**AN INVESTIGATION INTO THE PROBLEMS FACED BY GIRL STUDENTS’ STUDYING IN CO-EDUCATIONAL SECONDARY SCHOOLS OF BALIJANA DEVELOPMENT BLOCK OF GOALPARA DISTRICT OF ASSAM**

***A Minor Research Project Submitted to University Grant Commission***



Submitted by

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**CHAPTER I**

 **INTRODUCTION**

 Women have an important role to play in the advancement of a Country. It is only through the education of women that the level of culture of a nation can be raised. Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is the milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life. Education of women is the most powerful tool for changing their position in society. Education also reduces inequalities between man and women and function as a means for improving their status within the family.

 According to Pandit Jawaharlal Nehru, “If you educate a man, you educate an individual. However, if you educate a woman, you educate the whole family, women empowered means mother India empowered”.

 According to Rabindranath Tagore, “The union of man and women will represent a perfect co-operation in the building up of human history or equal terms in every department of life.”

1.1. Constitutional provision for Women education.

 As regard to Women education. Article 15 of the Indian constitution states that “The state shall not discriminate against any citizen or grounds of race, caste, sex, place of birth or any of them.”

 The constitution provision has paved the way of Women’s education. All the education commissions appointed by the central Government have also recommended for Women education. The recommendations of the university commission (1948) for Women education are as follow-

1. The facilities for Women’s education should be provided to all the men’s colleges.
2. Educational facilities for Women’s education should be extended.
3. Women should be given proper guidance and counseling.
4. Women teachers should be given salaries as per with men teachers.

 Durga BaiDeshmukh National Women education committee (1958-59) recommended for Women education as under-

1. For some period of time, Women’s education should be regarded as a special problem to be solved. At the secondary level of education, more money should be allotted in the budget for Women’s educational facilities.
2. At the central level, a national council for Women’s education is established of its units be established.
3. In every state, there should be a state-level council for Women’s education.
4. In the state, there should be separate Directorates of Women’s education.

 Kothari Education Commission has approved the above recommendations for setting up the Women’s education council, which should implement the following programmed.

1. To implement the programmes proposed by the National Council for Women’s education so that the gap between boy’s and girl’s education be minimized. For its special drives should be undertaken.
2. To allow more funds for Women’s education on a priority basis.

 This commission has made suggestions suiting to Indian conditions. “Today, the women work outside their homes becomes a necessity, and it will go on increasing and affecting the lives of women. Therefore, it is essential to give them proper vocational training and working jobs”.

 In 1986, based on the perspective provided in its document, national policy of Education, the Government of India prepared a plane of action to meet the challenge of technology revolution envisaged in the coming to decades. The documents state that without adequate measure for the spread of education, “The charm of economic disabilities, regional imbalance social injustice will widen further, resulting in the building of disintegrative active tensions studies on Women education during the period 1984-87 have to be reviewed in this context.

1.2. Importance of Girls or Women Education: -

 It is only through the education of women that can expect a better atmosphere at homes, better hygienic condition greater production and greater reduction in fertility rate happier family life. Pandit Jawaharlal Nehru rightly stressed that education of boy is the education of one person, but the education of a girl is the education of the entire family. The Indian education commission also rightly-emphasizes on the greater importance of women than that a man. The women are the real shaper of the future in the sense that the guides the younger generation. What a child imbibes in its earliest years is a lasting influence, and the earliest period of a person’s life is spent with the mother and the other women of the family. Besides the material role, women have a very important role in society.

 Jawaharlal Nehru said,” you can tell the condition of a nation by looking at the status of its women.” In the modern age, women are asserting themselves. They are at present numerous carriers open to women. At the nursery level, women have almost a monopoly in the teaching department. But most women in Assam, particularly in a rural area, are still illiterate and have no say in family affairs. As we know that, “Home is the best school and mother is the best teacher, “mother has great responsibilities to take care of their children. For social justice and effective family planning, women education is highly essential.

 In the rural area, the level of women illiteracy is still higher. The biggest weakens of women is illiteracy. Giving them education means empowering them to enjoy the benefits of developments which enable them to enjoy the benefits of developments which enable them to contribute for the national development except one group, all the youth groups interacted with felt that education of women is must with higher education, women who have a restricted choice of occupation will largely benefit in diversifying their career option. Education, they felt will be the most potent weapon in empowering the women.

 1.3. Historical development of women education in India

 It is very important to know the historical background if we are to make a study of the status of women in India. It is not easy to find answers for questions like when did women start losing their status or who was responsible for this situation. The position that women occupied in the medieval and later the colonial period is of most important. Women were never put on a high pedestal in the shastras.

 Women education in Ancient period: -

 It cannot be clearly stated whether equal rights between men and women prevailed or not during the Vedic period. But available sources show liberal attitudes and practices pertaining to women did exist. Women were actively involved in religious and social matters. They had some freedom to choose their partner in marriage, and a widow was permitted to remarry. The high status that women enjoyed during the early Vedic period gradually started deteriorating in the late Vedic period. As the economic and social status of sons began to rise, the position of women saw a steep decline. The position of women reached an all-time low during the age of the Dharmashastras. It is during this age that codes of conduct prescribing behavior norms for women were evolved. This period saw the exclusion of women from both economic and religious sphere. During the period of Dharmashastra, child marriage was encouraged, and widow marriage was looked down upon, the women had special customs, rituals, and spirituality with which men were not allowed to interfere.

Women Education in the medieval period: -

 The condition of women in society deteriorated more during the medieval period with the entrance of Muslims. At this point of time, several evil practices like child-marriage, sati, and female infanticide were practiced largely ‘purdah’ system was started. These women were also forced to practice ‘zenana.’ Rajput women of Rajasthan practiced ‘Jauhar’ polygamy was common in Hindu Kshatriyas. At the same time, many women excelled in arts, literature, and music. Women were also rulers in the medieval period. At this time, girls were married at a very tender age. Sati was also practiced where women were forced to jump in the burning funeral of their dead husband. The Bhakti movement tried to restore women’s position. Mirabai was most popular Bhakti movement figure. In this period, education for women was not common at every level; only a few girls of rich and famous families could achieve basic and religious education.

 Women Education in British period: -

 In the British period, there was revival or interest in women’s education in India. During this period, various social, religious movements led by an eminent person like Raja Ram Mohan Roy, Iswar Chandra Vidyasagar emphasized on Women’s education in India. Mahatma Jyotiba Phule and Periyar were leaders of the lower castes in India who took various initiatives to make education available to the women of India.

Women Education after Independence: -

 Women’s Education got a fillip after the country got independence in 194, and the Government has taken various measure to provide education to all Indian women. As a result, women’s literacy rate has grown over the three decades, and the growth of female literacy has in fact been higher than that of male literacy rate, while in 1971 only 22% of Indian women were literate by the end of 2001, 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.27% of that of male literacy rate. The constitution of India guarantees the right to equality to all India women without discrimination. The literacy rate before independence was 2.6% rose in 1961 to 15.3% and 50% by the year 2001, and now according to the 2011 census, the male literacy rate is 82.14% while female literacy rate is 65.46%.

 Women Education in the modern period: -

 Kerala and Mizoram are the only states in India that have achieved universal female literacy rates. The improvement in social and economic status is said to be one of the reasons for literacy. In cities, the literacy rate is almost equal between girls and boys in the country; however, the rate in rural areas continues to be less than the boys. 40% of the centers under NFE, nonformal education programs are set apart for women. According to statistics of women education in India, today, 0.3 million NFE centers have primary education to 0.12 million girls out of 7.42 million children. However, in tribal areas, there is not much of gender bias as compared to all other castes, tribal community statistics show lower male ratio in spite of much low income, literacy, education and other facilities several efforts are being made towards women education and empowerment. The government is taking steps to increase the rate of women education and employment.

 Present Position of women education in India: -

 In spite of the forceful intervention by a bastion of female privilege, feminist critics, constitutional guarantees, protecting laws and sincere efforts by the state governments and central government through various schemes and programs over the last 62 years and above all, the United Nation’s enormous pressure with regard to the uplift of the plight of women in terms of education is still in the state of an enigma in India for several reasons. The 2011 census report indicates that literacy among women as only 65.46 % it is virtually disheartening to observe that the literacy rate of women India is even much lower to National average, i.e., 74.04 %. The growth of women’s education in rural areas is very slow. This obviously means that still, large womenfolk of our country are illiterate, the weak, backward, and exploited. Moreover, education is also not available to all equally. Gender inequality is reinforced in education, which is proved by the fact that the literacy rate for the women is only 65.46 % against 82.14 % of men as per 2011 census. In Assam, the literacy rate for women is 67.3 %. Which is higher to than the national average?

 1.4. Co-Education: it's meaning

 Co-education means the teaching of both boys and girls in the same school and under the same roof. It also means importing of instruction to both the sexes in the same educational institution without any distinction. This system of education aims at bringing boys and girls together. It allows free mixing of sexes without any inhibition.

 Co-education is a system of educating boys and girls together. In ancient times, co-education was prevalent in Greece.

 In Sparta, there was no discrimination between boys and girls. They studied and played together. Along with academic education, physical training was also given to both the sexes.

 Plato, the Greek philosopher, believed that co-education helped in the development of the personality of both men and women and created a feeling of comradeship among them. He felt that co-education was the only method to make both men and women useful members of society. Hence, in the west, the importance of co-education has been felt since ancient times.

