

**Chapter: 4**  
**PRESENTATION OF**  
**CASE STUDIES**

## **CHAPTER IV**

### **PRESENTATION OF CASES STUDIED**

#### **4. INTRODUCTION**

In the present chapter data display of all the 20 cases under investigation are presented after data reduction. Here, information gathered through different sources is presented. Each case follows with triangulation of data collected through different sources.

#### **4.1 Case 1: Gargi Baruah**

##### **4.1.1 Introduction**

The researcher went to the Dibrugarh town and visited the Little Flower School, where Gargi completed her secondary schooling. On her first visit to the school, the researcher could only meet the Principal but was not provided with any information about Gargi from the school authorities. Next day, in the school, the researcher met the Principal and explained the purpose of her visit. Headmistress had a prolonged conversation with the researcher about the child. Principal asked the researcher to come after a week, as the school staff was busy in internal examination. From the school records, clerk provided the phone number and address of the child.

After coming from the school, the researcher made a phone call at Gargi's residence and talked to her mother. She invited the researcher at her home instantly although the child was out for tuition. Researcher was received by the mother of the child and then with a general conversation, interaction got specified to the child. Mother shared her views and experiences related to Gargi. After Gargi was back from tuition, she was introduced to the researcher. Due to the lack of time, researcher had a brief conversation with her that day and fixed a suitable time for the next day meeting before leaving their home.

As per the time given by the school Principal, the researcher visited the school and interviewed the teachers. Data regarding attendance and past performance of Gargi was obtained from the School record, with the help of office clerk. From school, researcher

went to Gargi's home and met her parents as per appointment. Parents facilitated researcher by an elaborated conversation. Later, younger brother of Gargi in brief described his sister's academic endeavors and other aspects of her life. Then a non-interruptive and sincere talk was held with Gargi. At the end of the talk she showed all her mark-sheets, school note book copy, creative book and other certificates. As Gargi was spontaneous in describing herself, researcher had to remain as a good listener. A casual talk was held along with tea and snacks with all the family members. Researcher left the place after having fixed another visit.

In the next visit, father of the child allotted ample time in describing his daughter. He generously provided facts about the child. In the presence of the researcher, a family friend who was also their neighbor arrived and actively participated in the conversation. When Gargi was back from the school, both researcher and Gargi went out for a walk. Gargi enthusiastically lead the conversation and unfolded her thoughts. From there she took researcher to the house of her tuition teacher. Tuition teacher kept Gargi sitting in another room till he provided adequate information required by the researcher. Then both the researcher and Gargi came back to their home.

Gargi was left at her home and the researcher went to her neighboring house. Neighbours were well acquainted with Gargi and they presented their opinion elaborately. Then researcher went to the house of Gargi's two friends and conversed individually with them about her. Along with Gargi's friends, researcher went to the home of a teacher who lived in the same colony and interviewed her. Daughter of that teacher was also a good friend of Gargi who shared her experiences with the researcher. After coming back to Gargi's home, her mother introduced researcher to Gargi's maternal uncle over phone. Next day was fixed to meet him and then the researcher left the home Gargi for that day.

Next day researcher went to the house of maternal uncle of Gargi and gathered more information about her from her uncle's family. Coming back to Gargi's home, researcher conversed with Gargi and her mother. Finally after being satisfied with the information congregated, researcher left the place.

#### **4.1.2 Background**

Gargi is an Assamese girl residing at Dibrugarh town. Dibrugarh is one of the most developed cities of Assam state. Total area of the district is 3318 sq. km. with a population of 11, 72,056. The town has mixed gentry of people belonging to different castes, communities and occupations. The town has a University, Medical college and Airport. River Brahmaputra (one of the biggest rivers in India) flows by side of the town.

The grandfather of the child was a clerk in a tea garden and grandmother was an illiterate housewife. They were very simple and ordinary people, confined to their routine work and leading a normal mediocre life style. Her grandfather and grandmother were staying at a village, nearby Dibrugarh with Gargi's uncle. Gargi's parents are residing at Dibrugarh since 1984. Her father is a professor in chemistry department in Dibrugarh University and mother is teaching chemistry in secondary classes in a government school in the city. Her father is 51 years old having high qualification of PhD degree in chemistry and mother is 44 years old who has a masters degree in Chemistry. Both were intelligent and bright students with interest in various co-curricular activities. Her father was very ambitious and in spite of lack of adequate resources at home, completed his education and reached this honorable position of a Professor in Chemistry. The parents held a good reputation and a respectful place in the society. The monthly income of the family is about 40,000. They had all the required facilities at the home.

Family was religious as well rationalistic. They were Hindu by religion and their roots belonged to the priests of Ahom dynasty, centuries ago. It was a nuclear family consisting of parents and two children including Gargi and her younger brother who was 14 years old. There was a maidservant staying along with them to help in household chores. The parents were very much concerned about all-round development of their daughter. They had high hopes and expectation from her. Gargi being the first child, was over cared by the parents. Her parents, in spite of their work were very much sincere regarding their children and their studies. Till class VIII, father taught her Assamese, English and Social studies and mother taught her math and science. Parents were very strict regarding all the aspects including studies.

Her father's relatives were mostly settled in the village and few were at some other distant town. They were more close to her mother's family. Her mother's family was educated and most of them were in teaching profession, residing nearby the town.

Gargi along with her parents stayed at Dibrugarh University staff quarter i.e., professors' colony. It was a planned and peaceful residential area specially developed for academic staff of the University. Their house was very spacious with three bedrooms, drawing cum dinning room, bathroom, garage and a small lawn in front of the house. There was a separate room provided for her in the house. Since her birth, she has been residing in the same house. All the people of the colony are educated and working members of the University.

Gargi was an 18 year old girl born to Assamese family on 1<sup>st</sup> may 1986. Her mother didn't face any notable problem during pregnancy. They were having no preference or bias to a specific gender of the child. Parents welcomed their baby with great affection. Child was born with deficiency of vitamin K. Her first 24 hours remained critical for which blood was supplied all through. Later she was out of danger and was growing as a healthy baby. She started walking at the age of 1 year and started talking after completion of 13 months. Her growth remained steady till date. Beside minor sickness, there was no health related trouble. But at the age of 15, while she was in class IX, she became bed ridden for 3 months. She had severe back pain and the doctors failed to diagnose the exact cause behind it. By the medication and complete rest, she recovered fully. Now she was 5 feet tall and her weight is 45 kg. She was very much interested in playing games specially badminton, but due to her back problem, she is advised not to play. She is a fun loving and easygoing child.

#### **4.1.3 The School**

Gargi was a student of Little Flower School. This was a Christian Missionary school established in 1952. The management of the school was very strict and disciplined. It was a girls' school which starts from class K.G. till std. X. The institute was one of the best schools for the girls in the town. Admission in this school was very restricted and the fee

was not so high. People of the town felt proud to get admission in this school. There was a small library with few books, playground was well-maintained and the classrooms were very spacious.

Total numbers of students in the school were 886 and total numbers of teachers' for all the sections was 40. The qualification of the teachers revealed that most of them were with B.Ed degree and they mostly belonged to their organization. They appointed teachers on the basis of their communication skills and practical knowledge. Here post of the Principal was reserved for the person who is a member from their organization.

In the history of the school, many a time's students did secured position in the Board exam. Overall performance of the school in matriculation examination was appreciable. On an average, 97-98 % of the students fairly pass the Board examination. In the year 2003, including Gargi, 3 other students of this school secured rank in Board examination. One stood 13<sup>th</sup> and other was at 15<sup>th</sup> rank. There were in total 60 students in that particular batch, divided in two sections.

The school offers extra-curricular activities such as dance, arts, and musical- instruments as well as vocal. Each individual had to opt one among the offered activities compulsorily. The main motto of the school was to bring all-round development of the children. As Gargi did her entire schooling from this school; most of the teachers knew her very well. Principal and teachers never expected her to secure position within top ten in Board examination but estimated that she would secure high percentage of marks.

#### **4.1.4 Description about the child by Principal and Teachers**

The Principal of the school was the class teacher of Gargi's in class X. She told that she was an outgoing type of person who has a balanced nature. She can be leveled as a good student in both academic and non-academic aspects. This was also said by one of her primary class teacher that she was a disciplined and obedient student during her primary classes. She was a very good child who was attentive and regular in studies. Since childhood, she was interested in singing and other literary activities such as debate,

extempore speech, writing poems and scripts for play, etc. Math teacher considers her as an intelligent child. According to her, Gargi had the ability to comprehend matters effortlessly as well as had a sharp mind. English teacher regarded her as a creative child with an extra ordinary command over the language. She found her as a hard working child who always did her homework regularly. The Science teacher considered her as a normal child with no particular remarks but said that she was a social child who always helped her peer group in studies. Her Social Studies teacher told that she was a calm and very simple girl. About her three months absenteeism in std. IX, all the teachers opined that it didn't affect her studies as she worked hard with self-determination and overcame the left out portion very efficiently. Teachers' didn't found her asking many questions inside or outside the classroom.

All the teachers regarded her as a good student with good qualities but were not having very high hopes from her. They didn't provide any special privilege to her; they treated as other children are treated in the class and school.

#### **4.1.5 Parents**

Mother perceived Gargi as a modest child who was affectionate and very helping in nature. Her mother read numerous educational books throughout pregnancy period. Parents were overjoyed on her birth and remained vigilant during her childhood. About Gargi's childhood days mother remembered no particular incidence or any special habit of her, she behaved like any other normal child. By nature she was polite, shy and less talkative. She enjoyed seeing different colorful pictures in the book and reciting rhymes. Grasping promptly and reciting lucidly remained her special attribute since childhood. Even as a beginner she never created trouble while going to school rather remained enthusiastic while they left her in the school. She was an intelligent child and parents took all the care to make her study during primary school days. They never forced her to study rather carried affable behavior in developing regular study habit in her. She performed all her work with a sense of responsibility. Gargi desired to support her in house hold activities and to assist younger brother in his study. But was not allowed by her father to get involved in such activities and was counseled to concentrate on her own

study and co-curricular work. She possesses creative talent; started composing impressive poems since the age of 12. She was equally interested in dancing, singing, playing violin & veena and other literary activities. Throughout her school carrier she scored good marks.

In the later age, Gargi became self-conscious regarding her studies and no external motivation was needed. Father found her as a dependent child, who takes her decision with their consent. He regarded themselves as austere parents who want their child to be successful. She was interested in singing, writing poem and playing veena. They arranged extra classes for it and supported her for all the area of her interest without deemphasizing her studies.

They fixed a daily timetable for her, which she followed willingly. As they were very conscious about Gargi's academic performance, they provided ample time for her studies in-spite of the fact that both were working. She was provided normal, balanced, nutritious and vegetarian food. She likes to eat more of fruits and sweets. She was fond of watching T.V but as per her timetable, she was allowed to watch TV only for 2 hours a day. They readily helped her in study related problems. No ignorance was made in inspecting her performance and class work. Father was less interested in outing and making social visits, only preferred to meet their neighbors that also very rarely. Priority was given to excellent child rearing. So, after working hours, they spend most of the time at home with their children and made them engaged in productive and cognitive tasks. For the leisure time they have arranged extra classes as per children's area of interest.

They found her very emotional, kind hearted and of adjusting nature. In her rearing, they never faced any kind of problem. She is confident, but during exam days, she feels nervous in spite of outstanding preparation.

#### **4.1.6 Younger Brother**

Younger brother found her sister engaged in her own work and spends very less time with him. She very often helped him in his academic activities. They used to play indoor

games or watch cartoon channel in T.V. She had great esteem for their parents and was also afraid of father. She studied regularly and during Board and other examination, she worked hard and inspired him also to study hard.

#### **4.1.7 Relatives**

Her maternal uncle who stays at Dibrugarh town told that Gargi since childhood was calm and a patient child. She was loved and cared by her parents very much but she was not a pampered kind of child. She was an intelligent child not only in academic sphere but also in all other sphere related to day today activities. He found her as a social girl who likes to appear in social functions and to meet people. She remained sincere and concerned regarding her studies. She was never interested in materialistic aspect but was much concerned about her examination and its results. She is a self-competitive girl who wants to perform the best in all subjects as per her own target.

#### **4.1.8 Friends**

Two of her good friends lived in the same colony where Gargi was staying. While talking with them they told that Gargi was a hard working girl. She respects her parents a lot and wants to fulfill all their wishes. She was a very studious girl who also helps them as well as other classmates also. They often exchange their notes to study, but didn't preferred group studies. They found her as a matured girl who had the capability to think and understand a situation. They regarded her as self-determined girl whom in-spite of loss of 3 months in standard IX, could cope up with her studies. She was less talkative but in leisure time at school discussed with them regarding vivid issue including studies. She liked to read storybooks and watch T.V. She frequently visited their houses as lived in same proximity. They told that she studied every lesson in the textbooks comprehensively. According to them she was a creative girl. Reason for her popularity in school was her exceptional talent in extra curricular activities. No special treatment was provided by teachers and she was considered as other child in the school and classroom. Her friend who was not her classmate told that Gargi never loosed her temper but was very sensitive. She had immense faith on God and was helpful and cooperative by nature. Another friend who lived nearby her home and was not so good in studies told that

whenever required, Gargi used to explain her and lend her notes. Her conceptions were very clear.

#### **4.1.9 Neighbors**

A Professor in History department who was a neighbor, considered Gargi as an example of real humanism with a kind and soft-heart who never disheartens or hurt anyone. She paid respect to others' feeling. Gargi can be regarded as a social child who likes to attend social functions. She was able to get along with every age group. She had the ability to speak generously and honestly. In general, Gargi talked about her studies and about different sports. Beside studies, she remained engrossed in watching cartoon network and practicing singing. She was a religious girl who prays regularly. Gargi remained regular in studies throughout the year. After pre-Board examination, her hard work was appreciable. She got nervous during her examination times and parents handled her dexterously. She had expertise in the various fields. She was an obedient and disciplined child. All who knows her appreciated her talents and had high hope of good result from her. Her next-door neighbor added about Gargi that she was an example of all rounder, who had a sharp mind, was disciplined, had respect for elders especially her parents, and was creative as well as a hard working.

#### **4.1.10 Tuition teacher**

She went for tuition for advanced math since last two years from a retired schoolteacher. Her home tutor remains busy in taking tuition for 10<sup>th</sup> and 12<sup>th</sup> standard children. He told that Gargi was a hard working student with good concentration power and an ambition to do well in her life. She understood the value of education. She had a good hold in math and she devoted ample time for practice. Whenever she encountered any problem, she used to ask for clarification. He regarded her as an extra-ordinary child. She never ignored any portion rather have tried to gather extra information related to the subject.

#### **4.1.11 Case Herself**

Gargi regarded herself as a fortunate person to be born in that family. She said her ambitions were high and also respects her parents' desires. She wanted to excel in

different fields and not solely in academic sphere. She had always worked hard and tried to achieve good marks in every examination. Her current aim was to become an engineer. Although earlier she planned for different professions, gradually as she virtually understood her interests and potentials, got it modified. Other areas of her interest were dancing, singing, drawing, playing musical instruments, debate, quiz, reading, writing poems, etc.

There was a silent competition among friends to perform well in examination, yet she helped others whenever required. Even they encouraged each other to study well and also for other activities. They never performed group studies but definitely discussed their problems with each other and even often exchanged their class notes.

About her study habit, she told that throughout the year she devoted at least two hours daily for her studies. She also does her homework, project works, reading lessons, practicing math, etc. She worked according to the timetable fixed by her parents. She feels that studying daily made her up-to-date with what has been taught in the class. She didn't believe in memorizing text but to understand it thoroughly. She did extensive reading in all subjects. However she memorized few part of her course which was essential to be learnt. She needed a peaceful atmosphere to sustain her concentration and in such environment understanding got clear. In leisure time, she enjoyed watching television, movie and reading novels.

She studied daily at night before going to bed. But after pre-Boards she used to study for 8-10 hours daily. During that period she studied at early morning and at night. There was no specific time period fixed for any subject. Daily two hours was allotted for mathematics. At afternoon, she used to take a nap and watched T.V. This pattern was followed for last few months before Board exam. She revised previous year's question papers but the pattern was changed when she appeared for Board examination. She regarded textbook as the richest source of knowledge as well as referred self-notes and class notes. For all other examination she studied rigorously for 5-6 hours before 10-15 days of exam. She studied at study table in her bedroom. Studying altogether for long

hours is not in her habit. While she faced any problem related to studies used to consult her parent or with home tutor.

According to her, SEBA is an efficient Board compared with other Boards. She expressed a deep sense of gratitude for school she studied as it supplements teaching a lot with extra activities. Teachers of the school were affable and accommodating. There was no discrimination made between students on any basis. The person who influenced her life most is her parents. She admired them and wanted to be as good as them. Parents were over protective and caring, they remained ready to provide all the mandatory amenities to her, but never encourage unnecessary wastage of time and other resource. She too was not in favor to dissipate money. She wanted to be a good human being and catered the notion that through education one can grow as a worthy human being. With mother she used to share all her experience but was slightly afraid of her father as she respected him a lot. Gargi appreciate her friends as well as other classmates and found her school life very interesting and stirring. She liked to meet people and go to public gathering.

Gargi regarded herself as an emotional girl who can't hurt others' feelings. All the people in her contact have always encouraged her to do better in examination and has provided moral boost up by showing faith in her.

#### **4.1.12 Researchers Observation**

Researcher found, Gargi as a normal girl with high thoughts and clear perception. She was very straightforward and clear in her talks and was able to describe herself without any hesitation. Without exaggeration she described herself. Her gestures reflected simplicity and in depth involvement in the conversation. She seems to be very ambitious. Though Gargi was immensely attached to her parents and parents were also equally concerned about their daughter, she seems to be more comfortable and explanatory in absence of parents. Gargi has earned a lot of honor and glory in diverse fields like sports, poems, music, debate etc. Gargi's parents were proud of her achievements whereas she was down-to-earth. She never exhibited pompous attitude while others praised her or

while she herself told about her past achievements. From her talks it can be felt that she was an optimistic person. She was very comfortable with her friends and was enjoying the session held in their presence. Gargi accepted friends' opinion with positive expression. Through her scrapbook it can be detected that she was very creative as well as artistic. The poems she had written revealed the talent she possessed. The past academic record seen by the researcher clearly showed the sound career and her school attendance was also regular except in class IX where she was ill for three months (table no. 4.3). The most important factor behind her success was the efforts and anticipation of her parents. Her handwriting was neat and clean. Atmosphere at home was very disciplined yet pleasant. She got enough space and solitude for studies. Surrounding was peaceful and refreshing with less pollution, engulfed with plants and open paddy fields.

TABLE NO: - 4.1  
K.G. PERFORMANCE RECORD OF GARGI BARUAH

Class\subject	Reading	Spelling	Recitation	Number work	Dictation	Moral Science	Story Telling	G.K.	Drawing	%	Rank
Lower K.G.	90	90	90	100	100	91	95	90	86	94.4	2 <sup>nd</sup>
Upper K.G.	85	84	96	90	100	84	85	100	65	87.7	10 <sup>th</sup>

TABLE NO: - 4.2  
PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF GARGI BARUAH

Class\subject	Eng I	Eng II	Eng III	Assamese	General. Math	Advance Math	General Science	Social Studies	Hindi	Moral Science	G.K	Draw	%	Rank
1	84	92	84	76	74	-	82	82	-	85	96	56	81.1	A grade
2	77	66	80	57	84	-	91	78	-	67	80	57	73.7	12 <sup>th</sup>
3	75	69	-	70	80	-	80	75	70	85	90	55	74.9	9 <sup>th</sup>
4	80	78	-	70	81	-	88	75	72	70	87	68	77.9	6 <sup>th</sup>
5	78	74	71	75	88	-	81	74	64	64	93	75	83.7	8 <sup>th</sup>
6	74	67	86	66	83	-	75	72	58	63	77	75	72.3	4 <sup>th</sup>
7	78	82	79	77	75	-	86	74	77	72	86	73	78.1	3 <sup>rd</sup>
8	82	66	73	70	88	86	93	63	-	56	-	-	75.2	1 <sup>st</sup>
9	37/50	70	-	34/50	90	88	86	70	-	-	-	-	79.2	2 <sup>nd</sup>
10	35/50	81	-	40/50	93	100	97	90	-	-	-	-	89.3	

TABLE NO: - 4.3

## SCHOOL ATTENDANCE RECORD OF GARGI BARUAH

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
Total School days	206	206	210	211	210	205	210	209	210	220	221	170
Attended No. of days	201	203	206	206	202	205	209	206	208	215	131	169

Overall percentage of school attended was 95.3

#### **4.1.13 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, researcher's observation, etc. the following can be said about Gargi.

**Background:** Gargi was an Assamese girl belonging to a nuclear family. The monthly income of this family was Rs.40000/-. Father is a professor in the University and mother was teacher in higher secondary school. Both were employed in state government institutions. Father was highly qualified, he was doctorate in his subject and mother did M.Sc. They resided in University quarter. There were two siblings in the family among which Gargi was elder. Her younger brother was cooperative and non-interruptive. Grand parents were not staying with them.

Parents were very caring and concerned regarding Gargi's performance. They had provided all the required facilities and were supportive to her. Parents were strict in discipline as well as for studies. Parents tried to eliminate all kinds of trouble and worries from the life of Gargi and have provided her right direction to work upon. They encouraged her to excel in diverse fields of her interest without ignoring academic aspect. Ever since childhood, they have helped her in different school subjects and made her academic base very strong. Parents provided quality time to their children and avoided social visits. They expected high percentage of marks from Gargi in Board examination. They always projected their expectation and faith on her.

**Location of residence:** Gargi was born and brought up in one of the cities of Assam. The area where she resides was very open and peaceful as it was at a distance from the main town. People living in surrounding are well educated and descent person.

**Childhood Days:** Gargi had some health problem at the time of her birth but latter under doctor's observation she recovered and had a normal growth. Parents were actively involved in her developmental process. They were over protective parents. Gargi was of shy and less talkative child. She was polite and obedient in her childhood days. She was not a trouble making child. During this period she had very few friends from neighborhood and was cooperative with them. But she preferred to play alone at home and like the company of her parents. She was attracted by colorful pictures in the book and tried to recognize objects in it by name. She was able to learn rhymes very fast.

**School Days:** Gargi never created problem in attending school. She was in proper health during her school days except in std. IX for few months she suffered from back problem. Her diet was balanced and nutritious. She was provided with a lot of fresh vegetables by mother. Since primary classes she was a rank holder in her class. Her rank fluctuated from 3<sup>rd</sup> to 10<sup>th</sup> position till std. X. She attended school regularly except in std. IX due to health problem but could compensate her loss by extra efforts and with the sincere efforts of parents and peer support. She remained attentive in class and was punctual in submitting homework. Her handwriting was fairly good. She was creative and holds good command over language. She clarified her doubts by consulting her father and tuition teacher. She had affirmed aim to do well in academic field and was ambitious about her future career. During primary days, parents often had to be strict and steered her towards studies but in latter classes, she was self-motivated to work hard and score high marks in examination. Her first priority was her studies and devoted maximum time for it. Her close friends were also intelligent and high achievers. She shared close relation with them and was good with rest of the classmates.

**School:** Gargi did her entire schooling from the same school. The school was an English medium institution and for girls only. The school building was old but renovated

frequently and was well maintained with all the modern facilities. The surrounding of the school was full of serenity. This school was very reputed and well established one. It paid high regard to discipline and welfare of each child. School had a record of producing high achievers. There were in total 30 teachers in the school. Teachers were qualified with B.Ed degree. Most of the secondary class teachers were experienced in this profession. Total number of students in the school was 886. In this particular batch there were 30 students. Teachers appreciated her but never favored her in any matter. School expected good result from her but such high scores was not estimated for her.

**Characteristics:** Gargi was an emotional girl who was attached to her family and school. She had a very descent and soothing nature. She was well-cultured and a good mannered child. She had immense faith in God. Gargi was kind hearted, affectionate and helpful by nature. She was a confident and hard working girl. Her memory was sharp and had good concentration span. Gargi was an intelligent girl. She had capability to comprehend matter well. Her thoughts were positive and she always worked for success. Though she was social by nature and likes to meet people yet was less talkative. She was cool headed person with a balanced personality. She was a matured and rational person. She had a cooperative and adjustable child by nature. Gargi lacked in leadership qualities. Her self concept, expectations, and aspiration were high and had always achieved it. She had not experienced failure in life.

**Study habit:** She studied regularly throughout the year for at least 2 hours per day. She compulsorily practiced mathematical sums everyday. She referred textbook and self-made notes to prepare for examination. For every examination, she devoted 5-6 hrs and for Board examination she studied for 8-10 hrs for-regularly. She studied with frequent interval in between. She revised whole course thoroughly. Every subject was equally important for her. There was a home tutor who helped her in secondary classes in Mathematics. In primary classes, her parents used to teach her and still helps if any problem faced by her.

**Other interest** She never confined herself only to the boundaries of academic sphere

rather took active part in different activities. She excelled in dancing, singing, music, drawing, quiz, poem writings, etc. Going through certificates presented in appendix-1 few of her talents in extra-curricular activities can be observed.

**4.1.14 Conclusive Remark:** Gargi was a hard working girl with strong desire to achieve high in board exam, having strong parental support and guidance, belonging to educated and established parents and had least worries and difficulties in her life. Always worked for excellence and was motivated to think for improvement by her parent. Being born in small and accommodating family she received adequate attention by her parents. Her handwriting was legible and she remained regular in studies. Peer group was high achievers which motivated her to work hard. She participated in extra curricular activities and excelled in them. Non-disturbing and supportive neighborhood helped her to maintain attention in studies.

## **4.2 Case 2: Biplab Deka**

### **4.2.1 Introduction**

The researcher went to the B.V.F.C. Model High School at Namrup town, where Biplab studied. There she approached Principal of the school and orally stated the purpose of her visit. Principal precisely supplied all the basic information about the child. She told about the past academic performance and status of the school and also described the nature of Biplab. Later researcher was introduced with few teachers of the school. They all narrated particulars about Biplab as far as they could recall. On the request of the researcher, Principal allowed clerk to produce the attendance and school record of the child.

After leaving school, researcher made a phone call at Biplab's home and talked to him. Over phone he was made acquainted with the purpose of her visit. Knowing details he invited researcher to his home at the very moment. Residence was easily detected where he was waiting for the researcher. Rapport building got easy because he was only present at his home that time and no body else to talk to. Without any formal introduction regarding the matter, a gradual conversation proceeded between the two. After few hours

his mother returned for lunch, being in hurry couldn't converse with the researcher profoundly, she invited the researcher on Sunday. Later when Biplab's younger brother came from the school, the researcher informally talked about his relation with his elder brother.

On the next visit of Namrup i.e. on the next Sunday, the researcher met his mother and conversed with her. Mother sincerely described about different aspects of Biplab. Mother didn't require lead questions or direction at any point; she remained logical throughout the conversation. She showed his childhood photograph very enthusiastically, in which he appeared to be a lean and thin boy. Along with Biplab, the researcher went to his home tutor's house. Biplab introduced her with his teacher and then remained seated outside the room. Home tutor in a profound manner gave a brief description about him. After acquiring home tutor's view they went back to Biplab's home where his complete family was present. Along with lunch, an ebullient banter was held in which his parents compared habits and nature of their two sons and evoked few small incidences of their life.

Later his younger brother guided researcher to the house of Biplab's two friends. At the beginning his friends were diffident but later forthrightly described him and his habits. From there, all the four of us returned to Biplab's home, where another friend of his was waiting. All of his friends and researcher conversed together in a casual manner.

Researcher was guided to their next-door neighbor by his mother and was introduced to them. There was a couple in the home and another neighbor staying near by their house was also invited. They presented their opinion about Biplab in a cheerful and accommodating manner. Coming back from there, the researcher devoted some more time in interacting with Biplab and saw his certificates and marks-sheets. Father of the child being pre-occupied in some work was not able to allot much time on that day. He asked the researcher to meet at his bank on consecutive day so that he could present his views about Biplab more meticulously. Next day researcher visited the State Bank of

India, Duliajan branch and met his father. Whole-heartedly, he conferred about Biplab and their family background.

#### **4.2.2 Background**

Biplab was an Assamese boy at Namrup town with parents. Namrup was a small town both in population and area but all the essential facilities were present here. It falls under Dibrugarh district. People over here were well-educated and the town consist mostly officers from different organizations. Most of the people were employed in the fertilizer factory. The population over here was mainly Assamese. Climatic condition of this town was moderate through out the year

The grandfather of this child was a primary school teacher and grandmother a housewife settled in a country side. Both of them were educated and led a comfortable life. They have earned respect in the society. His grandparents expired long back. Biplab's parents were from middle class family residing in Namrup since 23 years. Both his parents were bank officials. His father, aged 51 years, a science graduate, worked as Special Assistant in State Bank of India at Duliajan branch (situated at, 30 km. Distance from Namrup). His mother, aged 43 years, an arts graduate working as Senior Assistant in State Bank of India, Namrup branch (situated within 2km distance from their house). Biplab's parents were average students in their studies.

