

## **CHAPTER-4**

### **ANALYSIS OF DATA**

Analysis of data is a vital area of any research study. For the present study on “Effectiveness of Special Training Intervention of Out of School Children with special reference to the provision of RTE Act, 2009”, the data collected through primary and secondary sources were classified, tabulated and analysed using appropriate methods and tools. Four types of tools were used for the collection of data- (i) Self- structured Interview Schedule for the Education Volunteers (EV) (ii) Self- structured Interview Schedule for the Head Teachers (HT) of neighborhood school (iii) Self- structured Interview Schedule for the SMC Presidents and (iv) Self-structured Question Paper for Achievement Test for Class-III & VI level learners of Special Training Centres for Language-1(Assamese) & Mathematics subject. The data were collected through descriptive survey method from 60 EVs, 60 HTs , 60 SMC Presidents from Kamrup (M) district & Achievement Test administered on 220 Special Training learners (150 Class-III & 70 Class-VI) of Class-III & VI standard. After collection, the data were classified, tabulated and analyzed through statistical procedure. For the present study, statistical methods like tabulation, diagrammatic representation of data like Bar Diagram, Pie Diagram, Charts etc. were used to analyse the collected data of the present study. Data were analyzed in terms of percentage.

The analysis of data was done as per objectives of the study and divided methodically into four sections(as Objective 1, Objective 2, Objective 3 and Objective 4) in order to know the effectiveness of Special Training Intervention of Out of School Children with special reference to the provision of RTE Act, 2009 in Kamrup (M) district, Assam.

#### 4.1. ANALYSIS OF OBJECTIVE NO 1:

The first objective of the study was to assess the status of implementation of Special Training Intervention of Out of School Children under RTE Act, 2009 in terms of identification of children, RTE Act, 2009 & age appropriate enrolment, mechanism & process of Special Training and evaluation of special training learners. Thus, analysis of objective 1 includes the detailed analysis of status of implementation of Special Training Intervention of Out of School Children under four sections 1.1 Identification of Out of School Children (OoSC), 1.2 RTE Act, 2009 & age appropriate enrolment 1.3 Mechanism and process of special training 1.4 Evaluation strategy of special training learners. Under each section of the objective, several sub-sections were included and these sub-sections were found to be crucial to know the status of implementation of Special Training Intervention. Details of sections & sub-sections are given below:

**Table: 4.1**

**DETAILS OF SECTIONS & SUB-SECTIONS OF OBJECTIVE-1**

<b>Sections</b>	<b>Sub-Sections</b>	<b>Respondents</b>
<b>Identification</b>	Awareness about OoSC	SMC President
	Understanding about the term of OoSC	
	Involvement of SMC and process follow for identification of OoSC	
	Reporting of OoSC	
	Reason of OoSC	
<b>RTE Act, 2009 &amp; Age appropriate enrolment</b>	Awareness on RTE Act, 2009	EV/HT/SMC President
	Education provision of OoSC	EV/HT/SMC President
	Status of age appropriate enrolment in neighbourhood school	EV/HT/SMC President

<b>Sections</b>	<b>Sub-Sections</b>	<b>Respondents</b>
<b>Mechanism &amp; Process of Special Training</b>	Understanding on the Term of Special Training as per RTE	EV/HT
	Duration of Special Training as per RTE	EV/HT
	Sufficiency of duration of maximum 2 years of special training	EV
	Reason of non sufficiency of two years period of special training as per RTE	EV
	Status of fixing of duration/period within 3 to 24 months	EV
	Immediate action taken by EVs after enrolment of an OoSC at age appropriate classes	EV
	Individualised Education Plan (IEP) of Special Training learners	EV
	Reason of essentiality of IEP	EV
	Challenges faced with regard to multilingual and diverse situation of the classroom	EV
	Support provided by SMC for smooth implementation of Special Training	EV/HT
	Kind of support provided by SMC for smooth implementation of Special Training	EV/HT/SMC President
<b>Evaluation of Special Training Learners</b>	Conduct of Evaluation of Special Training Learners	EV/HT
	Conduct of evaluation of special training learners in consultation with Head Teacher of neighbourhood school	EV/HT
	Maintaining and sharing of records of evaluation of special training learners	EV/HT
	Types of Evaluation followed for Special Training learners	EV/HT

The information of the sub-sections of the objective was analyzed and presented in percentage form. The following tables depict the picture of the status of implementation of Special Training Intervention of Out of School Children.

### 1.1. 1. Identification of Out of School Children (OoSC)

**Table -4.2**  
**AWARENESS ON OUT OF SCHOOL CHILDREN (OOSC)**

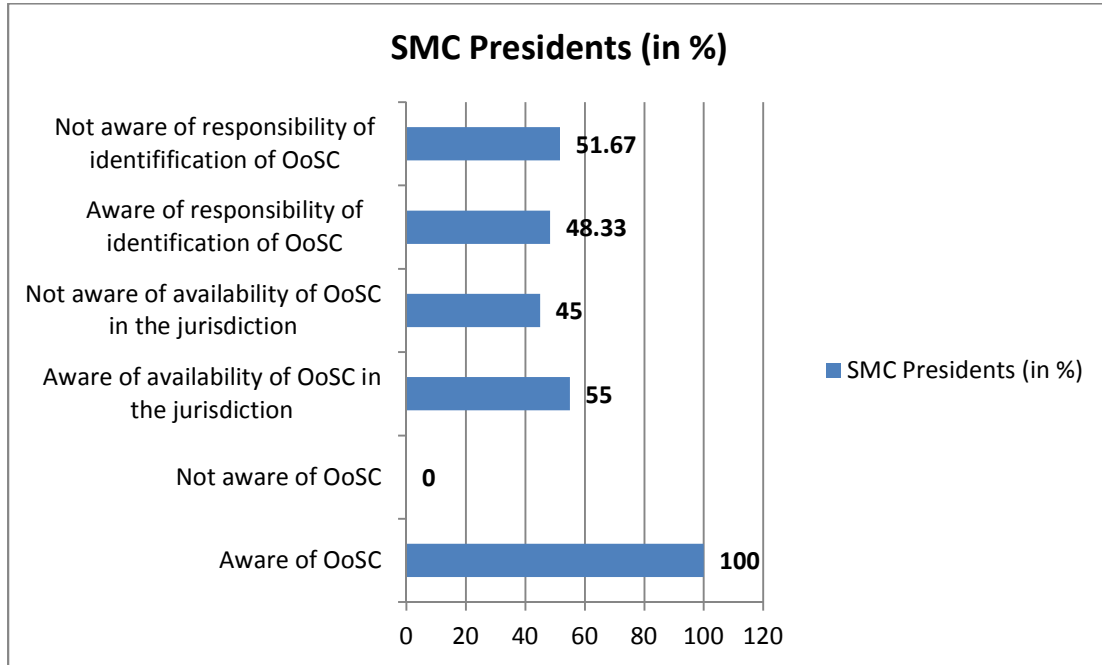
Sample	Aware of/heard about Out of School Children(OoSC) by SMC Presidents				Total
	Aware of /heard		Not aware/heard		
	No.	%	No.	%	
	60	100	0	0	60
SMC President	<b>Awareness of SMC Presidents about availability of OoSC in their locality</b>				
	<b>Aware</b>		<b>Not aware</b>		<b>Total</b>
	No.	%	No.	%	
	33	55	27	45	60
	<b>Awareness of SMC Presidents about their responsibility of identification of OoSC</b>				
	<b>Aware</b>		<b>Not aware</b>		<b>Total</b>
	No.	%	No.	%	
	29	48.33	31	51.67	60

*Source: Interview schedule of the SMC President*

The above table 4.2 shows the percentage/responses of SMC Presidents having awareness on Out of school children (OoSC). The information was sought on three aspects viz aware of/heard about OoSC, awareness on their responsibility of identification of OoSC and awareness on availability of OoSC in their jurisdiction. The above table reveals that all respondents (100%) heard about OoSC. So far as awareness on availability of OoSC in their locality is concerned, 55% were found to be aware, remaining 45% were not aware. Again, 48.33 % sample SMC Presidents were found to be aware on their responsibility of identification of OoSC; whereas 51.67% were not aware. The data shown in the table-4.2 has been diagrammatically represented in figure 4. 1 below:

**FIGURE 4.1**

**Awareness of SMC President on Out of school children (OoSC)**



**Table -4.3**

**UNDERSTANDING ABOUT THE TERM OF OUT OF SCHOOL CHILDREN (OOSC)**

Sample	Understanding of SMC President on term of OoSC								
	As never enrolled or incomplete schooling		As sometimes attending school		As irregular attendance and appearing in examinations/ tests.		Unable to explain		Total
	No.	%	No.	%	No.	%	No.	%	
<b>SMC President</b>	24	40	13	21.67	11	18.33	12	20	60

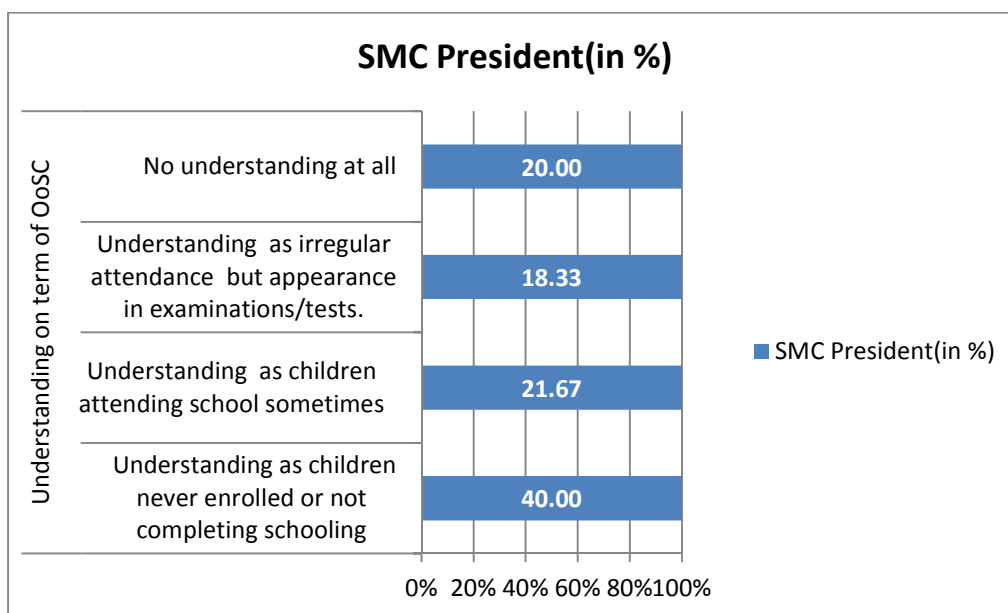
*Source: Interview schedule of the SMC President*

The above table indicates that 40% of the respondents had understanding of OoSC as never enrolled or not completing school; whereas, 21.67% had understanding that children sometimes attending school are OoSC. Again, 18.33% respondents expressed that OoSC

are those children who do not attend school regularly but appear in the examinations/tests; while 20% respondents did not have any understanding at all. The data shown in the Table-4.3 has been diagrammatically represented in figure 4. 2 below:

**FIGURE 4.2**

**Understanding about the Out of school children (OoSC)**



**Table -4.4**

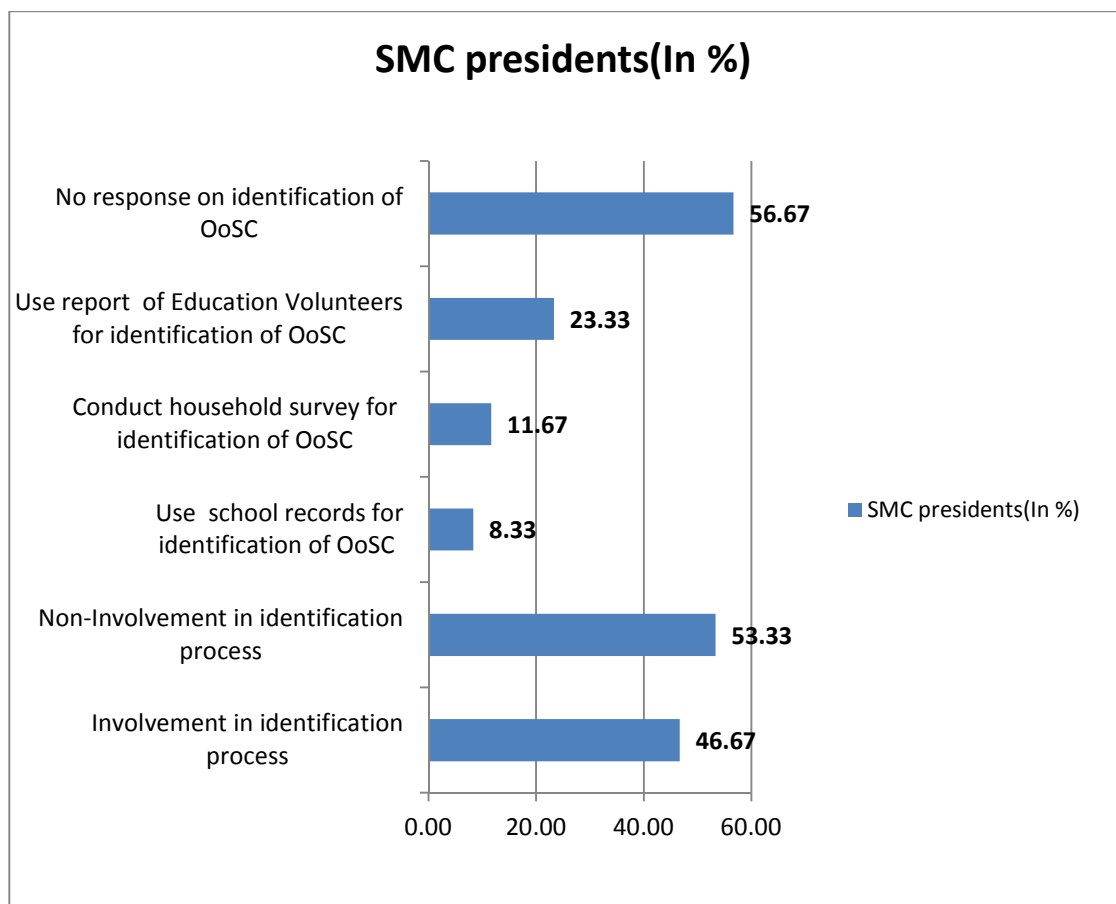
**INVOLVEMENT OF SMC AND PROCESS FOLLOW FOR IDENTIFICATION OF OOSC**

Sample	Involvement of SMC presidents in the process OoSC identification								
	Involved		Not involved		Total				
SMC presidents	No.	%	No.	%					
	28	46.67	32	53.33	60				
	Process followed by SMC Presidents for identification of OoSC								
	Used school records		Conducted household survey		Used report of Education Volunteers		Not responded		Total
	No.	%	No.	%	No.	%	No.	%	
	5	8.33	7	11.67	14	23.33	34	56.67	60

*Source: Interview schedule of the SMC President*

From the above table, it was found that 46.67% SMC Presidents involved in identification process of OoSC and 53.33% were not involved. The table also indicates that 8.33% of the respondents used school records, 11.67% conducted household survey and 23.33% used report of education volunteers for identification of OoSC. The remaining 56.67% respondents were not able to respond on the process followed for identification of OoSC. The data shown in the Table-4.4 has been diagrammatically represented in figure 4. 3 below:

**FIGURE 4.3**  
**Involvement of SMC Presidents for identification of OoSC and process followed for identification of Out of school children (OoSC)**



**Table -4.5**

**REPORTING OF OUT OF SCHOOL CHILDREN (OOSC)**

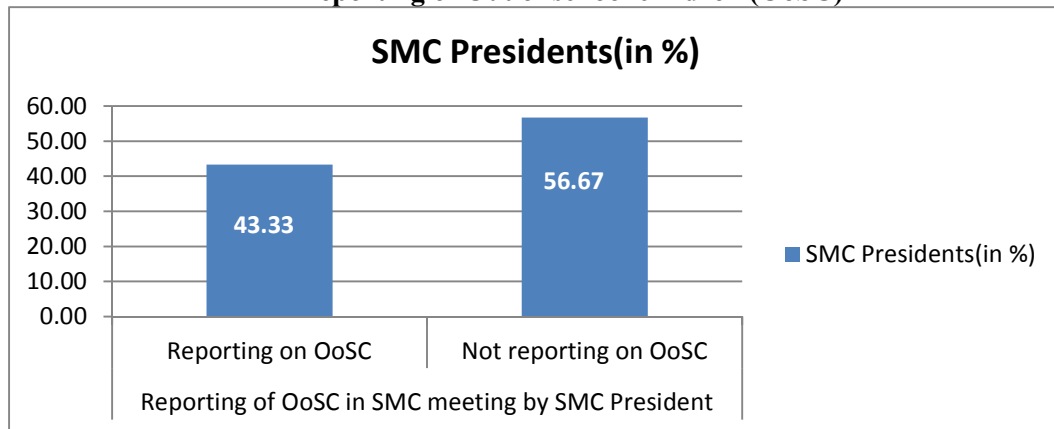
Sample	Reporting on OoSC in SMC meeting by SMC Presidents				
	Reported		Not reported		Total
	No.	%	No.	%	
SMC Presidents	26	43.33	34	56.67	60

*Source: Interview schedule of the SMC President*

From the above table 4.5, it is observed that out of the total sample, 43.33% SMC Presidents reported the issue of OoSC in SMC meeting; whereas 56.67% did not report. The data shown in the table-4.5 has been diagrammatically represented in figure 4. 4 below:

**FIGURE 4.4**

**Reporting of Out of school children (OoSC)**



**Table -4.6**

**REASON OF OUT OF SCHOOL CHILDREN (OOSC)**

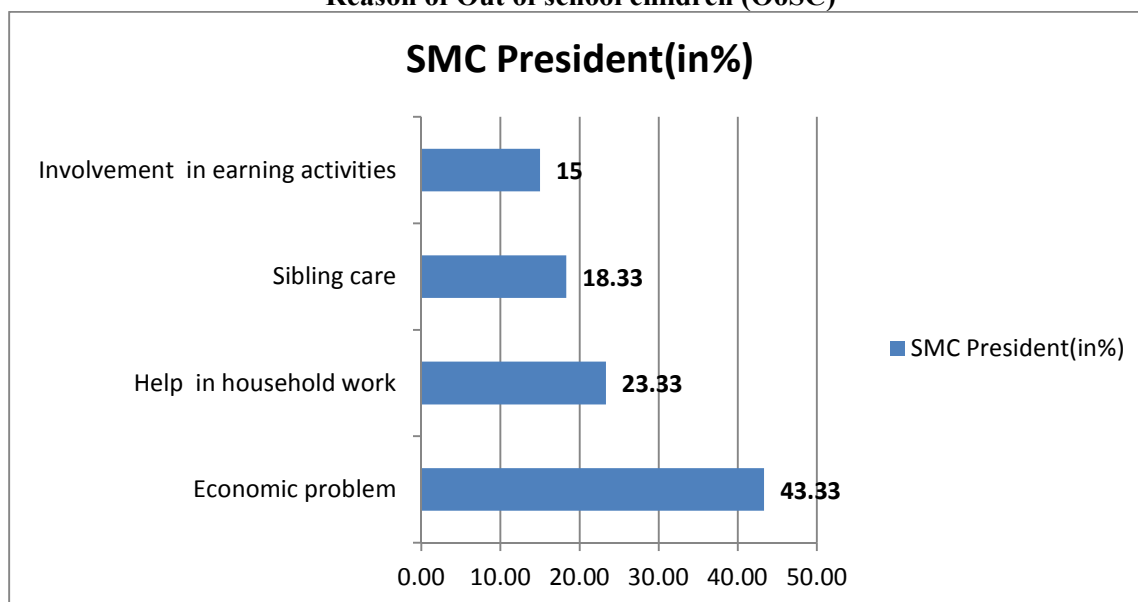
Sample	Reason of OoSC as per response of SMC Presidents								
	Economic problem		Household work		Sibling care		Involvement in earning		Total
	No.	%	No.	%	No.	%	No.	%	
SMC President	26	43.33	14	23.33	11	18.33	9	15	60

*Source: Interview schedule of the SMC President*



The above table-4.6 indicates the reasons of Out of school Children. Out of the total sample, 43.33% stated economic problem, 23.33% stated household work, 18.33% stated sibling care and 15% stated involvement in earning activities are reason of Out of School Children(OoSCh). The data shown in the table-4.6 has been diagrammatically represented in figure 4. 5 below:

**FIGURE 4.5**  
**Reason of Out of school children (OoSCh)**



#### 4.1.2 . RTE Act, 2009 & Age Appropriate Enrolment of Out of school children (OoSCh)

**Table -4.7**

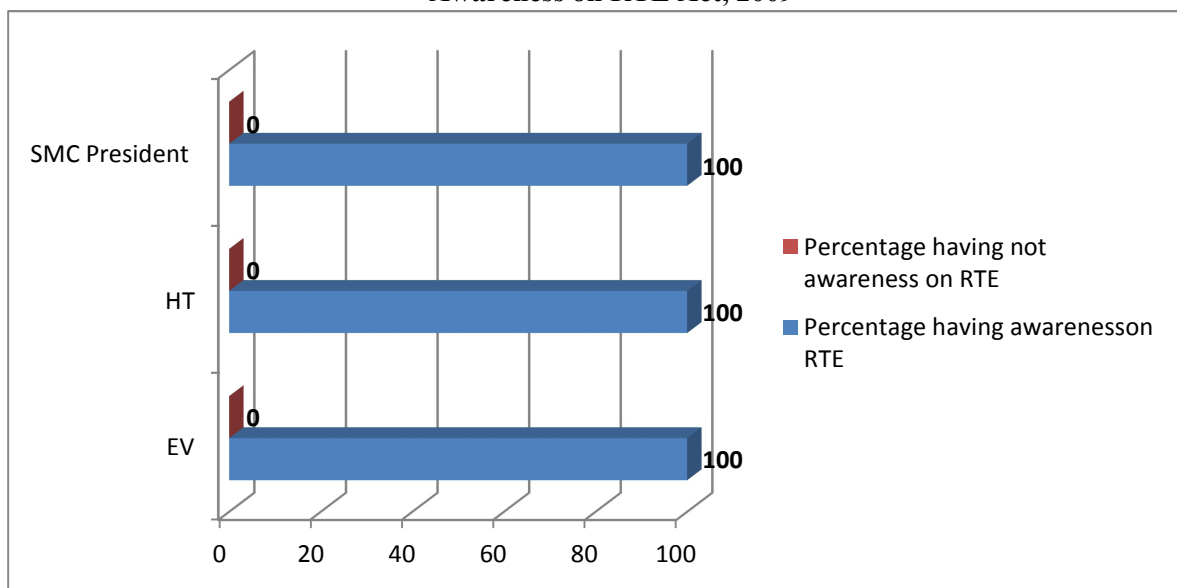
**AWARENESS ON RTE ACT, 2009**

Sample	Awareness of EV, HT & SMC Presidents on RTE, Act,2009				
	Aware		Not aware		Total
	No.	%	No.	%	
EV	60	100	0	0	60
HT	60	100	0	0	60
SMC President	60	100	0	0	60

