

Chapter IV

Presentation, Analysis and Interpretation of Data

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PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Data have been collected from 490 learners, 63 teachers and 22 principals of 22 municipal elementary schools of Surendranagar city and 35 parents of learners of the same schools. The data have been analysed and presented below under the following headings.

- Growth Indicators of Learners
- Learners' Profile
- Family Profile of Learners
- House Profile of Learners
- School Profile

4.0 Growth Indicators of Learners

Growth indicators of learners as already stated in Chapter III refers to age, height and weight of the learners. The data is presented separately for boys and girls in form of numbers. Out of total number of 490 learners who were taken as sample for the study, 248 learners were boys and 242 were girls. The data of growth indicators of learners are presented below.

Age, Height and Weight of Learners

Data regarding age, height and weight of learners are presented gender wise in Table 8.

Table 8***Age, Height and Weight of learners***

Gender	N	Age in years			Height in cms.				Weight in kgs.			
		12 years	13 years	14 \geq years	\leq 130	131- 140	141- 150	151 \geq	\leq 30	31- 40	41- 50	51 \geq
Boys	248	18	147	83	20	83	102	43	76	124	35	13
Girls	242	33	166	43	16	80	117	29	69	139	32	2
N	490	51	313	126	36	163	219	72	145	263	67	15

It can be observed from above Table 8 that out of total number of boys (248), maximum of 147 boys are of 13 years of age and minimum 18 boys are of 12 years of age. Remaining boys 83 are of 14 years or more age. Out of total number of 242 girls, maximum 166 girls are of 13 years of age and only 33 girls are of 12 years of age. Remaining 126 girls are of 14 years of age or more.

Overall, 313 learners are of age 13 years while 126 are of 14 years. That is, most learners are either 13 or 14 years of age which is in accordance with the expected age for VIII standard.

In terms of height of learners, it can be observed from Table 8 that out of total number of 248 boys, 102 are between 141 and 150 cms, 83 are between 131 and 140 cms, 43 boys have height of 151 cms or above and 20 boys are less than 130 to 130 cms. Out of total number of 242 girls, 117 are between 141 cms and 150 cms, 80 girls are between 131 cms and 140 cms, 29 girls are of 151 cms or above and 16 are upto 130 cms of height. Out of total number of 490 learners, 219 learners are between 141 cms and 150 cms, 163 learners are between 131 cms and 140 cms, 72 learners are of 151 cms of height or above

and 36 learners are less than 130cms to 130 cms of height. Maximum numbers of boys and girls are between 141 cms and 150 cms of height while the least number of boys and girls are less than 130 cms or 130 cms of height.

In terms of weight of learners, it can be observed from Table 8 that out total number 248 boys, 124 boys are between 31kg and 40 kg, 76 boys are less than 30 kg to 30 kg, 35 boys are between 41kg and 50 kg and 13 boys are 51 kg of weight and more. Out total number 242 girls, weight of 139 girls is between 31kg and 40 kg, weight of 69 girls is less than 30 kg to 30 kg, weight of 32 girls is between 41kg and 50 kg and weight of 2 girls is 51 kg and more. Out total number of 490 learners, 263 learners are between 31kg and 40 kg, 145 learners are less than 30 kg to 30 kg, 67 learners are between 41 kg and 50 kg and 15 learners are 51 kg of weight and more.

Overall, in term of height, most learners are of 141 to 150 and 131 to 140 cms while least learners are up to 130 cms. In terms of weight, most learners are of 31 to 40 kgs and up to 30 kgs while least learners are of 50 kgs of weight or more. In addition to above mention data, additional observations in respect of gender, age, height and weight of learners have been presented based on the school wise data presented in Table A1 and A2 in Appendix A.

Gender

Out of total number of 490 learners who reached class VIII, there are 248 boys and 242 girls. School G is the only girl's school while School I is the only boy's. The school for girls had been established for the purpose of attracting girl learners in schools as parents did not sent girls to school to study with boys as informed by principal of the school. Out of remaining schools, eight Schools; School A, School B, School C, School

K, School L, School R, School T and School U have more girls than boys. The Schools M, O, P and V have equal number of boys and girls who have continued in the same school form class I to class I in the same school. Remaining schools have more number of boys than girls.

Age in years

Out of total number of 490 learners, 309 learners belong to age of 13 which is their appropriate age to be in class VIII as per norms and these are the learners who had age appropriate admission in class I. There are 129 learners out of 490 learners who belong to age of 14 or more and these learners have late admission in class I so they are older in age than the appropriate age to be in class VIII. Remaining 52 learners belong to age of 12 years and this means these learners did not have age appropriate admissions and have taken one year early admission in class I.

Among all the Schools, all learners of School D and School O are of 13 years of age. All these learners had an age appropriate admission to class I. The School I and School N have no learners belonging to age of 12 years. There is only one School V that has no learner who belongs to age group of 14 years or more. Most of the learners of School M are of 12 years of age. There is only one School B in which the number of learners with age of 13 years and of 14 years is equal.

Remaining schools have maximum learners who belong to age group of 13 years and who have had age appropriate admissions to class I. These are the learners who have fulfilled the age related admission criteria according to state government norms.

Data of learners height and weight with reference to gender and age is compared with norms given by Indian Academy of Paediatrics (IAP) in the Indian context. This data is

presented in Table 9. The learners who are of height and weight lower than the norm have been considered below normal, learners with height and weight as per IAP norms have been considered normal and learners whose height and weight are above the norms have been considered above normal.

Table 9

Age Wise Height and Weight of Boys and Girls as per IAP

Gender	Age of learners In years	Height			Weight		
		< Normal	Normal	> Normal	< Normal	Normal	> Normal
Boys	12	3	1	14	2	4	12
Girls		4	1	28	2	0	32
Boys	13	46	4	97	23	7	115
Girls		35	11	120	25	4	135
Boys	14 +	34	4	45	27	4	60
Girls		13	2	28	8	0	30
N		135	23	332	87	19	384

It can be observed from the above Table 9 that out of total numbers of boys, who are 12 years of age, 13 boys are of normal height, 3 boys are of below normal height and only one is of normal height. In terms of weight, 12 boys are of above normal weight, 4 boys are of normal weight and 2 boys are of below normal weight. Out of total numbers of girls who are of 12 years of age, 27 girls are of above normal height, 4 are of below normal height and one is of normal height. In terms of weight, 32 girls are of above normal weight, 2 girls are of below normal weight and no girl is of normal weight. Out of total number of boys who have 13 years of age, 95 boys have above normal height, 46 boys have height are of below normal height and 4 boys are of normal height. In terms of

weight, 115 boys are of above normal, 23 boys are of below normal and 7 are of normal weight. Out of total numbers of girls of 13 years of age, 118 girls are of above normal height, 35 girls are of below height and 11 girls are of normal height. In terms of weight, 135 girls are of above normal weight, 25 are of below normal weight and 4 are of normal weight. Out total numbers of boys having 14 or more than 14 years of age, 47 boys are of above normal height, 34 boys are of below normal height and 4 boys are of normal height. In terms of weight, 60 boys are of above normal weight, 27 boys are of below weight and 4 boys are of normal weight. Out of total numbers of girls who are 14 years or above age, 29 girls are of above normal height, 13 girls are of below normal height and 2 girls are of normal height. In terms of weight, 30 girls are of above normal weight, 8 girls are of below normal weight and no girl is of normal weight. Out of total number of learners, irrespective of any gender, majority of 329 learners are of above normal height and the least 23 learners are of normal height while remaining 135 learners are of below normal height. Out of total numbers of learners, irrespective of any gender, majority of 384 learners are of above normal weight and the least 87 learners are of below normal weight while 19 learners are of normal weight.

The girls are of 12 years and 13 years of age have above normal height and weight as compared to boys. Boys are of 14 years of age or above and are of above normal as well as below normal height and weight in comparison to girls. None of the girls of 12 years and 14 years or above age are of normal weight. The learners who have minimum level of height and weight as per IAP are less and learners who have more than minimum level of height and weight are comparatively more. The growth indicator of learners in terms of weight is better than that of height. The girls' growth indicators are better than that of

boys. The height and weight of learners in the sample are found to be according to the level of height and weight as per IAP norms. The growth indicators of learners indicate that the learners are healthy due to which their physical condition has not become a barrier for them to continue their education.

Discussion on growth indicators of learners

The growth indicators of learners refer to the gender, age, height and weight which have presented gender wise. Overall, growth indicators of learners are positive as majority of learners are of above normal height and weight. Girls' height and weight is better than boys' with special reference to girls of 12 years and 13 years of age. The growth indicator of learners in terms of height is better than weight. Very few learners irrespective of any gender have normal height and weight but the learners who are of above normal height and weight have achieved minimum level of height and weight as per their age. This indicates that these boys and girls are healthy which is pre requisite to attend school and to continue to be in school.

4.1 Family Profile of Learners

Family profile, as stated in Chapter III, refers to the details related to family which is presented here under.

- **Caste and Religion of Learners' Family**
- **Type of Learners' Family and Number of Family Members**
- **Number of Siblings of Learners**
- **Earning Members in the Family**
- **Occupation of Family Members (Father, Mother, Other Member)**
- **Income of Family Members (Father, Mother, Other Member)**

- **Education of Parents (Father & Mother)**

Data related to family are presented gender wise separately for each variable. The data of caste and religion of learners are presented here under.

Caste and Religion of Learners' Family

The Caste of learners' family is presented in terms of SC, ST, SEBC, OBC and General categories. Religion of learners' family is presented in terms of Hindu, Muslim and Christian. The data regarding caste and religion learners' families are presented in Table 10.

Table 10

Caste and religion of learners' family

Caste	Religion						N
	Hindu		Muslim		Christian		
	Boys	Girls	Boys	Girls	Boys	Girls	
SC	18	20	0	0	0	0	38
ST	2	2	0	0	0	0	4
SEBC	3	2	1	0	0	0	6
OBC	174	162	41	46	0	1	424
General	9	9	0	0	0	0	18
Total	206	195	42	46	0	1	490

It can be observed from Table 10 that out of total number of 248 boys, 206 are Hindus, 42 are Muslims and there are no Christians. Out of 206 boys who are Hindus, 174 boys belong to OBC, 18 boys belong to SC, 9 boys belong to general category, 3 boys belong to SEBC and 2 boys belong to ST categories. Out 42 learners who are Muslims, 41 boys belong to OBC category, one boy belongs to SEBC category and no learner belongs to any other category. None of the boys belong to Christian religion.

Data from Table 10 revealed that out of total number of 242 girls, 195 girls are Hindus, 46 girls are Muslims and one girl is a Christian. Out 195 girls who are Hindus, 162 girls belong to OBC category, 20 girls belong to SC, 9 girls belong to general category, 2 girls belong to ST category and 2 girls belong to SEBC category. Out of 46 girls who are Muslims, all girls belong to OBC category. There is only one girl who is a Christian and she belongs to OBC.

Irrespective of gender of learners, it can be viewed from Table 10 that out of total number of 490 learners, 424 learners belong to OBC, 38 learners belong to SC category, 18 learners belong to general category, 6 belong to SEBC category and 4 belong to ST category. On the whole, it can be seen that the majority of learners are Hindus belonging to the OBC. Even learners who are Muslims belong to OBC category while the number of Christian learners negligible.

Examining the distribution of learners according to their religion and caste affiliations certain observations can be made as per the school wise data presented in Table B1 of Appendix B. All learners of School C are Muslims belonging to OBC category. There are five Schools, School A, School D, School M, School O and School V in which none of the learners is a Muslim. All the 127 learners of seven Schools, School B, School C, School E, School H, School O, School R and School S belong to OBC category irrespective of religion. The learners belonging to other castes belong to Hindu religion except one SEBC learner belonging to Muslim religion.

Overall, 82% of Hindu and 86% of learners from OBC have taken advantage of free and compulsory education in municipal elementary schools of Surendranagar city with significant number of Muslim learners (18%) who are all OBC. These learners' family

environment in terms size of family provides support or otherwise impede the regularity in school especially when economic condition does not meet the requirement for daily expense related to learning in school. The data related to Type of learners' family and Number of family member is presented below in Table 11.

Learners' Family and Number of Family Members

The type of learners' family is presented in terms of joint, nuclear, single parent and other. The numbers of family members are presented in term of class intervals of 1 to 3, 4 to 6, 7 to 9 or more.

Table 11

Type of learners' family and number of family members

No. of family members	Type of family								N
	Joint		Nuclear		Single parent		Other		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1 to 3	2	0	4	1	2	2	0	0	11
4 to 6	35	24	135	132	6	3	1	0	336
7 to 9 or more	49	52	11	26	2	1	1	1	143
Total	86	76	150	159	10	6	2	1	490

It is shown in Table 11 that out of a total of 248 boys, 86 boys belong to joint family among whom families of 49 boys have 7 to 9 or more members, of 35 boys have 4 to 6 members and of 2 boys have 1 to 3 members. Out of the total number of boys, 150 boys belong to nuclear families among whom families of 135 boys have 4 to 6 members, of 11 boys have 7 to 9 or more members and of 4 boys have 1 to 3 members. Out of total number of boys, 10 boys have single parent family of which 6 boys have 4 to 6 family

members, 2 boys have 1 to 3 family members and 2 boys have 7 to 9 or more family members. In addition, 2 boys have 'other kind' of family of which 1 boy has 4 to 6 family members and 1 other boy has 7 to 9 or more family members. Irrespective of any kind of family, 177 boys have 4 to 6 family members, 63 boys have 7 to 9 or more family members and 8 boys have 1 to 3 family members.

It is observed from Table 11 that out of total number of 242 girls, 76 girls have joint family among whom 52 girls have 7 to 9 or more members in the family, 24 girls have 4 to 6 members in family and no girl has 1 to 3 members in family. A total of 159 girls belong to nuclear family among whom families of 132 girls have 4 to 6 family members, of 26 girls have 7 to 9 or more family members and the family of one girl has 1 to 3 members. Only one girl has 'other kind' of family which has 7 to 9 members. Out of total number of 242 girls irrespective of the kind of family, 159 girls live with families of moderate size with 4 to 6 members, 80 girls with 7 to 9 or more family members and 3 girls have 1 to 3 family members.

Out of total number of 490 learners, as per Table 11, 336 learners have families with 4 to 6 members among whom learners with nuclear family are more. The learners with a family size of 7 to 9 or more are 143 among whom learners having joint family are more. Least numbers of 11 learners have 1 to 3 members in the family. It can be observed that majority of learners have nuclear families which have 4 to 6 members. All other kind of learners' family has more than 3 members.

Across all the school, the data presented in Table B2 of Appendix B shows that Schools A, School H, School P, School T and School U have learners' family of 1 to 3 members while only School H has maximum of learners from single parent family. The

same School H has maximum of 16 learners with joint family of 7 to 9 or more family members while School L has maximum of learners live in nuclear family with 4 to 6 family members. Overall the family of learners is small as the majority of families are nuclear.

Overall, 63% of learners live in nuclear family and 68% of families have 4 to 6 family members. The families which are living with 4 to 6 family members are mostly nuclear (54%). Number of children in family also somewhere affects the parental decision to invest in their education where children having more siblings mostly end up discontinuing their elementary education especially when the family economic condition is not sufficient to provide learning resources for the child. This situation allows the parents to invest in their time and efforts in their child's education especially when number of children is less and the family receives benefits from government schemes to meet education related expenses for their children's education. The details of number of siblings are presented here under in Table 12.

Number of Siblings of Learners

The number of siblings of learners is presented here under in Table 12 in terms of three class intervals and one category for the learners who have no siblings.

Table 12

Number of siblings of learners

Number of siblings	Gender		N
	Boys	Girls	
1 to 3	221	195	416
4 to 6	18	38	56
7 to 9 or more	4	8	12

None	5	1	6
Total	248	242	490

It is observed from Table 12 that out of total 248 boys, 221 boys have 1 to 3 siblings, 18 boys have 4 to 6 siblings, 4 boys have 7 to 9 or more siblings and 5 boys have no siblings. Out of total number of 242 girls, 195 girls have 1 to 3 siblings, 38 girls have 4 to 6 siblings, 8 girls have 7 to 9 or more siblings and one girl has no siblings. Out of total number of 490 learners irrespective of their gender, 416 learners have 1 to 3 siblings, 56 learners have 4 to 6 siblings, 12 learners have 7 to 9 or more siblings and 6 learners have no siblings. Overall, most learners both boys and girls, have 1 to 3 siblings.

As data presented in Table B3 of Appendix B, across all the Schools, all the learners of School C have more than 3 siblings out of which maximum learners have 7 to 9 or more siblings. School L which has total 45 learners out of which 40 learners have 1 to 3 siblings and other 5 have 4 to 6 siblings. This indicates that most learners of School L have 1 to 3 siblings. In comparison to other schools, two schools, School H and School K both have maximum 6 learners who have 4 to 6 siblings. There are three schools, viz., School D, School O and School Q in which there are not more than 9 learners in each school and all the learners have 1 to 3 siblings. Overall, 85% of learners have 1 to 3 siblings among whom most learners live in nuclear families, in family size of 4 to 6 whereas 14% of learners have more than 3 siblings.

