of them are absence of teachers, floods or bandhs which very often hit the normal life in the state. Also examinations like HSLC, AHSEC Final or Entrances and Interviews which interrupt normal classes. 220 students, which constitute 48.4% of the total, informed that regular classes were not held whereas the remaining 235 strongly answered that they had regular classes without fail. The latter section includes students belonging to private schools as well as they are not subjected to hold Final examinations of the state and have stricter norms for the presence of teachers hence private schools provide its students regular classes in a more efficient way than the government schools.

It is seen that children find it difficult to converse freely with their teachers. The taboos being – 'What if the teachers scold me for not understanding the topic at one go?' or 'Will I be punished if I ask the same question twice?' to name a few. The students were asked if this was so with them to which 407 answered in the affirmative. The investigator was aghast with such a large number, approximately 89.5%, saying they faced problems to converse with the teachers. The reasons maybe as mentioned above or probably the age-old 'education at the whip of a cane' which though removed from the education system lately, still continues to haunt students. Only 48 students said they face no such problem and they constitute a mere 10.5% of the total.

An overcrowded classroom gives rise to congestion in addition to the unruly atmosphere it promotes. The students were asked if they faced this problem in their classrooms. 100 students informed so that this was a problem that they face at school. This section constitutes 22% of the total. The atmosphere in which they study is not motivating and also is not according to the norms laid down on the number of students to be seated in a classroom. The remaining 88% answered that face no such problem that is 355 of 455 students studied in classrooms with average strength and thus a quieter and more disciplined atmosphere.

Medium/language differences, inaudibility of sound etc. may contribute to inability of students to follow or grasp the words of their teacher. 43 students which result to 9.5% of the total answered that they faced such problems while attending their classes. This hampers their education to a very great extent as mere attendance of the classes can do them no good if they were not benefitted from it in any way. But on the brighter side 90.5% constituted by 412 students answered that they faced no such problem receiving their lessons and could grasp the topic easily as they well understood when their teacher delivers their lecture.

- **Reading Related Problems:**

The home is a child's first school. The presence of guardians who can considerably help the children study at home is very essential. This helps the children practice lessons learnt at school regularly at home and to clear minimal doubts at the very instant too. Also a strict discipline maintained by elders at home in relation study hours proves very beneficial. 278 students answered that they received such help at home and this number results to 61.1% of the total. The remaining 177 students received no such help at home due to the absence of well educated and co-operating elders.

Another problem faced by many students is their parents' non-cooperation in studies and negative attitude towards education. Also the poverty-stricken masses consider it a waste to spend hours at school when their children could actually help in various house-hold activities. In addition many children had to compensate for their hours at school by doing petty errands when they were returned home. But the visit yielded encouraging results as parents have now come about to understand the need of formal education and the practice it requires at home. Only 26 students (5.7%) are compelled to perform house-hold activities in their study hours. The remaining 429 students were free to study at home and they constitute the greater half-94.3% of the total. Small efforts to make parents understand the worth of education can convert the latter into cent percent positive atmosphere to study at home.

Private tutors are usually appointed these days so that lessons not well understood at school can be cleared out easily. This trend is mainly observed in subjects like Mathematics which require rigorous practice. In a way it helps a lot as private attention towards a students' weak point help work on it when time still remains. 249 0f the 455 enquired said that they receive the help of private tutors. The section benefitted by tuitions constitute 54.7% of the total whereas 45.3% students have not accessed this facility either due to the fact that not all students require extra help or due to financial reasons as tuitions are quite costly these days. The latter section constitutes 206 students. With tuition or without, a student's main aim should be to excel and not just to follow this trend blindly.

The students were asked if they faced any problem to lay hands on necessary books either due to financial problems or due to non-availability of book stores at a fair distance from home or school. 354 students said that they can buy books whenever required and faced no such problem. This results to a 77.8% of the total students enquired. The remaining 22.2% students (101 in number) face difficulties to buy books when necessary. To eradicate this problem more book stalls should be opened in remote areas in addition to reducing the costs of books that are important and related to subject matter of school students. Also more libraries should be set up with commendable variety of books and facilities to bring in new ones whenever required or asked for.

4.7.1 Problems in girls' education: a Rural-Urban Comparison:

In India and other developing countries, enrolment of children and their academic achievement are largely dependent on the family's socio-economic status and parental education. Therefore poverty is the main reason why several children remain excluded in education and why wealth of household remains the most significant determinant of progression to higher schooling as well as completion of each level (Lewin, 2009). In Nigeria, enrolment and advancing to a higher level of education are dependent upon parental income and education (Kazeem et al, 2010). Kazeem et al reported that children of mothers with secondary level schooling or higher are 14 times more likely to be enrolled compared to their counterparts with mothers that have no schooling. In rural Ghana, enrolment is low among poor households due to the diversion of children to child labour (Fentiman, Hall & Bundy, 1999). In rural China, the wealth of the household is the major determinant of enrolment and drop-out rates among young children (Zhao & Glewwe, 2010). Socio-economic background does not only directly influence educational attainment; it also indirectly combines with other related micro and macro economical contextual factors to determine the extent of educational attainment and achievement in developing countries. In view of that, many country specific studies have incorporated variables that measure schooling quality and accessibility such as rural distance from school, effect of tuition charges, family size ad structure. (Pandit, 1989; Nayar, Jogelkar & Jain, 1992)

In recognition that despite enrolment increases, standard of education remains low and a greater proportion of poor children are excluded from education, numerous researchers of developing countries have investigated those micro and macro factors that stall growth in education. For instance, distance from school in rural areas which is also related to poverty and socio-economic status of families is a major variable. It is a well established fact that in poor regions of the world, the greater the distance from the school, the more likely poor children will not attend school. In the research study of different developing countries (Nayar, 1992; Huisman and Smith, 2009) it was found that distance to school in rural areas influenced parental decision whether or not to send their girls to school.

Besides distance to school, the effects of family size and structure on educational attainment in developing countries have been well documented. In some cases, evidence of the effects of sibling size and care were chief reasons for girls' not attending school. While sibling ship size , may be negatively associated with educational attainment in Thailand(knodel & Wongsith, 1991), in Malaysia(Pong, 1996), in rural Botswana(Chernichovsky, 1985), Kenya(Gomes, 1984) and India in (Nayar, 1992), it was found to be positively related to educational attainment.