*Source: Interview schedule of the EV,HT & SMC President*

Table No. 4.7 shows the percentage of awareness on RTE Act. The information was sought from the EV, HT & SMC Presidents to know the level of awareness on the implementation of the RTE Act. From the table, it is found that all the respondents were aware of implementation of RTE Act in the state. The data shown in the Table-4.7 has been diagrammatically represented in figure 4. 6 below:

**FIGURE 4.6**  
**Awareness on RTE Act, 2009**



**Table -4.8**  
**EDUCATION PROVISION OF OOSC**

Education Provision under RTE,Act,2009 for OoSC as per response of EV, HT & SMC Presidents							
Sample	Arranged formal education in school like other children		Arranged special training after enrolment in neighbourhood school		Not aware		Total
	No.	%	No.	%	No.	%	
EV	23	38.33	31	51.67	6	10	60
HT	11	18.33	14	25.71	35	48.6	60
SMC President	17	28.33	0	0.00	43	68.6	60

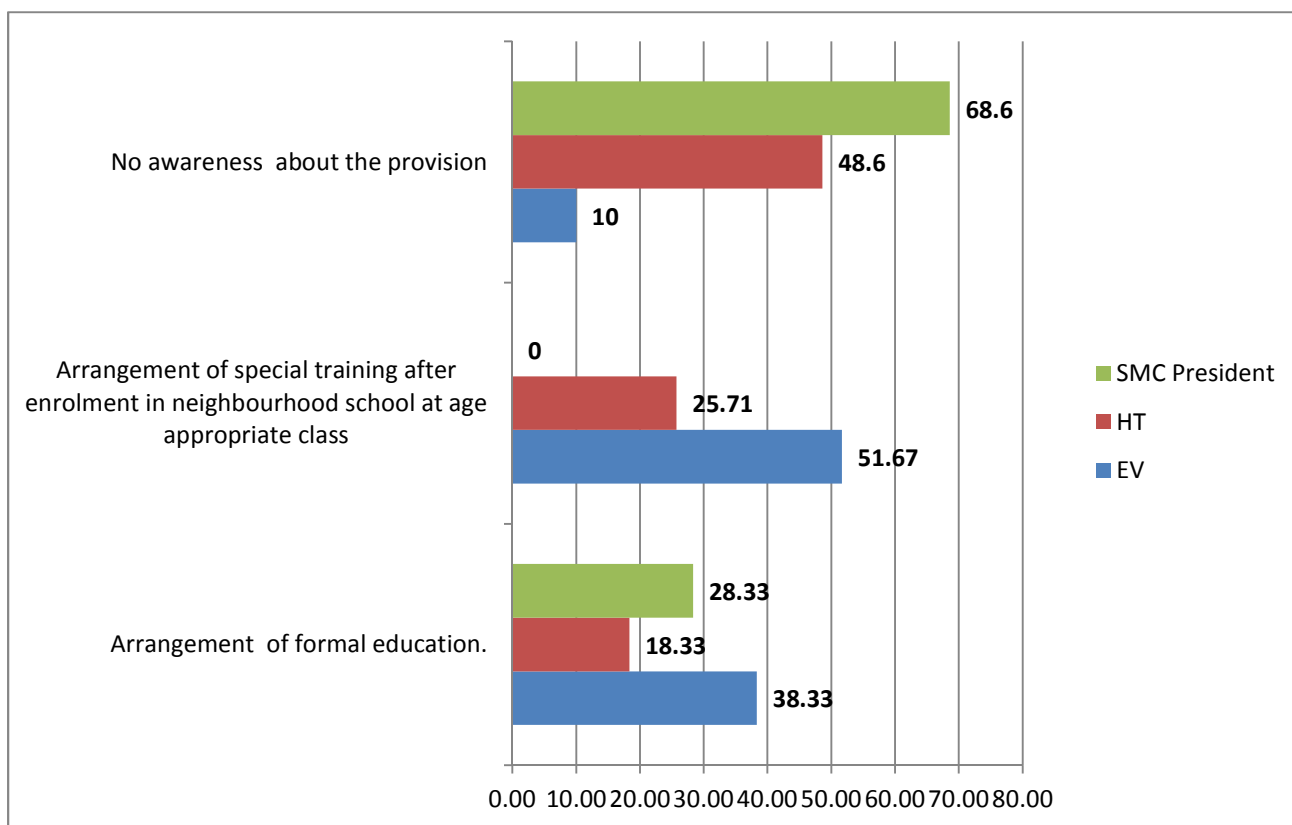
*Source: Interview schedule of the EV, HT & SMC President*

Table no. 4.8 shows the responses of EVs, HTs & SMC Presidents on provision of education for OoSC under RTE. Out of the total sample, 38.33% EVs, 18.33% HTs & 28.33% SMC Presidents mentioned about provision of arrangement of formal education in school like regular children of the school; whereas 51.67% EVs & 25.71% HTs mentioned about the provision of arrangement of special training after enrolment in neighbourhood school at age appropriate class.

Table also shows that 10% EVs, 48.6% HTs & 68.6% SMC President were not aware about the provision of education for OoSC under RTE. The data shown in the Table-4.8 has been diagrammatically represented in Figure 4. 7 below:

**FIGURE 4.7**

**Provision of Education of OoSC**



**Table -4.9**

**STATUS OF AGE APPROPRIATE ENROLMENT IN NEIGHBOURHOOD SCHOOL**

Sample	Status of age appropriate enrolment in neighbourhood school as responded by EV,HT & SMC Presidents						
	Conducted age appropriate enrolment		Not conducted age appropriate enrolment		Not aware of age appropriate enrolment		Total
	No.	%	No.	%	No.	%	
EV	58	96.67	2	3.33	0	0	60
HT	58	96.67	2	3.33	0	0	60
President SMC	21	35	0	0.00	39	65	60

*Source: Interview schedule of the EV,HT & SMC President*

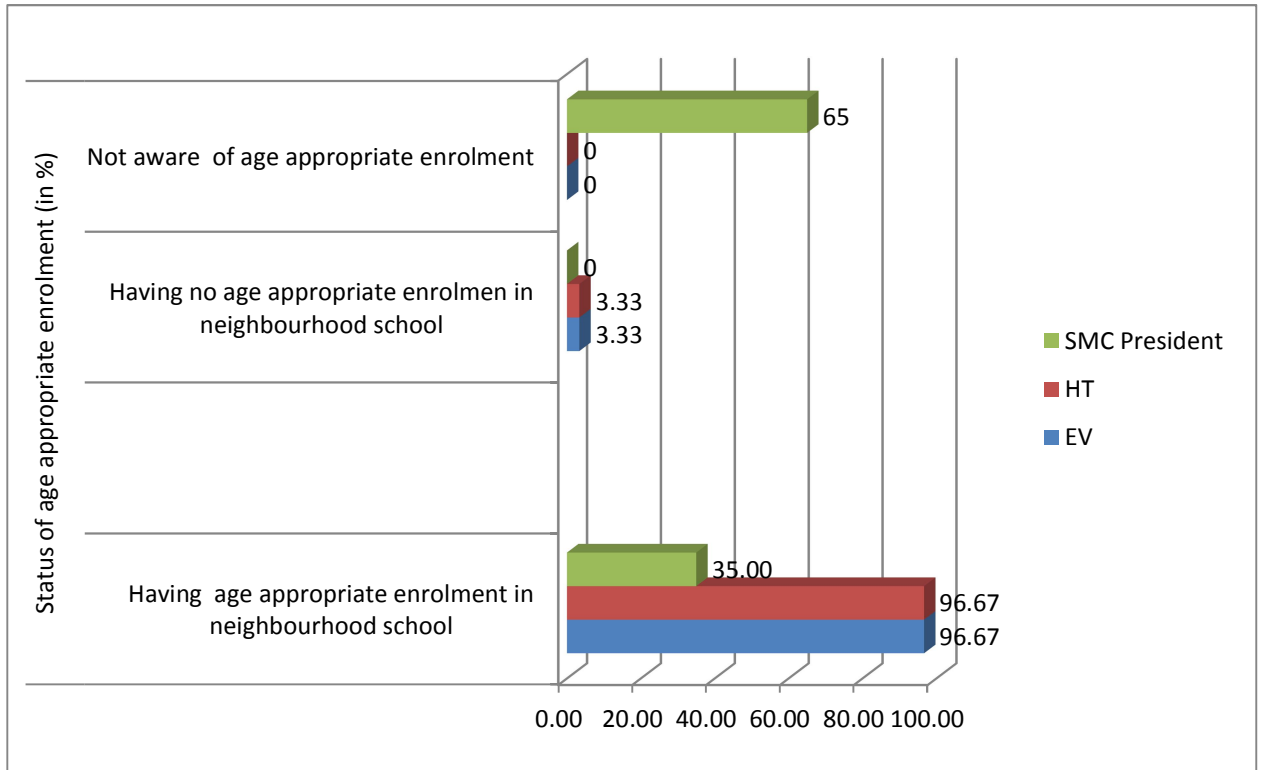
From the above table 4.9, it is observed that out of sample EVs, 96.67% EVs enrolled their children at age appropriate class in neighbourhood school; while 3.33% not enrolled their children at age appropriate in neighbourhood school.

Similarly 96.67% HTs stated that age appropriate enrolment of special training learners has been done in their school; 3.33% stated that special training learners have not been enrolled at age appropriate class in their school.

Out of sample SMC Presidents, 35% were of view that special training learners have been admitted in the school at age appropriate class; whereas 65% were not aware of status of age appropriate enrolment. The data shown in the table-4.9 has been diagrammatically represented in figure 4. 8 below:

**FIGURE 4.8**

**Status of Age Appropriate Enrolment of Out of school children (OoSC)**



**4.1.1 Mechanism & Process of Special Training**

**Table- 4.10**

**UNDERSTANDING ON THE TERM OF SPECIAL TRAINING AS PER RTE**

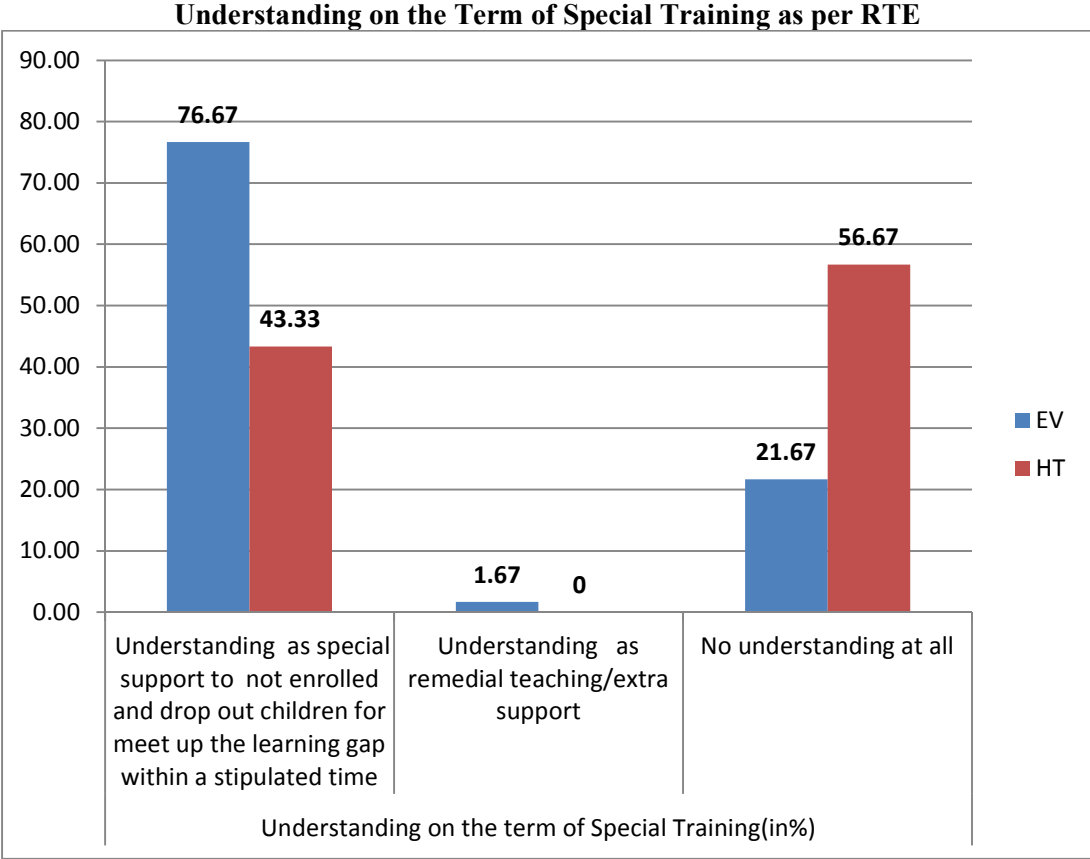
Sample	Understanding of EVs & HTs on the term of Special Training						
	As special support to not enrolled and drop out children for meeting learning gap		As remedial teaching/extra support		No understanding at all		Total
	No.	%	No.	%	No.	%	
EV	46	76.67	1	1.67	13	21.67	60
HT	26	43.33	0	0.00	34	56.67	60

*Source: Interview schedule of the EV & HT*

Table 4.10 shows the understanding on the term of Special Training as per statement of the respondents. From the table, it is observed that out of the sample EVs, 76.67% stated special training as a special support to never enrolled and drop out children for meeting up the learning gap within a stipulated time period; 1.67% stated as remedial teaching/extra support and 21.67% were not aware of the term.

Similarly, out of sample HTs, 43.33% stated special training as a special support to never enrolled and drop out children for meet up the learning gap within a stipulated time period; whereas 56.67% were not aware of the term. The data shown in the Table-4.10 has been diagrammatically represented in Figure 4. 9 below:

**FIGURE 4.9**



**Table- 4.11**

**DURATION OF SPECIAL TRAINING AS PER RTE**

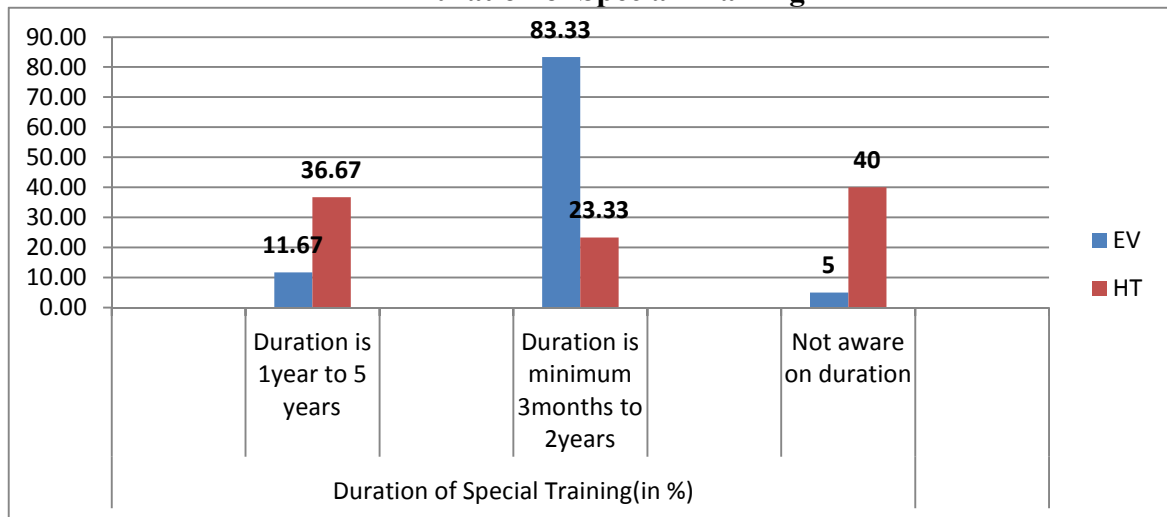
Sample	Duration of Special Training as per response of EVs & HTs						Total
	1 year to 5 years		Minimum 3months to 2 years		Not aware		
	No.	%	No.	%	No.	%	
EV	7	11.67	50	83.33	3	5	60
HT	22	36.67	14	23.33	24	40	60

*Source: Interview schedule of the EV & HT*

Table 4.11 shows the responses of the EVs & HTs on duration of Special Training as per RTE. Out of sample EVs, 11.67% stated duration of special training is from 1 year to 5 years, 83.33% stated from minimum 3months to 2years and 5% were not aware on duration. Similarly, 36.67% stated duration of special training is from 1year to 5 years, 23.33% stated from minimum 3months to 2years and 40% were not aware on duration. The data shown in the table-4.11 has been diagrammatically represented in figure 4. 10 below

**FIGURE 4.10**

**Duration of Special Training**



**Table- 4.12**

**SUFFICIENCY OF DURATION OF MAXIMUM 2 YEARS OF SPECIAL TRAINING**

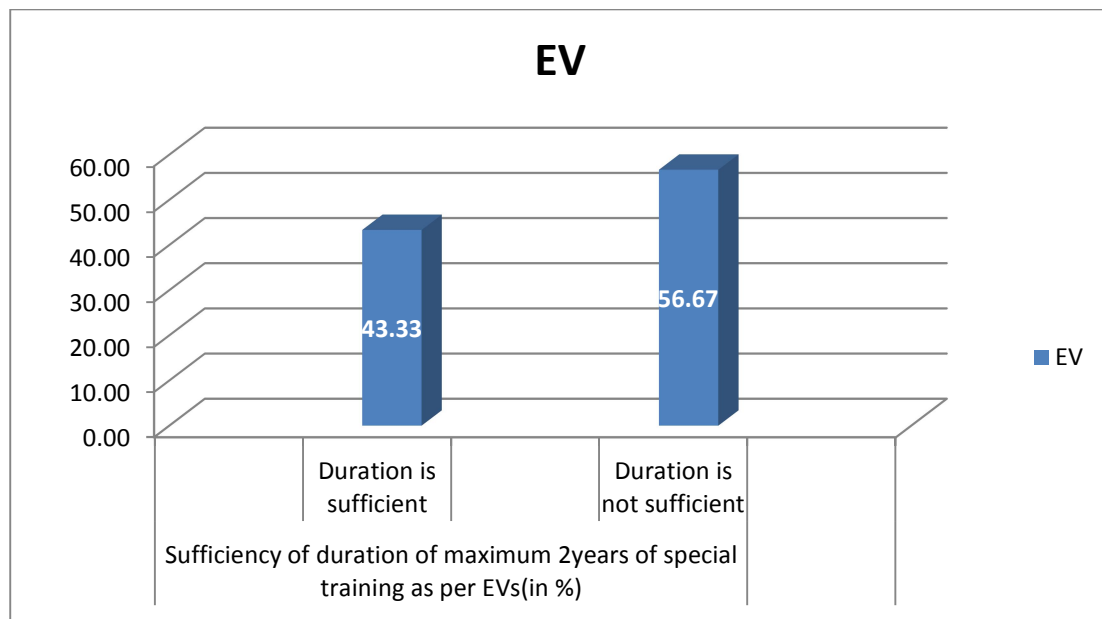
Sample	Sufficiency of duration of maximum 2 years of special training as per response of EV				
	Sufficient		Not sufficient		Total
	N.	%	No.	%	
EV	26	43.33	34	56.67	60

*Source: Interview schedule of the EV*

Table 4.12 shows the responses of the EVs on sufficiency of duration of maximum 2 years of special training. The data revealed that 43.33% EVs stated that duration of maximum 2 years of special training is sufficient; whereas 56.67% responded that the said duration is not sufficient. The data shown in the table-4.12 has been diagrammatically represented in figure 4. 11 below

**FIGURE 4.11**

**Sufficiency of duration of maximum 2years of special training**





**Table- 4.13**

**REASON OF NON SUFFICIENCY OF 2 YEARS PERIOD OF SPECIAL TRAINING AS PER RTE**

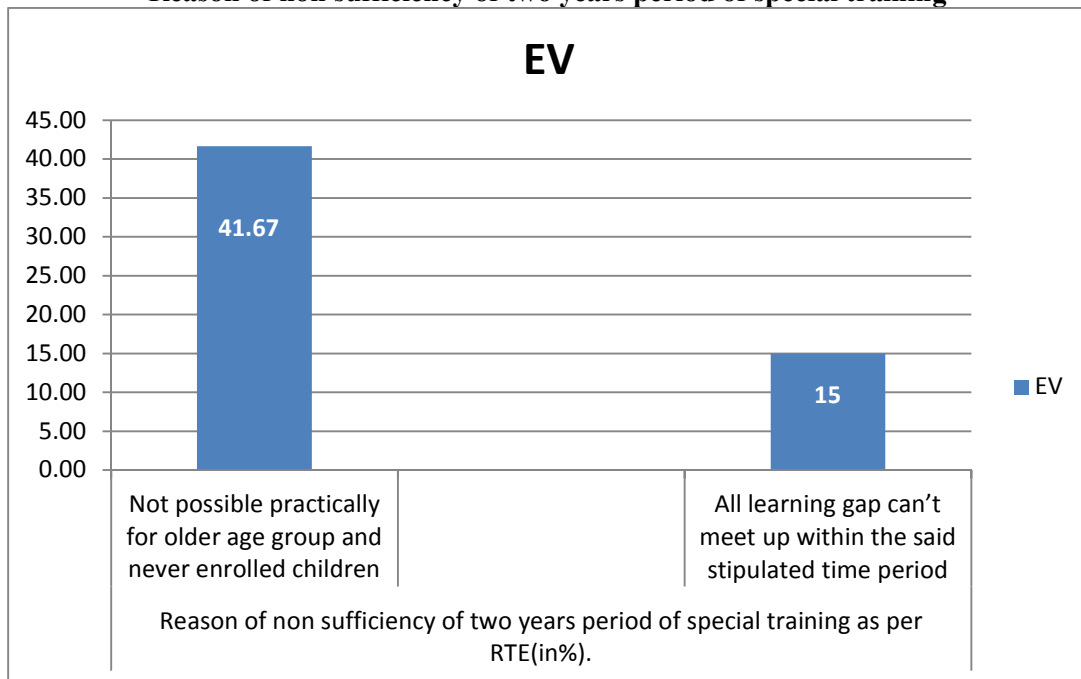
<b>Reason of non sufficiency of two years period of special training as responded by EV</b>							
<b>Sample</b>	Not possible practically for older age group and never enrolled children		All learning gaps can't be bridged within stipulated time		No comment		Total
	No.	%	No.	%	No.	%	
EV	25	<b>41.67</b>	9	<b>15</b>	0	0	<b>34</b>

