Chapter 4
SOCIO-ECONOMIC BACKGROUND OF THE RESPONDENTS

This chapter discusses the social and economic profile of the families of the respondents, i.e., the Muslims students in Silchar town. They are mainly from the rural and the urban areas. The family structure, their living standard, cultural aspects and academic levels are discussed here. The family members are taken into consideration while discussing about the family structure. In order to understand the use patterns of ICTs in education, it is important to know first the social and cultural background of the Muslim students.

I
ACADEMIC BACKGROUND

The academic background indicates the level of education, type of education, stream of study, programmes of study, class and semester-wise distribution of the students, medium of instruction, types of academic course, honours paper at graduate levels, job ambition in life among students, scholarship received by them and participation in extra-curricular activities.

Level of Education

Literacy and level of education are basic indicators of the level of development achieved by a society. Thus the following table shows the level of education among the students.

Table 4.1
Level of Education among the Students by Gender and Residence
(Percentage in Parentheses)

Level of Education	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Graduate	86 (56.58)	58 (62.37)	144 (58.78)	111 (76.55)	80 (76.19)	191 (76.4)	197 (66.33)	138 (69.7)	335 (67.68)
Post-graduate	66 (43.42)	35 (37.63)	101 (41.22)	34 (23.45)	25 (23.81)	59 (23.6)	100 (33.67)	60 (30.3)	160 (32.32)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that two thirds of the students (67.68%) are graduates and the rest are post-graduates. This pattern is perceived across their categories of residence, by gender, nearly four fifths of females and over a half of males are graduates. This shows that males are ahead of females in educational level. All the students have taken formal education. The formal education is the system of schooling which involves institutionalized teaching and learning in relation to a curriculum, which itself is established according to a predetermined purpose of the schools in the system. In formal education, a curriculum is the set of courses and their content offered at a school or university. Informal/Non-formal or indigenous education refers to the inclusion of indigenous knowledge, models, methods and content within formal and non-formal educational systems.

Streams of Study

Study stream is the knowledge matching system for college and university students. The streams of study denote the disciplines of study among the students. They undergo three

categories of streams of study such as Arts, Science and Commerce. This distribution pattern among students is shown in the table below.

Table 4.2

Streams of Study among the Students by Gender and Residence

(Percentage in Parentheses)

Streams of Study	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Arts	73 (48.03)	49 (52.69)	122 (49.79)	111 (76.55)	82 (78.1)	193 (77.2)	184 (61.95)	131 (66.16)	315 (63.64)
Science	53 (34.86)	31 (33.33)	84 (34.29)	24 (16.55)	17 (16.19)	41 (16.4)	77 (25.93)	48 (24.24)	125 (25.25)
Commerce	26 (17.11)	13 (13.98)	39 (15.92)	10 (6.9)	6 (5.71)	16 (6.4)	36 (12.12)	19 (9.6)	55 (11.11)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that two thirds of the total students as well as males and three fourths of females are from Arts stream. One third of males and over one tenth of females are in Science stream. One tenth of males and a small fraction of females are in Commerce. Thus, females are lagging behind males in Science and Commerce education. This may be due to the common pattern of education in their families which depend on the level of family income which does not permit them to undergo these streams.

Programmes of Study

The students are undergoing nine programmes of study; namely, Bachelor of Arts, Bachelor of Science, Bachelor of Commerce, Bachelor of Education, Bachelor of Technology, Master of Arts, Master of Science, Master of Commerce and Master of Business Administration. So the following table depicts their programmes of study.

Table 4.3

Programmes of Study among the Students by Gender and Residence

(Percentage in Parentheses)

Programmes of Study	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
B. A.	33 (21.71)	23 (24.73)	56 (22.86)	83 (57.24)	64 (60.95)	147 (58.8)	116 (39.06)	87 (43.94)	203 (41.01)
B. Sc.	21 (13.82)	6 (6.45)	27 (11.02)	15 (10.34)	7 (6.67)	22 (8.8)	36 (12.12)	13 (6.57)	49 (9.9)
B. Com	20 (13.16)	11 (11.83)	31 (12.65)	9 (6.21)	5 (4.76)	14 (5.6)	29 (9.76)	16 (8.08)	45 (9.09)
B. Ed.	4 (2.63)	1 (1.08)	5 (2.04)	2 (1.38)	1 (0.95)	3 (1.2)	6 (2.02)	2 (1.01)	8 (1.62)
B. Tech	8 (5.26)	17 (18.27)	25 (10.2)	2 (1.38)	3 (2.86)	5 (2)	10 (3.37)	20 (10.1)	30 (6.06)
M. A.	36 (23.68)	25 (26.88)	61 (24.9)	26 (17.93)	17 (16.19)	43 (17.2)	62 (20.87)	42 (21.21)	104 (21.01)
M. Sc.	24 (15.79)	8 (8.6)	32 (13.06)	7 (4.83)	7 (6.67)	14 (5.6)	31 (10.44)	15 (7.57)	46 (9.29)
M. Com	1 (0.66)	1 (1.08)	2 (0.82)	--	1 (0.95)	1 (0.4)	1 (0.34)	2 (1.01)	3 (0.61)
M. B. A.	5 (3.29)	1 (1.08)	6 (2.45)	1 (0.69)	--	1 (0.4)	6 (2.02)	1 (0.51)	7 (1.41)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that their greatest number (two fifths) is in the programme in Arts stream: 39.06% Bachelor of Arts programme and 20.87% Master of Arts, subsequently followed by Bachelor of Science (12.12%). Over one fifth of the males (21.71%) and over a half of the females (57.24%) are Bachelors of Arts. The general pattern is found across their categories of residence. More number of students are pursuing Arts stream due to the lower income levels of families of the students who cannot bear the expenditure of scientific and technical education at the higher education levels.

Class/ Semester-Wise Distribution of the Students

Three-year Degree Course Part I, II and III classes consist of one year duration and undergraduate and post-graduate classes include six months semester system in colleges, university and institute in Silchar town. There are five semester classes found from the study. So the table depicts the class and semester-wise distribution of students.

Table 4.4

Class/ Semester-Wise Distribution of the Students by Gender and Residence

(Percentage in Parentheses)

Class/ Semester of Students	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
T.D.C. Part I	41 (26.97)	23 (24.73)	64 (26.12)	44 (30.34)	32 (30.48)	76 (30.4)	85 (28.62)	55 (27.78)	140 (28.28)
T.D.C. Part II	17 (11.18)	11 (11.83)	28 (11.43)	38 (26.21)	26 (24.76)	64 (25.6)	55 (18.52)	37 (18.69)	92 (18.59)
T.D.C. Part III	16 (10.53)	6 (6.45)	22 (8.98)	25 (17.24)	18 (17.14)	43 (17.2)	41 (13.8)	24 (12.12)	65 (13.13)
U.G. & P.G. 2nd Semester	41 (26.97)	20 (21.51)	61 (24.9)	20 (13.79)	8 (7.62)	28 (11.2)	61 (20.54)	28 (14.14)	89 (17.98)
U.G. & P.G.4th Semester	27 (17.76)	20 (21.51)	47 (19.18)	13 (8.97)	9 (8.57)	22 (8.8)	40 (13.47)	29 (14.65)	69 (13.94)
U.G. & P.G. 6th Semester	5 (3.29)	8 (8.6)	13 (5.31)	3 (2.07)	5 (4.76)	8 (3.2)	8 (2.69)	13 (6.56)	21 (4.24)
U.G. & P.G. 8th Semester	4 (2.64)	4 (4.3)	8 (3.26)	1 (0.69)	4 (3.81)	5 (2)	5 (1.68)	8 (4.04)	13 (2.63)
U.G. & P.G. 10th Semester	1 (0.66)	1 (1.07)	2 (0.82)	1 (0.69)	3 (2.86)	4 (1.6)	2 (0.68)	4 (2.02)	6 (1.21)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that over half of the respondents in T.D.C. classes in colleges and the rest in U.G. and P.G. semesters in the university and institute in Silchar town. The similar pattern is found across their categories of residence and gender. A large segment of respondents is from colleges which undergo T.D.C. classes of one year, each. Later on the semester system was introduced at the college level.

Medium of Instruction

A medium of instruction is a language used in teaching. It may or may not be the official language of the country or territory. The medium of instruction used in colleges,

university and institute in Silchar town include English, Bengali, Hindi, Assamese, Manipuri and Arabic. So the following table shows the distribution of medium of instruction used in these educational institutions.

Table 4.5

Medium of Instruction among the Students by Gender and Residence

(Percentage in Parentheses)

Medium of Instruction	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=152	Urban N=93	Total N=245	Rural N=145	Urban N=105	Total N=250	Rural N=297	Urban N=198	Total N=495
English	151 (99.34)	89 (95.7)	240 (97.96)	145 (100)	103 (98.1)	248 (99.2)	296 (99.66)	192 (96.97)	488 (98.59)
Bengali	14 (9.21)	14 (15.05)	28 (11.43)	5 (3.45)	28 (26.67)	33 (13.2)	19 (6.4)	39 (19.7)	58 (11.72)
Hindi	2 (1.32)	6 (6.45)	8 (3.27)	3 (2.07)	3 (2.86)	6 (2.4)	5 (1.68)	9 (4.55)	14 (2.83)
Assamese	--	1 (1.08)	1 (0.41)	--	--	--	--	1 (0.51)	1 (0.2)
Manipuri	1 (0.66)	1 (1.08)	2 (0.82)	1 (0.69)	1 (0.95)	2 (0.8)	2 (0.67)	2 (1.01)	4 (0.81)
Arabic	2 (1.32)	--	2 (0.82)	--	--	--	2 (0.67)	--	2 (0.4)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that the medium of instruction of most of the students (98.59%) is English and the rest (one tenth) have Bengali, Hindi, Manipuri, Arabic and Assamese. No difference is found significantly across the categories of gender and residence. English is used as the medium of instruction in colleges and university of the town.

Types of Academic Course at Graduate Level

The pass course is a general undergraduate course at colleges or universities that is taken by all students who are not candidates for honours. In honours course class, most students placed in honours courses are highly motivated and dedicated to their educational experience. The study found two types of course: pass and course. Thus the following table shows types of academic course at graduate level among the students.

Table 4.6

Types of Academic Course among the Students by Gender and Residence

(Percentage in Parentheses)

Types of Academic Course	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Pass	29 (39.19)	15 (37.5)	44 (38.6)	62 (57.94)	28 (36.84)	90 (49.18)	91 (50.28)	43 (37.07)	134 (45.12)
Honours	45 (60.81)	25 (62.5)	70 (61.4)	45 (42.06)	48 (63.16)	93 (50.82)	90 (49.72)	73 (62.93)	163 (54.88)
Total (%)	74 (100)	40 (100)	114 (100)	107 (100)	76 (100)	183 (100)	181 (100)	116 (100)	297 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table indicates that over half of the students (54.88%) have Honours course and the rest have Pass course. The similar distribution is found from their categories of residence but nearly three fifths of rural female students have Pass course. It indicates their low interest

in studying Honours course due to the residence in rural setting where the level of education is lower than urban setting.

Honours Papers at Graduate Level

The following table depicts Honours Papers taken by the students at Graduate levels by gender and residence.

Table 4.7

Honours Papers at Graduate Level among the Students by Gender and Residence

(Percentage in Parentheses)