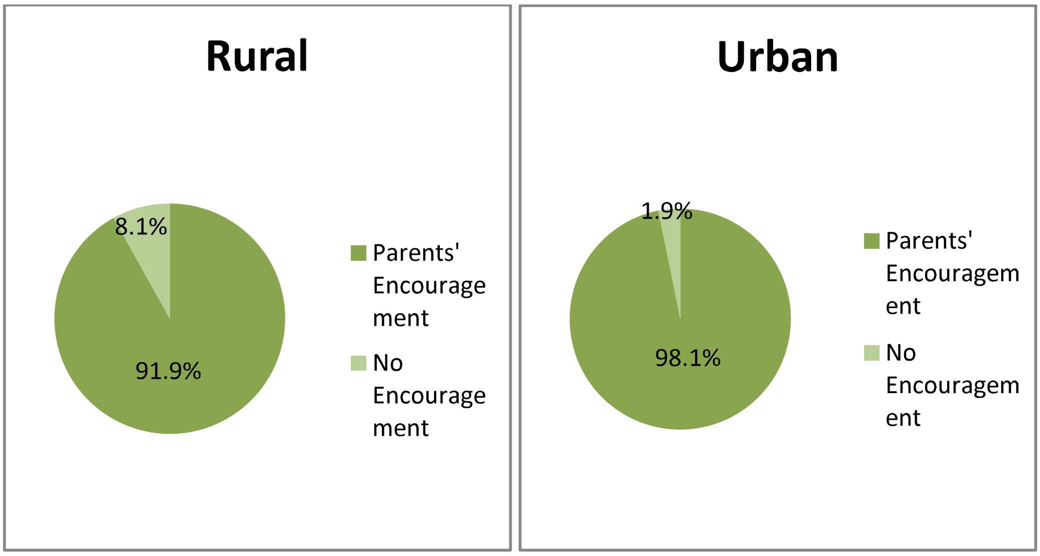
In the present study it was found that most of the students from the rural areas in comparison to urban students faced the same problems as discussed in the above paragraphs.

To investigate the socioeconomic status, parents' literacy, school facilities and various important variables which are directly or indirectly related to girls' education, the investigator used a self-designed questionnaire. The questionnaire was administered both in rural and urban areas to the sampled girl students. Their responses were tabulated in the following table.

In their response to the first question parent awareness and encouragement towards education it was found that the 91.9% students in rural areas got encouragement from parents and still 8.1% students did not get any kind of motivation from their parent. In urban areas 98.1% students got encouragement from parents towards education and only 1.9% students did not get such type of motivation, clearly portraying the rural-urban divide. While these percentages may look small on paper, one cannot simply ignore them given how big the population size of our country (and correspondingly, that of the various states and districts) is.

Fig. 4.2.

Pictorial Projection of Parents Encouragement



From the above figure it has been revealed that after so much effort 8.1 percent of rural girls don't get parents' encouragement for education let alone being forced to go to schools by parents and guardians. In urban areas, parents' efforts and co-operation towards education of their daughters was found to be more appealing (98.1 %.).

The research study by Nayar (1992) and several others suggest that socio-economic condition is a stronger predictor of educational attainment for girls than boys in India. The socio-economic status of the house-hold, predict the educational attainment of girls in rural India. As shown in the table 4.38, the investigation found in her study that in rural areas of Nagaon district most of the parents were dependent on traditional agriculture

Table 4.38

Parent Occupation	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Agriculture	136	45.6	14	8.9	150	33.0
Business	73	24.5	82	52.2	155	34.1
Govt. Service	57	19.1	37	23.6	94	20.7
Service in Private Sector	9	3.0	14	8.9	23	5.1
Labour	17	5.7	1	.6	18	4.0
Others	6	2.0	9	5.7	15	3.3
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

Out of 298 sampled girls in rural areas, parents of 136 (45.6%) were dependent on agriculture whereas 5.7% were children of daily wage earners and labourers. In the urban areas, most of the girls' parents were businessmen and 8.9% were dependent on agriculture and only 6% were found to be daily wagers.

While investigating the school attendance of girls in both urban and rural areas, it was found that 13.4% of the sampled girls in rural areas were absent from school because of their domestic work like fetching water, fodder and fuel etc to even taking care of the livestock, cooking, cleaning, washing etc which kept the girls busy. Increased agricultural prosperity brought misery to some of the women's lives as the number of livestock increased substantially and all of it meant more and endless work for women and girls. Following table depicts the picture of rural and urban girls' engaged in domestic works:

Table 4.39

Domestic Work	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	40	13.4	9	5.7	49	10.8
No	258	86.6	148	94.3	406	89.2
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

In urban areas, the numbers of non attending sampled girls are only 5.7%. It was found that even illiterate daily wage labourers of urban areas are interested in sending their daughters to school. As a whole 10.8% girls in the district were found busy in household activities.

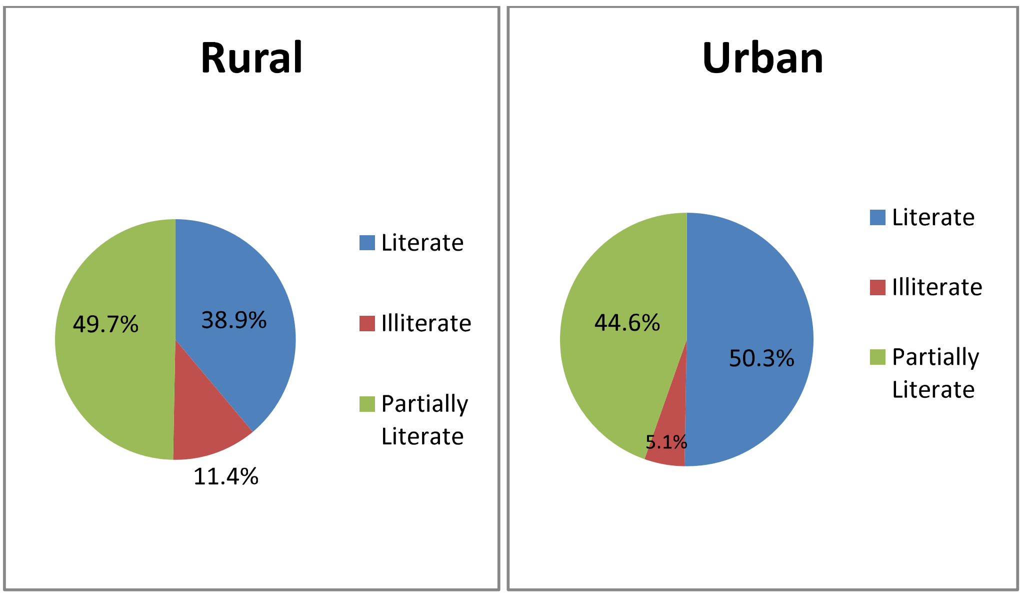
Different studies have established the fact that education of girls and parents literacy is positively correlated. Keeping this fact in mind an attempt was made to analyze the parents' educational level and status in both the urban and rural areas. The table 4.40 shows the rural urban educational status of parents of sampled girl children.

