

LIST OF TABLES

Introduction (Chapter-1)		Page No.
Table 1.1:	Relation of result in the last 3 years with the category of school	05
Methodology (Chapter-3)		
Table 3.1:	Sample of study	22
Table 3.2:	Sample Schools selected based on the highest enrolment in Higher Secondary level	22
Table 3.3:	Distribution of the number of items after editing the four categories of interview schedule taken for the study.	25
Table 3.4:	Distribution of Sampling Procedure adopted for tryout	26
Table 3.5:	Number of items selected (After the pilot study)	27
Study Area (Chapter-5)		
Table 5.1:	Category of schools	41
Discussion, Analysis and Interpretation of the data (Chapter-6):		
Table 6.1:	Age group of the Respondents	72
Table 6.2:	Religion of the respondents	73
Table 6.3:	Teaching experience of the Respondents	73
Table 6.4:	Relation of teaching experience of respondents with the category of school	74
Table 6.5:	Working experience of the respondents as principal	74
Table 6.6:	Experience in leadership development program	75
Table 6.7:	Number of school management program attended by the respondents	75
Table 6.8:	Number of professional development programme attended by the respondent	76
Table 6.9:	Criteria of used by the schools for selection of the students	77
Table 6.10:	Relation of First cum first serve criterion with the category of school	77
Table 6.11:	Relation of Children living in the immediate vicinity with the	

	category of school	78
Table 6.12:	Relation of Parent /guardian interview with the category of school	78
Table 6.13:	Criteria practiced in the schools for selection of teachers	79
Table 6.14:	Relation of the criterion of High Educational qualification with the category of school	79
Table 6.15:	Relation of teaching experience with the category of school	80
Table 6.16:	Relation of fluency in English with the category of school	88
Table 6.17:	Relation of personality factors with the category of school	81
Table 6.18:	Practice of free ship/ concession	81
Table 6.19:	Person taking decision for failing students in the school	81
Table 6.20:	Factor considered for reviewing the failure of students by Principal	82
Table 6.21:	Relation of the home circumstances as a factor considered for reviewing the failure of students with the category of school	83
Table 6.22:	Relation of the health of the students as a factor considered for reviewing the failure with the category of school	83
Table 6.23:	Instances of large no. of students failing in class	84
Table 6.24:	Responsibility of failure of students	84
Table 6.25:	Relation of Lack of interest on the part of parents as the reason for the failure of students with the category of school	85
Table 6.26:	Frequency of activities performed in the school	86
Table 6.27:	Level of performance by the students	87
Table 6.28:	Relation of teaching staff between government and private schools	87
Table 6.29:	Relation of music with the category of school	88
Table 6.30:	Relation of discipline with the category of school	88
Table 6.31:	Relation of studies between government and private schools	89
Table 6.32:	Relation of sports with the category of school	89
Table: 6.33:	Age of the respondents	93
Table 6.34:	Religion of the respondents	94
Table 6.35:	Educational qualification of the respondents	94
Table 6.36:	Level of Formal teacher training taken by the teachers	95
Table 6.37:	Relation of level of formal teacher training with the category of school teachers	95
Table 6.38:	Total teaching experience of the respondents	96

Table 6.39:	Relation of total teaching experience of the respondents with the category of school	96
Table 6.40:	Experience of the respondents in the present school	97
Table 6.41:	Nature of the teacher	98
Table 6.42:	Relation between gender and number of the students in the class	98
Table 6.43:	Perspective towards the overall quality of the students	98
Table 6.44:	System of seating arrangement used for students in the class by the respondents	99
Table 6.45:	Relation of Criteria of allocating children's place with the category of school	99
Table 6.46:	Person responsible for the sitting arrangements of students	100
Table 6.47:	Share of students involved in talking in the class	101
Table 6.48:	Number of students who are talkative in the class	101
Table 6.49:	Academic performance of the talkative students	102
Table 6.50:	Nature of disciplinary problems in the school	102
Table 6.51:	Disciplinary measures taken for disruptive behavior	103
Table 6.52:	Prevalence of the practice of monitor in the class	103
Table 6.53:	Relation of prevalence of the practice of monitor in the class with the category of school	104
Table 6.54:	Mode of selection of class monitors	104
Table 6.55:	Qualities of the students used while selecting leaders by the teachers	105
Table 6.56:	Getting time daily during the working time in school by the respondents	105
Table 6.57:	Relation of getting time daily during the working time in school by the respondents with the category of school	106
Table 6.58:	Getting time in the week to spend with students by the respondents	106
Table 6.59:	Getting sometime for students before school starts	106
Table 6.60:	Getting time to spend with weak students	107
Table 6.61:	Finding time to spend with students individually	107
Table 6.62:	Reason for not finding time to spend with the students individually	108
Table 6.63:	Relation of lengthy nature of syllabus with the category of school	108
Table 6.64:	Number of students meeting the teacher when they face difficulties	109
Table 6.65:	Coming of students to the teacher with their personal problem	109
Table 6.66:	Time when the students come to the teacher with their problems	110
Table 6.67:	Number of students known by name by the respondent	110