They belong to Kalita caste, regarded as a general caste in Assamese culture. The family is not much westernized and is not so religious. They can be regarded rationalistic people and not very orthodox. The monthly income of the family was about Rs.20000/. The family was a nuclear family comprising of his parents and two children including Biplab and his younger brother who was four year younger to him, studying in std. IX. He was good in studies but not a constant rank holder in his class. Parents were caring and had all concerns for the growth of their children. Parents were very strict regarding mannerism and not for studies. At home his father was not able to dedicate time for children so all the responsibility was on his mother. Now they were not in frequent touch with their

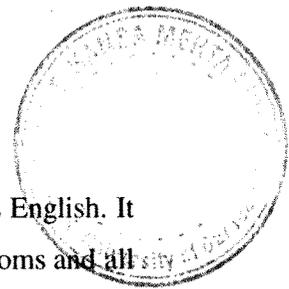
relatives residing at their native village away from Namrup. They sometimes conversed over phone and met seldom in family functions.

Since birth, Biplab have been residing in the quarter of State Bank of India, at the Bank colony, Namrup. It was a peaceful suburb with number of houses and a big open ground in front of it. There were 3 bedrooms, kitchen and bathroom in Biplab's home. He had a separate room for himself. There were number of medals and trophies kept in the drawing room which Biplab had won in different literary activities, quiz and academic attainments. Neighbors were well educated and most of them were of same economic status. People over there were generally cooperative and accommodating nature. The festivals were celebrated jointly by all the people.

Biplab was a boy of 18 years old born to Assamese parents on dated 27<sup>th</sup> Aug, 1986. Biplab was born as a premature child in 8<sup>th</sup> month of pregnancy. As stated by the mother, during pregnancy she had suffered from high blood pressure. After birth, a lot of care was taken for the child as he was a very weak baby. It was a tense period for both the parents. The child started growing normally after that. He achieved all his milestones at proper time (walking after 11 months and talking after completion of 1 year). Occasionally he was down with fever and once when he was of 4 years old got unconscious for 10 hours because of prolong sickness. He was then hospitalized for treatment. But this never happened again. Since then there was no such major sickness that parents and child remembered. He has been growing in a healthy manner. Now he was 5.9 feet in height and weighing 63kg. Physically he was well built and sound. He very often fraternized with fellow beings and was social in nature. In primary classes, his mother taught him Assamese and father took care of Mathematics, but after standard IV he studied independently. Further he went to tuitions for mathematics since last two years.

#### **4.2.3 The School**

Biplab was a student of B.V.FC. Model High School Namrup, Assam. The school was centrally located and was a reputed school of the town. It was a Christian missionary school, established in 1963. The school was a co-educational institution with high



percentage of boys compared to the girls. The medium of instruction here was English. It had a large campus with a big playground, library, lavatories, spacious classrooms and all other infrastructure facilities. The school consists of lower K.G to std. X.

Total strength of the students in the school was 1016 and number of teachers was 31. All the teachers were graduates with B.Ed. and few with M.Sc. degree. Strength of teachers consist most of the experienced personnel. The post for the head of the institution was reserved for trained and experienced missionary. For most of the class there were two sections.

The school has produced many meritorious students during last several years. On an average 97% of the students appearing from this school fairly passes in board examination. It was Biplab who secured position between top ten for the first time from the school. Few other students had secured position within top 15-20 in Board examination in the past too.

Biplab did his entire schooling from the same school. In his batch, there were three other students who were intelligent and good in academic field. They were good friends of Biplab. Teachers of the school expected good result from Biplab as well as from those students also.

#### **4.2.4 Description about child by the Principal and Teachers**

Principal of the school told that Biplab was good at comparing in different school programs. As per science teacher he was a sincere student who had quest for knowledge and longing to know further. She added that he was inclined to comprehend and not to memorize subject matters. According to English teacher, he had a good imagination and thinking ability. She told that he participated in literary activities such as essay writing, painting, debate, quiz, etc. and had received numerous awards in the contest, but was not interested in any kind of sports. The class teacher teaching math found Biplab asking several questions and tried to clarify his doubts even posterior to classes until his quest were fulfilled. Teacher further added that Biplab appeared for various scholarship examinations at different stages of education and had cleared most of them. All the

teachers remarked that although he was a rank holder since primary classes there was a drastic change in him after class VII, he outgrew and became more serious towards studies and turned into an outgoing and talkative person. His, one of the primary school teacher told that he was not at all naughty as most of the boys used to be during that stage. Biplab didn't allot much time for studies but had good concentration power. Most of his teachers observed him visiting library in leisure time. He remained regular in submitting homework according to both primary and secondary class teachers. His principal and teachers regarded him as an intelligent boy by considering his overall performance. They expected good result from him but not assumed him to be in top ten ranking in the Board exam. According to the Principal of the school, it was the effort of the school as a whole as well as the intelligence and capability of the child that he could pass Board examination with such a high percentage.

#### **4.2.5 Parents**

Recalling his childhood days, mother told that Biplab had a low appetite and had never approached her for food or milk. He used to vomit whatever was feed to him but this tendency was stopped, when he was of twelve years old. Since childhood he suffered from frequent fever but this tendency also got decreased as he grew up. Since early age Biplab was interested in going to school and did studied regularly. He easily grasped and used new words since the age of two. Mother kept him engaged in creative works such as drawing, coloring, building different structures from blocks, etc. His father admitted that, they were unable to devote much time to him even during his childhood days. They provided several toys but he was more inclined towards storybooks and drawing books. Father explained his behavior during childhood as soft spoken, calm, receptive and obedient. Parents kept him advising to be sincere and dedicated towards studies.

Biplab's mother introduced him as a helpful boy, who helped her in cooking and other household chores. She told that he preferred rice and non-vegetarian food. Mother told that Biplab remained calm and cool outside with others but at home he displayed short temper and often quarreled with his younger brother. However, he also helped his younger brother in studies and also cared for him, especially when parents were not at

home. Mother added that Biplab was careless by nature and never kept his room clean. After studying he didn't bother to close the books or to keep them at proper place. He was least bothered about his apparel and other material rather was interested in reading different books. Parents provided him all kind of magazines, newspapers, reference books (from brilliant tutorials) and many other books of his interest. Mother told that Biplab was fond of watching T.V. and talking with his selective friends. She reflected that though he was a self-confident boy, he was not able to take decisions independently. She found him lacking in leadership traits. He received special care from his school teachers; they solved his study related problems even after school hours. Mother opined that one of the reasons behind teacher's favor was her constant contact with them to acquire feedback regarding Biplab's progress and growth. His father desired to educate Biplab according to his aptitude and interest and remained ready to provide all the facilities for that. Father found his elder son less demanding and was very satisfied with the life style. Father observed that Biplab had special interest in Math and Science subjects since childhood. Parents expected him to score high percentage of marks and acquiring position within top ten in Board exam.

#### **4.2.6 Brother**

His younger brother revealed that Biplab was an avid television watcher especially so when nobody was at home. Younger brother admitted that though they quarreled a lot, Biplab helped him in studies whenever required. Biplab was described as a lethargic person who never manages his things properly. Biplab had high regards for their father and feared him too much but was free and frank with their mother.

#### **4.2.7 Friends**

By talking to three good friends of Biplab who knew him since last 12 years, the researcher got to know some of his qualities. They told that he maintained good peer relations. He remained friendly with all the classmates and helped them in their academic work whenever required. They told that he is a talkative boy who likes to talk about general knowledge topic especially about new invention in the field of arms and ammunition. They informed that he reads a lot of G.K. books and newspaper and watch

television (in particular Discovery channel) for entertainment. They regarded him to be a cool-headed person with jolly nature and high ambitions. He didn't like to roam here and there in leisure time rather preferred being at home. They tagged him as careless person but punctual in academics. He submitted homework regularly and promptly since childhood. He had keen interest in literary activities and also inspired them to participate in extracurricular activities. He was regular in studies and didn't require longer duration for studying as he had good concentration power. All the teachers liked him because he had a refined person, gentle, soft spoken, intelligent and tried to answer questions asked by them. They said that he was liked by all their teachers and friends.

#### **4.2.8 Neighbors**

Biplab's neighbors gave an overview about him as gentle, smart, obedient, kind, helpful as well as a co-operative boy. They said that he was not like other children's who were naughty and troublemakers. Biplab didn't often come to their houses but whenever he meets them talk smartly and freely with them. His favorite topics for discussion were current politics and sports. About his study habit they said that he was not a hard worker rather provided very less time for studies. They often saw him playing cricket and watching television programs at home. They said that during preparatory holidays he studied at early morning and avoided late night studies. They told that he is a brilliant child who had the needed spirit to go ahead. He knows his responsibilities.

#### **4.2.9 Tuition Teacher**

Tuition teacher informed that Biplab took coaching for enhancement of his knowledge. Although he had good hold in Mathematics, yet for further clarification and practice he joined tuitions. Teacher believed that Biplab had the quality to understand concepts in mathematics very fast and once he understands, he didn't require further explanation or extra efforts for that. It was Biplab's intelligence that made him a topper in Assam Board examination. He told that Biplab was a sincere, hardworking, and intelligent child.

#### **4.2.10 Case Himself**

Biplab revealed that he can't be labeled as a bookworm who keeps studying rather spare only about two hours daily for studies. He said that he remained stick to this study habit throughout the year. He utilized his time for homework, revising class-work and practicing Math regularly. He felt that being attentive in the class had helped him in better understanding of concepts. He maintained accountability towards studies and didn't compel for parents' assistance. Even parents never forced him to study hard and trusted his capabilities. He was interested to participate in literary activities, quiz, painting, etc.

He liked to spend time with his few selective friends at school. He didn't prefer group study rather found comfortable to study individually without any sort of disturbance. He never denied helping his friends when they needed his help, but for self-guidance and help, he preferred to consult his home tutors or to school teachers directly.

He identified lacunae in the present curriculum of SEBA; especially the science subject was not up-to-date according to his view. He was satisfied with his preparation and performance in secondary Board examination and remained confident about securing good marks. He studied 6-7 hours daily after Pre-Boards examination. He preferred morning time i.e., 5.30 am till 10 am and at evening from 4 to 7.30 pm to study. And for the rest of the time he watched television or took nap or talked to his younger brother. He studied at his study table in his room. He emphasized to understand the concept and not to memorize line by line. For Social Studies, he made notes and also memorized few dates and figures. For all the other subjects he referred the textbooks, which he alleged as the best source of study and also used few other reference books. He solved last five years' question papers of Board exam, but that time the pattern of question paper was totally different. He revised his course thrice before his Board examination so the modified pattern of question paper didn't bother him. According to him he made his best efforts but not with an intention to be topper or rank holder but to perform to his best. For last two years he concentrated to secure high percentage of marks to opt science stream in the best college of that town. Since class VIII, he had an aim to join IIT. He usually went

through the complete course without omitting or giving less importance to any particular subject or portion. He had to make extra efforts for Assamese subject as he found it a bit difficult. He regarded himself as a practical and self-determined person, whose aim was to become an engineer.

He highly esteemed his parents as they had provided all the facilities as well as showed right path for life. But the person who had influenced him most is his headmistress, her personality that was very influencing. She inspired him to be honest and have confidence in oneself; Biplab also praised his teachers as they were cooperative and helpful. But he had a grouch regarding school, as it emphasized homework and were less cornered about co curricular activities. He had ample respect for his home tutor as he had guided him several times whenever required. Even he regarded his neighbors as concerted and compassionate; during examination they were cautious for not making louder noise.

#### **4.2.11 Researcher's Observation**

Biplab was physically well built. He was extrovert by nature who was able to express his views clearly. He had good mannerism and co-operative behavior. From the conversation made with him, it can be said that he was very much career oriented and had exalted will-power to achieve his goals. Self-confidence reflected in his attitude but can't be termed as egocentric. He was an optimistic child, who was contended with his family members. He seems to be immensely attached with his mother. Biplab's personality contained innocence and enthusiasm. He had good relations with his friends and was enjoying in their company. His threshold was to get admission in the best college of the town. He was aware of his duty towards his parents and younger brother. Going through his progress report card it was clear that he was a rank holder since primary days (table no. 4.4 & 4.5). Seeing his handwriting, it can be stated that it was neat and clean. House was spacious for four members to live comfortably and there was a pleasant environment at his home.

TABLE NO: - 4.4

## K.G. PERFORMANCE RECORD OF BIPLAB DEKA

Class\subject	Reading	Spelling	Conversation	Number work	English	Moral Science	Writing	G.K.	Singing	Drill	Drawing	Rank
K.G.	A+	A+	A+	A+	A+	A+	A	A+	A+	A+	A+	A+

Note: A+ = above 90

TABLE NO: - 4.5

## PRIMARY &amp; SECONDARY SCHOOL PERFORMANCE RECORD OF BIPLAB DEKA

Class\subject	Eng I	Eng II	Eng III	Assamese	General. Math	Advance Math	General Science	Social Studies	Hindi	Moral Science	G.K./ Comp.	Drawing	%	Rank
1	98	96	Dictation 96	96	99	-	94	93	-	92	90	A+	85.4	5 <sup>th</sup>
2	84	88	Dic. 96	91	77	-	94	90	88	88	94	B	79.9	5 <sup>th</sup>
3	91	91	-	94	99	-	88	87	95	90	100	B	92.8	4 <sup>th</sup>
4	90	87	-	88	95	-	90	86	89	82	97	A	89.3	4 <sup>th</sup>
5	92	89	-	90	99	-	89	87	77	85	99	B	89.7	2 <sup>nd</sup>
6	92	87	-	89	99	-	92	88	85	87	A+	B	89.9	1 <sup>st</sup>
7	77	77	-	77	98	-	88	78	75	77	A	-	80.9	2 <sup>nd</sup>
8	91	92	-	82	91	-	84	82	88	88	88	78	86.4	1 <sup>st</sup>
9	90	85	-	78	92	95	87	81	-	-	-	-	86.9	3 <sup>rd</sup>
10	34/50	86		36/50	97	99	93	92					89.5	

TABLE NO: - 4.6

## SCHOOL ATTENDANCE RECORD OF BIPLAB DEKA

CLASS	K.G.	1	2	3	4	5	6	7	8	9	10
Total	210	209	220	222	210	220	215	220	225	220	194
Attended	208	205	218	222	210	218	210	220	223	219	194

Overall percentage of school attended was 99.2.

**4.2.12 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, researcher's observation following can be said about Biplab.

**Background:** Biplab was an Assamese boy born to a nuclear family. The monthly income of this family was Rs.20000/-. His father was a science graduate and mother was an art graduate. His parents were employed at State Bank of India. Their accommodation was provided by the State bank. Besides parents his younger brother stayed with him. His grandparents died few years ago. There were two sibling in the family among which he was the eldest.

His parents expected good result from him in the Board examination. Parents shared understanding relation and there was a peaceful atmosphere at home. Parents though remained busy in their job yet provided time to Biplab. They remained well informed regarding his performance and behavior in the school. Parents afforded all the essential requirements, especially those associated with education. After their job hours they dedicated time for children. They never interrupted in his study habit or pressurized him for studies. Whenever required parents guided him and helped him in decision making.

**Location of residence:** Biplab resided in a town of Assam. He stays in a colony having number of houses. The area was peaceful and tranquil. Neighbours were cooperative and well adjusted people. They were educated and of same social strata as Biplab's family.

**Childhood Days:** At birth, Biplab was underweight and therefore extra care was taken for him. During his childhood, Biplab often remained sick and was weak. Mother provided full attention towards his health and growth. Although by look Biplab was weak, he was a fast learner since early age. Mentally he was very alert and had good memory power. He could learn vocabulary fast and even repeat difficult stanza after hearing only once. He could prepare new designs from paper and blocks. It clearly shows that Biplab was an intelligent and creative boy. So the mother kept him engaged in various creative works such as in drawing, building different structure from blocks, etc. He was also interested in listening stories. He preferred to play alone and do not mix with the children around his house. He was gentle by nature and parents trained him to behave well. He was an obedient child who listens to his parents. Being the eldest child he received extra care and attention from the parents.

**School days:** During primary classes he often felt sick because of which many a time he remained irregular in attending the school. But latter in school days, he didn't have much health problem and regularly attended the school. He had a normal diet and preferred to have non-vegetarian foods. He remained attentive in the class and paid complete attention towards teacher's instructions and tried to respond to the teachers. He gets his doubts clarified from the teachers. He was regular in submitting homework and was a punctual student. Biplab was a rank holder since primary classes. He shared good relation with all his classmates and other students of the school. There were few close friends of Biplab who were also good in studies. His close friends were helpful and intelligent students. He was not much disciplined at home though he was very discipline in school. His handwriting was legible. In primary school days parents taught him at home but latter on he was able to study on his own. There was a tuition teacher for him since std. IX for mathematics. Parents although provided moral support to him, he was self-motivated toward studies. He was a career oriented boy. Biplab always tried to secure high percentage of marks in every examination.

**School:** Biplab did his entire schooling from a single school. The school was a co-educational missionary institute. Medium of instruction here was English. School building was of modern structure, well maintained and had all the essential facilities. Location of school was peaceful. This school had produced many meritorious and high achieving students till now. School was having good reputation in that town. There were in total 31 teachers in the school with B.Ed degree and many of the secondary teachers were with master's degree. Several teachers were serving this institution since long and few had joined recently. Principal of the institution was devoted to the welfare of the students; he was a strict and disciplined person. Teachers expected Biplab to achieve high in Board examination and had a special inclination towards him; they helped him whenever required.

**Characteristics:** Biplab was a hard working boy, he was dedicated towards studies. He had sharp memory and was an intelligent boy. His understanding was good and was able

to concentrate well. Biplab was self-competitive boy who always tried to improve his previous performance. He targeted to achieve high percentage of marks in board examination and had worked to obtain his target. He was social by nature and liked to meet people. He was an extrovert type person. He was a confident boy and had ability to communicate well. He was helpful and accommodating by nature. His attitude was positive. He lacked in leadership qualities. Biplab had ability to take appropriate decisions for himself but always seek consent of his parents.

**Study Habits:** Biplab regularly studied at home since primary classes. This habit was developed by his mother since childhood. Every day he dedicated 2 hours for self studies. He studied each chapter in details and regularly practiced mathematical sums. He emphasized understanding of meaning of the lesson and not to memorize them. He was able to study for prolong hours and maintained his concentration on studies for longer duration. He revised whole syllabus before any examination and before Board examination revised it thoroughly for several times. For all other school examination he devoted 4-5 hrs before examination but for Board exam he studied more than 7 hrs after pre-Board exam. He regularly studied on his study table. He preferred to study at early morning and at evening.

**Other interest:** Biplab was interested in reading different books. He also participated in different literary activities, quiz and painting. He also liked to spend his time in discussing with his close friends. Even watched T.V. in his spare time and played cricket in holidays. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.2.13 Conclusive Remark:** Biplab was physically healthy child. He was hard working boy he always concentrated on his studies and paid utmost attention towards it. He was self motivated to perform well in academic sphere as well as received guidance from parents to work hard. He was an intelligent and dedicated child. Regular study habit made him able to do homework punctually. At home he shared good relation with all the family members. He belonged to educated and socially adjusted parents. There was no barrier and hindrance during his study hours and got a congenial atmosphere to study. School

where Biplab studied catered responsibility of each child and provided best service. Biplab also took active participation in the extempo and speeches.

### **4.3 Case 3: Ankita Kalita**



#### **4.3.1 Introduction**

At an international seminar held at Domdoma College, researcher fortuitously met Rector of the school from where Ankita studied. Researcher introduced herself to the rector and told about her study and requirement of his assistance regarding Ankita. Rector gave an appointment a few days after that meeting. As per the fixed date and time, researcher went to Aham Jaitya Vidyalaya and met the Rector. He attended researcher with hospitality and explained in details the administration and other feature of the school. He showed the complete school and meanwhile introduced researcher with all the teachers. In a separate room he arranged a meeting with the Principal and all the teachers individually. Later, in the staff room with all the teachers, the researcher made a lengthy conversation in a group. Principal and teachers obligingly expressed their views about the child Ankita. On the request of the researcher, school records for attendance and past performance of Ankita was shown to her. Ankita's younger sister (who studied in the same school) was instructed to take researcher along with her to their house in school bus, after the school hours.

In the school bus researcher talked in detail about Ankita with her sister, she impatiently described her elder sister. Arriving at home, researcher was introduced with the family

members by her. Further, researcher narrated the purpose of her visit and the kind of information required by her. Interview began with Ankita's father as he was leaving for outstation on the subsequent day. At the beginning, he remained less comfortable but later candidly presented details about his elder daughter. Next to him, a brief conversation was held with Ankita. Before researcher left, next meeting was arranged with Ankita and her mother.

The day of next visit was Shivratri and the family was busy in their rituals where Ankita was also fully involved. Ankita's mother elaborately narrated their family history. She also described different aspects of her children, especially about Ankita. Researcher had a detailed discussion with Ankita regarding her various stages of education. Ankita explained passionately about herself though very often got puzzled in middle of the conversation and was not able to communicate her views explicitly. She showed all her certificates and marks-sheet to the researcher. Later they were accompanied by her elder brother and younger sister and a general talk was carried forward.

Ankita led researcher to her tuition teacher's home; home tutor narrated his opinion about Ankita. While coming back to Ankita's home visited their landlord's home and talked with the landlord and his daughter-in-law with whom Ankita was very intimate. After having an informative session with Ankita researcher met the ex-Principal of Nichols primary school at his residence. Principal very co-operatively presented her observations regarding Ankita's childhood days. After a while they returned to Ankita's home two of her friend joined them. They frankly described different aspects of her. After few hours daughter-in-law of their landlord also added in the conversation and an enriched data about Ankita emerged out. The researcher left the place for that day.

Next day researcher went to the Nichols primary school where Ankita studied. There she talked with the teachers who were in the school when Ankita studied there. The record available about Ankita was also presented to the researcher. Researcher again met Ankita at her home and went with her to their previous residence. Her relatives were not interested in talking to the researcher so both of us left that place and got departed.

### **4.3.2 Background**

Ankita was an Assamese girl residing at Guwahati city. Guwahati is the most developed city of Assam state and of the entire north-east region. Guwahati falls under Kamrup district. Total population of this city was 25, 15,030 and it covers an area of 4345sq. km. Although it was not the capital of Assam, all the main government offices and departments were located here in this city. It had a combination of skyscrapers, and well developed societies and natural beauty. River Brahmaputra flows by the side of the city and is surrounded by mountain ranges. At places, the land is plain whereas other parts are hilly. People from all the sections and class of the society live here. The overall culture of this place is cosmopolitan one. Most of the people at Guwahati city are more attracted towards modernization and westernisation.

The grandparents of this child were residing at a village 'Boko'. They were illiterates and very simple people. By occupation, they were agriculturists and were able to fulfill their daily needs. Now grandfather was retired from his job and due to the disease caused by his old age they both very often visited Guwahati. Ankita's parents were from middle class family residing in Guwahati since years. Her parents were in service of Central government. Her father aged 53 years; a Science graduate in Statistics was employed in revenue department of Tezpur branch. Her mother aged 51 years, an arts graduate was an employee at Guwahati's Social Welfare office. Father was overall an above average student whereas mother was a below average student.

The family was a traditional family, which followed all the tradition and custom of Assamese culture. They were Kalita by caste. This was a nuclear family consisting of parents and three children including Ankita. Her elder brother (4 years elder to her) was studying engineering and younger sister (4 years younger to her) was studying in std. VII. The monthly income of this family was more than Rs.25000/. The parents remained busy in their jobs but were concerned about the health and education of their children. Father was coherent; he remained strict and concerned about good performance of all the children. At present, parents were not in good terms with rest of their close relatives due to some dispute between her father and uncles.

They were residing in a rented house which was situated at one of the residential area of the town. In the ground floor of the same building, the landlord was staying. The landlord was well educated and taking math tuitions for Std. XII students. Ankita's flat was very spacious with 3 bedrooms, drawing room, dinning room, kitchen, bathroom, terrace, etc. Ankita shared her room along with her younger sister. They had all the comforts in their house. Earlier they stayed in their ancestral house as a joint family, but her father was not comfortable there. When Ankita was in standard V, they walked out and hired the present flat. The current location was much more peaceful and orderly than the earlier one.

Ankita was a girl of 17 years born to Assamese parents on dated 13<sup>th</sup> March 1987. She was born as a normal baby. During pregnancy period her mother didn't encounter any major problems. As she was the second child, the parents were not much worried about the gender or any other problems related to pregnancy or delivery. She started walking when she was 11 month old and began uttering words at the age of 10 month. As an infant and child she never created problems in having food instead had good diet. She had no major disease or any marked physical problem. However, she said that she very often had headaches or seasonal fevers.

Ankita spent most of her time at home with her younger sister, also remained with the daughter-in-law of the landlord who was working in a private firm. Ankita's brother was busy in his college and stayed at hostel in the same town. He comes home during holidays.

At present Ankita was of 5.3 feet height and weight 40 kg. She was social by nature and maintained good peer relationship. Both the parents were unable to spend quality time with their children. Elder brother helped her in studies and doing homework when she was in primary classes. She took tuition for Science and English from class IX onwards. And the landlady helped Ankita to understand problems of Mathematics. Ankita was a conducive and social child.

### **4.3.3 The School**

Ankita completed her school education in two phase i.e. K.G to Std. III in Nichols Primary School and std. IV to X in Axam Jatiya Vidyalaya.

#### **Nichols primary school**

Nichols primary school was a small and not so popular school in Gauhati city, yet has proper infrastructure required for small children. It didn't have a big playgrounds or large campus although the classrooms were well designed and there was a learning environment in the school. Teachers in that school were not professionally trained for preprimary classes but were very affectionate and caring. Overall, it was a good school in the city.

#### **Description of the child**

Teachers of this school regarded Ankita as an intelligent child. They all found her disciplined and good mannered. Her English teacher remarked on her speaking ability as excellent. Her handwriting was not appreciated by the teachers. They never found her weeping for not to attend the school rather was always enthusiastic and social with other children. The ex-principal of the school told that she was very calm and quite but not shy in nature. According to her, she was not interested in games and sports. She has been doing well in studies since childhood. She was regular in attendance and also submitted home work in time as per requirements of the school.

#### **Axam Jatiya Vidyalaya**

She was admitted in Axam Jatiya Vidyalaya in class IV. This was an Assamese medium school. It was a new school but very popular among Assamese Community. School had good infrastructure facilities. It was having a recently constructed building with all the modern facilities. This was a private school with a committee of six people belonging to diverse fields. In the school, special inclination was there to enhance Assamese literature and language. School was much interested in nurturing potentials through extra curricular activities among the children. School had a separate block for preprimary sections and

separate wings for primary and secondary sections. There was a well maintained library, computer room and science laboratory.

There were 56 teachers in total in the school. Minimum qualification for the teachers was B.Ed., but most of the teachers were having master degree in different subjects. During the recruitment of teachers a unique process is followed by the school. In this process, the present experienced teachers recruit new teachers. More importance was given to the demonstration part of teaching by the candidate in their selection. Total strength of the students in the school is 956.

There was a special feature of this school, whether parents come to meet teachers or not, class teacher went to the student's house and met their parents at frequent interval. Homework here was limited and checked without any delay as per rule. Along with academic aspect extra curricular activities was also organized and students were encouraged to participate.

In the batch of Ankita there were 46 students and 42 students passed out in first division at Assam Board, 2003. Rector of the school told that it's a compulsory practice that all the std. X students had to solve last 10 years Board question papers in the same pattern as they do in Board examination, within 3hours duration and was corrected by the respective subject teachers, it helped students to face the Board examination in a familiar way.

#### **4.3.4 Description of the child by the Principal & Teachers**

According to the rector of the school, Ankita was a good student who can be graded as an above average but was not expected to be a topper in Board examination. The headmistress described Ankita as a studious girl who had worked hard and had capacity to do well. Teacher added that Ankita had a conceptual clarity and was able to understand matter easily as well as quickly. Science teacher regarded Ankita as an intelligent child, though she didn't excel in any particular area nor was she creative. He found Ankita to be talkative and friendly with classmates. The English teacher observed her cooperative and not an aggressive child. In teacher's opinion Ankita was a good leader. The Mathematic

teacher specified a unique feature of Ankita that she used to divide the syllabus into two portion, one which she was able to solve and had solved easily and another which she had solved but was confused as well as that which she was not able to solve. She stressed on the second part and tried to be efficient in that also. According to him since std. IX, Ankita's numerical ability had improved in comparison to earlier classes. Teachers told that she had a habit of asking questions whenever she was confused, but prior to that tried to solve problems herself. Class teacher regarded her as an extrovert, obedient and friendly girl who had a sharp mind and with little efforts can improve her academic performance more. They found her a self-directed and motivated child although her parents also encourage her to perform better, but it was her own efforts that she achieved so high. Teachers found her handwriting as average. She was not interested in any particular co-curricular activity; she participated only in vocal music as was compulsory to select one such activity at school.

#### **4.3.5 Parents**

Parents didn't remember any special incidence at the time of Ankita's birth; mother used to read Assamese literature a lot during the pregnancy period. Ankita was born as a normal and healthy baby. During infancy, mother never faced problems in her rearing. Regarding her childhood days, mother told that Ankita was a naughty child. As they were living in a joint family, they faced least problems. Elder brother of Ankita took a lot of care of her studies at different phases and her aunts also were very supportive. Ankita was a social and easygoing child who got mingled with children easily. Ankita was very much interested to go to school when she saw her brother and other cousins going to school. Although had a younger sister, she always reacted and lived like the youngest child. She was calm and friendly by nature. Her mother admitted that she was very honest and shares everything with her.