As per the family size and number of siblings, the family's income is required to spend on the basic need to every family member. The family income also depends upon the number of earning member in family which is presented in Table 13 here under.

Earning Members in Family

The earning members in family are presented in term of the category of Father, Mother and Other member.

Table 13

Earning members in family

Earning member in family	Gender		N
	Boys	Girls	
Father	237	235	472
Mother	138	141	279
Other	53	56	109

It is revealed from Table 13 that out of families of total 248 boys, 237 boys' families have father as an earning member, 138 boys' families have mother as an earning member and 53 boys have other member as an earning member. Out of 242 girls' families, families of 235 girls have father as an earning member, families of 141 girls have mother as an earning member and families of 56 girls have other member as an earning member. Out of total number of 490, 472 learners have father as an earning member, 279 learners have mother as an earning member and 109 learners have other member as an earning member.

Examining the data pertaining to the earning members in the family of each learner it was found that 165 fathers are the only earning members in family, 7 mothers are the only earning members in family and 4 other members are the only earning members. There are 209 learners whose father and mother both are earning, 42 learners whose father and other family member are working, and 6 learners have mother and 'other member' earning. There are 56 learners whose father, mother and other family members

are earning. These details reveal that majority of learners (313) have more than one earning member in the family. It is significant to note 209 mothers and other family members are adding to the income of family earned by father.

Each school has at least one learner whose mother is an earning member and maximum 29 learners with earning mothers are found in School L. There are two schools, viz., School D and School K in which there is no learner in whose family, 'other member' is earning. Across all the schools, School C has more learners with other family member as earning member (4) in comparison to number learners with only earning fathers (3) and mothers (1). The number of earning mothers and other family members depends on the number of learners each school has as numbers vary school wise. In comparison to father and mother, numbers of other family member as an earning member is less. Father is the main earning member in the family according to data shown above. It can be observed that more than half of the total number of mothers is also contributing to the income in the family. In 109 families, the 'other' family member who is also an earning member is a helping hand for families in which only father or mother earns. The responsibility of generating income is shared by mother and to some extent by other member.

Overall, more than 60% of learners live in families with some regular income from more than one source which point to the economic stability of families of learners. This leads to the question: how adequate is the income of the families in respect of their size or the number of members? This can be explained in terms of the kinds of occupation the earning members are pursuing and the income they earn out of it.

Details of the occupation of the earning members in learners' families are presented hereunder in Table 14.

Occupation of Father, Mother and Other Members of Learners' Family (Boys)

Occupation of family members of boys, that is, Father, Mother and Other member is presented here under in Table 14.

Table 14

Occupation of Father, Mother & other family members of boys

Occupation	Earning Family Members (of Boys)		
	Father	Mother	Other
Self employed	96	24	10
Factory workers	48	11	8
Government servants	6	4	1
Daily wage earners	72	89	31
Agriculture labours	9	9	0
Agriculture land owners	6	1	2
Other	0	0	1
Not working	11	110	195
Total number of working Family members	237	138	53
N	248	248	248

It can be observed from Table 14 that out of total number of 248 fathers, 96 fathers are self employed, 72 fathers are daily wage earners, 48 fathers are factory workers, 9 fathers are agriculture labourers, 6 fathers are government servants, 6 fathers are agriculture land

owners and fathers of 11 boys are not earning members of family. Mothers of 89 boys are daily wage earners, 24 mothers are self employed, 11 mothers are factory workers, 9 mothers are agriculture labourers, 4 mothers are government servants, one mother is agriculture land owner and 110 mothers are not earning members in the family. ‘Other members’ of 53 boys’ families are earning members while in families of 195 boys they are not earning members. Out of remaining ‘other family members’, 31 are daily wage earners, 10 are self- employed, 8 are factory workers, 2 are agriculture land owners, one is a government servant and one has other kind of occupation. The ‘Other family member’ who has other kind of occupation is a teacher in private school. It can be viewed from Table 14 that more fathers (96) have self employment in comparison to mother (24) and ‘other earning members’ (10). Majority number of mothers (89) and other earning members (31) are daily wage earners.

Data pertaining to occupation of girls’ families are presented in Table 15.

**Occupation of Father, Mother and Other Members of Learners’ Family
(Girls)**

Occupation of family members of girls, that is, Father, Mother and Other member is presented here under in Table 15.

Table 15

Occupation of Father, Mother & Other Family Members of Girls

Occupation	Earning Family members (of Girls)		
	Father	Mother	Other
Self employed	92	22	10
Factory workers	37	14	11
Government servants	9	4	2

Daily wage earners	77	90	29
Agriculture labours	12	10	3
Agriculture land owners	8	1	1
Other	0	0	0
Not working	7	101	186
Total number of working Father	235	141	56
N	242	242	242

It can be observed from Table 15 that out of total number of 242 fathers of girls, 92 fathers are self employed, 77 fathers are daily wage earners, 37 fathers are factory workers, 12 fathers are agriculture labourers, 9 fathers are government servants, 8 fathers are agriculture land owners and fathers of 7 girls are not earning. Mothers of 90 girls are daily wage earners, 22 mothers are self employed, 14 mothers are factory workers, 10 mothers are agriculture laborers, 4 mothers are government servants, 1 mother is agriculture land owner and mothers of 101 girls are not earning. 'Other members' of families of 56 girls are earning while remaining 186 'other members' are earning members in family. Out of remaining, 29 'other members' are daily wage earners, 11 are factory workers, 10 are self employed, 3 are agriculture labourers, 2 are government servants and 1 is an agriculture land owner. Fathers having self employment are more in comparison to earning mothers and other members which can be seen from Table 15. More number of mothers and other earning members have daily wage earning as their occupation.

In addition to above presented additional observations on occupation of father, mother and other member of family in respect of learners from different schools are presented below as per data presented in Table B7, Table B8 and Table B9 of Appendix B.

From the data presented in Table B4 of Appendix B, it is revealed that majority of fathers of learners are engaged in self employment and daily wage earning. Self employment seems to have been most common occupation among fathers in ten schools, viz., School F, School G, School H, School I, School J, School L, School Q, School S, School T and School V. Most fathers in seven schools, viz., School D, School E, School K, School M, School N, School R and School U are daily wage earners. School A has more number of fathers whose occupation is related to agriculture as 7 fathers are agriculture labourers and 5 are agriculture land owners. All fathers in School C are daily wage earners. School H has more number of fathers (11) who are factory workers in comparison to learners' fathers of remaining schools.

Studying data across all schools from Table B5 of Appendix B, at least one learner's mother is found to be a daily wage earner in every school. School H has almost all (25) whose mothers are daily wage earners. All the earning mothers of learners in six schools, School C, School E, School M, School O, School Q and School S are daily wage earners. In only five Schools, viz., Schools B, H, L, T and U, few mothers are government servants. Across all the schools, School P has maximum of 6 mothers of learners who are self employed and in School J, maximum mothers (6) are factory workers where as School U has most mothers who (5) are agriculture labourers.

The data of Table B6 of Appendix B shows and it is significant to note that none of the 'other earning member' in five schools viz., School A, School D, School G, School K and School V is a daily wage earner whereas most 'other members' (7) are daily wage earners in School H across all schools. Further, in four schools, i.e., School C, School M,

School N and School S all the ‘other members’ are daily wage earners. There are no ‘other members’ who are earning members in two Schools D and School K.

On the whole, the above data shows that family of learners is essentially dependent upon daily wages though there are families engaged in other occupations as 30% of fathers, 37% of mothers and 12% of ‘other’ members of family are daily wage earners. It is pertinent to examine the income generated in the family engaged in the above stated occupations. This would show the extent of financial stability or otherwise that the learners experience. Data pertaining to the income of family members are presented in what follows.

Annual income of Mother, Father & Other members of Learners’ Families

(Boys)

Annual income of family members of boys, that is, Father, Mother and Other member is presented here as follows in Table 16.

Table 16

Annual income of Mother, Father & Other members of families of boys

Income in rupees per annum	Family members (Boys)		
	Father	Mother	Other
Below 60000	135	115	35
60000-80000	54	13	11
81000-1,00,000	20	8	3
1,01,000-1,20,000	17	1	3
1,21,000-1,40,000	2	0	1
1,41,000-1,60,000	0	0	0
1,61,000-1,80,000	3	0	0
1,81,000-2,00,000	4	0	0

Above 2,00,000	2	1	0
Total number of working members	237	138	53
Not working	11	110	195
N	248	248	248

It is observed from Table 16 that fathers of 237 boys are earning members of family while remaining 11 fathers are not earning members. Annual income of 135 fathers is below Rs.60,000, 54 fathers have income between Rs.60,000 and Rs.80,000, 20 fathers have income between Rs.81,000 and Rs.1,00,000, 17 fathers have income between Rs.1,01,000 and Rs.1,20,000, 4 fathers have income between Rs.1,81,000 and Rs.2,00,000, 3 fathers have income between Rs.1,61,000 and Rs.1,80,000, 2 fathers have income between Rs.1,21,000 and Rs.1,40,000 and remaining 2 fathers have income above Rs.2,00,000. Mothers of 138 boys are earning while 110 mothers are not earning. Out of total number of earning mothers of boys, 115 mothers have income below Rs.60,000, 13 mothers have income between Rs.60,000 and Rs.80,000, 8 mothers have income between Rs.81,000 and Rs.1,00,000, 1 mother has income between Rs.1,01,000 and Rs.1,20,000 and 1 mother has income above Rs.2,00,000 per annum. 'Other members' of 53 boys are earning and 195 are not earning. Out of other earning members in the families of boys, 35 have income below Rs.60,000, 11 have income between Rs.60,000 and Rs.80,000, 3 have income between Rs.81,000 and Rs.1,00,000, 3 have income between Rs.1,01,000 and Rs.1,20,000 and 1 has income between Rs.1,21,000 and Rs.1,40,000 rupees per annum. Income of majority of fathers, mothers and other earning members is below Rs.60,000 per annum. Observing from Table 16, number of fathers and mothers having income more than Rs.2,00,000 per annum is negligible. Income of no

‘other earning member’ is more than Rs.1,40,000 per annum. Annual income of girls’ family members is presented in Table 17.

Annual income of Mother, Father & Other members of Learners’ Families (Girls)

Annual income of family members of girls, that is, Father, Mother and Other member is presented here as follows in Table 17.

Table 17

Annual income of Mother, Father & Other member of Girls

Income in rupees per annum	Family members (Girls)		
	Father	Mother	Other
Below 60000	151	112	38
60000-80000	43	15	14
81000-1,00,000	17	5	4
1,01,000-1,20,000	11	8	0
1,21,000-1,40,000	7	0	0
1,41,000-1,60,000	2	1	0
1,61,000-1,80,000	1	0	0
1,81,000-2,00,000	1	0	0
Above 2,00,000	2	0	0
Total number of working members	235	141	56
Not working	7	101	186
N	242	242	242

It can be observed from Table 17 that out of total number of fathers of 242 girls, 151 fathers have an annual income below Rs.60,000, 43 fathers have income between Rs.60,000 and Rs.80,000, 17 fathers have income between Rs.81,000 and Rs.1,00,000, 11

fathers have income between Rs.1,01,000 and Rs.1,20,000, 7 fathers have income between Rs.1,21,000 and Rs.1,40,000, 2 fathers have income between Rs.1,41,000 and Rs.,60,000, 2 fathers have income above Rs.2,00,000, 1 father has income between Rs.1,61,000 and Rs.1,80,000 and 1 father has income between Rs.1,81,000 and Rs.2,00,000. Out of total number of earning mothers of girls, 112 have income below Rs.60,000, 15 mothers have income between Rs.60,000 and Rs.80,000, 8 have income between Rs.1,01,000 and Rs.1,20,000, 5 have income between Rs.81,000 and Rs.1,00,000, 1 has income between Rs.1,41,000 and Rs.1,60,000 per annum. Out of 242 girls, 56 girls have 'other member' in family who are earning while in families of 186 girls there are no 'other member' earning. Out of earning members in the family of girls, 38 'other members' have an annual income below Rs.60,000, 14 have income between Rs.60,000 and Rs.80,000 and 4 have income between Rs.81,000 and Rs.1,00,000. Income of majority of fathers, mothers and other members is below Rs.60,000 per annum. Overall, the number of fathers having income more than Rs.1,40,000 per annum is negligible; No mother has income more than Rs.1,60,000 per annum and no 'other member' has income more than Rs.1,00,000 per annum.

Observations in addition to observations presented above related to income of father, mother and other family members in learners' family are presented below as per the data given in Table B7, Table B8 and Table B9 of Appendix B.

Across all the schools as per the data presented in Table B7 of Appendix B, all the fathers of two Schools C and N earn below Rs.60,000 rupees per annum. Among all the schools, School L has the most fathers (30) who earn below Rs. 60,000 per annum and School K has the most fathers (27) who earn between Rs.60,000 and Rs.80,000 per

annum. Most fathers in four schools, viz., School K, School O, School Q and School U, have more than Rs.60,000 rupees of income per annum. The fathers earning more than Rs.1,00,000 are observed most (11) in School J.

Across all the schools as per the data presented in Table B8 of Appendix B, all earning mothers of learners in ten schools, viz., School C, School E, School F, School H, School M, School N, School O, School Q, School R and School S earn below Rs. 60,000 rupees per annum. School H has the most mothers (31) who earn below Rs.60,000 rupees per annum. School K has the most number of mothers (8) who earn between Rs.60,000 and Rs.80,000 rupees per annum among total numbers of earning mothers.

Across all the schools, all the earning 'other members' of learners' families from Schools F, M, N, S and V earn below 60,000 rupees per annum. School D and K have no learners whose other family member earns. There is only one 'other member' in learners' family in School A, who earns more than 60,000 rupees per annum. Income of mother and other member is less than income of father across all schools. Overall, 58% of fathers, 46% of mothers and 15% of 'other' members earn below Rs.60,000 which is not more than Rs.5000 per month. Though the families have income below Rs.60,000, most families (64%) have more than one earning member in which 12% of families have three earning members. This leads to an increase in the financial stability of family as income is generated from more than more than one source. The income of family and kind of occupation the parents are engaged with is largely associated with the education of parents which is presented here under in Table 18.

Education of Boys' Parents

Education of Boys' both parents is presented here under in Table 18.

Table 18*Education level of boy's parents*

Level of Education	Father	Mother
Illiterate	28	87
Pre primary	2	2
Primary	55	66
Upper primary	96	68
Secondary	41	16
Higher secondary	13	1
Graduate	2	4
Post graduate	0	0
Other	0	0
Learners do not have parent	11	4
N	248	248

It is observed from Table 18 that, fathers of 96 boys have completed upper primary level, 55 fathers have completed primary classes and 41 fathers have completed secondary, 13 fathers have completed higher secondary, 2 fathers have completed pre primary, 2 fathers have completed graduation while 28 fathers are illiterate. Further, 11 boys have no father. Mothers of 87 boys are illiterate, 68 mothers have completed upper primary, 66 mothers have completed primary, 16 mothers have completed secondary, 4 mothers have completed graduation, 2 mothers have completed pre primary and 4 boys have no mother. Observing the education level of father and mother of boys from Table 18, illiteracy among mothers is observed more in comparison to fathers as more mothers are illiterate. Observing from Table 18, more number of fathers has education up to upper primary, secondary and higher secondary levels than mothers. That is, level of education among fathers is higher than education level of mothers.

Education of Girls' Parents

Education of Girls' both parents is presented here under in Table 19.

Table 19

Education level of girl's parents

Level of Education	Father	Mother
Illiterate	21	70
Pre primary	3	4
Primary	49	59
Upper primary	84	77
Secondary	62	23
Higher secondary	13	5
Graduate	4	0
Post graduate	0	1
Other	0	0
Learners do not have parent	6	3
N	242	242

It can be observed from Table 19 that fathers of 84 girls have completed upper primary education, 62 fathers have completed secondary education, 49 fathers have completed primary education, 21 fathers are illiterate, 13 fathers have completed higher secondary, 4 fathers have completed graduation and 3 fathers have completed pre primary classes. There are 6 girls have no father. Mothers of 77 girls have completed upper primary education, 70 mothers are illiterate, 59 mothers have completed primary education, 23 mothers have completed secondary education, 5 mothers have completed higher secondary, 4 mothers have completed pre primary classes, 1 mother has completed post graduation. There are 3 girls without mother. Table 19 reveals that more mothers are

illiterate in comparison to fathers. Level of education among fathers is higher than education level of mothers as more number of fathers have education up to upper primary, secondary, higher secondary and graduation.

Additional observations as per Table B13 and Table B14 of Appendix B on education of parents of learners school-wise are presented below.