Table 6.68:	Number of students known by family background by the teacher	111
Table 6.69:	Number of students asking question during lessons in the class	111
Table 6.70:	Perspective on importance of asking questions by the students in the class	112
Table 6.71:	Feasibility of the teacher to allow children to ask question	112
Table 6.72:	Mode of recognizing and rewarding children who do good work	113
Table 6.73:	Measures taken against poor performance of child	113
Table 6.74:	Frequency of taking students out of the school	114
Table 6.75:	Frequency of giving homework to students	114
Table 6.76:	Amount of the homework evaluated by the teacher	115
Table 6.77:	Number of students failing in class	115
Table 6.78:	Number of students in your class taking private tuitions	116
Table 6.79:	Relation of taking tuitions with the category of school	117
Table 6.80:	Frequency of giving assignment to children in class	117
Table 6.81:	Frequency of the activities performed for the class	118
Table 6.82:	Relation of playing sports activities with the category of school	118
Table 6.83:	Frequency of parent teacher meetings in the school	119
Table 6.84:	Share of parents' attendance during parent teachers meet	119
Table 6.85:	Perception of parent-teacher meeting	120
Table 6.86:	Perception of the number of parents showing interest in their children's studies	120
Table 6.87:	Category wise ranking of the performance of the school compared to other school at Guwahati	121
Table 6.88:	Relation of ranking in studies by the teacher with the category of school	122
Table 6.89:	Relation of ranking in sports by the teacher with the category of school	122
Table 6.90:	Relation of ranking in discipline with the category of school	123
Table 6.91:	Relation of ranking in teaching staff with the category of school	123
Table 6.92:	Person responsible for students' failure	124
Table 6.93:	Continuation of further study of students	125
Table 6.94:	Category of school studied by the respondents	130
Table 6.95:	Age group of the respondents	130
Table 6.96:	Employment status of mother	131
Table 6.97:	Perception towards subject learned this year	131

Table 6.98:	Action taken when facing difficult sum in mathematics	132
Table 6.99:	Relation of leave it go on next problem as an action taken when facing difficult sum in mathematics with the category of school	132
Table 6.100:	Relation of solving mathematical problems by taking help from classmate with the category of school	133
Table 6.101:	Relation of solving mathematical problems by taking help from teachers with the category of school	133
Table 6.102:	Time spend on doing homework	134
Table 6.103:	Process of doing homework	134
Table 6.104:	Amount of homework given to the respondents	135
Table 6.105:	Perception towards doing homework for the studies of the respondents	135
Table 6.106:	Perception towards discontinuing school	136
Table 6.107:	Frequency of performing well in homework /classwork test	137
Table 6.108:	Relation of frequency of performing well in homework /classwork test with the category of school	137
Table 6.109:	Number of teacher praise when performed well	138
Table: 6.110:	Relation of number of teacher praise when performed well with the category of school	138
Table: 6.111:	Teachers reaction towards students' mistake	139
Table 6.112:	Relation of shouting as reaction to mistake of the students with the category of school	140
Table 6.113:	Relation of making fun of the students as reaction to their mistake with the category of school	140
Table 6.114:	Relation of explaining their mistakes nicely as reaction to their mistake with the category of school	141
Table 6.115:	Frequency of asking questions by the students in the class	141
Table 6.116:	Relation of frequency of asking questions by the students in the class with the category of school	142
Table 6.117:	Feeling of enjoyment in answering question by the students in the class	142
Table 6.118:	Perception of the respondents towards themselves	143
Table 6.119:	Level of liking school	143
Table 6.120:	Frequency of missing school during holidays	144