Father told that since childhood she had a sharp memory and was able to effortlessly learn what her elder brother used to study. Parents didn't bother much to provide any special training to her. It was only her brother who tackled all the problems related to her studies. Since childhood days, her father used to encourage her to do well in studies and

whenever got time discussed about her needs and requirements. He was very strict and preferred discipline for his children. They often went for tours together on holidays. Of late her mother has been suffering from cancer, after they shifted their home to the new hired flat. After that children got least attention from the parents and were left alone for several times as parents had to go outstation for treatment. They had confidence that their children will be able to manage everything.

Ankita's mother regarded her daughter to be a confident child who works according to her own aspiration and interest. She find her to be stubborn at times e.g. in eating food, giving less time for studies etc. But contrary to that she mentioned that Ankita was very much devoted towards studies, she studies with full concentration. Mother found Ankita to be lethargic and not so responsible at times but can manage things to certain extent. Without any interest she had to perform household activities as her mother was busy in office work. Mother added that the two sisters always used to quarrel with each other though at times they helped each other. Mother found her younger daughter to be more active and intelligent then the elder one. Ankita was regarded as a brave child who can face any problem.

The father found that teachers were very supportive to understand their problem and always helped their children. He revealed that Ankita was short tempered since childhood and he was always concerned about her temperament. Otherwise, father had confidence on Ankita and knows that she was self-confident and determined child, who had desires and ambitions and had capability to fulfill them on her own efforts. But as she was very lazy, father often recommend her to devote more time to studies or to indulge herself in some creative work instead of wasting time in sitting idle or watching television. Father found Ankita sparing less time for studies, though she had always come up to their expectation. He opined that it's Ankita's concentration and will power that made her to be successful in all the examination.

Ankita's parents found her to be very emotional. She shared a friendly relation with her elder brother and younger sister. Parents regard themselves as very supportive and were

ready to provide all the best possible facilities for her education. They never distinguished among the three children and felt very happy and contented in their family. The father come only for few days in a month to the home, since last nine years, he was at out-station job. Though he remained there or not was very attached and concerned about family even more than the mother.

#### **4.3.6 Brother**

Brother had no time to help Ankita but when she was in primary school, he used to support her in studies. He felt that Ankita had a good brain but utilize it partially. She understands things better and fast. Another character he described was that until she cleared her doubts, she never left the problem in between (childhood habit). First she tried to solve herself and then approached others if she is unable to arrive at the solution. Ankita didn't like to be interfered in her study habit and had confidence in her capability. Often father indirectly inspired her to work harder as he trusted her abilities and believed that some more efforts can improve her performance. She liked to face challenges although was very emotional. She respected him as an elder brother and shared feelings like friends.

#### **4.3.7 Younger Sister**

Her younger sister introduced Ankita as a lazy and stubborn girl who didn't listen to anybody and always quarrel's with her for small matters. But when ever required, she also helps and inspires her to do well. Younger sister found Ankita studying for very few hours. At school Ankita had good reputation. Ankita a talkative girl enjoyed her life, even for small matters she gets happiness and get satisfied within her own self. She didn't like to be disturbed while studying and get irritated and angry if so happened.

#### **4.3.8 Neighbor**

Her one of the neighbours who lived in same building told that Ankita was an intelligent girl who can score well by more efforts. When she worked with determination and remained firm had always acquired better result. She was a dependent child who relies for her decisions on others. But regarding matters related to her studies, she didn't listen

to parents and worked according to her own aspiration. Ankita was observed as a talkative girl with frank nature. She was interested in music, talking over phone and discussing about latest fashion, etc. Ankita was considered as an obedient child but not a disciplined one. She was ambitious girl with high hopes who desired to financially support her parents. Her father had motivated her to give attention only towards studies and not to worry about any other matter. Father always provided every possible help required by Ankita in studies. However, she got normal treatment by her parents. Ankita was very emotional and get nervous easily, especially before and after exam. But she had the ability to over come such situations soon so that it didn't affect her next studies. Once examination gets over, she remained carefree for rest of the year and only did her homework regularly. It was observed that in std. X, that too after pre-Board examinations, she became serious regarding her performance. She was least concerned regarding her health. Ankita didn't go to others home much but liked to meet people.

#### **4.3.9 Friends**

Two of Ankita's good friends found Ankita growing serious and ambitious regarding her performance since std. IX onwards. She was able to mingle with all the students in her class whether girl or boy, but favored to spend more time with girls. Friends told that she was short tempered and for one or other reason quarrel with boys. Friends considered Ankita as an intelligent student, her intelligence was displayed while interacting or discussing about studies or any other issue. It was clearly displayed, that she had in-depth knowledge and understanding about school subjects. Friends found her having very good comprehending and memorizing ability. In class-room, she never received any special treatment from the teachers, but if there was any doubt, discussed with friends and also asked teachers outside the class for clarification. She made her notes and didn't share it with anyone. She didn't preferred group studies but when friends require any help, she helped them. Ankita rarely visited library. She was not interested in sports or any other literary activities. Tuitions helped her a lot in improving Math and English. (They also took tuition from the same teachers). They find her as an immature but talented person. She didn't go out much and enjoy watching television at home. Atmosphere of her home was congenial and parents were liberal.

#### **4.3.10 Tuition teacher**

Tuition teacher regarded her as a careless child but attentive while studying. According to him through practice she had improved a lot. He found her basically intelligent, but somewhat immature. She didn't require detailed explanations, rather was able to comprehend very easily and quickly. If there was any problem in studies she phoned him and asked an immediate explanation on it and if possible come to his house and get the doubts clarified. She used to help other girls in tuition classes. She was a forward looking girl.

#### **4.3.11 Case Herself**

Ankita perceived herself as talkative, frank and fun loving human being. She found her thoughts as unstable. She liked to go out and meet people, but as parents were mostly not at home, she was unable to do that and also due to school and tuition didn't get time for it. She had faith on God and regarded herself as a religious person. She was least interested in eating food and most of the time avoided it. She enjoyed watching T.V. and especially movies. As there was no cable connection at home, she went to other's home to watch it.

Her interest sustained in studies since childhood and always finds it appealing. She was unable to get up early in the morning or study till late night, so she had to cope up within the day time. She had a habit of studying one hour, before going to sleep and in evening studied regularly for two hours. But she increased the duration before school examination to 4 hours. While teacher taught in class, she remained serious and attentive. Always wanted to submit homework in time and keep pace with what was being taught in the class. Always tried to work according to her best capacity but have never tried too hard to be a topper in class. Even for Board she targeted to secure 80 percent and have never assumed to be in the list of top ten.

She relied on the textbooks and class notes given by teacher as major source to prepare for any examination. She had problem in social studies, so she prepared a proper note for that. For English, her brother always helped her but from class IX; she took a separate

tuition for it. And for science there was tuition nearby their home which was very helpful according to her. For Mathematics, whenever she had any doubt, she was helped by the landlady. In SEBA curriculum, she regarded science to be up-to-date but found social studies syllabus to be very vast. She usually gets up at 7.00 am and goes to school. After coming from school, she used to spend time with her neighbors. Then from 6 p.m. till 8 p.m. studied (approximately) and later watch T.V. and slept at 11.00 pm. But during preparatory leave, she used to study from 7 am to 12 noon and then take a long break till 4 pm and then practiced Mathematics for 1½ hr. Again after a small break, she studied from 6 to 10 pm. She didn't follow any fixed time table or allotted specific time for any subject except Mathematic. She gave more stress to English. She had memorized facts especially in Social Studies. As in school many model question paper were practiced, she found it easy to face Board examination. She didn't expect this good result for her although she was satisfied with her performance in the exam.

According to her in all other examination, she was not so nervous but in Board examination in spite of good preparation was a bit nervous. She found it necessary to do good in examination for self-satisfaction and for meeting others expectation. She confessed that competition prevailed between her good friends, although helped each other whenever required. She tried to remain at par with her friends. She revised her course twice after pre Board examination.

She felt more intimate with her mother who had always loved and took care for her. She was very frank to share everything with her mother rather than with any friend or relative. Parents' unavailability due to their job has not affected her studies much. She found her father inspiring and supportive. Also showed her gratitude to neighbors who encouraged and supported when her parents were away. She told that her sister disturbed her while studying, but she was able to handle her. According to Ankita, previous house was over crowded and neighborhood was not peaceful and supportive. There the surrounding also distracted her attention.

She had a good opinion about her school as well as teachers of the school who have always imparted lessons in an effective manner and also cleared doubt whenever needed. She observes that the school had all the modern techniques and facilities. Even the primary school was good enough for her as the teachers were very caring and soft spoken. She feels that tuitions helped her, especially the guidance provided by her neighbor for mathematics subjects.

#### **4.3.12 Researcher's Observation**

Researcher found Ankita as a happy going child who was satisfied with herself. She respected her elders and was very spontaneous in giving answers. She was co-operative but very childish by nature. She was lean and thin with a good height. She demonstrated very bossy attitude towards her younger sister and admired her good qualities too. She was very talkative and extrovert person. She was able to have frank conversation with everyone. Ankita was straightforward and was pure from her heart. Surrounding was peaceful and encircled by educated person. Mother was very compassionate and accommodating whereas father although was soft spoken but authoritarian by nature. Her handwriting was legible but not attractive. Going through progress report card one can say that Ankita was a high achiever throughout her school career (table no. 4.7). She was regular in attending school (table no. 4.8).

TABLE NO: - 4.7

PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF ANKITA KALITA

Class\subject	Eng I	Eng II	Assamese	General. Math	Advance Math	General Science	Social Studies	Hindi	Moral Science	G.K	Vocal	%	Rank
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	40/50	-	45/50	95	-	87	85	-	42/50	90	Drawing 39/50	87.2	5 <sup>th</sup>
3	77	-	72	86	-	79	80	-	45/50	87	Drawing 35/50	80.1	4 <sup>th</sup>
4	70	-	78	90	-	86	79	-	42/50	90	Drawing 32/50	81	3 <sup>rd</sup>
5	61	-	66	91	-	84	65	88	-	-	98	79	4 <sup>th</sup>
6	70	-	71	84	-	84	83	78	-	-	80	78.6	4 <sup>th</sup>

7	84	-	68	97	-	63	63	75	Assam history 33/50		67	73.3	6 <sup>th</sup>
8	56	-	66	80	-	84	78	74	-	-	79	73.9	6 <sup>th</sup>
9	70	-	73	84	88	85	74	-	-	-	A	79	3 <sup>rd</sup>
10	82	-	85	97	100	90	90	-	-	-	-	90.6	

TABLE NO. 4.8  
SCHOOL ATTENDANCE RECORD OF ANKITA KALITA

CLASS	L.K.G.	U.K.G	1	2	3	4	5	6	7	8	9	10
Total	N.A.	N.A.	N.A.	N.A.	N.A.	220	225	224	225	230	248	183
Attended	N.A.	N.A.	N.A.	N.A.	N.A.	210	221	222	220	223	238	178

Overall percentage of school attended was 97.2.

Note: Data regarding KG classes are not available

#### 4.3.13 Triangulation

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, researcher's observation following can be said about Ankita.

**Background:** Ankita was an Assamese girl belonging to a nuclear family. The income of this family was Rs.25000 per month. Her father was a science graduate and mother was art graduate. Both the parents were working in separate department of Central government. Father was posted in another town since few years. There were three siblings in the family. Ankita had an elder brother and younger sister. There was a congenial atmosphere at home.

Mother was working and suffering from disease so there was the responsibilities of home on Ankita. Parents, especially her father was not able to spend much time with her but he guided her to work hard and concentrate more on studies. Ankita's father was very strict and keeps check on her performance. All facilities related to study and recreations were provided to her by parents. They were very supportive and provided her moral support.

**Location of residence:** Ankita was born and brought up in the most developed city of northeast region. Her home is located in a residential area which was free from pollution. Her surrounding was accomplished by educated and well cultured people. They were cooperative and helpful person. Earlier she lived in densely populated area which was not ideal for children to concentrate well on studies.

**Childhood Days:** Ankita was born healthy and was disease free. She started her activities according to the age. Her growth was normal but had a low appetite. They lived in a joint family during her childhood period and there were many people to look after her. She was growing with many children with variation in age. Ankita was attracted to go to school and study as she saw her elder brother and cousins going to school. She was a naughty child but was very jovial and got mingled with other children easily. Father guided and kept her in discipline since childhood. Mother was liberal and very affectionate towards her.

**School Days:** Ankita crossed this phase of her life in good health. Her appetite was low and in appearance she was lean and thin but had strength to work. She was a rank holder and high achiever throughout her school career. She attended school regularly. Ankita remained attentive and active in the class. Her handwriting was average but readable. She completed her homework and submitted it on time. She was self-motivated towards studies and worked according to her own aspiration though her father guided her to work hard. Her brother taught her in primary classes and in secondary classes there were two tuitions for different subjects. She was ambitious and always tried to be topper in her class. If she faced any problem in studies, she approached to home tutors or asked it to her school teachers. She had friendly relation with her classmates but was in close terms with few friends. Her close friends were also high achievers.

**School:** Ankita completed her schooling in two phases. She studied till std. III in one school and till std. X in another school. The second school where she studied was a co-educational school where medium of instruction was Assamese. The school is managed by a committee. The school building was newly constructed and was well maintained. All

the modern facilities were present in the school. The school was located in a peaceful area in the outskirts of the town. The school was well-renowned in this town. Most of the students passed with good result in the Board exam till now. There were in total 56 teaching staff in the school. Number of students in the school was 956. In this particular batch there were 46 students who appeared for Board exam. Minimum qualification of the teachers was B.Ed. Most of the teachers for secondary classes were experienced. Head of the school was a responsible person who used to take care of each student.

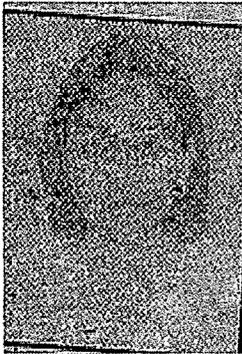
**Characteristic:** Ankita was a hard working girl. She was self-determined and had strong will-power. She was competitive by nature and work with a positive attitude. She was co-operative and helpful by nature. She was a social and accommodating, very talkative and outgoing person. She was emotional and behaved in immature manner. Ankita was an intelligent girl with sharp memory. She had ability to understand well. She studies with full concentration. She was independent by nature. She was confident and bold. Her negative attribute was that she is lazy.

**Study Habit:** Since primary classes, self-studies for few hours were in her daily routine. She devoted at least 2hour every day for self-studies in which she practiced mathematics, did homework or any other project, read lesson, etc. But before school examination she used to study for more than 4 hrs daily. And after pre-Board she dedicated 10hours daily for studying. She preferred to study at day hours and at evening time. She was habituated to study on her study-table. Ankita emphasized on understanding the subject matter and then memorizing it. In the secondary classes she made her own notes from textbooks and class notes. She revised complete course thoroughly before all the examination. She laid more importance on the subjects which she found most difficult without ignoring other subjects. Ankita prepared herself with a target to achieve 80 percent of marks in Board examination and was confident to achieve it.

**Other interest:** Ankita was interested in watching television and in talking with people around her. She was not much interested in co-curricular activities including sports.

**4.3.14 Conclusive Remark:** Ankita an intelligent girl though not sparing much time for studies was able to achieve high in academic sphere. She studied according to her own interest and aspiration. Parents and neighbors encouraged her to dedicate her attention towards studies and always guided in right direction. She shared healthy relation with her brother and sister. School facilitated her abilities. There was provision of home tuition for her for different subjects during secondary classes. She opted out of the extracurricular activities in the school and preferred to watch television rather when she had to relax. The success she got was a combination of all the above factors working in perfect synchronism.

#### **4.4 Case 4: Parasmitha Gagoi**



##### **4.4.1 Introduction**

The researcher went to the B.P. Baruah High school situated at Sonari town. She met Principal in the school who behaved in an accommodating manner and devoted ample time in interacting with the researcher. After a detailed inquiry about the researcher and the purpose of her study, Principal provided authentic information regarding Parasmitha and the school. He called all the teachers individually to his office and allowed researcher to interact with them. Later one of the teachers showed entire school to the researcher. At the staffroom, researcher conversed with all the teachers in group. Teachers manifestly presented their opinion about the child. With the consent of the Principal, contact address and phone number of Parasmitha was noted down from the school register. From the school record, she also gathered the details about attendance and past performance of Parasmitha.

From the school, researcher went to Parasmita's house which was situated at Maibela village. This village was situated at a distance of 15 km. from the Sonari town. Reaching her home, the researcher met with her mother who greeted the researcher very cordially. Her mother assumed her as a press reporter. Researcher introduced herself and clarified her intention of being there. Over phone mother informed father of the child about the researcher and requested him to come home. Meanwhile father arrived at the home and her mother was hesitatingly conversed with the researcher. Through constant efforts, the researcher made her comfortable. Later she comprehensively described different stage of Parasmita's growth and development. She informed that Parasmita was staying outstation for her further studies.

Father of the child joined the on going conversation soon as his office was located near to his residence. Researcher provided him an intensive explanation of the rationale of the current study that aroused his interest in contributing facts regarding Parasmita. Researcher went to T.P. Primary School along with her father, where Parasmita studied for primary classes. After introducing researcher to the Principal, father left for his office. Principal along with a teacher provided details about Parasmita. He allowed researcher to note pertinent information from the school record of attendance and past performance.

On the way while returning, father of the child joined the researcher and let her visit the unit where he worked. Coming back home, researcher interacted with the grandparent of the child. They sincerely participated in the conversation and fetched relevant information about the child. While all of us had tea and snacks their neighboring family arrived there. They were intimate to this family so were able to provide precise description of Parasmita.

Though Neighbor's daughter was 5 year older to Parasmita, she had a friendly relation with her. Researcher conversed with her at the lawn in front of the house. She was able to evoke important aspects of Parasmita. She guided researcher to the house of two childhood friends of Parasmita residing in the same campus. Both the friends were interviewed in seclusion and they effortlessly stated their viewpoints regarding Parasmita.

After coming back to Parasmita's home, researcher tried to evoke further information from her parents. Then researcher had a conversation with her younger brother, who was busy in his studies. He hesitated while talking. Before leaving the field she took the current address and phone number of Parasmita.

Next day researcher contacted Parasmita over phone. Researcher was invited at her hostel after five days. On the fixed day, researcher reached to the hostel, where Parasmita was waiting for her. At her room they had a protracted interaction. Parasmita remained stable and balanced throughout the conversation. During this period school exam of Parasmita was going on, so the next meeting was fixed that is the last day of her exam.

After a week, researcher on the proposed time met Parasmita at her hostel. Parasmita was very enthusiastic as she was leaving for her home that evening. She spent ample time in sharing her self-perception with the researcher. She showed her class-work copy and other certificates. Then the researcher left the field.

#### **4.4.2 Background**

Parasmita was an Assamese girl residing at Sonari town. Sonari was a small town, both in terms of area and population. It falls under Sibsagar district. The town consists mostly of Assamese population. It was surrounded by small villages and forest. People here were not highly educated. The place where Parasmita and her family reside was a bit interior and not at appropriate town. The place was called as Maibella. This place was known for the electricity generation unit.

The grandfather of this child was a social worker; he was considered an intelligent person. The maternal grandfather was also an intelligent person and was a gynecologist. Grandmother was an ordinary village woman. They reside in the village nearby Sonari (about 80k.m. far from Sonari) and often come to stay with their only son. Parasmita's parents were from middle class family residing in Maibella since last 24 years. The father of the child, aged 45 years was an executive engineer in the Assam Electricity Board. He was working here since 1979; he got this job directly after completion of B.E.

Parasmita's mother aged 38 years, completed higher secondary education after marriage. Father was intelligent and good in studies; he stood 12<sup>th</sup> in his XII Board examination.

This was a nuclear family comprising of parents and two children including Parasmita and younger brother who was 3 years younger to her. The monthly income of this family was about RS. 20,000/-. Although the family was not so traditional and orthodox yet they were not extremely modern and westernized. Ankita's mother was very strict regarding education also her father desired his child to be sincere in studies but never interfered as mother took full care about children's education. Mother although was not much educated, she was interest in further studies. Father was always busy with his work and often had to go out station in relation to work, even went few times to Japan for training. There were two sisters of Parasmita's father who were not so well educated but married to well educated and good families. All the families were in constant touch, especially over phone. They were also in touch with maternal uncle of Ankita who was well educated and settled at Kolkota.

Their house was provided by the Assam Electricity Board at the colony set up for their employees. The area covered was vast; it was located away from the main town and was an isolated place, surrounded by natural beauty. House was well built with 3 rooms, kitchen, drawing cum dinning room, a small garden and a parking lounge. Parasmita was allotted a separate room which was under care of her. In the room all the medals and trophies owned by her were displayed. There was adequate distance between each house. Neighbors were educated and working in the Electricity Board. People over here are more confined towards their works. Parasmita's family shared good relation with the families living next to them.

Parasmita was a girl of 18 year old born to Assamese parents on dated 3<sup>rd</sup> October, 1987. Parasmita was born as a normal child and had good health since birth. Her mother didn't face any specific problem during pregnancy or at the time of her birth. As she was the first child, special care was taken for her. They didn't have any special preference or expectation for male or female child. Both the parents were over protective and caring

towards her. Her mother guided her in different subjects during primary classes, but later she was able to help only for Assamese subject. For Science, Math and English subjects, tuition facility was provided to her since class VIII.

#### **4.4.3 The School**

Parasmita had completed her school education in two phases; first in T.P. Primary School and next in B.P. Baruah High school.

T.P. Primary School: The first school where she completed her primary education was established in 1979. The school was very near to Parasmita's residence. This was an Assamese medium school. School was small in area and building was not well constructed. Number of teachers in the school was very less. The School began from std. 1<sup>st</sup> to 6<sup>th</sup>. Students of this school mostly belonged to lower strata of the society.

While talking about Parasmita with the teachers and the Principal of the school, following information were gathered. Principal of the school who taught math told that she was a brilliant student since primary classes. He appreciated her handwriting. According to him, she was regular in school attendance (table no. 4.11). She submitted her homework in time and was regular at studies. Principal told that it was due to her mother's effort that she remained up to date in studies and achieved success. Mother took excessive care of her child's education as well as for all other aspects of life. English teacher told that her conceptions were clear and was able to grasp matter easily. She spoke English fluently with correct pronunciation in comparison to other students of the school. He regarded her as a creative girl who composes good poems and stories in Assamese. Teachers of this school expected that she will do well in secondary Board examination. Science teacher told that she was the best student in that batch from all the aspects. She was always topper in her class (table no. 4.9 & 4.11). She regards her as a polite, friendly, obedient and honest girl.

B.P. Baruah H.S. School: This school was a government school having std. VII to X. It was a co-educational institution; here number of boys was more than girls. Medium of

instruction was Assamese. The school had a small campus and the school building was not in a proper condition. There was no proper library and playground in the school. In terms of infrastructure facilities, school was substandard and fee structure was also very low.

Total strength of the students was 378 in that school. Most of the students of the school belong to lower strata. The total number of teacher in the school was 12. All the teachers in the school were B.Ed. and the Science teacher had M.Sc. degree. These teachers were serving there since many years. They were prompt in checking homework and providing feedbacks. Enhancement of extra-curricular potentialities was not encouraged much in the school.

In the history of this school, only one student stood within top 10 ranks in Assam Board examinations till date. For the first time, 70% of the students appeared for Board examination passed out fairly. From this particular batch of the school, number of students passed in first division was more compared to last batches.

Teachers of the school regarded this school to be one of the best schools in that region. The present students of the school revealed that the teachers were very sincere and taught according to their understanding.

#### **4.4.4 Description of the child by the Principal & Teachers**

Principal of the school described Parasmita as a clam and quite girl. She was friendly with other students and helped them whenever needed but was less talkative. Many a time, teachers let her explain some portion to few dull students. Science teacher told that the best quality in her was that she never wasted time; she utilized her leisure time at school in reading book or helping other students or discussing some matter with the teachers. English teacher specified that she was very particular about her work, and had always proved her accountability. She was regarded as a punctual child. Class teacher told that Parasmita was regular in attending school. She also excelled in literary activities but not much in sports.

While talking with teachers in a group it was congregated that Parasmitha lacked in the leadership quality. Few teachers regarded her hard work and intelligence behind her success in all the classes whereas other teachers opined that it was strong family background which has helped her. She remained attentive in class and always submitted homework in time.

#### **4.4.5 Parents**

About her childhood days parents told that Parasmitha was very descent and well manner child. She learned to walk within 11 months and started talking after completion of one year. Since childhood Parasmitha was a keen observer and did her work very efficiently. They made her habituated to perform all the work with perfection. She was less inclined towards toys rather enjoyed listening stories and even tried to add new points in that. She was a social child and liked to play with children around her home. She was more attached with her mother. By nature she was polite and calm since childhood and she never created problem in going to school. Mother told that since childhood she tries to write poems and stories and gradually developed her writing skill.

Parasmitha's mother introduced her daughter as a normal child. She thinks her as an obedient child, who listen to her parents and also respects them. In return they also provide all the facilities required by her. Further she told that Parasmitha is a very jolly and adjusting person. She neither had any problem with people around her nor had ever complaint about her classmates or any other person. She found that Parasmitha had a special interest in sports, but there was less scope for games in school and in the town. She found her with ability to take right decisions but implicated her decisions with their consent.

About her study habit mother told that Parasmitha had a habit to listen music while practicing mathematics and many a times while reading also. She was a hard worker and can study for hours together with small gaps. She regarded herself to be very conscious about her daughter's performance. She always expected her to perform best and in secondary Board expected her to be within top 5 ranks. Although she studied in

Assamese medium school, she had good command over English. It was her father who encouraged her to speak and read English books. No special food was provided to her and had normal diet since childhood. Mother preferred to give her fruits and horlicks. During examination time, she didn't allow her to take heavy food, so that she can study well. Special care was taken about her sleep. She always slept early in night and also got up early at morning. Both the parents regarded this habit to be good for studies as well as health.

There was no discrimination made between the two children and equal care was taken for both. Although she was very responsible, parents never wanted her to share responsibility of her younger brother and advised her to concentrate in her studies.

Mother found her very sociable and friendly whereas father regard Parasmita as less talkative and introvert by nature. Mother told that Parasmita liked to meet people but don't want to hamper her studies and go out. Her father wanted his daughter to be a good human being as well as desire a bright career for her and opined that hard work is fruitful. Father had full faith on the caliber of his daughter. He acknowledged his wife for being extremely devoted towards children; she took extreme care about Parasmita's behavior, education, habits, etc. Parents felt that in whichever school Parasmita would have studied, could have performed well.

#### **4.4.6 Brother**

Her younger brother told that his sister was very calm and quite, but at times when he irritated her, she used to scold him. Whenever he found some problem in mathematic, she helps him. She advised him not to watch much T.V. and herself only liked to see National Geography channel only. She had a habit of reading different books.

#### **4.4.7 Neighbors**

A neighboring girl who was her friend, told that Parasmita likes to read a lot, specially newspapers and India today. But she can't be said as bookworm. She also has interest in dance and music and often with other neighbors use to play badminton. She played chess

along with her father and many a times defeat him. Parasmitha's neighbor told that her mother was very punctual and disciplined which had positively affected Parasmitha's life. She found Parasmitha very friendly but also introvert by nature. Though Parasmitha talked less, she had knowledge and interest in diverse fields. Parasmitha had capacity to comprehend subject matter very well and was able to memorize things fast. She was ambitious and desired to study Engineering like her father. She received support and encouragement from her parents. Parasmitha was able to manage her time well and work accordingly.

#### **4.4.8 Tuition Teachers**

The tuition teacher who taught Parasmitha mathematic and science subjects told that she had a good grasping power. She was a hard worker who worked throughout the year for examination. She was curious to know and acquire accurate information. Intentions of tuition for her were to practice mathematic and get immediate feedback and explanation about that. Her handwriting was neat and attractive.

According to English tutor, her concept for English was clear but to acquire knowledge of writing style in Board examination and to clear her concept of grammar, she joined tuition for one year. She was a simple girl who wants to fulfill dreams of her parents. She was among the most intelligent and hard working girl, whom he taught till now.

#### **4.4.9 Friends**

One of the friends of Parasmitha who was her tuition mate also told that she was of reserved nature and talked only with few friends in the school. She was of helping nature and helps all the students in the class and many times assisted juniors also. She told that Parasmitha remained attentive in the class. She always revised lesson taught in the school instantly at home. If anything in the class was not clear, she asked home tutor to explain it. She had interest in other areas but always prioritized studies. She didn't like to waste time and had grouches that there was no facility in that small town. She wanted to go out for further studies. For her, family was most important and was less interested in roaming or going to friends' home. Another friend who was not her schoolmate told that her

mother took extra care for her and Parasmita herself since childhood was very particular about her work and was dedicated towards it. She did her works wholeheartedly.