Today, this system of education is there in almost all countries of the world. It is economical. It generates a spirit of comradeship between boys and girls. The problem of storage of trained teachers can be dealt with by the system. Boys overcome their curiosity and girls, their shyness. They learn to respect one another. Through a few conservation people are against this system, their views do not hold ground. Co-education generates harmonious relationship, a sense of co-operation, and thus, helps in the progress of the nation.

 A new study has revealed that co-educational school is better as the presence of girls in classes restrains boys from indulging in unruly behavior and improves their academic performance. In fact, a higher percentage of girls not only lowers the amount of classroom disruption but also foster a better relationship between student and their teachers.

1.5. Co-education and the secondary stage of education: -

 Co-education at the secondary stage is usually opposed by a majority of educationists and thinking. During the stage of adolescence, the boys and the girls pass through a very critical and stormy period of life due to the awakening of the sex instinct. So free mixing of boys and girls may create some moral problems in society. Therefore, sexes should be separated during this stage.

 Co-education at the secondary stage may restrict the opportunities for the fullness of development and specific training of the girlhood. But under the prevailing social and economic conditions, there is no harm in introducing Co-education at the secondary stage; such education should have mixed staff at all stages.

1.6. Advantages of Co-education: -

 There are many advantages to the Co-educational system of education. These can be summarized in the following manner:

 If boys and girls are taught together, there will not be any need for separate opening schools for boys and girls Co-education is an economic system, because both boys and girls can study in some schools and they can be taught by the same staff.

 Boys and girls have to live together in society in their later lives, and if they are taught together from the very beginning, they can understand each other well. The girls will not feel shy in the presence of boys. The boys will also not tears the girls.

 If they are taught together, it will create a sense of healthy competition among them. In this manner, they will work hard and pay serious attention to their studies.

 It is also a common experience that the boys behave decently in the company of girls. They do not use rough and abusive language in the presence of girls. They also dress proper and talk mannerly. Similarly, the girls will also lose their fear of the boys if they are taught with them.

 On the other hand, if boys and girls are taught in separate schools, boys misbehave with the girls. The boys always have a curiosity to know about them. But when they study together, their curiosity is satisfied, and they do not consider girls as strange creatures.

1.7. Disadvantages of Co-Education -:

 There are some disadvantages, also. Certain conservative people criticize the system of co-education. On the following ground, this system is against our tradition. They also fear that co-education will develop immoral relationships between boys and girls. They believe that in this system, both the boys and girls will be spoilt. But these arguments do not hold much water.

 Co-education cannot prove useful as a uniform programmed of physical and mental activities for both the sexes. It may affect the health of adolescent girls.

 Girls always suffer in a coeducational institution. It is generally seen that co-educational institutions adequate facilities are not provided for girls.

 It is mixing of sexes at the adolescent stage when sex urge is at its highest pitch is not advisable. It distracts the attention of both boys and girls and hampers their progress in studies.

 Co-education is a farce in many cases if we do not take this business in the right spirit. There must be a sane attitude and proper healthy outlook towards this system of education.

1.8. **The need for the Study**

Secondary education serves as a bridge between elementary and higher education and prepares young people between the age group of 14-18 for entry into higher education. In pursuance of the National Policy on Education of 1986, India has been able to adopt a common structure of education throughout the country. So it is essential to investigate the problems faced by girl students in coeducational secondary education to highlights the problems and suggests some measures for solving the problems. For a girl student, life is a constant fight for survival, growth, and development from the time she is conceived till she attains 18 years. Low literacy level, poor health, restriction on mobility and lay frequent illness due to malnutrition, anemia, and micronutrient deficiency, etc

Providing educational facilities to women has been one of the main educational thrusts since the attainment of independence. As such, the government has tried to provide proper educational facilities to the girl students. Disparities, however, still exists in the relative utilization of available facilities by boys and girls at various stages of education. It is necessary to examine the educational facilities provided to girl students in co-educational secondary schools. In smaller places were separate schools were not financially feasible; there should be a rule that schools which admits girl students should have all the facilities required for their education. Balijana Development Block is a part of Goalpara district inhabited by mostly tribal people. The present study intends to find out what type of educational facilities exists for the girls studying in co-educational secondary schools.

1.9. **Statement of the Problem:**

On the basis of just mentioned above, the present study has been the proposal and entitled as “An Investigation into the Problems Faced by Girl Students’ Studying in Co-Educational Secondary Schools of Balijana Development Block of Goalpara District of Assam.”

**1.10. Research Questions:**

* What are the facilities provided to the girl students in co-educational secondary schools of Balijana Development Block of Goalpara District of Assam?
* What are the problems faced by the girl students in co-educational secondary schools of Balijana Development Block of Goalpara District of Assam?
* Which measures will be most beneficial for the improvement of the status of girl’s education in co-educational secondary schools of Balijana Development Block of Goalpara District of Assam?

**1.11. The objective of the Study**

* To ascertain the facilities provided to the girl's students in co-educational secondary schools of Balijana Development Block of Goalpara District of Assam
* To study the problems faced by the girl's students in co-educational secondary schools of Balijana Development Block of Goalpara District of Assam.
* To Suggest viable measures for future improvement of facilities to girls students in co-educational secondary schools of Balijana Development Block of Goalpara District of Assam

**1.12. Hypothesis**

As the study is exploratory in nature, no hypothesis was formulated.

**1.13. Operational Definition**

In the present study, the following operational definitions are-

* **Co-education**: - Co-Education means the teaching of both boys and girls in the same school and under the same roof. It also means imparting the same education to both the sexes without any distinction. This system of education aims at bringing boys and girls together. It allows free mixing of sexes without any inhibition.
* **Co-educational secondary school**: -Co-educational secondary school means those educational institutes where boy and girls studied together.
* **Balijana Development Block: -** Balijana Development Block of Goalpara district of Assam demographically consist of Rabhas, Garos, Rajbongshi, Hira, Yogi, Kalita, and others. The literacy rate is 67.37, of which 63.13 female and 71.46 male (2011 Census). It is another tribal development block of the district.

**1.14. Delimitation of the Study**

The present study will be delimited to coeducational secondary schools of Balijana Development Block of Goalpara district of Assam.

**CHAPTER II**

**Review of Related Literature**

**2.1. Introduction**

 Review of related literature is part and parcel of any research to be carried out. It throws light on the previous research works related to the present field of investigation. The reviews of the findings of the previous works enable the researchers to define the limit of his fields. He/She can select these areas in which positive findings are very likely to result, and his/her endeavors would be likely to add to the knowledge in a meaningful way.

 Through the review of related literature, the researcher can avoid unintentional duplication of well-established findings. It is no use to replicate a study where the stability and validity of its results have been clearly established.

 Another important reason for the review of related literature is that it helps the researcher to know about the tools and instruments, which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which the validity of results is to be established.

 One of the most important specific reason for reviewing the related literature is to know about the recommendation of previous researchers tested in their studies for further research.

 In the present study, the researcher has received the literature of previous studies from various sources.

 A brief description of the related literature reviewed by the investigation is summarized as below:

 **2.2. Related Literature of Earlier Studies:**

1. **Rai k (1984, BHU)-**conducted a study to find out the problems of girls in co-education institution. The objectives of the study were-
2. To find out the problems of adolescent girls in co-education institution on the area of health and physical development finance living condition and employment, social and recreational activities, social and psychological relation personal psychology relation, courtship, sex and marriage home and family, moral and religious, adjustment to school and work, vocational and educational future, curriculum and teaching procedure.
3. To compare the problems of co-educational and segregated institutional adolescent girls.
4. To study and compare the adjustment of adolescent girls in co-educational and segregated girls institution.
5. To find out the relationship between socio-economic status and adjustment problem of adolescent girls in co-educational and segregated institutions.
6. To compare the adjustment problems of girls from different socio-economic status in co-educational and segregated institutions.

The tools use the money problem checklist, vyakftef parakh parshnavali, and socio-economic status scale (Verma and sexana). The samples were taken from different socio-economic strata.

 The major findings of the study were the major problem faced by the girls in co-educational school were in areas of socio and recreational activities, courtship sex, marriage, finance, living conditions, and enrolment.

 Girls in segregated institutions encounter maximum problems in the area of social and recreational activities, courtship, sex and marriage, and home and family while the least problems were in the areas of social, psychological relations, curriculum and teaching procedure, and moral and religious areas.

 The total adjustment, as well as area wine adjustment viz home, health, social, emotional, and school, arranged for the sample as a whole and those from co-educational institutions.

 Girls in co-educational institutions had a significantly better home, health, emotional, school, and total adjustment than those in single-sex schools.

 Adjustment and socio-economic status were positively related.

 The co-educational school girls from upper SES (socio-economic status) were better adjustment in school, emotional and total adjustment than those from lower SES.

In general, co-educational school girls of middle SES had proper adjustment than girls of upper SES and lowered SES.

The co-educational school girls of upper SES had better or total adjustment and were better adjusted in home, health, social and emotional areas than those single-sex institutions.

Girls of middle SES in co-educational institutions were better emotionally adjustment than those in segregated institutions.

Those from lower SES in co-educational institutions had better total adjustment as well as home, health, social adjustment than those in single-sex institutions.

1. In the study of **Debas. S (1984)** entitled “An investigation to Hysterical Tendencies and other Psychosocial Factors among the adolescent Girls (15+) in the segregate and co-educational schools in Delhi and Their relationship with Scholastic Achievement. “an investigation was made to find out the hysterical tendencies and psychosocial factors adolescent girls.