Table 4.40

Parent Literacy	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Literate	116	38.9	79	50.3	195	42.9
Illiterate	34	11.4	8	5.1	42	9.2
Partially Literate	148	49.7	70	44.6	218	47.9
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

Fig.: 4.3.

Pictorial Projection of Parents' Literacy



It was found that in rural areas 38.9% of parents are literate and 11.4% are found to be illiterate while 49.7% are partially literate who could only sign the progress card of their children but could not read or help their daughters in their studies. In urban areas it was found that 50.3% of the parents are literate and only 5.1% are illiterate. The percentages of partially literate parents are found to be more or less the same in the case of both urban and rural areas, in this case it being 44.6%.

In developing countries, enrolment of girls and their academic achievement are largely dependent upon parental education and income. While investigating the educational atmosphere and the effect of sibling size, it was found that amongst the sampled girls in rural areas, 30.9% were associated with the responsibility of their siblings. In urban areas this percentage was only 12.7%. In rural areas the drop-out rate of girls in secondary education is very high as sibling care was found to be positively related with educational attainment.

Distance from school was found to be a major factor for primary and secondary school attendance. It influenced the parental decision whether or not to send their girls to school. When investigating the distance of school, it was found that it constituted an additional burden in the pursuit of education for children from less wealthy backgrounds. The study indicates that 27.9% girls in rural areas of the district attended school which were 3km and above from their residence. In rural areas only 22.8% girls attended schools between half km distance. In urban areas the distance of schools from homes is found to be good in comparison to rural areas but not at all appealing. The data showed that 29.3 % go to school within half km from residence, 28.7% within 1 km, 22.9% within 2 km and 19.1% go to schools which are 3 km and above from their residence.

It has already been mentioned that in poor households children are forced to do child labour for the family's financial needs. Besides child labour, poor transport facilities, floods and some socio-cultural perceptions like puberty, child marriage etc are some factors responsible for low attendance of girls in schools. Table 4.41 shows the actual picture:

Table 4.41

Attendance during the year	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	220	73.82	118	75.15	338	74.28
No	78	26.17	39	24.84	117	25.71
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

The table shows that 40.9% girls in rural areas were absent due to such factors. In urban schools only 4.3% difference was found in the attendance when compared to rural areas. The urban attendance of girls' was found to be 45.2%. Although it is now generally accepted that education for girls is necessary, there are still various factors that are responsible for this poor attendance.

Increasingly, global attention has focused on girls' education and several facilities have been suggested by different studies. In this study an attempt was made to investigate the existing facilities in the schools. The main purpose of education is the all round development of students in general and their scholastic progress in particular. This study revealed that government has provided different facilities especially for girls both in rural and urban areas. It has already been mentioned that facilities are still insufficient though. Following table show the picture of rural and urban condition.

Table 4.42

Well protected campus	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	288	96.6	144	91.7	432	94.9
No	10	3.4	13	8.3	23	5.1
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

The present study revealed that in rural schools 96.6% have well protected spacious green campus. It was found mostly in Kaliabor subdivision than the other parts of the district. Only 3.4% out of 298 in rural schools were found to be without a well protected campus boundary. In urban schools 91.7%

out of 157 schools have well protected campus and 8.3% did not have the boundary wall demarcation.

Infrastructure is of utmost important in educational institutions. In India there are various government schemes for infrastructure development. In the present study no significant difference was found between urban and rural schools especially in this particular aspect.

Table 4.43

Infrastructure	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	280	94.0	149	94.9	429	94.3
No	18	6.0	8	5.1	26	5.7
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

In rural schools it was found that 94.0% were provided with good infrastructure while in urban areas the percentage was 94.9%. By good infrastructure the investigator here means a proper floor in classrooms, a wall or two, benches and desks in schools etc. There were still a few schools, numbering 6% in rural and 5.1% in urban where students had to sit on floors and attend class.

The aim of present system of education is the harmonious development of the child and all round development of personality. The secondary education commission states, “The school of today concerns itself not only with intellectual pursuits but also with the emotional and social development of the child, his physical and mental health, his social adjustment and other equally important aspects of his life- in a word, with the all-round development of his personality.”[2] In view of that, many studies have established the fact that academic achievement and physical development of students are positively correlated. Keeping this fact in mind an attempt was made to study about the available facilities like playground, auditorium, indoor stadium in rural areas schools, and it was found that after so much government effort, 29.19%, 73.2%, 83.89% and 11.4% respectively still did not have such type of facilities. In urban schools too, the picture was not so rosy. Here the percentage was 31.21%, 61.8%, 89.8% and 40.8% percent respectively in the order of not having playground, auditorium, indoor stadium and library etc.

The present study revealed that most of the schools both in rural and urban area did not have the facility of girls' common room. In most of the private schools of urban areas, this basic requirement is provided to the girl students. It was found that only 25.2% schools in rural and 46.5% schools in urban areas provided this facility whereas the rest 74.8% and 53.5% had no such facility.

In urban areas it was found that most of the schools remained close for a long time when the final examinations like HSLC, HSSE and other government examinations were held. Hence separate examination halls are an absolute requirement so that precious study hours are not wasted. The study found that in rural areas only 34.22% of the schools had such facilities while in urban areas the count was only 24.8% of the 157 urban schools surveyed. The authorities of the government and provincialized schools informed that they use this hall for various purposes like classroom, cultural programmes and prize distribution ceremonies etc. Only three private schools in Nagaon sub-division were found to have separate exam hall. Here it was found that percentage of rural schools exceed the percentage of urban schools in terms of the facility provided.

In the age of technology, computer literacy is compulsory for students from upper primary level. Government of Assam has provided computer set to almost every rural and urban schools of the state. But most of the schools did not have a well equipped computer laboratory in rural areas:

Table 4.44

Computer Lab	**Area (R/U**				**Total**	
	Rural		**Urban**		**Count**	**%**
	Count	%	Count	%		
Yes	10	3.4	133	71.97	123	27.03
No	288	96.6	44	28.0	332	72.96
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

The study revealed that only 3.4% of rural schools have computer laboratory while in urban schools 28.0% did not have computer laboratory.