#### **4.4.10 Grandparents**

Grandparents observed her as very obedient and reverential to elders since childhood. Parasmita was inclined towards studies and her mother was also very conscious regarding her education. Everyone expected her to do well in life. Parasmita was very kind hearted and had faith on God. From childhood she was very sensitive and emotional, she feared to perform any immoral tasks. Atmosphere at home was very congenial, none scolded her rather parents as well as other family members loved her a lot.

#### **4.4.11 Case Herself**

Parasmita told that she preferred less to visit people's house but like to meet them. She found herself very emotional who easily get tensed if she was unable to complete any task in time. She liked and participates in quiz and debate competition and also received prize for that. Also participated in poem recitation and writing competition and got awarded for it. She opined that watching television in limits or any other source of entertainment and participating in co-curricular activities never produces barrier towards academic success, till it is subjugated. She reflected that education was required for a better and independent life. It broadens up vision and one can lead a better life if highly qualified.

Parasmita told that, she always put her whole effort to achieve the best. Her intention is to compete with herself and do better than last time. For Board examination, she worked to her best. She required high percentage of marks to get admitted in a renowned college of Guwahati and that remained one of the motivating factors to work hard for Board examination. She remained prompt in studies and punctual in her work which she believed was inherited from her mother. She preferred to get up early in morning at 4 O'clock, which gives her ample time to study as in the morning brain was fresh to grasp rapidly. She preferred to read at her bedroom only either on table or on bed. Her surrounding was quite and peaceful which made her able to concentrate fully towards

studies. She liked to study her from self made notes and those given by school teachers and tuition teacher. In std. X for science and mathematic subject she referred books of C.B.S.E. and I.C.S.E. and books of standard 11<sup>th</sup> & 12<sup>th</sup> of SEBA. She never followed any fixed time table but allotted equal time per day for each subject. Before any examination including Board examination, 2 hr for each subject was dedicated per day. On an average for Board examination she studied for 10-11 hours and for school examination use to study for 8 hours a day. To achieve good marks in every subject was her first and foremost aim in every class. She worked throughout the year and with full concentration. Without any gap she practiced mathematic daily.

She preferred going through complete chapter in detail for few times and made notes in her own language rather than referring guide books. When ever she had any difficulty, she consulted tuition teacher and referred dictionary. Solving previous year papers also helped her as it provides practice to appear in examination. She always attempted long questions first in examination even during her school examinations. She also studies first the lengthy and tough portion and then the easy one. She always kept time to revise whole course and for Board examination, she revised the whole syllabus twice. She never left any portion of the syllabus in any subject and gone though the whole course thoroughly. She was able to study at a stretch for long hours continuously with 15 min gap for refreshment. Since childhood, she was able to sustain full concentration on whatever she studied. Once she comprehended the matter, she could effortlessly memorize it. She aimed to be a doctor in junior classes but gradually her interest shifted towards Engineering. Now she desired to be like her father in all respect.

She had appeared twice for scholarship examination in lower primary and middle school and has also been awarded for it. Her attitude about SEBA Board was that the syllabus of this Board was much easier as compared to other Boards. She thought that the text book used for Social Studies and Science was below standard which should be upgraded.

Mother cared for her health and proper diet. She never allowed her to remain awake till late night. Parasmita never had problem related to sleep, even before examination she

was able to have sound sleep. She told that her parents were very supportive. They had provided everything required by her. She found her mother very encouraging; during examination along with her, mother also got up early in the morning. In childhood, her mother helped her in all the subjects. Parents had taught not to lie and always be self-dependent. She was even persuaded and encouraged by other relatives especially her uncle (father's brother) that she had the ability to perform well which boosted up her confidence.

She found her friends to be good enough and supportive, but in studies didn't receive much help from their side. Friends also worked hard to achieve good mark which encouraged her to work more. Also discussing study related problems with friends had helped them mutually.

About school, she told that it was satisfactory. Teachers were supportive but if it was some other school, she would have got opportunity for several other activities and facilities. For Science subject, she was solely dependent on her home tutor. She found being attentive in class was essential as it provided basic concept about the subject matter.

Most influencing personality in her life was President of our country 'A.P.J. Abdul Kalam' as he had struggled to come up to this position. Other person who inspired her most was her home tutor (for mathematic & science); he was very knowledgeable but down to earth. She can never think to cheat in examination or do any undesirable activity. She regarded herself as a religious person and thought that it was because of the blessing of God and parents' motivation that she was always successful in her examination and in all other competition.

#### **4.4.12 Researcher's Observation**

Researcher found Parasmitha as an introvert person who was contented in her own world. She expressed herself without any ambiguity and was confident in talking with the interviewer. She was dedicated towards studies and intended to attain her goal as well as

fulfill her parents dream. She was straightforward and ambitious. She had no other major responsibility except studies in her life. She was very much inspired by her father. Her mother was very strict and her prior aim was that her daughter to be successful and highly educated. Going through her progress report card and school records it was found that she was always topper in her class (Table no. 4.9 & 4.10). According to the school record, she was a regular student in all the class (Table no. 4.11). Her certificate and creative book revealed that she was a good writer as well as a poet. Her surrounding was quite peaceful and aloof from traffic or any other kind of disturbance.

TABLE NO: - 4.9

PERFORMANCE RECORD OF PARASMITA AT K.G. CLASSES

Class/subject	English	Assamese	Number Assamese	Number English	Moral Science	Story Telling	G.K.	Drawing	Recitation	%	Rank
Lower K.G.	48/50	48/50	47/50	47/50	50/50	22/30	48/50	40/50	25/30	91.7	-
Upper K.G.	98/100	98/100	95/100	93/100	50/50	66/100	45/50	66/100	25/30	87.1	1 <sup>st</sup>

TABLE NO: - 4.10

PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF PARASMITA GAGOI

Class/sub.	Eng I	Eng II	Assamese	Gen. Math.	Ad. Math.	Gen. Science	S.St	Hindi	Drawing	%	Rank
1	49/50	Reading 24/25	48/50	74/75	Counting 75/75	73/75	-	-	39/50	95.5	1 <sup>st</sup>
2	49/50	R-23/25	74/75	75/75	c-75/75	74/75	-	-	38/50	96	1 <sup>st</sup>
3	50/50	R- 23/25	83	100	c- 50/50	74/75	68/75	-	33/50	91.6	1 <sup>st</sup>
4	50/50	R- 23/25	98	100	c-50/50	74/75	73/75	-	39/50	96.6	1 <sup>st</sup>
5	100	48/50	94	99	-	95	98	98	-	96.6	1 <sup>st</sup>
6	99	48/50	94	98	-	91	85	98	31/50	97.2	1 <sup>st</sup>
7	94	50/50	91	88	-	90	94	99	Dictation 24/25	93.3	1 <sup>st</sup>
8	95	-	93	95	-	99	95	86	-	93.8	1 <sup>st</sup>
9	94	-	86	89	88	84	82	-	-	87.2	1 <sup>st</sup>
10	88	-	81	98	97	88	88	-	-	90	

TABLE NO: - 4.11  
 HOOL ATTENDANCE RECORD OF PARASMITA GAGOI

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
Total	150	155	200	200	205	220	230	230	235	240	241	178
Attended	145	148	196	193	202	215	228	224	233	239	239	177

• Overall percentage of attendance was 98.

#### **4.4.12 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, the following can be said about Parasmitta.

**Background:** Parasmitta was an Assamese girl belonging to a nuclear family. The monthly income of this family was Rs.20000/ per month. Her father was B.E. qualified and mother was 12<sup>th</sup> pass. Father worked as an executive engineer in the State Electric Board. They resided in the house provided by the Electricity Board. Besides parents, her younger brother stayed along with her. Grandparents often come to their place.

Parents shared normal relation and there was harmony among all the family members. Her father was an intelligent person and she was high achieving student. Parents were over protective for Parasmitta as she was the first child. Mother was completely devoted towards the family. Parents avoided social visits to provide quality time to their children. They expected Parasmitta to achieve high percentage of marks in Board examination. They demonstrate their expectations and confidence on her. Parents were supportive and provided her all kinds of comfort and facilities. They tried to keep her free from all other responsibilities and guided her to concentrate solely on her studies.

**Location of residence:** Parasmitta resided in an interior place covered by Electricity Board of Assam. This place was located in a rural area of the Assam. Surrounding of her house was peaceful. There were number of houses in that compound in a scattered position. Her neighbours were of same social strata and were of accommodating nature.

**Childhood Days:** She was born as a healthy and normal child. Her growth and development was according to her age. Her parents were very much concerned regarding her. Parasmita was a calm and polite child. She liked to play and stay with her mother and didn't prefer to play with her peer group. She liked to hear stories and had a sharp memory. She was an obedient child who obeyed her parents. She was a neat and tidy child. She was a keen observer since childhood. Parents didn't face any problem in her rearing and upbringing. Parents since her childhood days guided her to perform each work with efficiency and in a steady manner.

**School Days:** Parasmita in her school days was in her proper health and disease free. Her diet was normal nutritious. Since primary classes she was top rank holder in all examination. Parasmita attended school regularly. Her handwriting was excellent. She remained attentive in the class and submitted homework regularly in time. She was a disciplined and obedient student. She was a studious and intelligent girl. She never wasted her leisure time in school. She put all her efforts to secure highest in every examination. If there was any doubt she cleared it by asking teachers at school. Teachers favored her and expected her to secure high percentage of marks in Board examination. Even all the other students and Principal had a soft corner for her. She was more close to few of her classmates who were also studious and good students. Her mother was very close to her with whom she shared every aspect of her life. Her mother guided her in a friendly manner. Parasmita was self-motivated towards studies and got an encouraging atmosphere at home to dedicate more towards studies. Parents taught her in primary classes and latter they remained aware about her progress in academic sphere. There was a tuition class for her since class VIII for Mathematic, Science and English subjects.

**School:** Parasmita studied in two different schools; she was in a primary school till std. VI and then was admitted to another school from where she completed her std. VII to std. X. Both the schools were coeducational Assamese medium schools. These schools were under state government. Building of both the schools was very old and was not properly designed. Only basic facilities were present in the school. These schools were situated in a peaceful area with open space around it. Students from the secondary school passed

Board examination with an average result and it was for the first time that a student secured position in the Board examination. There were in total 378 students in this school. In the batch of Parasmita, there were in total 60 students. Total number of teachers in the school was 12. These teachers were well qualified and experienced persons. They were with B.Ed and most of them had master's degree also. Teachers and principal were dedicated towards the school and always tried to raise performance of their students.

**Characteristics:** Parasmita was a dedicated and hard working girl. She was an intelligent girl with sharp memory and good understanding capability. She was able to concentrate well on her studies. Her focus till now was towards academic enhancement. She was an emotional child, very attached with her parents. She was of reserved nature and was less talkative. Her thoughts were optimistic and positive. She was good in her mannerism and was cooperative by nature. She was not social by nature but a helpful and polite girl. She targeted high percentage of marks in Board examination and worked accordingly. Parasmita was an ambitious girl who wants to succeed in her life. She had set a future goal for herself and was determined to achieve it.

**Study Habit:** Parasmita studied regularly for 3 hrs per day since primary school days. During those hours she did practiced mathematic, completed homework, read lessons and revised whatever taught in the school. Before school examination, she studied for 5-6 hrs and after pre-Board examination she dedicated 10-11 hours for studies. She can concentrate for long hours and to get refresh she took small breaks in between. In std. X, she made notes from text book, class notes, and also referred text books of CBSE and ICSE Board. She preferred to study early in the morning. She emphasized whole course thoroughly without omitting any portion of any subject. Before examination, she revised whole course comprehensively. Parasmita studied on her study table.

**Other interests:** Parasmita was interested in writing poems and stories. She also participated in quiz and debate competitions. She was also interested in sports. Even she spared some time in watching television but not in excess. Going through certificates

presented in appendix-1 few of her talents in extra-curricular activities can be observed.

**4.4.13 Conclusive Remark:** Parasmita was excessively interested in studies and regular in attending school. She was sincere since childhood and uniformly studied through out the year. Parents' centered their concentration towards her performance. Belonging to prosperous family there were no physical and material disparities in her life. Though her mother was just 12<sup>th</sup> passed was over conscious about the study of Parasmita. Home was located in peaceful vicinity. Teachers were very supportive and encouraging. There were home tuitions for her in secondary classes whereas in primary classes parents helped her in studies at home. Parasmita participated in quiz and speech compition in school and excused herself from other unproductive ventures.

#### **4.5 Case 5: Nilim Chandra Sarma**



##### **4.5.1 Introduction**

The researcher went to the Don Bosco High School at Tezpur where Nilim studied. There she went directly to the Principal's office and introduced herself. She clarified the purpose of her visit to the school. Principal, in an accommodating manner, provided all the information available about Nilim. At the beginning he was more inclined in describing few other bright students from Nilim's batch; therefore researcher had to direct him towards the main theme through certain questions. Principal instructed clerk to show past record for this child and provide present address and phone number of the child. The researcher noted the relevant information from the records. Then researcher was permitted to meet the teachers in the staffroom. Few teachers were present in the staffroom and the researcher interviewed them first and waited for others. When all of

them assembled, she interviewed them in a group. The class teacher was not present in the school on that day so researcher took her phone number.

After coming from the school, researcher made a phone call to Nilim's house and interacted with his mother. On providing complete details about Nilim, researcher was invited to their home on the next afternoon. Next day, at Nilim's house, researcher met Nilim and his grandmother. Nilim was informed about the researcher and he was waiting for her. Researcher had a brief conversation with him and his grandmother. Nilim assisted in conveying his grandmother's dialect to the researcher. Meanwhile his mother arrived home; she also interacted with the researcher. Mother supportively provided information about her son. She applauded Nilim for his high performance and expressed her gratification of being his mother. The conversation was interrupted as younger brother of Nilim arrived from the school and mother got busy in serving him food.

Researcher expressed her interest to meet Nilim's maternal sister who was a rank holder in secondary Board examination few years ago. On behalf of the researcher, Nilim invited his cousin to their residence. Meanwhile she arrived and they continued with a concise conversation. His various certificates and mark-sheet was seen and for handwriting his previous notebooks were examined by the researcher. Further she tried to reveal facts from the standpoint of Nilim's younger brother. He hesitatingly entered the living-room and bashfully responded to the researcher. When, his maternal sister arrived, researcher interacted with her. She assertively described her experiences with Nilim. Then with an appointment for the next day, researcher left for her house.

Next day, researcher revisited the school with a purpose to gather viewpoint of the class-teacher of Nilim. There she had a profound and comprehensive conversation with the class-teacher. From school, researcher straightway went to the Nilim residence, there father of the child was waiting for her. He expressively narrated his outlook regarding Nilim. His interaction centered on the Nilim. Later on, complete family had snacks together. All the members were courteous and intimately associated with each other. Further, on the request of the researcher, Nilim took her to his neighboring house and

returned back leaving researcher there. Neighbours cooperatively interacted with the researcher though at few points researcher needed to attract their focus towards main theme of the conversation. Coming back to Nilim's home, researcher requested him to fix a meeting with his close friends. Accordingly he arranged a meeting on consecutive day with his friends at the residence of one of them.

Next day at the decided place, his friends met researcher and benevolently provided details about Nilim.

#### **4.5.2 Background**

Nilim was an Assamese boy residing at Tezpur. Tezpur is a developed town of Assam, falling under Sonitpur district. Tezpur consist of many fine school and other educational institutes. Tezpur was in close proximity to Arunachal Pardesh and Guwahati. The population over here was mainly Assamese but people belonging to different culture were also found here. There were many tea gardens and other factories situated nearby the main town. To reach the town, one has to cross Brahmaputra River.

Grandfather of this child was a rich landlord in village and latter on shifted to Tezpur town and had established his own business. He was an intelligent person who was also good in studies. The grandmother was a house wife embedded in typical Assamese culture and traditions. His grandfather was a social worker who even took part in independence movement of our country. He died long ago and grandmother stays with her only son i.e. Nilim's father. His father was borne at Tezpur and his mother got settled here after marriage. His mother belonged to a small village nearby Tezpur. Their family was well established and reputed in this town. Nilim's father aged 55 years, B.E. qualified and worked as a civil engineer under the Assam state govt. Mother of the child aged 50, an arts graduate, was a supervisor in a Montessori school. Both the parents were average in studies. There were five members in the house including Nilim, his parents, younger brother and his grandmother. The monthly income of this family was Rs.25,000/.

Their house was situated in one of the lane near by the main town. The house where they resided was owned by Nilim's father. Locality of their house was a residential area and most of the families in that lane were Assamese. Their house was very spacious with six bedroom, drawing room, dining room, kitchen, small garden, etc. Nilim shared room with his younger brother. As their house was not at main road, the area was peaceful and surrounded with trees and shrubbery. People nearby are corporative and friendly. Almost all the families here were well to do and educated.

Nilim was Brahmin by caste. His family was not very orthodox and strict in following any religion, but for grandmother they followed many traditional customs, they had adopted modern style of living. They had faith in God. Nilim's grandmother was very loving and attached with Nilim. Parents were concern about their children's education and good health but they never inflict or confined rules and discipline on them. They were open-minded and alert person. Nilim's mother started working after Nilim passed out 4<sup>th</sup> standard, she used to return back home before her children were back from school. Father also dedicated his time for children. His younger brother studied in 8<sup>th</sup> standard. He was an average student and not a topper in his class.

In the family and relatives, there were many other bright students. One of his, maternal uncle's daughter got 10<sup>th</sup> rank in Secondary Board examination just few years back and one of his paternal brother also got 7<sup>th</sup> rank in Higher Secondary Board examination.

Nilim was 18 years old born on 2<sup>nd</sup> August 1986. During pregnancy his mother didn't face any serious problem. He was born as a normal child. During birth, Nilim was healthy and later on also didn't face any severe disease. His childhood period passed smoothly and has been growing in a healthy manner. Now he was of 5.6 feet tall and weighs 53 kg. He was very decent and creative child. Nilim was a matured and practical person attached to his family. By nature he was shy and studious student.

#### **4.5.3 Description of school**

Nilim initiated his schooling and continued till X standard in Don Bosco High School of Tezpur. The school was one of the oldest and most reputed schools of the town. Earlier it was situated in the center of the town, but later on shifted to a distant place from the main town. It was a Christian missionary school established in 1982. This was an English medium school only for boys. School consists of nursery class to std. X and had a large campus with a play-ground, well built building with number of spacious classes, staff room, Principal's office, library, computer room, laboratory, etc.

Total strength of students is 880 and the total number of teachers is 28. Graduation was a minimum requirement for the teachers to be appointed. But it was found that most of them were with B.Ed. and some of them were with master degree. Teachers were well-experienced in the field of teaching. The post for the head was for a priest (father) that is appointed by their missionary. School followed strict discipline and rules.

History revealed that the school had produced many meritorious students who were now at prestigious posts. Many a time, students from this school had secured position within top 20 in Board examination. Teachers of the school were very enthusiastic and want their students to be active in both academic as well as non-academic areas. They found the principal to be a dynamic and innovative person. Teachers checked home-work and returned it as soon as possible. They had direct communication with parents of their students.

Nilim was in this school since the first year of his schooling. In his batch there were 40 boys. Many other students were also good in studies but there were 2-3 students who were doing very well but Nilim was always the topper in his batch. Teachers had high expectations from him along with other two students.

#### **4.5.4 Description of the child by the Principal & Teachers**

Principal of the school told that Nilim was one of the brightest students of the school. He was a sincere and confident boy. He was not an all rounder child but was good in literary

activities. Principal always encouraged him to take part in sports and other games but he was not at all interested in that.

The class-teacher told that Nilim was a role model for rest of the student's. He was a hard-worker and dedicated to his work. He regularly attended the school. He never delayed in submitting his homework. Though he was less talkative, he was able to give prompt responses in the class. Since primary classes he remained neat and clean. He was very calm and obedient student. Mathematic teacher told that the entire teaching staff was impressed by Nilim and in staffroom often admired his sincerity. He displayed good behavior and remained friendly with all the students in the school, whether junior or senior. He was the first person in the class to solve sums as well as in submitting homework. English teacher told that his writing as well as reading ability was excellent. Even was able to speak well. He was very much interested in co-curricular activities specially music. He maintained his book and notebooks very well and his handwriting was also legible. Science teacher added that he was very attentive in class. And whenever any question was asked to students, he was always ready to answer. His younger brother also studies in the same school but was not as efficient as Nilim. One of the primary class-teacher told that till now his nature and attribute are same as was in junior classes. He was not at all naughty neither was a very serious child. He didn't hesitate to approach teachers if he had certain difficulty or problem. Almost all the teachers regarded him as an intelligent and sharp child who has superior ability to understand as well as can concentrate on studies. They all expected him to do well in Board Examination and also in future.

#### **4.5.5 Parents**

Mother of Nilim told that he was a boy who perceived every matter with vision and justification, until he was satisfied and had accurate points for accepting, he never accepts any decision or statement. He was very cooperative and helpful at home; at times went to the kitchen and helped her. She told that Nilim couldn't be regarded as a social child. He was intelligent who takes few seconds to calculate any figure without using calculator.

She admitted that they never forced him to study; even he never gave a chance for that. He was of balanced nature and considered about his responsibilities.

Father conferred that he was able to support his family well and fulfill all their requirements. He stated that he constantly monitored and guided both of his children. According to him, Nilim was a self-confident and disciplined child. He respects his elders, especially his grandmother. He was very attached to his grandmother and in his leisure time accompanied her. Nilim as per him was a hard worker as well as devotes sufficient time for studies. He was very much interested in Tabla, for relaxing practices it. He watched T.V. for a limited period. He had 5-6 close friends but didn't spend much time with them rather prefer to be with family and discussed on different matters and talked to his younger brother.

Parents told that Nilim as a child was interested to play with sands and blocks. He tried to construct different buildings like structure from it. He was not at all naughty during childhood rather was a sincere child who learned everything very fast. He remained busy in himself and was not interested in other children He was able to utter words when he was of 9 months and started walking at 11 months. Since early age, he was steady and tried to do his work efficiently. Since childhood, he was shy by nature. He was humble and calm. Nilim was an obedient child and parents also treated him with love and affection. They always behaved in a descent manner with the child and other family members. He troubled mother in eating food and drinking milk. He never created problems while going to the school. Till now, there has been no complaint regarding him from the school. When he was in standard 2<sup>nd</sup>, he tried to solve tough problems himself and if he was not able to solve it, he would sit for 5-6 hours and tried to understand and solve it by any means.

He was always a topper in his class. He is not a social kind, likes to be alone and watch T.V. or read vivid kinds of book. He is a fast learner and can understand well. Both the parent showed their faith on his caliber and potentiality. Mother taught him till 4<sup>th</sup> standard and later on he studied on his own. Parents used to be very humble and polite

with their children. On, Nilim's mistakes they guided and not scolded him. As they regarded childhood laid the basic foundation of one's behavior.

Both the parents perceived Nilim as an optimistic person who took every instance positively. There were no tuitions for him till now. His father helped in language subjects i.e., Assamese and English. Nilim often helped his younger brother in his studies. Parents observed his daily routine and behavior and mother took special care of his health and food as he was lean and thin and had low appetite. Although he was calm and very quite but if something goes wrong or unfair, turns furious and angry, especially during his study hours, he doesn't like to be disturbed. He regularly studied throughout the year.

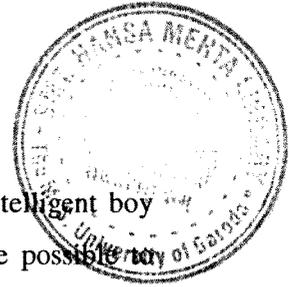
Whatever required by him was provided by parents, but he was less demanding, he only requires different books. Parents were confident that Nilim will perform well in his Board examination, as since childhood he had been doing well. Nilim was independent by nature but discussed with father about his aim and ambitions and asked for guidance.

#### **4.5.6 Younger Brother**

Nilim's brother introduced him as a good brother and found him helpful at the time of need. Nilim often quarreled with him but again cool down very soon. Parents persuaded Nilim not to fight with younger brother. In childhood, both played together, Nilim was more interested to play with wires; mechanical sets etc. whereas younger brother was interested in out door games. Nilim didn't like to eat, mother used to feed him forcefully but now he don't trouble much for that. He was very much attached to grandmother and wants to be rationalistic like grandfather. Nilim always completed his homework and even if he was ill, he never remained absent in the school.

#### **4.5.7 Grandmother**

Grandmother of the child found him very caring by nature. He was obedient to his parents and never made them dejected. Nilim was affectionate and very calm since childhood. He had the ability to understand fast. He dedicated most of his time in studying.



#### **4.5.8 Maternal Sister**

His maternal sister, four years elder to Nilim opined that Nilim was an intelligent boy with knowledge of different areas. He often inquired as to how she made possible to achieve a position in the Board examination. It was his dedication and hard work throughout the year, not only in std. X but also in all the classes that he was successful. Since childhood he was shy but sincere.

#### **4.5.9 Neighbors**

The next door neighbor of Nilim described him as a simple and sober child not much enthusiastic and friendly. He very rarely went to neighboring house provided if there was some work. He remained busy in studies and in 'Tabla' classes. Another neighbor said that Nilim liked to talk but was of shy nature and also didn't have time to spare. He was ambitious and desired to achieve high. He was helpful to neighboring children in solving their academic problems. Nilim a brilliant and self determined child had supportive and caring parents.

#### **4.5.10 Friends**

One of close friends described Nilim as a gentle and helpful boy. In many occasions, Nilim helped him academically, as his conception was very clear and had ability to explain explicitly. He had strong hold on mathematic and science subject. In school all the teachers and Principal liked him but there was no special preference provided to him. He was interested in music and songs and in reading novels and other magazines. At school, he utilized his free time in reading books in library. Since elementary stage, he was very regular in submitting homework. Although they were competitors, yet were not jealous of each other. The strongest point of Nilim was his confidence in the preparation done by him. Another friend told that Nilim didn't come to their house nor encourage others to visit his home but like to talk over phone or in school with them. Nilim maintained good relation with all the friends. His aim was to be a mechanical engineer and was very determined to achieve it. He was not at all proud of his achievements.

#### **4.5.11 Case Himself**

Nilim told about himself that he has always worked to be the topper in the class. His target was to achieve highest and not to compete with any particular classmate. Before appearing any examination he uses to feel nervous, anticipating emergence of unfamiliar or tough questions that he would be unable to solve, but once he begins writing examination, he had no difficulty. Before the declaration of result he usually got tensed from the fear of non-attainment of first position in class.

He was able to study for hours together and to relax in between took a nap. He studied throughout the year for at least 2-3 hours daily. He preferred to study early in the morning as environment remained fresh during those hours which help to grasp matter easily. Usually, he studies at morning from 6-8 a.m. and then in evening from 6-9 p.m. For school examination he studied for 5-6 hours and during Board examination, he studied 6-12 a.m. and then took a break and again studied from 3 to 5 p.m. and from 6 to 10 p.m. So, he devoted approximately 10-11 hours. For Board examination, he was preparing since the beginning of the session. Nilim's first preference was to study the text book thoroughly. He also made notes to study. There was no fixed time table for studies but for every day he was planning to complete a particular portion and with full determination completed it. He emphasized understanding then memorization. He solved last 10 years question paper of Board examinations but never identified any important questions. For those portions which he felt tough devoted more time. He went through full course for three times before final examinations. He studied at his study table in his bedroom. He very often used dictionary.

Nilim never preferred to study in group but liked to discuss problem with friends and even exchanged each others notes. He attempted to answer the questions asked by the teachers in the class. Nilim reflected that remaining attentive in the classroom had helped him for better understanding and no extra tuitions were required. At school he liked to spend his recess time in library and at home spend free time in listening music, watching television, practicing Tabla and reading novels (story types). He doesn't like to cheat and if others did so, he discouraged them.

Nilim found himself as religious person and thinks that God is there to reward good and right person. He regarded his cousin sister to be the most influential personality in his life. Being a ranker holder in Board examination, she had motivated him to remain affirm to secure a position in state Board examination. Considering her performance, Nilim built an assertive notion for acquiring top position in Board examination. He regarded his parents to be supportive in every way. They guided him whenever essential and even provided all the basic facilities. He regarded his school as an important source for contributing to his achievement. Teachers guided and taught very well and principal encouraged for studying hard. He didn't appreciate the syllabus of SEBA as it has not been revised since years. For him education was very essential as it prepares for practical life and basic living. Nilim felt to put more effort in drawing. He liked art and craft but was unable to manage time for it.

He tried to ignore when people scolded him and never reacted but if someone irritated him to a greater extent he got angry. He was less interested in going to others' house or to any social gathering but liked to meet close friends. He perceived himself as a determined person and craved for success in every step of life. His ambition since long was to be an engineer. Nilim indebted everybody's support and blessing of elders for his achievement and considered it as an essential factor to lead a happy and successful life. He also emphasized importance of hard work for achieving anything.

#### **4.5.12 Researchers Observation**

Researcher found this boy to be very soft spoken and polite. He was cheerful and helpful. While talking he was much focused and not hesitated for a while. His other family members were also serene and well mannered. He had will power and was goal oriented. He was topper in his class since standard II (table no. 4.13). He had attended school regularly (table no. 4.14). His handwriting was neat and clean. He had positive attitude. Parents were very concerned about him. There was peaceful atmosphere at home. Both the siblings shared good relation. He maintained his room and books in tidy way. The school was also neat and had peaceful surrounding. Class rooms were spacious. All the teachers appreciated him.