It is revealed in Table 13 of Appendix B that across all the schools, two Schools D and School O have no learners whose fathers are illiterate. Fathers who have completed pre primary education are found in five schools, viz., School F, School H, School Q, School R and School S. The School H has 10 fathers who are illiterates and 18 fathers who have completed pre primary education. In the same School H, 14 fathers have completed primary education. All the fathers of only School O have completed upper primary education. Only School A has maximum number 16 fathers who have completed secondary education.

Mothers of learners are mostly distributed among categories of illiterate, primary education and upper primary education. In each school at least one mother illiterate is found with a maximum of 17 illiterate mothers in two schools, Schools H and School J in each. Only 5 mothers have completed pre primary education in four schools viz., Schools I, L, R and S indicating that other mothers who have entered the elementary education would have directly got admission in class I. In each school, at least one mother completed primary education and two mothers completed upper primary education.

There are five schools – Schools C, School O, School Q, School R and School V in which no mothers is found to have continued after upper primary level. Among all mothers of six Schools; School G, School H, School I, School J, School L and School T,

more number of mothers are found to be illiterate. Whereas more numbers of mothers in two Schools, Schools E and School P have completed lower primary education. The education level of mothers after upper primary education seems to have been decreasing across all the schools. Overall, 37% of fathers have completed upper primary education followed by 21% of fathers who have education up to secondary education and other 21% of fathers who have completed primary education. Most mothers (37%) are illiterate followed by (30%) mothers completed upper primary education. The education level of fathers is better than mothers as most mothers are illiterate than (10%) fathers.

Discussion on Family Profile of Learners

The data presented above in terms of profile of learners' family refers to caste and religion, type of family, numbers of family members and siblings, income of family, occupation of family members and education of parents. The data presented above for profile of learners' family indicates that socially weaker section, that is, OBC and financially weaker section received advantage of free and compulsory elementary education as most of learners' belong to OBC and learners' family members have annual income of below Rs.60,000. The income of family is generated through self employment and daily wage earning in families of most learners. Mothers and 'other' members are daily wage earners in families of most learners. It indicates self employment and daily wage earning do not generate income of more than Rs.60,000 in most cases. In addition to this, the total income of family is increased due to earning of mother and other members where most learners' families have more than one earning member. As the source of income is generated from more than one member, it increases the financial stability of learners' family which is important for further investment for child's education where

especially most learners' families are small, that is nuclear, with 4 to 6 members and 1 to 3 siblings. This makes the parents ready to invest in their child's education providing them with resources needed for their education though parents cannot invest their time as; education level of learners is less and; majority of both parents are working. In addition to this, the low education level of parents restricts them to provide support to their child for learning at home. The education of most fathers is not more than upper primary level while most mothers are illiterate that restrict such job opportunities for themselves which enable parents to generate more income. However, the education level of father is better than mothers', significant number of both fathers and mothers are engaged with daily wage earning though the kind of work for daily wage earning is varied.

In terms of single parent families where the only one parent has responsibility of education of learners, the fathers as single parent (4) are less comparing to mothers (12) as single parents. All the fathers who are single parents are the only earning member in family; are self employed and; earn below Rs.60,000. Most of these fathers (3) have completed level of high school education. The income in almost all the single parent families is less whereas the education level of fathers is better than that of mothers.

In the family of a girl learner of School F, the father and mother have education level up to graduation and post graduation respectively. The father is factory worker and earns below Rs.60,000 while mother is a house wife. The education level of both the parents is higher than rest of the parents of learners but the economic condition is low similar to most other families.

Most single parent families have mother (12) as single parents among whom 11 mother are earning and income of most mothers is below Rs.60,000. The income is

generated by daily wage earning by most (11) mothers. The income of 6 single parent families is supported by the earning of other member whereas mother is the only earning member in 5 single parent families. Most mothers in single families are illiterate whereas few (4) have education of primary and upper primary level. Being a single parent, mothers are earning and in addition to this, most mothers have support of other member for generating income. The single parent as mother has the low income, have family size of more than four members and have more than three children in most families. Learners from such single parent families where mother is an earning member; has low income comparing to family members, the learners survived and continued their elementary education. Overall, the income and education level of parents are less in all type of families. The parental decision to access to school for their child in such condition suggests that the parents are aware of the long term benefits of education for their child. The learners, whose parents do not have high education, tend to have less support from parents for learning at home. These learners are dependent on classroom teaching during their elementary education.

However, Families of learners are supported by the benefits of government during elementary education. Along with the condition of family in terms of income and size of family, a good space and environment at home also are important to make the daily routine easy which eventually helps the learners to complete their learning task easily at home. The profile of learners is presented next.

4.2 House Profile of Learners

House profile of learners as already stated in Chapter III refers to category of house, space availability in house, resources available at home, availability of electronics equipments & vehicles and location of house from school which are mentioned below.

- **Categories of Learners' House**
 - Own house
 - Rented house
 - Kuchha house
 - Pucca house
- **Space Availability in Learners' House**
 - Number of rooms
 - Separate kitchen
 - Bathroom
 - Toilet
- **Resources Available at Home**
 - Availability of water
 - Availability of electricity
 - Water resources (Individual or common)
- **Availability of Electronics Equipment and Vehicles**
- **Distance between Learners' House and School**

Data is presented in gender wise with respect to girls and boys and in form numbers.

Categories of Learners' House

As pointed out earlier it is contended that the kind of house learner lives in will have some influence on his/her perceptions and ease for learning. Kinds of houses are seen in terms of two features: one, own house or rented house; and two, whether it is a kuchha house or pucca house.

Details in this regard for all learners are presented in Table 20.

Table 20

Categories of houses

Categories of house	Boys N=248		Girls N=242		Total N=490	
	Own	Rented	Own	Rented	Own	Rented
Kuchha	43	9	32	12	75	21
Pucca	185	11	186	12	371	23
N	228	20	218	24	446	44

It can be observed from Table 20 that 228 boys live in own houses out of whom 43 boys live in kuchha houses and remaining 185 live in pucca houses. There are 20 boys who live in rented house out of whom 9 live in kuchha houses and 11 live in pucca houses. Among girls, 218 girls live in own houses out of whom 32 girls live in kuchha houses and remaining 186 live in pucca houses. There are 24 girls who live in rented houses among whom 12 live in kuchha houses and remaining 12 live in pucca houses. As per data presented in Table 20 out of total 490 learners, 446 learners live in own houses among whom 75 learners live in kuchha houses and 371 learners live in pucca houses. Learners living in rented houses are 44 among whom 21 learners live in kuchha houses and 23 learners live in pucca houses. On the whole, around 75% of learners (boys=185 &

girls=186) live in own, pucca houses and about 75 of them live in own but kuchcha houses. That is to say, most learners have assured residence as they live in own houses, whether pucca or kuchcha.

The data presented in Table C1 of Appendix C reveals that all the learners of three schools, viz., School C, School N and School U live in their own houses. Though learners live in rented house, most learners live in pucca houses. That is to say, most learners have assured residence as they live in own houses, whether pucca or kuchcha. With assured residence, the kind of space the families of learners live in provides comfort for daily routine of family and the details of space availability in houses of learners are presented in here under in Table 21.

Space Availability in Learners' House

Availability of space refers to number of rooms and availability of separate kitchen, individual bathroom & individual toilet at home of learners. Details in this regard are presented in Table 21.

Table 21

Space availability in learners' houses

Space availability in houses	Boys N=248	Girls N=242	Total N=490
1 to 2 rooms	186	178	364
3 rooms or more	62	64	126
Separate kitchen	107	111	218
Bathroom	231	227	458
Toilet	216	221	437

It can be observed from Table 21 that 186 boys have 1 to 2 rooms in their houses while remaining 62 boys have 3 to 4 or more rooms in their houses. Among the girls, 178 girls live in houses with 1 to 2 rooms while the remaining 64 girls have 3 to 4 or more rooms in their houses. Houses of 107 boys have separate kitchens, of 231 boys have bathrooms and of 216 boys have toilets. Houses of 111 girls have separate kitchens, of 227 girls have bathrooms and of 221 girls have toilets. It can be seen from Table 21 that the houses of 364 learners have 1 to 2 rooms and of 126 learners have 3 or more rooms. Separate kitchen is available in houses of 218 learners which is around 45% of the total, houses of 458 learners have bathrooms which is over 90%. Houses of 437 learners have toilets. More than 74% of learners live in houses of 1 to 2 rooms and learners live in houses of more rooms are less (26%). It is significant to note that facility of toilets and bathrooms are available in the houses of majority of learners. This is an indication of basic possibility of hygiene and health in the houses though separate kitchens are available in only 44% of the houses.

As per data presented in Table C1 of Appendix D, all the learners living in houses with bathroom facility are distributed in nine schools., viz., Schools B, D, F, I, M, O, Q, S and T; while all the learners with toilet facility at home are in five schools, viz., Schools D, K, M, Q and S. The families of learners live with assured residency and minimal space available in houses. The basic resources in house are needed to complete daily task and the details of resources at home is presented in Table 22 here under.

Resources Available in Learners' House

Availability of resources in the house refers to water availability, electric availability and water resources. The details about this are presented in Table 22.

Table 22***Resources available in learners' house***

Resources available in house	Boys N=248	Girls N=242	Total N=490
Water availability	248	242	490
Electricity availability	248	242	490
Individual water resource	214	207	421

It can be observed from Table 22 that, houses of 248 boys have availability of water, houses of 248 boys have electricity and of 214 boys have individual source of water. Among houses of girls, 242 houses have availability of water as well as electricity while houses of 207 girls have individual source of water. Overall, houses of all learners have availability of electricity and water with 421 houses have individual source of water available at home. Viewing data in Tables 21 & 22, it can be stated that basic resources are available to most houses of learners. Particularly, all houses with bath and toilet facilities also have access to water and electricity. Houses without individual water supply have access to community source.

Data presented in Table C2 of Appendix C revealed that all the learners in seven schools D, G, I, L, M, O and Q have individual source of water and school N have more learners who have common source of water. In the remaining schools, few learners have common source of water. It indicates that water is made available to the house of all the learners no matter the source is individual or common.

The resource of electricity in the house is needed for the electronic equipments to use in the house which is presented in Table 23.

Availability of Electronic Equipment and Vehicles

Availability of electronic equipment and vehicles refers to different electron gadgets and different vehicles available at home. Details in this regard are presented in Table 23.

Table 23

Availability of Electronics Equipment and Vehicles in Learners' Houses

Availability of equipments		Boys N=248	Girls N=242	Total N=490
Electronics	TV	224	218	442
	Refrigerator	97	95	192
	Air cooler	43	34	77
	Mobile	244	237	481
	Computer	11	15	26
	Internet	141	118	259
	Fan	244	238	482
	Radio	45	36	81
Vehicles	Bicycle	231	219	450
	Scooter/Bike	133	138	271
	Four wheeler	26	34	60
	Other	41	35	76

It can be observed from Table 23 that electronic equipment is widely available in the houses of learners. Not only the equipment enhancing the comfort level of living such as refrigerator, fan, TV, air cooler is seen to be common but also recent communication technology such as mobile phone, computer and internet facility are available. More specifically, among the houses of boys, 244 have mobile phones, 244 have fans, 224 have TV, 141 have internet, 97 have refrigerator, 45 have radio, 43 have Air cooler and 11 have computers available. Among the houses of girls, 238 houses have fans, 237 houses

have mobile, 218 have TV, 118 have internet, 95 have refrigerator, 36 have radio, 34 have Air cooler and 15 have computers available. Overall, 442 houses have TVs, 19 houses have refrigerators, 77 houses have air cooler, 481 houses have mobile, 26 have computers, 259 have internet, 482 have fans and 81 have radio. From Table 23 it can be stated that majority of the learners have TV (90%), fan (98%) and mobile (98%) at home in comparison to other electronic equipment while least number of learners (26) have computer at home. It is significant to note that while only 26 houses have computers 259 houses have access to internet. This perhaps is because they access it through mobile phones.

It can be observed from Table 23 that 231 boys have bicycles in their houses, 133 have scooter or bike, 26 boys have four wheeler and 41 boys have other kind of vehicle at home. Out of total number of 242 girls, 219 girls have bicycle, 138 have scooter or bike, 34 have four wheeler and 35 girls have other kind of vehicle at home such as auto rickshaw or tempo. Out of total number of 490 learners, 450 learners have bicycle at home, 271 learners have scooter or bike at home, 60 learners have four wheelers in house and 76 learners have other kind of vehicles in house.

As per the data of Table C3 of Appendix C, all learner of these sixteen schools, that is, Schools A, B, C, D, E, F, G, J, L, M, N, O, Q, S, U and V have mobile in house and all the learners of four schools D, E, F and O have TVs in their houses. Mobile phones, fans and TVs are more common in learners' houses than other electronic equipment. Computers are least available electronic equipment in learners' houses, no learner in nine schools- Schools C, D, E, J, K, O, R, S and V, has computer in the house. More than half

of learners' houses have access to internet facility which is mainly due to use of mobile phones with internet connection.

Availability of bicycle in house is more among learners from all the schools as per data presented in Table C4 of Appendix C. This is evident as of five schools, namely, Schools D, M, O, S and T have bicycle in house. Availability of two wheelers and four wheelers is also observed across all the schools. Also, in five schools B, D, E, Q and R there is no learners who have four wheeler vehicles. School H has maximum learner (29) who have two wheelers and other kind of vehicle such as auto rickshaw and tempo at home.

Learners have minimal facilities in their house in terms of space, resources, electronic equipments and vehicles. Learners' house location from school has some bearing effect on the regularity. The details in this regards are presented here under.

Distance of between Learners' House and School

Location of house from school refers to the distance between learners' house and school in kilometer (kms).

Table 24

Distance between Learners' House and School

Gender	Distance between Learners' house and school in kms			
	0.5 km or less	0.51 to 1 km	More than 1 km	N
Boys	146	83	19	248
Girls	145	85	12	242
Total	291	168	31	490

It can be observed from Table 24 that houses of 146 boys are located at a distance of less than 0.5 km from school, houses of 83 boys located between 0.51 and 1 km from school and remaining 19 boys' houses are more than 1 km away from school. Houses of 145 girls are at a distance of 0.5 km or less from school, houses of 85 girls at a distance of between 0.51 and 1 km from school and remaining houses of 12 girls have a distance of more than 1 km. Overall, houses of 291 learners are located at distances of less than 0.5 to 0.5 km from school, houses of 168 learners are between a distance of 0.51 to 1 km from school and remaining houses of 31 learners have more than 1 km distance. Thus, majority of boys and girls (291) have schools at convenient distance.

As per data presented in Table C5 of Appendix C, all learners of 4 schools, viz., Schools C, E, K and R live within a distance 0.5 km or less while all learners of School M live at a distance of more than 0.5 km. All learners of Schools C, D, E, J, K, L, N, O, Q, R, S and V have a distance of 1 km between school and home.

Discussion on Learners' House Profile

The data presented in terms of facilities in house as house profile refers to category of house, space availability, resources available and availability of electronic & vehicles and locality of house from at home of learners. The space available in terms of separate kitchen as data presented in Table 22, the learners who do not have separate kitchen house, would have to adjust kitchen in room with living area which occupies much space and reduce the living area where majority of the learners live in houses with 1 to 2 rooms. But, own, pucca house provides the family of learners a sense of security and of stability in life. The learners who have rented house, majority of them live in pucca kind of houses as can be observed in Table 21. It indicates that the families of these learners live in

places which provide them comfort at least in terms of physical structure. Majority of learners live in own houses (over 90%) giving them stable life and within easy distance from school specifically for girls who would not have to commute from far even in difficult days. The learners living in own house or rented house, have availability of electricity and water supply observed in Table 23 which adds more comfort in daily routine as learners can cope with the daily struggle. Majority of the learners have bathroom and toilet in their houses with water supply. Majority of learners have TV, mobile phone and fan in their houses as all houses have availability of electricity. Very few learners' houses do not have such electronic equipment may be because they are not able to maintain the expense of using these electronic equipments. The learners have been facilitated with basic requirement in terms of physical facilities in house, resources, availability of electronic gadgets and vehicles which provide them ease to cope with daily routine in a stress free manner which could have aided the continuance of learners in elementary education.

Overall, most families of learners are in a low income bracket which suggests they are living at minimal need satisfaction level. However, most of them have own houses, have several supports which point to comfort level of living going beyond basis subsistence level. May be, they have procured them free of cost through goodwill or may be some other way. On the whole, learners seem to have stable, sustenance in their families despite the low family income and low level of parental education. These points to the possibility of economic stability as a positive impact on learners' schooling which becomes important the way learners participated in school. This is presented in profile of learners presented here under.

4.3 Profile of Learners

Learners' family profile and house profile indicated that learners come from low economic and educational background but with assured residency and minimal space and resources availability. Having come from such background in terms of family and house, it is important to see the way learners have developed in terms of physical development, mode of commuting, learning support from attending tuition classes and participation in school which is presented in the profile of learners. The data is presented separately for boys and girls in form of tables. It is pertinent to restate that the sample comprised 248 boys and 242 girls. Profile of learners refers to following:

- **Mode of Commuting**
- **Support to Learning**
- **School Readiness**
- **Help Received by Learners for Education from Outside Home**
- **Interest of Learners in Sports/Games in Schools**
- **Interest of Learners in School Level Activities**
- **Learners' Regularity in Attending School**
- **Academic Performance**
- **Benefits from Government Scheme**

The data related to profile of learners is presented and described hereunder.