*Source: Interview schedule of the EV*

Table shows that 41.67% EVs were of the view that two years period is practically not sufficient for older age group and never enrolled children, while 15% viewed that all learning gaps cannot be met up within the said stipulated time period. The data shown in the table-4.13 has been diagrammatically represented in figure 4. 12 below

**FIGURE 4.12**

**Reason of non sufficiency of two years period of special training**



**Table- 4.14**

**STATUS OF FIXING OF DURATION/PERIOD WITHIN 3 TO 24 MONTHS**

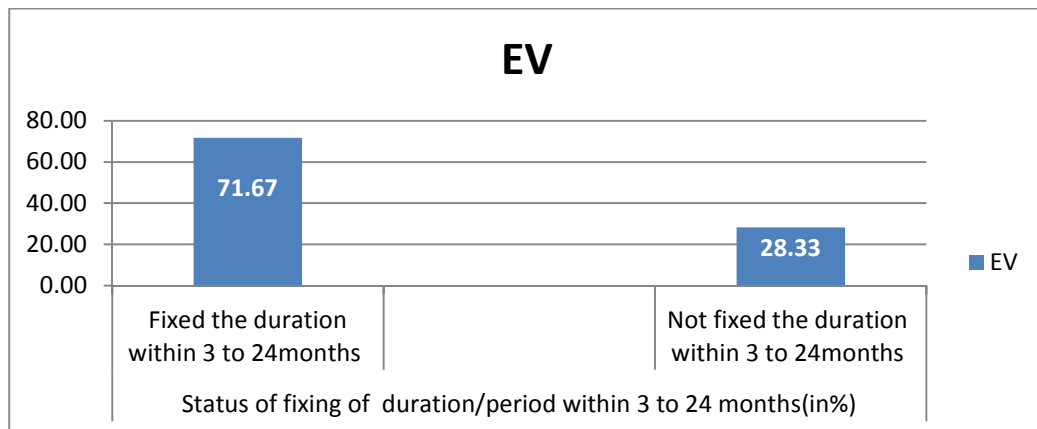
<b>Status of fixing of duration/period within 3 to 24 months as responded by EV</b>					
<b>Sample</b>	<b>Fixed</b>		<b>Not fixed</b>		<b>Total</b>
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	
<b>EV</b>	<b>43</b>	<b>71.67</b>	<b>17</b>	<b>28.33</b>	<b>60</b>

*Source: Interview schedule of the EV*

The table shows that out of sample EVs, 71.67% fixed the duration/period within 3 to 24 months; whereas 28.33% did not fixed the duration. The data shown in the table-4.14 has been diagrammatically represented in figure 4. 13 below:

**FIGURE 4.13**

**Status of fixing of duration/period within 3 to 24 months**



**Table- 4.15**

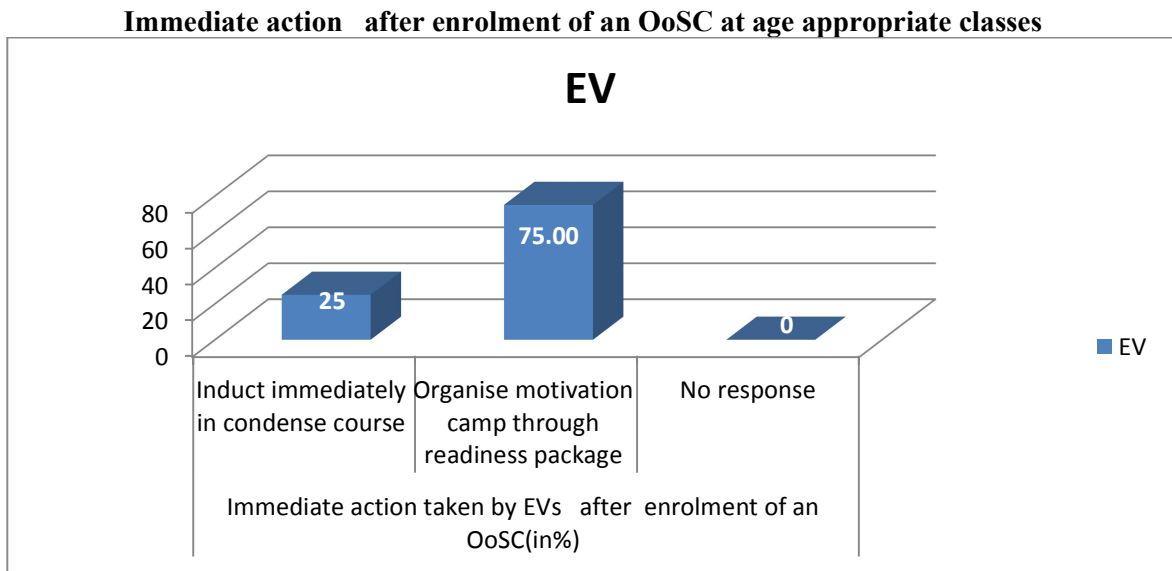
**IMMEDIATE ACTION TAKEN BY EVS AFTER ENROLMENT OF AN OOSC AT AGE APPROPRIATE CLASSES**

<b>Immediate action taken by EVs after enrolment of an OoSC for providing Special Training</b>							
<b>Sample</b>	<b>Inducted condensed course</b>		<b>Organised motivation camp</b>		<b>Not responded</b>		<b>Total</b>
	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	
<b>EV</b>	<b>15</b>	<b>25</b>	<b>45</b>	<b>75</b>	<b>0</b>	<b>0</b>	<b>60</b>

*Source: Interview schedule of the EV*

Table 4.15 reveals that 25% EVs inducted the children in condensed course immediately after enrolment of an OoSC at age appropriate classes; whereas 75% conducted motivation camp through readiness package after enrolment at age appropriate classes for providing special training. The data shown in the table-4.15 has been diagrammatically represented in figure 4.14 below:

**FIGURE 4.14**



**Table- 4.16**

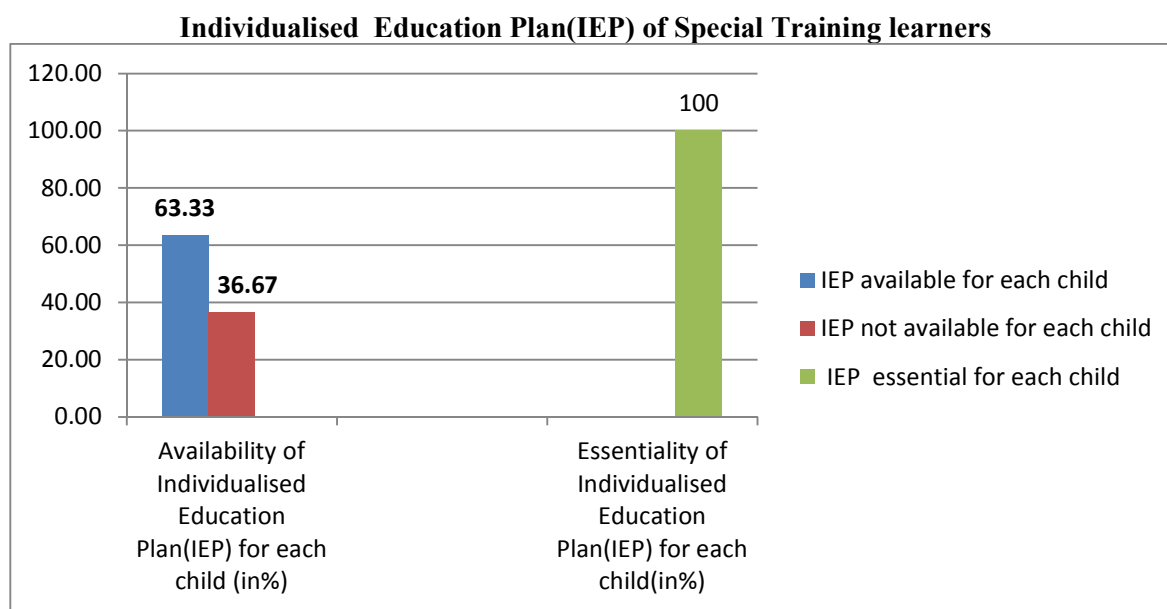
**INDIVIDUALISED EDUCATION PLAN (IEP) OF SPECIAL TRAINING LEARNERS**

<b>Availability of Individualised Education Plan(IEP) for each child as per response of EVs</b>					
Sample	Available		Not available		Total
	No.	%	No.	%	
	38	63.33	22	36.67	60
EV	<b>Essentiality of Individualised Education Plan(IEP) for child as per statement of EV</b>				
	Essential		Not essential		Total
	No.	%	No.	%	
	60	100	0	0	60

*Source: Interview schedule of the EV*

Table 4.16 shows the responses of the EVs on Individualized Education Plan (IEP) of Special Training learners. The information was sought on two aspects viz availability of Individualised Education Plan (IEP) for each child and essentiality of Individualised Education Plan (IEP). Out of sample EVs, 63.33% stated that IEP is available for each child; whereas, 36.67% stated the non availability of IEP for each child. From the above table, it is found that all respondents opined IEP as essential for each child. The data shown in the table-4.16 has been diagrammatically represented in figure 4. 15 below:

**FIGURE 4.15**



**Table- 4.17**

**REASON OF ESSENTIALITY OF IEP**

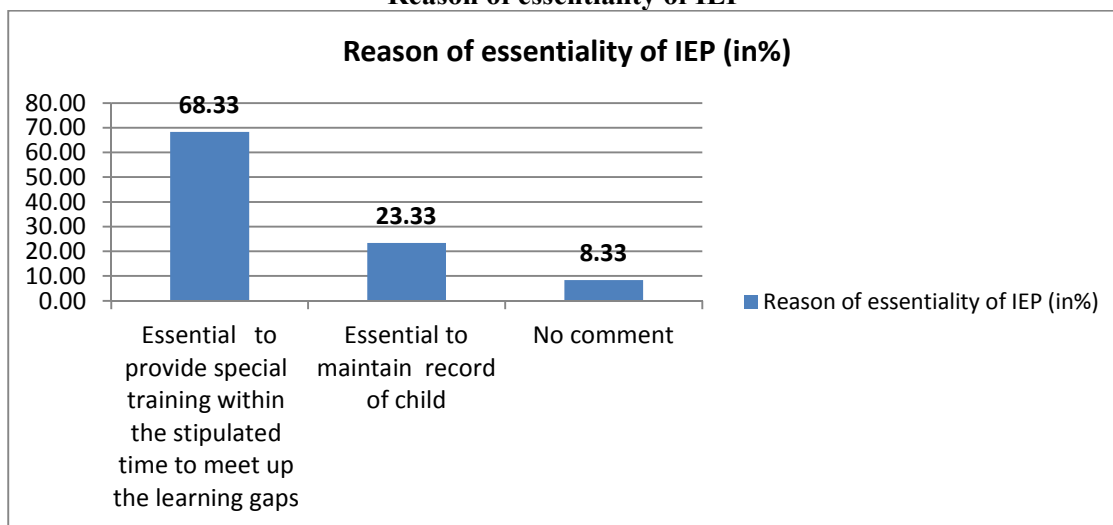
<b>EV's response on reason of essentiality of IEP</b>							
Sample	To provide special training within the stipulated time to meet up the gaps		To maintain record		No comment		Total
	No.	%	No.	%	No.	%	
EV	41	68.33	14	23.33	5	8.33	60

*Source: Interview schedule of the EV*

Table 4.17 indicates the reason of essentiality of IEP. All sample EVs had opined the essentiality of IEP for each child as reflected in the table-4.15. Out of that 68.33% stated the reason essentiality as to provide special training within the stipulated time and to meet up the gaps of core competencies within a short period, 23.33% considered IEP as essential for maintaining record of child and 8.33% did not comment. The data shown in the table-4.17 has been diagrammatically represented in figure 4. 16 below:

**FIGURE 4.16**

**Reason of essentiality of IEP**



**Table- 4.18**

**CHALLENGES FACED WITH REGARD TO MULTILINGUAL AND DIVERSE SITUATION OF THE CLASSROOM**

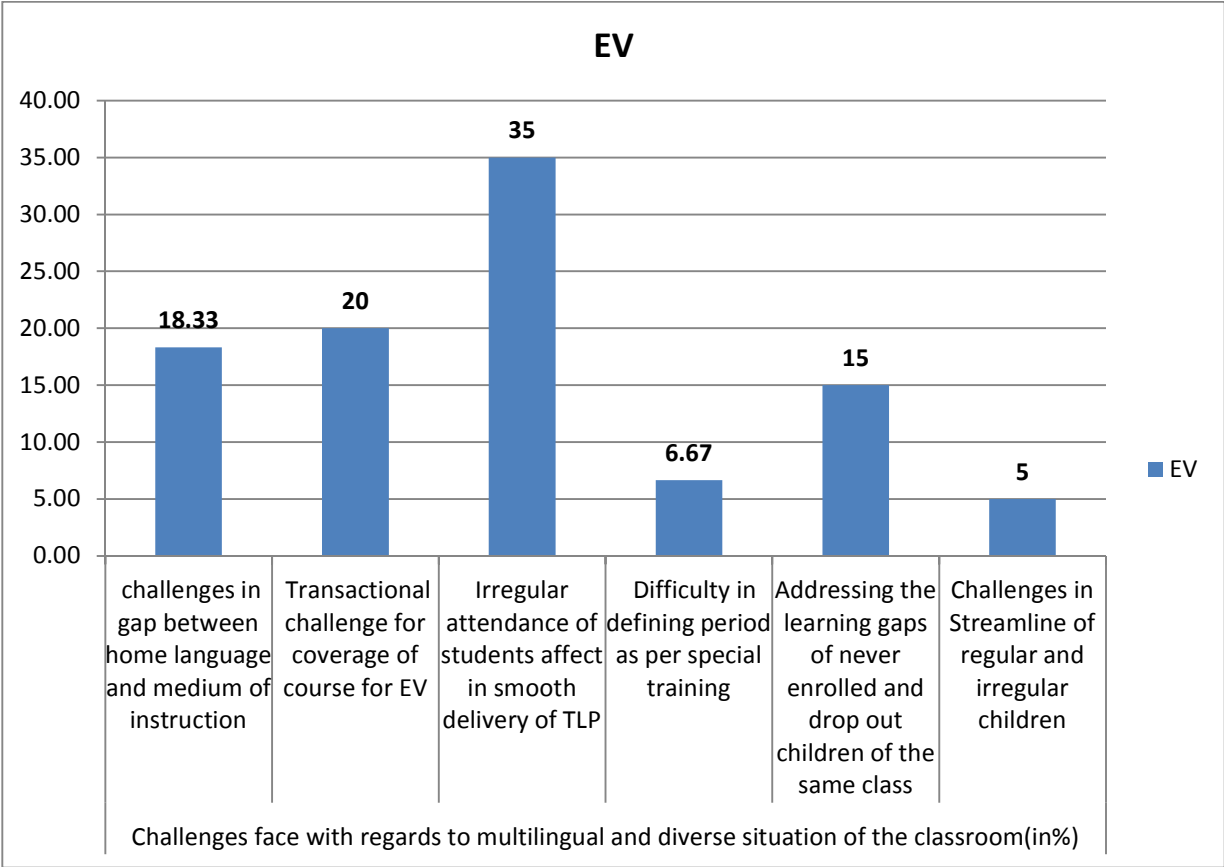
Sample	Challenges faced by EVs with regards to multilingual and diverse situation of the classroom												Total
	Gap between home language and medium of instruction		Transactional challenge for coverage of course		Irregular attendance of students affecting smooth delivery of TLP		Difficulty in defining period as per special training		Addressing the learning gaps of never enrolled and drop out children of the same class		Streamline of regular and irregular children		
EV	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	60
		11	18.33	12	20	21	35	4	6.67	9	15	3	

*Source: Interview schedule of the EV*

Table 4.18 shows the responses of the EVs on challenges faced in classroom having multilingual and diverse situation. Out of sample EVs, 18.33% faced challenge of gaps between home language and medium of instruction, 20% faced transactional challenge for coverage of course, 35% faced challenge of irregular attendance of students affecting smooth delivery of TLP, 6.67% faced difficulty in defining period as per special training, 15% faced challenge of addressing the learning gaps of never enrolled and drop out children of the same class and 5% faced challenge of streamline of regular and irregular children. The data shown in the table-4.18 has been diagrammatically represented in figure 4.17 below:

**FIGURE 4.17**

**Challenges face with regards to multilingual and diverse situation of the classroom**



**Table- 4.19**

**SUPPORT PROVIDED BY SMC FOR SMOOTH IMPLEMENTATION OF SPECIAL TRAINING**

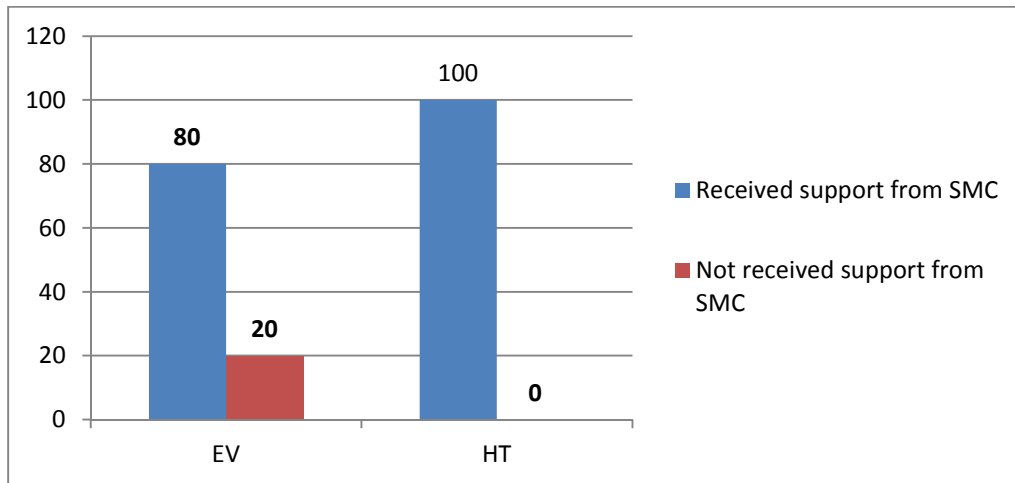
Sample	Support receive by EVs & HTs from SMC for implementing Special Training				Total
	Received		Not received		
	No.	%	No.	%	
EV	48	80	12	20	60
HT	60	100	0	0	60

*Source: Interview schedule of the EV & HT*

Table 4.19 shows the responses of the EVs and HTs on support received from SMC for smooth implementation of Special Training. Out of sample EVs, 80% received support from SMC and 20% did not receive support. From the table, it was observed that all sample HTs reported as receiving support from SMC for smooth implementation of Special Training programme. The data shown in the Table-4.19 has been diagrammatically represented in Figure 4. 18 below:

**FIGURE 4.18**

**Support provided by SMC for smooth implementation of Special Training**



**Table- 4.20**

**KIND OF SUPPORT PROVIDED BY SMC FOR SMOOTH IMPLEMENTATION OF SPECIAL TRAINING**

Sample	Kind of support provided by SMC as per response of EVs, HTs & SMC Presidents												Total
	Arrange venue		Bring new children		Provide academic support		Provide material support		Supervision		No support		
	No	%	No	%	No	%	No	%	No	%	No	%	
EV	13	21.67	2	3.33	3	5	9	15	32	53.33	1	1.67	60
HT	10	16.67	2	3.33	3	5	2	3.33	43	71.67	0	0	60
President SMC	10	16.67	2	3.33	0	0	7	11.67	41	68.33	0	0	60

*Source: Interview schedule of the EV, HT & SMC President*

Table 4.20 shows the responses of the EVs, HTs & President SMC on kind of support provided by SMC for smooth implementation of Special Training. Out of sample, 21.67% EV stated that SMC arranged venue for conduct of special training, 3.33% stated that new children have been brought to the centre, 5% stated that SMC provide academic support, 15% stated about providing of material support, 53.33% stated about conduct of supervision and 1.67% stated that no support has been provided by SMC.