TABLE NO: - 4.12

## K.G. PERFORMANCE RECORD OF NILIM CHANDRA SARMA

Class\subject	Reading	Spelling	Recitation	Number work	Moral Science	Story Telling	Drawing	%	Grade
Lower K.G.	46/50	50/50	45/50	50/50	48/50	40/50	45/50	92.6	A+
Upper K.G.	48/50	49/50	44/50	50/50	45/50	42/50	44/50	92	A+

TABLE NO: - 4.13

## PRIMARY &amp; SECONDARY SCHOOL PERFORMANCE RECORD OF NILIM CHANDRA SARMA

Class\sub.	Eng I	Eng II	Assamese	Gen. Math.	Ad. Math.	Gen. Science	S.St	Moral Science	G.K	Drawing	%	Rank
1	49/50	Reading 50/50	40/50	50/50	-	48/50	45/50	45/50	48/50	40/50	92	A+
2	85	R- 49/50	84	100	-	73/75	70/75	45/50	49/50	40/50	91.7	1 <sup>st</sup>
3	86	45/50	80	98	-	91	85	-	45/50	38/50	87.4	2 <sup>nd</sup>
4	85	45/50	85	100	-	90	88	-	48/50	35/50	88.7	2 <sup>nd</sup>
5	87	44/50	79	98	-	94	90	-	45/50	38/50	88.5	2 <sup>nd</sup>
6	89	88	82	100	-	90	87	-	48/50	40/50	89.1	1 <sup>st</sup>
7	87	85	85	100	-	90	81	-	-	-	88	2 <sup>nd</sup>
8	85	85	82	100	-	95	88	-	-	-	87.2	1 <sup>st</sup>
9	82	-	85	100	90	90	85	-	-	-	88.7	1 <sup>st</sup>
10	37/50	81	45/50	99	95	94	90	-	-	-	90.2	

TABLE NO: - 4.14

## SCHOOL ATTENDANCE RECORD OF NILIM CHANDRA SARMA

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
Total	179	185	200	200	210	208	210	225	235	238	235	180
Attended	170	182	200	199	208	208	209	225	234	235	234	180

Overall percentage of attendance was 99.2

**4.5.13 Triangulation**

The qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, following can be said about Nilim.

**Background:** Nilim was an Assamese boy belonging to a nuclear family. The income of this family was Rs.25000/ per month. His father was B.E and mother B.Sc pass. His father was a Civil Engineer in the government department and mother was supervisor in a Montessori school. Parents were average students. In their family, his cousin sister also got rank in top ten in Board examination few years ago. His grandmother was staying with them. They resided at their permanent establishment. There were two siblings in the family and Nilim was elder among the two. Atmosphere at home was congenial and family members shared good relation, parents were very humble and polite.

Parents provided him all kinds of comfort and facilities required for studies. Parents were very much attached to him as he was the first child. They maintained a friendly relation with Nilim. His mother's first priority was her children so she adjusted her job according them. Father provided quality time to children. He helped and supported Nilim to take right decision for his life and never imposed his views. They tried to follow child's psychology in rearing of the child. Parents expected high percentage of marks from him and transected their hopes indirectly.

**Location of residence:** Nilim resided at an urban city of the Assam state. His home was situated in a peaceful residential area. His neighbors are co-operative and till now never created any trouble or disturbance. They were educated and well-cultured people.

**Childhood Days:** Nilim was born healthy and he remained fit throughout his childhood period. His development and growth was normal. He was a creative child. He liked to construct different structure and models with sands and blocks. He was not a social child; he liked to remain alone and not to get mixed with other children. He spent most of his time with his mother and grandmother. Even his parents were actively involved with him in this stage and inculcated right attitude and habits. He is a fast learner since infancy. His nature was very humble and tranquil. But he often troubled his mother in eating food.

**School Days:** During his school days, Nilim got weak in his health and even his appetite reduced. He was a topper in his class since std. II. He regularly attended the school and

never created problem while going to the school. He remained attentive in class and paid complete concentration towards teacher. His handwriting was neat and clean. He submitted homework regularly on time. During primary classes, his mother taught him various school subjects and latter on Nilim studied by himself. His father helped him in few subjects till now. He didn't receive any special preference from the school teachers. He is a disciplined and obedient child. He was close to few of his classmates who were also studious and intelligent like him. He always tired hard to secure high position in his class. He was never forced to study rather was self-motivated to dedicate himself towards studies. His parents never have to drive his attention towards studies as he was interested in studies himself.

**School:** The school where he studied was a Christian missionary school meant only for boys. Here medium of instruction was English. School building was newly constructed with all the facilities and open space. School was located in the outskirts of the main town. This school was well-renowned and popular among all the communities. Past performance track of the school was very sound, it has produced many meritorious and high achieving students till date. School followed strict discipline. There were 880 students in this school during 2002 year. In the batch of Nilim, there were 40 students. All the teachers were with B.Ed degree and few also had master's degree. Teachers were well-experienced person in teaching profession. Principal was very much attached with school. Principal and teachers expected high percentage of marks from Nilim in Board examination.

**Characteristic:** Nilim was a flexible boy with strong determination. He was a hard working boy who had dedicated himself towards studies. His ability to understand matter was apparent and was able to concentrate well. Nilim was an optimistic person who worked with confidence. His communication skill and memory was appreciable. He was less-talkative and introvert type person. He had more of practical traits then emotional. He lacked in leadership qualities. Nilim was an ambitious boy. He was career oriented and had strong will to achieve his goal. He was cooperative and soft by nature. He was of self-competition nature.

**Study Habit:** Nilim studied throughout the year for 2 to 3 hours per day. He studied early in the morning. He preferred to study at his study table. For all the school examination he studied for 5-6 hours and after pre-Board he studied for about 10 hours daily. He stressed on the portion he felt difficult as well as not ignored any other portions of any subject. He was able to maintain his concentration for longer duration and studied at a stretch with short breaks in between. He relied on text book to prepare for examination. Before examination he revised all the subjects thoroughly.

**Other interest:** He likes to read different kind of books and watching television. He was interested in various co-curricular activities and had special interest in instrumental music. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.5.14 Conclusive Remark:** Nilim a hard working and dedicated student focused all his energies towards studies. Along with being intelligent he was self motivated and goal oriented student. Parents being well educated always motivated and encouraged Nilim to perform well. He regularly attended the class with complete concentration. Throughout the year he spared quality time for self-studies. By nature he was peacemaker and adjusting. He loved music and participated in other extracurricular activities at school. He received all sort of support and facilities from the family. He got peaceful atmosphere to study at home.

## 4.6 Case 6: Bishwajeet Borah



### 4.6.1 Introduction

The researcher went to the St. Stephen's school at Guwahati to gather information about Bishwajeet. Researcher initiated her inquiry with the clerk of the school as the Principal was not there. He provided basic information about Bishwajeet. When Principal arrived at her office, researcher introduced herself and held a perpetual conversation with the Principal. Conversation began with the purpose of the present study and accordingly got focused towards the child. Principal got absolutely involved in the discussion and revealed different traits of Bishwajeet. Subsequently, in the visitors room researcher interacted with all the teachers personally. At the end, Principal took researcher to inspect the school. Principal instructed the clerk to provide the address and phone number of Bishwajeet and to let researcher check the record for the past students of the school.

After departing from the school, researcher made a phone call at Bishwajeet's residence. The researcher interacted with the father of the child over the phone. Once, researcher explained the purpose of her study, father assured to provide optimum support and immediately invited her to their home. Researcher went to their residence and the father of the child introduced her with whole family. Bishwajeet was in a hurry to leave for his tuition classes and therefore only a brief interaction was made possible with him. An informative conversation was made with father of the child. According to his perception, father described Bishwajeet and provided other entailed information regarding his family. The mother remained passive and more involved in household chores. Researcher facilitated her with certain guiding questions. Then on request of the researcher their daughter was called to join the colloquial. They seem to be less comfortable in expressing

their views in a group. So, researcher requested Bishwajeet's sister to show her their house and the surrounding area. Moving out from the house both rambled in the campus and had a friendly talk. Researchers subsequently visited their next door neighbors and congregated their views regarding this child.

When researcher came back Bishwajeet also arrived at home and a responsive conversation was made possible. He participated with exuberance and collaborated with the researcher. On researcher's request, Bishwajeet showed his certificates, report cards and note copy to her. Researcher required for interacting more with the family, so another appointment for Sunday was decided.

On the proposed day, researcher got an opportunity to spend abundant time along with the child. He forthrightly unfolded his life and expressed his views. Later, along with snacks, researcher interacted with the complete family. From his mother, researcher tried to draw more details about him, so she followed mother in the kitchen and extracted pioneer facts about him. Two of the friends of Bishwajeet were informed prior to their meeting at his residence at a given time. They arrived at the prescribed time. In the drawing room a very casual and jovial talk lasted for some time among all of them and later opinion of both of them were derived individually. After they left, researcher along with Bishwajeet went to the house of his another friend living in the same campus. His views about Bishwajeet were also known through a brief interaction. Coming back to Bishwajeet's home, researcher asked for leave and left the field.

#### **4.6.2 Background**

Bishwajeet was an Assamese boy belonging to middle class family residing at Guwahati since 29 years. Guwahati is the most developed city of Assam state and of the entire northeast region. Guwahati falls under Kamrup district. Total population of this city is 25,15,030 and area covered is 4345sq. km. Although it is not the capital of Assam yet all the main government offices and departments are located here. It has a combination of skyscrapers, and well-developed societies and natural beauty. River Brahmaputra flows by the side of the city and is surrounded by mountain ranges. At places, the land is plain

whereas other parts are hilly. People from all the sections and class of the society live here. The overall culture of this place is cosmopolitan one. People at Guwahati city are more attracted towards modernization and westernization.

Grandfather of the child was a farmer who lived all through his life in a village near Guwahati. The grandmother of this child was a religious lady who lived as a housewife. Both were totally illiterate. They died few years ago. They had three children's two son and one daughter. Younger son died at an early age and daughter got married and was now settled in a remote village of lower Assam. Elder son who was the father of Bishwajeet worked at Agricultural Department at Guwahati branch in the post of junior local assistant supervisor. His wife also worked in the same department. Bishwajeet's father was an Arts graduate and mother was 12<sup>th</sup> passed. Both were average in studies.

The family was very religious and had strong faith on God. They were Kalita by caste. Family was nuclear including parents, Bishwajeet and his elder sister who was 3 year older to him. The monthly income of the family was Rs.9, 500/- . Parents were satisfied with their living style and think that they are able to support their family and provide all essential requirements to their children. Mother of the child was very quite and descent where as fathers was dominating and outspoken. Parents were proud of their son and had high expectations from him. Father was very much concerned about Bishwajeet's future. His sister was also good at studies but was not topper in her class. His sister was alike her mother by nature. Family was not in constant contact with their relatives; most of their relatives stay far away and were busy in their own life.

The house is provided by the Agricultural Department of Assam which was situated within the campus of department and was away from main town. The campus was very large and in that a separate area was allotted for employees working in the department. The area was free from the noise of vehicle and other external disturbances. There were many houses adjoining to Bishwajeet's house. They were residing in this house even before Bishwajeet was born. It was a small quarter with drawing room and two undersized bedrooms with common toilets and a kitchen. Bishwajeet shared his room

with his sister. People near their home were of same social status and educated. They were emotionally attached with each other and lived like a family.

Bishwajeet was of 18 years old born on 17<sup>th</sup> Feb 1986. Mother was quite normal during her pregnancy and had not faced any remarkable problem. His father took ample care for her during that period. Bishwajeet was born as a normal and healthy child. During infancy and childhood, he remained disease free and led a healthy life till now. The only physical disparity had been poor eye sight which was detected three years ago. Now he was of 5.5” in height and weighs 54 kg.

He was a disciplined child with introvert nature. He was not so social and liked to spend most of his time at home in reading various books. There were no tuitions for him since childhood, parents used to help him in elementary classes but later on he did self studies.

#### **4.6.3 Description of the School**

Bishwajeet did his entire schooling from St. Stephen's school, Guwahati. The school a private institution, established in 1973, was a co-education school. Medium of instruction in the school was English. The school covered a small area but was well-constructed. There were all the required facilities viz., library, computer room, laboratory, etc. School was situated in the midst of the town but surrounding was peaceful. The school comprises classes from lower KG to class X.

Total number of the students in the school was 815 and teacher was 26. All the teachers were graduated whereas higher class teachers were having master degree. Eight teachers had completed B. Ed. course. Most of the teachers were happy with their job whereas few were not so active and alert. The head of the institution was designated in his post since last 9 years. Principal was very strict and concerned about academic performance and discipline of the children. Teachers observed that their principal to be very much involved in school activity and was of cooperative nature. School had a congenial environment and everything went according to the rule. School had a regular weekly test

and also half yearly and unit test throughout the year. And after unit test, teachers hold meeting with the parents and also provided feedback for their children.

In Bishwajeet's batch, there were 42 students. Except 3 students, all the others passed-out Board examination in first division. In the history of the school, for the first time, a child had secured position in Board examination. Since primary classes, it was noted by the teachers of the school that in the batch Bishwajeet few other students were also intelligent and very good in studies.

#### **4.6.4 Description about child by the Principal and Teachers**

Principal of the school told that Bishwajeet was an intelligent child. Principal found that father of the child was very specific about Bishwajeet's academic performance. The child was very good in studies in primary school days but in senior classes became less interested and got diverted to some extent. But before pre-Boards, principal called his father and asked to take care of Bishwajeet's studies. After that he got serious and acquired first position in pre-Board test. None expected that Bishwajeet will be the topper in the Board examination or get any position. School had high hopes with other two children in Bishwajeet's class who were his close friends. Mathematic teacher told that he was very attentive in the class. He was careless in studies but was very regular in submitting homework. He was an ambitious boy but was not able to identify right path. Bishwajeet was always interested in competitive examination and liked to solve critical problems. He was less interested in regular class work. He remained ready to help other classmates. Basically he was introvert by nature. Similar view was also given by Science teacher about Bishwajeet. In addition that he was interested in quiz and music but was least interested in any other literacy activities or any sports. His father kept track about his performance in the school. Social studies teacher reflected that Bishwajeet was less talkative and shy by nature, interacted with his selective friends. He was self determined and hard working student. Bishwajeet was self-composed, had positive attitude, remained tension free, and displayed refined behavior. English teacher observed that he had full confidence in him-self but did not regard him as a smart guy. He was unable to speak in public gathering and even his command over English language was not so strong. In the

opinion of most of the teachers, he had supremacy in comprehending any difficult concept quicker than other children. All the teachers liked him but treated him like any other normal child. Class teacher told that Bishwajeet always came late to the class and several time was punished for this behaviour. But he was regular in attendance throughout the year. Library-in-charge told that Bishwajeet visited library very often and was obedient there. Two of the primary school teacher told that though he was not an outspoken child yet in rare case he behaved mischievously. He didn't impede other children. Bishwajeet was good in studies but never approached teachers if he faced any problem.

Office clerk viewed Bishwajeet as a sober and well mannered boy. In primary classes he was above average in studies and can be regarded as intelligent but was not so serious about studies in later classes. Since std. IX, he became serious towards studies and before few months of Board examination he worked very hard. His handwriting was not legible but had worked hard and improved on it a lot.

The maid who was serving this school since last 20 years told that he was a good boy since nursery class. He was not very naughty but was a normal child. He was less interested in other children but had friendly relations with all.

#### **4.6.5 Parents**

His father told that their children were very obedient and independent by nature. They never went against parent's wish. Father regarded Bishwajeet as a contented and simple boy. Whenever he got rank used to ask for very simple gifts, even when he stood 1<sup>st</sup> in Board examination and on father saying he just asked for a new pair of glasses. Bishwajeet had confidence in himself; even parents trusted his caliber and determination. He was not much mischievous but was like a normal child. As a toddler he learned walking after completion of 11 months and spoke clearly when he was of 14 months. During childhood he was a sincere child and very often troubled mother for food; liked drinking milk and other milk products and avoided non-vegetarian food. Parents narrated that in childhood he was able to perform his work himself without any guidance. Though

his elder sister willingly took Bishwajeet's care he avoided bothering her and as far as possible remained self-dependent. If he encountered any problem related to study, first he put self efforts to solve it and if failed to come up with the solution approached his father or sister to seek help.

Bishwajeet was found suitable for class I when he was in LKG. Therefore, he was given double promotion in L.K.G. class. He skipped class U.K.G. and joined class I, directly. During primary classes, his handwriting was very untidy but with growing age he constantly practiced for betterment and developed neat handwriting. Since childhood, he was interested in music and had been learning Tabla.

Father never forced him to study or work hard. Mother told that, from time to time his father, in a very persuading and guiding way transacted message to him that for long time comfort, one has to work hard at early age. His father's guidance always helped him to be successful. Bishwajeet was not much interested in friends since childhood or to go to others house, not even in neighborhood. While he was in upper primary class, he got into a habit to move around with friends and deemphasized studies. But his father's guidance reformed him. He was only having little interest in watching television programs.

His mother described him as simple, sober, calm and quite but is a bit lazy. He was much interested in reading different magazines and newspapers. She told that Bishwajeet never shared his problems with parents as he wanted to keep them free from worries. If he disliked something, he stated straight forwardly. He was a cooperative child, never created any problem while going to school rather he liked going school. He remained within 3<sup>rd</sup> rank throughout his school career but was not having competitive nature and he remained contented with his performance. He studied throughout the year regularly. His father expected him to be within top 10 ranks in the Board examination as he had worked very hard for this examination. Bishwajeet studied late at night. He was able to study continuously for 4–5 hours during examination. He had capacity to understand well but was not so good at memorizing the content. His father opined that Bishwajeet had good

command in English language and due to his shy nature he was unable to communicate properly.

Parents regarded his school as a good institution and found the principal to be very watchful for the performance and behavior of each student. Principal just before pre-Board examination told father that through more efforts and hard work Bishwajeet had the capability to achieve high. Then father guided his son by quoting principal words and reflected faith on his caliber, in return he worked very hard and achieved so high.

Parents pointed that it is very essential for parents to pay attention toward their children's education and also to provide moral support whenever required. Bishwajeet's father was ready to help his son in every possible way for the further studies. Parents were proud of Bishwajeet and glad to be his parents.

#### **4.6.6 Sister**

Sister of Bishwajeet found him to be very caring and regarded him as a good friend of her though she was 3 years older to him. They both accompanied each other at home as on week days their parents remain at job. She told that Bishwajeet was a very simple boy who gets afraid of small things like cockroach. But she described him as determined and dedicated boy in studies. He performs his academic work within the time set by him or teachers and parents. No special responsibility was loaded on him by parents. In leisure time he read magazines and other literature and also enjoyed watching T.V. But since pre-Board examination, he totally avoided television viewing. Before one month of Board examination he appeared for Tabla examination and got 1<sup>st</sup> position. He didn't talk much with others even not with family members and remained lost in the world of books. He had good general knowledge and got many prize in quiz programme. Even in competitive examinations like- Mathematic Olympiads in 2000, he got 5<sup>th</sup> rank. She told that his brother was very religious and was fearful to do anything wrong as God watched him always. Their father personally guided him that doing well at each step of life was equally important.

At home he studied according to his will without following any timetable. Any sort of disturbance didn't irritate him nor was he distracted from his studies and in absence of his willingness to study he was unable to learn anything. He had a habit to finish his homework on the same day when it was assigned to him. He was very obedient and wishes to fulfill all the dreams of their parents.

#### **4.6.7 Friends**

His childhood friends told that Bishwajeet had a sharp brain and he liked to solve tough problems. Since childhood he was sincere and attentive in class and didn't bother much about studies. He used to read knowledgeable books. He was a kind hearted person and helped other classmates. Friend admitted that to comprehend and memorize any matter, Bishwajeet took very less time than them. He was able to understand any matter deeply and rapidly. When friends faced any problem, he discussed it but never studied in a group. Another friend told that Bishwajeet faced problem in writing English. Therefore, since class VIII, he developed his own notes in Assamese language and studied from that and then translated them into English. Bishwajeet hesitated to approach teacher for clarifying his doubts, he with the help of friends or his sister tried to overcome difficulties related to study. His mathematic was very strong. He told that they all had tuition for different subjects but Bishwajeet didn't require that. At leisure time, he used to watch other children and was not interested in playing. He often went to the library to read magazines or books on general knowledge.

#### **4.6.8 Neighbours**

The next door neighbor of Bishwajeet told that his parents were very lucky to have such a child who was so obedient and able to take care of himself. Since childhood, Bishwajeet did all his work himself and was not dependent on others. He respected elders but didn't talk much with others. They didn't find him roaming here and there in the colony and he rarely visited their house. He was a hard worker and very regular in studies. His mother was very quite and simple lady devoted to her home and family. His father was very strict and wants everything in a discipline manner. Parents were not much social and

were confined to their work and children, but maintain good relation with all the neighbours. Parents were very much concern about the education of their children.

#### **4.6.9 Case Himself**

Bishwajeet told that though he always tried best to achieve the highest in all the examination had no ambition to compete with anyone. His aim since childhood was to be an engineer. He never exposed in class or in front of teacher that he did hard work but had always remained attentive in class and regularly studied at home. He never attempted to answer in class due to his inferiority complex regarding speaking ability even whenever faced any problem tried to solve it by self. Discipline in school was very well maintained, teachers were regular and systematic. Though teachers were good and helpful, he personally liked to discuss study related problems with close friends and his sister.

Bishwajeet opined that having confidence on oneself was very important for doing well. For good result thorough preparation and strong determination was required. So, he performed each task wholeheartedly. He always tried to understand meaning of what he read. He revised at home regularly whatever taught at school. He was very fond of mathematic, he regularly practiced it. He very often consulted dictionary. Bishwajeet never felt nervous or tensed before any examination. He was able to sleep well and had proper and normal diet. He disliked cheating in examination. Bishwajeet felt that due to his poor English, he was not able to secure first position in his class. But in Board examination, it was through hard work that he overcame this problem. Reading newspaper and different books and magazine helped him to improve vocabulary and also increased his knowledge.

During his Board examination he studied at early in the morning and even in afternoon and at late night everyday. Even for any other examination he devoted 6 – 7 hr before examination and for secondary Board examination after pre-board test; he studied for more than 10 hrs. There was no fixed time table followed by him for studies, whenever he found convenient, he studied, and especially he preferred night hours. Before

examination, he studied for long hours with small gaps in between. He revised full course for 4 times. He used reference book as well as self made notes to study. Even the portion which was essential to be memorized was learned by him although it took more time. He used to go through each chapter very thoroughly. He never identified important questions or gave importance to any particular subject or portion, for him all subjects and all contents were equally important. While studying, he had underlined difficult words and made summary of each chapter for reference.

Bishwajeet neglected social gathering and visiting others home but liked to talk with close friends. When someone scolded or irritated him, he became angry and found difficult to control himself. So, he tried to avoid such situation and preferred to be engaged in his work. He liked to participate in quiz. He got trained for Tabla for last 5 years and was very much interested in that. Beside that, he relaxed by viewing television and listening music.

The person who had influenced his life most were his parents, they had guided in a very soothing manner at the time when he went out of track. Parents had always motivated him to excel in all the fields and had supported his decisions and interest. They had faith and confidence on him. Parents had provided all the facilities for education. Although both parents were working, it didn't affect his study rather had helped him to grow self dependent. Father didn't like that he joins any tuitions class. The school in which he studied was admired by Bishwajeet. He never encountered any major problem from his school, surrounding and neighbors.

#### **4.6.10 Researcher's Observation**

While talking to the case researcher found him to be very straight forward in expressing his views. He was very much attached to his family. He was ambitious and career oriented. He displayed calm and sober behavior and had a sense of hospitality. Bishwajeet enjoyed being alone. Going through his certificates, researcher found him very efficient in Tabla, also was good in quiz. He was within top 7 ranks (table no. 4.16) since childhood in the class. He liked company of intelligent persons. Bishwajeet was

satisfied by his performance but desired to move far ahead in his life. His handwriting was legible. Father was very dominating and mother to be submissive.

TABLE NO: - 4.15

K.G. PERFORMANCE RECORD OF BISHWAJEET BORAH

Class/sub	Reading	Spelling	Recitation	Number work	Moral Science	Story Telling	G.K.	Drawing	%	Grade
Lower K.G.	24/25	22/25	20/25	25/25	22/25	21/25	24/25	20/25	89	A+

TABLE NO: - 4.16

PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF BISWAJEET BORAH

Class/sub.	Eng I	Eng II	Assamese	Gen. Math.	Ad. Math	Gen. Science	Social Studies	Hindi	Moral Science	G.K	Drawing	%	Rank
1	35/50	Reading: 20/25	40/50	49/50	-	40/50	38/50	-	44/50	45/50	20/25	82.8	3 <sup>rd</sup>
2	55/75	43/50	66/75	70/75	-	68/75	60/75	-	45/50	48/50	20/25	86.4	2 <sup>nd</sup>
3	58/75	40/50	68/75	74/75	-	65/75	62/75	-	42/50	45/50	22/25	86.6	3 <sup>rd</sup>
4	74	42/50	70	98	-	78	72	38/50	-	47/50	-	79.9	3 <sup>rd</sup>
5	78	40/50	75	100	-	80	74	35/50	-	49/50	-	81.7	2 <sup>nd</sup>
6	75	39/50	72	98	-	75	70	33/50	-	45/50	-	78	4 <sup>th</sup>
7	70	40/50	75	95	-	77	72	38/50	-	48/50	-	79.2	3 <sup>rd</sup>
8	72	45/50	73	97	-	75	77	-	-	44/50	-	80.5	4 <sup>th</sup>
9	69	40/50	70	90	88	67	65	-	-	-	-	75.2	7 <sup>th</sup>
10	42/50	88	41/50	97	97	94	89	-	-	-	-	91.3	

TABLE NO: - 4.17

SCHOOL ATTENDANCE RECORD OF BISHWAJEET BORAH

CLASS	L.K.G.	1	2	3	4	5	6	7	8	9	10
Total	180	210	212	220	225	225	230	225	235	238	187
Attended	178	205	208	217	224	220	220	223	228	225	184

Overall pass percentage of attendance was 97.8.

#### **4.6.11 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, the following can be said about Bishwajeet.

**Background:** Bishwajeet was an Assamese boy belonging to a nuclear family. Among two siblings he was the younger one. The income of this family was Rs.9500/ per month. His father was an arts graduate and mother was 12<sup>th</sup> pass. His parents were serving at state agriculture department. They were provided accommodation by the Agriculture Board near to their work place. His grandparents died long back. Family members remained contented within themselves. Parents were well cultured and behaved in socially acceptable manner.

Parents remained busy in their jobs and were not able to provide much time to their children. Father of the child was very strict and had a check over the academic performance of Bishwajeet. Parents tried to provide all the required things related to studies and other facilities. Parents bestowed mental support to him. They expected good result from him in Board examination and father estimated his son to be a state topper in secondary Board examination.

**Location of Residence:** Bishwajeet stayed alongwith parents in a govt. allotted quarter in an urban place. His house was situated in a peaceful area in the city. There were many adjoining houses to his residence. All the neighbours were of same social strata. They were cooperative and non-disturbing people.

**Childhood Days:** Bishwajeet was born as a normal child and had not met any serious health problem since then. His growth was according to his age. He didn't create any trouble as a child and was of placid nature. He was more close to his elder sister as parents were working. Parents, since childhood habituated their children to manage work on their own. Father encouraged him and appreciated him for his activities. Bishwajeet was a fast learner and was able to catch new words easily. He remained at home and

preferred to play with his sister and not with his peer group. He was a keen observer and obedient to his parents.

**School Days:** During school days, he was healthy and disease free. His diet was proper and nutritious. He preferred milk and other milk products. Bishwajeet since primary school was within top 7 rankers in his class (table no. 4.16). He regularly attended the school (table no. 4.17). He was regular in doing homework and submitted it on time. His handwriting was legible. He was friendly with rest of the class but was more intimate with 3 of his classmates. These close friends were also intelligent and also high achievers. Bishwajeet was obedient to teachers and paid complete attention in the class. He was disciplined at school and home. He got double promotion in L.K.G. class. Parents taught and helped him in school subjects during primary class, later he studied on his own. He was inspired by his father to work hard and try to achieve high in Board examination. It was his principal who showed faith on his caliber and counseled his father to guide Bishwajeet.

**School:** The school where he studied was a private school. The medium of instruction was English and was coeducational institution. School was situated out of the main town in a peaceful location. Every year in Board examination, result of this school remained average, most of the students appeared for examination passed fairly. Bishwajeet was the first student of this school who stood in Board examination. There were 26 teachers in the school. The minimum qualification for teacher was graduation; very few teachers were with B.Ed degree. Few teachers of this school were having long experience in teaching field. Total number of students in the school was 815 and in the class of Bishwajeet there were 42 students. Principal of the school was very strict and had an influencing personality. Teachers and Principal of the school expected him to do well but never estimated him as topper in Board examination.