Mode of Commuting

Mode of commuting to school in terms of bicycle, auto rickshaw, walking and any other way is presented here under Table 25.

Table 25***Mode of commuting to school***

Gender	Mode of commuting to school				N
	Bicycle	Auto rickshaw	By Walk	Any other (Specify)	
Boys	51	13	181	3	248
Girls	25	7	209	1	242
Total	76	20	390	4	490

It is observed from Table 25 that out of total number of 248 boys, 181 boys come to school by walk, 51 boys come by bicycle, 13 boys come by auto rickshaw and 3 boys come using other mode of transportation. Similarly, 209 girls come to school walking, 25 girls come by bicycle, 7 girls come by auto rickshaw and one girl comes to school using other mode of transportation. Out of total of 490 learners, 390 learners come to school by walk, 76 learners come by bicycle, 20 learners use auto rickshaw and 4 learners come to school using other mode of transportation such as two wheeler of the parents. It can be observed that most boys and girls come by walking to school (390). More girls walk to school in comparison to boys. Very few learners use other modes of transport.

As per data presented in Table A3 of Appendix A, all learners of 5 schools, i.e., Schools C, D, O, R and U walk to school; no learner of School P comes to school walking. Schools E (1) and I (3) have learners who come to school by other mode. As the distance between learners' house and school is less, most learners come to school either by walk or bicycle. As all the learners have easy access to school, it is important to see learners' dependency on the teaching learning in school which can be seen through the

learners' taking support to tuition classes. The details of learners who attended tuition classes are given in Table 26.

Support to Learning

Support to learning refers to the additional support sought by learners for study at home particularly with reference to tuition classes is presented here under in Table 26.

Table 26

Support to learning

Gender	Help of tuition classes taken		N
	Yes	No	
Boys	76	172	248
Girls	55	187	242
Total	131	359	490

Table 26 shows that 76 boys attended tuition classes while remaining 172 boys did not. Among girls, 55 girls attended tuition classes while remaining 187 did not. Overall, 131 learners attended and 359 learners did not attend tuition classes. It can be also observed that fewer learners take help of tuition classes particularly girls.

As data presented in Table A4 of Appendix A, data revealed that learners seeking help of tuitions are scattered in all schools. However, in Schools C and N no learner attended tuition classes and in contrast, in School U majority of learners (20) attended tuition classes. The learners' dependency on classroom teaching learning is more as majority of learners do not attend tuition classes. As it is clear from earlier Chapters, this study contends that exposure to pre-school would prepare learners with some initial learning which would positively influence their participation in primary and upper primary level

schooling. This has been stated as “school readiness”. Thus, attempt was made to find out if learners had any such earlier experience. Details in this regard are presented in Table 27.

School Readiness

School readiness in terms of completion of pre primary education of learners is presented in Table 27.

Table 27

School readiness of learners

Gender	Completion of pre primary education in years				N
	One	Two	Three	None	
Boys	95	47	24	82	248
Girls	86	48	45	63	242
Total	181	95	69	145	490

It is observed from Table 27 that 95 boys completed one year of pre primary education while 82 boys did not complete any year. Out of remaining boys, 47 boys completed two years and 24 boys completed three years of pre primary education. There are total number of 242 girls out of whom, 63 girls did not have pre primary experience. Other girls had gone to pre-school for varying duration of 1 to 3 years. That is, 86 girls had 1 year’s pre-school experience, 48 girls had 2 years and 45 girls completed three years of pre primary education. Out of total number of learners, 181 learners (37%) completed one year of pre primary education while 145 learners (30%) did not have exposure to pre-school. Of the remaining learners, 95 learners completed two years of pre primary education and 69 learners completed three years. It is observed that around 70% of learners attended pre-school for varying duration of 1 to 3 years. This indicates that they

were prepared for formal schooling. Trying to find the distribution of learners with some pre-school exposure the following came to light.

Data presented in Table A5 of Appendix A shows that all the learners of school D, O and S have completed at least one year of pre primary education whereas other remaining schools have some learners who did not completed a year of pre primary education. All the learners of school N have not completed any year of pre primary education while all the learners of school O completed one year of pre primary education.

One other factor that could have helped learners to stay in for 7 years of elementary education could be some additional support- financial or otherwise- from outside the home. Data in this regard were gathered and are presented in Table 28.

Learners receiving help for education from outside home

The details of learners who received help for their education from outside home is presented in Table 28.

Table 28

Learners receiving help for education from outside home

Gender	Help for education from outside home		N
	Yes	No	
Boys	0	248	248
Girls	0	242	242
Total	0	490	490

It is observed form Table 28 that none of the learners received any kind of help for their education from sources outside their homes. Learners from smaller families and/or economically weaker families could go to school for the company of their age cohorts as well as for the access to take part in sports and games. Attempt was made to find the

extent of learner interest in such things. That is, the activities they remember to have participated in during their school stay will indicate their interest in such activities and suggest that this could have been one contributing factor for their continuance in school. Details in this regard are given in Table 29.

Interest of Learners in Sports/Games in School

Interest in sports refers to the different sports the learners played within the school and participated most. The data in this regards is presented in Table 29.

Table 29

Interest of learners in sports/games

Sports/games		Participating learners		N
		Boys	Girls	
Cricket		162	20	182
Badminton		58	48	106
Hockey		16	4	20
Kabaddi		188	114	302
Kho-kho		159	209	368
Other	Running	1	2	3
	Football	29	14	43
	Skipping	9	24	33
	Hide and seek	4	8	12
	Chasing	42	23	65
	Volleyball	4	0	4
	Stone throw	1	0	1
	Chain	3	0	3
	Long jump	2	2	3
	Yoga	0	1	1
Chess	54	20	74	

	Carom	59	21	80
	Dish	7	0	7
	Lemon and spoon	4	6	10
	Musical chair	4	0	4

It can be observed from Table 29 that learners have opportunity to play varied games. Fairly a large number of boys, girls participated in different sports/games in school. Learners have participated in more than one sport or game in school. Out of number of 248 boys, 162 boys (38%) participated in Cricket, 188 boys (76%) participated in Kabaddi, 159 boys played Kho-kho, 58 boys played Badminton and 16 boys played Hockey. Out of total number of 242 girls, 209 girls (86%) played Kho-kho, 114 (47%) played Kabaddi, these 2 being the most played games among girls. Of the other games mentioned by learners, 48 girls participated in Badminton, 20 girls participated in Cricket and 4 girls participated in Hockey. Kho-Kho is the most preferred game among learners as 368 of them which is 75% of the total are engaged in it. Other commonly played games are Kabaddi with 302 learners, Cricket with 182 learners, Badminton with 106 learners and Hockey with 20 learners. Several other games also are played by lesser number of learners as seen in Table 29. The lower level of participation of learners suggests that they are not played regularly.

Out of other sports/games observed from Table 29 that 59 boys played carrom, 54 boys played chess, 42 boys played chasing, 29 boys played play football, 9 boys played skipping, 7 boys played with dish, 4 boys played hide and seek, volleyball, lemon & spoon and musical chair, 3 played chain, 2 boys played long jump and 1 boy played stone throw. None of the boys participated in yoga. There are 24 girls played skipping, 23 girls

played chasing, 21 girls played carrom, 20 girls played chess, 14 girls played football, 8 girls played hide & seek, 6 girls played lemon and spoon, 2 girls participated in running and long jump and 1 girl participated in yoga. None of the girls participated in volleyball, stone throw, chain, dish and musical chair.

Taking all the 490 learners together, it was found that 80 learners played carrom, 74 played chess, 65 chasing, 43 played football, 33 played skipping, 12 played hide & seek, 10 played lemon & spoon, 7 learners played with dish, 4 learners played volley ball and musical chair, 3 learners played running, chain and long jump, 1 learners played stone throw and 1 learner participated in yoga. It can be observed that kabaddi and kho-kho are the games in which learners are more interested to participate. This could be so as they require no equipment or prior arrangement. Among the other games, carrom, foot- ball and chasing are the games in which learners are interested more. Significantly, Yoga is not well received by students which could be because of absence of an instructor.

School wise data as presented in Table A6 and A7 of Appendix A in this regard reveal the following. Kabaddi and Kho-Kho are the most common games played in every school. All learners of Schools C, O, S and V participated in Kabaddi while all learners of schools C, D, N, M, O, S and V participated in Kho-Kho. There is no learner in schools B, C, D, E, F, N, O, P, Q, R, U and V played Hockey. None of the learners of school K, M and O participated in other sport or game. In Schools K and L, no one participated in Cricket and in Schools, C, F, K, L, N, P, U and V no one participated in Badminton.

The above analysis shows that sports and games are quite well participated in by learners. Opportunity for such play could have kept them in school. However, it has to be noted that games which require no equipment such as Kabaddi and Kho Kho are most

commonly played. This is indicative of the fact that games and sports needing equipment, facilities such as nets, wickets, etc., can be played only when school is functioning and teachers permit their use.

In addition, other activities in school beyond subject learning could make school welcoming to learners. Data in this regard as stated by learners are presented in Table 30.

Interest of Learners in School level activities

Interest in school level activities refers to the different activities organised within the school and in which learners participated most.

Table 30

Participation of learners in school level activities

Participation in school level activities		Participation of number of learners		N
		Boys	Girls	
Singing		75	152	227
Playing musical instruments		88	39	127
Dancing		77	174	251
Drama		62	93	155
Cleanliness activities		191	211	402
Drawing and crafts		153	168	321
Other	Essay writing	42	52	94
	Elocution	23	41	64
	Science projects	18	18	36
	Quiz	3	7	10
	Story telling	0	4	4
	Yoga	1	0	1
	Environment day	1	0	1
	Teacher's day	0	1	1

Table 30 shows that a variety of activities other than subject learning are organised by schools. The kinds and number of activities could be guided by the official prescription. However, learners seem to participate in varying degrees in these activities as they are dependent upon learners' inclinations.

It is observed from Table 30 that out of total number of 248 boys, 191 boys participated in cleanliness activities, 153 boys participated in drawing & crafts, 88 of boys participate in playing musical instruments, 77 boys participated in dancing, 75 boys participated in singing and 62 boys participated in drama. Among other activities, 42 boys participated in essay writing, 23 boys participated in elocution, 18 boys participated in science project, 3 boys participated in quiz, one boy participated in yoga and one boy participated in environment day. None of the boys participated in storytelling and teacher's day. Out of total number of girls, 211 girls participated in cleanliness activities, 174 girls participated in dancing, 168 girls participated in drawing & crafts, 152 in singing, 93 girls in drama and 39 girls in playing musical instruments. Among other activities, 52 girls participated in essay writing, 41 girls participated in elocution, 18 girls took up science projects, 7 girls participated in quiz, 4 girls participated in storytelling, one girl participated in yoga, one girl participated in environment day and one girl participated in teacher's day. Out of total number of learners 402 participated in cleanliness activities, 321 learners participated in drawing & crafts, 251 learners participated in dancing, 227 learners participated in singing, 155 learners participated in drama and 127 learners participated in playing musical instruments. Among the other activities, out of total number of learners, 94 learners participated in essay writing, 64 learners participated in elocution, 36 learners participated in science project, 10 learners

participated in quiz, 4 learners participated in story- telling, one learner participated in yoga, one learner participated in environment day and one learner participated in teacher's day.

Lesser participation in several activities such as Yoga, Quiz, etc. could be because teachers may have very little time to organise them. Besides, many teachers may not be quite trained and capable of organising these activities. However, it is significant to observe that excepting a couple of learners others do not remember participating in important occasions such as Teachers' Day and Environment Day.

School-wise data presented in Table A8 and A9 of Appendix A show variations in the activities in which learners took part. All learners of Schools C, D and O participated in singing and all the learners of School S participated in drama. All the learners of Schools C, O and Q participated in cleanliness activities. All the learners of School C participated in drawing and crafts. None of the learners of School C participated in drama. None of the learners of Schools C, E, G, K, M and Q participated in any of the 'other' activities. Among all schools, majority of learners of School L participated in other activities such as essay writing, elocution and science project. The data above show that learners were engaged in other activities than teaching learning in classroom which has some bearing learners' attendance in school. The data in this regards is presented here under in Table 31.

Learners' Regularity in attending school

Regularity in school refers to number of days the learners attended the school is presented in Table 31.

Table 31***Regularity in attending school***

Gender	Days of attendance during academic year 2016-17				N
	Less than 181-200	201-220	221-240	241 or more	
Boys	29	81	137	1	248
Girls	21	58	163	0	242
Total	50	139	300	1	490

It is observed from Table 31 that the number of days of less than 181 to 200 is attended by 29 boys and 21 girls. The number of days between 201 and 220 is attended by 81 boys and 58 girls, the number of days between 221 and 240 is attended by 137 boys and 163 girls and number of days of 241 or more is attended by only one boy. The days of less than 181 days to 200 days is attended by 50 learners, the number of days between 201 and 220 is attended by 139 learners, the number of days between 221, 240 days is attended by 300 and; the number of days of 241 or more is attended by only 1 learners out of total 490 learners. It is observed that majority number of boys and boys and girls both attended school between 221 and 240 days among whom girls are more. Least number of learners attended the school for more than 240 days.

As per the data of Table 10A of Appendix A, in the academic year of 2017-18, all the learners of schools C, D, N, O, T and U attended the school for more than 200 days. Majority numbers of learners of school K and Q attended the school between 201 and 200 days. It shows that majority of learners (90%) who have attended school for more than 200 days, fulfilled the minimum attendance requirement of 80% out of total number of working days of school. As the learners were regular in school, the learners were

engaged in some activities in classroom for teaching learning. This becomes important to see how the learners have reacted to subject teaching learning through accumulated learning through grades received in Class VII is presented here under in Table 32.

Academic Performance of Learners

Level of learners' academic performance in terms of grades is presented in Table 32.

Table 32

Academic Performance of Learners

Gender	Grades of learners (2016-17)					N
	A	B	C	D	E	
Boys	37	120	73	17	1	248
Girls	65	117	49	11	0	242
Total	102	237	122	28	1	490

It is observed from above Table 32 in which data related to grades achieved by learners in academic year 2016-17, are presented for boys and girls separately. Out of total number of 248 boys, 120 boys achieved Grade B, which is 48%, 73 boys achieved Grade C, 37 boys achieved Grade A, 17 boys achieved Grade D and one boy achieved Grade E. Out of total number of 242 girls, 117 girls achieved Grade B, 65 girls achieved Grade A, 49 girls achieved Grade C and 11 girls achieved Grade D. None of the girls achieved Grade E. Out of total number of learners, 237 learners achieved Grade B, 122 achieved Grade C, 102 learners achieved Grade A, 28 learners achieved Grade D and one learner achieved Grade E. It can be observed that irrespective of any gender, the learners achieving Grade B are more while only one learner achieved Grade E.

None of the learners of Schools C, R and V achieved Grade A while none of the learners of School N achieved less than Grade B. Majority of learners in School U

achieved Grade A while majority of learners of School A and R achieved C grade. There are 69% of learners who achieved Grade A or B. The level of learners of these learners is very good as majority of learners have no support for learning and they were dependent only on classroom teaching. Other learners (25%) have average which is not poor performance in terms of achieving grades. The academic performance of learners in this regards shows good status of level of learning. As the learners are in municipal schools, they are beneficiaries of government scheme. The data in this regards is presented here under.

Benefits from government schemes

Different benefits received by government scheme by learners such as uniform, textbooks, scholarship and MDM is presented in Table 33.

Table 33

Different government benefits received by learners

Gender	Benefits from government scheme			
	Uniform	Textbooks	Scholarship	Mid Day Meal (MDM)
Boys	248	248	248	248
Girls	242	242	242	242
N	490	490	490	490

As per data presented in above Table 33, all learners, both boys and girls have received benefits under the government schemes in the form of free uniform, textbooks, scholarship and MDM in school.

Discussion on Profile of Learners

The data presented profile of learners refers to easy access to school, school readiness, learner's attending tuition classes, help learners received outside home for their education, participation of learners in sports as well as school level activities, learners' regularity in school and their grades. As data presented in Table 25, majority numbers of learners have easy access to school as they come walking. The learners who have come to school by auto rickshaw and other mode are very few. This also indicates that due to easy access to school, the learners maintained their regularity in the school (Table 31). That is, most learners, both boys and girls, were regular in school for more than 220 to 240 days which are generally academic performance of learners (Table 32) shows that learners who achieved Grade A are less in comparison to learners who achieved Grades B and C. Considering the fact that most of the learners totally depended on classroom teaching for their subject learning, and a few of them got support tuition classes, their academic performance is encouraging. Though most learners have an average academic background of family, learners generally have been actively participating in varied activities such as sports and games as well as other activities conducted at school (Tables 29 and 30). Also, all learners of all schools have received benefits from government schemes which have been helpful in managing their education related expenses as they received uniforms, textbooks, scholarship and every day mid- day meal.