 The main objectives of the study were—

1. Whether the girls in segregated and co-educational schools differed in the incidence of hysterical tendencies.
2. Whether there was any relationship between intellectual efficiency and hysterical tendencies among girls studying both types of schools.
3. Whether there was any difference in the incidence of hysterical tendencies among girls from high and low socio-cultural groups.
4. Whether there was any relationship between hysterical tendencies and scholastic achievements.

 Tools used in the study were Raven’s progressive matrices Debas socio-culture status scale, the hysterical tendencies scale, analysis of variance, and entrance area used to analyze data. To measure the correlation between different variables, the product moment correlation was computed.

 The major finding of his study was—

1. Girls studying in co-educational and segregated Hindi medium Delhi urban schools differ significantly in the incidence of hysterical tendencies were likely to be more proving to hysterical tendencies when compared with girls studying in segregated schools.
2. There was no significant relationship between hysterical tendencies and intellectual efficiency among girls studying in both types of school. Further, there were no significant differences in the incident of historical tendencies between the girls belonging to high and low intellectual efficiency status both in co-education and segregated schools.
3. There is no significant relationship between historical tendencies and socio-cultural status among girls studying both in co-educational and segregated schools. There were no significant differences in the incident of historical tendencies between the girls belonging to the high and low socio-cultural group in both types of schools.
4. There was a negative and significant relationship between historical tendencies and scholastic achievement among girls studying both co-educational and segregated schools.
5. **Bora (1996-97)** conducted a study on the attitude of parents towards girls education which revealed that-
6. The attitudes of parents in general towards women education were favorable.
7. There were significant differences between urban parents and rural parents in their attitude towards women education.
8. **Gogoi L (1997**) conducted a study on the “A critical, appraisal of the educational facilities available in the high schools of Dibrugarh Town with special reference to girls schools.” The study was related to finding out the problems faced by girl’s students on the basis of educational facilities available in high schools of Dibrugarh town.

 The study found that a lack of adequate educational facilities causes several problems for girls in high school.

 The finding of the study revealed that following problems of girls-

1. The problems faced by the girls were lack of common room, lack of playing materials, lack of scholarship facilities, lack of transport facilities, lack of urinals, etc.
2. Majority of girls did not have a free environment for their proper growth and development.
3. Majority of girl students felt that facilities in the schools were not very satisfactory. However, responses from the girl's student, belong to the English medium schools felt that their schools were well provided.
4. Student belonging to vernacular medium schools felt that a financial benefit in the form of scholarship was necessary to prove the students.
5. **Choudhary G**., in her study on the “co-educational secondary school at greater Guwahati” (1999-2000) wanted to find out the various facilities available in co-educational secondary school, the problems of girls and boys and the moralities of the students.

 The idea of the co-education is to strengthen the boys of family life by teaching boys and girls to know one another and to remove the occasions of unhealthy curiosity through mixing together under the schoolroom conditions. It is because there is a natural tendency for adolescent boys and girls to more apart and develops their own ways of life unhindered keeping the view the multifaceted problems and aspects of co-educational secondary institutions, the following objectives of this topic are taken-

1. To find out the availability of necessary facilities with regard to co-educational institutions.
2. To find out the parent’s attitude towards this type of institutions.
3. To find out the adjustment problems of both boys and girls in co-educational institutions.
4. To examine the difference between boys and girls in various field and their abilities in education.
5. To examine the morality among the students.
6. To examine the achievements of boys and girls in co-educational secondary schools.

 The investigator tries to cover all aspects of co-educational secondary institutions in the study, on the basis of the hypothesis assumed in the project, the investigator has certain observations.

1. It is found by the investigator that there are enough physical facilities as requirements of a co-educational institution. Separate toilet, library, laboratory, electricity, separate common rooms are found to be good.
2. The parents allow their children in the school to develop a sense of co-operation. They encourage their children to take an active part inside or outside the school.
3. Girl students’ can also adjust in the class.
4. Through there was a huge number of students, the problem of wastages and stagnation was reducing gradually.
5. Regarding the appointment of teachers, there are some difficulties; most of the female teachers cannot adjust themselves in co-educational schools.
6. Teachers discuss with the students about their personal needs, problems, and it gives the students and their parents to show the good achievement of the final examinations.
7. It is quite necessary for co-educational institutions to appoint the school doctor regularly to check up the students’ physical and mental mind so that the parents can easily consult with the doctor about their children. But it is not available except private schools.
8. There is no hard and fast rule regarding report card check in government and provincialized secondary co-educational institutions.
9. There is no especial extra class regarding sex. But this course is necessary to develop a positive, healthy atmosphere among the students and if not surprising incident if the students occur immoral case with their classmates because their stage is full of storm and stream.

 In conclusion, she draws from the study in belief a noticeable improvement in morality and adjustment among the students is seen in the field of co-education. Secondly, in the case of achievements, the girl's students are not inferior in comparison to the boy students in examinations. Thirdly, there are good relationships between teacher-student and teacher-guardian. Fourthly girl students are also advanced in taking the active role in any situation in the school. Lastly, parents have no hesitation in admitting their children in co-educational secondary institutions.

1. **M.V.R. Raju and T.Khaja Rahamtulla (January 2007)**

Intended to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school, etc. objectives of the study to examine the adjustment problems among school children from different schools. To examine the influence of demographic variables like age, gender, class, medium of instruction, type of schools, parent’s education, parent’s occupation, on the adjustment problems of school children. The adjustment of school children is determined by their gender, the class in which they are studying, the medium of instruction adopted in their school, the type of management of the school and their parent’s education and occupation. Differences across the children with regard to their adjustment are noted, mainly with regard to the school in which they are studying. While family adjustment is higher classes, academic adjustment is better among children from schools that are founded by the government, and emotional adjustment is higher for students from English and privately managed schools. Further parents’ education and occupation significantly influenced the emotional adjustment of the school children.

1. **Herrick Laura Kathryn, January 2, 2009** in her paper titled “same-sex schooling versus co-educational schooling and their Effect on Achievement, Assessment, and Gender Bias” examines the effects of same-sex schooling and co-educational schooling on elements of student’s achievement, socialization such as self-esteem and peer relationships, difference in student’s and teacher’s perception based on gender and issues related to race and socioeconomic status. It also examines performance on assessment and how this related to the two types of schooling and what, if any, relationships there are to race and gender.

 The findings of the research reviewed have mixed results. Some studies pointed to differences in gender and stated the benefits of same-sex schooling for girls, although they still focused more on the benefits for girls. The relationship between achievement and teacher’s assessment was the topic of a large majority of the studies. Teacher’s and student’s perceptions of the two types of schooling were also explored. Teacher’s bias related to gender equity were often based on stereotypical norms related to expectations of girls and boys. A major weakness in most of the studies was the lack of socioeconomic and racial diversity of the student’s involvement in the study.

1. **Dilipbhai, barot, pathik (2011)** conducted “A study of problems of girls studying in co-educational schools” of Ahmedabad town.

 The objective of the study to find out as to what sort of problems the girls have to face in the secondary schools and also to find out an immediate solution to these problems.

 The study reveals that the girls were suffering from different types of physical, different personal, mental, emotional, and social problems in co-educational secondary schools of Ahmadabad.

1. **Dr. Dharamvir; Dr. D.B. Tali; Anubha Goel**, in Academia (An international multi-displaying research journal)

 Volume 1, Issue 3 (December 2011) ISSN 2249-7137 published a research article on “A COMPARATIVE STUDY ON ANXIETY AND EMOTIONAL MATURITY AMONG ADOLESCENTS OF CO-EDUCATIONAL AND UNI-EDUCATIONAL SCHOOLS “

 The present study was undertaken to study anxiety and emotional maturity among adolescent boys and girls studying from co-educational and uni-educational schools (50 boys and 50 girls of co-educational schools and 50 boys and 50 girls of uni-educational schools) within the age of 13 to 16 years from three schools of Yamunanagar District of Haryana were selected as a sample.

 The objectives of the study were to (a) compare the effect of type of schools on the anxiety of adolescent girls, (b) compare the effect of type of schools on the anxiety of adolescent boys. (c) Compare the effect of type of schools on the emotional maturity of adolescent girls (d) compare the effect of type of schools on the emotional maturity of adolescent boys.

 Major findings and conclusion of the study were as followings-

1. Adolescent girls studying from co-educational and uni-educational schools have possessed similar anxiety pattern.
2. Anxiety pattern of adolescent boys studying from co-educational and uni-educational schools do not differ significantly.
3. Adolescent girls studying from co-educational and uni-educational schools have included similar nature of emotional maturity.
4. Adolescent boys studying from co-educational and uni-educational school have inclined similar nature of emotional maturity.

 It can be concluded from the above finding that the school studying from co-educational and uni-educational school do not differ in their anxiety pattern and emotional maturity. Neither boys nor girls students differ so far as the anxiety level is concerned. Emotional maturity is not affected by the type of school. To develop emotional maturity in students, the teacher has to play a significant role. In the future, a similar study can be taken up on university students of various states in India and Abroad.

1. **Boruah Rekhamoni**, in her study on the “A Study of the Educational Facilities Available in Girls Secondary School with Special Reference to Dhemaji Block of Dhemaji District” 2014, tried to find out the facilities available to girls students and wanted to study the problems faced by the girl students in girls’ secondary schools of Dhemaji Block of Dhemaji district. The main objectives of the study were-
2. To find out the facilities available to girl students in girls secondary schools.
3. To study the problems faced by girls students in secondary school.
4. To examine what type of educational facilities are provided to the girls by the family in their home environment.
5. To suggest viable measures for future improvement of facilities to girl students in girls higher secondary school in the study area.