**Characteristics:** He solely focused his attention on the work he performed. He was hard working with good memory. Bishwajeet was identified as an intelligent child by everyone. He was self-controlled and confident about what he did. He was able to

comprehend matters clearly, very obedient to parents and teachers, well-mannered and disciplined. By nature he was shy, reserved and introvert. He had been cooperative and helpful to his classmates. He never competed with his classmates rather worked to improve his last performance. Bishwajeet was a religious person who had faith in God. He was an ambitious boy and for selection of an esteemed career and had been working hard.

**Study Habit:** Bishwajeet since primary classes studied regularly at home. He studied at least for 2 hours a day. During those hours he practiced Mathematic, did his homework and revised whatever was taught in the school. Before school examination, he used to study for 6-7 hours and after pre-Board, he dedicated 10 hrs per day. He concentrated and studied for long hours, if needed, he used to take short break in between. Bishwajeet first tried to understand lessons and then memorized essential portion. He studied at his study table either in the morning or at night. He studied from the textbooks and made notes in secondary class to prepare for examination. In std. X he also used reference books to prepare for Board examination. He went through the whole course without neglecting any portion from any subject. He found difficulties in English subject so dedicated more time for it. Before examination he revised the complete course.

**Other interest:** In his leisure time, Bishwajeet kept himself engaged in reading different books, magazines and newspaper. Beside this he also practiced 'Tabla'. He participated in quiz at school. He liked listening music and for limited time also watched television. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.6.13 Conclusive Remark:** Bishwajeet remained regular in studies since childhood. Parents and principal guided and motivated his interest in studies through counseling. His hard work and confidence made him successful. He was intelligent and had excellent comprehending ability. This is an example of will overpowering the temporary shortcomings. Bishwajeet made most of the spare time by reading books and playing "Tabla" to keep himself relaxed and energized. Bishwajeet made a mark and excelled by constantly pursuing his aim.

## **4.7 Case 7: Darsana Das**



### **4.7.1 Introduction**

The researcher went to the St. Mary's school in Guwahati, where Darsana studied. At the school, researcher contacted Principal. As she was not free for the day, she introduced the researcher to a senior teacher in the school. The teacher presented his experience with the child and the school. He also provided Darsana's address and phone number to the researcher very sincerely.

After returning from the school, researcher talked with Darsana over phone. Her parents allotted time for the meeting. Researcher arrived at the appointed time to the home of the case. There all the family members were assembled. She explained the purpose and rationale of the present study. Family members got involved with the researcher as they found it interesting. In the beginning, whole family i.e. Darsana, her parents, grandfather and two of her sisters conversed together jointly in a group with the researcher. Later, researcher conversed individually with the father to excavate various aspects of the child. After a profound talk with him, researcher told that she wants to interact with Darsana. The case intensively participated in the conversation and was spontaneous while providing facts about her. When Darsana left the room after the discussion, a lively talk was held with her sisters. They enthusiastically described their elder sister. Meanwhile grandfather of the child also got involved and took an interactive part in the session. Researcher then took leave from them thanking for the time and patience.

Next day researcher revisited their house. She was received by the mother of the child. Researcher endeavored to reveal mother's perspective and experience with Darsana in a comprehensive conversation. After Darsana was back from the college; researcher had an

elongated interaction with her. She made researcher familiar with their house and communicate her thoughts fluently.

On request of the researcher, she showed her note books of last year and certificates to her. Darsana invited her two friends at home, as desired by the researcher. They were also interviewed separately and later on all of them including Darsana sat together and interacted. One among her friends, Suejee Das, was also a rank holder in Board examination in the same year. Suejee Das provided some interesting in formations. Then researcher visited one of the families living nearby. On the inquiry of researcher, they provided some feedback about the case. When researcher came back to Darshana's home, fortunately one of her uncle and his daughter were present there. Researcher conversed with them. They expressed their viewpoint eloquently. Mother served snacks to every one and a light and cheerful conversation started. Researcher left the place after gaining sufficient information about the child.

After two days, researcher went to the school and had a talk with the Principal. She provided her views regarding Darsana. Later, science a senior teacher was instructed to introduce researcher to the rest of the teachers, the researcher met all teachers and collected views of the teachers individually also. Teachers precisely presented their observations. Researcher also talked with a few students and maid of the school. Then from the office record, researcher noted down Darsana's attendance and past performance records.

#### **4.7.2 Background**

Guwahati is the most developed city of Assam state and of the entire north east region. Guwahati falls under Kamrup district. Total population of this city is 25, 15,030 and area covered is 4345sq. km. Although it is not the capital of Assam, all the main government offices and departments are located here. It has a combination of skyscrapers, and well developed societies and natural beauty. River Brahmaputra flows by the side of the city and is surrounded by mountain ranges. At places the land is plain whereas other parts are hilly. People from all the sections and class of the society live here. The overall culture of

this place is cosmopolitan one. People at Guwahati city are more attracted towards modernization and westernization. This is where Darsana hails from.

The grandfather of this child was educated and had worked in State Bank of India in Guwahati. He was retired and now stays at home. The grandmother of this child expired few years back. She was an illiterate housewife. She was very helpful by her nature and was a religious person. Darsana's parents belong to upper middle class and were residing in Guwahati since her birth. Darsana's father aged 45 years had been working as Chartered Accountant in a private firm. He was a very intelligent and brilliant student as reported by Darsana's grandfather. He stood 8<sup>th</sup> in the secondary Board examination and did exceptionally well in later years at higher education level. Darsana's mother aged 47 years, an above average student having masters in mathematic, worked as a mathematic teacher in a higher secondary school.

Their house was situated in the main town but inside a sub-lane which was peaceful and less crowded area. There were 4 bedrooms, drawing room, dining room, kitchen, etc, in the house. All the basic facilities were present in their house. Darsana shared her room along with her two sisters, but had a separate study room. People living nearby were socially reputed and well educated. Most of the families in the neighborhood kept to themselves and were less interactive.

There were a total of 6 members in the family comprising of Darsana, her parents, grandfather and two younger sisters. Her sisters are 14 years and 10 years old. Her, both the younger sisters study in the same school with Darsana. They were above average but not all rounder like their elder sister.

The monthly income of this family was about Rs.-30,000/. Family was very happy with their status and content with the income. All the family members were very jovial and talkative except her mother. Parents shared good relation among themselves. Both the parents were fond of reading books on different subjects. Parents remain friendly to their children and dedicated towards their family. Parents provide all the facilities to their

children. They like to enjoy life but also regarded themselves as traditional people who want their children to follow Assamese culture. They were religious and have faith in God. They were “keot” by caste. Parents were less active socially as they didn’t have much of spare time; they spend most leisure time with family. But grandfather had outgoing nature and was more active comparatively. Darsana’s father was very conscious about his children in all respects. Darsana’s paternal uncle stayed in other part of the state and was occasionally in touch with the family.

Darsana was a girl of 18 years old born to Assamese parents on 20<sup>th</sup> July 1986. Darsana was a normal and healthy child. As she was the first child, mother took great care during pregnancy. There was no expectation at the time of her birth regarding gender. She grew in a healthy manner. At the age of 4, she suffered stomach problem, not very serious but occurred frequently since. Now she is 5.2 feet in height and weighs 49 kg. Since childhood she was sharp and bright. As she was the first child, parents were much closer to her. She was more attached with her mother. There was no home tuition for her. Mother and father helped her in Mathematic, Assamese and Social Studies. At home she was always with her sisters and was attached to her grandfather.

#### **4.7.3 The School**

Darsana did her entire schooling from St. Mary’s school. The school was established in 1974. This was an English medium girl’s convent school. It was among the reputed schools of this city. As it was located at the end of a sub-lane, the campus was spared from external disturbances. The school had a large and beautiful campus; building of the school was well-planned and very well-maintained. It had playground, library, laboratory, auditorium, computer room, clean lavatories, etc. The school consisted of classes from K.G. to std. X with all the modern amenities to groom the students.

There were 940 students in the school and 32 teachers in all. There were two sections for each class. All the teachers were B.Ed. and most of them were experienced in teaching profession. Most of the teachers were missionary and the post of head was only for the qualified and experienced missionary. The school followed strict rules and regulations.

Teachers were devoted towards the school and child welfare. There were regular class tests and other unit tests conducted in the school. There was a good communication between parents and teachers. Principal of the school was very strict and dedicated person. The school was not only concerned about academic development of its students but also towards the enhancement of non- academic qualities as well.

From this school, many students have secured positions in Board examinations in the past. There were 31 students in all appeared for examinations this year and all of them passed in securing good marks. Every year, one of the other students stood within top ten in Board examination, remaining were few other good students who could have secured position but missed by a small margin.

#### **4.7.4 Description about the child by principal and teachers**

Principal of the school introduced Darsana as a polite, kind and born leader who was able to manage all the students being the head girl. She was role model for the school; teachers quote her example to other students.

Class teacher told that she was always regular in her attendance but when in standard X (month of September) she was not able to attend school due to jaundice. She was an obedient and disciplined child. Darsana was the school captain and best student of the school. She always spoke in English at school as per rule. Mathematic teacher told that she was very attentive in class. She was a well- mannered and of good behavior girl. She was helpful to her peer group. She added that Darsana had a good numerical skills and she was very serious towards her work. She always responds in class and cleared her doubts by asking teachers. Social Studies teacher acclaimed her singing ability. Darsana was regarded as an intelligent child who uses her common sense before doing her work. She had not confined herself to the studies but was very much interested in literary activities and sports too. She valued her school and teachers. All the teachers had favorable attitude towards her. They found her submitting her homework always in time and appreciated her handwriting. They regard her to be matured and hard working child.

Maid of the school told that Darsana was one of the best children ever the school had. She was very calm and enthusiastic. She was bold yet soft spoken. Even her sisters were very well behaved.

Some of the junior students, who knew her well, told that they were very much influenced by their senior Darsana. She was excellent in all the fields. She was a very strict and disciplined student. She was monitor of the school and very efficiently managed her responsibilities.

#### **4.7.5 Parents**

According to both the parents, since childhood, she was very calm and quite. She used to keep everything very neat and clean. As a child she was interested in going to school and study. She started talking and walking when she was 1 years old. She liked to play only with her parents when she was a small child and latter on with her young sisters. She grew like any other normal child. When she was 4 years old she suffered ailment related to stomach. Her mother took special care of her food. Due to her health problem, she had to study nursery class twice. Parents provided her extra attention and care. They taught her everything in a humble and affectionate way. Even Darsana was a very obedient child and attached to them. She loved story books and toys.

Darsana's Father told that she was an intelligent, compliant, responsible and determined girl. She took care of her sisters and helped them in studies. She was independent by nature but always discusses everything with parents and works with their consent. She was hard working and committed towards her studies but still get nervous of examination. There were high hopes from her but it was never imposed on her to work hard. Parents didn't have expectation regarding position in Boards examination rather thought that she will do well as usual.

Her mother revealed that Darsana did not waste her time and manage it well. She preferred to study alone and in a quite place. Mother regarded Darsana as a fast learner and having ability to grasp new things very efficiently. To relax, she listen music or read

some novels. She didn't like to go out in social gatherings and visit friends. She was of reserved nature but very adjustable and friendly with others. She had a friend circle of 7-8 girls. All the friends were very good in studies and have good family background.

Darsana being emotional yet strong, had immense faith in God. Parents helped her in few subjects initially but later she studied on her own. She was very punctual and dedicated student because, if on any day she was not able to complete homework, she used to get up early morning on her own and completed it before going to the school.

#### **4.7.6 Grandfather**

Grandfather of the child told that Darsana was a loving child. She took care of all the family members and her parents never burdened her with any responsibility. Since childhood, she was active and inclined towards study. All the three sisters were very good in studies but she was expert in all the fields. As she was eldest child, she was matured yet not confident about her decisions. She took care of him and always accompanied when he was alone. During childhood she didn't prefer to play with children of her age rather liked to play with parents and grandfather.

#### **4.7.7 Sisters**

One of her younger sister regarded her as a good listener and counselor. Darsana was described as a very calm and obedient child to her parents. She was scared when she got jaundice in X standard but with the guidance and support of parents, she worked hard and did well in examination. Her youngest sister told that she keeps on praying to God. She helps them in studies and she was commanding in nature.

#### **4.7.8 Relatives**

One of her uncles told that she was an obedient child. She listens and respects elders. She was very religious, intelligent and emotional. She never had tuitions yet almost in every class she topped. Her cousin told that she was very calm and quite. She was extremely serious with studies. She was a dedicated girl and appreciates her school and friends a lot.

#### **4.7.9 Neighbors**

One of her neighbors viewed that Darsana was a soft-spoken and very decent girl. She was introvert and less talkative. She was a sincere child. Her family was very supportive and environment at home was conducive. Neighbor never saw her wasting time roving in the lanes like other children do. Darsana's family was reputed and they had no regret for having three daughters and no son. Darsana's family remained reserved and less interactive with the neighbours.

#### **4.7.10 Friends**

In class she was the topper, ambitious and was school leader. Teachers like her but were unbiased. Darsana was a helpful girl with mild nature. She hardly made group studies but often discussed doubts in school or over phone. Her emotions drive her to perform work with perfection. Her handwriting was good and she was involved in her studies meticulously and raised doubts without hesitation. If any misunderstanding developed between any of the friends, she used to patch it up instantly. She was very straightforward and bold by nature. Among friends she was perceived as some one who enjoyed and also was responsible while working. While exchanging the general impression of Darsana among the students, classmates and teachers, Suejee Das (another Merit holder from the same class) disclosed that she was very popular among all, she continued and said that they were competitors for the top rank in the class. Suejee added that it was due to the popularity of Darsana that got her the much needed edge to be in the first position. Suejee told that she had more mettle than Darsana, but she could beat her in Standard II and VII only. Suejee was beaten in all the other classes but this time in the Board examination Suejee took vengeance.

#### **4.7.11 Case Herself**

Darsana told that she was very happy and satisfied with her life. She wants to develop herself in all the dimensions. Study for her was most important aspect but liked to take active part in other fields as well. Darsana believed that she was an introvert kind of girl, who can discuss other's problems and help them, but can't share her problems with anyone.

Darsana considered education as very important because it helps to develop into a complete human being. She had positive attitudes towards the school, as teachers were very caring, cooperative and never-ending source of knowledge. They treated all the students equally. They were very interactive inside the class and outside as wells.

Her parents were most influential person in her life. They were very caring and protective. They provided emotional support and motivation to her. Her mother used to sit besides her till late night when she studied. Before every examination, she gets nervous and in that situation parents guided and boosted up her morale. She felt that her family had fulfilled all her desires and provided every material support.

Although she worked hard and tried to secure highest in class, never did she anticipate such good marks. Whenever someone disturbed her while doing important works, she gets angry and irritated. Having faith in God has helped her a lot in all the critical situations. She found not getting involved with people and going for social visit as one of her drawbacks, she thought that socializing could have helped her in gaining new knowledge and experiences.

For success she believed that hard work and concentration in the work was very essential. Working for few days won't help much and have to work consistently all through the session. As a routine, she invested 3 hours and, before school examination study lasted for 4-5 hours. She never found understanding and memorizing as a challenge. Initially she goes thorough the chapter once, after that tried to understands the substance and then if necessary memorized it. In mathematic, she found regular practice indispensable. When she got tangled in any problem or found understanding any matter a bit difficult to solve, she asked school teachers or any of the close friends to help her out.

Mostly she studied early in the morning or evening. After pre-Board examination, she used to study throughout the day almost about 11-12 hours. To refresh, she slept 2hours in the afternoon. She didn't like to cheat nor did she help others while in examination as there was very little time and so much to write. She never referred any guide book. The best source for her was text books, class notes and her own notes. She solved previous

years question papers for practice. She made a list of important questions but never neglected other portions and revised thrice before examination. There was no fixed timetable but she provided equal importance to entire portion and each subject. She was able to maintain her concentration for 2hours at a stretch. She had a habit of referring dictionary when ever required. She was most comfortable at her study table.

She had the aim to be an engineer and know that it translates to work hard and securing good percentage. She wanted to maintain her top position throughout her education career.

#### **4.7.12 Researcher's Observation**

Darsana was a smart and very balanced girl. She was a good listener and very sincere. She had good communication skills, rich vocabulary and correct pronunciation. She was well mannered and soft spoken and expressive in her views. She was helpful by nature. Parents were every cooperative and conscious about their children. Family environment was cordial and complete with all the essential amenities. Teachers of the school were also very supportive. She always topped in her class and was a regular student (table no. 4.19 & 4.20). Her handwriting was neat and clean. Her neighbors were well behaved and social. Darsana had a wonderful combination of winning traits and behavior like other students who ranked in the Board examination coupled with a very cordial and supportive system comprising of family, teachers and peers. The greatest contributor to the success is self motivation and a drive to excel.

TABLE NO: - 4.18

K.G. PERFORMANCE RECORD OF DARSANA DAS

lass\subject	Reading	Spelling	Recitation	Number work	Moral Science	Story Telling	G.K.	Drawing	%	Rank
Lower K.G.	24/25	48/50	23/25	50/50	24/25	24/25	22/25	21/25	94.4	1 <sup>st</sup>
Upper K.G.	25/25	45/50	20/25	50/50	23/25	24/25	25/25	20/25	92.8	1 <sup>st</sup>

TABLE NO: 4.19  
PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF DARSANA DAS

Class\ sub	Eng I	Eng II	Eng III	Assamese	Gen. Math.	Ad. Math.	Gen. Science	S.St	Hindi	Moral Science	G.K	Drawing	%	Rank
1	48/50	45/50	-	45/50	50/50	-	48/50	42/50	-	45/50	49/50	43/50	92.2	1 <sup>st</sup>
2	46/50	48/50	-	44/50	49/50	-	45/50	46/50	-	44/50	50/50	40/50	91.6	2 <sup>nd</sup>
3	70/75	72/75	-	72/75	74/75	-	72/75	70/75	40/50	-	49/50	40/50	93.2	1 <sup>st</sup>
4	69/75	71/75	-	70/75	75/75	-	70/75	69/75	43/50	-	48/50	42/50	92.8	1 <sup>st</sup>
5	90	43/50	45/50	88	99	-	94	89	45/50	-	48/50	-	91.6	1 <sup>st</sup>
6	92	45/50	42/50	85	100	-	95	87	40/50	-	50/50	-	90.9	1 <sup>st</sup>
7	90	40/50	45/50	80	98	-	90	85	42/50	-	48/50	-	88.2	2 <sup>nd</sup>
8	95	44/50	42/50	88	95	-	91	80	-	-	-	-	89.2	1 <sup>st</sup>
9	90	39/50	-	80	94	95	89	81	-	-	-	-	87.4	1 <sup>st</sup>
10	40/50	80	-	44/50	96	97	93	86	-	-	-	-	89.3	

TABLE NO: 4.20  
SCHOOL ATTENDANCE RECORD OF DARSANA DAS

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
Total	190	195	210	212	215	225	230	233	230	235	240	180
Attended	180	190	206	210	210	222	228	232	220	232	239	161

Overall percentage of attendance was 97.1

#### 4.7.13 Triangulation

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, the following can be said about Darsana.

**Background:** Darsana was an Assamese girl belonging to a nuclear family. The income of this family was Rs.30000/ per month. Her father did M.Sc and C.A. and mother was M.Sc pass. Her father was practicing C.A. privately and mother was a teacher in a government school. Father was a bright student; he stood 8<sup>th</sup> in secondary Board examination. Darsana's mother and two younger sisters were also good students. Darsana was the eldest among two siblings. Her grandfather stayed with them in self-owned house.

Atmosphere at home was congenial and family members shared good relation. Parents were extremely descent and well-mannered. They maintained a friendly relation with their siblings. They were devoted to their family and avoided all the social visits to dedicate maximum time with their family. Parents were able to provide all the facilities to their children and have supported Darsana in her decisions. Whenever required, parents guided her in a positive way. They expected her to secure a rank in Board examination.

**Location of residence:** Darsana was born and brought up in an urban and developed city. She resided in a residential area which was peaceful though there were many houses around their house. Her neighbours were educated and well-cultured people. Neighbours were less interactive and had least communication with this family.

**Childhood days:** At birth Darsana was in good health but at the age of 4, some problem related to stomach developed due to which she was often sick. Her growth was normal. She received extra care and attention from her family members. Parents taught her every thing in an affectionate way. She was interested in playing with toys and when she grew up, she developed liking to read books of small children. She was a stable child. Her nature was humble. Darsana was a fast learner since childhood. She was very much attached with her parents and was obedient to them. She played with her grandfather and parents and not with children of her age group.

**School days:** Her stomach related problem continued in this phase also but its frequency of occurrence got lesser with age. In std. X, she suffered from jaundice due to which she was not able to attend school for couple of days. Her mother provided her light and nutritious food with more of fresh vegetables and fruits. Her appetite was normal. She maintained her record to be topper in her class. Except for few days, she remained regular in attending school. She remained attentive when teacher taught in class. She submitted homework on time. Her handwriting was neat and clean. She was captain of the school since last few years. She was regarded as the best student of that school. Teachers of the school liked her but were unbiased to her. She was self- motivated to study. Her friends

were also high achiever, one of her close friend also secured position in Board examination in the same year. Friends were cooperative and helpful.

**School:** Darsana was a student of Christian missionary school. It was an English medium school which was meant only for girls. School covered a large area with well maintained building having all the modern facilities. This school was well-reputed in this town. Till now, this school has produced many rank holders in Board examination. There are 940 students in the school and 32 teachers. There were two sections for each class. All the teachers are B.Ed. and most of them are experienced in teaching profession. Total numbers of students in class of Darsana were 32. All the teachers and Principal expected high percentage of marks from her in Board examination.

**Characteristics:** Darsana had a strong will-power and was also flexible by nature. She was hard working and dedicated in every field. Her conceptions were clear. She had sharp memory and was an intelligent girl. She tried to keep her focus and concentrate on the work she did, especially when she studied. She was self-competitive, very bold and had all the leadership qualities. She had confidence in herself and was able to take decisions on her own. She was less talkative but straightforward. She was social, extrovert, and optimistic by nature.

**Study Habit:** Since primary classes, Darsana studied and did her homework everyday. After coming in senior classes, she got more serious and dedicated more number of hours in self-studies. Regularly she studied for 3hours everyday. Before school examination she studied for 4-5 hours. After pre-Boards she devoted 11-12 hours for studies. She studied continuously for long hours at a stretch with maintained concentration. She studied at her study table. She got up early in the morning to study and also studied in evening after school hours. Her parents taught her till primary classes and later she studied on her own. In junior classes, she studied from textbooks and class notes but later she developed self-made notes to study. She emphasized understanding of meaning over intensive memorization. She studied complete course comprehensively and revised well before examination.

**Other interest:** Darsana was an all-rounder child. She was interested in all kinds of literary activities such as debate, extempore, recitation, quiz, etc. and participated in all actively. She was good in sports also. Going through certificates presented in appendix-1 few of her talents in extra-curricular activities can be observed.

**4.7.14 Conclusive Remark:** Darsana an all rounder girl has always emphasized studies with sustaining her interest in all other activities. Both the traits were pre-dominant in her i.e. intelligence and hard working. Parents were well educated and valued education. They were very supportive and concerned about Darsana. She always participated in the extracurricular activities and came forth with flying colour, she was an all rounder in all the sense. School had facilitated her abilities by maintaining learning environment.

#### **4.8 Case 8: Najim Hiquemat**



##### **4.8.1 Introduction**

The researcher went to the Guwahati University and located the G.B.N. Academy, the school where Najim studied. At school, researcher was lead to the Principal's office by the peon. Principal was young and had a dynamic personality. She made sufficient queries about the purpose of researcher's visit and then sincerely participated in the conversation. After an informative talk, principal introduced researcher with the teachers at the staffroom. Researcher interacted with teachers in group and also individually. Teachers evolved in the conversation and came up with plenty of information. Then on the request of the researcher, past records maintained by school for Najim was provided. There she got an opportunity to know the view of clerk about the Najim. Clerk provided address and phone number of the child.

As the Child's residence was at a short distance from the school the researcher directly went there in the evening and met Najim's mother. On providing an elaborate explanation to the mother about the on going study she displayed keen interest. Najim was not at home only mother provided first hand account about him. Mother spent ample time in narrating her son. She maintained her radiance throughout the conversation. Then mother showed her home to the researcher; in the meantime Najim was back from the tuition. After introduced with Najim, researcher triggered a conversation with him. Najim willingly revealed his different facet to the researcher. As it was late in the evening, researcher requested for leave and scheduled a visit the next day.

Next day, at Najim's residence researcher interacted with his parents. Father was engaged with some of the guests present at their home; he managed quite sometime to talk with the researcher. Both parents provided much information about the child. Along with the mother, researcher went to their neighbor's house. Mother came back to her place leaving researcher there. Neighbors were also teaching staff of Guwahati University. They shared a good relation with Najim's family. They talked in a delightful manner and provided pertinent information about the child.

Researcher went back and met Najim for further inquiry. He expressed his thoughts explicitly. On the request of the researcher, Najim showed all his certificates and school report cards. Researcher noted down relevant information from that. The conversation between the two was prolonged by the arrival of his maternal sister; she came on the invitation of Najim for the purpose of the research. When she arrived, researcher took time and interviewed her in isolation. Next visit was fixed for the subsequent day and researcher asked Najim to invite some of his friends on that day.

On the next day, Najim was waiting for the researcher. He showed interest in carrying forward the discussion and fervently narrated facts related to his life. Later his father also joined and he provided additional information related to the child and also about their family. After sometime, mother also accompanied them together for snacks. At most of the times, family members were communicating in English. When Najim's friends

arrived, he introduced researcher to them. They remained retiring at the beginning but gradually were made comfortable by a lively talk. Child and his parents left the sitting room to provide privacy to the researcher to talk with his friends. At the end, researcher called Najim and his mother and asked for the leave and left the place.

#### **4.8.2 Background**

Najim was an Assamese boy residing in Guwahati since birth. Guwahati is the most developed city of Assam state and of the entire northeast region. Guwahati falls under Kamrup district. Total population of this city is 25, 15,030 and area covered is 4345sq. km. Although it is not the capital of Assam, all the main government offices and departments are located here. It has a combination of skyscrapers, and well-developed societies and natural beauty. River Brahmaputra flows by the side of the city and is surrounded by mountain ranges. At places the land is plain whereas other parts are hilly. People from all the sections and class of the society live here. The overall culture of this place is cosmopolitan. People at Guwahati city are more attracted towards modernization and western lifestyle.

The grandfather of the child was educated and taught in a school as social studies teacher. And the grandmother of the child was a neo-literate housewife. They were socially reputed and well established over Shilong. After the demise of the grand parents, they moved to this house. His father aged 50 years, did M. Sc and Ph.D, worked in Guwahati University as a Professor of Statistics. Najim's mother aged 44 years did M.A. and PhD, worked as reader in Philosophy Department of Guwahati University. Both the parents did their education from Shillong and got settled at Guwahati for job before the birth of Najim. Both were intelligent and were topper in Master Degree. His mother was even topper of the University in her B.A. Father of the child was interested in social work and participates actively in politics. He even writes articles in Magazines and Newspaper. He remained busy throughout the day. Najim was the only child they had.

Their house was provided by the Guwahati University within the campus of the University. The house was a bit separate and bigger than other quarters over there. There

are 5 rooms, drawing room, kitchen, bathrooms, car parking and a small lawn in front of their home. There was a separate room for Najim which is well furnished and was with all the luxuries. The house had a small library with number of books on different subjects. House was well maintained and decorated. Neighbors were all teaching staff of more or less with same status and educational qualification. Yet the living style of this family seems to be very royal and lavished.

They were Muslim by religion, not at all conservative or traditional rather were liberal and had adopted modern thoughts and living style. They were not rigid in their religious beliefs and practices. The monthly income of this family exceeded 40,000/-. Most of the relatives were at Shillong and were in frequent touch with them. Father always remained busy so for him it was not possible to devote much time for family affairs. He did have a good friend circle and had more interaction with them.

Najim was a boy of 17 years old, born on dated 3<sup>rd</sup> March 1987. He was born as a normal child. There were no complications during the time of his birth or during pregnancy. During pregnancy his mother used to read a lot of books. As he was first and only child, both the parents were very attached to him and decided not to have any other child. Parents were extra caring and brought him up with lot of affection and love. He had been growing in a healthy manner. In childhood he occasionally felt ill. Now he was 5.6 feet in height and 55 kg weight. He was physically fit and active.

He liked to remain at home with his mother. He was social by nature but preferred to sit alone and read different articles. In the family, there was one more topper in secondary Board i.e. his cousin sister who was a doctor. His mother used to teach him in primary classes different subjects. There was an English tuition teacher for him only for three months when he was in std. X.

#### **4.8.3 Description about the school**

Najim was a student of G.B.N. Academy. The school was a co-educational institution established in 1991. It was an English medium school. School was under Guwahati University, located inside the campus of University. The school building was Assam type house (like cottages). Campus of school was not too large but comprised of all the essential facilities required viz. library, computer, laboratory, lavatories, play ground etc. The school consists of lower K.G. to std. X.