School have influenced the academic performance of learners, their regularity and getting engaged with different activities. For this there is need to understand the processes within school in terms of facilities provided in schools and learning

engagement of learner in school. The details in this regards is presented next in School profile.

4.4 School Profile

School profile has been seen in terms of facilities in school, modes of learning engagement or teaching learning and teacher learner relationship.

4.4.1 Facilities in School

Facilities in school as mentioned earlier in Chapter III refers to availability of learning support, physical space availability and health & sanitation facilities in school. Each of these is further specified as given below. The facilities available in school are coded by numeric which is presented here under.

Availability of learning support

- 1 = Numbers of computers, fan and tube light
- 2 = Chalkboard, chalk and duster
- 3 = Furniture (Cupboard, table & chair)
- 4 = Library
- 5 = Teaching Learning Material (Textbooks, Teacher's handbook, Electronic and Musical Equipments, teaching aids)

Physical space availability in school

- 1 = Pucca building
- 2 = Computer lab
- 3 = Separate classroom
- 4 = Playground
- 5 = Boundary wall

Health and sanitation facilities in school

- 1 = Separate kitchen
- 2 = Separate toilet for boys and girls
- 3 = Water supply
- 4 = Hand wash
- 5 = Drinking water

Data related to learning support, physical space and; health and sanitation are presented in form of numbers. Each set of items or item represents number for availability. There are total numbers of 22 schools which are taken as sample for the present study.

Table 34

Availability of facilities in school

Facilities in school	Number of schools				
	1	2	3	4	5
learning support	22	22	22	4	22
Physical space	21	22	22	18	22
Health and sanitation	22	22	22	22	22

It is observed from Table 34 that all the 22 schools have available learning supports in the form of computers, fan & tube lights, chalk board, chalk & duster, furniture and TLM while only 4 schools have library. There are Schools F, G, O and Q which have all learning supports available. That is, schools other than these 4 have learning supports except library.

In terms of physical space in school, out of 22 schools, all schools have boundary walls, 21 schools have pucca buildings and 18 schools have playgrounds. School N is the only school that does not have pucca building. Schools C, N, Q and R has have no playground. All schools also have computer lab and separate classrooms for different classes. All schools have the adequate physical space requirements and are secure with boundary walls which are not there in only one school.

Health and sanitation facilities in schools are adequate as all schools have separate kitchen, separate toilets for boys and girls, water supply, hand wash and drinking water facilities. Apart from above mentioned facilities found in municipal elementary schools of Surendranagar, there were a few other facilities in all schools which are presented herunder.

- One 3- in-1 printer
- One TV attached to minimum 7 cameras across the school premises
- One Broadband connection for internet access
- One 40 inch TV for BISAG and ‘Meena ni Duniya’ programmes

The facilities above mentioned were provided to schools with view to making administration work easy and also to provide ICT based teaching learning in school. These facilities in school provide capacity building to teacher and principal to make school more efficient in terms of using latest technology.

All the schools have boundary walls which give protected and safe environment to learners. Schools having playground with boundary wall have scope to learners for playing different sports and games which they perhaps do not get at home. All schools have adequate stationery. All school have separate computer lab in which there are more

than 5 computers supplied under the government initiative of introducing computer education elementary schools. Though not having separate room for library in most schools, books are made available to learners which is the main purpose of library.

Water supply and sanitation facilities in the schools have maintained cleanliness among the learners and in the school premises. Hygiene is maintained as separate facilities of toilets for girls and boys are provided in all schools and a few schools have also provided RO water for drinking. Availability of smart board apart from chalkboard in the school indicates that the elementary schools are moving towards digital classrooms. Availability of the different kinds of sports equipment and musical instruments indicated the different kinds of activities have been conducted in the school.

4.4.2 Teaching learning

To understand the teaching learning adopted in municipal elementary schools of Surendranagar city, data were collected from teachers, learners as well as principals. This data as obtained from Teachers, Learners and Principals are presented separately. The data related to teaching learning were collected through informal interaction with teachers, learners and principals. The informal interaction provided the view of teaching learning which the teachers adopted and which the learners experienced during their elementary education. The data related to teaching learning as perceived by teachers are presented here under.

Teachers' Perception of Teaching Learning

The data on teaching learning as per teachers' perception of teaching learning is presented as consolidated school wise in Table H2 of Appendix H. The data in Table H2 of Appendix H indicates teaching learning in schools is classified in two categories: (i)

Teaching learning as per SSA guidelines observed in all schools and (ii) Teaching learning over and above SSA prescribed guidelines.

Teaching learning as per SSA guidelines observed in all schools

The data in Table H2 of Appendix H indicates that teachers in all the 22 municipal elementary schools adopted teaching learning as per SSA prescribed guidelines. Explanation was a common activity and it was made used simpler with the use of examples or explaining the content as story. Different teaching aids were used for the better understanding of the topic or concept. Different reading and writing exercises in language classes were provided by teachers to strengthen learners' reading and writing skills at LP and UP levels. Homework has been less emphasized keeping in mind the capacity of the learners as youngest learners of Grades I to III were not given homework while learners from Class IV onwards were given homework which would not take learners' more than half an hour at home. The learners of Class VI to VIII were given to do textbook exercises for completing fair book, which is the notebook maintained by learners for each subject, as homework. Here, the homework was given to learners depending upon the fatigue of the learners after school hours. Revision was based on learners need and was done whenever learners asked for. The audio visual aid of BISAG was used by most of the teachers especially at UP level. Along with audio visual aids and other teaching aids such as charts, pictures and models, the teachers taught by activities at both levels LP and UP. The learners at LP level were taught through activities mostly prescribed under Pragya Approach in which the curriculum is activity based for all the subjects. The learners at UP level were taught through group or pair activities, project

work and science experiments. The activities provided in BISAG subject classes such as quiz and games were conducted after each BISAG class by teachers of most schools.

The data in Table H2 of Appendix H also indicates that the activities at LP and UP level differed such as the science experiments and project work were not given to learners at LP level. The content knowledge was evaluated through monthly subject wise class tests and this could be the reason for the importance given to revision by teachers and learners. The revision and evaluation by monthly test perhaps contributed to final academic performance in annual exams. The teachers did not give punishment to learners but the teachers used to scold the learners to maintain the discipline in the classroom.

The method adopted by teachers focused on the learners while giving them different learning experiences of writing, reading, audio visual aid (BISAG) – teaching aids, explanation of content with examples so that the learners could learn well. The SSA guidelines for teaching aids, BISAG, monthly class tests, Pragma activities, norms for punishment homework were followed by teachers of most schools but the human factor of anger affected to maintain the discipline in the classroom.

It can be inferred on the basis of data presented in Table H2 of Appendix H that teachers of most schools have followed the prescribed guidelines of SSA for teaching learning. The importance given to revision specifically learners' need based revision. This could be because of the monthly subject wise class tests. Also, the revision and evaluation by monthly test perhaps contributed to final academic performance in annual exams.

Teaching learning over and above SSA prescribed guidelines

In addition to teaching learning as per the SSA prescribed guidelines, some teachers went beyond these. Such teaching learning is presented here under. As this was observed in some schools the code given to the teachers is mentioned for reference.

It is observed through the data of teaching learning as perceived by teachers presented in Table H2 of Appendix H shows that that different technology was used for teaching. The BISAG was used as an audio visual aid in almost all the school for content delivery. Few teachers taught by BISAG for revision (AT3), doing all activities of BISAG after each BISAG class (PT2, TT2). Teacher (HT6) used to send learners to BISAG class through which new topics were introduced and the same topic was taught in regular class again by respective teacher. Teacher (FT7, IT1, IT2) gave freedom to learners to go to BISAG class whenever learners wish to learn anything from BISAG. Teacher NT6 used to teach show all science experiment in BISAG classes. Teacher DT1, FT6, HT7, MT2, PT1 and RT1 used to show topic related YouTube videos to give learners extra information of topic and provide comprehensive knowledge about topic of Science. A teacher AT3 used projector to show different topic related pictures to learners.

It is observed from the teaching of language that teachers have taken initiatives to improve reading and writing of language among learners. A teacher QT1 mentioned about the open library set up in school which was set up to encourage reading among learners and it was open for all learners anytime. The learners could access any book anytime during school hours without prior permission of teachers but had to inform teacher after taking the book from library so that learners would know the date of return for books. Three teachers, NT3, RT3 and VT1 mentioned the use of educational toys to

teach writing and reading which they received as one of the teaching aid for teaching Gujarati and it was especially for learners of class I to IV. There are teachers, BT1, LT3, LT5, NT5 who mentioned that they used to tell stories related to the topic to learners to raise their interest. There are 5 teachers, ET2 and ET3, FT5, NT1 and OT1 who mentioned that they used to use 'games of matching the different words and letters' for teaching different new words of Gujarati. There are 6 teachers FT3, FT5, LT7, NT1, OT2 and QT1 who used picture stories as prompts to arouse interest for writing exercises on their own. A teacher UT1 used picture stories for developing writing skill among learners. In this activity, a teacher gave picture story to group of learners or in pair of learners. From the picture story, learners had to made a story line and narrate it in front of class one by one. Teacher UT1 also used quiz, puzzle and oral questioning to teach learners. There are 8 teachers CT1, HT1, HT2, LT3, NT3, NT4 and OT2 who conducted the activity of sticking different things on paper which was made done by learners to teach them different words. Thirteen teachers, ET2, ET3, FT2, FT5, HT1, LT3, NT1, NT2, NT3, NT4, OT1, OT2 and QT1 conducted coloring activities for learners so that they could learn to hold the objects properly as well as could be aware of different names of different objects and things. Teachers FT4, FT7 and PT2 taught through smart board and used it as an audio visual aid for showing animated stories and poem to get learners interested in learning. There are 5 teachers, DT1, QT2, RT1, RT2 and ST1 who used library books in teaching reading skill to learners. Teachers of Schools A, D, M, N and S used to allow learners library books anytime from them for reading as they didn't have separate library period. There are 7 teachers, CT1 of school C, HT1 and HT2 of school H, OT2 of school O, QT2 of school Q, UT1 of school U and VT1 of school V mentioned

that they used to do all activities of Pragya to teach learners. Teachers AT3, FT1, FT6 and PT1 taught basic grammar in English. Teachers FT1, FT6, MT1 and NT4 used English words more while teaching English, to make learners get used to English words. Teachers HT9 and LT6 used of word Games in classroom so that learners would memorize the English words. Games of KBC were used for teaching Science topics by teacher HT6 especially when the teacher revised the topics. A teacher LT6 used to revise any topic by games in pair or group of learners. Teachers AT3, FT1, FT4, FT6, NT5, MT1 and RT1 used to conduct loud reading exercises so that the learners could learn proper pronunciation of words. A teacher MT1 taught the lesson through skit. The lesson containing dialogues by making learners play the character mentioned in lesson. Learners used to speak their respective dialogues which also make them learn reading with proper pronunciation. A teacher LT6 used supplementary books more to teach vocabulary, stories, essays and idioms to learners. A teacher FT4 used to arrange library period for learners once every week and learners could issue any book for reading.

The teachers of Mathematics, Science and Social Science had activities different from activities used by language teachers to teach. Teacher AT3 mentioned that every year they made learners participate in children's fair. In children's fair, learners presented some mathematical concept which learners had to explain. Purpose of giving experience of children's fair to learners was to increase their liking for Mathematics and also to provide it as learning experience. To teach Mathematics to learners, a teacher LT4 taught to learners in class II mentioned that s/he used to adopt different ways to teach with different basic concepts of Mathematics. S/he used to recite poem or song (*ek dhangala vadi aavi, be dhangala saathe laavi....*) having numeric numbers in song and along with

singing song, teacher used to show content related teaching aid (self made doll made from craft paper) to teach numbers and additions. The concept of 'Additions' were taught through sticking of bindis, matchsticks on paper. Different shapes were taught through showing different body parts of joker made by her/him self and by sticking matchsticks on paper. The teacher used to use colorful chalks in writing for visual appeal to learner and many of writing exercises were given to write in slate given by school. The teacher also mentioned that s/he used to use self made teaching aids and all activities were given in group. All teaching aids were put on display across the classroom walls with the purpose of enhancing the visual appeal among learners and enhancing learning environment in classroom.

For teaching of Science, a teacher PT1 set up an open laboratory for learners in which equipments of Science laboratory used to be kept open for learners as soon as learners stepped into laboratory. All equipments of Science laboratory were kept with labelling which were allowed for all learners to see and use. In the open laboratory, learners were made to do Science experiments by themselves. Total freedom was given to learners in Science laboratory for using any equipment without permission of teacher. Teacher used to wait for the learners to ask about different equipments and their usage.

In teaching of Science, teacher HT6, HT8 and MT2 used to give science projects as pair or group work. For teaching Science, Teacher MT2 of school M used extra supplementary books in teaching of Science and used to give project work as self learning task individually in which information about a topic had to be found by learners. Some projects were given in pair. Two teachers HT7 and MT2 allowed learners to do Science experiments by themselves to make them learn by doing.

Different activities across the subjects were used by teachers across to teach. Three teachers FT4, FT7 and MT1 used peer tutoring as one of the ways to teach in class but these teachers FT4, FT7 and MT1 used peer tutoring in different ways. Teachers FT4 and FT7 mentioned that learners who received higher grades were allowed to sit in pair and teach the other learners who had any difficulty in understanding any topic. Teacher MT1 and MT2 mentioned that learners liked to teach each other so they were allowed to teach each other whenever some learners found any difficulty in any topic. Two teachers FT4 and PT2 mentioned that learners were taught through smart board – digital audio visual aid for poem recitation and showing topic with animated character in story form. Exercises given after each topic like quiz, puzzle or oral questioning were done to revise topic. Teachers BT1, HT4, IT1, LT6, MT1 and TT1 mentioned that they used to tell topic related stories to learners so that learners would have extra information and understand better. Teacher VT1 taught through oral questioning as group or pair activity as learners had to answer in group or by pairing with other learner. There were some teachers who taught in a particular specific way. Teachers FT1, FT5, FT6, LT1, MT2, NT1, OT1, QT1, RT2 and ST1 mentioned that some topics of Science and Social Science were taught giving live examples (*different trees, leaves, flowers in garden, boradi na bor, hospital*) by arranging field trips so that learners could learn from their own experience. Learners were taken on field trips for teaching them by live experience. Teacher AT3, DT1, LT5, NT5, ST1, RT1 gave self learning exercises to learners for some topics for which learners had to find out information.

A teacher ST1 used to ask learners easy questions which they could answer so that confidence among learners would increase. All the learners were given a notebook in

which learners had to do all project work given by teacher. Learners were asked to observe giving some topic and then related questions were asked to learners so that learners would learn through observation. Learners were asked to find out about certain topic which was chosen from one of school celebrations, for example, learners were given almonds during food week celebration in school. After this, learners were asked to find out nutrition values of almonds. Teacher PT1 and ST1 maintained a self prepared file in which reports of all activities done for different topics in class room were mentioned with day and date.

Overall, it was observed through the teaching of all subjects in lower primary and upper primary that Gujarati, Science and Social science subjects were taught through different activities than teaching of other subjects. The different activities generally were the teachers' initiatives for teaching in order to make it more interesting and also to make learners understand content easily. Teachers of school F and N had taught to learners by taking more initiatives for teaching with different activities to learners giving them different learning experiences. Teaching of subjects with teaching aids, BISAG classes, Science experiments, monthly tests, Pragma activities, providing library books from library and smart boards were due to prescribed guidelines given by government which teachers have been followed. It can be inferred that the teachers have been attentive to SSA prescribed guidelines for teaching learning and the teachers have not fallen short in doing what the teachers were expected to do in order to adopt prescribed guidelines bringing personal initiatives for teaching learning in school. The teachers facilitated the teaching in certain way and it is also important how the learners perceive teaching learning.

The data on teaching learning as perceived by learners is presented in the next paragraph.

Learners' Perception of Teaching Learning

The data on teaching learning as per learners' perception of teaching learning is presented as consolidated school wise in Table H3 of Appendix H. The data in Table H3 of Appendix H indicate that teaching learning activities in schools can be classified in two categories: (i) Teaching Learning as per SSA prescribed guidelines observed in all schools and (ii) Teaching learning over and above prescribed guidelines of SSA. School wise consolidated teaching learning during elementary education is presented in Table H3 of Appendix H

It was observed from the Table H3 of Appendix H that across all schools, children's fair used to be arranged in which different kind of activities were done by them. These activities were clay modelling, crafts, colouring, and drawing. Learners were taught different subjects through different activities of games, drawing and colouring in classroom and teachers used to tell them stories whenever they would get bored or did not like to study as they were small. Teachers also used to teach through giving different examples and showing different pictures along with related stories. Different cultural activities such as dance, singing and prayer were conducted school in which learners used to participate. Every Saturday, Balsabha used to be arranged where learners had to give performance such speech delivery, singing, dancing, quiz etcetera as per wish of learners. All festivals and different special days were celebrated in school in which learners had to participate through different activities such as speech delivery, quiz, singing and drama.