The major findings of the study were-

1. Most of the schools have adequate building facilities and separate classroom facilities for each class.
2. All the schools have sufficient physical facilities like girls’ common room, toilet, drinking water, etc.
3. The study signifies that some sanitation problems in the schools.
4. Most of the schools have modern tools and aids, like- electricity facilities, audiovisual aid, computer, etc.
5. One important finding of the study was that the parents had realized the importance of girls’ education and a positive attitude towards receiving higher education by their daughters.
6. Lastly, the study reveals that some vocational courses, like weaving, sewing, painting, embroidery, etc should be introduced for enhancing income generation.

**CHAPTER III**

**Methodology**

 **3.1 Meaning of Methodology:**

The research methodology is the systematic procedure of investigating a problem starting from its initial identification to the final conclusion. Its role is to carry on the research work in a scientific and solid manner. It provides the tools and techniques by which the research problem is solved. It consists of procedures and techniques for conducting a study.

Research in common terminology refers to the venture for the search of knowledge. It is a scientific and systematic search for potential information on a specific topic. Research is a way to solve the research problem systematically. It may be understood as a science of studying how research is done scientifically.

Educational research started with the selection of a problem, careful, formulation of hypothesis and followed a method, then after data collection, analysis and interpretation of data and final report of results that lead to generalization.

**3.2 Types of research method:**

Research methods are of utmost importance in the research process. It describes the various steps to be adopted in solving a research problem such as the manner in which the problems have formulated the definition of terms, the choice of subjects for investigation, the validation of data gathering tools, the collection, analysis, and interpretation of data and the process of inferences and generalization. The research methods are classified mainly into three basic categories. They are-

1. **Historical Method: -**Historical method provides a method of investigation to discover, describe, and interpret what existed in the past. Historical research has great value in the field of educational research because it is necessary to know and understand educational achievements and trends of the past in order to get perspectives on the present and future direction.
2. **Experimental Method: -**The experimental method of study starts namely with the identification and rigorous analysis of the problem. Experimental research describes what will be, when a certain variable relationship to each other, deliberated manipulation is always a part of the experimental method. It provides for control and therefore establishes a systematic and logical association between manipulated factors and observed effects.

There are four essential characteristics of experimental research; they are-a) Control b) Manipulation c) Observation and d) Replication. The choice of the method is determined by the nature of the problem.

 C) **The Descriptive Survey Method (Research Method of the Present Study)**

The descriptive survey method is a method of investigation which exists at present in the form of conditions, practices, processes, trends, effects, attitudes, believes, etc. it deals with a cross-section of the present duration sufficient for an examination that is present time, not the present moment. It seeks to answer the question of what are the real facts with regard to the existing conditions.

This method helps in gathering the data regarding current condition.

Worthwhile the present studies collect three types of information: -

1. Of what exists by studying and analyzing important aspects of the present situation.
2. Of what we want by clarifying goals and objectives possibly through a study of conditions existing elsewhere or what experts otherwise consider to desirable.
3. Of how to get there through discovering the possible means of achieving the goals on the basis of the experience of others or the opinions of experts.

It is an organized attempt to analyze interprets and reports the present status of a social institution, group, or area. It deals with a cross-section of the present duration, sufficient for the examination, i.e., present time, not the present moment.

It gathers data from a relatively large number of cases and is concerned not with the characteristics of individuals but with generalized statistics of the whole population or as representatives.

It deals with clarity, define objectives. It requires imaginative planning, careful analysis, and interpretation of data, and a logical and skillful reporting of the findings.

It does not aspire to developer organize body of scientific laws but provides information useful to the solution of the local problem. It may provide data to form the basis of the research of more fundamental nature.

**3.3 Design of the present study:**

The research design constitutes the blueprint for the collection, measurement, and analysis of the data. The design should be prepared in such a way so that the outcome will be maximum with minimum budgeting and little expenditure of time and energy. A suitable design was selected for the study of the present problem. Descriptive Survey Method was adapted to obtained pertinent and precise information concerning the current status of the problems of girl students in co-educational secondary schools.

**3.4 Population:**

According to Koul(1994), a population refers to any collection of specified group o human beings or non-human entities such as objects, educational institutes, time unit, geographical areas and prices of wheat or salaries drawn by individuals. It is necessary to define population so what there is no ambiguity as to whether a given unit belongs to the population. The main purpose if the survey is to draw population inferences. In the present study, the population was defined all the girl students and teachers of the co-educational secondary schools of Balijana Development Block of Goalpara District of Assam.

**3.5 Sample and Sampling Procedure:**

In order to draw a representative sample of the population, a list of entire Co-educational Secondary schools of Balijana Development Block was collected from Balijana Development Block Office and [www.baliajana.nic.in](http://www.baliajana.nic.in). From the list, it was found that 8 co-educational secondaries at Balijana Development Block. All the schools were purposefully selected for the study. Thus, in selecting the sample schools, the purposive sampling method was followed. From the sample schools, 10 girls from each school were randomly selected; thus, the sample of students is 80; besides these 2 teachers from each school were also randomly selected. Thus, the total sample consists of 8 co-educational secondary schools are 80 and 16 teachers.

|  |
| --- |
| **The school wise sample distribution of girls and teachers: -** |
| Sl.no | Name of the school | Nos of Girls | Nos of Teacher |
| 1 | Borjora High School,Borjora | 10 | 2 |
| 2 | Bodahapur High School | 10 | 2 |
| 3 | Goalpara English School | 10 | 2 |
| 4 | Balijana Anchalik Jatiya Vidyalaya | 10 | 2 |
| 5 | Sankardev Sishu Niketan | 10 | 2 |
| 6 | Balbola H.S School | 10 | 2 |
| 7 | Kalyanpur High School | 10 | 2 |
| 8 | J.N.Memorial H.S School | 10 | 2 |
| Total | 80 | 16 |

**3.6.** **Description of the Tool:**

According to Koul (1994), “A research will require many data gathering tools or techniques which may vary in their complexity, design, administration, and interpretation. Each tool is appropriate for the collection of a certain type of evidence and information. The researcher has to select from the available tools which will provide data he seeks for testing hypothesis”.

Thus, the tool is a must for collection data. The section presents a detailed account of the development, description, and standardization of the tool used for finding out the problems faced by the girl students in co-educational secondary schools.

**3.6.1. Construction and standardization of questionnaire:**

According to Koul(1994) “A questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational, etc. topic(S) sent or given to individuals or group of individuals with the object of obtaining data with regards to some problems under investigation”.

Since the investigator of the present study attempted to gather information regarding the problems of girls in co-educational secondary schools, the questionnaire would be appropriate for meeting the purpose. As there was no readymade questionnaire for the present study the investigator develops to different sets of questionnaires, viz the questionnaire for girls and questionnaire for teachers for collecting pertinent data with regards to the objective of the study.

In order to develop the questionnaire, the investigator consulted various concerning literature as in chapter II and identified different aspects pertaining to the problems of girls in co-educational secondary schools, they were-

1. Infrastructure facilities which include the girl’s common room and school buildings.
2. Adjustment with boys in study co-educational school
3. Physical facilities which include the toilet, water supply, and sanitation.
4. Co-curricular activities facilities
5. Student-teacher relationship & Boy-Girls relationship
6. Parent, neighbors and own attitudes toward coeducational schools

On the basis of the above-mentioned aspects, the investigator develops and standardized questionnaire of the girl students and the teacher, keeping all these in view, a poll of both closed and open-ended items was prepared in such a way that they were not vague and ambiguous but was clear cut and pinpointed. The closed-ended type was those items with appropriate yes/no response, while the open-ended items were left open with “any other, please specify and give suggestion” as suggested.

The questionnaires of the girls were introspective in nature. This questionnaire was meant for getting inside from girls about the facilities and problems. Likely the first few questions deal with some general information viz. the name of the school, name of the respondent, class of the respondent, age of the respondent, a caste of the respondent and place of the respondent. The other questions were: One question on attendance, then 3 questions on adjustment ,one question on infrastructure of girl common room followed by 5 question of physical facilities, 5 question on school activities and co-curricular activities, 3 question of teacher-student relationship and 2 question on boys-girls relationship lastly 3 question on Parent, neighbours and own attitudes toward coeducational schools.

The questionnaire of the teacher was observatory in nature. It attempted to elicit responses from the teachers as they saw and failed about the facilities which are an essential part of a school. The first two were attempted to seek information regarding the name of the teacher and the school. Then question belonging to the capacity of the schools and infrastructures, physical facilities, co-curricular activity, student-teacher & boy-girl relationship and lastly the parent attitude toward the coeducation.

This type of items of both the questionnaires along with the different aspects mentioned above was given to the experts in the field of education and psychology; they were requested to criticize the items and give suggestions for improvement. After having a suggestion from the expert, some new items were changed. The draft questionnaire was prepared with improved items in the light of expert comments and was given to few girls and teachers associated with co-educational secondary schools to obtain their insight so as to make a sound for standardization.

In this way, the content validity of both the questionnaire viz. the questionnaire of the girls and the questionnaire of the teachers were ensured and standardized. The finalist questionnaires were enclosed styled and made ready for final data collection (both questionnaires were given in the appendix)

**3.7. Data Collection: -**

The final data collection was started in the last part of the month of June 2016; the investigator made her sincere efforts together with the most reliable and valid data.

For the data collection, the investigator visited the entire 8 co-educational secondary schools of Balijana Development Block of Goalpara district and administered the questionnaires, the investigator personally met the selected girls as well as the teachers required for the study and distributed questionnaire to them, while administering the questionnaires necessary instructions were given and they were requested to go through the questionnaire and to attempt all the filled in questionnaire within three hours.