From the table 4.45 it has been revealed that most of the school both in rural and urban areas did not have canteen facilities for student. Mid-day meal is provided only up to students of class VIII. The important rationales of MDMS are to prevent classroom hunger, promoting school participation, fostering social equality and gender equality. Some poor students come from far away to attend schools and this causes problems for such students. It is well established that in poor regions of the state, the schools are far too, few in number and hence quite a distance away from the homes of a lot of the students. On the other hand there is no provision of mid-days meals at secondary level, (IX, X) there is an urgent need for canteens to cater to the services of the students and that they are as cheap as possible keeping the condition of the students in mind.

Table 4.45

Canteen Facilities	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	11	3.69	24	15.3	35	7.69
No	287	96.30	133	84.7	420	92.30
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

In the present scenario it was found that of the 298 rural schools surveyed, only 3.9% of them had canteen facilities while in urban areas 15.3% of the schools provided such facilities for the students.

However, despite recording remarkable progress in girls' education with various special incentives etc, the provision of hygienic toilets and running water has been found lacking in both rural and urban schools. The study revealed that 68.8% of the students in rural schools and 65.6% of the students in urban schools did not have access to proper toilet facilities. Only few private schools provided toilets with running water.

Another important facility is scientific laboratories which are most essential to provide fundamental knowledge of basic science. But in real practice, it was found that out of 298 respondents in rural schools only 38 responded positively when asked if they have proper science laboratories in school. The data collected are given below:

Table 4.46

Science Laboratory	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	38	12.8	25	15.9	63	13.8
No	260	87.2	132	84.1	392	86.2
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

The percentage was found to be 12.8% and 15.9% in rural and urban schools respectively which shows that there was no significant difference in the rural and urban students in this aspect.

In this study it was found that both in rural and urban area schools almost all school children got drinking water from the tube well. A few private and government higher secondary schools provided filtered drinking water for students. The statistics was found to be 93.3% in rural areas and 97% in urban areas when the students were asked if they were provided "safe" drinking water. Only 6.7% of the students in rural area and 3% in urban areas responded in the negative.

The Present study revealed that most of the rural schools did not subscribe to any newspaper which is very essential for updating students' knowledge in current affairs and many important socio-economic issues. In rural areas only 6.71% of the students enjoyed the privilege of reading newspaper while 49% students of urban area got the benefit of newspaper.

There are various government incentives to enroll more girl students to education and to reduce drop out among girl students. To raise the level of nutrition of children and enable them to develop in a healthy manner, the National Programme of Nutritional Support to Primary Education (NPONSPE) was launched as a centrally sponsored scheme in 1995. Commonly referred to as MDMS, this was expected to enhance enrolment retention and attendance of children in school apart from improving their nutritional levels. This was extended to upper primary level (class VI to VII) children in 3,479 Economically Backward Blocks (EBBs) in 2007 and then universally at the elementary level in the year 2008. The scheme is implemented through the States/UTs.

The scheme was extended during 2008-09 to cover children of upper primary classes and the name of the scheme was changed as National Programme of Mid-Day Meal in Schools. Present study revealed that distribution of this scheme in rural and urban areas is not equal. Table 4.47 depict picture of distribution:

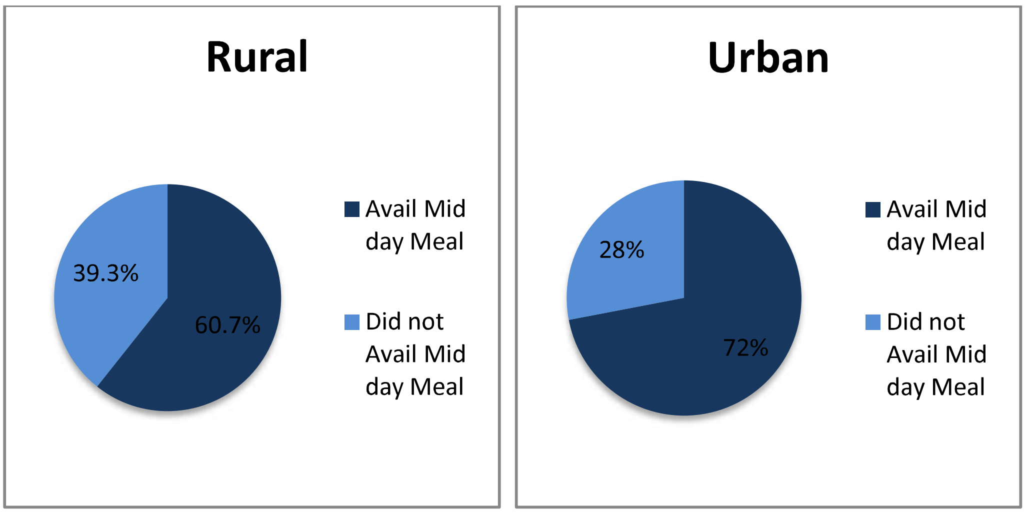
Table 4.47

Mid day-Meal	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	181	60.7	113	72.0	294	64.6
No	117	39.3	44	28.0	161	35.4
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

In the study it was found that 39.3% of the rural students did not get the benefit of MDMS. In urban areas out of 157 respondents, only 28% did not avail the benefit of MDMS. The concerned school authority informed that allocation of fund for the scheme especially in rural areas is irregular.

Pictorial Projection of Distribution of Mid day Meals

Fig.: 4.4



It has already been mentioned that poverty is one of the major cause of female drop out. Keeping in view of this, Government of India has launched free uniform scheme at primary level. In the present study it was found that 63.4% of girl students from rural schools get the benefit of free uniforms and in urban area

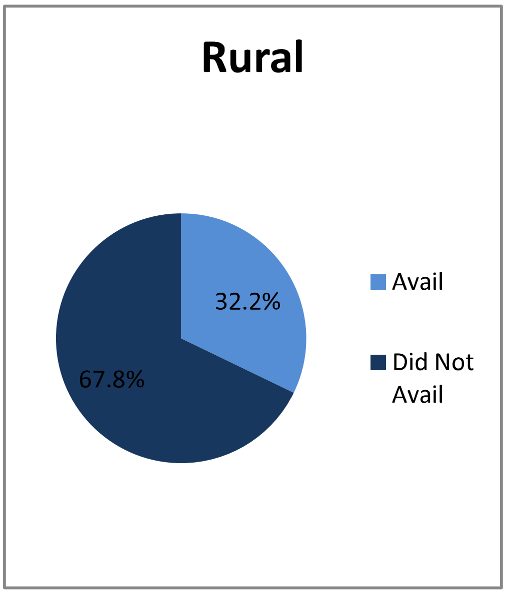
53.5% out of 157 girl students availed this government scheme. 36.6% out of 298 students in rural areas and 46.5% in urban area did not get this benefit.