Honours Papers at Graduate Level	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
History	4 (8.89)	3 (12)	7 (10)	2 (4.44)	4 (8.33)	6 (6.45)	6 (6.68)	7 (9.59)	13 (7.98)
Business Studies	4 (8.89)	1 (4)	5 (7.14)	2 (4.44)	1 (2.08)	3 (3.23)	6 (6.68)	2 (2.74)	8 (4.91)
Accountancy	8 (17.79)	5 (20)	13 (18.57)	2 (4.45)	1 (2.08)	3 (3.23)	10 (11.11)	6 (8.22)	16 (9.82)
Political Science	5 (11.11)	2 (8)	7 (10)	6 (13.33)	1 (2.08)	7 (7.53)	11 (12.22)	3 (4.11)	14 (8.59)
Bengali	3 (6.67)	3 (12)	6 (8.57)	9 (20)	9 (18.75)	18 (19.35)	12 (13.34)	12 (16.44)	24 (14.72)
Philosophy	3 (6.67)	1 (4)	4 (5.71)	1 (2.22)	4 (8.33)	5 (5.37)	4 (4.44)	5 (6.84)	9 (5.53)
Business Management	1 (2.22)	--	1 (1.43)	--	--	--	1 (1.11)	--	1 (0.61)
Economics	5 (11.11)	2 (8)	7 (10)	5 (11.11)	4 (8.33)	9 (9.67)	10 (11.11)	6 (8.22)	16 (9.82)
Physics	2 (4.44)	--	2 (2.86)	2 (4.45)	1 (2.08)	3 (3.22)	4 (4.44)	1 (1.37)	5 (3.08)
Chemistry	1 (2.22)	--	1 (1.43)	1 (2.22)	1 (2.08)	2 (2.15)	2 (2.22)	1 (1.37)	3 (1.84)
English	3 (6.67)	4 (16)	7 (10)	7 (15.56)	10 (20.84)	17 (18.28)	10 (11.11)	14 (19.18)	24 (14.72)
Mathematics	1 (2.22)	--	1 (1.43)	--	--	--	1 (1.11)	--	1 (0.61)
Botany	1 (2.22)	1 (4)	2 (2.85)	--	2 (4.18)	2 (2.15)	1 (1.11)	3 (4.11)	4 (2.45)
Biology	1 (2.22)	--	1 (1.43)	--	1 (2.08)	1 (1.08)	1 (1.11)	1 (1.37)	2 (1.23)
Arabic	1 (2.22)	--	1 (1.43)	--	--	--	1 (1.11)	--	1 (0.61)
Statistics	1 (2.22)	--	1 (1.43)	--	--	--	1 (1.11)	--	1 (0.61)
General Science	1 (2.22)	--	1 (1.43)	--	--	--	1 (1.11)	--	1 (0.61)
Persian	--	1 (4)	1 (1.43)	2 (4.45)	2 (4.18)	4 (4.3)	2 (2.22)	3 (4.11)	5 (3.07)
Hindi	--	1 (4)	1 (1.43)	--	3 (6.26)	3 (3.22)	--	4 (5.48)	4 (2.45)
Zoology	--	1 (4)	1 (1.43)	--	--	--	--	1 (1.37)	1 (0.61)
Modern History	--	--	--	2 (4.45)	--	2 (2.15)	2 (2.22)	--	2 (1.23)
Econometrics	--	--	--	1 (2.22)	--	1 (1.08)	1 (1.11)	--	1 (0.61)
Computer Science	--	--	--	1 (2.22)	--	1 (1.08)	1 (1.11)	--	1 (0.61)
Anthropology	--	--	--	1 (2.22)	1 (2.08)	2 (2.15)	1 (1.11)	1 (1.37)	2 (1.23)
Social Science	--	--	--	1 (2.22)	1 (2.08)	2 (2.15)	1 (1.11)	1 (1.37)	2 (1.23)
Manipuri	--	--	--	--	1 (2.08)	1 (1.08)	--	1 (1.37)	1 (0.61)
Geology	--	--	--	--	1 (2.08)	1 (1.08)	--	1 (1.37)	1 (0.61)
Total (%)	45 (100)	25 (100)	70 (100)	45 (100)	48 (100)	93 (100)	90 (100)	73 (100)	163 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that above 50% of the students have Honours papers in Bengali, English, History, Accountancy, Political Science and Economics, Business Management, Chemistry, Mathematics, Botany, Biology, Persian, Hindi, Modern History, Anthropology and Social Science departments, nearly one tenth in Business Studies, Philosophy and Physics departments and below 5% in Arabic, Statistics, General Science, Zoology, Econometrics, Computer Science, Manipuri and Geology departments. More or less similar findings are observed from their categories of rural and urban residence and gender. It

seems that students have keen interest to learn Bengali and English because these are vernacular and foreign languages.

Job Ambition in Life

Job ambition means students have a desire to move from their current position to something else, preferably up the professional ladder. So the following table shows the types of job ambition among the students.

Table 4.8

Job Ambition in Life among the Students by Gender and Residence

(Percentage in Parentheses)

Types of Job Ambition	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Government job	127 (83.55)	81 (87.1)	208 (84.9)	131 (90.34)	95 (90.48)	226 (90.4)	258 (86.87)	176 (88.89)	434 (87.68)
Private job	12 (7.89)	5 (5.37)	17 (6.94)	10 (6.9)	7 (6.67)	17 (6.8)	22 (7.41)	12 (6.06)	34 (6.87)
Business/ Self employed	13 (8.56)	7 (7.53)	20 (8.16)	4 (2.76)	3 (2.85)	7 (2.8)	17 (5.72)	10 (5.05)	27 (5.45)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that most of the students (64.44%) want to do government job and the rest want to do private job and business/ self employment. The similar finding is observed across their categories of residence and gender. Thus, they want to serve as government employee perhaps due to the undeveloped economic condition of families which does not permit them to be self-employed.

All of them received the Post-matric Minority Scholarship or the Merit-cum-Means Scholarship Scheme. The scholarship assists their financial condition. The Prime Minister's New 15 Point Programme for the Welfare of Minorities was announced in June, 2006. According to the Programme, a post-matric scholarship scheme for meritorious students from minority communities was implemented. The objective of the scheme is to award scholarships to meritorious students belonging to economically weaker sections of minority community so as to provide them better opportunities for higher education, increase their rate of attainment in higher education and enhance their employability.

Duration of Scholarship Received

A scholarship is an award of financial aid for a student to further his or her education. Scholarships are awarded based upon various criteria which usually reflect the values and purposes of the donor or founder of the award. The students received scholarship for one, two and three years. Thus the table shows the duration of scholarship received among the students.

Table 4.9

Duration of Scholarship Received among the Students by Gender and Residence

(Percentage in Parentheses)

Duration of Scholarship Received (in Years)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
One	7 (87.5)	5 (62.5)	12 (75)	5 (45.45)	4 (50)	9 (47.37)	12 (63.16)	9 (56.25)	21 (60)
Two	--	2 (25)	2 (12.5)	6 (54.55)	3 (37.5)	9 (47.37)	6 (31.58)	5 (31.25)	11 (31.43)
Three	1 (12.5)	1 (12.5)	2 (12.5)	--	1 (12.5)	1 (5.26)	1 (5.26)	2 (12.5)	3 (8.57)
Total (%)	8 (100)	8 (100)	16 (100)	11 (100)	8 (100)	19 (100)	19 (100)	16 (100)	35 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows the length of getting the scholarship in years. It depicts that among the students who get the scholarship, three fifths of them (60%) are getting scholarship for one year, near about one third (31.43%) for two years and the rest for three years. By and large similar pattern is found for rural and urban students. However, more males than females get it for one year because the number of males who joined this scholarship for one year is higher than females at the starting of the course.

Participation in Extra-curricular Activities

Extracurricular activities are those that fall outside the realm of the normal curriculum of school or university education, performed by students. Such activities are generally voluntary, mandatory, non-paying, social and philanthropic as opposed to scholastic and often involve others of the same age. The students participate in drawing/painting, cultural activities, sports, writing story, etc. Thus the following table shows participation of the students in extra-curricular activities.

Table 4.10

Participation of the Students in Extra-curricular Activities by Gender and Residence

(Percentage in Parentheses)

Participation in Extra-curricular Activities	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=57	Urban N=40	Total N=97	Rural N=33	Urban N=39	Total N=72	Rural N=90	Urban N=79	Total N=169
Drawing/Painting	8 (14.04)	3 (7.5)	11 (11.34)	6 (18.18)	3 (7.69)	9 (12.5)	14 (15.56)	6 (7.59)	20 (11.83)
Art Competition	--	1 (2.5)	1 (1.03)	--	--	--	--	1 (1.27)	1 (0.59)
Quiz/Debate Competition	2 (3.51)	2 (5)	4 (4.12)	3 (9.09)	1 (2.56)	4 (5.56)	5 (5.56)	3 (3.8)	8 (4.73)
Cultural Activities	10 (17.54)	13 (32.5)	23 (23.71)	5 (15.15)	6 (15.38)	11 (15.28)	15 (16.67)	19 (24.05)	34 (20.12)
Sports	26 (45.61)	14 (35)	40 (41.24)	4 (12.12)	13 (33.33)	17 (23.61)	30 (33.33)	27 (34.18)	57 (33.73)
Dance	1 (1.75)	2 (5)	3 (3.09)	2 (6.06)	1 (2.56)	3 (4.17)	3 (3.33)	3 (3.8)	6 (3.55)
Singing	2 (3.51)	2 (5)	4 (4.12)	3 (9.09)	--	3 (4.17))	5 (5.56)	2 (2.53)	7 (4.14)
Writing story	2 (3.51)	2 (5)	4 (4.12)	1 (3.03)	7 (17.95)	8 (11.11)	3 (3.33)	9 (11.39)	12 (7.1)
N. C. C.	--	1 (2.5)	1 (1.03)	--	--	--	--	1 (1.27)	1 (0.59)
Drama	--	--	--	2 (6.06)	4 (10.26)	6 (8.33)	2 (2.22)	4 (5.06)	6 (3.55)
Sewing	--	--	--	6 (18.18)	3 (7.69)	9 (12.5)	6 (6.67)	3 (3.8)	9 (5.33)
Handicrafts	--	--	--	--	1 (2.56)	1 (1.39)	--	1 (1.27)	1 (0.59)
Cricket	2 (3.51)	--	2 (2.06)	--	--	--	2 (2.22)	--	2 (1.18)
Student Politics	2 (3.51)	--	2 (2.06)	--	--	--	2 (2.22)	--	2 (1.18)
Religious Cultural Programme	2 (3.51)	--	2 (2.06)	1 (3.03)	--	1 (1.39)	3 (3.33)	--	3 (1.78)
Taking Private Tuition	1 (1.75)	--	1 (1.03)	--	--	--	1 (1.11)	--	1 (0.59)
Internet Surfing	1 (1.75)	--	1 (1.03)	--	--	--	1 (1.11)	--	1 (0.59)
Computer	1 (1.75)	--	1 (1.03)	--	--	--	1 (1.11)	--	1 (0.59)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that above 50% of the students participate in sports, cultural activities, drawing/painting and the rest participate in writing story, quiz/debate competition, sewing, singing, dance, drama, religious cultural programme, cricket, student politics, art competition, N. C. C., handicrafts, taking private tuition, Internet surfing and computer are their extra-curricular activities. Thus sports, cultural activities, drawing and painting are major extra-curricular activity found among the students because these are encouraged from their school level which helps development of other subjects.

II

SOCIAL BACKGROUND

Age Groups

Age is a basis of determining groups workers and non-workers and also the amount of performed by them. Physical and mental capacity of workers varies while attempting to understand the use of ICTs. Therefore, data analysing age are presented in the following tables. Age group defines the interest and physical-mental capability of students in accessing and using ICTs in education. Two categories of age groups, such as below18 years, 18-20, 21-23, 24-26, 27-29, 33-35 and 36-38 are found in this context. Students below 18 years age grouped are grouped as adolescents and above 18 years age group are grouped as youth. No respondents from 30-32 age group are found. The age groups of students are categorised according to their level of education and the same is shown in the table below.

Table 4.11

Age Groups of the Respondents by Gender and Residence

(Percentage in Parentheses)

Age Groups (in Years)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
< 18	--	1 (1.08)	1 (0.41)	1 (0.66)	--	1 (0.4)	1 (0.34)	1 (0.51)	2 (0.4)
18-20	74 (48.67)	42 (45.16)	116 (47.35)	85 (58.65)	58 (55.24)	143 (57.2)	159 (53.54)	100 (50.51)	259 (52.32)
21-23	58 (38.16)	42 (45.16)	100 (40.82)	52 (35.86)	43 (40.96)	95 (38)	110 (37.04)	85 (42.92)	195 (39.39)
24-26	16 (10.53)	7 (7.52)	23 (9.38)	7 (4.83)	2 (1.9)	9 (3.6)	23 (7.74)	9 (4.54)	32 (6.47)
27-29	1 (0.66)	--	1 (0.41)	--	2 (1.9)	2 (0.8)	1 (0.34)	2 (1.01)	3 (0.61)
30-32	--	--	--	--	--	--	--	--	0
33-35	1 (0.66)	--	1 (0.41)	--	--	--	1 (0.34)	--	1 (0.2)
36-38	2 (1.32)	1 (1.08)	3 (1.22)	--	--	--	2 (0.66)	1 (0.51)	3 (0.61)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that over a half (52.32%) of the total respondents belong to the age group of 18-20, followed by 21-23 age group (39.39%) while a small fraction, each, belong to age groups of 24-26, 27-29, 33-35, 36-38 and below 18 years age group.

Of the rural respondents, 53.54% belong to the age group of 18-20 followed by 21-23 (37.04%) age group, while insignificant, each, belong to the age groups of 24-26, 36-38, 27-29, 33-35 and below18 years age group. This distribution is also alike in case of gender. Thus, it may be seen that the study has covered more of undergraduate students reflecting their relative proportion in the actual student population.

Of the urban students, most (92.77%) belong to the age bracket of 18-23; a few belong to the age group of 23^{+} and an insignificant fraction belongs to the age group of below 18 years. This distribution is similar in case of their gender also. Thus, majority of both the rural and urban male and female students belong to the age bracket of 18-20. Except two respondents, all of them belong to youth age irrespective of rural-urban residence but there

are gender differences. The age factor heightens the level of exposure a student is likely to have. Since all the respondents are students, a vast majority of them belong to a narrow range of age group; namely, 18 to 23 due to difference of academic level, such as undergraduates and post graduates as majority are undergraduates from colleges which depicts the belongingness of students to age group of 18-20.

Gender

The gender also influences the differentiation in the use patterns of ICTs in education in rural and urban settings due to availability of resources. The urban students get better ICT infrastructure which is inverse among the rural students. Thus, the following table shows the gender of the respondents.

Table 4.12
Gender of the Respondents by Residence
(Percentage in Parentheses)

Gender	No. of Students (%)		Grand Total (%)
	Rural	Urban	
Male	152 (51.18)	93 (46.97)	245 (49.49)
Female	145 (48.82)	105 (53.03)	250 (50.51)
Total (%)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that about a half of the total respondents (49.49%) are male and the rest (50.51%) are female. The similar pattern of gender distribution is observed among the urban respondents. However, in case of the rural respondents there is found an inverse pattern. This indicates that in the urban setting the Muslim females are getting better freedom, mobility and resources for higher education and therefore more females than males are found among the respondents. On the other hand, the females in the rural setting may be more constrained by traditional values, mobility and resources.

Religious Sect

The religious sect represents the sub-division of religion of the respondents in smaller social group which also influences their ICT use patterns in education. They belong to three categories of sects; namely, Sunni, Shia and Sufi. The following table depicts their religious sect.