As per SSA guidelines for computer education, BISAG and Meena ni duniya were used for teaching in all schools. Basics of computer were taught in computer classes. Bhaskarachary Institute of Space Application Geo informatics (BISAG) and Meena ni Duniya were the programmes which used to be broadcasted according to time table given to school. BISAG is an audio visual material through which different lessons prepared by experts of all subjects for classes V to VIII were shown to learners. Meena ni Duniya is an audio visual aid through which value based animated stories having Meena as lead character were shown to learners during classes VI to VIII to teach values to learners. As per the notifications given by Sarva Shiksha Abhiyaan, Science fair and children's fair were arranged at school level every year in which learners participated so that learners could 'learn by doing' science experiments by themselves and life skills through children's fair. As per learners, teachers taught them giving different examples and with the use of charts, pictures and models were used to teach. It was also observed that all science experiments mentioned in textbooks were done practically doing it in classroom or in science laboratory. It was observed that teachers used to give homework to learners and revised the topic whenever learners approached them and asked them to revise.

It is observed that children's fair, different activities in teaching like, Balsabha, cultural activities and use of teaching aids like picture were followed as per the guidelines of SSA. All activities were done in lower primary classes mostly under government initiative of Pragya approach in all schools. According to this, teachers had to teach through only activities. Pragya approach at lower primary provided scope to learners to learn through different activities so that learners could learn without burden in most crucial years of their elementary education and made the leaning enjoyable for learners.

Science experiments, BISAG and Meena ni Duniya were mostly at UP where use of ICT technology was more in teaching. It is significant to note the regular teachers could manage ICT based activities as they were trained and also as there was no separate teacher recruited for this. Education in UP level seems to be less activity oriented compared to LP as teaching at UP becomes more content oriented and the use of technology.

Teaching learning over and above prescribed guidelines of SSA

In addition to activities as per the SSA prescribed guidelines, some other activities for teaching learning were observed. As this was observed in some schools the code given to the teachers is mentioned for reference.

It is seen from Table H3 of Appendix H that during elementary education, the learners of 6 schools B, M, O, P, Q and T mentioned that teachers used to teach poem by reciting it and learners of 2 schools A, C and J mentioned that teachers used to teach poem by reciting along with gestures. There are learners of 4 schools A, B, C and G mentioned that teachers used to teach counting through counting beads, stones and coloring activities especially during classes I and II. There are learners of school A who mentioned that teachers used to recite tables to make them memorize it easily and also mentioned that teachers used to teach by sharing different stories along with making fun in class so that learners would not feel get bored.

Learners of school H mentioned that teachers used to teach through doing topic related drawing sometimes with different colors on black board. Learners of 5 schools F, O, P, Q, T and V mentioned that teachers teaching languages used to provide library story books to learners in class room for reading. The learners of school Q mentioned that though the

school did not have library but learners were provided story books which were kept with teachers for reading.

It was observed that learners of school A, F, L, P and T used Google search to find out topic related more information and learners of schools A, L and T also were allowed to use calculator and mobiles for learning purposes. It was also observed that learners of school F and P were shown topic related videos on YouTube to give more information so that learners would understand better. Learners of school F, O and P during classes VI to VIII used to learn through smart board in which subject wise lessons were given in which animated stories, videos and power point presentations were provided.

Learners of school L and T mentioned that teachers used to revise through arranging games and quiz so that they would remember the topic easily. It was observed that out of total number of learners of 22 schools, learners of schools F and R mentioned that regular monthly tests of all subjects were used to be taken in class. Learners of schools L, P and T mentioned that teachers used to give them project work to do in group of learners and learners of school L mentioned that every day they were allowed to do drawing or other craft activities in last period every day.

Learners of school H and V mentioned that teachers used to take classes in open ground while learners of schools H, J, U and V mentioned that learner took care of plants and trees by watering them regularly. There are learners of 12 schools A, B, C, F, G, H, J, K, L, M, N and O mentioned that they used to play different games and sports to play in school. It was observed that learners of school A mentioned that yoga activities were done in their school while they also mentioned that teachers used to get angry on them but only when learners were at fault. It was observed through the interaction of learners

of school A, F, M, O, Q, R, S, T and V that teachers also used to teach them basic disciplines and behaviour to learners by explaining them and correcting them.

Learners of schools S and N mentioned that they were provided many different useful stationery items by schools so that they could use them during their studies. Learners of 2 schools A and L mentioned that they were allowed to play games in last period every day. Learners of schools F, G, L and P mentioned that teachers used to pair learners so that weak learners would be taught by other fellow learners who achieved better grades. Learners of school G mentioned that teachers used to teach them with smile and by making fun in class and learners of school V mentioned that they learnt music in the school in which they learnt to play different musical instruments especially Casio, Tabala and Dholak.

Learners of school F used to teach each other and their seating arrangements were arranged as per their grade as learners of same grade were placed together and learners were placed in three groups. Free learning self prepared filed material was provided to learners during classes V to VIII from which learners would learn and work books of all subjects were provided to learners free of cost by staff of schools. Girls mentioned that teachers never punished them and only corrected their mistakes by cracking jokes sweetly while boys mentioned that they were given punishment by teachers but not harsh physical punishments. Math teachers used to tell them different mythological stories when they would feel bored. Learners also mentioned about 'Sansad Bhavan', which is 'Mock Parliament'. In this, election for different department of subjects was held in school. The learners who were elected for different departments had to manage activities done in respective departments of subjects.

Overall, Learners of A and L were given freedom to play in last period always so that they would like to stay in school for whole day and would attend school every day. As learners were small in age, learners were taught telling through different stories and making fun so they would enjoy being in the school and also learn with fun. Learners of school H used to be taught by drawing on blackboard with different colors as teachers would take effort to give visual appeal to learners of a topic. In school O, P, Q, T and V, teachers used to provide story books to develop and improve reading skills among learners. Along with above mentioned distinct aspects of teaching, table recitation, poem recitation with gestures and teaching to count numbers with beads, stones and coloring activities were also efforts made by teachers to teach in lower primary section.

Distinct activities were observed most in school F. ICT in upper primary level in terms of BISAG, Computer education, Meena ni Duniya programme and smart board seemed to have replaced the use of teaching aids and activity based teaching learning used at lower primary level. These different ICT based education provided learners an audio visual aid. Learners of schools F, O and P only mentioned that they used to learn in smart board in school which was provided to school under Gyankunj project. And, in initial years of Gyankunj project, school had given freedom to take Gyankunj project in their school due to which only three school were observed to have smart board in school.

Though guidelines for taking monthly class tests were received by all schools, learners of school F only mentioned that regular monthly class tests in upper primary sections. Sansad Bhavan activity also should be followed by all government elementary schools which were mentioned only by learners of school F. Along with other activities, teachers of school F also had taken initiative for seating arrangement of learners' grade wise.

The data related to teaching learning as perceived by Principal is presented here under.

Principal' Perception of Teaching Learning

School wise teaching learning as per prescribed guidelines of SSA and teaching learning over and above prescribed guidelines of SSA as indicated by principals is presented in Table H1 of Appendix H. The principals of the schools informed about grants and incentives for learners received by school. As per the data received from all principal of all schools, all the teachers in the school followed prescribed guidelines of SSA for teaching learning. The teachers were able to follow prescribed guidelines of SSA for which schools were provided grants.

It was observed through interaction with Principal of all schools that all Principal had to make sure that all activities were done properly in the schools as per notifications and instruction received by SSA and DIET. Paper work for scholarship used to be given to teachers to complete on behalf of parents.

There are some common aspects found across all schools from the interaction with Principal in terms of different grants received every year and different school level activities which are presented in Table H1 of Appendix H.

In addition to prescribed activities of SSA, School level initiatives in terms of donation or funds received for different purposes, adoption of school and adoption of learners were taken by Principal. The details in this regards is presented and described below.

Donation received

Donation for the learners received from donors and school staff for different purposes such as tithibhojan, prize distribution, stationery items, picnic and food provided to

learners, infrastructure, making some facilities free for learners or on discount and initiatives taken by school.

It was observed that learners of A, P and Q were provided Tithi bhojan which funded by school staff. Principal of Schools O and S mentioned that they used to provide tithibhojan once every month to learners for last few years. Prize distribution ceremony used to be funded by donors in School A sometimes while staff of school F used to give funds for prize distribution ceremony.

Learners of Schools C and L were provided useful necessary stationery items which used to be donated by donors every year and learners of school R were given stationery items by school staff members. Learners of School Q were provided shoes, bags and other stationery items by school staff members every year. Learners of School F were provided free self prepared filed material of all subjects as well as work books by school staff members every year.

Schools A, B, C, S and F used to arrange picnic every year free of cost for all learners funded by donors or by staff members every year. Schools N, O, Q and T also received donation several times for infrastructure development of school.

Learners of School S were provided note books on discount funded by donors every year or by Principal in which school used to provide note books worth 30 rupees in 10 rupees to learners. Arrangement of free skating classes and sewing classes especially for girls of classes VII and VIII were conducted for free in school. Different food weeks were celebrated in school receiving funds from donors or by Principal. In food week celebration, different food items were given to learners as per theme of the day or for

whole week such as dry fruit week, 'kachu etalu sachu', 'paramparagat nashta saptah', sprouts week and fruit.

Principal of School O used to raise donation of minimum two lakhs of rupees per year which increased to 4 lakhs of rupees in the present year then while principal of School P mentioned that the school did not get much donation. The school could hardly get donation of five hundred or thousand rupees per year.

Adoption of schools and learners by NGOs and Institutions

It was found from the interaction with principal of Schools; C, M and S that these schools were adopted by different NGOs. School C was adopted by rotary club for one year and they funded for prize distribution and other stationery items of bags, bottles, books, pen, compass box etcetera to all learners. School M was adopted by Smile foundation till then which used to give funds for prize distribution, infrastructure development and stationery items for learners. School S was adopted by Inner wheel club for three years and announced as happy school. Different sports equipments were provided to School S by Inner wheel club and water tank in the school for drinking water was built. Support worth Rs. 70,000 was given to school by Inner wheel club. Principal of School S also mentioned that school used to adopt poor learners from the school and school used to provide education related items of stationeries worth Rs. 1000 per month provided.

Initiatives taken by school

Principal of school C mentioned that school faced attendance issues of learners as all learners were Muslim who had less awareness among parents and learners about education. Knowing the reason of less attendance by principal and teachers, they

approached one of local Muslim Maulvi to come to school for giving speech on importance of education to bring awareness among learners and parents. To increase attendance and also to make learners attend school for full day. This helped to improve attendance of learners in school. In addition, principal and teachers used to give smaller children coloring, drawing and craft activity every day in last period while elder learners used to be sent to computer lab to learn computer which learners were already interested in.

Schools F and P had Bal 'Sansad Bhavan' in which learners were elected for different department of subjects and used to be given responsibility of all activities done in respective subjects. Though it should be done as per notification given by SSA, only schools F and P seemed to have put it in practice in the school. Learners of school F were encouraged and sent to General knowledge online exams which were given by all learners with the help of teachers and principal.

Principal of school L and S mentioned that learners were sent to feed birds and to hang bird nests on branches of trees located on different place and also learners were sent to distribute food packets in government hospitals by themselves to give them value based education.

Principal of school L mentioned that principal used to call meeting of all staff members after school hours when any school level activities were to be arranged and ideas and suggestions from all teachers were welcomed to execute that activity. On finding out about learners going outside gate of schools, it was decided by staff to utilize recess time as meaningful learning experience with fun. Every day in recess time, all learners were allowed to take games and sports equipments to play and teachers used to

make sure each child was engaged in it. Also, different tables were set up in play ground to exhibit basic concepts of science such as speed, different magnets, charts of solar system etcetera and teachers used to explain to learners whoever came to them. Two teachers had to be present there to monitor the activities in playground. Every year one teacher from school participated in innovation fair and presented papers.

Principal of school O also presented paper for two years in innovation fair. Principal of school O took initiative to set up open library for all learners in which learners were allowed to take any book anytime during school hours and also allowed to read in library during free period. It was also mentioned by principal that s/he used to raise donation of minimum two lakhs of rupees every year which increased to four lakhs of rupees that year. This donation was used in making all facilities available for the learners for free in school so that number of learner would increase and attendance of learners would be improved.

Principal of school P connected the classroom camera with his/her personal mobile phone through application for online monitoring of school at the time when s/he used to be out of school. Principal of school L mentioned that learners were given responsibility to operate and arrange different electronic gadgets and musical instruments of schools.

Principal of school Q mentioned that every year twice school used to have programme of cooking lunch or breakfast by teachers and learners together which teachers, learners and other staff used to have sitting together. Principal of school Q also mentioned that s/he used own personal laptop for school work as school did not provided extra computer. The school once also declared as non usable but proper repairing work done through efforts of principal and now it was declared as usable. Uniform vendors were approached

to give discount on uniforms of school on bulk order so that learners would have uniform at cheaper rate.

Irregularity in grants

Principal of school Q mentioned that there used to be irregularity in grants received by school while principal of school R mentioned about irregularity of Svachhata grant and internet grant every year.

Overall, it was observed from the data received by principal that different grants for different activities and facilities provided by government were given to all school

Overall Teaching Learning as Perceived by Teachers, Learners and Principals

The data received from teachers, learners and principal reveals that the teaching learning in the classroom adopted by teachers were the activities as per Pragya approach in LP and ICT based teaching learning in UP. Teaching aids have been used throughout the LP and UP. Basic understanding of topic of any subjects were given orally where teachers had to make the oral explanation simpler by using examples specifically in UP. In addition to this, regular monthly tests and revision of topics given to learners regularly as per the data received by teachers. Learner too, acknowledged the efforts of teachers for revision whenever the learners approached any teachers. The teaching learning commonly observed based on the data received from teachers, learners and principal are teaching aids, Pragya approach activities and BISAG. As per learners, value education such as discipline and values were taught by teachers whereas as per principal, specific life skills fair, celebration of festivals and 'Meena ni Duniya' were for providing value education. Learners also acknowledged the programme 'Meena ni Duniya' was for

providing value education. The data of teachers and principal revealed that other than these activities, special initiatives were for teaching learning which learners perhaps could not acknowledged. Grants for infrastructure, teaching aids, internet and other maintenance of school used to maintain infrastructure which helped in improving capacity building of teachers for conducting different kind of activities in classroom. Different notification of SSA and DIET for planning different activities in school along with allotted grant helped school to provide different learning experiences to learners of all classes. Observing the school level activities in lower primary and upper primary, lower primary education has been more activities oriented while upper primary education has been value and life skills based. Teaching learning of School F as per teachers and learners has comparatively adopted different activities to teach learners. School O, Q and S observed to have more initiative at school level as per data received from principal.

The teacher and learners form some relationship through teaching learning which is the most crucial at elementary level of education. The teacher learner relationship as perceived by teachers and learners is presented here under.

4.4.3 Teacher learner relationship

To understand the teacher learner relationship among teachers and learners in municipal elementary schools of Surendranagar city, the informal interaction provided the view of teacher learner relationship as perceived by teachers and learners during their elementary education which are presented here under.

Teachers' Perception of Teacher Learner Relationship

The data about teacher learner relationship as perceived by teachers is presented in Table H4 of Appendix H. Following this is the description and analysis of the data

presented below. At first, the perception of all the teachers is presented. After this, specific perception which is over and above the common one is presented.

It is observed that teachers used to care and give support in different ways to learners in terms of teaching where all teachers seemed to have been teaching differently with different activities so that learners could learn and also would like to study. Teachers could bring variations in activities for teaching leaning as per learners' interest which could be because of 'Pragya' approach in lower primary and ICT based teaching leaning with computers, BISAG and 'Meena ni Duniya' in upper primary. As learners were younger in lower primary classes, teachers used to give them chocolates whenever learners cried so that learners would not stop coming to school and stay in school for whole day. Teachers generally used to give less homework to learners studying in upper primary as teachers' would feel that learners were overburdened after spending long time in school and most of them did not have academic support at home. It was also specified that teachers' duty had to taste Mid day meal every day before serving to learners with the purpose of quality checking. Teachers had to make sure in completing documentation work on behalf of parents so that learners would receive all government benefits from school. Teachers gave freedom to learners by allowing all learners to participate in any activity without any discrimination and gave such freedom that learners used to ask questions to teachers freely without any fear. It was observed commonly among teachers that teachers would frequently approach learners to solve doubts if any learner had to understand any specific topic so that learners would get encouraged to solve their doubts. To encourage learners, teachers used the praising words while any learner did well in any activity or tests and distributed chocolates and sometimes prizes. Teachers also

encouraged learners through frequently explaining to learners about the importance of attending school, being regular and of completing elementary education so that learners would get encouraged and motivated to come to school.

As per the data of teacher learner relationship, teachers had views of learners in addition to mentioned above, have been grouped as care and support, freedom, encouragement and motivation, love and acceptance, trust and security, tolerance and respect. These are presented here under.