Table 6.121:	Level of happiness to get back to school after holidays	144
Table 6.122:	Relation of happy to get back school after holidays with the category of school	145
Table 6.123:	Reason for absence from school	145
Table 6.124:	Relation of absence of sickness in school between private and government school students	146
Table 6.125:	Relation of absence of attending weeding in school with the category of school	146
Table 6.126:	Relation of absence of attending housework in school with the category of school	147
Table 6.127:	Measures taken by teacher to discipline children	147
Table 6.128:	Relation of explain mistake nicely as a measure taken by teacher to discipline students with the category of school	148
Table 6.129:	Relation of give angry look as a measure taken by teacher to discipline students with the category of school	148
Table 6.130:	Relation of shouting as a measure taken by teacher to discipline students with the category of school	149
Table 6.131:	Relation of slap, pull ears or pinch as a measure taken by teacher to discipline students with the category of school	149
Table 6.132:	Relation of stand up or kneel down as a measure taken by teacher to discipline students with the category of school	150
Table 6.133:	Relation of sending out of the room as a measure taken by teacher to discipline students with the category of school	150
Table 6.134:	Relation of sending notes to the parents as a measure taken by teacher to discipline students with the category of school	151
Table 6.135:	Relation of sending to the principal as a measure taken by teacher to discipline students with the category of school	151
Table 6.136:	Reasons for getting punishment by the students in the last year	152
Table 6.137:	Relation of getting punishment for not doing homework by the teacher with the category of school students	152
Table 6.138:	Relation of getting punishment for talking in the class by the teacher with the category of school students	153

Table 6.139:	Relation of getting punishment for using bad language by the teacher with the category of school students	153
Table 6.140:	Relation of getting punishment for fighting with other students by the teacher with the category of school	154
Table 6.141:	Relation of getting punishment for cheating by the teacher with the category of school students	154
Table 6.142:	Number of teachers teaching this year	155
Table 6.143:	Relation of teachers are teaching in this year with the category of school	155
Table 6.144:	Number of teachers recognizes students by name	156
Table 6.145:	Relation of teachers who recognizes students by name with the category of school	156
Table 6.146:	Showing individual interest in students by teachers	157
Table 6.147:	Relation of showing individual interest in students by teachers with the category of school	157
Table 6.148:	Number of teachers approachable during problem in study	158
Table: 6.149:	Approachability of the teachers to discuss personal problems	158
Table: 6.150:	Relation of the respondents with their teacher	159
Table: 6.151:	Expected percentage of marks this year	160
Table: 6.152:	Relation of Expected percentage of marks this year with the category of school	161
Table: 6.153:	Future plan after leaving school	161
Table: 6.154:	Relation of future plan after leaving school with the category of school	162
Table: 6.155:	Categorization of reasons for discontinuing education	162
Table 6.156:	Preference of jobs after education	164
Table 6.157:	Relation of preference of jobs after education with the category of school	165
Table 6.158:	Reasons for opting the preferred job	165
Table 6.159:	Participation in extracurricular activities	166
Table 6.160:	Relation of Assignment presentation with the category of school	167
Table 6.161:	Relation of debating competition with the category of school	167
Table 6.162:	Relation of quiz competition with the category of school	167
Table 6.163:	Relation of drama competition with the category of school	168
Table 6.164:	Relation of drama competition with the category of school	168

Table 6.165:	Relation of essay competition with the category of school	168
Table 6.166:	Winning awards in extracurricular activities	169
Table 6.167:	Participation in sport activities	169
Table 6.168:	Type of sport activities participated in intra school level	170
Table 6.169:	Relation of sport activities participated in intra school level with the category of school students	170
Table 6.170:	Type of sport activities participated at inter school level	171
Table 6.171:	Relation of sport activities participated in inter school level with the category of school students	171
Table 6.172:	Learning activities outside school	172
Table 6.173:	Preferences of parents after school for their children	172
Table 6.174:	Relation of Preferences of parents after school for their children with the category of school students	173
Table 6.175:	Status of books at home	173
Table 6.176:	Awareness of reservation seats in educational institutions	174
Table 6.177:	Award of prizes, certificate or medal in merit	174
Table 6.178:	Expected level of education to be achieved	175
Table 6.179:	Relation of continuing education with the category of school students	175
Table 6.180:	Practice of taking private tuition	176
Table 6.181:	Reasons for taking private tuition	176
Table 6.182:	Relation of reasons for taking private tuition between government and private school students	177
Table 6.183:	Source of finance for education	177
Table 6.184:	Use of internet by the students	178
Table 6.185:	Source of information used for studies	178
Table 6.186:	Relation of source of information with the category of school students	179
Table 6.187:	Language used in the house by children	186
Table 6.188:	Number of members living in the house hold	187
Table 6.189:	Relationship with the child	187
Table 6.190:	Age group of the respondents	188
Table 6.191:	Educational qualification of the respondents	188