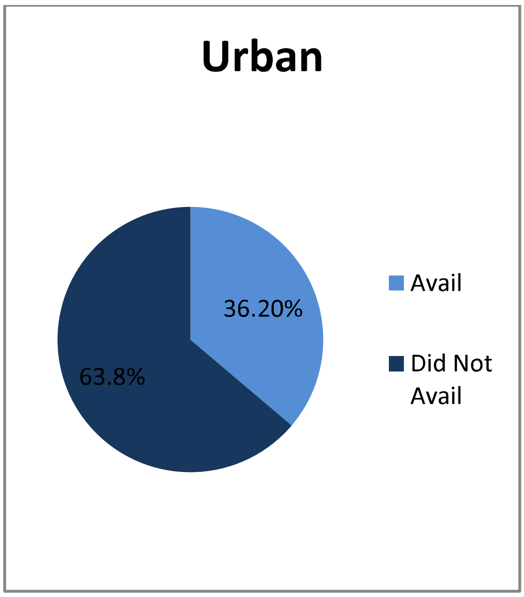
The present study revealed that after so many government efforts still students in rural areas did not get the benefit of free text books. From the respondents it was known that they did not get the text books on proper time, so they had to purchase the books and constituted an additional burden in the pursuit of education for students from the less wealthy background. It was found in the present study that only 39.6% in rural area and 51.6 in urban areas got the benefit of free text books. Rural students suffered a lot more than urban students in this respect.

To reduce the large gap between the proportion of boys and girls attending school during the Third Five Year Plan (1961--66), the National Council for Women's Education carefully considered the special measures needed for prompting the education of girls at the primary, middle and secondary stage and made a series of recommendations. These include the provision of quarters for women teachers, special allowances for women teachers working in rural areas, attendance prizes and scholarships for girl students, appointment of school mothers in co-educational institutions etc. From this plan period the attendance prizes were given to the girl students in rural areas. The following figure depict picture in rural and urban schools:

Pictorial Projection of Attendance Prize

Fig.: 4.5





But in the study revealed that in real practice only 96 of the 298 girl students from rural area got the attendance prize, a mere 32.2% .Whereas in urban areas it was found to be 36.20% out of 157 girl students surveyed.

It is a general fact that adolescent girls are very shy by nature. During this period they hesitate to come forward to discuss with teachers regarding the learning problems of the classroom including any doubt clearance etc. In such situations some bright students also lag behind in the learning process. In the present study it was found that 16.8% of students in rural area and 26.1% in urban areas could not well follow the course content in the classroom.

It is also an established fact that due to non-completion of syllabus in the class room students gets fewer marks in examinations and hesitates to come to school. In rural areas a huge number of students are from low socio-economic conditions cannot afford the luxury of private tuitions. In such circumstances drop- out rates of girls rises.

In the present observation the rural students complain that the course remain incomplete. 11.7% students in rural areas responded negatively when asked if the syllabus was completed on time whereas the urban count was at 17.8%

It has already been mentioned that due to various reasons like Board examinations, floods, and government interviews etc the schools remain closed for a long time. In such situations students have to suffer as most of the rural students do not have private tuitions. The present investigation showed the actual picture in the investigated areas. It was found that out of 298 rural girls only 50% students responded positively to the question of whether there were regular classes in their schools. In the urban areas 54.8% of the girls responded that classes were not being held regularly in their schools.

The study reveals that girls' both in urban and rural areas had some problems of conversation with their teachers. But rural girls' have more problem than urban girls'. It has also been mentioned before that rural schools are found to be more spacious and mostly in provincialised schools the numbers of students were found to be manageable. The table 4.48 reveals that girls in urban areas have to suffer due to overcrowded environment in the class room.

Table 4.48

Conversation with teacher	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	198	66.44	100	63.39	298	65.49
No	100	33.55	57	36.30	157	34.50
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

From the present investigation it was cleared that a substantial number of the sampled girls in rural area could not converse freely with their teachers (66.44%). Only 33.55% of them expressed that they could freely converse with their teachers. In urban areas it was found that only 36.30% of the students had problems of not being able to freely converse with their teachers.

In rural areas only 18.1% out of 298 sampled girl students complained that the classes were over-crowded while the rest 81.9% responded that classes were manageable. In urban areas most of the school buildings were found to be confined in limited areas so 29.3% of students complained that class rooms were not spacious and mostly overcrowded.

Table 4.49

Spacious Class Room	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	54	18.1	46	29.3	100	22.0
No	244	81.9	111	70.7	355	78.0
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

In India and other developing countries, the enrolment of children and their academic achievement are both largely dependent on the family's socio-economic status. Therefore poverty is the main reason why several children remain excluded in education and socio-economic condition of the household remains the most significant determinant of progression in education to higher schooling as well as completion of each level.

Table 4.50 also shows that in rural areas a large number of parents were found to be partially literate or illiterate along with the poor economic background. It was found that 45.6% of the sampled girl students could not avail any kind of help regarding education in the homes from their parents. While in urban areas students got congenial home environment and 73.9% of the girls could avail the benefit of help from their parents in study related issues.

Table 4.50

Learning Benefit from Parents at Home	Area (R/U)				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	162	54.4	116	73.9	278	61.1
No	136	45.6	41	26.1	177	38.9
Total	298	100.0	157	100.0	455	100.0

Without literacy skills individual girls and women face dark futures of dependency and without literate women, countries face unnecessary hurdles in economic development. Numerous studies have demonstrated correlations between women's educational status and social development indicator. Keeping this view in mind every parent and concerned people should realize that their girls should not be confined to the duties of the household only.

Present study revealed that 93.3% parents and 96.2% parents in rural and urban areas respectively realized the value of girls' education and did not impose any restrictions on them regarding the right to education. Table 4.51 depicts the actual picture both in rural and condition:

Table 4.51

Compelled for house-hold duties	Area (R/U)				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	20	6.7	6	3.8	26	5.7
No	278	93.3	151	96.2	429	94.3
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

It was found that still 6.7% girl students in rural areas and 3.8% in urban areas were forced or compelled by parents to do household chores without allowing them the liberty to study.

The study revealed that most of the rural girl students did not have private tuitions. In rural areas this number was as high as 57.7% while in urban areas only 21.7% did not have private tuitions. It has already been mentioned that the government incentive like provision of free of textbooks etc cannot always fulfill the demand at proper time so parents or guardians have to purchase books for their children. Following table shows the collected data:

Table 4.52

Purchase of Books	Area (R/U				Total	
	Rural		Urban		Count	%
	Count	%	Count	%		
Yes	220	73.8	134	85.4	354	77.8
No	78	26.2	23	14.6	101	22.2
Total	**298**	**100.0**	**157**	**100.0**	**455**	**100.0**

In rural areas 26.2% parents weren't able to purchase books for their daughters while this number was considerably lower in urban areas where 14.6% of the parents could not buy books for their girl child.