Table 4.13
Religious Sect of the Respondents by Gender and Residence
(Percentage in Parentheses)

Religious Sect	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Shia	2 (1.32)	2 (2.15)	4 (1.64)	--	--	--	2 (0.67)	2 (1.01)	4 (0.81)
Sunni	149 (98.03)	89 (95.7)	238 (97.14)	144 (99.31)	105 (100)	249 (99.6)	293 (98.66)	194 (97.98)	487 (98.38)
Sufi	1 (0.65)	2 (2.15)	3 (1.22)	1 (0.69)	--	1 (0.4)	2 (0.67)	2 (1.01)	4 (0.81)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that most of the respondents (98.38%) belong to Sunni sect while a small fraction, each, belongs to the Shia and Sufi sects. This pattern holds true for the male

respondents in both the rural and urban settings while among the females all but one rural respondent of Sufi sect belong to Sunni sect only. This owes to preponderance of the Sunni population in the region and across the border of the country.

Class

The access to and uses of ICTs is also differentiated by the social class of the students in rural and urban settings as a large section are from the general category. Thus, the following table demonstrates the distribution pattern of three classes, such as general, other backward class and most other backward class categories.

Table 4.14

Class of the Respondents by Gender and Residence

(Percentage in Parentheses)

Class	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
General	132 (86.84)	88 (94.62)	220 (89.8)	127 (87.59)	102 (97.14)	229 (91.6)	259 (87.21)	190 (95.96)	449 (90.71)
Other Backward Class (OBC)	18 (11.84)	4 (4.3)	22 (8.98)	17 (11.72)	3 (2.86)	20 (8)	35 (11.78)	7 (3.53)	42 (8.48)
Most Other Backward Class (MOBC)	2 (1.32)	1 (1.08)	3 (1.22)	1 (0.69)	--	1 (0.4)	3 (1.01)	1 (0.51)	4 (0.81)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that socially most of the students belong to the General category (90.71%), followed by the Other Backward Classes category and insignificant of them belong to the Most Other Backward Classes (MOBCs).

Of the rural students, 87.21% belong to the General category while a small fraction belongs to the Other Backward Classes category. Majority, each, of the male (86.84%) and female (87.59%) students belong to the General category.

However, a very small fraction (4.44%) of the urban students, males and females, belongs to the categories of Other Backward Classes (OBCs) and Most Other Backward Classes (MOBCs). Most of the male (94.62%) and female (97.14%) students belong to the General category. Thus, majority of the rural and urban male and female students belong to the General category.

Regional Identity

The regional identity diversifies in accessing and using ICTs among the respondents. Six different categories of their regional identities are found; namely, Manipuri Muslim, Sheikh, Muslim fishermen, Noakhali, Sylheti and Bengali Muslim. So the following table shows the regional identity among the students studying in higher educational institutions in Silchar town.

Table 4.15
Regional Identity of the Respondents by Gender and Residence
(Percentage in Parentheses)

Regional Identity	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Manipuri Muslim	7 (25.93)	2 (40)	9 (28.12)	12 (66.66)	1 (50)	13 (65)	19 (42.22)	3 (42.86)	22 (42.31)
Sheikh	8 (29.63)	2 (40)	10 (31.25)	3 (16.67)	--	3 (15)	11 (24.44)	2 (28.57)	13 (25)
Muslim Fishermen	5 (18.52)	1 (20)	6 (18.75)	3 (16.67)	1 (50)	4 (20)	8 (17.79)	2 (28.57)	10 (19.23)
Noakhali	1 (3.7)	--	1 (3.13)	--	--	--	1 (2.22)	--	1 (1.92)
Sylheti	1 (3.7)	--	1 (3.13)	--	--	--	1 (2.22)	--	1 (1.92)
Bengali Muslim	5 (18.52)	--	5 (15.62)	--	--	--	5 (11.11)	--	5 (9.62)
Total (%)	27 (100)	5 (100)	32 (100)	18 (100)	2 (100)	20 (100)	45 (100)	7 (100)	52 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that more than two fifths (42.31%) are Manipuri Muslim, one fourth (25%) are from Sheikh community, about one fifth (19.23%) are from the Muslim fishermen community, while the rests belong to Bengali Muslim, Sylheti and Noakhali communities. The distribution of the rural respondents is also similar to it. A large section of the rural male respondents is from Sheikh community but it is Manipuri Muslim among the rural female respondents. By and large the similar pattern is found among the urban respondents and across their two genders respectively.

Residence

The use patterns of ICTs are highly influenced by the residence of the respondents because it differentiates the access to, uses and social impact of ICTs among them. So, the following table shows the rural and urban categories of residence among the respondents.

Table 4.16
Residence of the Respondents by Gender
(Percentage in Parentheses)

Residence	No. of Students (%)		Grand Total (%)
	Male (%)	Female (%)	
Rural	152 (62.04)	145 (58)	297 (60)
Urban	93 (37.96)	105 (42)	198 (40)
Total (%)	245 (100)	250 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that three fifths of the students (60%) are from rural setting and two fifths (40%) from urban setting. However, over three fifths of the male (62.04%) and nearabout three fifths of the female (58%) students are from rural background while over one third of the male (37.96%) and over two fifths of the female (42%) students are from urban background. A large section of the respondents are from rural setting because majority of the population of Barak Valley and rest of India reside in villages.

Linguistic Community

The linguistic communities, such as Bengali, Assamese, Hindi and Manipuri also influence different use patterns of ICTs among the respondents pursuing higher education in Silchar town. So the following table depicts four categories of their linguistic communities.

Table 4.17

Linguistic Community of the Respondents by Gender and Residence

(Percentage in Parentheses)

Linguistic Community	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Bengali	138 (90.79)	81 (87.1)	219 (89.39)	125 (86.21)	101 (96.2)	226 (90.4)	263 (88.55)	182 (91.92)	445 (89.9)
Assamese	6 (3.95)	7 (7.53)	13 (5.31)	9 (6.21)	2 (1.9)	11 (4.4)	15 (5.05)	9 (4.54)	24 (4.85)
Hindi	2 (1.31)	3 (3.23)	5 (2.04)	--	--	--	2 (0.67)	3 (1.52)	5 (1.01)
Manipuri	6 (3.95)	2 (2.14)	8 (3.26)	11 (7.58)	2 (1.9)	13 (5.2)	17 (5.73)	4 (2.02)	21 (4.24)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that majority of the students are Bengali while insignificant of them are Assamese, Manipuri and Hindi speaking.

Similarly, majority of the rural respondents (88.55%) belong to Bengali community while the least are from Manipuri, Assamese and Hindi communities. Of them, the linguistic community of most of the rural male students (90.79%) is Bengali whereas the rest are from Assamese, Manipuri and Hindi communities. Of the rural female students, majority (86.21%) belong to the Bengali linguistic community and the rest are from Manipuri and Assamese groups.

Then, most of the urban students (91.92%) belong to the Bengali linguistic group and a few are from Manipuri (5.72%) and Assamese (4.55%) communities while a small fraction of it is Hindi speaking. This distribution is found across their genders. The students are mostly from local areas of Barak Valley.

III

FAMILY BACKGROUND

The family composition distinguishes between different types of families based on the presence or absence of couple relationships, parent-child relationships, child dependency relationships or other familial relationships in that order of preference. Its composition varies by size and type. The following table shows the size of the family of respondents.

Size of Family

The size of the family is of three types; namely, small (1-4 members), medium (5-8 members) and large (more than 8 members). It effects the use of ICTs among the respondents. Thus the following table shows the distribution of their size of family.

Table 4.18

Size of Family among the Respondents by Gender and Residence

(Percentage in Parentheses)

Size of Family (No. of Members)	No. of Families (%)						Grand Total (%)		
	of Male Respondents (%)			of Female Respondents (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Small (1-4)	18 (11.84)	16 (17.2)	34 (13.88)	19 (13.1)	25 (23.81)	44 (17.6)	37 (12.46)	41 (20.71)	78 (15.76)
Medium (5-8)	117 (76.97)	72 (77.42)	189 (77.14)	110 (75.87)	72 (68.57)	182 (72.8)	227 (76.43)	144 (72.73)	371 (74.95)
Large (More than 8)	17 (11.19)	5 (5.38)	22 (8.98)	16 (11.03)	8 (7.62)	24 (9.6)	33 (11.11)	13 (6.56)	46 (9.29)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table indicates that three fourths of the respondents have medium (5-8 members) sized family, over one tenth (15.76%) have small (1-4 members) sized family and a small fraction has large (more than 8 members) sized family. Thus, the medium sized family consisting of 5-8 members is common among the respondents. This family size is found across the gender and residence categories of the respondents. However, it is observed that the small size family proportion is relatively larger among the urban respondents and the large size family proportion is relatively larger among the rural respondents. Besides, the small size family proportion is also less among the rural female respondents as compared to the male rural respondents. Perhaps, the female respondents come from the families of relatively high educated parents as females' education is in general a secondary choice of parents in the wake of their religious values and patriarchy.

Types of Family

Family is generally grouped into two types; viz., nuclear and joint families. The joint family is the extended family arrangement prevalent among people of the Indian subcontinent, consisting of many generations living under the same roof. All the male members are blood relatives and all the women are either mothers, wives, unmarried daughters, or widowed relatives, all bound by the common (sapinda) relationship. The nuclear family or elementary family is a group of people who are united by ties of partnership and parenthood and consisting of a pair of adults and their socially recognized children. Thus the following table depicts types of family of the respondents.

Table 4.19

Types of Family of the Respondents by Gender and Residence

(Percentage in Parentheses)

Types of Family	No. of Families (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Nuclear	118 (77.63)	77 (82.8)	195 (79.59)	123 (84.83)	93 (88.57)	216 (86.4)	241 (81.14)	170 (85.86)	411 (83.03)
Joint	34 (22.37)	16 (17.2)	50 (20.41)	22 (15.17)	12 (11.43)	34 (13.6)	56 (18.86)	28 (14.14)	84 (16.97)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that more than four fifths of the respondents (83.03%) have nuclear family and nearly one fifth (16.97%) have joint family. Thus, most of the respondents are living in nuclear family. Thus, joint family is the common type found among the respondents. However, the difference is apparent at the levels of residence and gender of the family among the respondents. Thereby, relatively more nuclear families are found among the urban and the female respondents and more joint families are seen among the rural and the male respondents. It means that both the urban setting and the education of family members, particularly of female members, have a tendency for nuclear, small-sized family. Joint family is steadily on the wane from the urban scene. The joint family in rural areas is surviving in nominal form as a kinship group. The adults have migrated to cities either to pursue higher education or to secure more lucrative jobs or to eke out their living outside their traditional callings, ensuing from the availability of better opportunities elsewhere as well as the rising pressure of population on the limited land base.

Age-structure of the Family Members

The age structure of a population is the distribution of people among various ages. Thus, the following table depicts the age-structure of the family members of the respondents.

Table 4.20

Age Structure of the Family Members among the Respondents by Gender and Residence

(Percentage in Parentheses)

Age Group (in years)	No. of Individuals (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
0-14	47 (4.8)	22 (3.92)	69 (4.49)	54 (5.82)	13 (2.57)	67 (4.68)	101 (5.3)	35 (3.28)	136 (4.57)
15-35	576 (58.9)	316 (56.33)	892 (57.96)	571 (61.53)	274 (54.26)	845 (58.97)	1147 (60.18)	590 (55.35)	1737 (58.45)
36-50	169 (17.28)	81 (14.44)	250 (16.24)	212 (22.84)	181 (35.84)	393 (27.42)	381 (19.99)	262 (24.58)	643 (21.64)
> 50	186 (19.02)	142 (25.31)	328 (21.31)	91 (9.81)	37 (7.33)	128 (8.93)	277 (14.53)	179 (16.79)	456 (15.34)
Total (%)	978 (100)	561 (100)	1539 (100)	928 (100)	505 (100)	1433 (100)	1906 (100)	1066 (100)	2972 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The family members of the respondents have four groups; viz., 0-14 years' age group consisting of children, 15-35 years' age group of the youth, 36-50 years' age group of the middle-aged and more than 50 years' age group of the old-aged persons. Near about three fifths (58.45%) of their family population belong to the youth age group, one fifth (21.64%) belong to the middle age group, over one tenth (15.34%) belong to the old age group and the rest are children. Thus, there is small proportion of the children and the old people in their families. It means that most of the family members are working persons which may be one of the factors responsible for support to the respondents for higher education in the urban setting.

Family Composition by Gender

Family composition of gender denotes the gendering the family population. So the following table shows types of gender among family members of the respondents.

Table 4.21
Family Composition by Gender and Residence
(Percentage in Parentheses)

Types of Gender	No. of Persons (%)		Grand Total (%)
	Rural	Urban	
Male	978 (51.31)	561 (52.63)	1539 (51.78)
Female	928 (48.69)	505 (47.37)	1433 (48.22)
Total (%)	1906 (100)	1066 (100)	2972 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that over a half of the total family members (51.78%) are male and the rest (48.22%) are female. The same pattern is found across the rural and urban residences of the students.

Family Composition by Marital Status of Family Members

A person's marital status indicates whether the person is marries or unmarried. Thus the following table shows the family composition by marital status of family members of respondents.

Table 4.22
Family Composition by Marital Status, Gender and Residence
(Percentage in Parentheses)

Family Composition by Marital Status	No. of Persons (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Married	372 (38.04)	217 (38.68)	589 (38.27)	354 (38.15)	232 (45.94)	586 (40.89)	726 (38.09)	449 (42.12)	1175 (39.54)
Unmarried	606 (61.96)	344 (61.32)	950 (61.73)	574 (61.85)	273 (54.06)	847 (59.11)	1180 (61.91)	617 (57.88)	1797 (60.46)
Total (%)	978 (100)	561 (100)	1539 (100)	928 (100)	505 (100)	1433 (100)	1906 (100)	1066 (100)	2972 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that over three fifths of the family members (61.91%) of the rural students are unmarried while the rest are married (38.09%). The gender distribution of their family members also reveals the similar findings. However, near about three fifths of the family members (57.88%) of the urban students are unmarried and over two fifths (42.12%) are married.