Meanwhile, some girls who could not understand some items were made clear of their doubts. Teachers were not required to give instructions twice. After the specified time, the investigator collected all the questionnaires given to the teachers as well as girl students and thanked them for well co-operation.

In this way, the pertinent data required for the study were collected randomly from girl students and teachers of co-educational secondary schools included in the sample.

After receiving the filled questionnaires, these were checked by the investigator and found that majority of the teachers responded very clearly and frankly, they had no problem responding in English. The entire girl also made a very frank response. They felt no trouble to respond the questionnaire as the items were given in both English and Assamese medium, the filled in questionnaires obtained from the girls as well as teachers, were next made ready for analysis and interpretation.

**3.8. Statistical technique**:

The simple statistical techniques of percentage and bar graph have been used for analysis and interpretation of the results of the study. Since the present study is an attempt to find out the problems faced by the girl students in co-educational secondary schools. Statistical techniques of percentage and bar graph would be deemed appropriate for analysis and interpretation of the results to obtain the objectives of the present study.

**CHAPTER-IV**

**Analysis and Interpretation of Data**

**4.1. Introduction:**

Analysis of data and its interpretation is an important part of research work. Analysis of data means studying the tabulated materials in order to determine the inherent facts, Organization of raw data is important to serve the intended purpose. The data may not be considered as valid, reliable, and adequate if it does not serve any worthwhile purpose. Data must be systematically tabulated, scientifically analyzed, and interpreted. The analysis breaks down the data into its simplest form and also arranges it for studying through a new light.

The interpretation states the result of the research data, their meaning and significance and answer to the original problem. This process of interpretation calls for a careful and critical examination of the result after analysis.

**4.2. Analysis and Interpretation of Data of the Present Study:-**

The main objective of the present study was to ascertain the facilities provided to the Girl students in the co-educational secondary schools of Balijana Development Block of Goalpara District of Assam. The other objectives were to study the problems faced by the Girl students in the co-educational secondary schools and to suggest some measures for solving the problems faced by Girl students in the co-educational secondary schools of. Accordingly, the questionnaires were prepared for the girl students and teachers working in the co-educational secondary schools of the study area. The questionnaire for the students consists of 27questions, and the questionnaire for teachers contains 20 questions. The investigator collected the required data from 80 girl students as well as from 16 teachers of 8(eight) co-educational secondary schools of Balijana Development Block of Goalpara district of Assam. The data collected are arranged in a sequence and were analyzed to achieve the objectives of the study.

This chapter presents the results of data analysis, together with their interpretation and discussion. The results have been presented according to the objectives of the study.

For the purpose of analysis, the items of the questionnaires were subdivided into a few board categories. The categories were:

1. Infrastructural Facilities
2. Comfort & Convenience in coeducational schools
3. Physical facilities for girl’ students
4. Co-curricular activity facilities
5. Student-teacher relationship
6. Parent, neighbors, and girl students’ attitudes toward coeducational schools.

On the basis of these categories, the raw data obtained from girl and teachers have been analyzed and interpreted separately in term of frequency and percentage. Again the raw data have been generalized by using a graph in terms of percentage.

**4.2.1. Infrastructural Facilities:**

As shown in the table no 01 regarding building facilities of the school, 74.3% of girl have reported that they have adequate building facilities in their schools. But 25.7% of girl has expressed that building facilities of their school are not adequate. The table shows that analyses and interpretation of the availability of infrastructural facilities in the school are shown in table no- 01. 87.5% of girl has reported that there is no separate common room for a girl’ in their schools and only 12.5% of girl has reported that there is a separate common room for a girl’ in their schools.

|  |
| --- |
| **Table No -1** |
| **Girl opinion on infrastructural facility available in the sample school** |
|   | Building | Girl Common Room |
|   | Frequency | Percentage | Frequency | Percentage |
| Yes | 59 | 73.75 | 10 | 12.5 |
| No | 21 | 26.25 | 70 | 87.5 |
| Total | 80 | 100 | 80 | 100 |

**The opinion of the teacher:**

The table no 02 shows the opinion of teachers regarding the availability of infrastructural facilities in their schools, the table reveals that the entire teachers are of the view that they have a good building, adequate for both boys and girl. 87.5% of teachers have reported that there is no separate girl’ common room in their schools, while only 12.5% of teachers reported that they have separate girl’ common room in their schools.

|  |
| --- |
| **Table No-02****Teacher’s opinion on infrastructural facilities available in the sample schools.** |
|   | Building | Girl Common Room |
|   | Frequency | Percentage | Frequency | Percentage |
| Yes | 16 | 100 | 2 | 12.5 |
| No | 0 |   | 14 | 87.5 |
| Total | 16 | 100 | 16 | 100 |

The graphical presentation of the table no-01 & 02 is shown with the help of Bar diagram I figure.

**4.2.2. Comfort & Convenience in coeducational schools**

The table shows that analyses and interpretation of Comfort & Conveniencein coeducational schools are shown in table no-3. All girl has reported that they attend school regularly and they have no problems in studying with the boys. The research tried to find out whether the boys quarrel with the girl regarding seating arrangement in the classroom. In response to the question, 16.25% of girl students have reported that they have to quarrel with the boys about seating arrangement in the classroom. Among them, 5% of girls opined that the boys always try to sit in the front benches and 11.25% girl reported that boys always come earlier and occupy most of the benches.

|  |
| --- |
|  **Table No-03** |
| **Girl opinion on Comfort & Convenience in coeducational school** |
|   | Regular Attendance | Problems with Boys | Quarrel with boys | Causes of quarrel |
|   | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |   | a | b | c | d | Total |
| Yes | 80 | 100 | 0 | 0 | 13 | 16.25 | F | 4 | 9 |   |   | 13 |
| % | 5 | 11.25 |   |   | 16.25 |
| No | 0 | 0 | 80 | 100 | 67 | 83.75 |   |   |   |   |   |   |
| Total |  80 | 100  | 80  | 100  | 80  | 100  |   |   |   |   |   |   |

**Teacher’s opinion on Comfort & Convenience in co-educational school: -**

The table no 04 shows the analysis and interpretation of teachers’ opinion with regard to Comfort & Convenienceof girl’ in coeducational schools. All the teachers reported that there is no problem in seating arrangement between the girl and boys. Only 12.5% of teachers opined that the girls face trouble while doing work experience. But 87.5% of teachers are of the view that the girls don’t face any trouble while doing their task of work experience.

|  |
| --- |
| **Table No-04****Teacher’s opinion on Comfort and convenience in the sample schools** |
|   | Seating Problem | Work Experience |
|   | Frequency | Percentage | Frequency | Percentage |
| Yes | 0 | 0 | 2 | 12.5 |
| No | 16 | 100 | 14 | 87.5 |
| Total | 16 | 100 | 16 | 100 |

The graphical presentation of the table no- 03 &04 are shown with the help of bar diagram figure.

**4.2.3. Physical facilities for girl’ students:-**

The analysis and interpretation of physical facilities available for girl students in sample schools are shown in table no-5. 53.75% girl reported that they have good toilet facilities, while 46.25% girl reported that they do not have good toilet facilities. 40% of the girl reported that the toilets were well protected in their school. The investigator tried to find out whether their toilets are well protected or not. 60% of girl has reported that the toilets are not well protected in their school, 56.25% girl expressed that the boys may see them when using toilet and 3.75% girl reported that the wall of the toilets is not well protected. 65% girl’ students reported that there is well-organized water supply in are their toilets while 35% of the girl was reported that there is no water supply in their toilets. Only 27.5% girl reported that there are separate sanitation facilities in their schools, and 72.5% expressed that there are no separate sanitation facilities for a girl in their schools.

**Table no-05**

**Girls’ opinion on physical facilities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | Toilet Facilities | Protection at Toilet | Water Supply in the Toilet | Separate Sanitation | Condition of Toilet |
|   | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |   | a | b | c | d | Total |
| Yes | 43 | 53.75 | 48 | **60** | 52 | 65 | 22 | 27.5 | F | 3 | 45 |  |  | 48 |
| % | 3.75 | 56.25 |  |  | **60** |
| No | 37 | 46.25 | 32 | 40 | 28 | 35 | 58 | 72.5 |  |  |  |  |  |  |
| Total | 80 | 100 | 80 | 100 | 80 | 100 | 80 | 100 |  |  |  |  |  |  |

**Teacher’s opinion on Physical Facilities: -**

Regarding the physical facilities available in the sample schools, the responses of the teachers were mostly positive. All the teachers have reported that their schools have separate toilets for both boys and girl and Water supply facilities also adequate. However, it seems that the teachers are reluctant to report about the toilet and sanitation facilities available in the schools for a girl.

**Table no: -06**

**Teachers’ opinion on physical facilities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | Toilet Facilities | Protection at Toilet | Water Supply in the Toilet | Separate Sanitation |
|   | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| Yes | 16 | 100 | 16 | **100** | 16 | 100 | 16 | 100 |
|
| No | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 16 | 100 | 16 | 100 | 16 | 100 | 16 | 100 |

The graphical presentation of the table no 05 & 06 are shown with the help of the bar diagram.