Teachers of School C (CT1 and CT2) stated that learners of the school had habit of asking questions less so s/he would know through instincts about doubts of learners after which teacher would solve their doubts.

Teachers always used to teach according to interest of learners and had to be compatible with learners so that learners would not stop coming and sustain in school till class VIII and this was indicated by 11 teachers: AT1, AT2 and AT3, CT1, CT2, DT1, DT2, ET1, ET2, ET3 and ST1.

Most teachers would correct learners' mistakes telling them softly in classrooms for classroom work or for maintaining discipline in classroom whereas it was not observed among any the teacher of Schools; B, D, E, G, J, R and T.

Teacher of Schools C, D, E, F, H, L, M, N, O and S took initiative for weak learners and taught those weak learners separately by giving them extra classes for teaching whenever the teachers found time from daily work. Teachers AT1, AT2, AT3, CT1 and ST1 found necessary to focus on irregular learners to increase their regularity in class. This made teachers to be liberal for homework and other classroom work by reducing feeling of fear among learners so that learners would like to come to school. Teachers of

School Q (QT1 and QT2) kept a tracking of learners who came from distant areas by keeping personal details of learners related to their parents and contact numbers.

Teachers used to give more importance to learners during teaching and other activities in terms of giving them freedom to participate in classroom as well as other activities so that learners would enjoy learning being in the school and it was stated by 10 teachers: AT2, FT3, FT5, FT6, FT7, HT4, HT8, IT2, PT1 and ST1. Teachers of School F provided a file of printed reading materials to each learner which was prepared by those teachers for all subjects as better learning material.

Teachers of school A (AT1 and AT2) mentioned that teachers used to find donors and ask for donation funds to provide learners necessary learning stationery materials.

Teachers of School A, F, H, O, P, Q, S and V took initiatives to provide different necessary stationery material on their own expense to support learners so that learners did not have to spend money for those stationery items. Teachers of School A, F, O, Q, R and S also paid fees for picnic which used to be arranged for learners in school.

Tithibhojan is a community partnership programmes which supplements MDM. Tithibhojan needs funding from the member of community as voluntary initiative from that member. But, teachers; AT1 and AT3 of school A, FT1, FT2, FT3, FT5 and FT6 of school F, NT2 and NT5 of school N, OT1 and OT2 of school O, QT1 and QT2 of school Q and ST1 of school S, became as volunteer and supported for tithi bhojan by providing funds for it. In addition to this, teachers of Schools; C, M, O, Q and S took initiatives in providing Tithibhojan as per the taste of learners. Apart from MDM and Tithibhojan, teachers of School A and Q offered one time meal to learners on the occasion such as birthdays and sometimes distributed stationary items in place of meal.

Teachers of Schools; A (AT1 and AT2), B, C (CT1), F (FT3 and FT4), H (HT2), O (OT1 and OT2), Q (QT1 and QT2) and S (ST1) gave freedom to learners in terms of approaching teachers to solve their doubts anytime when learners had free period in school. In addition to this, teachers of Schools; A, B, C, E, F, H,I, L, N, P, Q, S, U and V allowed learners to come to them when they were in other classes for asking about doubts.

Learners of Schools A, B, E, F, H, I, L, M, N, O, Q, T, U had freedom to share their ideas about conducting activities in class or school. The learners of School C, F, L, M and P were allowed to operate computer lab, science laboratory and speaker system of school on their own on daily basis. Teachers of schools A, C, E, F, H, I, L, M, N, O, P, Q, R, S, U and V gave different task to learners as per learners' interest with aim of increase learners' likeliness to be in school. Similarly, the teachers of Schools; A, B, C, D, E, F, H, I, J, L, M, O, P, S, T and V adopted different approach in getting the work done from learners where teachers did not pressurize any learner to do any specific task assigned to them.

Teachers of school Q (QT1 and QT2) stated that they used to take initiative for giving freedom to learners in terms of giving early leave as sometimes learners had to help their parents in their seasonal business and teachers used to allow learners for early leave only because learners would not take leave for whole day and their regularity in school would not get disturb.

Teachers of all Schools other School; I, U and V did not mention that they used to praise learners by words when they used to good work in class or exams and also used to give chocolates and prize sometimes.

To encourage and provide motivation to learners, teachers of Schools; C and R adopted a strategies of deliberately asking such question which learners could answer so that learners would feel confident about learning and get encouraged. Teachers of School A, F, H, I, L, M, P and S appreciated learners' any good work by giving them star stickers or by drawing stars with aim of encouraging learners to keep their work up. Teachers of School A (AT2), School F (FT3, FT5, FT6 and FT7), School H (HT4 and HT8), School I (IT2), School P (PT1) and School S (ST1) gave importance to learners' interest while conducting any activities so that learners would get motivated to participate.

It was observed through the interaction with teachers of school M (MT1 and MT2) that it would be exaggerated to mention here that learners liked to call teachers by calling them "Dada" and "Mummy" as learners had positive parental feeling toward teachers.

It was observed among only few teachers that teachers used to treat learners with love and acceptance in which teachers of School Q (QT1 and QT2) and School M (MT1 and MT2) stated that they used to plan one time meal twice a year which learners and teacher both used to cook together and had meal sitting together.

Teachers of school A (AT1, AT2 and AT3) and Q (QT1 and QT2) stated that they used to distribute stationery items and offer one time meal on their expense to learners on their birthdays and by this they would like to celebrate by treating learners.

Teachers of School A, C, E, R and S faced had to be patient and tolerated the rude behavior of learners in cases when learners did not have to learn in class at any point and teachers were teaching. Teachers of School C also faced the rude behavior of parents when teachers approached parents for their child's irregularity in school.

It is teachers of Schools; A, F, H, J, L, M, N, O, Q, S, U and V who showed gesture of respect towards learners' parents by listening to them patiently about their problems and welcomed any parents with polite words so that both learners and parents would feel to be treated in good manner.

Overall, teacher learner relationship as perceived by teachers emerged more in terms of care and support; freedom; encouragement and motivation whereas teachers of very few Schools could provide love and acceptance and respect. Teachers also had to be tolerant in case of very few schools. Learners also were engaged in relationship with teachers. Teacher learner relationship as perceived by learners is presented here under.

Learners' Perception of Teacher Learner relationship

The data about teacher learner relationship as perceived by learners is presented in Table H5 of Appendix H. Following this is the description and analysis of the data presented below. At first, the perception of all the learners is presented. After this, specific perception which is over and above the common one is presented.

The data of teacher learner relationship as perceived by learners show that learners were explained by giving examples using such simpler language that learners could understand the topic easily especially when learners had any difficulties in understanding any topic. Teachers also visited learners' home on taking leave by learners without prior information. Learners had freedom to participate in any activity without any discrimination by teachers. Learners were also provided such encouragement and motivation through words by teachers that learners could complete of elementary education. Teachers never got angry when any learners approached for solving topic related doubts. Teachers also explained how to improve mannerism in classroom so that

learners would become disciplined. As per the data of teacher learner relationship, learners had views of teachers in addition to mentioned above, in terms of care and support, freedom, encouragement and motivation and; discipline. These are presented her under.

Learners of 11 schools A, E, F, G, H, M, O, P, Q, S and V were treated with care by teachers in terms of solving their doubts by explaining softly and gently as many times as learner approached them. As per learners of 14 schools A, B, E, F, H, K, L, M, O, P, Q, R, S and V, teachers used to share information which was not in textbook so that learners would have extra knowledge and also topic related extra information would help them to understand topic better. Learners of 9 schools A, F, G, H, L, M, O, P and Q felt that teachers used to treat them like their own children as teachers used to calm down learners if any learner cried; used to give them first aid treatment when any learners got physically hurt or; helped learners whenever learners approached any teacher. Learners of Schools; A, B, F, G, L, M, O, P, Q and S were supported by teachers as teachers used to pay fees of picnics. Learners of Schools; A, C, E, F, G, L, M, O, P, Q and S were also supported by teachers as teachers provided stationery items such as like bags, books, compass, pencils and sketch pens free of cost.

It was observed that learner of Schools; A, F, G, L, M, Q and S used to cook meal with teachers in school and used to have that cooked meal with teachers. This made learners to talk to teachers without any hesitation. Learners of Schools; C, F, H, L, O, P and Q were allowed by teachers to play whenever learners did not wish to study and felt like playing. Learners of Schools; A, E, F, H, L, M, P and Q were allowed to share their

ideas for any project related work or for any classroom activity and teachers accepted the ideas shared by learners.

Learners of Schools; A, E, F, H, K, L, M, O, P, Q and S were encouraged and motivated by teachers through chocolates, pen and pencils when any learners did good work in class; scored well in exams or any classroom activity. Learners of School; A, C, E, F, G, H, L, M, O, P, Q, R and V were always explained any topic sweetly by teachers whenever learners would approach teachers to solve any doubts and encouraged learners to ask again if learners any more doubts for any topic. Learners of Schools; A, F, H, M, P and R liked to study and got motivated as teachers used to teach them with smile on their face and always used to make fun in class along with teaching. Learners of Schools; A, E, F, G, H, J, L, M, O, P, R and S when they were in lower primary, were given chocolates by teachers if any learner cried so that learners did not stop coming to school. Learners of Schools; F, H, L, M and P were told different stories by teachers so that learners would not get bored in school and motivated to come to school as learners had feeling of getting treated well in school by teachers. Students of 6 schools A, F, H, M, P and R stated that teachers used to teach them with smile on their face and always used to make fun in class while teaching so that students would like to study.

Learners of School F, M and P stated that teachers used to correct their students by making fun of them whenever they did any mistakes in classrooms or outside classroom in school. There was no punishment of any kind as per learners of 6 Schools; F, H, L, M, P and Q while learners of Schools; A, B, C, E, K and S stated that boys used to get punished by teachers only when they did any kind of mischief in school. Learners of school F, M and P used to be getting disciplined by teachers without any kind of

punishment but being patient and correcting learners by making fun of them. Learners of Schools; A, B, D, E, L, P and S were scared of teachers only when they had incomplete class work or homework.

Learners of Schools; A, B, C, E, F, G, H, J, M, N, P and Q seemed to have been feeling of securing that they understood the reason behind anger of teacher and when learners stated that however teachers got angry upon them for any reasons, it was for their own good only. These learners acknowledged their own fault and had feeling of trust for teachers if the teachers were angry on them.

Overall Teacher Learner relationship as Perceived by Teachers and Learners

The data of teacher learner relationship as perceived by teachers and learners revealed that learners were provided care and support for which initiatives majorly taken by teachers for learners. As per the data of learners School F, O, P and Q were more caring and supportive while the data of teachers revealed that A, C, F, Q and S provided more care and support. The learners were given freedom in terms of sharing the ideas for different activities, approaching teachers and participating in any activity without any discrimination. As per data of teachers, teachers of School A, F, M and Q comparatively provided more freedom than other schools while as per learners, learners of Schools A, F, L, M, Q and S were given more freedom than learners of other remaining schools. Teachers also encouraged and motivated learners for performing well in any activity or exams. Teachers also motivated learners to complete their elementary education. The teachers of Schools A and S seem to have initiatives personally to encourage learners so that learners could get encouraged to come to school. Learners of School F seemed to get

encouraged to come to school more comparing to learners of remaining schools. As per the data of teachers of School M, teachers found feeling of love from learners. The teachers of School M and Q have feeling of acceptance for learners. Acknowledging the efforts of teachers for learners, the learners had trust and felt secured even the teachers punished learners. But, learners found that teachers were helpful to them. The learners of Schools I, R, T, U and V did not have such inclination towards their teachers. As per the data of learners, learners of School F, H, L, P and M were not given any punishment by teachers but corrected the mistakes of learners sweetly. Learners of Schools A, B, D, E, L, P, S were scared of teachers where the teachers might have tried to maintain the discipline among teachers. In order to maintain discipline among learners, the teachers also faced rude behaviour of learners of Schools A, C, E, R and S. The teacher learner relationship in terms of love and acceptance; tolerance and respect were observed distinctively among few teachers only.

Overall Perception of Teachers, Learners and Principals on Teaching Learning and Teacher Learner Relationship

Teaching learning and teacher learner relationship comprised learning engagement. The data of teaching learning and teacher learner relationship revealed that the teaching learning in school was majorly as per the prescribed guidelines of SSA which teacher have followed. Activities in addition to these prescribed activities were teachers' personal initiatives for teaching learning. In addition to this, initiatives of principals provided support to teaching learning by making necessary based facilities available such as stationery items, notebooks, bag, water bottle and full meal complimentary to MDM. Also, teachers and principal of school worked beyond the prescribed guidelines of SSA

and took such initiatives which helped the learners in teaching learning. The learners were treated such that they felt that they are being provided with care and support, freedom, encouragement and motivation in school. This helped the learners to continue their elementary education. The learners experienced love and acceptance and; trust and security in few schools so that learners were able to participate in teaching learning without any hesitation.

4.5 Discerning participation of learners in school as interaction between background of the learners and dimensions of school environment

Participation of learners in school is presented by presenting background of learners and school profile. After this, aspects from background of learners and dimensions of school are collated to present view of the combinations of these two which would have facilitated participation of learners. At the end, different combinations that emerged are presented below.

Background of Learners

The profile of the learners who completed elementary education for eight years emerges as follows:

Majority of learners are healthy as they have above normal height (67.14%) and weight (78.36%) according to their age and gender. Majority of learners (93.67%) have easy access to school and (79.51%) use walking as mode of commuting. School readiness in terms of completion of learners' pre primary education is found to be less or not at all present among majority of learners (85.71%). Learners have taken less support to learning outside school as most of learners (73.27%) are found to have not attended tuition classes and no learner has

received any other help from outside home for his/her education. Regularity of learners is high among majority of learners (61.43%). Academic achievement is average and below average, ranging between 48.37% and 30.82%. Academic achievement of girls is better than boys. All the learners are found to have received benefits of government.

Majority of learners irrespective of their gender are Hindu (81.84%) and belong to OBC category of caste (86.53%). Few learners (17.96%) are Muslims and belong to SC (7.76%), ST (0.81%), SEBC (1.22%) and general category (3.67%) of caste. Most learners (63.06%) are found to be from nuclear family, have four to six family members (68.57%), have one to three siblings (84.90%), with income of father and mother below Rs.60,000 per annum is 58.37% and 46.32%. In majority of learners, both parents are working (44.48%) which increases the total income of family and ensures that these families have total income of more than Rs.60,000 per annum. Fathers of most learners have education up to upper primary (36.83%) while most mothers are illiterate (32.04%). Very few fathers (1.22%), mothers (1.02%) of learners have education up to graduation or above.

Majority of learners (75.71%) live in pucca own house and have 1 to 2 room in house (74.29%), separate bathroom (93.47%), separate toilet (89.18%) but no separate kitchen (55.51%). All the learners are found to have water and electricity resources at home. Majority of learners are found to have Television (90.20%), mobile phones (98.16%), fan (98.36%) and internet (52.86%) at home. Some learners (39.18%) are found to have refrigerator at home whereas very few learners (5.31%) are found to have computer at home.

School Profile

The school profile in which the learners continued for eight years of elementary education emerges as follows:

All the schools are found to have availability of facilities in terms of learning support, health and sanitation. All the schools have availability of physical space. Few schools (4/22) are found to have separate library in school. Very few schools (1/22) are found to have kuchha building.

With respect to learning engagement, teaching learning is found to be conducted in various ways. Considering it subject wise, activities are found to have been largely used for teaching of Gujarati, Science and Social Science. Poem recitation and reading exercises are found to have been used for teaching of languages. Science experiments are found to have been conducted by majority of teachers to teach science. The use of teaching aids of different kinds as per need of subject and topic are found to have made mainly due to government prescribed guidelines. The overall teaching learning in all the schools is found to be similar except in very few schools. In these very few schools, initiatives in using different types of activities for teaching are shown by very few teachers and principals. Some such initiatives in teaching learning are open library, open laboratory, peer tutoring, poem recitation with gestures, poem recitation with teaching aids and mock parliament. These initiatives for teaching learning by teachers are found to have been personal initiatives of teachers. Most of the schools do not follow the guidelines for monthly tests in upper primary classes. Separate library period is found in very few schools but library books are found to be used during classroom

teaching. ICT in teaching learning is found to have been used for all the subjects. The content related YouTube videos in teaching are found to have been used by few teachers. The school level activities are found to have been conducted as per notifications received from SSA.

The schools are found to have received different grants to provide learning resources and conducting activities in school as well as to maintain infrastructure. The activities conducted in school are found to have been as per prescribed guidelines received from SSA. Few principals of schools are found to have taken initiatives personally at school level for providing learning resources as well as in terms of conducting different kinds of activities. The community support for *Tithibhojan* under which any community member funded one time full meal for learners and this was in addition to MDM. It is found to have been initiated by majority of principals. In some cases, a few principals took personal initiative to go beyond the prescribed guidelines.