Table 6.192:	Relation of educational qualification of the respondents with the category of school	189
Table 6.193:	Occupation of the respondents	189
Table 6.194:	Relation of occupation of the respondents with the category of school	190
Table 6.195:	Nature of the employment of the respondents	190
Table 6.196:	Relation of nature of the employment of the respondents with the category of school	191
Table 6.197:	Monthly family Income of the respondents	191
Table 6.198:	Relation of monthly family income of the respondents with the category of school	192
Table 6.199:	Locality of the house	192
Table 6.200:	Locality of the house	193
Table 6.201:	Income category of the people living around the respondents	193
Table 6.202:	Type of residence of the respondents	194
Table 6.203:	Relation of type of residence of the respondents with the category of school	194
Table 6.204:	No of rooms in the house of the respondent	195
Table 6.205:	Type of kitchen in the house of the respondent	195
Table 6.206:	Number/ nature of toilets	196
Table 6.207:	Ceiling Fans in the house	196
Table 6.208:	Reading arrangement of the respondent's children	197
Table 6.209:	Relation of reading arrangement of the respondents with the category of school	197
Table 6.210:	Factors considered while selecting the present school	198
Table 6.211:	Aspiration to change the present school of the children	198
Table 6.212:	Frequency of the respondent's children's attendance in school	199
Table 6.213:	Extent of regularity in the school by the students	199
Table 6.214:	Children absent in school to visiting relatives and attending weddings	200
Table 6.215:	Knowledge of performance of the children in the school	200
Table 6.216:	Level of satisfaction with child's performance in school	201
Table 6.217:	Relation of level of satisfaction with child's performance in school with the category of school	201
Table 6.218:	Parents expectation of marks to be secured from their children	202

Table 6.219: Relation of percentage of marks expect from the child by the parents with the category of school	202
Table 6.220: Capacity of the children to achieve	203
Table: 6.221: Conveying satisfaction to the child	203
Table 6.222: Conveying dissatisfaction to the child	204
Table 6.223: Perception towards homework	204
Table 6.224: Perception towards the volume of Homework	205
Table 6.225: Expectation towards level of education of the children	206
Table 6.226: Relation of expectation towards level of education with the category of school	206
Table 6.227: Perception towards importance of scoring marks in school	207
Table 6.228: Rational for the importance of scoring marks in school	207
Table 6.229: Frequency of supervision of child's study by other member of the family	208
Table 6.230: Relation of frequency of supervision of child's study by other member of the family with the category of schools	208
Table 6.231: Perception towards reason of not supervising child in studies	209
Table 6.232: Relation of perception towards reason of not supervising child in studies category of school	209
Table 6.233: Preference for tuition or coaching for children	210
Table 6.234: Relation of preference for tuition or coaching for children with the category of school	210
Table 6.235: Perception towards importance of education in getting job	211
Table 6.236: Occasion of meeting the child's teacher	211
Table 6.237: Relation of attending parent teacher association with the category of school	212
Table 6.238: Relation of attending parent teacher meetings with the category of school	212
Table 6.239: Reason for meeting with the teacher by the respondents	212
Table 6.240: Reason for not meeting with the teacher by the respondents	213
Table 6.241: Relation of reason for not meeting with the teacher by the respond with the category of school	213
Table 6.242: Type of newspaper subscribed to the house	214
Table 6.243: Relation of type of newspaper subscribed at the house with the category of schools	214
Table 6.244: Frequency of reading newspapers	215

Table 6.245: Relation of frequency of reading newspaper of the respondents with the category of school	215
Table 6.246: Frequency of taking children out with parents	216
Table 6.247: Level of happiness of child at school	216
Table 6.248: Frequency of failing of the children at school	217
Table 6.249: Relation of frequency of failing of the children at school with the category of school	217