Family Composition by Marriageability

Marriageability is inversely linked to the dearth of economic opportunities. The family composition by marriageability is groups into persons under-age married and married at marriageable age. Marriageable age is the age at which a person is allowed by law to marry, either as a right or subject to parental or other forms of consent. So the following table shows family composition of the respondents by marriageability.

Table 4.23

Family Composition by Marriage-age Category by Gender and Residence

(Percentage in Parentheses)

Family Composition by Marriage-age Category	No. of Persons (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Under-age Married	12 (3.23)	--	12 (2.04)	19 (5.37)	1 (0.43)	20 (3.41)	31 (4.27)	1 (0.22)	32 (2.72)
Married at Marriageable age	360 (96.77)	217 (100)	577 (97.96)	335 (94.63)	231 (99.57)	566 (96.59)	695 (95.73)	448 (99.78)	1143 (97.28)
Total (%)	372 (100)	217 (100)	589 (100)	354 (100)	232 (100)	586 (100)	726 (100)	449 (100)	1175 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that 95.73% family members of the rural students married at marriageable age and 4.27% were under-age married: 3.23% males and 5.37% females. Only a small fraction of female from family members of the urban Muslim students married at under-age married (before 18 years age). It reveals that under-age married females are more than males. The negligence of education among the parents of children is responsible for the continuation of the child marriage in India as well as in Barak Valley. Under-age marriage is gradually becoming less among the family members of educated rural and urban Muslims of Barak Valley.

Age-at-Marriage of Under-age Married Rural Males

Under-age marriage is any marriage carried out below the age of 18 years, before the girl/boy is physically, physiologically, and psychologically ready to shoulder the responsibilities of marriage and family-bearing. The age-at-marriage of males categorized into two groups: 17-18 years age group and 19-20 years age group. Thus the following table shows the distribution of under-age married males by age-at-marriage.

Table 4.24

Under-age Married Males by Age-at-Marriage

(Percentage in Parentheses)

Age-at-Marriage (in Years)	No. of Males
17-18	2
19-20	10
Total	12

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that the age-at-marriage of most of the under-age married males is 19-20 years while that of the rest is 17-18 years. This is due to the structural and economic inequalities that influence the relative rise of unmarried males. Besides, males are more concerned about employability than females.

Age-at-Marriage of Under-age Married Rural Females

The age-at-marriage of under-age marriage rural females is categorised into two groups, such as 14-15 years age group and 16-17 years age group. Thus, the following table depicts the age-at-marriage of under-age married females.

Table 4.25
Under-age Married Females into the Age-at-Marriage
(Percentage in Parentheses)

Age-at-Marriage (in Years)	No. of Females
14-15	3
16-17	16
Total	19

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that the age-at-marriage of most of the under-age married females is 16-17 years and the rest married in 14-15 years. Thus, under-age marriage is found more among under-age married females than under-age married males. The burden of girl child on the parents is found as the significant cause for the early marriage of females. Besides, large sized family having family members of more than eight, joint family, lack of proper education and knowledge of evil effects of child marriage, lower income, ownership of assets by male members in the family and low landholding for the household purpose are found as the root causes of under-age marriage in the Muslim families in Barak valley.

Family Composition by Educational Qualification

Educational qualifications are the degrees, diplomas, certificates, professional titles, etc. that an individual has acquired whether by full-time study, part-time study or private study, whether conferred in the home country or abroad and whether conferred by educational authorities, special examining bodies or professional bodies. The acquisition of an educational qualification, therefore, implies the successful completion of a course of study or training programme. The level of education represents a broad section of the education ladder, that is, the progression from very elementary to more complicated learning experience, embracing all fields and programme groups that may occur at that particular stage of the progression. There are nine categories of education qualification among the family members of the Muslim students including the students. They are: Primary, Upper Primary/ Middle School, Secondary/ H.S.L.C., Higher Secondary (H.S.), Graduation, Post-graduation, M. Phil., Ph. D. and Professional. The educational level of family members is shown in the following table.

Table 4.26
Family Composition by Educational Qualification, Gender and Residence
(Percentage in Parentheses)

Educational Qualification	No. of Persons (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Primary	38 (3.88)	13 (2.32)	51 (3.31)	31 (3.34)	12 (2.37)	43 (3)	69 (3.61)	25 (2.34)	94 (3.16)
Upper Primary/ Middle School	59 (6.03)	21 (3.74)	80 (5.2)	73 (7.86)	37 (7.32)	110 (7.68)	132 (6.93)	58 (5.44)	190 (6.39)
Secondary/ H.S.L.C.	63 (6.44)	37 (6.6)	100 (6.5)	134 (14.44)	93 (18.42)	227 (15.84)	197 (10.34)	130 (12.2)	327 (11)
Higher Secondary (H.S.)	176 (18)	91 (16.22)	267 (17.35)	282 (30.39)	123 (24.36)	405 (28.26)	458 (24.03)	214 (20.08)	672 (22.61)
Graduation	452 (46.22)	288 (51.34)	740 (48.08)	354 (38.15)	202 (40)	556 (38.8)	806 (42.29)	490 (45.97)	1296 (43.61)
Post-graduation	174 (17.79)	95 (16.93)	269 (17.48)	49 (5.28)	35 (6.93)	84 (5.86)	223 (11.7)	130 (12.2)	353 (11.88)
M. Phil.	5 (0.51)	4 (0.71)	9 (0.58)	3 (0.32)	2 (0.4)	5 (0.35)	8 (0.42)	6 (0.56)	14 (0.47)
Ph. D.	3 (0.31)	2 (0.36)	5 (0.32)	2 (0.22)	1 (0.2)	3 (0.21)	5 (0.26)	3 (0.28)	8 (0.27)
Professional	8 (0.82)	10 (1.78)	18 (1.18)	--	--	--	8 (0.42)	10 (0.93)	18 (0.61)
Total (%)	978 (100)	561 (100)	1539 (100)	928 (100)	505 (100)	1433 (100)	1906 (100)	1066 (100)	2972 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that two fifths of the total family members of the students (43.61%) are graduate, nearabout one fourth (22.61%) are Higher Secondary (H.S.) pass, over one tenth, each, (11.8%) are Post-graduate and Secondary/ H.S.L.C. (11%) while small segments are from Upper Primary/ Middle School, Primary, Professional, M. Phil. and Ph. D. levels.

The educational qualification of over two fifths of the family members (42.29%) is graduation, subsequently followed by Higher Secondary (H.S.) (24.03%), Post-graduation (11.7%), Secondary/ H.S.L.C. (10.34%) whereas the least have education upto Upper Primary/ Middle School, Primary, Professional, M. Phil. and Ph. D. Of them, over two fifths of the male members (46.22%) and near about two fifths of the female members (38.15%) are qualified up to graduation.

However, the level of education of over two fifths of the family members (45.97%) of the urban students is graduation followed by Higher Secondary (20.08%), over one tenth of them, each, of them (12.2%) have studied Secondary/ H.S.L.C. and Post-graduation whereas rests of them have studied upto Upper Primary/ Middle School, Primary, Professional, M. Phil. and Ph. D. levels. The gender distribution of their family members also reveals the similar findings. Thus, level of education of a large section of the rural and urban male and female family members of the students is graduation because maintenance of the family became an important issue which depends on the financial matter, medium-sized family, occupation, etc. of family members and that is why bachelors are found more in numbers.

Occupational Types of Family

Occupation is a social role that is determined by the general division of labour within a society. The study identified four types of occupation among students' families; namely, agriculture, business, service and non-workers. So the following table shows the distribution of occupational types of families among students.

Table 4.27

Occupational Types of Family among Students by Gender and Residence

(Percentage in Parentheses)

Occupational Types	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Agriculture	7 (4.61)	1 (1.08)	8 (3.27)	13 (8.97)	--	13 (5.2)	20 (6.74)	1 (0.51)	21 (4.24)
Business	74 (48.68)	39 (41.94)	113 (46.12)	71 (48.97)	49 (46.67)	120 (48)	145 (48.82)	86 (43.43)	231 (46.67)
Service	65 (42.76)	46 (49.46)	111 (45.31)	44 (30.34)	45 (42.86)	89 (35.6)	109 (36.7)	93 (46.97)	202 (40.81)
Non-workers	6 (3.95)	7 (7.52)	13 (5.3)	17 (11.72)	11 (10.47)	28 (11.2)	23 (7.74)	18 (9.09)	41 (8.28)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that by family occupation, nearly a half of students (46.67%) have business followed by service (40.81%). By and large, the similar finding is observed from their categories of residence and gender.

Annual Family Income

Annual family income is the combined gross income of all the members of a household who are 15 years old and older. Alternatively, household income is the combined income of all members of a household who jointly contribute to the family. Their annual family income is ranging from up to Rs 50000/- to above Rs 500000/- on which access to and uses of ICTs depend. Average income is the calculation of income to show the average amount of income earned. This is used to average the income households bring in every year. The annual family income of the respondents is categorised into eleven groups and average family income which are shown in the following table.

Table 4.28
Annual Family Income by Gender and Residence
(Percentage in Parentheses)

Annual Family Income (in Rs.)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Upto Rs. 50000	13 (8.55)	7 (7.53)	20 (8.16)	18 (12.41)	11 (10.48)	29 (11.6)	31 (10.44)	18 (9.09)	49 (9.9)
50001-100000	22 (14.47)	--	22 (8.98)	27 (18.62)	1 (0.95)	28 (11.2)	49 (16.5)	1 (0.5)	50 (10.1)
100001-150000	34 (22.37)	3 (3.23)	37 (15.1)	39 (26.9)	13 (12.38)	52 (20.8)	73 (24.58)	16 (8.08)	89 (17.98)
150001-200000	45 (29.61)	14 (15.05)	59 (24.08)	48 (33.1)	21 (20)	69 (27.6)	93 (31.31)	35 (17.68)	128 (25.86)
200001-250000	23 (15.13)	21 (22.58)	44 (17.96)	7 (4.83)	25 (23.81)	32 (12.8)	30 (10.1)	46 (23.23)	76 (15.35)
250001-300000	7 (4.6)	13 (13.98)	20 (8.16)	5 (3.45)	18 (17.14)	23 (9.2)	12 (4.04)	31 (15.66)	43 (8.69)
300001-350000	4 (2.63)	5 (5.38)	9 (3.67)	1 (0.69)	4 (3.81)	5 (2)	5 (1.69)	9 (4.54)	14 (2.83)
350001-400000	2 (1.32)	10 (10.75)	12 (4.9)	--	5 (4.76)	5 (2)	2 (0.67)	15 (7.58)	17 (3.43)
400001-450000	2 (1.32)	9 (9.67)	11 (4.49)	--	3 (2.86)	3 (1.2)	2 (0.67)	12 (6.06)	14 (2.83)
450001-500000	--	4 (4.3)	4 (1.63)	--	1 (0.95)	1 (0.4)	--	5 (2.53)	5 (1.01)
500000^{+}	--	7 (7.53)	7 (2.87)	--	3 (2.86)	3 (1.2)	--	10 (5.05)	10 (2.02)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

$\Sigma x=495$

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that one fourth of families the students (25.86%) have the annual income of Rs. 150001-200000/-, followed by Rs. 100001-150000/- (17.98%). Nearabout one third of the male members' families (29.61%) earn upto Rs. 150001-200000/- annually while one third of the female members' families (33.1%) earn Rs. 50001-100000/- annually.

Nearabout a quarter of the urban male students' families (22.58%) have the annual income of Rs. 200001-250000/- while the annual income of nearly one fourth of urban females (23.81%) is Rs. 200001-250000/-. Out of the range of annual income the bracket of Rs 150001/- to Rs 300000/- covers nearly three fifths (56.57%) of their families and the rest of the income groups have quite small numbers of families.

The annual average family income of students belonging to income group of upto Rs. 50000/- is Rs. 4949.49, the income group of Rs. 50001/- to Rs. 100000/- has annual average income of Rs. 7575.81/-, income group of Rs. 100001/- to Rs. 150000/- has annual average income of Rs. 22474.84, income group of Rs. 150001/- to Rs. 200000/- has Rs. 45252.66/-, income group of Rs. 200001/- to Rs. 250000/- has Rs. 34545.53/-, income group of Rs. 250001/- to Rs. 300000/- has Rs. 23888.93/-, income group of Rs. 300001/- to Rs. 350000/- has Rs. 9191.93/-, income group of Rs. 350001/- to Rs. 400000/- has Rs.12878.81/-, income group of Rs. 400001/- to Rs. 450000/- has Rs. 12020.22/-, income group of Rs. 450001/- to

Rs. 500000/- has Rs. 4797.98/- and the income group of more than Rs. 500000/- has Rs. 10101.01/-.

Mother Tongues

The mother tongue is defined as the language first spoken by one individual from the cradle. In 1971 Census, the mother tongue was defined as language spoken in childhood by the person's mother to the person. The study identified four mother tongues of the students; namely, Bengali, Assamese, Hindi and Manipuri. So the following table shows mother tongues of student.