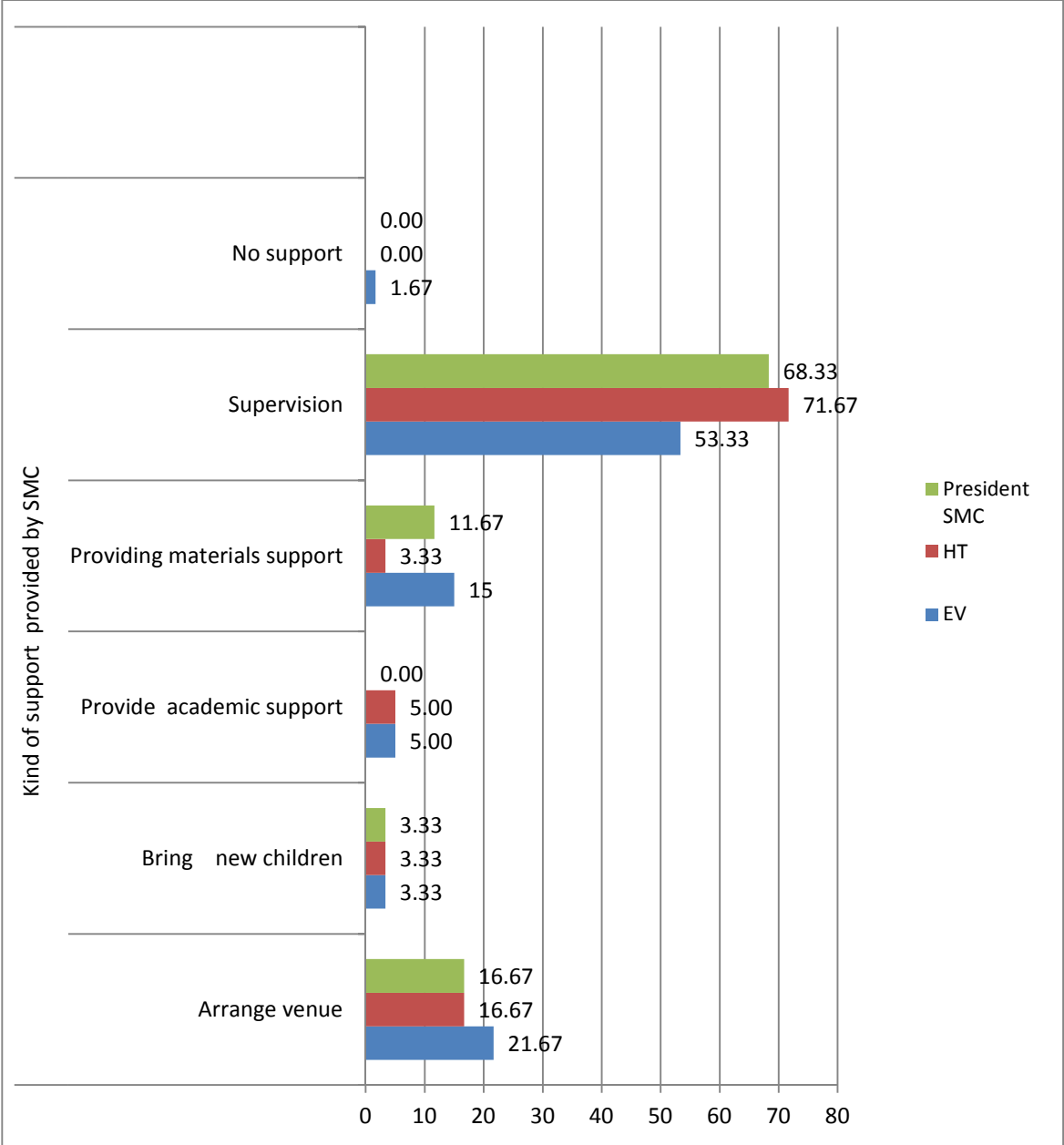
Out of sample HTs, 16.67% stated that SMC has arranged venue for conduct of special training , 3.33% stated that new children have been brought to the centre, 5% stated that SMC provide academic support , 3.33% stated about providing of material support and 71.67% stated about conduct of supervision.

Out of sample SMC Presidents, 16.67% stated that they arranged venue for conduct of special training, 3.33% stated they brought new children to the centre, 11.67% provided



material support and 68.33% stated about conduct of supervision. The data shown in the Table-4.20 has been diagrammatically represented in Figure 4. 19 below:

**FIGURE 4.19**  
**Kind of support provided by SMC for smooth implementation of Special Training**



#### 4.1.4 Evaluation of Special Training Learners

**Table- 4.21**

**CONDUCT OF EVALUATION OF SPECIAL TRAINING LEARNERS**

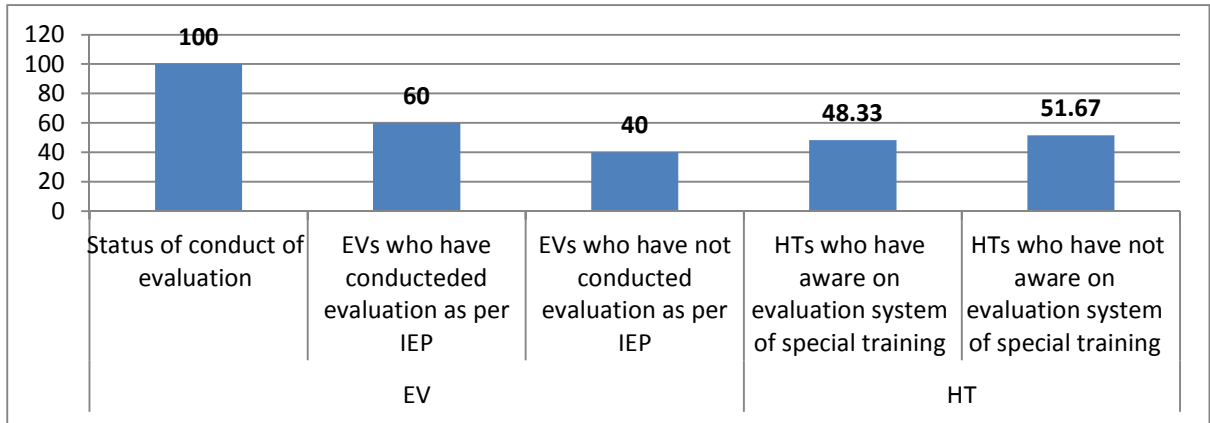
Sample	Status of conduct of evaluation as per response of EVs				
	Conducted		Not conducted		Total
EV	No.	%	No.	%	
	60	100	0	0	60
	Conduct of Evaluation as per IEP as responded by EVs				
	As per IEP		Not as per IEP		Total
	No.	%	No.	%	
	36	60	24	40	60
HT	Awareness of HTs on evaluation system of Special Training				
	Aware		Not aware		Total
	No.	%	No.	%	
	29	48.33	31	51.67	60

*Source: Interview schedule of the EV & HT*

Table 4.21 shows the responses of the EVs & HTs on conduct of evaluation of Special Training learners as per IEP. The information was sought on three aspects viz status of conduct of evaluation, conduct of Evaluation as per IEP and awareness of HTs on evaluation system. All EVs stated that they have conducted evaluation for special training learners and out of that 60% stated that they have conducted evaluation as per IEP; whereas 40% stated that they have not conducted evaluation as per IEP. The table also shows that out of sample HTs, 48.33% were aware of evaluation system of special training; whereas 51.67% were not aware. The data shown in the Table-4.21 has been diagrammatically represented in Figure 4. 20 below:

**FIGURE 4.20**

**Conduct of Evaluation of Special Training Learners**



**Table- 4.22**

**CONDUCT OF EVALUATION OF SPECIAL TRAINING LEARNERS IN CONSULTATION WITH HEAD TEACHER OF NEIGHBOURHOOD SCHOOL**

Sample	Conduct of evaluation in consultation with Head Teacher as per response of EVs & HTs				
	Conducted		Not conducted		Total
	No.	%	No.	%	
EV	60	100	0	0	60
HT	44	73.33	16	26.67	60

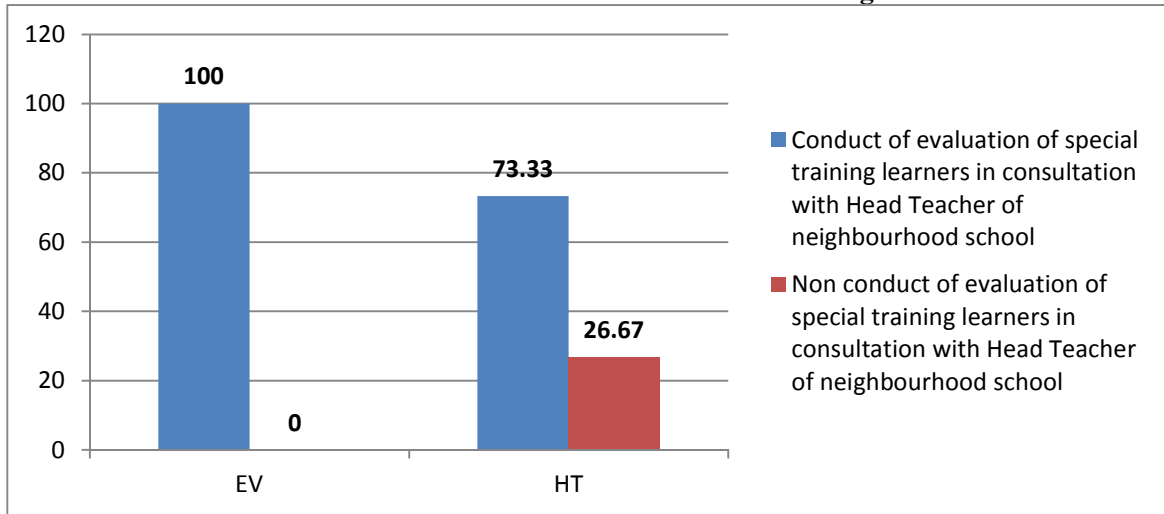
*Source: Interview schedule of the EV & HT*

Table 4.22 shows the responses of EVs & HTs on conduct of evaluation of special training learners in consultation with Head Teacher of neighbourhood school. All EVs stated that they have conducted evaluation of special training learners in consultation with Head Teacher of neighbourhood school. But percentage of HTs stating that EVs have conducted evaluation in consultation with them is 73.33% and 26.67% said that

EVs have not conducted evaluation in consultation with them. The data shown in the Table-4.22 has been diagrammatically represented in Figure 4. 21 below:

**FIGURE 4.21**

**Conduct of evaluation in consultation with Head Teacher of neighbourhood school**



**Table- 4.23**

**MAINTAINING AND SHARING OF RECORDS OF EVALUATION OF SPECIAL TRAINING LEARNERS**

Sample	Maintenance of record of evaluation in IEP by EVs				
	Maintained		Not maintained		Total
	No.	%	No.	%	
EV	37	61.67	23	38.33	60
Sample	Sharing of record of evaluation by EVs with HT as per response of EVs & HTs				
	Shared		Not shared		Total
	No.	%	No.	%	
EV	60	100	0	0	60
HT	45	75.00	15	25.00	60
Sample	Sharing of record of evaluation with Parents as per response of EVs & HTs				
	Shared		Not shared		Total
	No.	%	No.	%	
EV	54	90	6	10	60
HT	45	75.00	15	25.00	60

*Source: Interview schedule of the EV & HT*

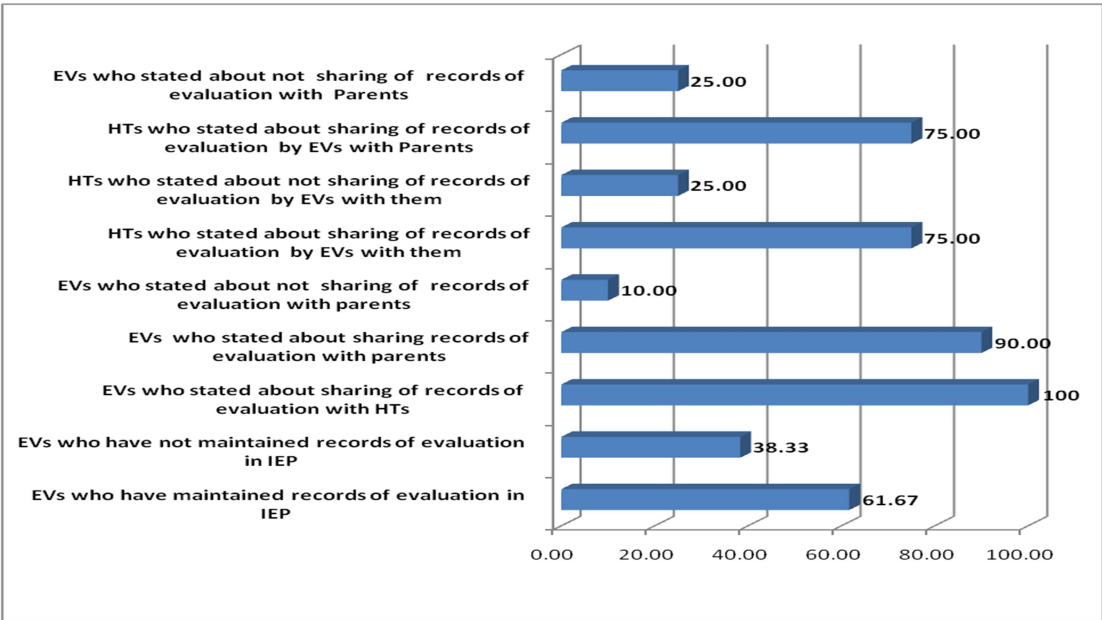
Table 4.23 shows the responses of the EVs & HTs on maintaining and sharing of records of evaluation of special training learners. The information was sought on three aspects viz maintaining record of evaluation in IEP, sharing of record of evaluation with HTs and sharing of record of evaluation with Parents. From the above table, it is found that 61.67% EVs maintained record of evaluation in IEP; whereas 38.33% did not maintain record in IEP.

So far as sharing of record of evaluation is concerned, all sample EVs stated that they have shared the evaluation records with HTs; whereas only 75% HTs stated that EVs have shared the evaluation record with them and 25% stated that EVs have not shared the records with them.

Similarly, sharing of record of evaluation with parents was done by 90% EVs and 10% did not share the records with parents. Out of sample HTs, 75% viewed that EVs have shared record of evaluation of children with parents and 25% stated that EVs did not share. The data shown in the Table-4.23 has been diagrammatically represented in Figure 4. 22 below:

**FIGURE 4.22**

**Maintaining and sharing of records of evaluation of special training learners**



**Table- 4.24**

**TYPES OF EVALUATION FOLLOWED FOR SPECIAL TRAINING LEARNERS**

Sample	Types of Evaluation followed by EVs for Special Training learners as per response of EVs & HTs						
	4 types of evaluation		Annual Evaluation		No response		Total
	No.	%	No.	%	No.	%	
EV	44	73.33	12	20	4	6.67	60
HT	23	38.33	14	23.33	23	38.33	60

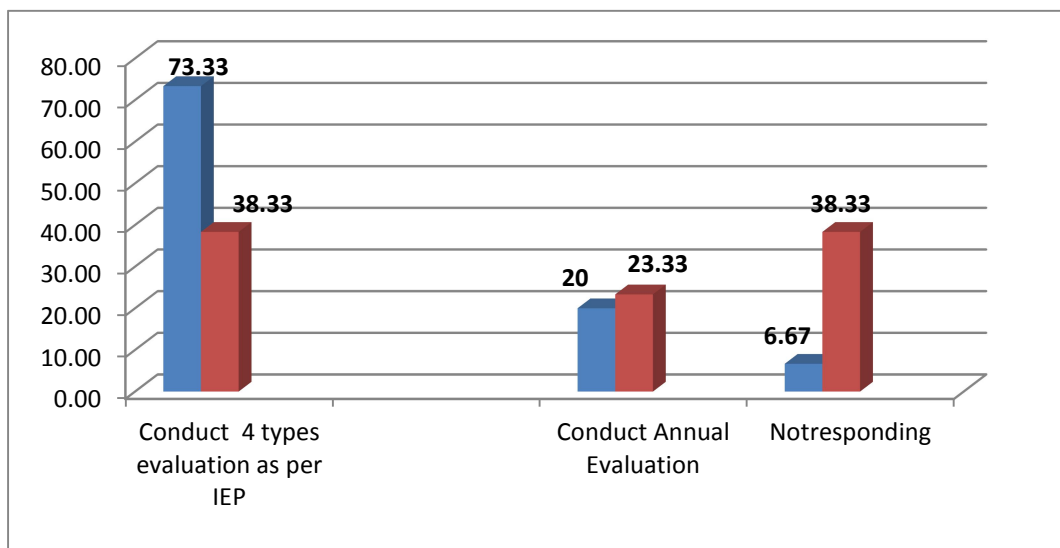
*Source: Interview schedule of the EV & HT*

Table 4.24 shows the responses of the EVs & HTs regarding types of evaluation followed for Special Training learners. Out of sample EVs, 73.33% stated that they have conducted 4 types of evaluation viz Activity based, lesson based, grade based and Back to school evaluation, 20% conducted annual evaluation and 6.67% did not respond.

Out of sample HTs, 38.33% viewed that EVs have conducted 4 types of evaluations, 23.33% viewed that annual evaluation was conducted and no response was received from 38.33%. Diagrammatic representation of data shown in the Table-4.24 has been given Figure 4. 23 below:

**FIGURE 4.23**

**Types of Evaluation followed for Special Training learners**



## 4.2 ANALYSIS OF OBJECTIVE NO. 2

The second objective of the present study was to study the status of special training learners especially with reference to attendance, performance & mainstreaming. Under each aspect (attendance, performance & mainstreaming) of the objective, several sub-aspects have been included and analysis of the sub-aspects has been presented in percentage form. All these sub-aspects were considered to be essential to know the effectiveness of special training intervention. Details are given below:

**Table:4.25**  
**DETAILS OF SECTIONS & SUB-SECTIONS OF OBJECTIVE NO. 2**

<b>Sections</b>	<b>Sub-Sections</b>	<b>Respondents</b>
Attendance of Special Training Learners	Regularity of Learners	EV/HT/SMC President
	Reason of irregularity	EV
	Steps taken for irregular children	HT/SMC President
	Home visit of irregular children	EV
	Visit of Special Training Centres by SMC	SMC President
	Frequency of visit in special training centre by HT/ SMC President	HT/SMC President
Performance of Learners	Scores obtained in Achievement Test [Language-I(Assamese)-Class-III]:	Learners
	Scores obtained in Achievement Test [Mathematics -Class-III]:	Learners
	Scores obtained in Achievement Test [ Language-I(Assamese)-Class-VI]:	Learners
	Scores obtained in Achievement Test [Mathematics-Class-VI]	Learners
	Learning Competencies wise performance in Language-I(Assamese)-Class-III	Learners
	Learning Competency wise performance in Mathematics – Class-III	Learners

Sections	Sub-Sections	Respondents
	Learning Competency wise performance in Language (Assamese)-Class-VI	Learners
	Learning Competency wise performance in Mathematics-Class-VI	Learners
	Range of % against correct number of response - Language & Mathematics	Learners
Mainstreaming of special training learners	Status as well as strategy followed for mainstreaming of children	EV
	Support after mainstreaming and linkage with neighbourhood school	EV
	Nature of support given to the mainstreamed children	EV

The following table shows the status of attendance, performance & mainstreaming of Special Training Learners.

#### 4.2.1 Attendance of Special Training Learners

**Table- 4.26**

#### REGULARITY OF SPECIAL TRAINING LEARNERS

Sample	Regularity of children in special training centre as per response of EVs				
	Regular		Irregular		Total
	No.	%	No.	%	
EV	19	31.67	41	68.33	60
	Inform about irregular children to the HT/SMC by EVs				
	Informed		Not informed		Total
	No.	%	No.	%	
	34	56.67	26	43.33	60
Sample	Checking of regularity of children				
	Checked		Not checked		Total
	No.	%	No.	%	
HT	25	41.67	35	58.33	60
SMC President	17	28.33	43	71.67	60

*Source: Interview schedule of the EV & HT*

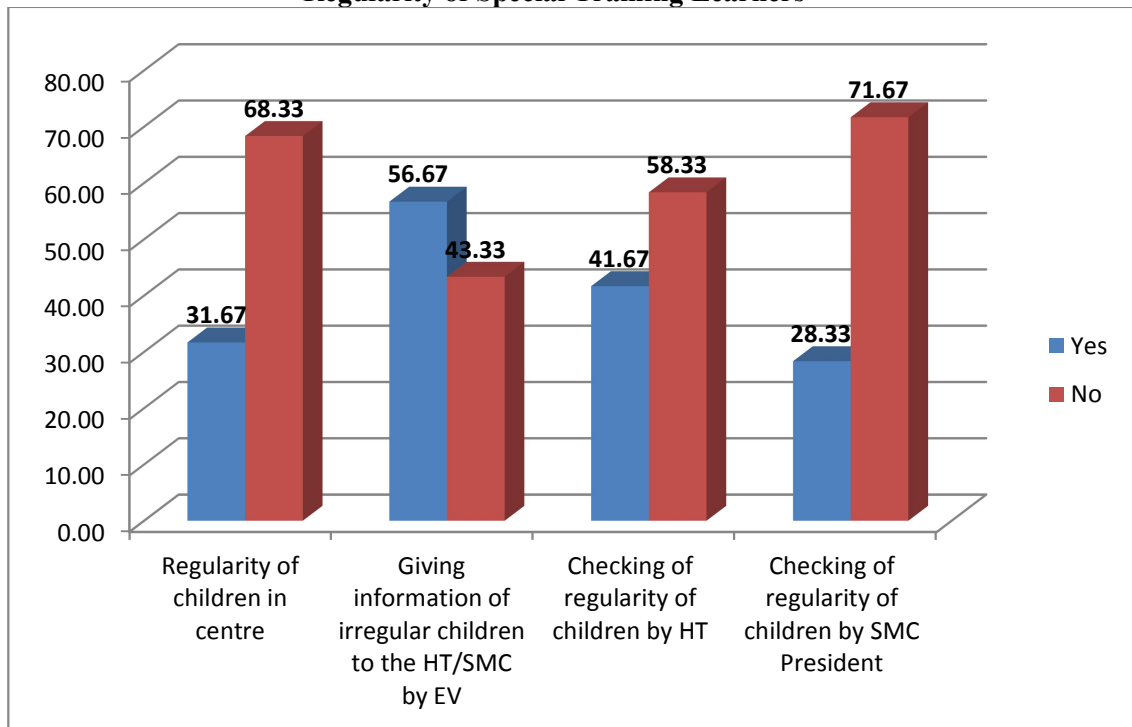


Table 4.26 shows the responses of the EVs, HTs & President SMC on regularity of Special Training learners . The information was sought on three aspects viz regularity of children in centre, giving information of irregular children to the HT/SMC and checking of regularity of children by HT & SMC President. Out of sample EVs, 31.67% stated that children of special training centres are regular in attendance and 68.33% stated children are not regular. Again 56.67% EVs said that they share information of irregular children to the HT/SMC and 43.33% did not share.