**4.2.4. Co-curricular activity facilities:-**

The table shows that analyses and interpretation of Co-curricular activity facilities available for girl students are shown in table no-6. Only 15% of girl students were reported that they were a member of the student union, while 85% were not wanted to be a member of the student union. 65% of girl students took part in the school activities while 35% of girl students were not interested in taking part in the school activities. 63.75% of girl students reported that they have enough facilities for games and sports while 36.25% reported that they have no adequate facilities for games and sports in their schools. Almost 87.5% of girl students participate equally in a different competition like boys within inside or outside of the school. While remaining 12.5% didn’t participate equally in a different competition like boys within inside or outside of the school, because they cannot bear the comment pass by the boys to a girl during the competition.

**Table No-07**

**Girl’ opinion on Co-curricular activities facilities: -**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   |  Student Union | School Activity | Facilities for Sports | Participation in Sports | Causes for Non-Participation |
|   | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |   |   |   |   |   |   |
| Yes | 12 | 15 | 52 | 65 | 51 | 63.75 | 70 | 87.5 |  | a | b | c | d | Total |
| No | 68 | 85 | 28 | 35 | 29 | 36.25 | 10 | **12.5** | F |  |  | 10 |  | 10 |
| % |  |  | 12.5 |  | **12.5** |
| Total | 80 | 100 | 80 | 100 | 80 | 100 | 80 | 100 |  |  |  |  |  |  |

**Teacher’s opinion on co-curricular activities: -**

The table shows that analyses and interpretation of Co-curricular activity facilities available for girl students are shown in table no-7, those 62.5% teachers reported that girl member in the student union while 37.5% teachers reported that there is no girl member in the student union. All the teachers are of the view that the girl takes part in the school activity along with the boys. All the teachers are of the view that the facilities of games and sports for girl adequate as provided to the boys.

**Table No-08**

**Teachers’ opinion on co-curricular activities in the sample schools.**

|  |  |  |  |
| --- | --- | --- | --- |
|   | Member of the Student Union | School Activity | Facilities for Sports |
|   | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| Yes | 10 | 62.5 | 16 | 100 |   |   |
| No | 6 | 37.5 |   |   | 16 | 100 |
| Total | 16 | 100 | 16 | 100 | 16 | 100 |

**4.2.5. Student-teacher relationship & Boy-Girl relationship**

The table shows that analyses and interpretation of Student teacher relationship are shown in table no-08. Almost 93.75% girl reported that they first go to the female teachers when you face any problems, while only 6.25% didn’t prefer first go to the female teachers when you face any problems. 90% of the girl reported that they could talk freely to the male teachers while only 10% of the girl can’t talk freely to the male teachers. Of that 10% ,1.25% were of the view that the male teachers do not like a girl, and 8.75% were of the view that they are very child to talk to them.

**Table no-09**

**Girls’ opinion on Student-teacher relationship:**

|  |  |  |  |
| --- | --- | --- | --- |
|    | Female Teacher | Male Teacher | Problem With Male teacher |
|   | Frequency | Percentage | Frequency | Percentage |   |   |   |   |   |   |
| Yes | 75 | 93.75 | 72 | 90 |   | i | ii | iii | iv | Total |
| No | 5 | 6.25 | 8 | **10** | F | 1 | 7 |   |   | **8** |
| % | 1.25 | 8.75 |   |   | **10** |
| Total | 80 | 100 | 80 | 100 |   |   |   |   |   |   |

The table shows that analyses and interpretation of Boy-Girl relationship are shown in table no-06. 88.75% girl reported that they don’t feel any trouble to mix up with the boy students while 11.25% girl reported that they feel trouble to mix up with the boy students, because of that 3.75 % feel that boys use to tease them, 5% feels that boys don’t want to mix up with girl and 2.5% feels that boys are not co-operative at all.

**Table No-10**

**Girls’ opinion on Boy-Girl relationship:**

|  |  |  |
| --- | --- | --- |
|   | Boy Students | Problem With Boys |
|   | Frequency | Percentage |   | i | ii | iii | iv | Total |
| Yes | 9 | **11.25** | F | 3 | 4 | 2 |   | 9 |
| % | 3.75 | 5 | 2.5 |   | **11.25** |
| No | 71 | 88.75 |   |   |   |   |   |   |
| Total | 80 | 100 |   |   |   |   |   |   |

**Teacher’s opinion on student-teacher relationship: -**

In this respect, one opinion was expected from the teachers that does the girl freely discuss their academic affairs with the male teachers, where the entire teacher reported that the girl freely discusses their academic affairs with the male teachers.

**4.2.6. Parent, neighbors and girl students attitudes toward coeducational schools**

The table shows that analyses and interpretation of Parent, neighbors and own attitudes toward co-educational schools in table no-10, 98.75% girl reported that their neighbors didn’t neglect them for studying in co-educational high school, while only 1.25% of the girl reported that their neighbors neglect them for studying in co-educational high school. All the girl reported that their parents didn’t say about transferring them to the girl school. Lastly, about 93.75% girl reported that they want to study co-educational institute in the future, while only 6.25% girl reported that they didn’t want to study in a co-educational institute in the future.

**Table No-11**

**Girls’ opinion on Parent, neighbors and own attitudes toward coeducational schools:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | Neighbors Neglect |   | Parent's Attitude  |   | Coeducation in Future |
|   | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| Yes | 1 | 1.25 | 0 | 0 | 75 | 93.75 |
| No | 79 | 98.75 | 80 | 100 | 5 | 6.25 |
| Total | 80 | 100 | 80 | 100 | 80 | 100 |

**Teacher’s opinion on Parent, neighbors and own attitudes toward coeducational schools: -**

In these respect, two questions were asked regarding the girls’ adjustment with their counterpart and parents’ attitude about transferring their wards to girls’ schools. The entire teachers were of the view that there is no problem of adjustment with their counterpart of the girl and they have not received any complaints from the parent of a girl about transferring their wards to the girl school.

**CHAPTER-V**

**SUMMARY, MAIN FINDINGS, SUGGESTIONS, AND CONCLUSION.**

 **5.1. Summary:**

 The title of the present study is,”An Investigation into the problems faced by girl students’ studying in co-educational secondary schools of Balijana Development Block of Goalpara District of Assam.”

 The first chapter, which is the introduction of the study includes constitutional provision for women education, the importance of girls or women, a brief account of the historical development of women education in India, co-education its meaning, co-education at the secondary stage of education, advantages and limitations of co-education. The objectives of the study are:

!)To ascertain the facilities provided to the girl students in co-educational secondary schools of Balijana Development Block of Goalpara District of Assam.

!!)To study the problems faced by the girl students in co-educational secondary schools Balijana development Block of Goalpara District of Assam.

!!!)To suggest viable measures for future improvement of facilities to girl students in co-educational secondary schools of Balijana Development Block of Goalpara District of Assam.

 The second chapter of the study deals with the review of the related literature and also the purpose of the review of related literature.

The third chapter deals with the research methodology. The descriptive Survey research methodology was adopted for the present study. The population of the study included all the girl students and teachers of co-educational secondary schools of Balijana Development Block of Goalpara district of Assam. Simple random sampling technique is used for selecting the sample where 8 co-educational secondary schools were included. From the sample schools, 10 girl students from each school were randomly selected. Thus the total sample comprised of 80 girl students. Two teachers from each school were also randomly selected for the sample, and thus the total numbers of teacher sample become 16.

The fourth chapter deals with the analysis and interpretation of data gathered from the sample. For the purpose of analysis, the items of the questionnaires were subdivided into a few board categories. On the basis of these categories, the raw data obtained from girl students and teachers have analyzed and interpreted separately in terms of frequency and percentage. Again, the raw data have been generalized by using a bar diagram in terms of percentage. This chapter also includes a critical discussion of the data obtained for the study.

The last chapter deals with the Summary, main findings, suggestion, and conclusion.

**5.2. Main findings of the study:**

The main findings of the study were-

1. One of the main findings of the study is that most of the schools have adequate building facilities, but 87.5% of girl students have reported that they do not have separate girls’ common room in their schools. Only 12.5% of girl students reported that they have separate girls’ common room in their school.
2. All the girl students have reported that they attend regularly and they have no problems in studying with boys.
3. Regarding the toilet facilities, 53.75% of girl students reported that they have good toilet facilities, but 46.25% of girl students reported that they do not have good toilet facilities.
4. One of the important findings of the study is that 72.5% of girl students reported that they do not have separate sanitation facility in their schools.
5. The study reveals that the girl students do not hesitate to participate in school activities along with boys. Only 35% of the respondents reported that they were not interested in taking part in school activities.
6. Another important finding of the study is that the girl students in coeducational institutes do not like to be a member of the student union of the school.
7. In the study, it is found that the majority of the girl students have reported that they have enough sports facilities in their school and they were taking part in games and sports. All the teachers also reported that they provide equal facilities for games and sports for both girls and boys.
8. Another important finding of the study is that the majority of girl students reported that they prefer to approach female teachers when they face any difficulty. But interestingly 90% of the respondents also reported that they could talk freely to the male teachers. Only 10% do not feel comfortable to talk to male teachers. Regarding the student-teacher relationship, all the teachers reported that they have a very good relationship with girl students.
9. The study also reveals that the neighbors of the girl students do not express any concern regarding the girl studying in the coeducational institute.
10. Lastly, it may be worthwhile to mention here that the majority of girl students’ expresses that they want to study in a co-educational institute in the future.

**5.3. Suggestions:**

To eradicating the problems of girl students and studying well by them in the co-educational institute, the following suggestions can be taken into consideration:

1. Separate well-equipped girls’ common should be provided in the co-educational institutes.
2. Hygienic toilet facilities should be provided in the coeducational schools for girl students.
3. Proper sanitation facilities should also be provided in the co-educational institutes.
4. The step should be taken to encourage the girl students to be members of the student union.
5. Some facilities useful for girl students such as weaving, sewing, painting, embroidery should be made available to girl students studying in the coeducational school.