Total strength of students in the school was 650 and the total number of teachers was 19 among which 15 teachers were with B. Ed degree and few with master's degree also. Teachers were very attached to the school and students. There was friendly and interactive relation between teachers and principal. Principal of the school was very energetic. Most of the students were of teaching and non teaching staff of the Guwahati University or of the people staying nearby. Therefore teachers had good relation with the parents of the children. The school was a newly established one and only two batches have passed out till now and Boards results were average for the school. Najim studied in this school since std. II till his X Boards. His friends were also good in studies. There were 38 students in his class.

Before std. II, he studied in another school "Tiny Tots" for three years. The school was situated near by their house which was shutdown for some reasons. Researcher was not able to locate any of the people related to that school.

#### **4.8.4 Description about the Child by the Principal & Teachers**

Principal of the school described him as a sincere and well mannered boy. She found him very obedient and active in the school. She related his family background with his intelligence and good performance and also his nature. Although Najim is only child of the family, he was social by nature. He has interest in all-round activities. Class teacher introduced him as a down to earth boy who was friendly with each child in his class although, he had been topper in his class. His mathematic was very strong and had been interested in this subject. He was ever ready to attend extra class for mathematic (even in

early morning). Social studies teacher remarked him as very calm and quite boy who was very studious as well as intelligent. He had ability for creative writing. He was capable of explaining and putting his point across very well and to the point. He was one of the best students he has ever taught. He was very a helpful boy and kind hearted. He provided notes to his friends for reference. English teacher appreciated his speaking ability; he always talked to parents in English and also conversed at school with peers in English. He was good in essay writing and also took active part in different games. He was a man of few words and charming personality. By visiting library and reading newspaper, books and other magazines, he spent his leisure time meaningfully. Science teacher found him very knowledgeable and sharp. Teacher recalled one incidence where Najim was punished because of misunderstanding for no mistake of him. But still he complied and did not protest. He highly regarded teachers and had faith in himself; later on when the actual culprit was traced he replied that he was not wrong so was confident that everything will come to a positive end. He always participated and involved in the study, and also raised questions in the classroom. All teachers gave their opinion that Najim had superior ability to understand and grasp. He was a fast learner as well as hard worker. In submitting homework he had been regular. His handwriting is attractive and neat. He was a smart boy with self confidence. All the teachers had expected good result from this child.

#### **4.8.5 Clerk**

Clerk of the school described him in brief as a regular and attentive child since childhood. He was very calm and quite always with a smile on his face. He was enthusiastic and very optimistic.

#### **4.8.6 Parents**

Mother of the child told that Najim was the only child of theirs and they were very attached to him. They shared friendly relation with their ward and never overpowered and behaved least like parents. They provided him all the facilities and took care for his every small need. She found Najim to be very confident and determined. He was very serious and sincere regarding studies but never brag and remained busy in studies. He also

enjoyed other part of life along with studies. Reading newspaper, magazine, and other knowledgeable and current affair books was his hobby and favorite time pass. Najim was very much interested in playing cricket. Children staying nearby and classmate join his play on Sundays and holidays. Sometime he helped his mother in household chores. He had capability to attract others by his soothing personality. He was not at all emotional rather was very practical and adjusting.

Najim was more attached with mother as most of the time she was at home whereas father remains busy in his things. Najim liked to be with friends and talk to them over phone but didn't go much to their house rather invited them at his residence. He never complaint about food and has a good diet. He preferred vegetarian food, milk and sweets. He was competitive and always worked hard to maintain his position. He studied throughout the year not only to achieve high but also to gain new knowledge. His ability to understand and concentrate his focus fully on his work helps him in all the fields.

Father of the child provided information about Najim that he was a responsible boy who does his duties with full attention. He was a hard worker and gets molded according to the situation. All the facilities had been provided to him for a better life and education. He was capable of taking independent decisions and implemented them. His will power was very strong. Father was not able to dedicate much time so mother is engrossed in fulfilling all his requirements. He respected his parents and also was aware how to use liberty provided by them. He was an obedient and disciplined child. Father had high expectation from his son and till now he was able to fulfill it.

Parents described his childhood days very cheerfully. He was a healthy and normal baby. When he was in his childhood stage, he very often suffered with high temperature. He was a fast learner since early age. Although he is the only child and have got special care and attention, yet is not stubborn and pampered. Najim was able to grasp new concepts easily. He enjoyed company of other children and behaved in a cooperative manner with others. He was very calm and quite. He liked to listen and learn rhymes. Parents never scolded him and always spoke to him in polite and humble way. Since childhood, they guided him to work hard and with full concentration. Parents wanted him to grow as a

good human being. In lower K.G. class, he got best school boy award. Since then his reputation was very good in school. Teachers provided special attention to him. As a child, whenever he achieved something or did well in any field, parents encouraged him and when he failed then also they encouraged and guided him to give his best next time. Getting up early in morning and sleeping early was one of his good habits. He was very organized and took care of his stuff very well. He liked to watch T.V. but didn't spend much time in viewing it. Interest in studies and reading had been continued in him since childhood. Mother used to help him for different subjects but gradually he started studying on his own. Due to intensive reading of books, his English vocabulary was good. He listens very attentively and had his concept clear. He was an intelligent child. He was able to make his own ways towards success as he was self determined and dedicated and they (parents) were also to support him. His personality was balanced.

#### **4.8.7 Sister (Cousin)**

His cousin sister perceived Najim having strong determination and dedication. Once decided, he will work day and night to complete the task. He didn't need much time to grasp new concepts and retain it. He never studied for long hours but studied with full concentration. Many a times he asked her guidance for study, but most of the time he was up to himself and was well equipped. Even his home atmosphere was so comfortable which support him to concentrate on studies. His nature was very soft and very rarely gets angry. He had led a happy life till now.

#### **4.8.8 Neighbours**

Najim's neighbours, after a due thought told that Najim was a well mannered and obedient boy. Most of the time he remained engaged with his books and study very sincerely. He very often visited to their house. He was studious and topper in his class, an intelligent and hard working boy. Since childhood he remained very sincere, calm and easy going type. He never required tuitions till date. His parents were also very descent and polite. They were very caring and proud of their son. Najim had been provided by all the facilities. Neighbors opined that those children who don't wait for others instruction

and external force to study can perform well and Najim was one of them. He enjoyed playing with other children but didn't spare much time in games and sports.

#### **4.8.9 Friends**

Talking to childhood friend of Najim, researcher got to know that he was helpful and friendly. Whenever there was any problem, he gave practical suggestions. If any misunderstandings aroused among friends, Najim used to resolve it. He was friendly to all the classmates but not so intimate with everyone. He didn't share his emotions with others. Most of the time he talked regarding current affair and study related matter. He had good relation with all the teachers. They cared for him and encouraged to raise his performance. He never regretted for being a single child as his mother stood besides him, accompanied him and took great care. He was regular in submitting homework and projects. He understood the matters taught by the teacher clearly. He was ambitious and wants to be successful in life and had full confidence in his hard work. Another classmate who lived nearby his house told that he has got supportive and caring parents and have all the facilities since childhood. As a result, he was tension free and had chance to do better. His only interest was to read different books and articles. He was very helpful and cooperative. Teachers favored him a lot. He was an introvert type boy and not opened to all. He was always the topper in their batch.

#### **4.8.10 Case Himself**

The child told that he liked reading a lot and regards books as his best friend and guide. He said that through books he got to know about vivid things, places and situation and it helped him in improving his language ability. At home mother conversed in English, Hindi and in Assamese language. Therefore he was able to use all the three languages well. In mathematic he carries a special interest since childhood and pumps lot of time in practicing it. Besides studies he likes to participate in quiz, essay writing and literary activities but never took part in debate competition. In the school, he took active part in sports. In leisure time, he went to library or talked to friends. He was interested in watching T.V. for limited hours.

Mother was very careful and more like a friend with whom he was able to share all his feelings. But father was a bit strict regarding punctuality but never turned angry on him. Najim respected his parents a lot. He got each and everything from his parents without asking. He always care was always careful about the feelings of parents and never hurt or disappoint them. Parents used to be very happy by his high performance in each class and Najim used to work hard to satisfy them as well as realizing his own aspiration. He liked eating and mother always provided him what he wanted to eat and also took care to provide him nutritious food.

He didn't require extra tuitions as teacher taught very well in the class and if there was any specific problem, he used to clear it by asking them outside the class. He had gratitude for his teachers as they were very supportive and helpful. According to him one can not achieve high with efforts of a month or two rather one needs to work throughout the year. He studied for 2 hours a day. By following this, it makes his task easy at the time of examination. Only to achieve in examination was not his aim rather to be successful in every stage was essential. Before school examination he studied for 5-6 hours. He was not able to study for longer duration at a stretch. He took short breaks in between.

He made his own notes by referring text books, class notes and few reference books in class IX and X. But for other classes, he studied from textbooks and class notes. He reads chapters thoroughly many times before hand to familiarize himself with the subjects. He used to read it at home so that he gets acquainted with the chapter. He solved few Board examination question paper of previous years to know the pattern of question paper. For three months he joined the tuition classes for English as he found some difficulty in it. He studied for 10 hours after pre-Board test. He had revised his course twice before secondary Board examination. Never did he omit any portion nor gave less importance to any part of any subject. There was no fixed time table for studies but used to study early in the morning and at evening after coming from school. In between he used to watch T.V., talk to mother, had food or read newspapers.

Parents never forced him to study rather asked to take break from studies. He himself was motivated towards studies as his ambition was to be a doctor and he knows that one had to be knowledgeable and up-to-date for that. One of his cousins (sister) who is now a doctor has always guided him and encouraged him. She was also a topper in secondary Board examination. She was the most influential person in Najim's life. Before every examination, he gets little tensed but not much. He took proper sleep before examination.

The surrounding of home was very peaceful; there was no external factor to divert his attention. Neighbours were cooperative and well mannered. Even the atmosphere of school was very congenial.

#### **4.8.11 Researcher's Observation**

Najim seems to be very polite and descent boy. He had good command over English language. Both Najim and his parents were very specific about mannerism. He had patience in listening and talked in a balanced way with the researcher. His room was decorated by the medals and trophies won by him. His handwriting was neat and clean. He was within first four toper of the class till junior classes but in senior class he was always the topper. He was a healthy and bright boy. His house was neat and large one with all required facilities. Through school record, it was found that he was regular in attendance (table no. 4.22). He had many certificates awarded for different activities.

TABLE NO: - 4.21

## PRIMARY &amp; SECONDARY SCHOOL PERFORMANCE RECORD OF NAJIM HIQUEMAT

Class \sub.	Eng I	Eng II	Assamese	Gen. Math.	Ad. Math.	Gen. Science	S.St	Hindi	Moral Science	G.K	Drawing	%	Rank
1	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
2	70/75	Reading: 22/25	65/75	70/75	-	69/75	64/75	-	20/25	24/25	40/50	88.8	3 <sup>rd</sup>
3	71/71	R- 22/25	64/75	70/75	-	70/75	69/75	-	22/25	25/25	38/50	90.2	2 <sup>nd</sup>
4	89	24/25	70	91	-	85	78	38/50	24/25	45/50	20/25	84	3 <sup>rd</sup>
5	82	40/50	75	92	-	87	79	35/50	-	47/50	-	82.6	4 <sup>th</sup>
6	88	43/50	73	90	-	90	82	39/50	-	48/50	-	85	3 <sup>rd</sup>
7	90	45/90	77	92	-	89	84	40/50	-	Assam history: 43/50	-	80	1 <sup>st</sup>
8	92	45/50	70	94	-	90	85	-	-	AH: 45/50	-	86.8	1 <sup>st</sup>
9	90	46/50	74	95	90	91	87	-	-	-	-	88.1	1 <sup>st</sup>
10	41/50	96	35/50	94	92	97	90	-	-	-	-	90.8	

TABLE NO: 4.22

## SCHOOL ATTENDANCE RECORD OF NAJIM HIQUEMAT

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
Total	N.A	N.A	N.A.	220	222	230	230	234	230	235	238	200
Attended	N.A	N.A	N.A	209	222	228	221	230	229	233	231	198

Overall percentage of attendance was 98.1

Note: Record for first three classes was not available.

**4.8.12 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, the following can be said about Najim.

**Background:** Najim was an Assamese boy belonging to a nuclear family. The monthly income of this family was Rs.40000/-. Father was a professor and mother was a reader in the University. Both the parents were highly qualified, they were doctorate in their

respective subjects. They reside in University quarter. Grandparents of this child died few years ago. Parents of this child were good in studies and very studious. Najim's cousin sister was a rank holder in Board examination few years ago. Najim was a single child of his parents.

Parents shared healthy relation. Though both were working, they paid full attention towards every aspect of Najim's life. Atmosphere of their home was very liberal. Parents provided every facility to him. Parents were very caring for their only child. Parents guided him to be a good human being and always advised him to work hard according to one's fullest capacity.

**Location of residence:** Najim belonged to an urban place. The campus where they reside was situated out of the town in a peaceful location. Their neighbours were well-educated and in same profession like that of his parents. Neighbours were cooperative and of helping nature.

**Childhood days:** Najim was healthy since birth, during childhood he suffered only from certain common minor sickness. His growth was normal. He was over-protected and cared by his parents. Parents were very humble and soft spoken to him. They never scolded or showed anger to him. Parents tried to teach him good habits. Najim also was a calm and polite boy. He was cheerful and got mingled with children of his age group. He was a fast learner since then. He was interested in learning rhymes.

**School days:** Najim was healthy and disease free in his growing period. His diet was proper and was provided with nutritious food to eat. His diet included more of fruits and vegetables. In K.G. class, he got best boy award. He was within top 4 students of the class, latter he worked hard and improved his performance. Since upper-primary classes he was topper of his class. He attended school regularly, mother tried to avoid his absenteeism in most of the situation. He attended class with full concentration and remained attentive although out. He regularly submitted homework in time. His handwriting was neat and legible. He was brought up in such a way that his interest

developed towards studies. He was never forced to study but the environment of his home encouraged to get directed towards studies. Najim's intimate friends were intelligent and high achievers. Najim shared good relation with all of his classmates.

**School:** He studied in an English medium school which was under the Guwahati University. The school was coeducation institution. The school covers a small area but was well designed and maintained. School had all the basic facilities although it was established few years back. Till now only three batches of students passed out from this school and students in these three batches passed with good result. It was for the first time that a student from this school secured rank in Board examination. School was in a peaceful area with no disturbance. Total number of teachers in the school was 19. Qualification of these teachers was B.Ed. These teachers didn't have long experience in this field. Total number of students in this school was 650 and in Najim's class there were 38 students. Teachers and Principal expected high percentage of marks from Najim.

**Characteristics:** Najim was a hard working boy. He was completely dedicated towards his studies. By nature he was flexible but had strong will-power. He was an intelligent boy. His memory was sharp and had ability to understand well. He was able to concentrate while studying. He was a disciplined and obedient boy. He had a charming and very impressive personality. He was talkative and extrovert by nature with polished behavior and mannerism. His attitude was positive and he was social by nature. He was practical and independent in decision making.

**Study Habit:** During primary classes, his parents used to teach him but gradually he developed the habit of self-studies. Najim since primary class studied for two hours every day and before school examination he increased it to 5-6 hrs. After pre-Boards examination, he studied to prepare for Board examination and put 10hrs of study every day. He tried to maintain his attention towards studies for longer duration and to sustain it, took small gaps to refresh. He studied at his study table. He got up early in the morning and studied after coming from school in the evening. He used textbooks and class notes to study and in senior class also made notes in his own language. In std. X, he

used reference books to prepare for Board examination. He emphasized understanding more. He studied the course thoroughly without compromising any topic in any of the subjects. Before examination he revised whole course well.

**Other interest:** Najim was an all rounder boy. He was interested in all the activities such as quiz, essay writing, etc. He was also good in sports. He participated in all the literary activities in school without neglecting his studies. He even enjoyed watching television but limited it for few hrs a week. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

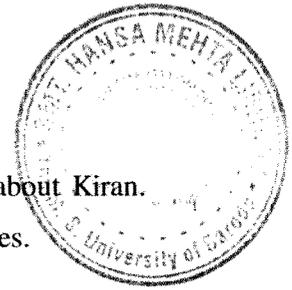
**4.8.13 Conclusive Remark:** Najim belonged to a highly educated family with strong economic backgrounds. He was disciplined and had prioritized studies in his life. Along with parents support he was highly self-motivated towards studies. Surrounding of his home was clubbed by educated persons.

## **4.9 Case 9: Kiran Borah**

### **4.9.1 Introduction**

The researcher located the C.S. Rawanpara Higher Secondary School at a distance of 40 km from the Majhuli town. Arriving at the school, researcher directly approached Principal in his office. She stated the purpose of her visit to the Principal. The Principal very enthusiastically described Kiran and provided different information about the school. After presenting his views he introduced researcher to the teachers present in the staff room (as it was lunch break almost all the teachers were present there). They provided required information about the child in a congenial and cooperative manner though at certain juncture researcher needed to evoke their thoughts. One of the teacher's showed the school to the researcher. Later Principal instructed the clerk to escort researcher to the house of Kiran and to the nearby places of relevance.

The clerk took researcher to the L.K. Primary school (from where Kiran completed his primary schooling). Clerk introduced researcher to the principal of the school. Principal



along with a senior teacher of the school earnestly provided information about Kiran. Researcher collected available performance track of Kiran from the school files.

Having gathered data from the schools, researcher went to the house of Kiran along with the clerk. At home, except father of the child all other family members were present. Clerk introduced researcher to all of them. She was warmly welcomed by the family. Sitting room where researcher was made to sit had two small wooden benches. So except Kiran all others placed themselves on floor. The family was able to speak and understand only a typical dialect of the Assamese language (spoke in that particular area). The researcher was able to understand their language partially and was assisted by the clerk. Kiran also helped in interpreting their dialogue in Hindi and English. At the beginning, they mistook researcher as a press reporter, who can help Kiran in his further education by writing in newspaper. Researcher clarified their misinterpretation and actual motive was explained to them. Even after knowing, they remain generous and accommodating. All the members described Kiran according to their own perception. His brother was shy in nature and not able to communicate well.

Researcher showed her interest to converse with Kiran in isolation so all the members immediately departed from the room. Researcher initiated the interaction with few simple questions as Kiran's gesture revealed his apprehension; subsequently Kiran got engrossed and provided desirable information. He showed his result of past few years. Whole family joined them and with a cup of tea, all together had a long chat. After a long session, researcher asked for a survey of their house as well as of the neighboring houses. Along with Kiran and his elder sister, researcher went to few of nearby houses. Researcher again needed Kiran's assistance while communicating with his neighbours. They remained obliging and eagerly presented their views. Researcher required being patient while conversing with them as they recurrently detoured from the main theme. Later in the evening, father of the child returned from work and was interviewed by the researcher. It needed effort to involve him in the conversation as he remained constraint. For that day researcher left the place.

Next morning again researcher went to the village to meet Kiran. There was an elongated talk held between the two. They were disrupted on the arrival of two of his friends; they were informed formerly by Kiran on the request of the researcher. While Kiran's friends interacted with the researcher, he went to arrange snacks for all. His friends forthrightly described him. Before leaving the field once again researcher held a small conversation with all the family members.

#### **4.9.2 Background**

Kiran was an Assamese boy residing at a village 'Tataya' in the interior of Majhuli town. Majhuli is the largest inhabitant river island in Asia, but it is undeveloped. It falls under Jorhat district. Population here is very less. Tataya village is 40 km away from the main town, road towards it is very narrow and kuccha. The village is small and traditional structured. People over here are poor and illiterate. Now there were schools in village and nearby. People had now become aware and send their children to school and for higher studies.

Kiran's family was from lower class and was very poor. Their ancestors were settled here since long. The grandfather of the child was a boatman and grandmother was a housewife. They were illiterate and lived a struggled life, yet had good relation and held honorable position in the village. Grandparents died before the birth of Kiran. Kiran's father aged 55 years, an illiterate villager continued in the same profession of his grandfather. Mother of the child, an illiterate female, aged 52 years was a housewife. Although they were illiterate, they did recognize the value of being educated. Father had a desire to study but lack of resources made him unable to study.

The monthly income of this family was about Rs.1000/- only. They remained satisfied in their earning but were incapable to provide extra facilities to enhance potentialities of their youngest child. Father remained busy in sailing boat till evening and mother remained occupied in cooking, child rearing and other house hold activities. She very often made different objects from cane and sold them to gain some financial support. She

was interested in singing 'bhajans' as it was one of the source for entertainment for the family.

The family was traditional and religious. They belonged to schedule caste. Including Kiran, there were seven members in house. He had three elder sisters and one elder brother; he was the youngest member of the family. All the 3 sisters went to the college as they were interested in higher education but were average in studies. Elder brother was least interested in studies so recently he left education after completion of standard 12<sup>th</sup>. Rest of their relatives resided in the same village. In a way all the people of this village were attached and interacted with each other.

Kiran's family resided in a small kuccha house with roof made of hay. There were very few furniture and no other facilities present at their home. Rooms were very undersized, there was no electricity, and there was a kuccha toilet outside the house. There was a separate room for two brothers in which there was only one table and chair as furniture, even there was no bed or cupboard. Surrounding of the home was peaceful. There were very few houses nearby and all were in similar state. People in the village were very helpful and cooperative.

Kiran was a 17 years old boy born to Assamese parents on 28<sup>th</sup> February 1988. Kiran was born as a normal child. He was the fifth sibling, so no much care was taken during pregnancy. Mother was experienced and didn't bother much, but they expected a male child. He grew as a healthy and usual child. Elder sisters used to take care of him. He learned walking as well as talking within 11 months. He was a very calm and silent child. Physically he was fit and beside few regular diseases of children, he didn't face any sickness. His elder sisters used to teach him all the subjects in childhood but latter on he studied independently. Parents were happy and easygoing type people, busy in their work and earning. The expenses of his education was very less as there was no fess to be paid for school. Books and other required materials were arranged by the teachers of the school for him.

#### **4.9.3 The School**

**L.K. Primary school** - Kiran studied from std. 1 – V in L.K. Primary school situated nearby his house. This school was a coeducational institution with Assamese as medium of instruction. School building was kuccha and had least facilities. School emphasized towards completion of course and had no provision for extra curricular activities. The school had in total 160 students. Including principal, there were only 4 teachers.

Principal and one teacher of L.K. Primary school who were in the school from the time when Kiran studied here told that Kiran was a good student since class I. They regarded him as an intelligent and brilliant student. Kiran remained committed to studies and as a result always excelled in his class. During childhood, he was very quite and descent and never quarreled with other children nor did complain about anyone. His elder brother also studied in the same school but was not that good in studies. Kiran was good natured and have always put extra efforts for studies. He had special interested in Mathematic.

**C.S. Rawanpara Higher Secondary School** - Kiran was a student of C.S. Rawanpara Higher Secondary School. He got admitted in this school in std. VI. The school is situated 3 km away from Kiran's residence. The school was under State government, established in 1962. Medium of instruction here was Assamese. It is a coeducational institute. School campus was not so large, even school building was kuccha, but had spacious classrooms. There was electricity in the school and there were also few computers installed in school which were accessible to students. Total strength of the students in the school was 550 and the total number of teachers and non working staff were 32. School had std. V till XII. For higher secondary class, school offers Science, Commerce, Arts and Vocational streams. Almost all the teachers were B.Ed and few of higher secondary teachers were with master's degree. Many literary activities were organized time and again by teachers. The school kept frequent touch with parents of the students.

Students over here belonged to rural and poor parents. In the history of the school, it was for the first time that any student had secured position in Board examination. In this particular batch there were 42 students and among them there were few other bright

students but not as good as Kiran. Teachers expected overall average result for this batch and had expected good percentage for him but have not estimated so high.

#### **4.9.4 Description Principal of child by the Principal & Teachers**

C.S. Rawanpara Higher Secondary School described Kiran as a sincere, intelligent, very calm and quite person by nature. He was an excellent boy with all-round talents. Although his parents were poor and illiterate, they have motivated him to work hard and perform well. School has helped him a lot in his education considering his interest and ability. Teachers provided him required books and also gave direction to study.

Class teacher told that he was regular in attendance as well as punctual. Kiran mainly focused on studies though was also good in non-academic areas such as quiz, essay writing, etc. He does played games, but was not expertise in any particular game. He was very calm and never got angry. According to class teacher, school staff remained ready to provide Kiran extra coaching. English teacher perceived Kiran as a well mannered and very gentle boy. He studied complete day even in leisure time. He read either course book or some other knowledge based books. Although no one at his home or in surrounding area conversed in English, his command over English language was appreciable. Through teacher's assistance and self efforts, he had developed this ability. Science teacher introduced him as an intelligent and knowledgeable boy. His knowledge outspread beyond the course book and syllabus. According to mathematic teacher since childhood he had special interest in studies. He maintained discipline and remained attentive in class and for problems; he approached teachers immediately for clarification. Social studies teacher appreciated his ability to act in dramas. He took interest in all the subjects. Though the school did not have a proper library, yet he read whichever book was available. All the teachers admitted that he was regular in submitting homework. He had sharp memory as well as superior understanding capacity. He maintained good association with his peer group. Kiran helped classmates if they were unable to interpret teachers' explanation.

#### **4.9.5 Clerk**

Clerk of the school was well acquainted with Kiran as he often visited his house and had close relation with father of the child. Clerk said that Kiran was an adjustable boy. He was not interested in wandering here and there rather liked to be at home and study. He was dedicated and did study for most of the time. No one at home disturbed him while studying. He was very jolly by nature but was reserved and didn't talk much.

#### **4.9.6 Parents**

Parents of the child were not able to recall much about his infancy period. All they told that Kiran was very calm, polite and steady since that stage. He was a fast learner. Since birth no extra care was taken for him. Food provided was also normal and very limited. During childhood he mostly played with his elder brother and also was friendly with other children of his age. Mother told that Kiran got admitted in school at the age of 5. Both the parents told that since primary classes, as soon as he was back to home took his books and read or did homework. He never demanded for anything personal or even matter associated with his studies. Whatever his parents provided to him, he was satisfied as he was much matured to understand circumstances of the family. Mother disclosed that Kiran was more skilled in comparison to his brother. His elder brother was quite naughty but contrary to that Kiran was very silent and humble. So mother paid more attention towards elder brother and for him his elder sisters looked after.

Mother described him as a polite, cooperative and sincere boy. He was of reserved nature and was less talkative. He didn't like to go out and waste his time rather he stayed at home and studied and conversed with elder sisters and brother. He was very attached with family members. Many a times he tried to make parents learn to read and write. He was a hard worker and aimed to achieve high through his efforts. All his elder sisters and brother were very concerned and cared of him. Kiran was a religious boy and having immense faith on God and feared to do anything wrong as God would punish him for that.

According to the father, Kiran was self motivated towards studies. He was confident and self-determined towards studies. Father of the child said that they had high hopes for him. Father believed that Kiran will do well in studies and one day will be rich and famous and lead a better life. Family wants Kiran to be successful for his better future and not for them. But firstly, want him to be a good human being. Father felt proud of his son as without any facilities he could achieve so high in secondary Board examination and was always a topper in his class. Kiran appeared for State scholarship test and got it cleared. He was also interested in taking part in drama and singing traditional and folk songs along with mother. They kept him free from all other responsibilities and all the family members supported and encouraged him for his performance.

Both the parents regarded him as an all-rounder boy. They felt that he got birth at wrong place, as he deserved much better life than that they provided. They always had faith that he will make a place for himself.

#### **4.9.7 Sisters**

The eldest sister who has always helped him in studies told that Kiran took very less time to comprehend and memorize any matter. During childhood, he was devoting one hour of study daily and it was adequate for him, later when he began to study independently, he devoted 2 – 3 hours daily, in which he made revision, completed homework and practiced mathematic. He is very punctual and never postponement his work for next day. He gets up early in the morning and study in candle light. At evening, all the family members accompanied father and spent time together, so Kiran managed his study time accordingly. He is a very imaginative and creative person. In primary class he composed substance of poems in his own words ingeniously. He very efficiently recites poem and is a good actor. He even had good general knowledge, as well as interest in other literacy activities. His interest was never hampering his studies as he adjusted time very well. No other responsibility was imposed on him by the family and was free to devote his time in studies. He is emotional but don't get nervous and tensed easily and has lot of patience. His strength is his understanding capability and firm fortitude to become a doctor. His friends are also studious and hard working boys which encourage him to be dedicated.

#### **4.9.8 Brother**

Elder brother briefly described Kiran as an intelligent boy who never gets irritated or frustrated rather has lot of patience. Since childhood he was able to concentrate on his work in any circumstance. Even many a times Kiran helped him in studies although was junior in class. He finds Kiran as an introvert person who don't express his feelings and needs, in front of anybody. He focuses on his aim and remains resolved to achieve his goal. He believes in his dreams and has capability to acquire them. Kiran has no grievance for the poor condition of the family and utilized resources available skillfully. For his good behavior and extra ordinary talents, he was privileged to get attention from the teachers at school. All the family members including him treat Kiran with great affection as he was the youngest sibling. Elder brother wants to earn and help Kiran financially for his further education.

#### **4.9.9 Neighbors**

Neighbors described Kiran as an obedient boy who listen to his parents as well as to all the elder sisters and brother. He can be labeled as a sharp child. He was a hard working boy who remained engaged in studies for most of the time. Parents were very enthusiastic and optimistic people they provided him moral support. Kiran was shy and talks less with others. But was social and do attain social functions of the village. Since childhood, he was sincere and disciplined. His attitude was different from all his sisters and brother. They never saw him getting angry or irritated rather had cool behavior. He had interest in music and do sing well. Very often they saw him playing with the children staying nearby.