Regularity of children was checked by 41.67% HTs and 58.33% were found to be not checking it. Similarly, 28.33% SMC President stated that they have checked the regularity of children and remaining 71.67% did not check. The data shown in the Table-4.26 has been diagrammatically represented in Figure 4. 24 below:

**FIGURE 4.24**

**Regularity of Special Training Learners**



**Table- 4.27**

**REASON OF IRREGULARITY OF SPECIAL TRAINING CHILDREN**

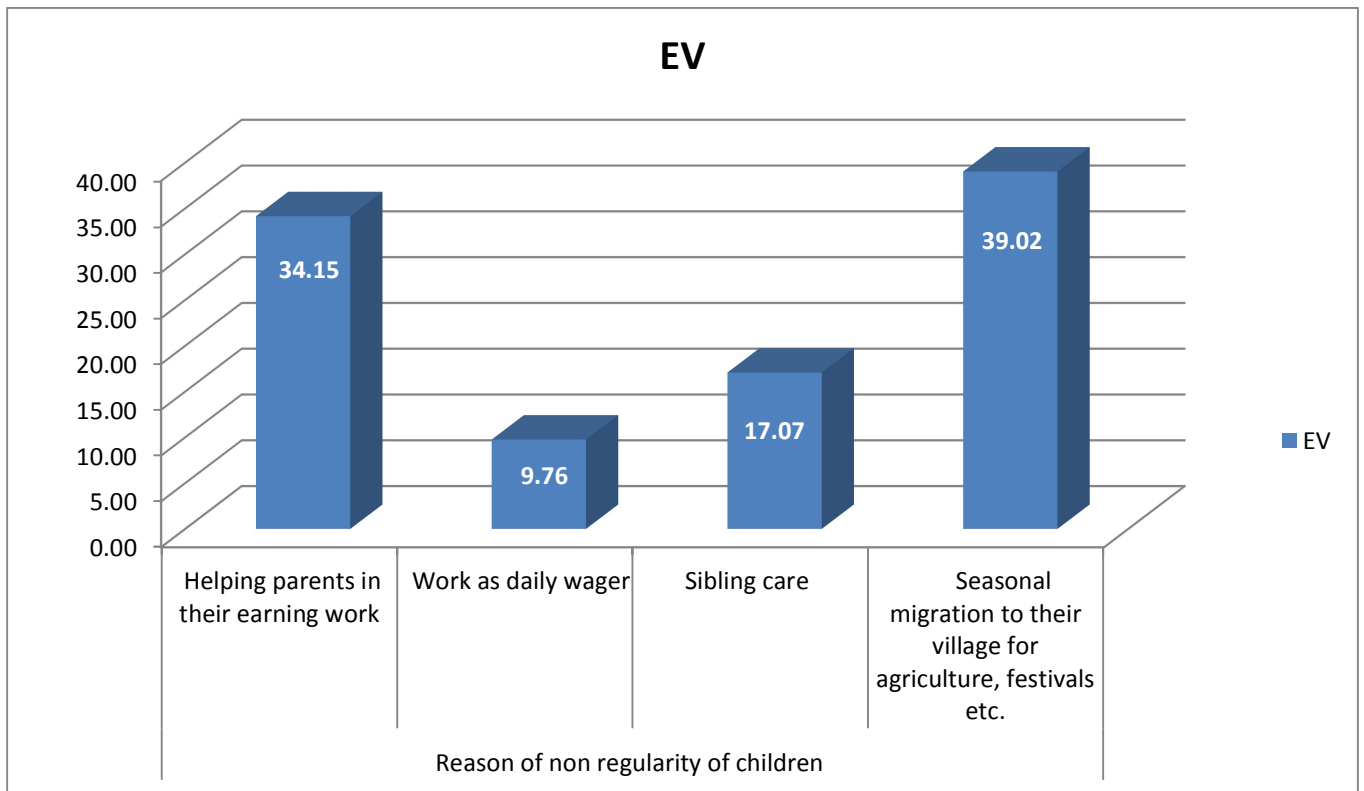
Sample	Reason of irregularity of Special Training children as per response of EVs								
	Help in earning		Daily wager		Sibling care		Seasonal migration		Total
EV	No.	%	No.	%	No.	%	No.	%	
		15	36.59	4	9.76	7	17.07	15	36.59

*Source: Interview schedule of the EV*

Table 4.27 shows that out of sample EVs, 36.59% stated that children of special training centres are not regular as they had to help parents in earning , 9.76% stated that the reason as children being daily wager, 17.07% stating sibling care, 36.59% stating seasonal migration to their village for agriculture, festivals etc. The data shown in the Table-4.27 has been diagrammatically represented in Figure 4. 25 below:

**FIGURE 4.25**

**Reason of non regularity of Special Training Learners**



**Table- 4.28**

**STEPS TAKEN FOR IRREGULAR CHILDREN OF SPECIAL TRAINING**

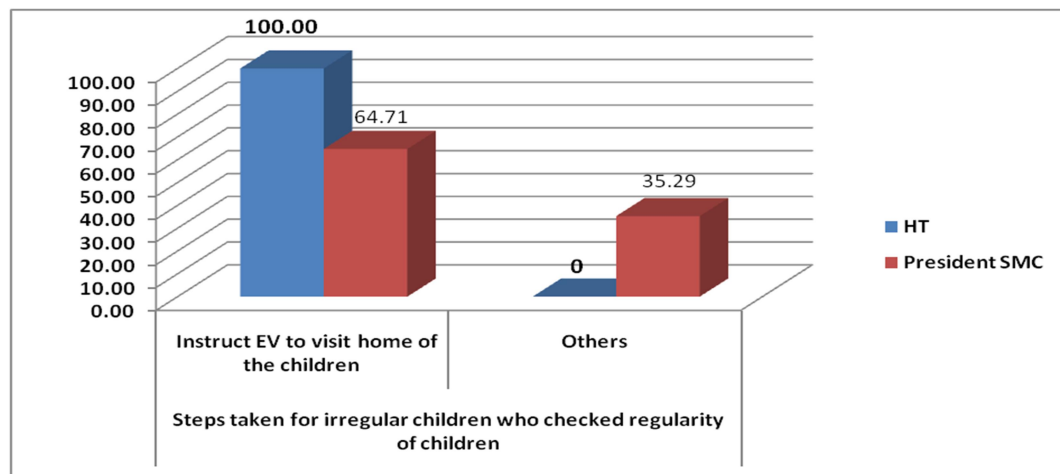
Sample	Steps taken by HTs & SMC Presidents for irregular children of special training						
	Instructed EV for home visit		Organized parent meeting and SMC meeting		Others		Total
	No.	%	No.	%	No.	%	No.
HT	25	100.00	0	0	0	0	25
President SMC	11	64.71	0	0	6	35.29	17

*Source: Interview schedule of the HT & President SMC*

Table 4.28 shows that out of sample HTs who checked regularity of children (as mentioned in table 4.21), all have instructed EVs to visit home of the irregular children. Out of sample SMC Presidents who checked regularity of children (as mentioned in table 4.24), 64.71% instructed EV to visit home of the children and 35.29% take other steps. The data shown in the Table-4.28 has been diagrammatically represented in Figure 4.26 below:

**FIGURE 4.26**

**Steps taken for irregular children of special training**



**Table- 4.29**

**HOME VISIT OF IRREGULAR CHILDREN OF SPECIAL TRAINING**

Sample	Conduct of home visit of irregular children by EV								
	Conducted		Not conducted		Total				
EV	No.	%	No.	%					
	55	91.67	5	8.33	60				
	Duration of conduct of home visit of irregular children by EV								
	Within 3 days		Within 7 days		Within 1 month		More than 1 month		Total
	No.	%	No.	%	No.	%	No.	%	
	29	48.33	19	31.67	7	11.67	0	0	55

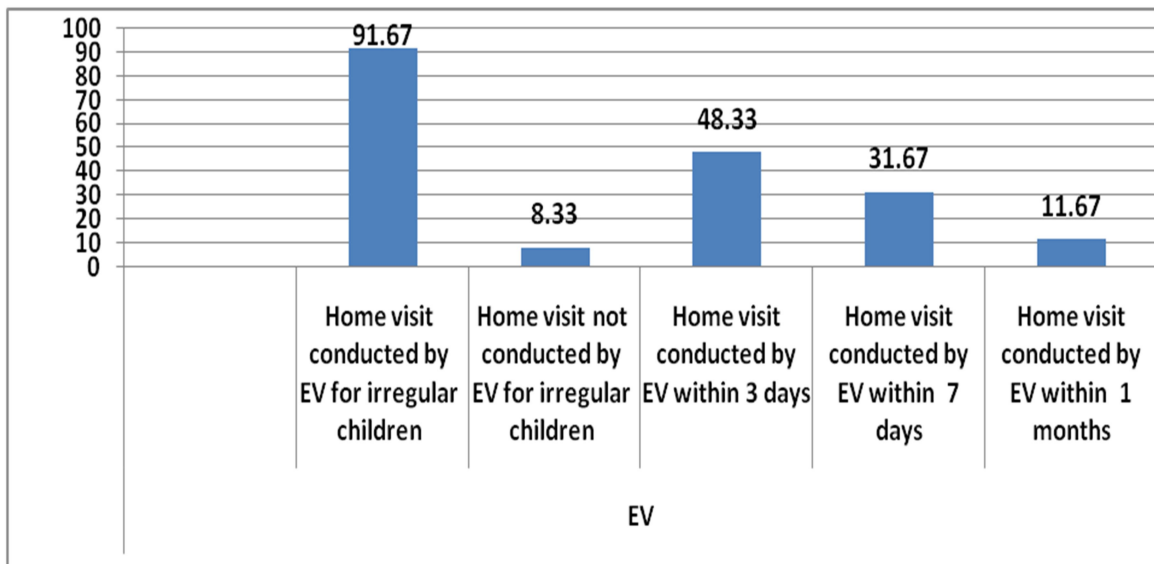
Source: Interview schedule of the EV

Table 4.29 shows the responses of the EVs on home visit of irregular children of Special Training. The information was sought on two aspects viz status of conduct of home visit of irregular children by EV and duration of home visit. Out of sample EVs, 91.67% stated that they have conducted home visit of irregular children and 8.33% did not conduct.

Similarly, out of sample EVs, 48.33% visited home of irregular children within 3 days, 31.67% visited within 7 days and 11.67% visited within 1 month. The data shown in the table-4.29 has been diagrammatically represented in figure 4.27 below:

**FIGURE 4.27**

**Home visit of irregular children of Special Training**



**Table- 4.30**

**VISIT OF SPECIAL TRAINING CENTRES BY SMC**

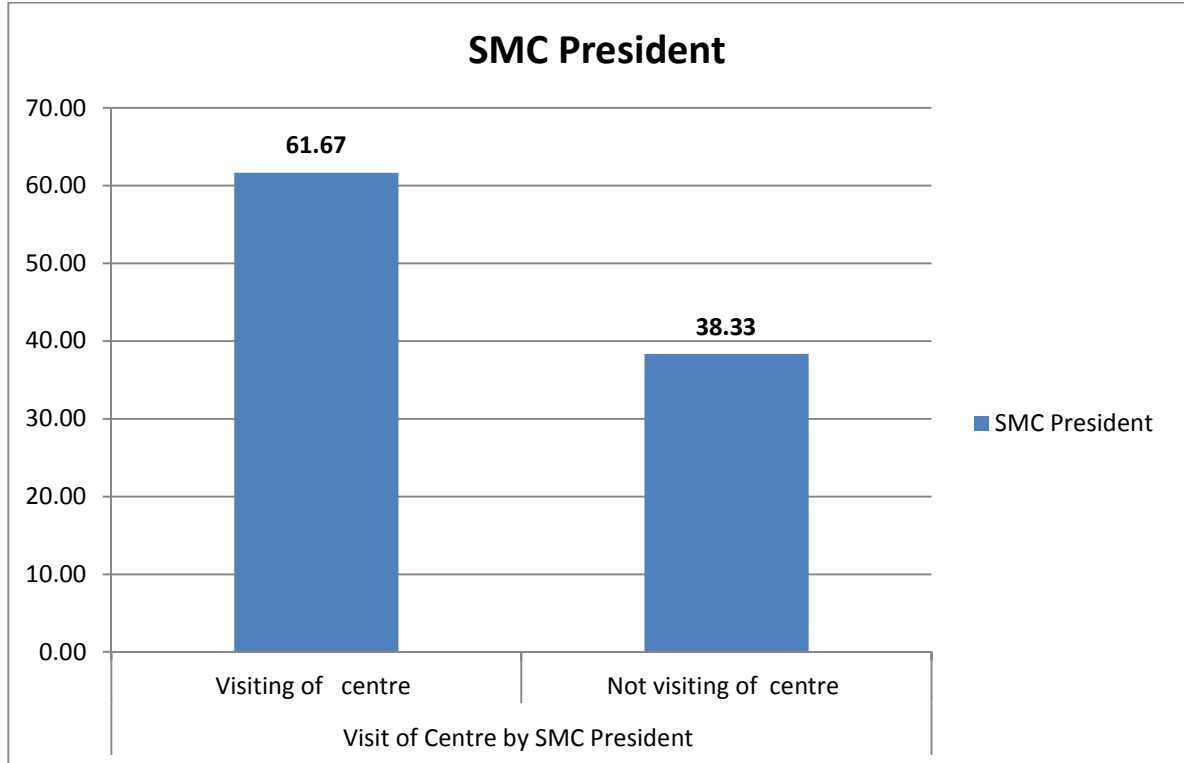
Sample	Visit of Special Training Centre by SMC President				Total
	Visited		Not visited		
SMC President	No.	%	No.	%	
	37	61.67	23	38.33	60

*Source: Interview schedule of the SMC President*

Table 4.30 shows, out of sample SMC Presidents, 61.67% visited special training centres, 38.33% have not visited. The data shown in the Table-4.30 has been diagrammatically represented in Figure 4.28 below:

**FIGURE 4.28**

**Visit of special training centres by SMC**



**Table- 4.31**

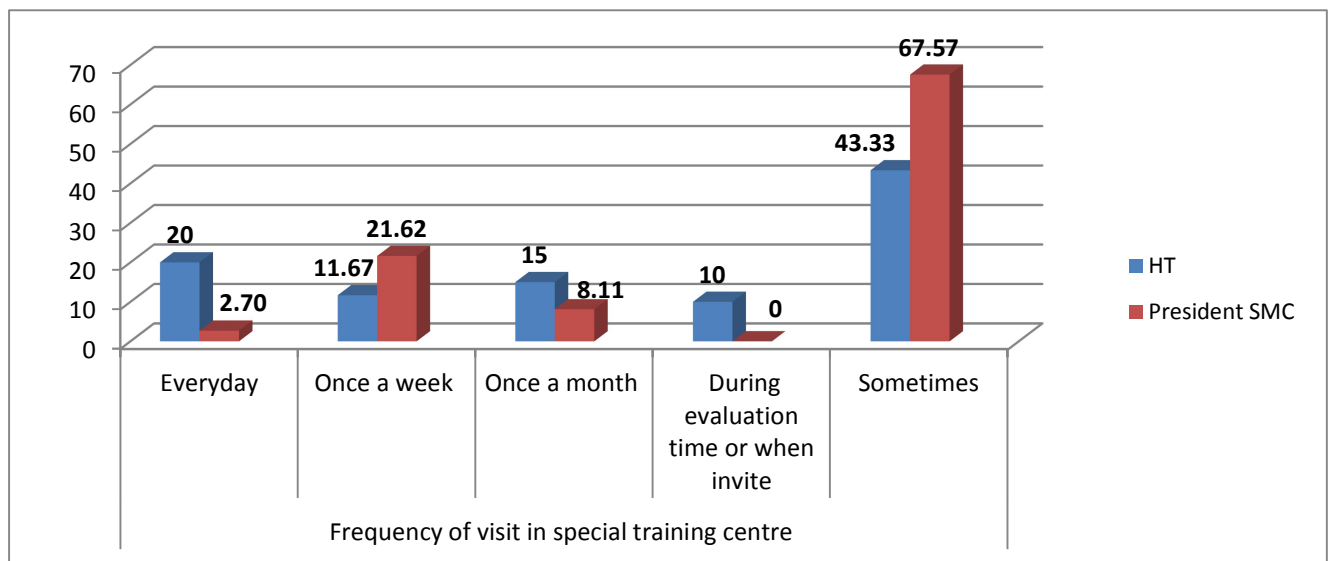
**FREQUENCY OF VISIT IN SPECIAL TRAINING CENTRE BY HT/ SMC PRESIDENT**

Sample	Frequency of visit by HT & SMC President in special training centre										
	Everyday		Once a week		Once a month		During evaluation time or when invite		Sometimes		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	
<b>HT</b>	12	20	7	11.67	9	15	6	10	26	43.33	60
<b>President SMC</b>	1	2.70	8	21.62	3	8.11	0	0	25	67.57	37

*Source: Interview schedule of the HT& President SMC*

Table 4.31 shows, out of sample HTs, 20% visited special training centres every day, 11.67% visited special training centres once a week, 15% visited once a month, 10% visited during evaluation time or when invite and 43.33% visited sometimes. Similarly, out of sample SMC Presidents, 2.70% visited special training centres everyday, 21.62% visited once a week, 8.108% visited once a month and 67.57% visited sometimes. The data shown in the Table-4.31 has been diagrammatically represented in figure 4.29 below:

**FIGURE 4.29**  
**Frequency of visit in special training centre by HT/ President SMC**



#### 4.2.2 Performance of Learners:

The investigator analysed the academic performance/achievement of learner's vis-à-vis score/mark and competency. The tables below describe the performance of learners of special training.

#### A. SCORE WISE ACHIEVEMENT :

**Table- 4.32**

**SCORES OBTAINED BY LEARNERS IN ACHIEVEMENT TEST [LANGUAGE-I (ASSAMESE)-CLASS-III]**

Area and item wise number of correct response in Language-1(Assamese)- Class-III							
Item No.	Area of item	Area wise number of sub-items	Item wise scores	No. of Learners	% of score obtained by learners		
					Item wise total scores	Score obtained by learners	% of score obtained
Q1	Spelling	3	3	150	450	248	55.11
Q2	Vowel symbol	5	5	150	750	626	83.47
Q3	Sentence formation	3	6	150	900	260	28.89
Q4	Opposite word	3	6	150	900	402	44.67
Q5	Synonyms	2	4	150	600	354	59.00
Q6	Express in single word	2	4	150	600	328	54.67
Q7	Conjunct letter	2	4	150	600	304	50.67
Q8	Self introduction for enhancing vocabulary	4	4	150	600	408	68.00
Q9	Writing with vocabulary	4	4	150	600	428	71.33
<b>Overall</b>		<b>28</b>	<b>40</b>		<b>6000</b>	<b>3358</b>	<b>55.97</b>

Area and item wise number of correct response in Language-1(Assamese)- Class-III							
Item No.	Area of item	Area wise number of sub-items	Item wise scores	No. of Learners	% of score obtained by learners		
					Item wise total scores	Score obtained by learners	% of score obtained
Q10	Reading	1 (para) with 5 items	10	150	1500	720	48

Table 4.32 shows that the highest score (83.47%) was against item no. 2 i.e vowel symbol and % lowest score (28.49%) was against item no.-3 i.e sentence formation. The score was found to above 50% (50.67 to 83.47) against 7 items out of 9 items whereas against item no- 4 i.e opposite word score was 44.67 and against item no-3 i.e sentence formation score found to 28.49%. Average score in writing test was found to be 55.97%. In reading test score was 48%.

**Table- 4.33**

**SCORES OBTAINED BY LEARNERS IN ACHIEVEMENT TEST [MATHEMATICS -CLASS-III]**

Area and item wise number of correct response in Mathematics Class-III							
Item No.	Area of Items	Area wise number of sub-items	Item wise scores	No. of Learners	% of score obtained by learners		
					Item wise total scores	Score obtained by learners	% of score obtained
Q1	Writing number in word	3	6	150	900	302	33.56
Q2	Writing in number	3	6	150	900	736	81.78
Q3	Addition	3	6	150	900	754	83.78
Q4	Subtraction	3	6	150	900	562	62.44
Q5	Identification of Place value	2	4	150	600	388	64.67
Q6	Addition in expanded form	3	6	150	900	550	61.11
Q7	Placing number	3	3	150	450	307	68.22



Area and item wise number of correct response in Mathematics Class-III							
Item No.	Area of Items	Area wise number of sub-items	Item wise scores	No. of Learners	% of score obtained by learners		
					Item wise total scores	Score obtained by learners	% of score obtained
	after, before and in between						
Q8	Identification of Missing number	3	3	150	450	282	62.67
Q9	Solving of Word problem	2	4	150	600	318	53.00
Q10	Multiplication	3	6	150	900	328	36.44
<b>Overall</b>		<b>28</b>	<b>50</b>		<b>7500</b>	<b>4527</b>	<b>60.36</b>

Table 4.33 shows that the range of score was from 33.44% to 83.78%, the lowest score being against writing number in word and highest score being against addition. Out of 10 items, more than 60% score was found against 7 items. The average score was 60.36%.

**Table- 4.34**

**SCORES OBTAINED BY LEARNERS IN ACHIEVEMENT TEST [LANGUAGE-1(ASSAMESE)-CLASS-VI]**

Area and item wise number of correct response in Language-1(Assamese)							
Item No.	Area of item	No. of sub items	Item wise scores	No. of Learners	% of score obtained by learners		
					Item wise total scores	Score obtained by learners	% of score obtained
Q1	Conjunct letter	2	4	70	280	200	71.43

Area and item wise number of correct response in Language-1(Assamese)							
Item No.	Area of item	No. of sub items	Item wise scores	No. of Learners	% of score obtained by learners		
					Item wise total scores	Score obtained by learners	% of score obtained
Q2	Sentence formation	2	4	70	280	136	48.57
Q3	Singular & plural number	2	4	70	280	206	73.57
Q4	Express in single word	2	4	70	280	90	32.14
Q5	Tense	2	4	70	280	130	46.43
Q6	Spelling	2	4	70	280	144	51.43
Q7	Synonyms	2	4	70	280	104	37.14
Q8	Opposite word	3	6	70	420	102	24.29
Q9	Word meaning	3	6	70	420	74	17.62
<b>Overall</b>		20	40		2800	1186	<b>42.36</b>

Area and item wise number of correct response in Language-1(Assamese)							
Item No.	Area of item	No. of sub items	Item wise scores	No. of Learners	% of score obtained by learners		
					Item wise total scores	Score obtained by learners	% of score obtained
Q10	Reading	1 (para) with 5 items	10	70	700	163	23.28

Table 4.34 shows that the highest score (73.57%) was against item no. 3 i.e singular & plural number and the lowest score (17.62%) was against item no.-9 i.e word meaning. Only against 3 score was above 50%. Average score in writing test was found to be 42.36 %. In reading test score was 23.28%.