**5.4. Conclusion:**

The investigator tried to cover all the aspects relating to different problems faced by the girl students studying in the co-educational secondary schools of Balijana Development Block of Goalpara district. The following are the conclusion drawn from the present study in brief:

* A congenial environment existed in most of the secondary schools.
* Good and healthy relationships exist between boys and Girls.
* Relationships between teachers-students are also satisfactory.
* Girl students also take an active role with the boys in different activities of the schools.
* The parent and neighbors have no hesitation in admitting their girls in coeducational institutes in the future.

Co-education is considered a platform which helps in removing hesitation, shyness, and improves understanding between both genders. As India is a developing country, it cannot afford to keep separate schools for boys and girls. In one way, co-education increases the level of maturity in the students. And even it helps to know the interact with each other. In today’s competitive world, girls and boys need to work together, so it helps a lot. It even stops the discrimination acts towards girls. It increases a student’s level of thinking. Through coeducation, students can develop communication skills, confidence levels, thinking capacity, mutual understanding, etc. It fills the gap between boys and girls.

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**QUESTIONNAIRE (প্রশ্নাৱলী) Appendix-(A)**

(Confidential for research purpose only)

For Students

This is an academic study on the topic “An Investigation into the problems faced by Girls students (from class VIII to X) studying in Co-educational secondary schools in Balijana Development Block of Goalpara District of Assam.”

The particulars supplied by you will be treated as strictly confidential and nowhere in the dissertation will your name be mentioned.

You are requested to read the questions carefully before marking entries. Put (√) marks wherever required. Your cooperation will be highly appreciated.

Investigator: Dibakar Nath

 Assistant Professor, Dudhnoi College

Students’ personal information (ছাত্ৰীৰ নিজা তথ্য)

Please furnish the following information and mark(√) as to where necessary.

তলত বিচৰা তথ্য সমুহ যোগান ধৰা আৰু যত প্রয়োজন হয় এই (√)দিয়া :

Name of the school(বিদ্যালয়ৰ নাম):

Your Name(তোমাৰ নাম):

Your class(তোমাৰ শ্রেণী):

Your age(তোমাৰ বয়স):

You caste(তোমাৰ জাতি):

 General(সাধাৰন)

 OBC(অন্যান পিছপৰা জাতি)

 SC (অনুসুচীত জাতি)

 ST (অনুসুচীত জনজাতি)

Local(স্হান): Urban(নগৰীয়া)

 Rural (গাঁওলীয়া)

1. Do you attend school regularly? Yes, No

তুমি বিদ্যালয়ত নিয়মীয়াকৈ উপস্হিত থাকানে? হয় নহয়

2. Have you faced any problem in a study in along with boys? Yes, No

লৰাৰ সৈতে পঢ়াশুনা কৰাত তুমি কিবা সমস্যাৰ সন্মুখিন হৈছা নেকি? হয় নহয়

3. Do you involve in any quarrel with boys about seating arrangement in the classroom? Yes No

শ্রেনী্কোঠাত বহামেলাৰ ব্যৱস্হাৰ ক্ষেত্ৰত লৰাৰ সৈতে কাজিয়াত লিপ্ত হৈছা নেকি? হয় নহয়

4. If yes, which of the following causes compel you to involve in the quarrel? Please state-

যদি হয়,তেন্তে তলত দিয়া শুদ্ধ মন্তব্যটো উল্লেখ কৰা I

1. Boys always one to seat in front rows.

লৰাবিলাক সদায় সন্মুখৰ বেঞ্চত বহিব খোজে I

1. Boys always come earlier and occupied most of the benches.

 লৰাবিলাক সদায় সোনকালে আহি সন্মুখৰ বেঞ্চবোৰ দখল কৰে I

1. There are no separate benches for girls.

ছোৱালীৰ বাবে সুকীয়া বেঞ্চৰ ব্যৱস্হা নাই I

1. The boys never allowed to seat together on the bench.

লৰাবোৰে একেলগে বহিবলৈ কেতিয়াও অনুমতি নিদিয়ে I

1. The boys ever dominate the girls in seating arrangement.

লৰাবোৰে বহা ব্যৱস্হাত ছোৱালীবোৰৰ ওপৰত প্রায় আধিপত্য বিস্তাৰ কৰে I

1. Any other, please specify

আন কাৰন থাকিলে উল্লেখ কৰা I

i)

ii)

iii)

5. Is there a separate common room for girls in your school? Yes No

তোমাৰ বিদ্যালয়ত ছোৱালী বাবে পৃথক জিৰনী কোঠা আছেনে ? হয় নহয়

6. Do you have adequate toilet facility for girls in your school? Yes No





 তোমাৰ বিদ্যালয়ত ছোৱালী বাবে উপযুক্ত সংখ্যক প্রস্বাবগাৰৰ সুবিধা আছেনে ? হয় নহয়

7. Do you feel that toilet for girls are not well protected? Yes No



 ছোৱালীৰ প্রস্বাবগাৰসমূহ উপযুক্ত ধৰনে নিৰাপদ নহয় বুলি ভাবানে ? হয় নহয়



8. If yes, please specify the condition of the toilet-

 যদি হয়,তলত উল্লেখ কৰা মন্তব্যবোৰৰ শুদ্ধ মন্তব্যবোৰৰ নিদ্ধাৰন কৰা

1. The wall of the toilet is not well protected.

প্রস্বাবগাৰসমূহৰ বেৰবোৰ নিৰাপদ নহয় I

1. The boys may see you while using the toilet.

তুমি প্রস্বাবগাৰত গলে লৰাবোৰে তোমাক চাব পাৰে I

1. There is no toilet in this school.

এই বিদ্যালয়ত প্রস্বাবগাৰৰ ব্যৱস্হা নাই I

1. Any other, please specify.

আন কিবা কাৰন থাকিলে উল্লেখ কৰা

i)

ii)

iii)

9. Do you face a water supply problem in the toilet? Yes No

 তোমালোকে প্রস্বাবগাৰত পানী যোগানত কিবা অসুবিধাৰ সন্মুখীন হৈছা নেকি? হয় নহয়





10. Do you have separate sanitation facility for girls in your school? Yes No





 তোমাৰ বিদ্যালয়ত ছোৱালীসকলৰ বাবে সুকীয়া শৌচাগাৰৰ ব্যৱস্হা আছেনে? হয় নহয়

11. Are you a member of the student union of your school? Yes No

 তুমি তোমাৰ বিদ্যালয়ৰ ছাত্ৰ একতা সভাৰ সভাৰ সদস্য নেকি? হয় নহয়





12. Do you take initiative in school activities? Yes No



 তুমি বিদ্যালয়ৰ কামত পদক্ষেপ লোৱানে? হয় নহয়



13. Are the facilities for games and sports for girls adequate as provided to the boys? Yes No

 ছোৱালীৰবোৰৰ বাবে খেলাধূলাৰ সুবিধাসমুহ লৰাৰ সুবিধাসমুহৰ দৰে পয্যাপ্ত পৰিমাণ হয়নে? হয় নহয়





14. Do you participate equally in a different competition like boys within inside or outside of the school? Yes No

লৰাবোৰৰ দৰে তোমালোকেও বিদ্যালয়ৰ ভিতৰত আৰু বাহিৰত বিভিন্ন প্রতিযোগিতাত সমানে অংশগ্রহন কৰানে? হয় নহয়





15. If No, which of the following causes are applicable-

 যদি,নহয় তলৰ কোনটো কাৰন প্রযোজ্য

1. Boys don’t give the opportunity to participate in the competition.

লৰাবোৰে প্রতিযোগীতাত অংশগ্রহনৰ সুবিধা নিদিয়ে I

1. You are always defeated by the boys.

তোমালোকক সদায় লৰাবোৰে পৰাজিত কৰে I

1. Boys use to pass comment to girls during the competition.

প্রতিযোগিতাৰ সময়ত লৰাবিলাকে ছোৱালীবোৰক উদ্দেশি মন্তব্য প্রেৰণ কৰে I

1. You do not want to participate in the competition due to shyness.

লাজৰ বাবে তুমি প্রতিযোগীতাত অংশ গ্রহন কৰিব ইচ্ছা নকৰা I

1. Any other, please specify-আন কিবা কাৰন থাকিলে উল্লেখ কৰা

i)

ii)

iii)

16. Do you first go to the female teachers when you face any problems? Yes No





 তুমি কিবা অসুবিধাৰ সন্মূখীন হলে প্রথমতে শিক্ষয়িত্ৰীৰ ওচৰলৈ যোৱা নে? হয় নহয়

17. Can you freely talk to the male teachers? Yes No





 তুমি শিক্ষক সকলোৰ লগত মুকলিকৈ কথা পাতিব পৰানে? হয় নহয়

18. If no, please mention which of the following is applicable-

 যদি নহয়, তেন্তে তলত দিয়াবোৰৰ কোনটো প্রযোজ্য উল্লেখ কৰা

1. The male teachers do not like girls.

শিক্ষক সকলে ছোৱালীবোৰক ভাল নাপায় I

 ii) You are very child to talk to them.

 তেওঁলোকৰ লগত কথা পাতিবলৈ নিজকে সৰু বুলি ভাবা I

 iii) Some male teachers try to emotional blackmailing to the girl students.