Teacher learner relationship is characterized by care and support; freedom; encouragement and motivation; love and acceptance; tolerance and; respect in lower primary and upper primary. Both teachers and learners have perceived deep sense of care and support. Sense of respect has been found the least in relationship between teacher and learners in lower primary and upper primary. Very few teachers do not share relationship in terms of sense of care and support and; encouragement and motivation. However, some learners have experienced teacher learner relationship characterized by love and acceptance and; trust and security. The sense of trust and security reduced in upper primary. The above characterized

relationship between teacher and learners is found to have been developed by the initiatives taken by teachers and principal in most cases.

Interaction of background of learners and school profile

Interaction of aspects of background and learners and school profile is presented below.

The combination data which are collated are presented and described below.

Interaction between Growth Indicators of learners such as gender, age, height, weight, regularity of learners in school and benefits received by learners from government initiatives and School profile with respect to facilities in the school

Growth Indicators of learners related to gender, age, height and weight are collated with benefits received from government, facilities in school and preference of parents and learners for choosing a municipal school.

It can be observed from Table A1, Appendix A that number of boys and girls who have completed their elementary education is almost equal. The learners are found to have been in class VIII at their appropriate age of 13 years with few boys and girls who have either taken early admission or late admission as they have been found in the age group of 12 and 14 or above. It can be observed from Table 9 that learners are found to have been age appropriate healthy. In addition to this, few learners are found to be slightly below normal physical growth which was near to achieve their height and weight according to their age.

All the schools implemented MDM scheme and all the learners irrespective of their gender have taken benefit of the scheme as data presented in Table 33. Infrastructure facilities such as separate kitchen in school complimentary to MDM have been provided

to make MDM effective as data presented in Table 34. Infrastructure facilities such as drinking water and sanitation facilities as data presented in Table 34, have also been available in the schools.

As per the condition of MDM, learners have to be served MDM for a minimum of 200 days in an academic year. As per data given in Table 31, the boys and girls have been regular in school for more than 200 days whereas few boys and girls have attendance of less than 200 days. However, the boys and girls who have not been in school for more than 200 days have no difference in physical growth in comparison to learners who have been regular in school for more than 200 days. The data in this regards is presented in Table E3, Appendix E.

On the basis of the above analysis, it can be stated that age appropriate height and weight, MDM and required physical structure for MDM and other facilities such as drinking water facility, sanitation facility and water supply in school co existed. That this co existence is complimentary, supported by the opinions expressed by teachers, students, teachers and principal as data presented in Table H6, Appendix H, MDM and better school facilities have been one of the reasons that learners got attracted to school and made them come to school regularly.

Interaction between profile of learners with respect to mode of commuting, regularity of learners and benefits received from government initiatives, House profile with respect to distance between learners' house from school, Family profile of learners with respect to type of family, earning members in family, income of family members

At first, the data collation of the profile of learners and house profile of learners are presented which is followed by data of family profile of learners.

As per data presented in Table 25, the girls and boys commute to school by walk whereas few boys and girls commuted to school by bicycle. Girls commuted to school by walk are more where as boys commuted to school on bicycle, auto rickshaw and other mode of commuting more than girls. Location of house in terms of distance between school and house has been observed to be within one km among majority of boys and girls as per data presented in Table 24. Majority numbers of boys' and girls' house is located within one km from school commuted by walking. As per data presented in Table E1 of Appendix E, though the location of house is more than one km, majority numbers of boys and girls commuted to school by bicycle and walk. Regularity of both boys and girls observed to have been more than 200 days where majority of boys and girls attended the school for more than 220 days. Few boys and girls have attendance of less than 200 days in school.

In addition to the close location of house to school, easy means of commuting and high attendance in school, the learners- both boys and girls received government initiatives in terms of free uniform, free textbooks, scholarship and MDM in school as per data presented in Table 34.

The schools have learners from Hindu and OBC community. The boys and girls from Muslim religion and SC, ST and SEBC category of class are few. Participation of learners who follow Christian religion in elementary education is negligible, to be precise one. Learners living in nuclear family seem to be more than the ones living in joint family. The members in joint families are more than members in nuclear families. Few

nuclear families have more than six family members as more numbers of sibling have been observed in such families. Few learners have no siblings among whom boys were more than girls. Comparatively girls are more who have more than 3 siblings. At the same time few learners, both boys and girls, have single parent family and other type of family wherein an absence of either both parents or one parent is observed. In single parent families of both girls and boys, it is observed that mother as single parent are more than father as a single parent. Boys and girls living in other type of family have no parent in family as they lived with their uncle, aunt and grandparents.

Continuing further the description of family and family members and connecting it with income, it is observed that irrespective of any type of family, majority number of both the parents is working as data presented in Table E9 of Appendix E. As boys and girls have single parent, the living parent and in some cases other member are working. It has been observed that majority number of parents has low income as per data presented in Table B7 and B8 of Appendix B and majority number of learners have received average grades. There is no influence of income of family on academic achievement of learners as per data presented in Table E6 and E7 of Appendix E. It can be observed that majority number of learners have received B grade whose family income is more than Rs.1,20,000 per annum which is generated by self employment in most cases. Majority number of father has education up to upper primary while majority of mother are illiterate. It can be observed as per the Table E7 of Appendix E that majority number of learners have received A grade whose parent/s have education level of graduation or above. Education of parent observed to have influenced the academic achievement of learners.

On the basis of above analysis, it can be observed that learners had no expense on transportation as distance between school and home was less and almost all the learners commuted to school by walking and on bicycle. Boys and girls also received benefits of government initiatives which reduced their school related expenses. These three aspects co exist and especially for girl learners. Thereby these aspects indicate that major reasons for learners to take admission and continued in municipal school is ease of access in terms of commuting to school and benefits of government initiatives as per data presented in Table H6 of Appendix H.

Interaction between Profile of learners with respect to participation of learners in sport and games, House profile with respect to categories of house, availability of space, availability of resources, availability of electronic gadgets and vehicles, Family profile with respect to income of family and Facilities in schools

Data of house profile in Table 20 show that majority of boys and girls lived in house which is owned by their parents. Though some of the boys and girls lived in rented house, they have safety in terms of living in pucca houses. Very few learners lived in kuccha house but owned house. In terms of space in house, boys and girls lived in house with at least one room and kitchen. Majority number of houses has facilities of bathroom and toilet. Unavailability of bathroom and toilet both has been observed rarely. It can thus be stated that the learners appear to have a sense of security and enjoy basic facilities at home in terms of space which would support their daily routine.

It is already observed from the data in Table 16 and 17 that the maximum numbers of parents have income of less than Rs.60,000 per annum. Though the income is Rs.60,000

or less, almost all learners have basic facilities needed for day to day life at home. The learners are equipped with basic facilities at home which did not likely to constrain the learners from doing their day to day work related to studies at home.

Comparing the facilities available for learners at school as per data presented earlier in Table 34, it is observed that the schools are equipped with computer lab, library and different teaching aids used in teaching learning such as computer, projector, equipments used for science experiment, different sports equipments which were not available at their home as data presented in Table 23. Learners as per the data presented in Table H6 of Appendix H stated that they got chance to learn computer in the school which they would not have got at home. The teachers also stated that learners learnt from new ways through projectors, computers etcetera which they don't have at home. The learners got exposed to many sports equipment which they don't have at home. All learners had access to sports equipments in recess time or in sports events. This access to sports equipment is likely to be one of the reasons that all learners participated in different sports activities as per the data presented in Table 29 and 30. The principals also stated as per data presented in Table H6 of Appendix H that the learners were provided different infrastructure facilities in school which they didn't have at their home.

On the basis of above stated observations that co exist, it can be stated that the availability and ease of accessing in terms of mode of commuting to school; different facilities received in school and; which the learners did not possess at home, is one of the reasons for sustenance of learners in school.

Interaction between profile of learners with respect to regularity of learners and academic performance of learners, support to learning and school readiness and School profile

The data of attendance of the learner, grades of the learners, learners' participation in different activities, learners' participation in games and sports in the school, distance between school and home, mode of commuting, water and sanitation facilities for girls and boys and opinions of students, teachers, principal and parents are collated.

Data presented in Table 31 about regularity of learners show that the regularity of learners has been high as majority of them have attended the school for more than 200 days. Between girls and boys, the number of boys who did not attend the school for more than 200 days was more than girls. Though the learners were regular in school, their academic performance was average as majority of boys and girls have achieved Grade B or C as per data presented in Table 32 about academic performance. It is observed from the data presented in Table E2 of Appendix E that more number of learners who did not attend the school for more than 200 days achieved Grade B and C. The number of boys who achieved Grade D was more than girls. Thus, it appears that regularity of learners did not make any difference in academic achievement of learners. Academic achievement of girls is better than that of boys as more number of girls received A grade.

Support for learning in terms of tuition classes and school readiness indicates the following. As per the data presented in Table 26 for support to learning, less numbers of boys and girls have support to learning in term of attending tuition classes. No difference in academic achievement has been observed among the learners who have support of learning in terms of attending tuition classes than the boys and girls who have not

attended tuition classes as per data presented in Table E4 of Appendix E. The school readiness in terms of having completed number of years of pre primary education was observed to be moderate as per data presented in Table 27. Thus, it can be stated that the academic achievement of learners was directly dependent on school.

Interaction between School profile - Learning Engagement with respect to Teaching Learning and Teacher Learner Relationship and Facilities in School

According to different data presented earlier in Table 29 and Table H2 and H3 of Appendix H, learners participated in different kinds of activities in the school as well as in classroom. The data received from the learners and teachers stated that the learners were taught with different kinds of activities in the classroom in each class such as crafts, clay work, drawing, projects and poem recitation (Appendix H, Table H2 and H3). Different ICT teaching aids such as projectors, computer, BISAG programme and Vande Gujarat – a television channel were used along with activities for teaching such as explanation, homework given to learners, revision in the classroom, reading library books and notebook completion. Data of learners presented in Table H6 of Appendix H shows that learners didn't have computer at home and they got chance to learn computer in school. The teachers also stated that computer education increased interest for teaching and teaching through different teaching aids make the learners curious about learning as they learn from new ways through projectors, computers etcetera. The use of ICT in education is one of the aspects that has influenced for keeping the learners' interest in learning and ultimately completing their elementary education.

Further the teachers informed as per data presented in Table H6 of Appendix H that learners were given very less homework. In case more homework was given, the learners

did not complete it. The reason for this was that the learners were totally depended on what is done in classroom as they didn't do anything at home in terms of homework, notebook completion, revision of subjects.

Learners stated as per the data presented in Table H6 of Appendix H that they liked to study as there were different activities along with the studies. They also stated that they would study even if though activities were not conducted but they would not enjoy much. About other activities, teachers stated that learners used to enjoy cultural activities more and this was confirmed when learners also stated that each year they participated in cultural activities and children's fair. The teachers used to allow every learner to participate in activities they wanted to participate without any discrimination.

On the basis of above analysis, it can be stated that participation of learners in school activities, cultural activities, classroom activities during teaching learning, availability of ICT teaching aids in school and use of ICT teaching aids in teaching learning made the teaching learning interesting and enjoyable for learners. And this is likely to be one of the aspects for learners to make them continue in school.

The data of regularity of learners and academic performance show that more attendance did not lead to better academic achievement as reflected in grades of boys and girls. The learners however liked being in the school because of the two inseparable aspects such as kind of different activities done in the classroom for teaching learning which has been discussed earlier and the kind of relationship, teachers and learners could built in the school in terms of interaction between teacher and learner, support provided to the learners by school, encouragement provided to learners and trust and security of the learners being in the school (Table H4 and H5 of Appendix H).

The learners were allowed to participate in any activity they want to participate without any discrimination and also allowed to ask and solve doubts in the class. Here, by allowing all the learners to participate in one or the other activity, the teacher created a feeling of equality among the learners so that they could participate, enjoy and ultimately continue to attend school. This appeared to be a kind of encouragement also for learner by the teachers so that the learners used to feel free to interact and participate in any activity. Prizes were distributed among learners who performed well in academics or any other activity to encourage the learners.

The learners also stated that teachers used to offer them chocolates and food items purchased from their own money, crack jokes and tell stories to learners in the classroom when they were young so that learners would like to continue to be in school as per data presented in Table H4, H5 and H6 of Appendix H. It is an initiative taken personally by the teachers so that the learners didn't get bored in the school in their initial years and sustained their interest to come to school.

When the learners did not understand any topic, the teachers taught them using different ways of teaching and different activities. Teachers used to keep in touch with the parents for their child's progress and also contributed financially by providing them different facilities at their own cost as per data presented in Table H4 and H5 of Appendix H. Data presented in Table H6 of Appendix H show that the learners acknowledged the efforts of teachers and stated that learners received different things such as ball, lunch box, compass box, and brush from various donors and teachers so that they would come to school. The teachers used to take personal interest to make the learner available with basic day to day school requirements in terms of stationery items or

meal so that the lack of basic facility didn't constrain the learners in their every day learning routine.

The learner had the kind of trust level toward the teachers that learners stated that it was for their good that teachers used to get angry and they were at fault so teacher got angry. It can be stated that the learners had begun to understand the importance of education and intention of teachers for their benefit and so they didn't have any problem with teachers' anger towards them.

Data presented in Table H6 of Appendix H show that teachers always had to teach according to learners' interest as they know otherwise the learners would not concentrate. The teachers also knew that the learners were totally dependent on what is done in classroom as learners did not do study related work at home in terms of homework, notebook completion, revision of subjects.

Data received from Teachers as presented in Table H4 of Appendix H, it is observed that learners liked to help teachers for arranging cupboards or making TLM. In addition, teachers believed that learners were obedient. Data presented in Table H6 of Appendix H show that teachers tried to provide homely atmosphere in the school so that the learners liked to come to school.

The availability of facilities in school supported the teaching learning. As data presented in Table H6 of Appendix H, the teachers acknowledged the role of infrastructure facilities provided to learner and stated that learners in the school received facilities in terms of government benefits and good infrastructure which their children in private schools where fees was too high. In addition, learners are allowed to use many sports equipment to play with. The teachers acknowledged that the facility of separate

toilet for girls helped them coming regularly to the school. Learners also stated that they didn't have computer at home so in the school they got chance to learn the computers.

The data related to principal presented in Table H6 of Appendix show that the school received different grants to maintain the infrastructure of the school which were used well to develop the infrastructure in the school. In addition to existing toilet facility in some schools, a new unit of separate toilets was built for boys and girls in few schools so that it would be easy for the learners to use. It helped the principal to develop and maintain the infrastructure according to the need of teaching learning in the school in different ways which ultimately helped the learners to continue and complete their elementary education.

Overall Interaction of Background of Learners and School Profile

Overall, above analysis indicates that facilities in school supported the teaching and learning. The facilities also helped in maintaining regularity of both boys and girls considering their basic needs such as MDM and separate toilet facilities in school. Different grants received by school helped in maintaining the infrastructure and also helped teachers to improve their teaching learning. Different notification received by government to conduct activities at school level provided learners variety of activities to participate. The academic performance of learners and regularity of boys and girls show disparity in terms of better grades and high attendance in school. Though the academic performance of majority of learners has been average, participation of boys and girls in different activities in school indicated their interest and inclination to participate in school activities. Further as per principal, principal and teachers made sure that learners enjoyed in the school. Based on the data presented in Table H6 of Appendix H the learners appeared to enjoy in the school which made them attend the school. The teachers took

initiatives personally to make the learners sustain in the school. It seemed like attendance didn't help in very high academic performance while different aspects of teaching learning, teacher learner relationship and facilities in school were helpful to learners to attend the school regularly and complete their elementary education.

Nature of Participation of Learners in Municipal Elementary Schools

The nature of participation of learners who have continued in elementary school for eight years has emerged as follows. There are co existence of aspects related to background of learners and school profile.

Healthy physical condition of learners, benefits received in the school by learners, easy access to school by learners and facilities provided in school are found to have co existed with high regularity of learners. The facilities provided in school, the benefits of government received by learners and; care and support provided by teachers facilitated learners belonging to specifically to low economic and low educational background of parents. Lack of facilities at home; provision of ICT facilities and learning resources provided in school has been found to co-exist. Learning engagement in terms of teaching learning and teacher learner relationship seem to have facilitated a high regularity and continuation of learners. Learning engagement has contributed to learning and academic performance of learners. It has compensated lack of school readiness among learners as well as lack of support for learning at home. The initiatives taken by teachers as well as principal for learners in different ways is not found to have guaranteed high academic performance but is found to have influenced continuation of learners in elementary education. The average academic performance is found to have co

existed with high regularity among learners. The teaching learning as prescribed by SSA guidelines co existed with implementation of those guidelines in teaching learning; high regularity of learners and continuation of learners in elementary education.

Healthy physical condition of learners, low income of parents, easy access to school, benefits from government received by learners in school found to have attracted learners in school. The facilities provided in school, lack of facilities in house, learning engagement are found to have influenced the continuation of learners in elementary school. Benefits received by learners from government, facilities provided in school, learning engagement are found to have influenced learners' completion of elementary education.