**Table- 4.35**

**SCORES OBTAINED BY LEARNERS IN ACHIEVEMENT TEST [MATHEMATICS-CLASS-VI]**

Area and item wise number of correct response in Mathematics							
Item No.	Areas of item	No. of sub items	Item wise scores	No. of Learners	% of Score obtained by learners		
					Item wise total scores	Score obtained by learners	% of score obtained
Q1	Addition, Substraction & Division	6	5	70	350	224	64.00
Q2	Units of measurement	5	5	70	350	250	71.43
Q3	Word problem	2	5	70	350	136	38.86
Q4	Geometrical shape	5	5	70	350	195	55.71

Q5	Fraction	1	5	70	350	175	50.00
Q6	Pattern	5	5	70	350	235	67.14
Q7	Factors	1	5	70	350	229	65.43
Q8	Multiple	2	4	70	280	208	74.29
Q9	Transformation of decimal into fraction	4	8	70	560	196	35.00
Q10	Arrange in ascending order	1	3	70	210	122	58.10
<b>Overall</b>					<b>3500</b>	<b>1970</b>	<b>56.29</b>

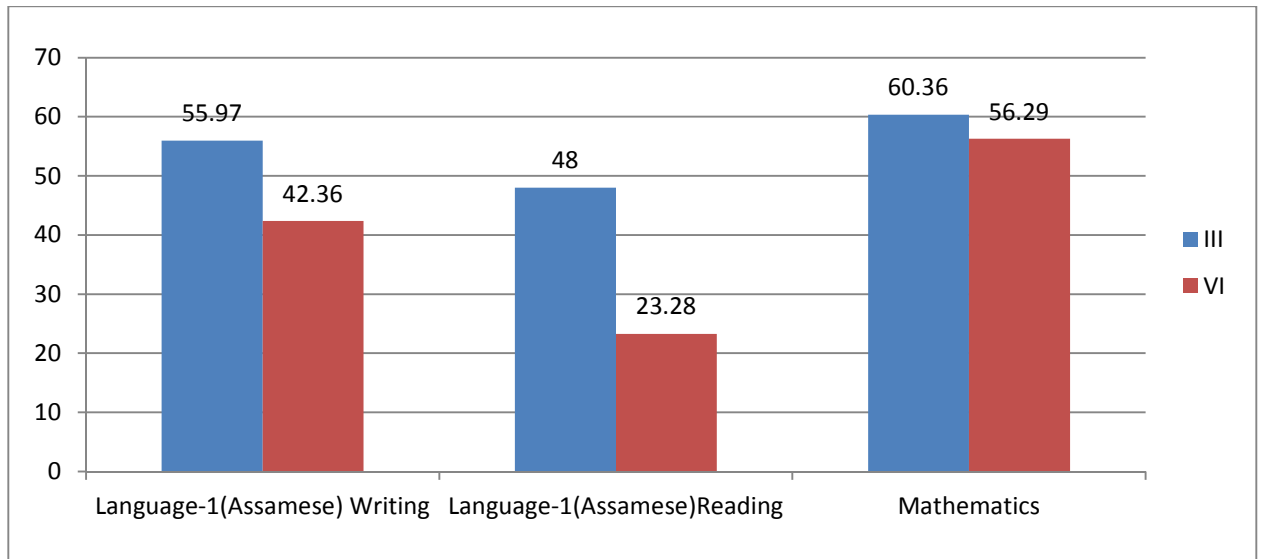
Table 4.35 shows that highest score (74.29%) and lowest score (35%) were against item no. 08 and 09 respectively. The range was found from 35.00% to 74.29%. Average score was 56.29%.

**Table 4.36**  
**SUBJECT WISE AVERAGE SCORE**

Class	Language-1(Assamese)		Mathematics
	Writing	Reading	
III	55.97	48.00	60.36
VI	42.36	23.28	56.29

Table 4.36 indicates that highest average score of learners against Mathematic subject which was found in both the classes and lowest average score was found in Language subject particularly in reading part. The data shown in the Table-4.36 has been diagrammatically represented in figure 4.30 below:

**FIGURE 4.30**  
**SUBJECT WISE AVERAGE SCORE**



**B. ITEM WISE NUMBER OF CORRECT RESPONSE**

**Table- 4.37**

**LEARNING COMPETENCIES WISE PERFORMANCE OF LEARNERS IN LANGUAGE-I (ASSAMESE) - CLASS-III**

Area and item wise number of correct response in Language-I(Assamese)- Class-III									
Item No.	Area of item	No. of students	No. of sub items	No. of sub item corrected					
				All		only one		None	
				Number	%	Number	%	Number	%
Q1	Spelling	150	3	64	42.67	56	37.33	30	20.00
Q2	Vowel symbol	150	5	119	79.33	31	20.67	0	0.00
Q3	Sentence formation	150	3	28	18.67	46	30.67	76	50.67
Q4	Opposite word	150	3	43	28.67	92	61.33	15	10.00

Area and item wise number of correct response in Language-I(Assamese)- Class-III									
Item No.	Area of item	No. of students	No. of sub items	No. of sub item corrected					
				All		only one		None	
				Number	%	Number	%	Number	%
Q5	Synonyms	150	2	65	43.33	47	31.33	38	25.33
Q6	Express in single word	150	2	50	33.33	64	42.67	36	24.00
Q7	Conjunct letter	150	2	59	39.33	34	22.67	57	38.00
Q8	Self introduction for enhancing vocabulary	150	4	92	61.33	20	13.33	38	25.33
Q9	Writing with vocabulary	150	4	97	64.67	20	13.33	33	22.00

Item No.	Nature of item	No. of students	No. of sub item	Performance in Reading Skill					
				Not able to read at all		Partially able		Able to read properly and fluently.	
				Number	%	Number	%	Number	%
Q10	Reading	150	1(para)	34	22.67	88	58.67	28	18.67

*Source: Achievement test of children*

Table 4.37 shows that the highest correct response (79.33%) was against item no. 2 i.e vowel symbol and the lowest correct response (18.67%) was against item no.-3 i.e sentence formation. Against 50% of the items, % of students who could correctly respond to all sub items was not even 50. The table also showed that only 18.67% learners could read properly and fluently, 58.67% could partially read and 22.67% could not read.

**Table- 4.38****LEARNING COMPETENCY WISE PERFORMANCE OF LEARNERS IN MATHEMATICS –CLASS-III**

<b>Area and item wise number of correct response in Mathematics Class-III</b>									
<b>Item No.</b>	<b>Area of item</b>	<b>No. of Learners</b>	<b>No. of sub items</b>	<b>No. of item correctly response</b>					
				<b>All</b>		<b>Only one</b>		<b>None</b>	
				<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Q1	Writing number in word	150	3	34	22.67	49	32.67	67	44.67
Q2	Writing in number	150	3	116	77.33	20	13.33	14	9.33
Q3	Addition	150	3	119	79.33	20	13.33	11	7.33
Q4	Subtraction	150	3	87	58.00	20	13.33	43	28.67
Q5	Identification of Place value	150	2	78	52.00	38	25.33	34	22.67
Q6	Addition in expanded form	150	3	85	56.67	20	13.33	45	30.00
Q7	Placing number after, before and in between	150	3	91	60.67	34	22.67	25	16.67
Q8	Identification of Missing number	150	3	81	54.00	39	26.00	30	20.00
Q9	Solving of Word problem	150	2	44	29.33	71	47.33	35	23.33
Q10	Multiple	150	3	41	27.33	41	27.33	68	45.33

*Source: Achievement test of children*

Table 4.38 shows that highest number of students correctly responded(79.33 %) to item no. 3 i.e addition and lowest number of students correctly respondent(22.67%) to item no-1 i.e write in word. Moreover, % of learners who could respond correctly to all sub items against item no-9 & 10 i.e word problem and multiplication was below 35.

**Table- 4.39**

**LEARNING COMPETENCY WISE PERFORMANCE OF LEARNERS IN LANGUAGE (ASSAMESE)-  
CLASS-VI**

<b>Area and item wise number of correct response in Language-1(Assamese)</b>									
<b>Item No.</b>	<b>Area of item</b>	<b>No. of students</b>	<b>No. of sub items</b>	<b>No. of item correctly response</b>					
				<b>All</b>		<b>Only one</b>		<b>None</b>	
				<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Q1	Conjunct letter	70	2	37	52.86	26	37.14	7.00	10.00
Q2	Sentence formation	70	2	23	32.86	22	31.43	25.00	35.71
Q3	Singular & plural number	70	2	36	51.43	31	44.29	3.00	4.29
Q4	Express in single word	70	2	9	12.86	27	38.57	34.00	48.57
Q5	Tense	70	2	17	24.29	31	44.29	22.00	31.43
Q6	Spelling	70	2	14	20	44	62.86	12.00	17.14
Q7	Synonyms	70	2	8	11.43	36	51.43	26.00	37.14
Q8	Opposite word	70	3	3	4.29	42	60.00	25.00	35.71
Q9	Word meaning	70	3	0	0	37	52.86	33.00	47.14
<b>Performance in Reading Skill</b>									
<b>Item No.</b>	<b>Nature of item</b>	<b>No. of students</b>	<b>No. of sub item</b>	<b>Performance in Reading Skill</b>					
				<b>Not able to read at all</b>		<b>Partially read</b>		<b>Read properly and fluently.</b>	
Q10	Reading	70	1(para)	29	41.43	12	17.14	29	41.43

*Source: Achievement test of children*



Table 4.39 shows that the highest correct response (52.86%) was against item no. 1 i.e. conjunct letter and the lowest correct response (4.29%) was against item no--8 i.e. opposite word. Not even single children could response correctly in item no- 9 i.e. word meaning. Percentage of students who could correctly respond to all sub items was below 50% against 60% items. The table also showed that 41.43% learners could read properly and fluently, and 17.143% could not read.

**Table- 4.40**

**LEARNING COMPETENCY WISE PERFORMANCE OF LEARNERS IN MATHEMATICS-  
CLASS-VI**

Area and item wise number of correct response in Mathematics									
Item No.	Area of item	No. of students	No. of sub items	No. of sub item corrected					
				All		Only one		None	
				Number	%	Number	%	Number	%
Q1	Addition, Subtraction & Division	70	6	39	55.71	29	41.4	2	2.86
Q2	Units of measurement	70	5	46	65.71	20	28.6	4	5.71
Q3	Word problem	70	2	17	24.29	51	72.9	2	2.86
Q4	Geometrical shape	70	5	32	45.71	35	50.00	3	4.29
Q5	Fraction	70	1	31	44.29	20	28.6	19	27.1
Q6	Pattern	70	5	42	60.00	25	35.7	3	4.29
Q7	Factors	70	1	41	58.57	24	34.3	5	7.14
Q8	Multiplication	70	2	38	54.29	28	40.00	4	5.71
Q9	Transformation of decimal into fraction	70	4	17	24.29	30	42.9	23	32.9
Q10	Arrange in ascending & descending order	70	1	34	48.57	20	28.6	16	22.9

*Source: Achievement test of children*

Table 4.40 shows that highest number of students correctly responded (65.71%) to item no. 02 i.e units of measurement and lowest no. students correctly respondent(24.29%) to item no- 03 & 09 i.e word problem and transformation of decimal into fraction. Except two items, % of students correctly responding to all items was between 24 to 58.

**Table 4.41**

**RANGE OF % OF LEARNERS AGAINST CORRECT NUMBER OF RESPONSE - LANGUAGE & MATHEMATICS**

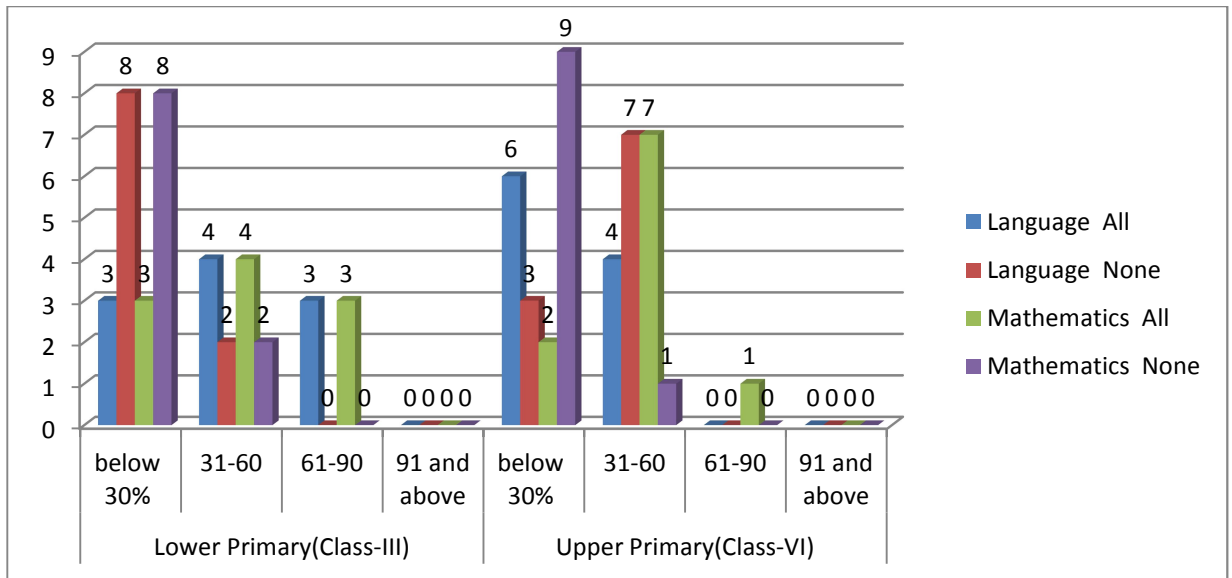
Subject	Lower Primary(Class-III)					Upper Primary(Class-VI)			
	Items(sub item wise)	below 30%	31-60	61-90	91 and above	below 30%	31-60	61-90	91 and above
Language	All	3	4	3	0	6	4	0	0
	None	8	2	0	0	3	7	0	0
Mathematics	All	3	4	3	0	2	7	1	0
	None	8	2	0	0	9	1	0	0

*Source: Achievement test of children*

Table 4.41 shows that the trend of performance vis-à-vis % of learners correctly responding to all items was found to be concentrated in the range of 31% to 60% in both Language & Mathematics whereas for “None”, maximum response falls in the range of below 30% in both “Language” & “Mathematics” in Lower Primary level. In case of Upper Primary level (class-VI), majority of items which were correctly answered by learners fall in the range of below 30% in Language subject and 31-60% in Mathematic subject. The data shown in the Table-4.41 has been diagrammatically represented in figure 4.31 below:

**FIGURE 4.31**

**Range of % of students against correct number of response - Language & Mathematics**



### 4.2.3 Mainstreaming of special training learners

**Table- 4.42**

**STATUS AS WELL AS STRATEGY FOLLOWED FOR MAINSTREAMING OF CHILDREN**

Sample	Status of mainstreaming of children from centre in the academic years 2015/2016/2017 as responded by EV						
	Mainstreamed		Not mainstreamed		Total		
	No.	%	No.	%			
	60	100	0	0	60		
EV	Strategy followed for mainstreaming of special training children to formal school						
	Back to School Evaluation as per IEP		Children who completed 2 years period of special training		Children who have acquired learning competencies		Total
	No.	%	No.	%	No.	%	
	32	53.33	0	0	28	46.67	60
	Steps taken by EV for children who are not up to the mark						

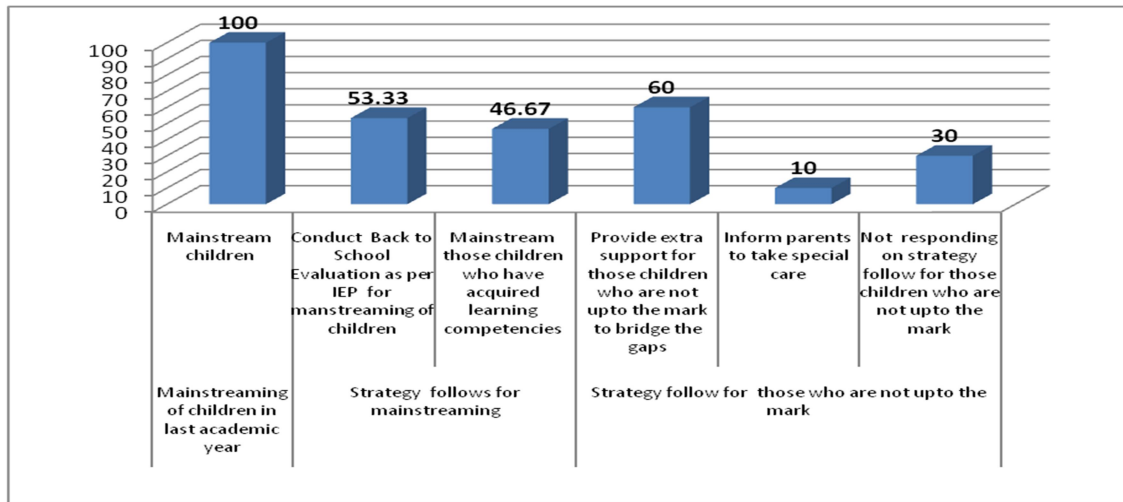
	Provided extra support to bridge the gaps		Informed parent to take special care		No comment		Total
	No.	%	No.	%	No.	%	
	36	60	6	10	18	30	

Source: Interview schedule of the EV

The above table 4.42 shows that all EVs have mainstreamed children in the last academic year. Out of that 53.33% EVs have conducted back to school evaluation as per IEP for mainstreaming of children and 46.67% EVs have mainstreamed those children who have acquired learning competencies. Again, 60% EVs stated that they provide extra support to bridge the learning gaps for mainstreaming of children who are not up to the mark, 10% EVs stated they have not followed IEP and RTE and have not mainstreamed children as their learning competencies are not upto the mark and 30% EVs have not responded . The data shown in the Table-4.42 has been diagrammatically represented in Figure-4.32 below:

**FIGURE 4.32**

**Status as well as strategy follows for mainstreaming of children by EV**



#### 4.2.4 Support after mainstreaming and linkage with neighbourhood school

**Table- 4.43**

**SUPPORT TO MAINSTREAMED CHILDREN**

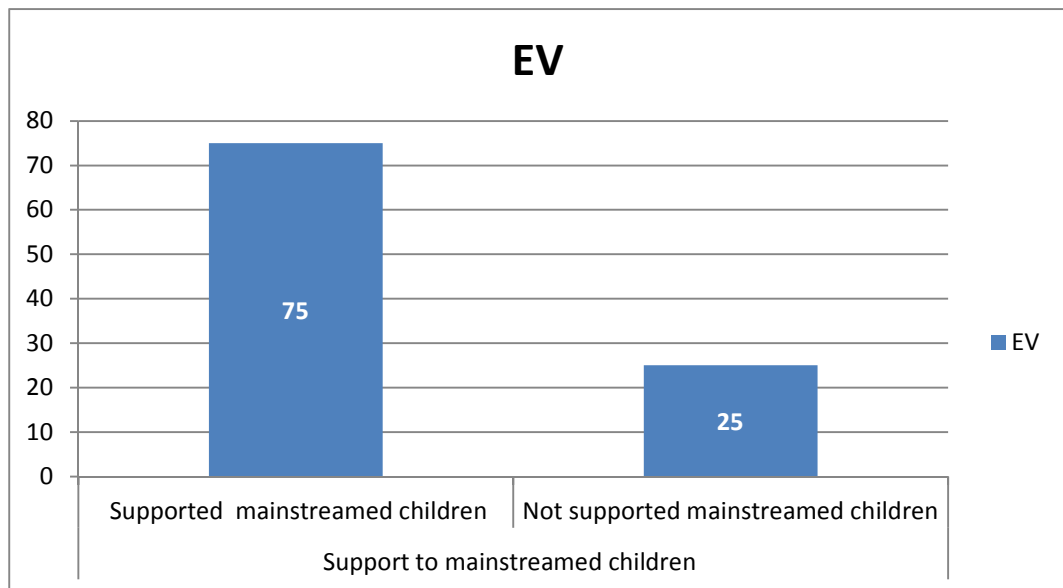
Sample	Support by EV to the mainstreamed children				
	Provided support		Not provided support		Total
EV	No.	%	No.	%	No.
	45	75	15	25	60

Source: Interview schedule of the EV

Table 4.43 shows, out of sample EVs, 75% provided support to mainstreamed children; whereas 25% did not provide support to mainstreamed children. The data shown in the Table-4.43 has been diagrammatically represented in Figure 4.33 below:

**FIGURE 4.33**

**Support to mainstreamed children**



**Table- 4.44**

### NATURE OF SUPPORT GIVEN TO THE MAINSTREAMED CHILDREN

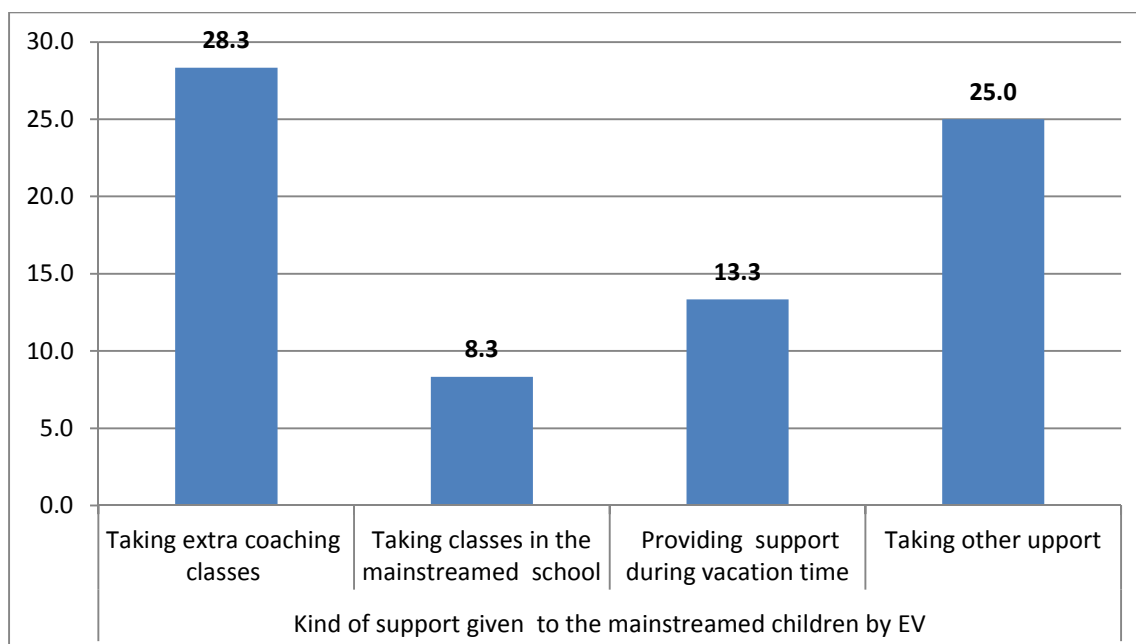
Sample	Kind of support given by EV to the mainstreamed children								
EV	Provided extra coaching		Provided classes in mainstreamed school		Provided support during vacation time		Others		Total
	No.	%	No.	%	No.	%	No.	%	
		17	28.33	5	8.3	8	13.33	15	25

*Source: Interview schedule of the EV*

Table 4.44 shows, out of sample EVs, 28.33% took extra coaching classes for them, 8.3% took classes in the mainstreamed school, 13.33% provided support during vacation time and 25% given other support to the mainstreamed children. The data shown in the Table-4.44 has been diagrammatically represented in Figure 4.34 below:

**FIGURE 4.34**

**Kind of support given to the mainstreamed children**



### 4.3 ANALYSIS OF OBJECTIVE NO. 3

The third objective was to study the effective transaction of academic package of special training as per academic level and duration of special training learner. This objective mainly focused on academic package used for special training learners. Four sections were included under this objective viz Academic Package of Special Training learners, Effectiveness of Academic Package, Training /orientation and Process of assessment of learning gaps of an OoSC for providing special training. Details are as follows:

**Table : 4.45**

**Details of Sections & Sub-Sections OF OBJECTIVE NO. 3**

<b>Sections</b>	<b>Sub-Sections</b>	<b>Respondents</b>
Academic Package used for Special Training learners	Academic package used by EV for special training learners	EV/HT
	Response of HT regarding use of academic package for special training learners	
Effectiveness of Academic Package	Effectiveness of condensed books to fill up learning gaps as per response of EV	EV
	Understanding on difference between condensed and text book	EV
Training /orientation	Training /orientation received on use of condensed book	EV
	Type of Training required to address the learning gap of OoSC as per response of EV	EV
Process of Assessment	Process followed for assessment of learning gaps of an OoSC for providing special training	EV
	Response of HTs regarding assessment of learning gaps	EV/HT

The following tables depict the picture of the objective No.-3.