Table 4.29

Mother Tongues of Students by Gender and Residence

(Percentage in Parentheses)

Name of Mother Tongue	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Bengali	138 (90.79)	81 (87.1)	219 (89.39)	125 (86.21)	101 (96.2)	226 (90.4)	263 (88.55)	182 (91.92)	445 (89.9)
Assamese	6 (3.95)	7 (7.53)	13 (5.31)	9 (6.21)	2 (1.9)	11 (4.4)	15 (5.05)	9 (4.54)	24 (4.85)
Hindi	2 (1.31)	3 (3.23)	5 (2.04)	--	--	--	2 (0.67)	3 (1.52)	5 (1.01)
Manipuri	6 (3.95)	2 (2.14)	8 (3.26)	11 (7.58)	2 (1.9)	13 (5.2)	17 (5.73)	4 (2.02)	21 (4.24)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that the mother tongue of majority of the total households of the students is Bengali (89.9%) and of the rest it is Assamese, Manipuri and Hindi. By and large the similar findings are observed across genders and residence. As most of the students are from the Barak Valley of southern Assam where Bengali people reside, their mother tongue is found as Bengali.

Family Composition by Languages Known

Languages known represent the proficiency of languages in reading, writing and speaking other than the mother tongue. The study identified nine different languages known by family members; namely, English, Bengali, Hindi, Assamese, Arabic, Persian, Urdu, Manipuri and Mizo. So the following table shows distribution pattern of languages known by family members.

Table 4.30
Family Composition by Languages Known, Gender and Residence
(Percentage in Parentheses)

Languages Known	No. of Persons (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=978	Urban N=561	Total N=1539	Rural N=928	Urban N=505	Total N=1433	Rural N=1906	Urban N=1066	Total N=2972
English	915 (93.56)	541 (96.43)	1456 (94.61)	862 (92.89)	458 (90.69)	1320 (92.11)	1777 (93.23)	999 (93.71)	2776 (93.41)
Bengali	946 (96.73)	519 (92.51)	1465 (95.19)	921 (99.25)	472 (93.47)	1393 (97.21)	1867 (97.95)	991 (92.96)	2858 (96.16)
Hindi	934 (95.5)	531 (94.65)	1465 (95.19)	909 (97.95)	468 (92.67)	1377 (96.09)	1843 (96.69)	999 (93.71)	2842 (95.63)
Assamese	90 (9.2)	79 (14.08)	169 (10.98)	136 (14.66)	57 (11.29)	193 (13.47)	226 (11.86)	136 (12.76)	362 (12.18)
Arabic	496 (50.72)	298 (53.12)	794 (51.59)	516 (55.6)	260 (51.49)	776 (54.15)	1012 (53.1)	558 (52.35)	1570 (52.83)
Persian	6 (0.61)	1 (0.18)	7 (0.45)	6 (0.65)	1 (0.2)	7 (0.49)	12 (0.61)	2 (0.19)	14 (0.47)
Urdu	16 (1.64)	11 (1.96)	27 (1.75)	19 (2.05)	6 (1.19)	25 (1.74)	35 (1.84)	17 (1.59)	52 (1.75)
Manipuri	9 (0.92)	11 (1.96)	20 (1.3)	6 (0.65)	12 (2.38)	18 (1.26)	15 (0.79)	23 (2.16)	38 (1.28)
Mizo	--	1 (0.18)	1 (0.06)	--	--	--	--	1 (0.09)	1 (0.03)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

Evidently most of the family members of the rural and urban students know Bengali followed by Hindi and English. This similar pattern is also found across their gender. As majority of the family population is from Barak Valley, therefore, Bengali is known by them, subsequently followed by Hindi, national language and English, official language.

Gender of Landholding Owner

Landholding is an area of land that someone owns and rents. One that owns the land is the owner, male or female. The table shows the distribution of the ownership of land holding in the family of the students.

Table 4.31
Gender of Landholding Owner in the Family of Students by Gender and Residence
(Percentage in Parentheses)

Gender of Landholding Owner	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Male	143 (94.08)	86 (92.47)	229 (93.47)	134 (92.41)	90 (85.71)	224 (89.6)	277 (93.27)	176 (88.89)	453 (91.52)
Female	9 (5.92)	7 (7.53)	16 (6.53)	11 (7.59)	15 (14.29)	26 (10.4)	20 (6.73)	22 (11.11)	42 (8.48)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that the ownership of family landholding among most of the students (91.52%) with males while the least of them have with females. this pattern is true across the rural and urban residences. It is because of the prevalence patriarchal society in the region like the Indian society at large.

Landholding Size

The landholding size indicates composition of household landholding, cultivable landholding and uncultivable landholding in cottahs. Twenty cottahs are equal to one bigha land. The study found less than 1 cottah, 1-5 cottahs, 6-10 cottahs, 11-15 cottahs and 16-20 cottahs landholding among families of students which is shown in the following table.

Table 4.32

Landholding Size among Families of Students by Gender and Residence

(Percentage in Parentheses)

Landholding (in cottahs)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=152	Urban N=93	Total N=245	Rural N=145	Urban N=105	Total N=250	Rural N=297	Urban N=198	Total N=495
< 1	10 (6.58)	1 (1.08)	11 (4.49)	3 (2.07)	3 (2.86)	6 (2.4)	13 (4.38)	4 (2.02)	17 (3.43)
1-5	14 (9.21)	--	14 (5.71)	6 (4.14)	--	6 (2.4)	20 (6.73)	--	20 (4.04)
6-10	143 (94.08)	92 (98.92)	235 (95.92)	144 (99.31)	104 (99.05)	248 (99.2)	287 (96.63)	196 (98.99)	483 (97.58)
11-15	3 (1.97)	1 (1.08)	4 (1.63)	3 (2.07)	--	3 (1.2)	6 (2.02)	1 (0.51)	7 (1.41)
16-20	13 (8.55)	1 (1.08)	14 (5.71)	5 (3.45)	1 (0.95)	6 (2.4)	18 (6.06)	2 (1.01)	20 (4.04)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that most of the families of the students (96.63%) have 6-10 cottahs of landholding and a small fraction of them possess the rest of the landholding size, i.e., in-between 5 and 20 cottahs. By and large, the same pattern is perceived across both the genders.

Household Landholding

Household landholding denotes land used for making house. One bigha of land is equal to twenty cottahs and hence, the study uses cottah. The household landholding is categorised into four groups consisting of less than 1 cottah, 1-5 cottahs, 6-10 cottahs and 16-20 cottahs. So the following table shows the household landholding of the respondents.

Table 4.33

Household Landholding among the Students by Gender and Residence

(Percentage in Parentheses)

Household Landholding (in cottahs)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
< 1	1 (0.66)	--	1 (0.41)	1 (0.69)	1 (0.95)	2 (0.8)	2 (0.63)	1 (0.51)	3 (0.61)
1-5	1 (0.66)	--	1 (0.41)	--	--	--	1 (0.34)	--	1 (0.2)
6-10	139 (91.45)	92 (98.92)	231 (94.29)	141 (97.24)	103 (98.1)	244 (97.6)	280 (94.28)	195 (98.48)	475 (95.96)
16-20	11 (7.23)	1 (1.08)	12 (4.89)	3 (2.07)	1 (0.95)	4 (1.6)	14 (4.71)	2 (1.01)	16 (3.23)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that most of the students (95.96%) are having less than 6-10 cottahs of household land whereas the range of the landholding in 6-10 cottahs (94.28%) in rural areas and in urban areas (98.48%). Their gender distribution also reveals similar findings.

Cultivable Landholding

Cultivable landholding is the land that can be used for growing crops. It is a category of agricultural land which additionally includes land under permanent or perennial crops, such as fruit plantations as well as permanent pastures for grazing of livestock. The cultivable landholding is categorised into four groups consisting of less than 1 cottah, 1-5 cottahs, 6-10 cottahs 11-15 cottahs and 16-20 cottahs. Thus the following table depicts the cultivable landholding of families among the students.

Table 4.34

Cultivable Landholding of Families among the Students by Gender and Residence

(Percentage in Parentheses)

Cultivable Landholding (in cottahs)	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
< 1	1 (4.54)	--	1 (4.35)	1 (7.69)	--	1 (7.14)	2 (5.72)	--	2 (5.41)
1-5	12 (54.55)	--	12 (52.17)	4 (30.77)	--	4 (28.57)	16 (45.71)	--	16 (43.24)
6-10	4 (18.18)	--	4 (17.39)	3 (23.08)	1 (100)	4 (28.57)	7 (20)	1 (50)	8 (21.62)
11-15	3 (13.64)	1 (100)	4 (17.39)	3 (23.08)	--	3 (21.43)	6 (17.14)	1 (50)	7 (18.92)
16-20	2 (9.09)	--	2 (8.7)	2 (15.38)	--	2 (14.29)	4 (11.43)	--	4 (10.81)
Total (%)	22 (100)	1 (100)	23 (100)	13 (100)	1 (100)	14 (100)	35 (100)	2 (100)	37 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that over two fifths of the students (43.24%) have 1-5 cottahs of landholding for cultivation, over one fifth (21.62%) possess 6-10 cottahs of land, nearabout one fifth (18.92%) have 11-15 cottahs, one tenth (10.81%) possess 16-20 cottahs while the least have less than 1 cottah of land for the purpose of cultivation. Most of the rural male students (90.91%) have cultivable landholding upto 15 cottahs and most (84.62%) of the female students have cultivable landholding upto 15 cottahs. Thus, the rural male and female students mainly depend on cultivable landholding. Besides, rural females who come for study whose family income depends on cultivation.

Uses of Cultivable Landholding

The landholdings are used for various crops grown by the families. These crops are paddy and vegetables, shown in the following table.

Table 4.35

Uses of Cultivable Landholding among Families of the Students by Gender and Residence

(Percentage in Parentheses)

Uses of Cultivable Landholding	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=22	Urban N=1	Total N=23	Rural N=13	Urban N=1	Total N=14	Rural N=35	Urban N=2	Total N=37
Growing paddy	19 (86.36)	1 (100)	20 (86.96)	13 (100)	--	13 (92.86)	32 (91.43)	1 (50)	33 (89.19)
Growing vegetables	3 (13.64)	--	3 (13.04)	1 (7.69)	1 (100)	2 (14.29)	4 (11.43)	1 (50)	5 (13.51)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that majority of the students (89.19%) use cultivable land for growing paddy and the rest for vegetables. The similar findings are found from their categories of residence and gender.

Uncultivable landholding is categorised into two groups consisting of less than 1 cottah and 1-5 cottahs. Thus the following table depicts the uncultivable landholding of families among the students.

Table 4.36

Uncultivable Landholding among Families of the Students by Gender and Residence

Uncultivable Land (in cottahs)	No. of Students						Grand Total		
	Male			Female					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
< 1	8	1	9	1	3	4	9	4	13
1-5	1	--	1	2	--	2	3	--	3
Total	9	1	10	3	3	6	12	4	16

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that a small fraction of the students' families have uncultivable landholding, out of which most are males from rural areas. The size of uncultivable landholding ranges upto 5 cottahs.

The uncultivable land is used for various purposes; viz., house rent and growing vegetables. Uses of this landholding among the students' families are shown in the following table:

Table 4.37

Uses of the Uncultivable Landholding among Families of the Students by Gender and Residence

Uses of Uncultivable Landholding	No. of Students						Grand Total		
	Male			Female					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
House rent	1	1	2	--	3	3	1	4	5
Leased out	2	--	2	1	--	1	3	--	3
Growing vegetables	1	--	1	1	--	1	2	--	2
Total	4	1	5	2	3	5	6	4	10

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table indicates that most of the students' families use their uncultivable land for house rent, three students' families have leased it out and the rest use it for growing vegetables.

All the households of the urban students irrespective of gender used the landholding for house rent while among the rural students it is either leased out or used for growing vegetables and all those who do not use it are from rural areas. It is applicable across both the genders.

IV
LIVING STANDARD

The standard of living refers to the level of wealth, comfort, material goods and necessities available to a certain socio-economic class in a certain geographic area. The standard of living includes factors such as income, quality and availability of employment, class disparity, poverty rate, quality and affordability of housing, hours of work required to purchase necessities, gross domestic product, inflation rate, number of vacation days per year, affordable (or free) access to quality healthcare, quality and availability of education, life expectancy, incidence of disease, cost of goods and services, infrastructure, national economic growth, economic and political stability, political and religious freedom, environmental quality, climate and safety. Some of these are used here to discuss living standard of families among the students.

Types of House

The type of house indicates the variety of configurations used in building houses. The study found R.C.C. type houses, Assam type Pacca houses, Assam type pacca houses with brick walls with tin roof, Assam type pacca houses with half brick walls with tin roof and Assam type kachcha houses with bamboo and mud walls with tin roof. So the following table shows the distribution of types of house among the students.

Table 4.38

Types of House among the Students by Gender and Residence

(Percentage in Parentheses)

Types of House	No. of Students (%)					Grand Total (%)			
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
R.C.C. type houses	33 (21.71)	42 (45.16)	75 (30.61)	24 (16.55)	35 (33.33)	59 (23.6)	57 (19.19)	77 (38.89)	134 (27.07)
Assam type Pacca houses	63 (41.45)	36 (38.71)	99 (40.41)	68 (46.9)	40 (38.1)	108 (43.2)	131 (44.11)	76 (38.38)	207 (41.82)
Assam type pacca houses with brick walls with tin roof	49 (32.24)	13 (13.98)	62 (25.31)	47 (32.41)	25 (23.81)	72 (28.8)	96 (32.32)	38 (19.19)	134 (27.07)
Assam type pacca houses with half brick walls with tin roof	6 (3.94)	2 (2.15)	8 (3.26)	5 (3.45)	5 (4.76)	10 (4)	11 (3.71)	7 (3.54)	18 (3.64)
Assam type kachcha houses with bamboo and mud walls with tin roof	1 (0.66)	--	1 (0.41)	1 (0.69)	--	1 (0.4)	2 (0.67)	--	2 (0.4)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table indicates that the over two fifths of the students (41.82%) have Assam type Pacca houses, over one fourth, each, (27.07%) live in the Reinforced Cement Concrete

*(*R.C.C.) type houses and Assam type pacca houses with brick walls with tin roof while the rest live in other types of houses such as Assam type pacca with half brick walls with tin roof, Assam type kachcha houses with bamboo and mud walls with tin roof.