4.7.2 Problems of Girls' Education – a Male-Female Comparison:

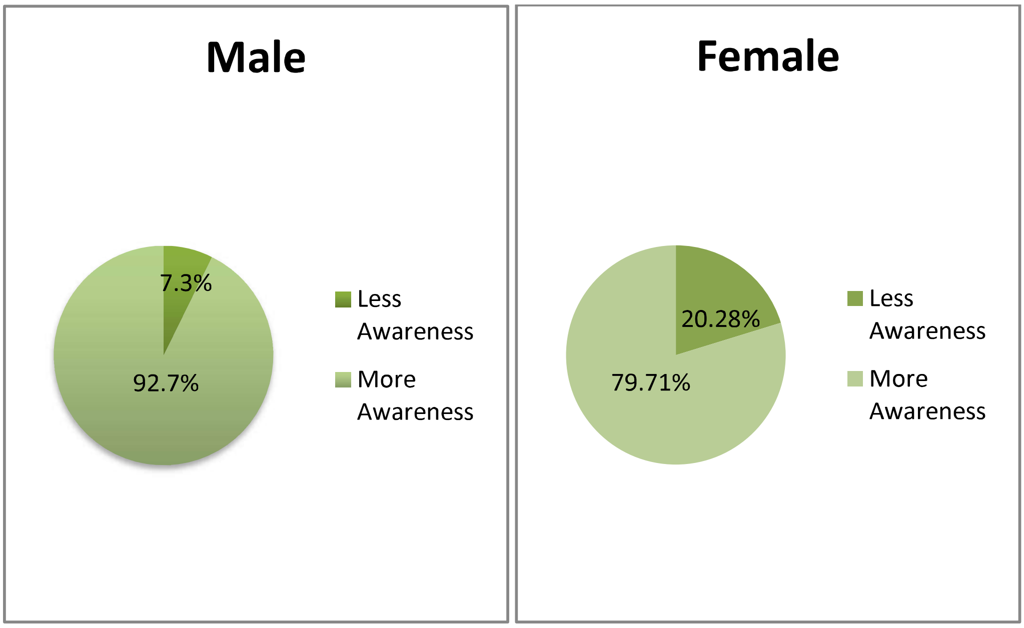
Issues of gender equality are moving to the top of the global agenda but better understanding of women's and men's contributions to the society is essential to speed the shift from agenda to policy to practice. It is impotent for parents to gain the awareness that the gender of a child is far less important than the opportunities the child is given in life, especially the opportunity to have quality education. Too often women and men live in different worlds – world that differs in access to education and work opportunities, and in health, personal security and leisure time.

As stated earlier most of the women development indicators i.e. sex-ration, participation rate in house-hold work, participation rate in education etc. are relatively positive in Nagaon District. But during the interaction with parents and other community members in the district, it was observed that parents, especially in rural areas were keener towards the education of boys than girls. In the present study the investigator tries to find out the gender discrimination in different aspects like school attendance, household, socio-cultural conditions and some school related factors. Following table shows the picture of awareness of parents in rural and urban condition:

Table 4.53

Parent awareness	SEX				Total	
	Male		Female		Count	%
	Count	%	Count	%		
Yes	166	92.7	220	79.71	386	84.83
No	13	7.3	56	20.28	69	15.16
Total	**179**	**100.0**	**276**	**100.0**	**455**	**100.0**

Fig.: 4.6
Pictorial Projection of Parents Awareness



The table and the figure revealed that parents of 79.71% girls were found to be conscious regarding the school education of their daughter where as 92.7% parents of boys were very much concern about education of their sons. Still after six decades of independence 20.28% parents were found to be not very much concern about the education of their daughters' on the other hand only 7.3% parents of boys was found to be not concerned of education of their sons. It was heartening to note that most of the respondents; including common villagers agreed that education of girls is useful in many ways. They seemed to be aware that education prepares girls for economic contribution in the household and can ensure education and welfare of future generation as well. However, most of the parents especially belonging to rural areas wanted higher and better education for their sons as compared to their daughters.

The performance of domestic chores, such as cooking, cleaning and fetching water before school usually affects girls' participation in classroom activities more than boys.

Table 4.54 shows the regularity of girls' in school:

Table 4.54

School Attendance	SEX				Total	
	Male		Female		Count	%
	Count	%	Count	%		
Yes	29	16.2	54	19.56	83	18.24
No	150	83.8	222	80.44	372	81.75
Total	**179**	**100.0**	**276**	**100.0**	**455**	**100.0**

The study revealed that in Nagaon district still 19.56% of girls' were found to be irregular in their schools. In response to the effects of poverty some poor parents over burdened their children with agricultural tasks, income generating activities and household chores which make them irregular in the school the percentage of irregular boys in the school were found to be 16.2% in present study.

While asking about the separate accommodation at home for study, 59.2% boys replied positively and girls' positive reply was found to be only 31.9%.

Table 4.55

Facility in Home	SEX				Total	
	Male		**Female**		**Count**	**%**
	Count	**%**	**Count**	**%**		
Yes	106	59.2	88	31.9	194	42.63
No	73	40.8	188	68.1	261	57.36
Total	**179**	**100.0**	**276**	**100.0**	**455**	**100.0**

The present study demonstrates that there was an attitude of cultural superiority towards boys because parents tend to perceive them as future bread earner of the family. In a culture where boys are valorized over girls, they are more likely to be given the opportunity to go to school in the event of limited economic resources and be encouraged to continue their education to the highest levels with special facilities in home.