#### 4.3 .1 Academic Package of Special Training

**Table- 4.46**

**ACADEMIC PACKAGE USED FOR SPECIAL TRAINING LEARNERS**

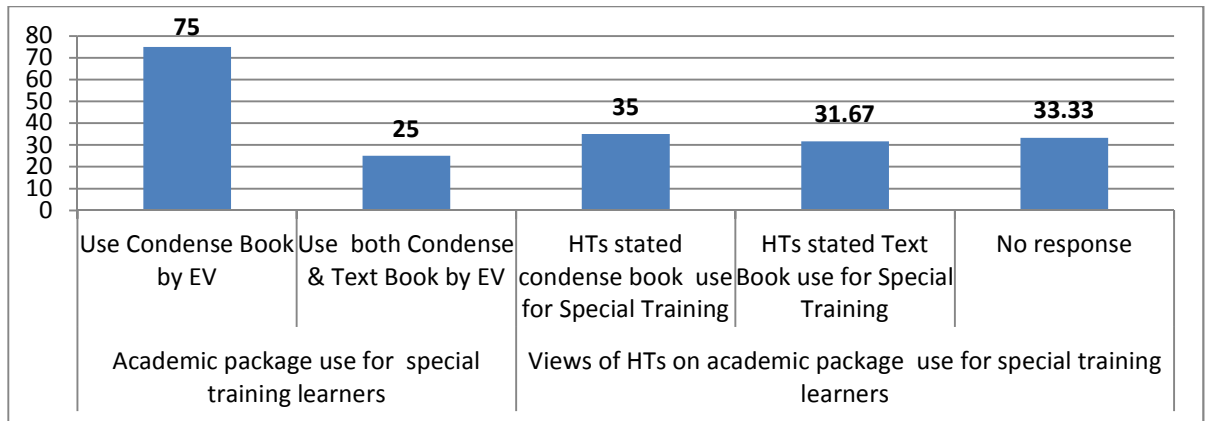
Sample	Academic package used by EV for special training learners								
	Condensed Book		Text Books		Both		Total		
EVs	No.	%	No.	%	No.	%	No.		
	45	75	0	0	15	25	60		
<b>Response of HT regarding use of academic package for special training learners</b>									
HTs	Condensed Book		Text Books		Both		No response		Total
	No.	%	No.	%	No.	%	No.	%	
	21	35	19	31.67	0	0	20	33.33	60

*Source: Interview schedule of the EV & HT*

Table 4.46 shows that out of sample EVs, 75% use condensed books for special training learners; whereas 25% used both condensed and text books. Out of sample HTs, 35% stated that EVs used condense books for special training learners and 31.67% stated about use of text books and 33.33% were not aware on academic package used for special training learners. The data shown in the Table-4.46 has been diagrammatically represented in Figure 4. 35 below:

**FIGURE 4.35**

**Academic Package use for Special Training learners**



**4.3.2 Effectiveness of Academic Materials**

**Table- 4.47**



**EFFECTIVENESS OF CONDENSED BOOKS AND UNDERSTANDING ON  
CONDENSED BOOK AND TEXT BOOK**

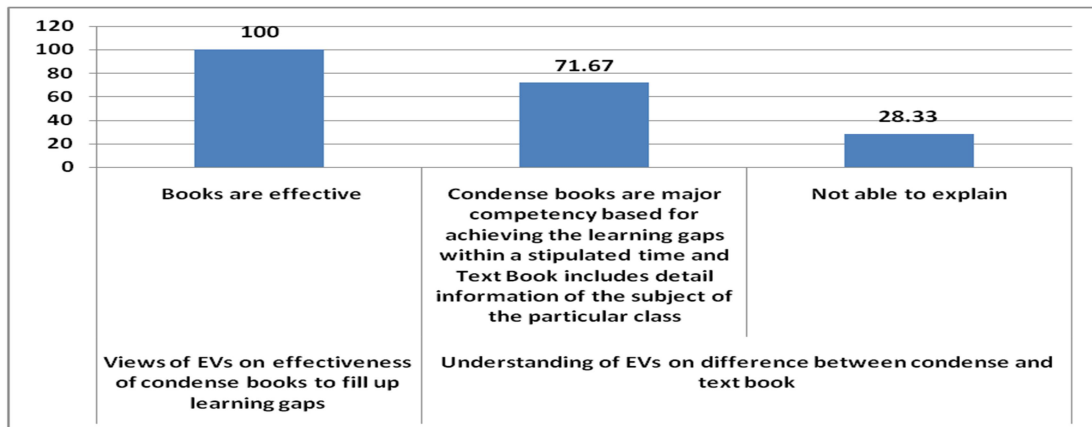
Sample	Effectiveness of condensed books to fill up learning gaps as per response of EV						
	Effective		Not effective		Total		
	No.	%	No.	%			
	60	100	0	0	60		
EV	Understanding of EV regarding difference between condensed and text book						
	Both are same		Condensed books are major competency based and Text Book includes detailed information		Not able to explain		Total
	No.	%	No.	%	No.	%	
	0	0	43	71.67	17	28.33	60

*Source: Interview schedule of the EV*

The above table-4.47 reveals that condensed books are effective to fill up the learning gaps of special training children as per views of EVs. The table also shows that out of sample EVs, 71.67% stated the difference between condensed and text book as condensed books are major competency based for achieving the learning gaps within a stipulated time and text book includes detailed information of the subject for a particular class for a year ; whereas 28.33% were not able to explain. The data shown in the Table-4.47 has been diagrammatically represented in Figure 4.36 below:

**FIGURE 4.36**

**Effectiveness of condense books and understanding of difference between condense and text book**



**4.3.3 Training /orientation**

**Table- 4.48**

**TRAINING /ORIENTATION ON USE OF CONDENSED BOOK & TYPE OF TRAINING REQUIRED ON SPECIAL TRAINING**

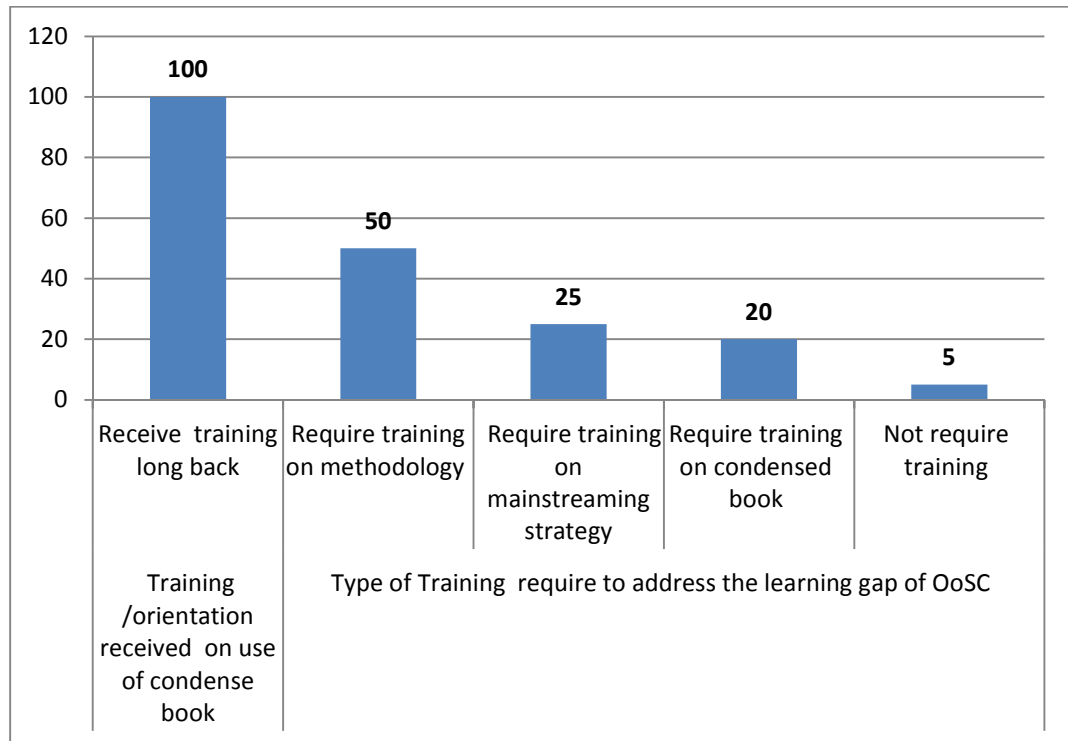
Sample	Training /orientation received by EV on use of condensed book								
	Long back		Every year		Sometimes		Not receive		Total
	No.	%	No.	%	No.	%	No.	%	
EV	60	100	0	0	0	0	0	0	60
	Type of Training required to address the learning gap of OoSC as per response of EV								
	On methodology		On mainstreaming strategy		On condensed book		Not require		Total
	No.	%	No.	%	No.	%	No.	%	
	30	50	15	25	12	20	3	5	60

*Source: Interview schedule of the EV*

Table 4.48 shows the responses of the EVs on training /orientation received on use of condensed book & type of training required for addressing the learning gap of OoSC. From the table, it is observed that all EVs have received training/ orientation long back. While asking on type of training require to address the learning gaps of OoSC, 50% EVs stated that they require training on methodology of special training, 25% require training on mainstreaming strategy, 20% require training on condensed book and 5% stated no training is required. The data shown in the Table-4.48 has been diagrammatically represented in figure 4.37 below:

**FIGURE 4.37**

### Training /orientation of Special Training



#### 4.3.4 Process of Assessment

**Table- 4.49**

#### PROCESS OF ASSESSMENT OF LEARNING GAPS OF AN OoSC FOR PROVIDING SPECIAL TRAINING

Process followed by EV for assessment of learning gaps of an OoSC for providing special training							
Sample	Entry level assessment (maintaining formal procedure)		Entry level assessment (informal way)		Not aware		Total
	No.	%	No.	%	No.	%	
EV	32	53.33	25	41.67	3	5	60
<b>Response of HTs regarding assessment of learning gaps</b>							

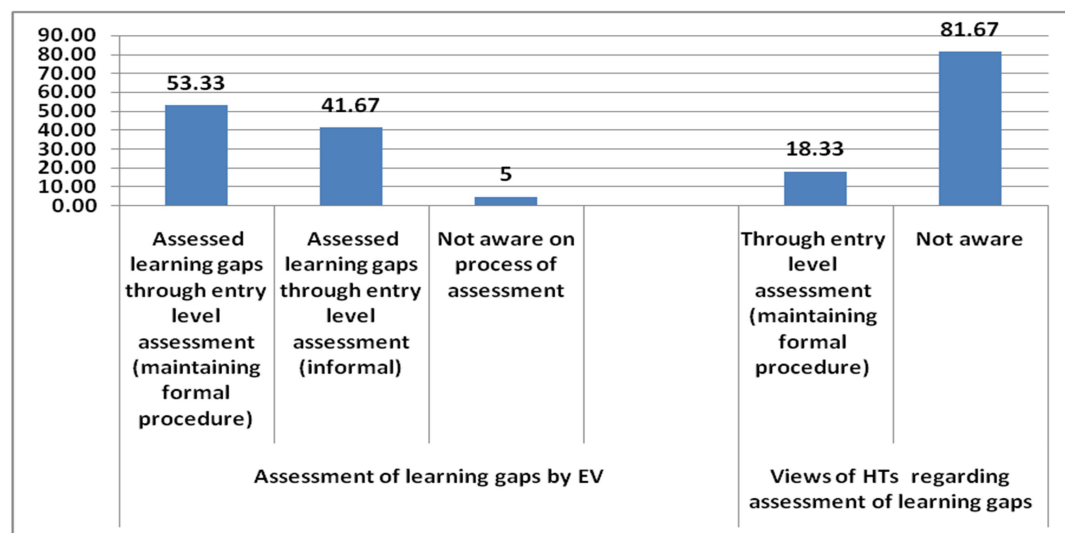
HT	Through entry level assessment (maintaining formal procedure)		Through entry level assessment (Informal)		Not aware		Total
	No.	%	%	No.	No.	%	
	11	18.33	0	0	49	81.7	60

Source: Interview schedule of the EV & HT

Table 4.49 shows the responses of the EVs & HTs on process of assessment of learning gaps of an OoSC for providing special training. Out of sample EVs, 53.33% stated that learning gaps was identified through entry level assessment (maintaining formal procedure like written test etc.), 41.67% stated through entry level assessment (informal way like asking question etc.) and 5% were not aware. Out of sample HTs, 18.33% viewed that EVs have identified learning gaps through entry level assessment (maintaining formal procedure) and 81.7% HTs were not aware of assessment of learning gaps of children by EVs. The data shown in the Table-4.49 has been diagrammatically represented in figure 4. 38 below:

FIGURE 4.38

Process of assessment of learning gaps of an OoSC for providing special training



#### 4.4 ANALYSIS OF OBJECTIVES NO : 4

The fourth objective of the study was to assess the retention of mainstreamed children in formal school. Attendance, continuation and retention since the period mainstreamed, reasons of non continuation, performance of mainstreamed learners were main areas of analysis. Details are as follows:

**Table: 4.50**

**DETAILS OF SECTIONS & SUB-SECTIONS OF OBJECTIVES NO: 4**

<b>Sections</b>	<b>Sub-Sections</b>	<b>Respondents</b>
Attendance	Monitoring of regularity of mainstreamed children	EV/HT/SMC President
	Process of monitoring of attendance of mainstreamed children	EV
	Measure taken for absentee mainstreamed children	HT
	Type of measures taken by HTs for absentee mainstreamed children	HT
	Visit of mainstreamed school	President SMC
Drop out of children	Dropped out of children from formal school after mainstreaming	HT
	Reason of Drop Out of mainstreamed children as per response of HTs	HT
	Year wise number of children mainstreamed and drop out	HT
Monitoring of Performance /academic level of mainstreamed children	Checking of academic progress of mainstreamed children	HT
	Process of monitoring of performance of mainstreamed children	HT
	Performance level of mainstreamed children	HT
	Steps taken for non performing children	President SMC
	Conduct of Remedial Teaching for low performing learners by HTs	HT

The following tables indicate the status of retention of mainstreamed learners in formal school.

#### 4.4.1 Attendance

**Table- 4.51**

**MONITORING OF REGULARITY OF MAINSTREAMED CHILDREN**

Sample	Monitoring of regularity of mainstreamed children by EVs, HTs & SMC Presidents				Total
	Monitored		Not monitored		
	No.	%	No.	%	
<b>EV</b>	31	51.67	29	48.33	60
<b>HT</b>	48	80.00	12	20.00	60
<b>SMC President</b>	21	35	39	65	60

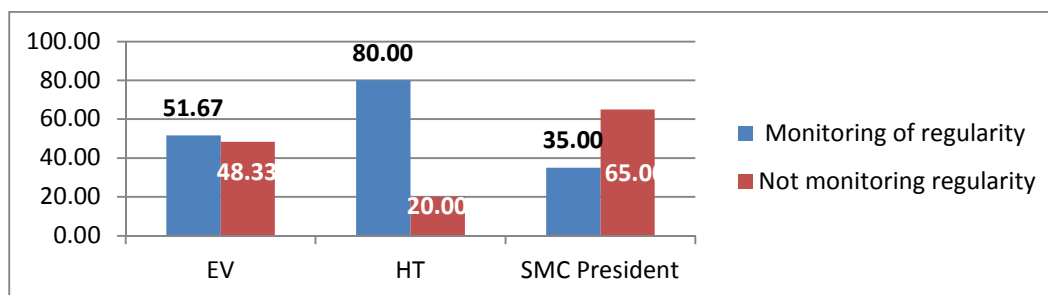
*Source: Interview schedule of the EV, HT& SMC President*

Table 4.51 shows the responses of the EVs, HTs & SMC Presidents on monitoring of attendance of mainstreamed children. Out of sample EVs, 51.67% stated that they have monitored the regularity of attendance of mainstreamed children and 48.33% have not monitored.

The table also shows that 80% HTs have monitored the regularity of attendance of mainstreamed children and 20% have not monitored. Similarly, out of sample SMC Presidents, 35% stated that they have monitored the regularity of attendance of children and 65% have not monitored. The data shown in the Table-4.51 has been diagrammatically represented in Figure 4.39 below:

**FIGURE 4.39**

**Monitoring of regularity of mainstreamed children**



**Table- 4.52**

**PROCESS OF MONITORING OF ATTENDANCE OF MAINSTREAMED CHILDREN**

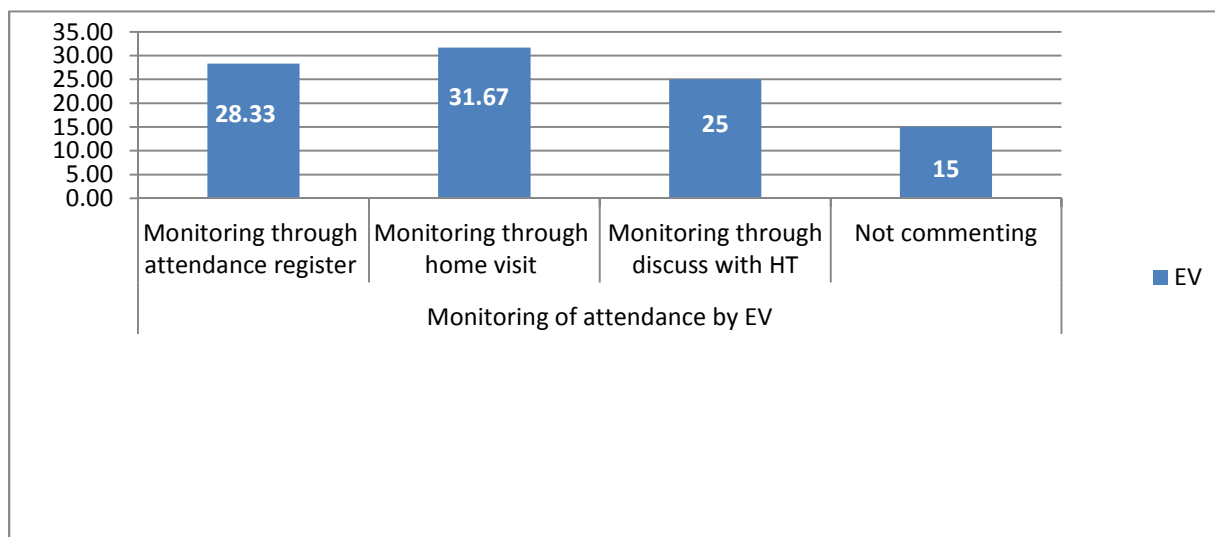
Sample	Process followed by EVs for monitoring of attendance of mainstreamed children								
	Through attendance register		Through home visit		Through discussion with HT		No comment		Total
EV	No.	%	No.	%	No.	%	No.	%	
	17	28.33	19	31.67	15	25	9	15	60

*Source: Interview schedule of the EV*

Table 4.52 shows the responses of the EVs on process of monitoring of attendance of mainstreamed children. Out of sample EVs, 28.33% monitored the attendance through attendance register, 31.67% through home visit, 25% through discussion with HT and 15% did not comment. The data shown in the Table-4.52 has been diagrammatically represented in figure 4.40 below:

**FIGURE 4.40**

**Process of monitoring of attendance of mainstreamed children**



**Table- 4.53**

**MEASURE TAKEN FOR ABSENTEE MAINSTREAMED CHILDREN**

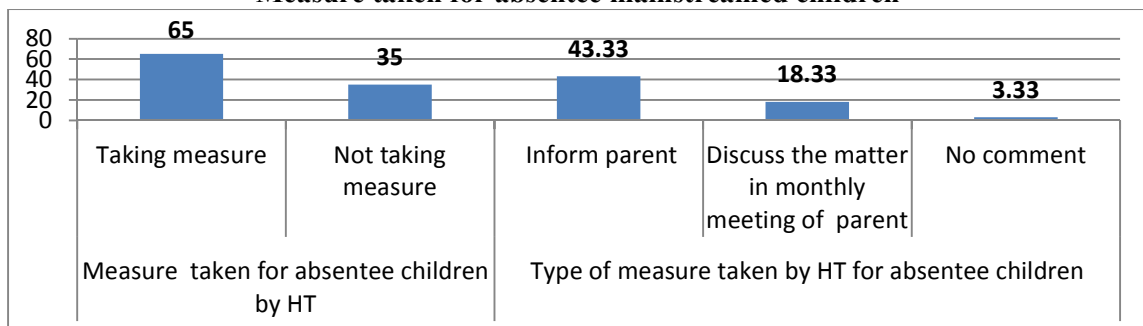
Sample	Measure taken by HTs for absentee mainstreamed children								
	Taken		Not taken		Total				
	No.	%	No.	%					
	39	65	21	35	60				
HT	Type of measures taken by HTs for absentee mainstreamed children								
	Informed parent		Discussed matter in monthly meeting of parent		Raised issue in SMC meeting		No comment		Total
	No.	%	No.	%	No.	%	No.	%	
	26	43.33	11	18.33	0	0	2	3.33	39

*Source: Interview schedule of the HT*

Table 4.53 shows the responses of HTs regarding measure taken for absentee mainstreamed children. Out of the sample HTs, 65% stated that they have taken measure for absentee children; whereas 35% stated they have not taken any measure. Out of 65% HTs who have taken measures, 43.33% said that they informed parent about their children absenteeism, 18.33% discussed the matter in monthly meeting of parents and 3.33% did not give comment. The data shown in the Table-4.53 has been diagrammatically represented in Figure 4.41 below:

**FIGURE 4.41**

**Measure taken for absentee mainstreamed children**





**Table- 4.54**

**VISIT OF MAINSTREAMED SCHOOL**

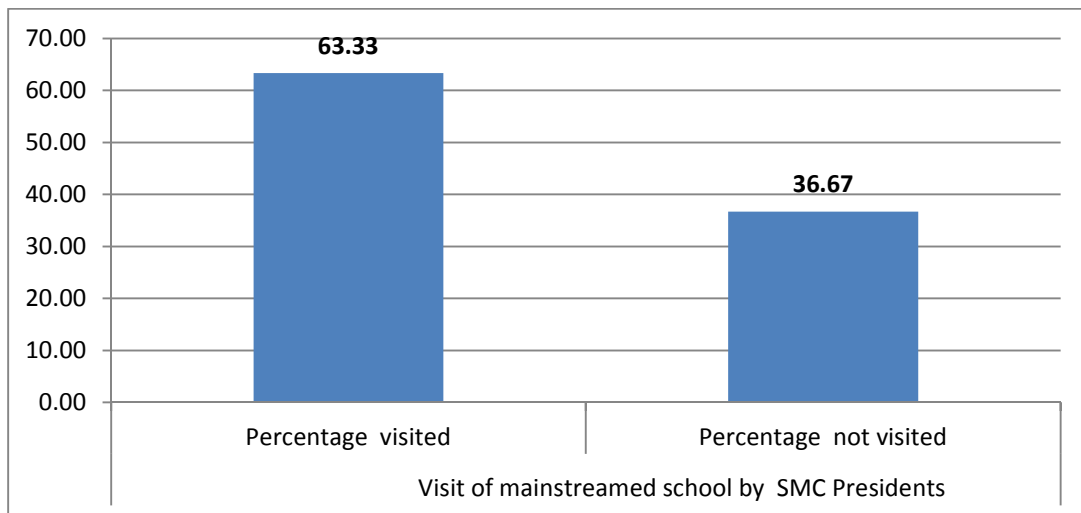
Sample	Visit of mainstreamed school by President SMC				
	Visited		Not visited		Total
President SMC	No.	%	No.	%	No.
	38	63.33	22	36.67	60

*Source: Interview schedule of the President SMC*

Table 4.54 shows the responses of the SMC Presidents on visit of mainstreamed school. Out of sample SMC President, 63.33% stated that they have visited mainstreamed school and 36.67% stated that they did not visit. The data shown in the Table-4.54 has been diagrammatically represented in Figure 4.42 below:

**FIGURE 4.42**

**Visit of mainstreamed school**



#### 4.4.2 Drop out of mainstreamed children

**Table- 4.55**

**DROPOUT OF MAINSTREAMED CHILDREN**

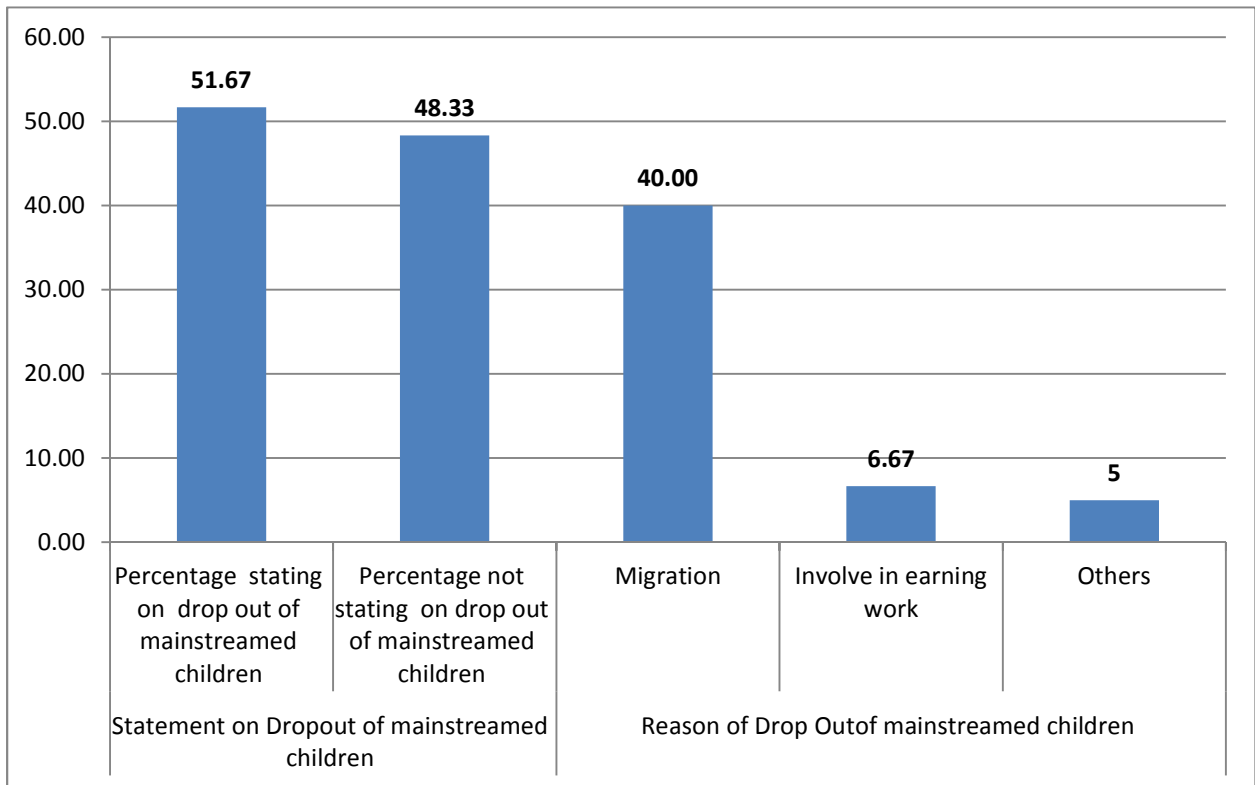
Sample	Dropped out of children from formal school after mainstreaming as per response of HTs						
	Stated		Not stated		Total		
	No.	%	No.	%	No.		
	31	51.67	29	48.33	60		
HT	Reason of Drop Out of mainstreamed children as per response of HTs						
	Migration		Engagement in earning		Others		Total
	No.	%	No.	%	No.	%	
	24	40.00	4	6.67	3	5	31

*Source: Interview schedule of the HT*

Table 4.55 shows the responses of HTs on dropout of mainstreamed children. The information was sought on two aspects viz dropout of mainstreamed children and reason of Drop Out of mainstreamed children .Out of the sample HTs, 51.67% stated about dropping out of some children after mainstreaming from their school; whereas 48.33% stated that no mainstreamed children dropped out from their school.

In case of reason of drop out of mainstreamed children, out of sample HTs, 40% stated that children dropped out due to migration, 6.67% due to engagement in earning work and 5% stated due to other reasons. The data shown in the Table-4.55 has been diagrammatically represented in Figure 4.43 below:

**FIGURE 4.43**  
**Dropout of mainstreamed children**



**Table- 4.56**

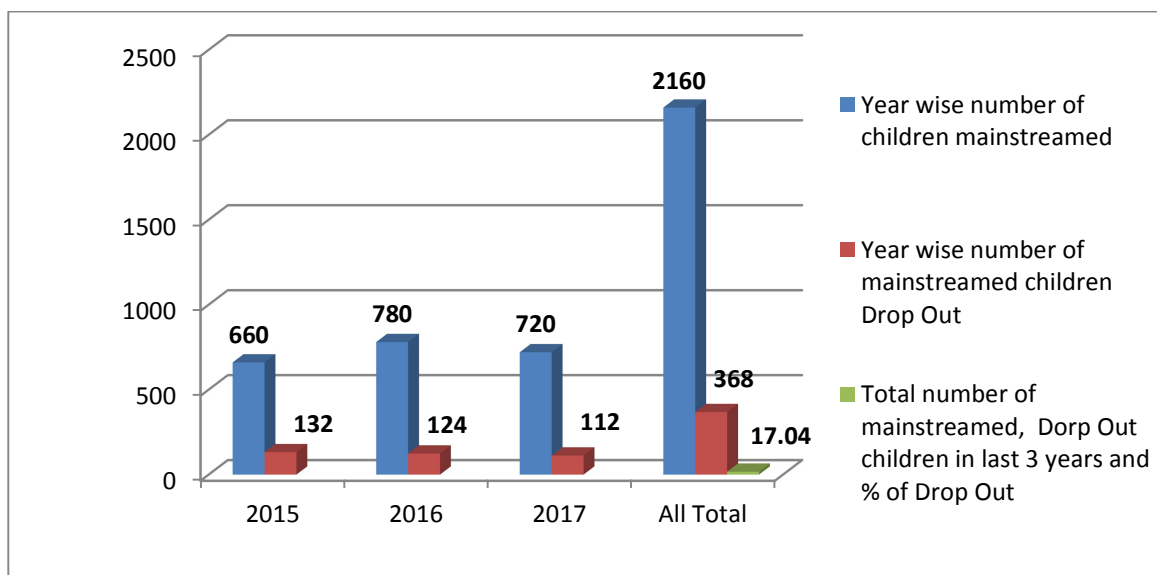
**YEAR WISE NUMBER OF CHILDREN MAINSTREAMED AND DROP OUT**

Above Table 4.56 indicates that during last 3 years (2015, 2016 & 2017), a total of 2160 number of children were mainstreamed from sample centres. Out of said mainstreamed children, a total of 368 numbers of children were dropped out from the mainstreamed school. The Drop Out % of mainstreamed children is 17.04%. The data shown in the Table-4.56 has been diagrammatically represented in Figure 4.44 below:

Year	Year wise number of children mainstreamed	Year wise number of mainstreamed children Drop Out	Total number of mainstreamed, Drop Out children in last 3 years and % of Drop Out
2015	660	132	
2016	780	124	
2017	720	112	
<b>All Total</b>	<b>2160</b>	<b>368</b>	<b>17.04</b>

**FIGURE 4.44**

**YEAR WISE NUMBER OF CHILDREN MAINSTREAMED AND DROP OUT**



**4.4.3 Monitoring of Performance /academic level of mainstreamed children**

**Table- 4.57**

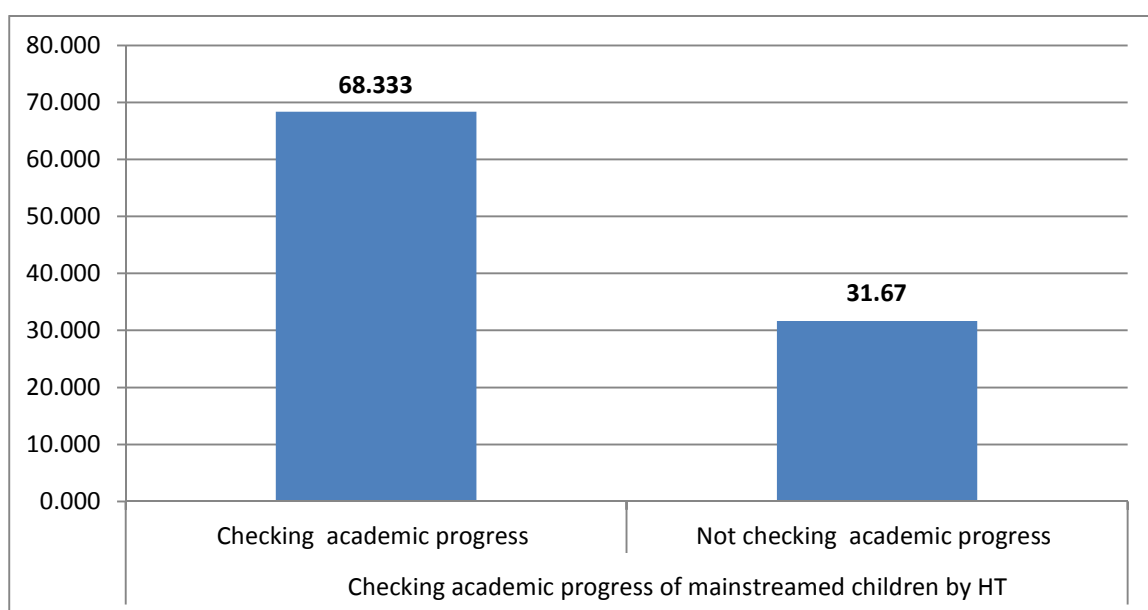
**CHECKING OF ACADEMIC PROGRESS OF MAINSTREAMED CHILDREN**

Sample	Checking of academic progress of mainstreamed children by HTs				Total
	Checked		Not checked		
	No.	%	No.	%	
HT	41	68.33	19	31.67	60

*Source: Interview schedule of the HT*

Table 4.57 shows the responses of HTs on checking of academic progress of mainstreamed children. Out of the sample HTs, 68.33% stated that they checked academic progress of mainstreamed children; whereas 31.67% did not check. The data shown in the Table-4.57 has been diagrammatically represented in figure 4.45 below:

**FIGURE 4.45**  
**Checking of academic progress of mainstreamed children**



**Table- 4.58**

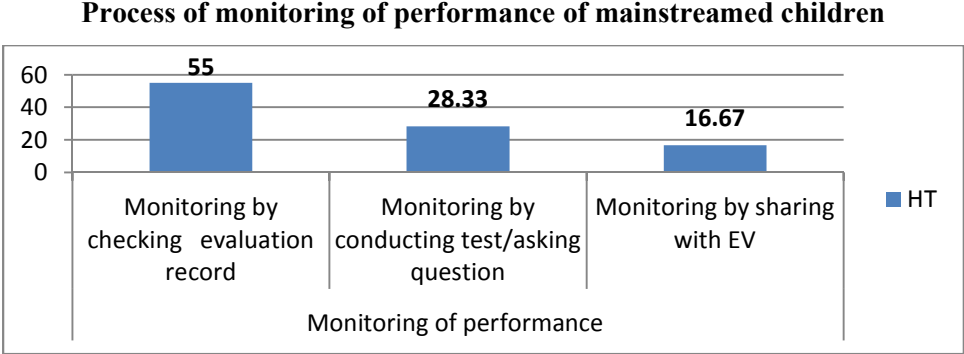
**PROCESS OF MONITORING OF PERFORMANCE OF MAINSTREAMED CHILDREN**

Sample	Process followed by HTs for monitoring of performance of mainstreamed children						
	By checking evaluation record		By conducting test/asking question		By sharing with EV		Total
HT	No.	%	No.	%	No.	%	60
		33	55	17	28.33	10	

*Source: Interview schedule of the HT*

Above table shows that out of sample HTs, 55% stated that they have monitored performance of mainstreamed children as per evaluation record, 28.33% stated through conducting test/asking question and 16.67% stated through sharing with EV. The data shown in the Table-4.58 has been diagrammatically represented in figure 4.46 below:

**FIGURE 4.46**



**Table- 4.59**

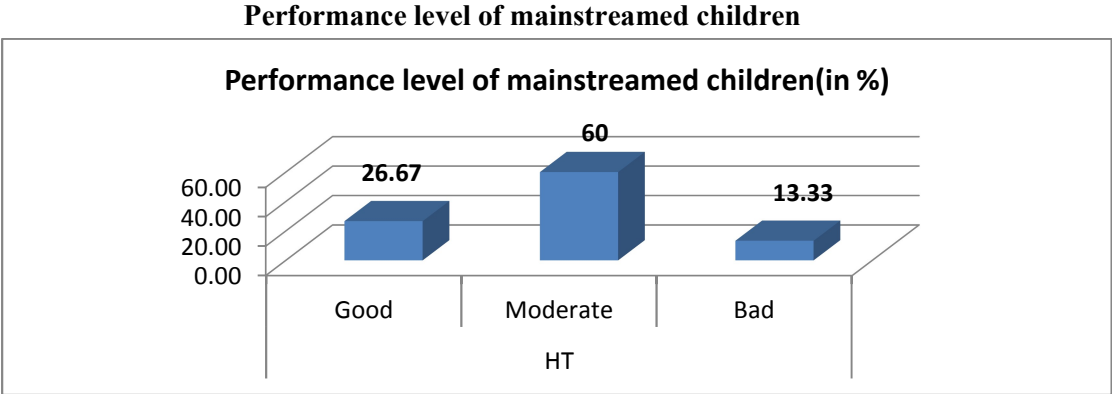
**PERFORMANCE LEVEL OF MAINSTREAMED CHILDREN**

Sample	Response of HTs on performance level of mainstreamed children						Total
	Good		Moderate		Bad		
	No.	%	No.	%	No.	%	
HT	16	26.67	36	60	8	13.33	60

*Source: Interview schedule of the HT*

Table 4.59 shows the responses of HTs regarding performance level of mainstreamed children. Out of the sample HTs, 26.67% stated that performance of mainstreamed children as good, 60%.stated as moderate and 13.33% stated as bad. The data shown in the Table-4.59 has been diagrammatically represented in Figure 4. 47 below:

**FIGURE 4.47**



**Table- 4.60**

**STEPS TAKEN FOR NON PERFORMING CHILDREN**

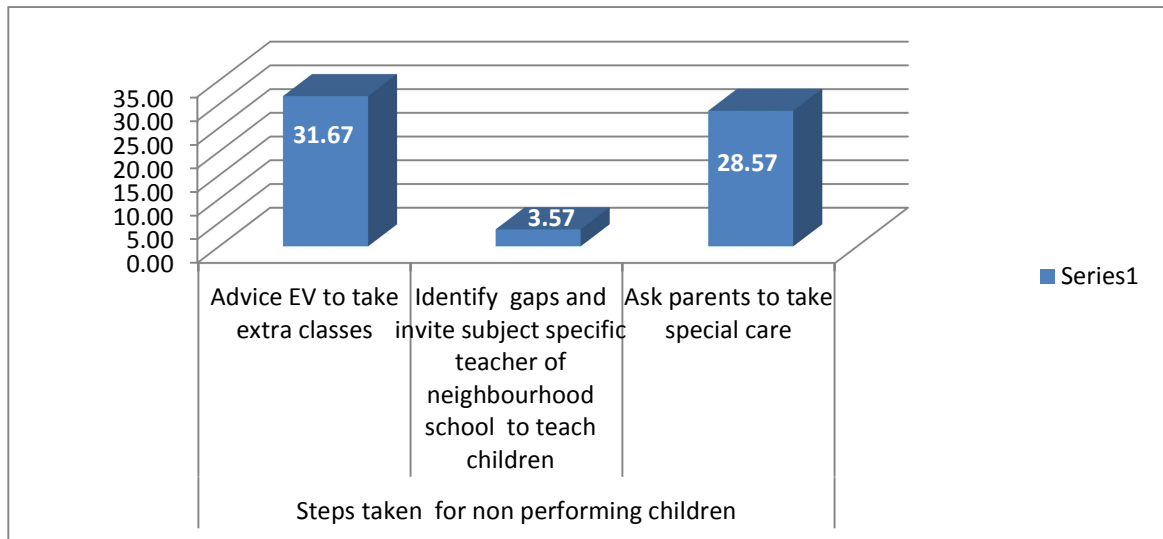
Sample	Steps taken by SMC President (who monitored) for non performing children								
	Advised EV to take extra classes		Identified gaps and invited subject specific teacher of neighbourhood school to teach children		Asked parents to take special care		No. step taken		Total
SMC President	No.	%	No.	%	No.	%	No.	%	
	19	31.67	1	3.57	8	28.57	0	0	28

*Source: Interview schedule of the President SMC*

Table 4.60 shows the responses of SMC Presidents regarding steps taken for poor performing children. Out of the sample SMC Presidents who monitored the performance of children, 31.67% stated that they advised EV to take extra classes, 3.57% identified learning gaps and invited subject specific teacher from neighbourhood school to teach children to meet up the gaps and 28.57% asked parents to take special care. The data shown in the Table-4.60 has been diagrammatically represented in Figure 4.48 below:

**FIGURE 4.48**

**Steps taken for non performing children**



**Table- 4.61**

**CONDUCT OF REMEDIAL TEACHING FOR LOW PERFORMING LEARNERS**

Sample	Conduct of Remedial Teaching for low performing learners by HTs				
	Conducted		Not conducted		Total
	No.	%	No.	%	
HT	23	38.33	37	61.67	60

*Source: Interview schedule of the HT*

Table 4.61 shows the responses of HTs regarding conduct of remedial teaching for low performing learners. Out of the sample HTs, 38.33% stated that they conducted remedial teaching for low performing learners; whereas 61.67% did not conduct. The data shown in the Table-4.60 has been diagrammatically represented in Figure 4.49 below:

**FIGURE - 4.49**

**Conduct of Remedial Teaching for low performing learners**