Thus, a large section of the students live in Assam type Pacca houses because Assam-type houses are commonly found in the north-eastern states of India. Generally, it is a single storey house; however, two-storey houses are also found at some places. The main function or use of this construction type is multi-family housing. This is by and large pattern of house types in both the genders, however, more males than females are found in the R.C.C. type of houses, mostly from urban areas as most of these houses are found in urban areas. R.C.C. type of house is widely found among the male students while the female students are found to live in Assam type house because there is less space in the urban areas and people have to adjust their place within the limited space available for the housing purpose.

Type of Rooms in Houses

A room is any distinguishable space within a structure. The Indian vernacular architecture has evolved organically over time through the skillful craftsmanship of the local people. Despite the diversity, this architecture can broadly be divided into three categories; viz., kachcha, pacca and semi-pacca. A kachcha room is a building made of natural materials, such as mud, grass, bamboo, thatch or sticks and is, therefore, a short-lived structure. A pacca room is a structure made from materials resistant to wear, such as forms of stone or brick, clay tiles, metal or other durable materials, sometimes using mortar to bind, that does not need to be constantly maintained or replaced. The semi-pacca, a combination of the kachcha and pacca style, has evolved as villagers have acquired the resources to add elements constructed of the durable materials characteristic of a pacca. There are three types of rooms found from the study; namely, kachcha, pacca and semi-pacca. Thus the following table shows their distribution pattern.

Table 4.39

Types of Rooms in Houses among the Students by Gender and Residence

(Percentage in Parentheses)

Types of Rooms in Houses	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Kachcha	2 (1.32)	--	2 (0.82)	2 (1.38)	--	2 (0.8)	4 (1.35)	--	4 (0.81)
Pacca	143 (94.08)	89 (95.7)	232 (94.69)	135 (93.1)	103 (98.1)	238 (95.2)	278 (93.6)	192 (96.97)	470 (94.95)
Semi-pacca	7 (4.6)	4 (4.3)	11 (4.49)	8 (5.52)	2 (1.9)	10 (4)	15 (5.05)	6 (3.03)	21 (4.24)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals the distribution of the students into types of rooms in their house by gender and residence. It shows that most of the students (94.95%) have pacca rooms and the rest live in semi-pacca rooms and only kachcha rooms. Their gender and rural-urban distribution also reveals similar findings.

Types of Kitchen

A kitchen is a room or part of a room used for cooking and food preparation. The study found two types of kitchen; viz., kachcha and pacca. So the following table depicts the distribution pattern of kachcha and pacca kitchens among the students.

Table 4.40

Types of Kitchen in Houses among the Students by Gender and Residence

(Percentage in Parentheses)

Types of Kitchen	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Kachcha	10 (6.58)	2 (2.15)	12 (4.9)	6 (4.14)	2 (1.9)	8 (3.2)	16 (5.39)	4 (2.02)	20 (4.04)
Pacca	142 (93.42)	91 (97.85)	233 (95.1)	139 (95.86)	103 (98.1)	242 (96.8)	281 (94.61)	194 (97.98)	475 (95.96)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that the type of kitchen in the house of most of the students (95.96%) is pacca and a small fraction has kachcha kitchen. The pattern is the same as found in case of the types of room among the students irrespective of their residence and gender because pacca kitchen is elaborately decorated in contrast to the kachcha kitchen which requires constant maintenance and replacement.

Types of Bathroom

A bathroom is a room for personal hygiene, generally containing a bathtub or a shower and possibly also a bidet. Types of bathroom are categorised into two groups; namely, kachcha and pacca. So the following table shows the distribution of types of bathroom among the students.

Table 4.41

Types of Bathroom in Houses among the Students by Gender and Residence

(Percentage in Parentheses)

Types of Bathroom	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Kachcha	6 (3.95)	1 (1.08)	7 (2.86)	3 (2.07)	--	3 (1.2)	9 (3.03)	1 (0.51)	10 (2.02)
Pakka	146 (96.05)	92 (98.92)	238 (97.14)	142 (97.93)	105 (100)	247 (98.8)	288 (96.97)	197 (99.49)	485 (97.98)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that most of the have pacca bathroom and a small fraction has kachcha bathroom. Of the rural students, most (96.97%) use pacca bathroom while a very small fraction has kachcha bathroom. Thus, this is found common among the rural and urban as well as male and female students because except a small number of the students most have concrete houses where they use pacca bathroom.

Types of Accommodation

Types of accommodation denote ownership and possession of house. There are five types of accommodation found from the study; namely, own house, tenant, government/

private quarter, hostel and relative's house. So the following table shows distribution pattern of types of accommodation among the students.

Table 4.42

Types of Accommodation among the Students by Gender and Residence

(Percentage in Parentheses)

Types of accommodation	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=152	Urban N=93	Total N=245	Rural N=145	Urban N=105	Total N=250	Rural N=297	Urban N=198	Total N=495
Own house	126 (82.89)	87 (93.55)	213 (86.94)	125 (86.21)	104 (99.05)	229 (91.6)	251 (84.51)	191 (96.46)	442 (89.29)
Tenant	18 (11.84)	10 (10.75)	28 (11.43)	12 (8.28)	4 (3.81)	16 (6.4)	30 (10.1)	14 (7.07)	44 (8.89)
Govt./ Private Quarter	--	--	--	3 (2.07)	--	3 (1.2)	3 (1.01)	--	3 (0.61)
Hostel	7 (4.61)	8 (8.6)	15 (6.12)	3 (2.07)	2 (1.9)	5 (2)	10 (3.37)	10 (5.05)	20 (4.04)
Relative's house	1 (0.66)	--	1 (0.41)	3 (2.07)	--	3 (1.2)	4 (1.35)	--	4 (0.81)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that majority of the students (89.29%) live in their own house whereas the rest are tenants and a few live in hostels, relative's houses and government / private quarters. This pattern of distribution is observed across their gender and rural urban residence.

Electricity Facility

Electricity facility indicates the availability of electric light and power. Thus the following table shows the availability and non-availability of electricity facility among students.

Table 4.43

Electricity Facility among Students by Gender and Residence

(Percentage in Parentheses)

Electricity Facility	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Yes	151 (99.34)	93 (100)	244 (99.59)	143 (98.62)	105 (100)	248 (99.2)	294 (98.99)	198 (100)	492 (99.39)
No	1 (0.66)	--	1 (0.41)	2 (1.38)	--	2 (0.8)	3 (1.01)	--	3 (0.61)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The data show that almost all of the students (99.39%) have electricity facility at residence while only a small fraction does not have electricity facility in their houses. This is observed irrespective of gender and residence. Thus, families of students are sound in financial aspect and they can bear the cost of electricity bill except a few students.

Types of Drinking Water Facility

Drinking water is water safe for consumption by human being and used with low risk of immediate harm. The students are found to take drinking water from six sources; namely, domestic connection of supply water, community tap, private well, private pond, natural pond

and tube well. So the following table shows the distribution of types of drinking water among the students.

Table 4.44

Types of Drinking Water Facility among the Students by Gender and Residence

(Percentage in Parentheses)

Types of Drinking Water Facility	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=152	Urban N=93	Total N=245	Rural N=145	Urban N=105	Total N=250	Rural N=297	Urban N=198	Total N=495
Domestic connection of supply water	137 (90.13)	88 (94.62)	225 (91.84)	127 (87.59)	104 (99.05)	231 (92.4)	264 (88.89)	192 (96.97)	456 (92.12)
Community tap	3 (1.97)	2 (2.15)	5 (2.04)	9 (6.21)	1 (0.95)	10 (4)	12 (4.04)	3 (1.52)	15 (3.03)
Private well	4 (2.63)	--	4 (1.63)	2 (1.38)	--	2 (0.8)	6 (2.02)	--	6 (1.21)
Private pond	9 (5.92)	5 (5.38)	14 (5.71)	6 (4.14)	2 (1.9)	8 (3.2)	15 (5.05)	7 (3.54)	22 (4.44)
Natural pond	1 (0.66)	2 (2.15)	3 (1.22)	--	--	--	1 (0.34)	2 (1.01)	3 (0.61)
Tube well	9 (5.92)	2 (2.15)	11 (4.49)	4 (2.76)	1 (0.95)	5 (2)	13 (4.38)	3 (1.52)	16 (3.23)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that most of the students (92.12%) get drinking water through the domestic connection of supply water while the rest collect water from the private pond, tube well, community tap, private well and natural pond. This pattern is found across the gender and residence categories of the students. Rural students depend more on private pond, tube well, community tap, private well and natural pond than urban students who depend on private pond, tube well, community tap and natural pond other than domestic connection of supply water. Using water from well is not found among the urban students due to its absent in the urban setting. They are found to use drinking water from these sources due to their low economic condition.

Sanitation Facility

Sanitation is the hygienic means of promoting health through prevention of human contact with the hazards of wastes as well as the treatment and proper disposal of sewage waste-water. On the basis of data, sanitation facility include concrete/ pacca latrine and ordinary/ simple latrine which are shown in the following table.

Table 4.45

Sanitation Facility among the Students by Gender and Residence

(Percentage in Parentheses)

Sanitation Facility	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Concrete/ Pacca latrine	150 (98.68)	93 (100)	243 (99.18)	145 (100)	104 (99.05)	249 (99.6)	295 (99.33)	197 (99.49)	492 (99.39)
Ordinary/ Simple latrine	2 (1.32)	--	2 (0.82)	--	1 (0.95)	1 (0.4)	2 (0.67)	1 (0.51)	3 (0.61)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table indicates that most of the students (99.39%) use concrete/ pacca latrine and a small fraction uses the ordinary/ simple latrine for the sanitation facility. This is true across their gender and residence categories. Ordinary latrines, commonly used in rural areas, are top structure with base discharge for pit sanitation. Thus, the students are concerned about their sanitation facility and therefore, they have been using the concrete/ pakka latrine in both rural and urban settings.

Native Place

Native place denotes specific birth place of a person or associated with a place by birth whether subsequently resident there or not. The native place of the respondents are categorised into seven groups; namely, Silchar, Barak Valley, Rest of Assam, North-East, Eastern India, North India and West India. Thus the following table shows the distribution of native place of the students.

Table 4.46

Native Place of the Students by Gender and Residence

(Percentage in Parentheses)

Native Place	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Silchar	--	73 (78.49)	73 (29.8)	--	101 (96.2)	101 (40.4)	--	174 (87.87)	174 (35.15)
Barak Valley	131 (86.18)	8 (8.6)	139 (56.73)	136 (93.79)	1 (0.95)	137 (54.8)	267 (89.9)	9 (4.55)	276 (55.76)
Rest of Assam	8 (5.26)	6 (6.45)	14 (5.71)	9 (6.21)	3 (2.85)	12 (4.8)	17 (5.72)	9 (4.54)	26 (5.25)
North-East	6 (3.95)	1 (1.08)	7 (2.86)	--	--	--	6 (2.02)	1 (0.51)	7 (1.41)
Eastern India	7 (4.61)	2 (2.15)	9 (3.67)	--	--	--	7 (2.36)	2 (1.01)	9 (1.83)
North India	--	2 (2.15)	2 (0.82)	--	--	--	--	2 (1.01)	2 (0.4)
West India	--	1 (1.08)	1 (0.41)	--	--	--	--	1 (0.51)	1 (0.2)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that over half of the students (55.76%) are from Barak Valley, subsequently followed by Silchar and the rest from rest of Assam, Eastern India, North-East, North India and West India. By and large, the similar finding is observed from their categories of rural and urban residence and gender. Males are from different parts of the country including Barak Valley and Silchar but females are mainly from three regions; namely, Barak Valley, Silchar and rest of Assam. This is perhaps due to the restricted social mobility and security of females to take education outside of Assam.

Duration of Residence in Silchar Town

Duration of residence is the length of living in Silchar town. Urban students have been living in Silchar town since birth, 1-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years and more than 25 years. Thus the following table shows the distribution of duration of residence among the students.

Table 4.47

Duration of Residence in Silchar Town among the Students by Gender and Residence

(Percentage in Parentheses)

Duration of Residence (in Years)	No. of Students (%)		Grand Total (%)
	Male (%)	Female (%)	
Since birth	67 (72.04)	92 (87.63)	159 (80.3)
1-5	21 (22.58)	2 (1.9)	23 (11.61)
6-10	1 (1.08)	4 (3.82)	5 (2.53)
11-15	--	1 (0.95)	1 (0.51)
16-20	2 (2.15)	2 (1.9)	4 (2.02)
21-25	2 (2.15)	2 (1.9)	4 (2.02)
> 25	--	2 (1.9)	2 (1.01)
Total (%)	93 (100)	105 (100)	198 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table depicts that about three fifths of the students (59.8%) have been living in Silchar town since birth, nearly one third (30.3%) have been staying in the town for the last 1-5 years while the rest have been there for the last 6 to over 25 years.

Domestic Gadgets

Domestic gadgets are tools used in houses for different purposes. So the following table shows uses of different domestic gadgets in household purposes among the students.