The structural gender divisions of labour in the study area dictate that some activities like sibling care, washing dishes, cleaning etc. are considered inappropriate for boys because culturally these are categorized as feminine. The differential treatment girls experience at home deprived them of the opportunities to attend and complete school. In the present study it was found that girls' have to take responsibilities of their younger sibling, thus deprived from their opportunities to attend and complete school. Table 4.56 depicts picture of girls' responsibilities towards their siblings:

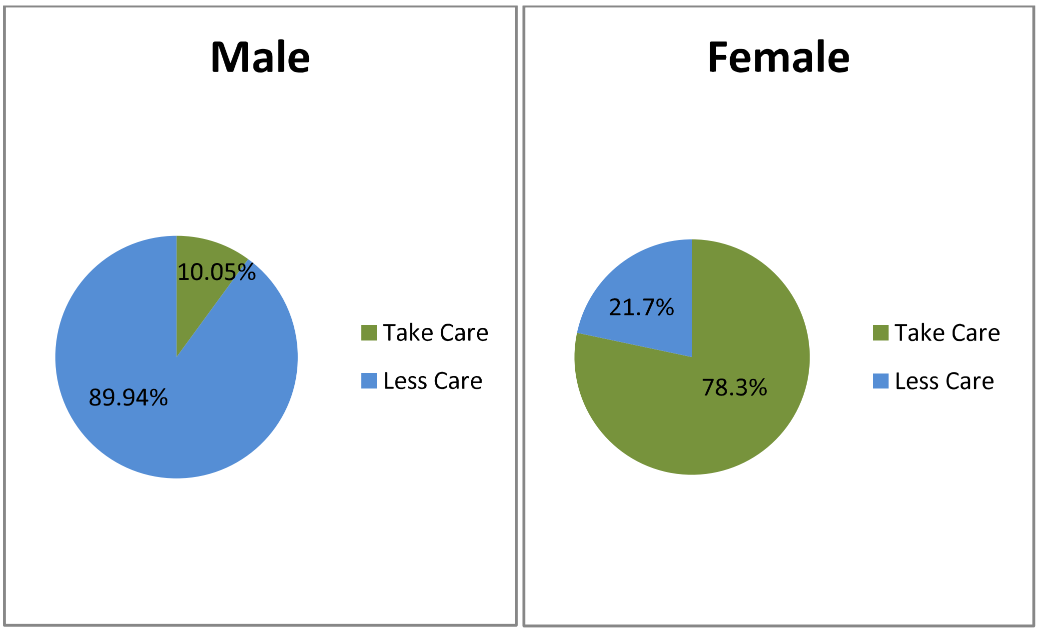
Table 4.56

Sibling Care	SEX				Total	
	Male		Female		Count	%
	Count	%	Count	%		
Yes	18	10.05	216	78.3	234	51.42
No	161	89.94	60	21.7	221	48.57
Total	**179**	**100.0**	**276**	**100.0**	**455**	**100.0**

It was found in the study that 78.3% girls' were took the responsibility to look after their younger siblings at the time of study and sometimes remained absent from the school. At the same time only 10.05% boys were found to be engaged in such type of activities.

Fig.: 4.7

Pictorial Projection of Sibling Care



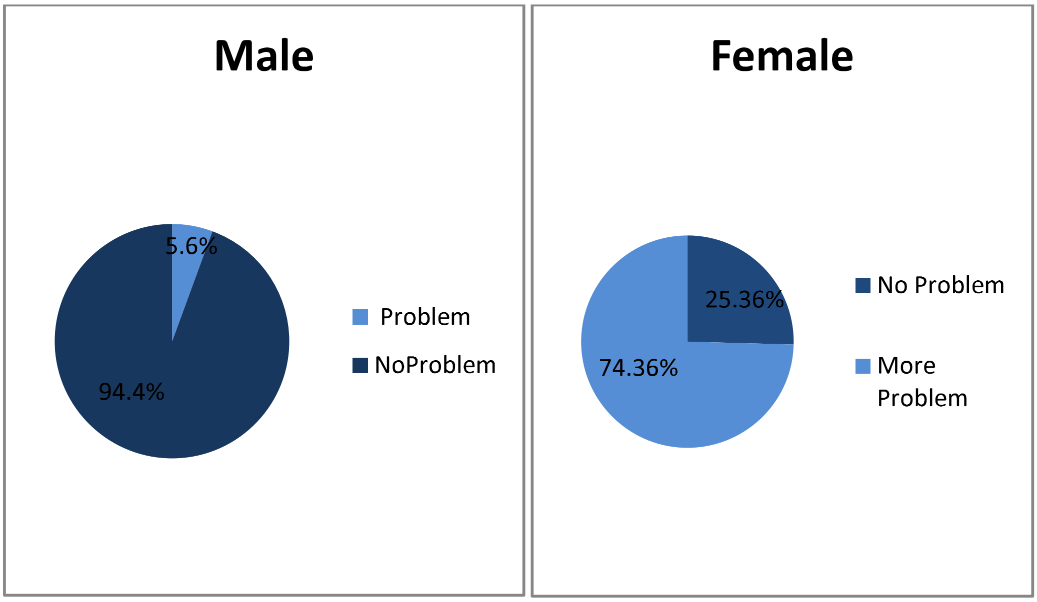
Information gathered from the study shows that females still lag behind in various adjustment problems. Following table shows the adjustment problems of girls' in various learning activities

Table 4.57

Adjustment Problems	SEX				Total	
	Male		Female		Count	%
	Count	%	Count	%		
Yes	169	94.4	70	25.36	239	52.52
No	10	5.6	206	74.63	216	47.47
Total	**179**	**100.0**	**276**	**100.0**	**455**	**100.0**

Fig.: 4.8

Pictorial Projection of Adjustment Problems



The Table 4.57 revealed that in the school atmosphere 94.4% male students did not have any adjustment problem while only 25.36% female students were found to be well adjusted with teachers and school authorities. Still 74.63% girls' were found lagging behind to cope up with the school environment. Multitudes of interrelated factors contribute to this type of gender inequality in education. The culturalists from various developing countries suggest that this type of gender inequality in education results from cultural norms and practices.

Girls' in our society are basically shy and traditionally we want them to be more humble than their male counterparts. Hence, gender inequality ensures due to cultural factors. Due to heightening of emotion during adolescence, girls generally do not want to mix-up freely with others. In such cases female teachers are mostly required both in co-educational institutions and girls' schools. In some research studies it was found that in some subject like Mathematics and general science boys achieve more than their female counter parts. There is a general notion among mass people that girls are good in humanities and boys are in scientific studies. This notion affects the girls' achievement in such subjects. The under achieving girls generally do not cope- up with the classroom environment and this creates adjustment problems. In the present study it was found that 74.6% girls faced adjustment problems while in case of boys it was found to be only 5.6%

Another problem faced by the girl students is their parent's non-co-operation in studies. The poverty stricken masses consider it a waste to spend hours at school when their children could actually help in various house-hold activities or income generated works. Although it is now generally accepted that education of girls is necessary, still there are some cases where families are forced to let their children engage in child labour to support their family, poor households are more likely to face the challenges of 'picking and choosing' whom to engage in money making activities and whom to send to school. In such cases poor parents choose to educate their boys over their girls' as there is a strong belief that boys' education is more valuable than that of girls. The table 4.58 shows the house hold distribution among boys' and girls' in the study area.