 কিছুমান শিক্ষকে ছোৱালীবোৰক আবেগিক প্রতাৰণা কৰিবলৈ চেস্টা কৰে I

 iv) Any other, Please specify- আন কিবা থাকিলে উল্লেখ কৰা

i)

ii)

iii)

19. Do you feel any trouble to mix up with the boy students? Yes No





 লৰাবোৰৰ সৈতে মিলামিছা কৰিবলৈ তুমি কিবা অসুবিধা অনুভৱ কৰা নেকি? হয় নহয়

20. If yes, which of the following reason is applicable to you?

 যদি হয়, তেন্তে তলৰ কোনটো কাৰন তোমাৰ বাবে প্রযোজ্য

1. Boys use to tease you.

লৰাবোৰে সদায় তোমাক বিৰক্ত কৰে I

 ii) Boys don’t want to mix up with girls.

 লৰাবোৰে ছোৱালীবোৰৰ সৈতে মিলিবলৈ ইচ্ছা নকৰে I

 iii) Boys are not co-operative at all. লৰাবোৰ একেবাৰে সহযোগী নহয় I

 Iv) Any other, Please specify- আন কিবা থাকিলে উল্লেখ কৰা

i)

ii)

iii)

21. Do your neighbors neglect you for studying in co-educational high school? Yes No

 সহশিক্ষাৰ বিদ্যালয়ত অধ্যয়ন কৰা বাবে ওচৰ চুবুৰীয়াই তোমাক অৱজ্ঞা কৰে নেকি? হয় নহয়







22. Do your parents seldom say about transferring you to the girl’s school? Yes No





 তোমাক ছোৱালী বিদ্যালয়লৈ বদলি কৰাৰ কথা তোমাৰ অভিভাবকে প্রায় কৈ থাকে নেকি? হয় নহয়

23. If yes, which of the following reason does your parent give for their support?

 যদি হয়,তোমাৰ অভিভাবকে নিজৰ সৰ্মথনত কোনটো যুক্তি আগবঢ়ায়

1. Some girls from your school have boyfriend with whom they want to study in school.

কিছুমান ছোৱালীৰ লৰা বন্ধু থাকে যাৰ লগত সিহতে বিদ্যালয়ত একেলগে অধ্যয়ন কৰিব খোজে

 b) Some girls maintain a strange relationship with a male teacher.

 কিছুমান ছোৱালীয়ে শিক্ষকৰ লগত মধুৰ সম্পৰ্ক ৰক্ষা কৰে I

 c) Mixing with boys it goes against social norms.

 লৰাৰ সৈতে মিলাজুলা কৰাটো সামাজিক ৰীতিনীতিৰ বিৰোধী I

 d) The achievement of your school lower than the girl’s school.

 তোমাৰ বিদ্যালয়ৰ সাফল্যতা ছোৱালী বিদ্যালয়ৰ তুলনাত নিম্নতৰ I

 e) The school is far away from your home.

 বিদ্যালয়খন তোমাৰ ঘৰৰ পৰা বহু দুৰত I

24. Is there any ideal female teacher for you? Yes No



 তোমাৰ কোনোবা আদৰ্শ শিক্ষয়ত্ৰী আছে নেকি ? হয় নহয়



25. Do you take equal part in students’ agitation being insisting by the boys? Yes No





লৰাবোৰে জোৰ কৰি থকা বাবে ছাত্ৰ আন্দোলন সমানে অংশগ্রহন কৰা নেকি ? হয় নহয়

26. Do you want to study in the co-educational institution in the future? Yes No

ভবিষ্যতে তুমি সহশিক্ষা বিদ্যালয়ত অধ্যয়ন কৰিব বিছৰানে ?





|  |  |
| --- | --- |
| **QUESTIONNAIRE** | **Appendix-(B)** |
| (Confidential for research purpose only) |
| For Teachers |
|  This is an academic study on the topic **“An Investigation into the problems faced by Girls students (from class IX to X) studying in Co-educational secondary schools in Balijana Development Block of Goalpara District of Assam”.** |
|  The Study Includes a Schedule and a Questionnaire.The Schedule has been made in order to gather general information regarding you and your school and the problems faced by the Girl Students in your school. The question have been formed in order to get an impartial view of the teacher regarding the problems faced by the girl students in your school. |
|  Please mark(√) against the questions you feel proper. Please respond to all questions and give your valuable suggestions for the problems faced by the girls studying in co educational secondary schools |
|   | Name of the Teacher:- |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | Name of the School:- |
| 1 | Is the building of the school adequate for both boys and girls? |  | Yes |   | No |   |   |
|   |  |   |  |  |  |  |  |  |  |  |  |  |   |
| 2 | Is there any Seating problem of girl students due to less number of desks and benches? |  |  |   |
|   |  |  |  |  |  |  |  |  | Yes |   | No |   |   |
| 3 | If yes, Please mark **(√)** of the following reasons which applicable  |  |  |  |  |   |
|   | (a) The total number of benches availbale for the girls are less than the total number of girl students. |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | (b) The boys always come earlier and occupy most of the seats. |  |  |  |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | (C ) The boys always sit in the front rows. |  |  |  |  |  |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | (d) The boys never allowed the girls to sit togather on the same benches. |  |  |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | (e) Girls who came late are reluctant to sit with the boys. |  |  |  |  |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | (f) The boys try to dominatethe girls as regards to seating arrangement. |  |  |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | (g) Any other please specify |  |  |  |  |  |  |  |  |  |   |
|   | i) |   |
|   | ii) |   |
|   | iii) |   |
|   |  |  |  |  |  |  |  |  |  |   |  |   |   |
| 4 | Is there a separate common room for the girls in your school? |  | Yes |   | No |   |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 5 | Is there a separate toilet and water supply? |  |  |  | Yes |   | No |   |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 6 | If No. Please mark(√) the following applied to you? |  |  |  |  |  |  |  |   |
|   | a) Toilet is common for both the girls and boys. |  |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | b) Toilet for the girls is not well protected. |  |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | c) There is no toilet in this school. |  |  |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | d) Any other, please mention |  |  |  |  |  |  |  |  |  |   |
|   | i) |   |
|   | ii) |   |
|   | iii) |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 7 | Do the girl take equal part with the boy in different school activities? | Yes |   | No |   |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 8 | Are the facilities of games and sports for girls adequate as provided to the boys? |  |  |  |   |
|   |  |  |  |  |  |  |  |  | Yes |   | No |   |   |
| 9 | Are there facilities available for co-curricular activities suitable for girls, such as - |  |  |  |   |
|   | (a) Sewing, cutting and tailoring. |  |  |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |   |  |  |   |
|   | (b) Weaving |  |  |  |  |  |  |  |   |  | PTO |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|   | (c ) Mehendi art |   |   |   |   |   |   |   |   |   |   |   |
|   |  |  |  |  |  |  |  |  |  |   |  |  |   |
|   | (d) Preaparing Rongoli |  |  |  |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |   |  |  |   |
|   | (e) Flower making  |  |  |  |  |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |   |  |  |   |
|   | (f) Doll Making |  |  |  |  |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | (g) Any other please specify |  |  |  |  |  |  |  |  |  |   |
|   | i) |   |
|   | ii) |   |
|   | iii) |   |
| 10 | Is there any girl member in the student union? |  |  |  | Yes |   | No |   |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 11 | If yes, do they take initiative in school activities? |  |  |  | Yes |   | No |   |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 12 | Do the girls participate equally in different competition both within and outside the school? |  |   |
|   |  |  |  |  |  |  |  |  | Yes |   | No |   |   |
| 13 | If No, which of the following causes are appllicable? Please note- |  |  |  |  |   |
|   | a) Boys always over dominate the girls. |  |  |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | b) Girls have fear of defeate by boys. |  |  |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | c) Girls cannot tolerate passing comment from boys. |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | d) Girls are shy to participate. |  |  |  |  |  |  |   |  |  |   |
|   | e) Any other please mention- |  |  |  |  |  |  |  |  |  |   |
|   | i) |   |
|   | ii) |   |
|   | iii) |   |
| 14 | Do the girls face any trouble while doing work experience? |  | Yes |   | No |   |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 15 | Do the girls feel uneasy to participate in school activities along with boys? | Yes |   | No |   |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 16 | Do the girls freely discuss their academic affairs with the male teachers? | Yes |   | No |   |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
| 17 | If No, Please mark(√) the following which is applicable. |  |  |  |  |  |  |   |
|   | a) The male teachers give more importance to the boys. |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | b) Girls cannot approach male teachers due to shyness. |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | c) Girls are afraid of emotional blackmailing by the male teachers. |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | d) Male teachers are more rough in their behaviour. |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | e) Any other please specify. |  |  |   |  |  |  |  |  |  |   |
|   | i) |   |
|   | ii) |   |
|   | iii) |   |
| 18 | On the whole, do you think girls cannot adjust with their counterpart in the school? |  |  |   |
|   |  |  |  |  |  |  |  |  | Yes |   | No |   |   |
| 19 | Have you heared any complaint from the parents of girls about transfering their wards to the girls school? |
|   |  |  |  |  |  |  |  |  | Yes |   | No |   |   |
| 20 | If yes, which of the following causes have you came across from their parents? Please specify- |  |   |
|   | a) The achivement of the girls school is better than co-educational school. |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | b) The school is far away from their homes. |  |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | c) The society has a prejudice against them. |  |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | d) Mixing girls with boys is against their social norms. |  |  |  |   |  |  |   |
|   |  |  |  |  |  |  |  |  |  |  |  |  |   |
|   | e) Any other, please mention- |  |  |  |  |  |  |  |  |  |   |
|   | i) |   |
|   | ii) |   |
|   | iii) |   |