Table 4.48

Domestic Gadgets Used in Houses of the Students by Gender and Residence

(Percentage in Parentheses)

Name of Domestic Gadgets	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=152	Urban N=93	Total N=245	Rural N=145	Urban N=105	Total N=250	Rural N=297	Urban N=198	Total N=495
L.P.G. stove	147 (96.71)	93 (100)	240 (97.96)	140 (96.55)	105 (100)	245 (98)	287 (96.63)	198 (100)	485 (97.98)
Kerosene stove	7 (4.61)	11 (11.83)	18 (7.35)	4 (2.76)	8 (7.62)	12 (4.8)	11 (3.7)	19 (9.6)	30 (6.06)
Pressure cooker	150 (98.68)	93 (100)	243 (99.18)	142 (97.93)	105 (100)	247 (98.8)	292 (98.32)	198 (100)	490 (98.99)
Refrigerator	21 (13.82)	47 (50.54)	68 (27.76)	23 (15.86)	52 (49.52)	75 (30)	44 (14.81)	99 (50)	143 (28.89)
Electric pressure cooker	1 (0.66)	6 (6.45)	7 (2.86)	--	1 (0.95)	1 (0.4)	1 (0.34)	7 (3.54)	8 (1.62)
Electric oven	3 (1.97)	11 (11.83)	14 (5.71)	--	3 (2.86)	3 (1.2)	3 (1.01)	14 (7.07)	17 (3.43)
Mixer/Juicer/Grinder	33 (21.71)	53 (56.99)	86 (35.1)	21 (14.48)	58 (55.24)	79 (31.6)	54 (18.18)	111 (56.06)	165 (33.33)
Microwave oven	11 (7.24)	28 (30.11)	39 (15.92)	5 (3.45)	19 (18.1)	24 (9.6)	16 (5.39)	47 (23.74)	63 (12.73)
Dinner set	136 (89.47)	91 (97.85)	227 (92.65)	122 (84.14)	103 (98.1)	225 (90)	258 (86.87)	194 (97.98)	452 (91.31)
Dining table	138 (90.79)	93 (100)	231 (94.29)	134 (92.41)	103 (98.1)	237 (94.8)	272 (91.58)	196 (98.99)	468 (94.55)
Electric heater (for cooking and water heating)	16 (10.53)	19 (20.43)	35 (14.29)	14 (9.66)	17 (16.19)	31 (12.4)	30 (10.1)	36 (18.18)	66 (13.33)
Water purifier	44 (28.95)	57 (61.29)	101 (41.22)	53 (36.55)	41 (39.05)	94 (37.6)	97 (32.66)	98 (49.49)	195 (39.39)
Water filter	35 (23.03)	38 (40.86)	73 (29.8)	24 (16.55)	29 (27.62)	53 (21.2)	59 (19.87)	67 (33.84)	126 (25.45)
Thermos flask	73 (48.03)	87 (93.55)	160 (65.31)	68 (46.9)	99 (94.29)	167 (66.8)	141 (47.47)	186 (93.94)	327 (66.06)
Steel Almirah	124 (81.58)	88 (94.62)	212 (86.53)	112 (77.24)	102 (97.14)	214 (85.6)	236 (79.46)	190 (95.96)	426 (86.06)
Wall clock	147 (96.71)	93 (100)	240 (97.96)	141 (97.24)	105 (100)	246 (98.4)	288 (96.97)	198 (100)	486 (98.18)
Air conditioner	1 (0.66)	10 (10.75)	11 (4.49)	3 (2.07)	6 (5.71)	9 (3.6)	4 (1.35)	16 (8.08)	20 (4.04)

Air cooler	6 (3.95)	7 (7.53)	13 (5.31)	3 (2.07)	10 (9.52)	13 (5.2)	9 (3.03)	17 (8.59)	26 (5.25)
Emergency light	87 (57.24)	43 (46.24)	130 (53.06)	94 (64.83)	31 (29.52)	125 (50)	181 (60.94)	74 (37.37)	255 (51.52)
Calling bell	17 (11.18)	25 (26.88)	42 (17.14)	11 (7.59)	21 (20)	32 (12.8)	28 (9.43)	46 (23.23)	74 (14.95)
Show case	125 (82.24)	93 (100)	218 (88.98)	136 (93.79)	104 (99.05)	240 (96)	261 (87.88)	197 (99.49)	458 (92.53)
Mosquito repellent machine (Good Knight/All Out)	104 (68.42)	76 (81.72)	180 (73.47)	85 (58.62)	98 (93.33)	183 (73.2)	189 (63.64)	174 (87.88)	363 (73.33)
Sofa set	123 (80.92)	91 (97.85)	214 (87.35)	111 (76.55)	104 (99.05)	215 (86)	234 (78.79)	195 (98.48)	429 (86.67)
Bicycle	25 (16.45)	22 (23.66)	47 (19.18)	13 (8.97)	14 (13.33)	27 (10.8)	38 (12.79)	36 (18.18)	74 (14.95)
Motor cycle	23 (15.13)	31 (33.33)	54 (22.04)	17 (11.72)	21 (20)	38 (15.2)	40 (13.47)	52 (26.26)	92 (18.59)
Scooter	13 (8.55)	16 (17.2)	29 (11.84)	7 (4.83)	11 (10.48)	18 (7.2)	20 (6.73)	27 (13.64)	47 (9.49)
Car	9 (5.92)	14 (15.05)	23 (9.39)	6 (4.14)	15 (14.29)	21 (8.4)	15 (5.05)	29 (14.65)	44 (8.89)
Tabla	--	2 (2.15)	2 (0.82)	1 (0.69)	--	1 (0.4)	1 (0.34)	2 (1.01)	3 (0.61)
Guitar	1 (0.66)	3 (3.23)	4 (1.63)	--	--	--	1 (0.34)	3 (1.52)	4 (0.81)
Harmonium	--	1 (1.08)	1 (0.41)	--	--	--	--	1 (0.51)	1 (0.2)
Washing machine	3 (1.97)	7 (7.53)	10 (4.08)	2 (1.38)	6 (5.71)	8 (3.2)	5 (1.68)	13 (6.57)	18 (3.64)
Shower	14 (9.21)	26 (27.96)	40 (16.33)	11 (7.59)	19 (18.1)	30 (12)	25 (8.42)	45 (22.73)	70 (14.14)
Bath tub/Wash basin	3 (1.97)	8 (8.6)	11 (4.49)	5 (3.45)	4 (3.81)	9 (3.6)	8 (2.69)	12 (6.06)	20 (4.04)
Torch	68 (44.74)	53 (56.99)	121 (49.39)	54 (37.24)	46 (43.81)	100 (40)	122 (41.08)	99 (50)	221 (44.65)
Electric fan	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)
Sewing machine	3 (1.97)	4 (4.3)	7 (2.86)	9 (6.21)	7 (6.67)	16 (6.4)	12 (4.04)	11 (5.56)	23 (4.65)
Calculator	55 (36.18)	47 (50.54)	102 (41.63)	46 (31.72)	32 (30.48)	78 (31.2)	101 (34.01)	79 (39.9)	180 (36.36)
Binocular	2 (1.32)	5 (5.38)	7 (2.86)	--	4 (3.81)	4 (1.6)	2 (0.67)	9 (4.55)	11 (2.22)
Radio	73 (48.03)	52 (55.91)	125 (51.02)	86 (59.31)	48 (45.71)	134 (53.6)	159 (53.54)	100 (50.51)	259 (52.32)
Black and White TV	2 (1.32)	--	2 (0.82)	--	--	--	2 (0.67)	--	2 (0.4)
Colour TV/LCD TV	149 (98.03)	93 (100)	242 (98.78)	143 (98.62)	105 (100)	248 (99.2)	292 (98.32)	198 (100)	490 (98.99)
Full HD LCD/Plasma TV	--	3 (3.23)	3 (1.22)	--	2 (1.9)	2 (0.8)	--	5 (2.53)	5 (1.01)
Cable connection/Satellite TV/Dish TV/Digital TV	134 (88.16)	86 (92.47)	220 (89.8)	110 (75.86)	93 (88.57)	203 (81.2)	244 (82.15)	179 (90.4)	423 (85.45)
Inverter	24 (15.79)	56 (60.22)	80 (32.65)	29 (20)	68 (64.76)	97 (38.8)	53 (17.85)	124 (62.63)	177 (35.76)
Tape recorder/Walkman	13 (8.55)	7 (7.53)	20 (8.16)	6 (4.14)	5 (4.76)	11 (4.4)	19 (6.4)	12 (6.06)	31 (6.26)
Ordinary camera	3 (1.97)	--	3 (1.22)	--	--	--	3 (1.01)	--	3 (0.61)
Digital camera	34 (22.37)	33 (35.48)	67 (27.35)	24 (16.55)	29 (27.62)	53 (21.2)	58 (19.53)	62 (31.31)	120 (24.24)
Electric Iron	58 (38.16)	84 (90.32)	142 (57.96)	49 (33.79)	101 (96.19)	150 (60)	107 (36.03)	185 (93.43)	292 (58.99)
Desktop/Laptop computer	58 (38.16)	63 (67.74)	121 (49.39)	41 (28.28)	51 (48.57)	92 (36.8)	99 (33.33)	114 (57.58)	213 (43.03)
Printer	27 (17.76)	26 (27.96)	53 (21.63)	22 (15.17)	21 (20)	43 (17.2)	49 (16.5)	47 (23.74)	96 (19.39)
VCP/VCR/VCD /DVD Player	87 (57.24)	74 (79.57)	161 (65.71)	84 (57.93)	71 (67.62)	155 (62)	171 (57.58)	145 (73.23)	316 (63.84)
Music system	19 (12.5)	16 (17.2)	35 (14.29)	13 (8.97)	12 (11.43)	25 (10)	32 (10.77)	28 (14.14)	60 (12.12)
Landline telephone	12 (7.89)	21 (22.58)	33	8 (5.52)	14 (13.33)	22	20 (6.73)	35 (17.68)	55

			(13.47)			(8.8)			(11.11)
Cordless phone	5 (3.29)	21 (22.58)	26 (10.61)	9 (6.21)	26 (24.76)	35 (14)	14 (4.71)	47 (23.74)	61 (12.32)
Mobile phone	152 (100)	93 (100)	245 (100)	144 (99.31)	105 (100)	249 (99.6)	296 (99.66)	198 (100)	494 (99.8)
I-POD	14 (9.21)	28 (30.11)	42 (17.14)	9 (6.21)	18 (17.14)	27 (10.8)	23 (7.74)	46 (23.23)	69 (13.94)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The data reveal that most of the Muslim students have L. P. G. stove, electric fan, dinner set, dining table, colour TV, radio, computer, mobile phone, etc. at their home. Their gender distribution also reveals the ownership of different domestic assets. Similar pattern is seen among the rural and urban as well as male and female students.

Household Consumption Level

The consumption pattern is the combination of qualities, quantities, acts and tendencies characterizing a community or human group's use of resources for survival, comfort and enjoyment. The study identified three household consumption pattern, such as very low (1-15), low (15-30) and average (31-45) among the students which are shown in the following table.

Table 4.49

Household Consumption Level among the Students by Gender and Residence

(Percentage in Parentheses)

Household Consumption Level	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Very low (1-15)	51 (33.55)	--	51 (20.82)	48 (33.57)	1 (0.95)	49 (19.76)	99 (33.56)	1 (0.51)	100 (20.28)
Low (15-30)	85 (55.92)	79 (84.95)	164 (66.94)	85 (59.44)	96 (91.43)	181 (72.98)	170 (57.63)	175 (88.38)	345 (69.98)
Average (31-45)	16 (10.53)	14 (15.05)	30 (12.24)	10 (6.99)	8 (7.62)	18 (7.26)	26 (8.81)	22 (11.11)	48 (9.74)
Total (%)	152 (100)	93 (100)	245 (100)	143 (100)	105 (100)	248 (100)	295 (100)	198 (100)	493 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that of the students' families over two thirds (69.7%) have low (15-30), one fifth (20.2%) have very low (1-15) and the rest have average (31-45) consumption level while a few did not respond. Thus, the household consumption level of families among the Muslim students is low (15-30). None of the families has high or very high consumption level. By residence, one finds more urban students than their rural counterparts in the category of low consumption level while more rural students in the level of very low. The pattern is perceived across their gender.

Source of Religious Education

Religious education is the teaching of a particular religion and its varied aspects, such as beliefs, doctrines, rituals, customs, rites and personal roles. The study identified three source of religious education; viz., madrassa, mosque and home-based education. So the following table shows the distribution of three source of religious education among the students.

Table 4.50
Source of Religious Education among the Students by Gender and Residence
(Percentage in Parentheses)

Source of Religious Education	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=152	Urban N=93	Total N=245	Rural N=145	Urban N=105	Total N=250	Rural N=297	Urban N=198	Total N=495
Madrassa	11 (7.24)	2 (2.15)	13 (5.31)	2 (1.38)	--	2 (0.8)	13 (4.38)	2 (1.01)	15 (3.03)
Mosque	110 (72.37)	28 (30.11)	138 (56.33)	64 (44.14)	10 (9.52)	74 (29.6)	174 (58.59)	38 (19.19)	212 (42.83)
Home-based education	34 (22.37)	67 (72.04)	101 (41.22)	81 (55.86)	97 (92.38)	178 (71.2)	115 (38.72)	164 (82.83)	279 (56.36)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table indicates that nearly three fifths of the students (56.36%) take home-based religious education, over two fifths (42.83%) take it from mosques and the rest take it from Madrassa. Thus, a majority of the Muslim students take religious education at home, followed by that in mosques. However, there is difference of gender and residence in religious learning among the students. Most of the urban males and females take religious education at home. On the other hand, nearly three fourths of the rural males take it at mosques and over half of the rural females take it at home. This pattern indicates that individuals in the urban life and restricted mobility of females have impact on choosing the place for taking religious education.