Table 4.58

Compelled to house-hold	**SEX**				**Total**	
	Male		**Female**		**Count**	**%**
	Count	**%**	**Count**	**%**		
Yes	10	5.58	26	9.42	36	7.91
No	169	94.41	250	90.57	419	92.08
Total	**179**	**100.0**	**276**	**100.0**	**455**	**100.0**

Fig.-4.9

Pictorial Projection of Compelled house-hold

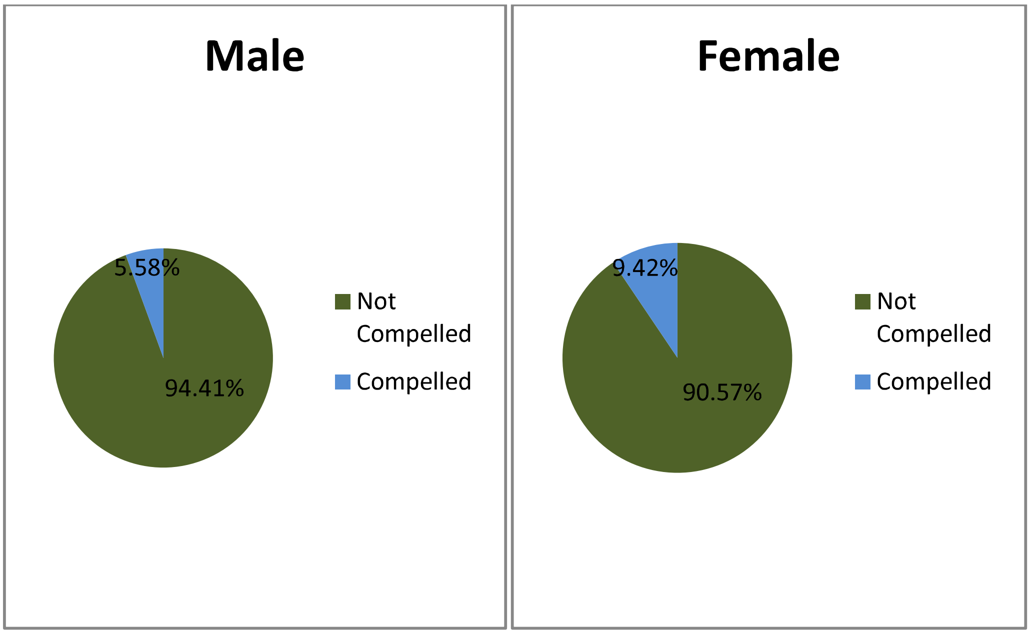


Table 4.58 and fig.4.8 revealed that after so many government incentives programmes and constitutional safeguard, 9.42% girls were compelled by their parents to engage in different household and money generated activities at the time of study. While in case of boys it was found to be 5.58% whom parents compelled to such type of activities at the time of study.

Private tutors are generally appointed so that lessons not well understood in the class room can be cleared out easily. This trend is mainly observed in subjects like mathematics and general science where rigorous practice in required. In some schools students informed that they required help in English. In the Present study it was observed that there is some inequality in this particular aspect of education. The poor parents choose their sons to provide more facility like tuition as they valued boys' education more than girls'. The table below depicts the actual situation of the study area:

Table 4.59

Private Tuition	**SEX**				**Total**	
	Male		**Female**		**Count**	**%**
	Count	**%**	**Count**	**%**		
Yes	96	53.6	110	39.9	206	45.27
No	83	46.4	166	60.1	249	54.72
Total	**179**	**100.0**	**276**	**100.0**	**455**	**100.0**

The study revealed that when 53.6% boys were benefited by private tuition at the same time 60.1% girls' were deprived from such type of facilities. It is also true that a substantial numbers of sampled girls informed that they did not want such type of help. But again in this aspect, culture and poverty played an important role in lagging behind of girls in education.

To achieve constitutional goal of universal primary education for all, the government of India has made several schemes and facilities like free text-books, uniform and mid-day meal etc. But it was found from the study that all these facilities were not regular and student did not get the benefit at the proper time. Text-books and uniform should be provided in the beginning of the academic session. But in reality it was found in many rural schools that parents have to manage books and other requirements, at times due to the late implementation of the schemes. In such cases student from poor economic background suffers more. Following table depict the purchasing capacity of poor parents:

Table 4.60

Purchase of Books	SEX				Total	
	Male		Female		Count	%
	Count	%	Count	%		
Yes	150	83.79	208	75.36	358	78.68
No	29	16.20	68	24.63	97	21.31
Total	**179**	**100.0**	**276**	**100.0**	**455**	**100.0**

The study revealed the actual picture of students who could easily manage to purchase books in need. Here again inequality of gender was seen among the students of poor economic background. It was observed in the study that while 83.79% boys from poor economic background manage to purchase books, however at the same time only 75.36% girl students from the same economic background manage to buy books.

As the world has experienced, girls has played a vital role at every stage of development, in her family, community, national and the universal development. She is a path finder to new generation through socializing and upbringing her children with right way. If she is well qualified obviously she will better nurture the coming generation. If she has this sense of justice inculcated in her, she will also inculcate it in her children. What's happening in the world, the violence is also because we don't have a sense of justice. Because we keep talking about peace, right. But without a sense of justice, there can be no peace. All these are, I (we) think, the values that we can get in school. And, of course, boys are important, but girls are even more so because of the role she plays in socialization and society.[3]

4.8 CHAPTER SUMMARY:

From the above discussion it can be summed up that the promotion of girls' education has been the concern of India since independence. In this light, the central and state governments institutions and organization have been doing a lot for the progress of girls' education. Yet, the achievement in girls' education is far from the goals set for UEE.

The latest census (2011) proved that the total number of schools and enrolment of girls is very encouraging in Nagaon district. Various programmes and facilities were implemented by the government to enhance girls' education. Mid-day meal, free uniform, text books, scholarship and bi-cycle for all girl students in Assam are some special incentives for girls. Yet, it was found in the district that girls' education has various problems like socio-economic condition, illiteracy of parents and age long gender inequality among under privileged people. Still it was found to be most appealing that a substantial number of parents and community personals of the district were very positive towards girls' education. When investigated, the opinion of parents, teachers and education officials were found mostly favourable towards the development of girls' education in the district.

References:

[1] Kothari Education Commission (1964-66), p. 52.

[2] The Secondary Education Commission (1952-53), p. 123.

[3] Kothari ibid, p. 78.

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