Students' Ability to Read the Quran

The Quran is the central religious text of Islam which Muslims believe to be the verbatim word of God. So ability of students to read the Quran is shown in the following table.

Table 4.51
Ability of Students to Read the Quran by Gender and Residence
(Percentage in Parentheses)

Ability Status of Reading	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
Yes	73 (48.03)	62 (66.67)	135 (55.1)	53 (36.55)	68 (64.76)	121 (48.4)	126 (42.42)	130 (65.66)	256 (51.72)
No	79 (51.97)	31 (33.33)	110 (44.9)	92 (63.45)	37 (35.24)	129 (51.6)	171 (57.58)	68 (34.34)	239 (48.28)
Total (%)	152 (100)	93 (100)	245 (100)	145 (100)	105 (100)	250 (100)	297 (100)	198 (100)	495 (100)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that over a half of the students (51.72%) can read the Quran. This ability is found to be present among about two thirds of the urban students and over two fifths of the rural students, which is reflected in their gender distribution also. Like this, over half of males and less than half of females have ability to read the Quran. It seems that urban literacy environment has greater influence on their reading ability for Quran.

Religious Rituals

Religious rituals are prayers, passages and people's faith. It is the repeated set of acts and behaviours. The study identified the religious rituals among the students which are shown in the following table.

Table 4.52

Religious Rituals Observed by Families among the Students by Gender and Residence (Percentage in Parentheses)

Religious Ritual Observed	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=136	Urban N=93	Total N=229	Rural N=128	Urban N=105	Total N=233	Rural N=264	Urban N=198	Total N=462
Shab-e-Barat	28 (20.59)	10 (10.75)	38 (16.59)	19 (14.84)	1 (0.95)	20 (8.58)	47 (17.8)	11 (5.56)	58 (12.55)
Ramadan	69 (50.74)	48 (51.61)	117 (51.09)	64 (50)	44 (41.9)	108 (46.35)	133 (50.38)	92 (46.46)	22 (4.76)
Ritual Prayer/ Namaz	81 (59.56)	72 (77.42)	153 (66.81)	73 (57.03)	82 (78.1)	155 (66.52)	154 (58.33)	154 (77.78)	308 (66.67)
Ritual Ceremonies	10 (7.35)	12 (12.9)	22 (9.61)	15 (11.72)	21 (20)	36 (15.45)	25 (9.47)	33 (16.67)	58 (12.55)
Moharram	5 (3.68)	6 (6.45)	11 (4.8)	4 (3.13)	5 (4.76)	9 (3.86)	9 (3.41)	11 (5.56)	20 (4.33)
Shab-e-Kadar	15 (11.03)	1 (1.08)	16 (6.99)	13 (10.16)	--	13 (5.58)	28 (10.61)	1 (0.51)	29 (6.28)
Alms tax (Zakat)	--	1 (1.08)	1 (0.44)	2 (1.56)	--	2 (0.86)	2 (0.76)	1 (0.51)	3 (0.65)
Confession of Faith	--	--	--	1 (0.78)	2 (1.9)	3 (1.29)	1 (0.38)	2 (1.01)	3 (0.65)
Fasting	22 (16.18)	--	22 (9.61)	19 (14.84)	--	19 (8.15)	41 (15.53)	--	41 (8.87)
Islamic Festivals	2 (1.47)	--	2 (0.87)	1 (0.78)	--	1 (0.43)	3 (1.14)	--	3 (0.65)
Milad	1 (0.74)	--	1 (0.44)	--	--	--	1 (0.38)	--	1 (0.22)
Tilawat-e-Quran	1 (0.74)	--	1 (0.44)	--	--	--	1 (0.38)	--	1 (0.22)
Five Pillars of Islam	--	--	--	1 (0.78)	--	1 (0.43)	1 (0.38)	--	1 (0.22)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table reveals that the religious rituals observed by the family of over two fifths of the students (66.67%) is ritual prayer/ namaz, over one tenth, each, (12.55%) observe Shab-e-Barat and ritual ceremonies like Friday mosque services by males whereas their small fractions observe fasting, Shab-e-Kadar, Moharram, Ramadan, alms tax (zakat), confession of faith, Islamic festivals, Milad, Tilawat-e-Quran and five pillars of Islam. However, a difference perceived between rural and urban students across their gender categories is that more urban students than their rural counterparts observe Namaz while more rural students than their urban counterparts observe Ramadan. The reason behind this is that as they are students and pursuing higher education at different levels for which they have to visit tutor's house and travel whenever necessary.

Most Common Dressing Pattern

Dressing pattern implies types of dress weared by people very often. There are four groups of dressing pattern found among the male respondents; namely, Kurta-Cap-Lungi, Punjabi-Cap-Trouser, Shirt/T-shirt-Long Pant and Shirt/ T-shirt-Jeans Pant while there are five groups of dressing pattern found among the female respondents which include Burqa dress, Salwar-Kamiz, Saree set, Mekhla dress and Top-Jeans pant. Their distribution is shown in the following two tables.

Table 4.53

Most Common Dressing Pattern among the Male Students by Residence

(Percentage in Parentheses)

Most Common Dressing Pattern	No. of Male Students (%)		
	Rural N=152	Urban N=93	Total N=245
Kurta-Cap-Lungi	4 (2.63)	--	4 (1.63)
Punjabi-Cap-Trouser	10 (6.58)	13 (13.98)	23 (9.39)
Shirt/T-shirt-Long Pant	75 (49.34)	10 (10.75)	85 (34.69)
Shirt/ T-shirt-Jeans Pant	75 (49.34)	90 (96.77)	165 (67.35)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that nearly three fourth of male students (67.35%) wear shirt/ T-shirt-jeans pant, over one third (34.69%) wear shirt/T-shirt-long pant and the rest wear Punjabi-Cap-Trouser and Kurta-Cap-Lungi. Most of the urban male students (96.77%) wear the shirt/ T-shirt-jeans pant which is below 50% among the rural students who equally wears Shirt/T-shirt-Long Pant.

Table 4.54

Most Common Dressing Pattern among the Female Students by Residence

(Percentage in Parentheses)

Most Common Dressing Pattern	No. of Female Students (%)		
	Rural N=145	Urban N=105	Total N=250
Burqa dress	1 (0.69)	--	1 (0.4)
Salwar-Kamiz	139 (95.86)	102 (97.14)	241 (96.4)
Saree set	3 (2.07)	1 (0.95)	4 (1.6)
Mekhla dress	7 (4.83)	2 (1.9)	9 (3.6)
Top-Jeans pant	7 (4.83)	15 (14.29)	22 (8.8)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

Most of the female students (96.4%) commonly wear the salwar-kamiz and the rest wear Top-Jeans pant, Mekhla dress, Saree set and Burqa dress. The similar finding is observed from their residence categories.

Characteristics of a Candidate for Casting Vote

Vote is a formal expression of preference for a candidate for a proposed resolution of an issue. This consideration reflects their mind set, traditional or modern. Among the students, in all, six characteristics of a candidate are considered by students during vote casting. These are shown distribution of students in the following table.

Table 4.55

Characteristics of a Candidate for Vote Casting among the Students by Gender and Residence (Percentage in Parentheses)

Characteristics of a Candidate for Casting Vote	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=141	Urban N=87	Total N=228	Rural N=121	Urban N=93	Total N=214	Rural N=262	Urban N=180	Total N=442
Religion	4 (2.84)	5 (5.75)	9 (3.95)	6 (4.96)	1 (1.08)	7 (3.27)	10 (3.82)	6 (3.33)	16 (3.62)
Language	7 (4.96)	7 (8.05)	14 (6.14)	6 (4.96)	3 (3.23)	9 (4.21)	13 (4.96)	10 (5.56)	23 (5.2)
Region	13 (9.22)	10 (11.49)	23 (10.09)	24 (19.83)	9 (9.68)	33 (15.42)	37 (14.12)	19 (10.56)	56 (12.67)
Caste	2 (1.42)	3 (3.45)	5 (2.19)	3 (2.48)	1 (1.08)	4 (1.87)	5 (1.91)	4 (2.22)	9 (2.04)
Personality	66 (46.81)	41 (47.13)	107 (46.93)	45 (37.19)	23 (24.73)	68 (31.78)	111 (42.37)	64 (35.56)	175 (39.59)
Abilities	53 (37.59)	25 (28.74)	78 (34.21)	46 (38.02)	56 (60.22)	102 (47.66)	99 (37.79)	81 (45)	180 (40.72)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table shows that around two fifths, each, of the students (40.72%) have cast vote on the basis of the abilities and personality of a candidate before casting their vote, over one third (12.67%) considered region and a very small segment of students considered candidates' characteristics on the basis of language, religion and caste. Thus, it shows that the students consider secular characteristics such as abilities while casting their votes. It is found true across their residential categories, however more rural males considered personality and more urban females considered abilities of a candidate. It seems to reflect patriarchy among the rural males and emerging secular attitude of urban females under secular education and urban environment.

Kind of Treatment Taken

Allopathy is a system of medical practices that aims to combat disease by use of remedies, such as drugs or surgery producing effects different from or incompatible with those produced by the disease being treated. Homeopathy is a system of medical practice that treats a disease especially by the administration of minute doses of a remedy. Ayurveda is a system of traditional medicine native to the Indian subcontinent and a form of alternative medicine. Hakim's/ Kabiraj's and supernatural treatments are based on the non-scientific way of curing diseases. Thus the following table shows the distribution of five kinds of treatment of diseases taken among families of the students.

Table 4.56
Kind of Treatment of Diseases Taken in Families among the Students by Gender and Residence
(Percentage in Parentheses)

Kind of Treatment of Diseases	No. of Students (%)						Grand Total (%)		
	Male (%)			Female (%)					
	Rural N=152	Urban N=93	Total N=245	Rural N=145	Urban N=105	Total N=250	Rural N=297	Urban N=198	Total N=495
Supernatural	--	--	--	1 (0.69)	--	1 (0.4)	1 (0.34)	--	1 (0.2)
Hakim's/ Kabiraj's treatment	3 (1.97)	2 (2.15)	5 (2.04)	3 (2.07)	2 (1.9)	5 (2)	6 (2.02)	4 (2.02)	10 (2.02)
Ayurvedic	21 (13.82)	5 (5.38)	26 (10.61)	23 (15.86)	6 (5.71)	29 (11.6)	44 (14.81)	11 (5.56)	55 (28.21)
Allopathy	126 (82.89)	91 (97.85)	217 (88.57)	123 (84.83)	99 (94.29)	222 (88.8)	249 (83.84)	190 (95.96)	439 (88.69)
Homeopathy	21 (13.82)	11 (11.83)	32 (13.06)	23 (15.86)	14 (13.33)	37 (14.8)	44 (14.81)	25 (12.63)	69 (13.94)

Source: Field Survey Conducted during 14 February 2011 – 29 February 2012

The table demonstrates that most of the students' families (88.69%) have undergone allopathy to combat diseases in their families, subsequently followed by ayurvedic (28.21%), over one tenth (13.94%) preferred homeopathy and the rest prefer Hakim's/ Kabiraj's treatment and supernatural treatment. This pattern is observed across their gender and residence categories. Thus, majority of students' family members undergo allopathic treatment for curing diseases because although there are good effects of ayurvedic medicines too, but allopathic medicines give relief immediately and relieve people of so much of trouble.

Now, the major aspects of educational and socio-economic background of the students are summarised as follows:

1. Two thirds of the Muslim students (67.68%) are graduates and the rest are post-graduate. All the students have taken formal education.
2. Two thirds of the total students as well as males and three fourths of females are from Arts stream.
3. Their greatest number (two fifths) is in the programme in Arts stream: 39.06% Bachelor of Arts programme and 20.87% Master of Arts, subsequently followed by Bachelor of Science (12.12%).
4. Over a half (52.32%) of the total respondents belong to the age group of 18-20.
5. About a half of the total respondents (49.49%) are male and the rest (50.51%) are female.
6. Most of the respondents (98.38%) belong to Sunni sect.
7. Most of the students belong to the general category (90.71%).
8. Three fifths of the Muslim students (60%) are from rural setting and two fifths (40%) from urban setting.
9. Majority of the Muslim students are Bengali.
10. Three fourths of the respondents have medium (5-8 members) sized family.
11. More than four fifths of the respondents (83.03%) have nuclear family.

12. Near about three fifths (58.45%) of their family population belong to the youth age group.
13. Over a half of the total family members (51.78%) are male and the rest (48.22%) are female.
14. Two fifths of the total family members of the Muslim students (43.61%) are graduate.
15. Nearly a half of students (46.67%) have business.
16. One fourth of families the students (25.86%) have the annual income of Rs. 150001-200000/-.
17. The ownership of family landholding among most of the Muslim students (91.52%) with males.
18. Over two fifths of the Muslim students (41.82%) have Assam type Pacca houses.
19. Over a half of the students (55.76%) are from Barak Valley, subsequently followed by Silchar.
20. Nearly three fourth of male students (67.35%) wear shirt/ T-shirt-jeans pant and most of the female students (96.4%) commonly wear the salwar-kamiz.

In sum, majority of both the rural and the urban students study in colleges, most of them are from the General category, medium size family (5-8 members) participating in different cultural activities and sports, having electricity and sanitation facilities and male members own the land holding in the family.