#### **4.9.10 Friends**

One of the friends of Kiran told that he was an excellent boy in every aspect. He often helped him to comprehend mathematical problems. Since childhood, Kiran envisaged to achieve high and be successful in his life so that he can gain financial support for his parents. He never regret for his status rather felt proud of his parents as they worked hard for welfare of family. In class, he remained attentive and alert. His hand writing was very attractive. Always he was the first person to submit homework in their class. Another

friend told about Kiran that he didn't have money to purchase books and other stationeries. Many senior students and teachers helped him in arranging course books and other materials. Kiran made effective self notes and prepared for examination by reading them. Whenever teacher raised question in the class, he always attempted to answer it, also asked teachers to clarify doubts. His one of the sister assisted him in studies during primary class and afterward he did self studies. Many times Kiran helped his elder brother in solving mathematical problems. He never fought with classmates and maintained good relation with all. His aim was to become a doctor and serve the village.

#### **4.9.11 Case Himself**

Kiran told that he was an ordinary boy born to poor but generous parents. He had interest in studies and reading knowledgeable books. He believed that through knowledge and education, one can be successful and lead contented life. His ambition was to become a doctor and serve people. He perceived himself as a confident and resolute person. Though he likes to meet people but is not in favor of wasting time in activities like going to others' house, spending time by gossiping with friends, etc. He received support from his parents and they never allowed him getting engage in any other activities. All the responsibilities were carried by elder brother. Sisters helped him in studies till class V; latter on was able to study on his own. Though no one revealed directly, it was found that the family had high expectation from him.

Till now he had not encountered any problem in sleep not even before examination and always he was able to have sound sleep. Got sufficient food but was not that nutritious and remarked himself as a physically fit person. Throughout the year, Kiran studied regularly for 4 hours a day. He consistently revised at home all lessons taught in class. Doing homework regularly has helped to synchronize substance of the lesson and also improved writing skill. Since childhood, he has especial proclivity for mathematic and daily practiced it. He preferred to study early morning at 3.30 or 4.00 am as everyone remain fast asleep and environment was peaceful. He found that during those hours understanding and learning gets easier and faster. He favored to study at his study table. In evening, he had to study in candle light as there was no electricity at house. He was

able to concentrate for longer duration and can study at a stretch without taking any break. Before school examination, he studied for 7-8 hours. He studied with the intention to perform high in every examination. He always tried and worked to be topper in his class

After pre-Board test he dedicated 12- 13 hours to prepare for Board examination. Had solved last 6 years question paper of Board examination to get acquainted with actual examination situation. There was no reference book or guide book for him, only notes taken in class and text book were source to prepare self note and studied from it. Before Board examination he had revised entire course thrice and in other classes at least revised his course once. There was no fixed time table followed by him for studies. His favorite subjects were mathematic and science but have given equal weightage to all the subjects.

Teachers helped a lot by providing guidance as well as arranged books for him. To improve his English, he read a lot of books and whenever needed referred dictionary. English teacher assisted in this aspect by providing different books and also by correcting pronunciations. Friends were helpful and good in studies. Discussion made with them had helped to clear many doubts and by explaining to them he had enriched his own understanding. He spent time with friends only at school and have enjoyed that period a lot.

According to Kiran, he wanted to excel in diverse field and access knowledge of vivid subjects and not restrain himself in the boundary of few course books. Though he was interested in singing, drawing, acting etc. he emphasized his studies most, as at this stage it was most important. He felt relax either by reading some books (other than course books) or by singing songs.

Whole village supported and encouraged him and appreciate his abilities. His parents were most influential personality in his life as they work hard and keep their family happy. He gets influenced by any doctor as it is his ambition to be in future. Many times

he gets tensed and felt nervous for if he didn't study hard will not be able to come up to everybody's expectation, but had full faith on his caliber and preparation made.

#### **4.9.12 Researcher's Observation**

Kiran seemed to be a shy boy yet was able to express himself. As none other family member was able to talk properly with the investigator, he did help as a mediator and explained in English. His handwriting was very neat and clean. Appearance wise Kiran was like a simple village boy. He didn't studied preprimary classes. In spite of all the odds, he remained persistent and studied dedicatedly. Teachers of the secondary school tried to exaggerate their contribution in his success He belonged to backward and poor family staying in a rural village. Parents were proud of him and of accommodating nature. All the family members were very supportive and cohesive.

TABLE NO: - 4.23

PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF KIRAN BORAH

Class/subject	Eng I	Eng II	Assamese	General. Mathematic	Advance Mathematic	General Science	Social Studies	%	Rank
8	88	43/50	89	90	95	80	82	87.2	2 <sup>nd</sup>
9	90	-	85	89	92	85	84	87.5	1 <sup>st</sup>
10	-	91	83	91	100	84	86	89.0	

TABLE NO: 4.24

SCHOOL ATTENDANCE RECORD OF KIRAN BORAH

CLASS	10
Total	175
Attended	175

Note: All other details about him were not recorded by the school and the child.

#### **4.9.13 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, the following can be said about Kiran.

**Background:** Kiran was an Assamese boy belonging to a nuclear family. The family was very poor with income of only Rs.1000/ per month. His parents were illiterate. Father of the child was a boatman and mother was housewife. They resided in small self-owned kuccha house with least furniture and facilities. Even there was no proper sanitary facility and no electricity. His grandparents died many years ago. There were 5 children in the family, 3 girls and two sons. Kiran was the youngest child. His sisters were average in studies whereas brother was not at all interested in studies. Family members shared close affinity and had good atmosphere at home.

Parents were having good relationship and were of soft nature. They were having very less resource yet lived a happy and contented life. They were not able to provide even basic requirements related to Kiran's education. But they provided moral support and always encouraged him to devote maximum time for studies. They never loaded any other responsibilities on him. Even elder brother and sisters helped him kept him free from all tensions and worries.

**Location of residence:** He resided in rural village. The house was isolated from other houses and the surrounding was very peaceful. People living in that area were of same social strata. They were cooperative and supportive people.

**Childhood days:** Kiran was born healthy and remained fit in his childhood. His growth was normal. He was very satisfied in whatever he got and never demanded for anything. Parents spent time with him but he remained more attached to his elder sisters. They took his care as mother performed household duties. He played with his elder brother at home itself. Kiran was fast learner and grasp things easily. He was of steady and calm nature.

**School days:** He remained healthy and disease free during this phase of his life. He was provided very normal food which was not much nutritious. He had been studious since small. Since primary class he was within top 3 ranks in his class. He attended school regularly. He remained attentive and sincere in class. He also submitted homework on time. His handwriting was neat and clean. He was a studious student who tried to achieve highest marks in his class and always worked for that. He was self-motivated towards studies. He was helped by his seniors and teachers; they provided him course books, note copies and other stationeries. His class fellows were also cooperative and helpful.

**School:** Kiran completed his education from two schools. First he studied in a primary school till std. VII and then from std. VIII to std. X in a higher secondary school. Both the school was Assamese medium government schools. The schools lacked in infrastructure, there were least facilities in these schools. Both the schools were coeducational institutions. Schools were situated in peaceful and open areas. Total number of teachers in primary school was 4 and in higher secondary school, it was 32. Teachers of these schools were with B.Ed qualification. These teachers were experienced persons. Total number of students in the second school was 550 and number students in his class were 42. First time from this school a student got position in Board examination. Teachers expected high percentage of marks and not a rank from Kiran.

**Characteristics:** He was a self-determined and hard working boy. He dedicated himself for studies. He had confidence and strong will-power to become successful. His thoughts were positive and had optimistic outlook. He was an intelligent boy who was capable of utilizing least resources for studies. He had a good memory. He focused his attention towards studies and tried to concentrate fully while studying. His conception was clear. He was self-competitive nature. He remained a discipline person, simple and sober by nature. He was less talkative and introvert. He was social and accommodating to everyone, he helped his classmates at times of difficulties. Kiran was an emotional boy, very much attached to his family.

**Study Habit:** He studied regularly throughout the year for at least 4 hours a day. Before school examination he studied for 7-8 hours and after pre-Board test, he studied for 11-12 hours. He studied for longer duration at a stretch with full concentration. He studied at his study table. He got up early in the morning to study. He referred textbooks and notes given by teachers to prepare for examination. In junior classes his elder sister taught him at home and later on he studied on his own. He clarified his doubts by asking the subject teachers at school. He first understood the lesson and then memorized it. He comprehensively studied whole course. He made revision of complete syllabus before examination.

**Other interest:** He was interested in singing though there was no special training given for it to him. Other than that he just spent time with his family members.

**4.9.14 Conclusive Remark:** Kiran belonged to a poor family, his parents were illiterate. He was able to utilize resources to its optimum. He was dedicated and a hard working child who worked to achieve high and to gain his goal. School helped him by providing material and academic assistance.

#### **4.10 Case 10: Suejee Das**



##### **4.10.1 Introduction**

The researcher went to the St. Mary's school at Guwahati, where Suejee studied. At school researcher contacted the Principal but due to preoccupied engagements, Principal was not able to spare time for her. Researcher was introduced with a senior teacher of the

school to seek desired help. Teacher presented his perception about the child and other details about the school. He also provided Suejee's contact address and phone number. Researcher after coming from the school made a phone call at Suejee's residence and talked to her. Researcher was invited to their residence on Sunday morning. On the appointed day, researcher went to her home and met the family. After introducing herself and describing in details about her study, researcher had an informative talk with the father of the child. He revealed his thoughts regarding his daughter in a summative way. Later in Suejee's bedroom, researcher and Suejee had an elaborated conversation. She showed all her past mark-sheets and certificates to the researcher. They went back to the living room and along with the snacks all the family members got involved in conversing with the researcher. Family members were reciprocal. Researcher scheduled the appointment for next day and took leave.

Next day researcher went to their home and met Suejee's mother and spent plenty of time discussing about Suejee. Mother hesitated initially and got perplexed at times. So, the researcher instilled her to come up with desirable facts about Suejee. They continued until Suejee returned from college. Then researcher interviewed Suejee. She was straightforward and swift while amplifying her thoughts. Researcher requested Suejee to invite a few friends at home as she arrived. The researcher interacted with her friend alone for some time and ingenuously she described various aspects related to Suejee. Latter Suejee was also included in the talk and everyone had a pleasant conversation. Leaving them there, researcher went to the neighboring house and interviewed a middle aged couple and their two children. After gaining a brief description about the child from the neighbour, researcher returned back. Till then her father was back at home, researcher had a short conversation with him and then she left for the day.

Next morning researcher called up the child over phone and requested to meet again. They met in the college where she studied and had a casual talk at the college canteen. Researcher also asked about her class-mate Darsana who was also a merit holder in Board examination during the same year. Darsana also provided information about Suejee when researcher met her.

She went to the school again after two days and conversed with the Principal. Principal in detail provided her views regarding Suejee. Later, Science teacher was instructed to introduce researcher to rest of the teachers in the school. Researcher collected views of the teachers individually. Teachers elaborately presented their standpoint regarding her. Researcher also talked with few students and the maid of the school. Then from the office record, researcher noted down Suejee's attendance and past performance record.

#### **4.10.2 Background**

Suejee was an Assamese girl of 18 years belonging to a middle class family residing in Guwahati. Guwahati is the most developed city of Assam state and of the entire north east region. Guwahati falls under Kamrup district. Total population of this city is 25, 15,030 and area covered is 4345sq. km. Although it is not the capital of Assam, all the main government offices and departments are located here. It has a combination of skyscrapers, and well developed societies and natural beauty. River Brahmaputra flows by the side of the city and is surrounded by mountain ranges. At places the land is plain whereas other parts are hilly. People from all the sections and class of the society live here. The overall culture of this place is cosmopolitan one. People at Guwahati city are more attracted towards modernization and westernization.

The grandparents of this child were settled at Guwahati town since long. Her grandfather was working as a clerk in Government office and grandmother was a housewife. They had 4 sons and two daughters. They were leading a general life having high expectation from this son (i.e., suejee's father). Grandparents died few years ago. The father of the child, aged 50 years old, did B.E. with an average result, was working as an Engineer in Assam State Board. Suejee's mother aged 46 years did M.Sc. and B.Ed. was teaching statistics in a higher secondary school. Mother was an average student. The family consisted of parents and two children including Suejee and her younger brother. There was one additional person in their home, a 14 year old maid servant.

They resided in a flat owned by them in a building situated at sub-lane. It was very close to main town of Guwahati. This sub-lane was a residential area, which was overcrowded

by towering buildings. There were 3 bedrooms, a small drawing room cum dinning room and kitchen. The interior of house was of typical Assamese style. All the required facilities were present in the home. Although house was small but was well maintained and clean. Since birth, Suejee had been residing in this house. There was a separate room for her. People staying nearby were educated and belonged to different communities and occupation. There was no much interaction among the people living near by.

Their caste was Kalita. They regard themselves as conservative and traditional people having immense faith on God. The monthly income of this family was about Rs.25, 000/. They were able to lead a happy life within their income and were able to afford all the basic needs to the family. Family was not in frequent touch with their rest of the relatives. With mother's family, they met seldom as they stay in a village far away from Guwahati and all are busy in their work.

Parents of this child were not strict regarding education but about discipline. They were conscious about their child's growth and education. Parents were not so social and remained busy in their job and rest of the time like to spend with their children. They had full faith on their child and were confident that Suejee will achieve high in Board examination and do well in other fields also. The younger brother of Suejee studied in class VIII, he was two and half years younger to her and was good in studies. They shared a good relation as friends. The family was small and confined within themselves.

Mother didn't face any serious problem during her pregnancy period. Even during delivery everything was normal and a healthy baby was born on 2<sup>nd</sup> September, 1986. As Suejee was first child parents were very excited as well as careful about her. There was no strong desire for any particular gender of child. There was no particular or remarkable disease to the child. Suejee's childhood period passed without any stress and difficulty and had been growing in healthy way till now. Now she was 5 feet in height and weighs 48 kg. She was very kind hearted and disciplined child. She was studious as well as intelligent girl.

Both the parents equally took care of their child. Her mother taught her Mathematic and Assamese subject. Father was very responsible; he was able and ready to provide all the essential facilities regarding education. He preferred to be honest and work for justice and had also inculcated these qualities in his daughter since childhood.

#### **4.10.3 The School**

Suejee did her entire schooling from St. Mary's school. The school was established in 1974. This was an English medium convent school. It is a coeducation and well reputed school in that town. As it was located at the end of a sub-lane, there was no external disturbance. The school had a large and beautiful campus and even the building of the school was well-planned and very well-maintained. It had a playground, library, laboratory, computer room, clean lavatories, etc. The school consists of class K.G. to std. X.

Total strength of the students in the school was 940 and the total number of teachers was 32. There were two sections for each class. Here teachers were with B.Ed. degree. Most of the teachers here belonged to missionary and the post of head was also for the qualified and experienced person of their missionary. Teachers were devoted towards the school and child welfare. Principal of the school was very strict and dedicated person. The school followed strict rules and regulations. There was regular class test and other unit test conducted in the school. There was a constant communication between parents and teachers.

The school was not only concerned about academic development of its students but also towards the enhancement of non- academic qualities. Till now many student had secured positions in Board examinations from this school. There were 31 students in this particular class along with Sujee. From the same batch, another student stood within top ten in Board examination. And there were few other good students who could have secured position.

#### **4.10.4 Description about child by Principal and Teachers**

Principal of the school told that Suejee was an all rounder girl. Since childhood she was good in studies and also excelled in extra-curricular activities. She was house captain in the school. It was found that Suejee was a fun loving and talkative child, overall she was a good nature girl.

English teacher regarded her as a well-mannered child. Teacher found her to be social with her peer group and helpful by nature. She had a good vocabulary and speaking ability. She was regarded as interactive and enthusiastic child. Science teacher told that Suejee remained attentive in class and was bold by nature. Teacher described her as self-confident, hard working, intelligent and bright student. She had extrovert personality. Without hesitating, Suejee clarified her doubts from teachers. Social studies teacher said that she had good understanding power and once the concept was clear, she can retain for longer period. Although her handwriting was neat and clean, her writing speed was very slow. She always remained serious towards studies and worked hard. She reflected competitive by nature and worked with an intention to succeed as topper of her class. The class teacher observed Suejee as a smart and well mannered child. Many times she was class captain. She was good in singing and also in debate and other literary activities but was less interest in sports. Her mother kept a regular touch with the school teachers to be well-versed about her daughter. Mathematic's teacher appreciated her strong numerical ability and mentioned that in every examination she secured almost full marks in this subject. One of the primary class teacher told that she was very calm, quite and disciplined student during lower classes. During that stage she remained very sincere in the classroom. She and Darsana (another student) had a neck to neck competition for the first position. All the teachers expected good result from her. They had a general view that she was regular in submitting home-work and have maintained class-work properly. She visited library frequently. Her attendance was also regular. There was no special favor provided to any of the students by the teachers, but there was a kind of mental support and positive attitude towards her.

Maid of the school told that Suejee greeted her and talked to her everyday. She was well-mannered and disciplined girl. Some of the junior students told that Suejee was very helpful and mild with her juniors.

#### **4.10.5 Parents**

Her mother introduced Suejee as an intelligent and brilliant child. She found her very tactful and smart girl. She also told that Suejee was a bit lazy and slow. But when the work was of her interest, she does it anyhow. If she took any responsibility, she completes it very earnestly. Outside home she was very attentive and alert but at home, she remained a bit slow. She fears her father although he scolded her very rarely. She shared good relationship with her younger brother. Sometimes they quarreled like child but never complained anyone and resolved it within themselves. They were like good friends. Suejee was social by nature but didn't prefer to go out and choose to spend time at home itself.

Father considered Suejee as a very confident girl having high ambitions. Father never forced her to study or work too hard. She was sincere in her studies since childhood. He found Suejee as an independent girl who had the ability to take decisions rationally. He had full faith in his daughter and also expected her to do well but had never overstressed her for it. According to him she was incapable to take responsibilities. She was very lazy since childhood and not interested in household work even parents never loaded her with any duty or let her engaged in any other activity. Father told that she was very stubborn and once decided, nothing can change her.

According to the parents she was a healthy baby who learned walking within 10 months and started talking within 11 months. They didn't find any extra ordinary symptoms in her; she was like any normal child. But as an infant she used to learn new words very fast and also remembered objects' by name for longer duration. She never troubled while going to school rather enjoyed going and after she came back from school, she used to tell about the incidences occurred there. She was of competitive nature since childhood. She was calm, cool and never used to fight with other children. Since childhood, she

remained conscious about herself. She dressed very slowly and steadily and even did other work with patience. She never created problem in eating but preferred non-vegetarian food and milk.

Gradually, she became very talkative and extrovert. During the age of 9-12 years, she behaved less cooperatively with other children, except with her younger brother. She became mischievous and bold. But again she started behaving in a rational way after parents started persuading and guiding her towards right direction. Father always guided her to be in path of truth and be bold. She was very conscious about her handwriting and worked hard to make it legible. Since early age, she was a good singer. She liked to watch T.V. but gradually this habit reduced. Parents had been very supportive and caring towards her. Her mother helped her in studies and there were no tuitions for her. Till now mother helped her in mathematic and Assamese subject. Her mathematic was very strong. She remained conscious for home work and always complete before going to the school.

She had good peer relation. Even with her competitors, she had good relations. The other child who also secured ranks in Board examination with her, they were collaborating. All other friends were also good in studies as well as in behavior and belonged to good family. They didn't get much time to go to each others' house but discussed over phone their study related problems. Suejee was not interested in games and sports till std. VII. She used to play few games in childhood but later didn't participate in any. She can concentrate for longer duration and before examination she used to study continuously for whole day. Without any force and interference, Suejee studied throughout the year on her own with interest. She had a sharp memory and applied her intelligence when needed. Parents expected high percentage of marks considering her preparation and caliber.

Parents found her school to be very supportive and helpful. Teachers were well qualified and up-to-date. They were able to come down to the level of each student. Even the management and functioning of school was excellent. Students got the opportunity to develop in other fields because of this school.

#### **4.10.6 Younger Brother**

Her brother described his sister as very friendly. She encourages him to do well and also help in studies whenever required. He found her as a nice human being but told that she was not at all disciplined at home as well and didn't keep things clean. At times Suejee get very angry like his father. She was unable to tolerate any kind of injustice. Parents treated both of them equally. She was a hard working student. Suejee enjoyed with younger brother but disliked being disturbed during study. She had faith in God but not much religious or blind belief.

#### **4.10.7 Neighbor**

Their next door neighbor told that Suejee was a nice girl who remained busy with her school and studies. She was decent and talkative girl but does not come frequently to their home. She had good manners and was very good in studies. Parents took extra care of the children. In childhood days she was pampered and was not at all indiscipline. But now she was a good student. Family members were less social and preferred to remain contented within their own boundary. Suejee had no tuitions for her but mother assisted her as she was a teacher. During examination she gets very serious and always kept on studying.

#### **4.10.8 Friends**

Her one of the close friend who was also a position holder in Board examination reflected that Suejee was a very intelligent and hard working girl. She was not only competitive but also of friendly nature and helped others. The strongest point of Suejee was her ability to cope up with any situation very efficiently. Even if she felt nervous, she was able to handle that situation and perform her work well. She was self-confident as well as ambitious. She had high hopes and dreams. Her aim was to be a doctor. Her mathematic was very strong. She never left any problem, kept trying until she solved it. Her told that she inspired by her to be dedicated and hard working. Another close friend told that Suejee got nervous and tensed if for any reason she was unable to complete her school task. She always prioritized studies. Suejee always studied with an aim to be at par with

her high expectation and that of her parents. In general she was fun loving as well as daring. Suejee guided and inspired others to study hard.

#### **4.10.9 Case Herself**

Suejee very candidly talked about herself. She regarded herself as any other usual child having some desires and dreams. She found herself to be outspoken but didn't like to share her feelings and thoughts with other. Her approach reflected that she was very confident and bold but her own perception was that she felt very nervous in speaking in public and at times gets much tensed. Especially, before any examination and school examination result, she feels very nervous. She didn't like to be dishonest or do anything ethically incorrect. And if someone did wrong, she fought with that person. She was able to stick to whatever she decided.

She studied throughout the year for 2-3 hours and during that time she completed home work, read lessons and practice mathematic. Before examination she studied dedicatedly for 5-6 hours. For every examination, she tried and worked hard to get highest in the class. It is the morning time when she feels more comfortable to study as atmosphere was peaceful and learning took place at utmost. Before Board examination, she studied more than 10 hrs everyday. There was no fixed duration for any particular subject. She never identified any important question or emphasized any portion rather prepared whole course profoundly. Solving last two years Board examination question paper has facilitated to get familiar with the pattern of questions asked. She studied from textbooks and self made notes. In other classes she revised whole syllabus at least once, but in std. X<sup>th</sup> she revised it twice. She was able to study at a stretch with full concentration for longer duration. First, she thoroughly read a chapter and understands it properly, then if required, she tried to memorize it. To learn by-heart, it took more time for her. Before an examination, she was not able to sleep well but has usual appetite. She felt comfortable to study at her study-table.

Since childhood, she was interested in studies. She regards strong will power essential for any achievement. She also said that remaining attentive in the class while teacher

explains subject matter helps a lot. Her desire was to get highest marks in Mathematic. She even laid importance to all other subjects. Her ambition is be a doctor and to achieve her aim, she will do hard labor.

The most influential person in her life was her mother, who always assisted her in all the aspects. She was able to deal with almost all the dimension so well and she always remained cheerful. Father was also very caring and understanding. He remained busy in his job and yet provided quality time to family. He always taught to be honest and truthful in any situation and to always fight for one's right. Younger brother was like a friend but many a time he quarrels a lot. He was the only companion for her at home as parents are working. Working of both the parents have not affected her normal life and education.

She regards education to be the most important aspect of life as it helps in mental development. According to her, syllabus of SEBA was satisfactory and it's not too lengthy or tough. The teachers of the school were very cooperative and knowledgeable. They taught in such a way that it became easier to understand. They were always ready to help when students were in need. The school was good in all aspects. Whenever Suejee faced problem in her studies, she made sturdy efforts to find solution and if she can not, she asked teachers for clarification. She developed slow writing habit and felt lethargic to write but enjoyed reading, she tried to maintain moderate speed in examination. Didn't like to cheat or copy in examination as it's unethical.

She very frequently visited school library, consulted dictionary for meaning of the difficult word. She appeared for scholarship examination and also cleared it. Her hobby was to sing and draw and also to compose poem although didn't get enough time to write. She also enjoyed watching television but didn't watch much. She didn't like to go to other's home but for a change, she along with family goes to social gatherings or likes to be with friends and talk to them over phone and got very less time to go to each others house. All the friends were very cooperative and helpful. They discuss problems related

to study and also help each other. She had faith on God but was not a strict follower of religion. She credited her success to her parents and school teachers.

#### 4.10.10 Researcher's Observation

Researcher found this child as very straight forward and precise. She was able to express herself clearly and had good language ability. She did respect her parents. She was cooperative and enthusiastic in responding. She had loud voice like her father, whereas her mother was very polite and soft spoken. Through attendance record, it was found that she was a regular student (table no. 4.27). Her note books revealed that her handwriting was neat and clean. The progress record card revealed that she was within 1<sup>st</sup> and 2<sup>nd</sup> position, since childhood (table no. 4.25 & 4.26). The school was well maintained and forcing good discipline among students. Parents were very cooperative and attached with Sujee.

TABLE NO: - 4.25

K.G. PERFORMANCE RECORD OF SUEJEE DAS

Class\subject	Reading	Writing	Recitation	Number work	Moral Science	Story Telling	G.K.	Drawing	%	Rank
Lower K.G.	21/25	45/50	24/25	49/50	21/25	23/25	23/5	24/25	92	2 <sup>nd</sup>
Upper K.G.	23/25	42/50	24/25	47/50	22/25	24/25	22/25	23/25	90.8	2 <sup>nd</sup>

TABLE NO: - 4.26

PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF SUEJEE DAS

Class\sub.	Eng I	Eng II	Eng III	Assamese	Gen. Math.	Ad. Math.	Gen. Science	S.St	Hindi	Moral Science	G.K	Drawing	%	Rank
1	45/50	42/50	-	47/50	45/50	-	47/50	43/50	-	42/50	46/50	45/50	89.3	2 <sup>nd</sup>
2	46/50	45/50	-	47/50	49/50	-	47/50	48/50	-	47/50	54/50	45/50	94	1 <sup>st</sup>
3	68/75	70/75	-	74/75	70/75	-	70/75	71/75	-	42/50	46/50	42/50	92.2	2 <sup>nd</sup>
4	70/75	70/75	-	71/75	70/75	-	70/75	68/75	40/50	-	45/50	44/50	91.3	2 <sup>nd</sup>
5	89	41/50	42/50	85	97	-	95	87	40/50	-	40/50	-	88	2 <sup>nd</sup>
6	91	45/50	43/50	87	98	-	94	88	39/50	-	44/50	-	89.9	2 <sup>nd</sup>
7	94	45/50	45/50	82	99	-	94	89	40/50	-	45/50	-	91.9	1 <sup>st</sup>
8	90	43/50	44/50	85	96	-	90	82	-	-	-	-	88.3	2 <sup>nd</sup>

9	87	40/50	-	82	92	92	87	80	-	-	-	-	86.1	2 <sup>nd</sup>
10	41/50	82	-	43/50	99	99	94	85	-	-	-	-	90.5	

TABLE NO: - 4.27

SCHOOL ATTENDANCE RECORD OF SUEJEE DAS

CLASS	L.K.G	U.K.G	1	2	3	4	5	6	7	8	9	10
Total	190	195	210	212	215	225	230	233	230	235	240	180
Attended	188	190	207	209	213	225	225	230	228	234	240	180

Overall percentage pf attendance was 99.

#### 4.10.11 Triangulation

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, following can be said about Suejee.

**Background:** Suejee was an Assamese girl belonging to a nuclear family. The income of this family was Rs.25000/ per month. Her father was with B.E. qualification and mother was M.Sc. as well as B.Ed qualification. Her father was an engineer in State Electricity Board and mother was a teacher in a government school. Her parents as well as younger brother were above average in studies. There were two siblings in the family, Suejee was the elder child. Her grandparents died many years ago. They stayed at their own house.

Her parents shared good relation and had maintained congenial atmosphere at home. Parents were devoted for their children; they spent ample time with Suejee. Father was a strict and disciplined person. He always guided Suejee to follow the path of honesty and truth. They provided all sort of facilities to her and kept her away from all other responsibilities. They encouraged her to study and do well in every class.

**Location of residence:** She was born and brought up in an urban city. Location of her house was crowded by number of buildings around. Neighbours were non-interfering and less interactive. They were educated and belonged to different economical backgrounds.

**Childhood Days:** Suejee was healthy since birth. Her growth and development was as normal a child. Parents were very caring and involved in her. Mother was over-protective. Father tried to foster good habits since she was a kid. She was a calm, polite and obedient child. She played with children and got adjusted easily. She liked to learn names of fruits, objects, etc. and was able to retain them for longer duration.

**School Days:** She was disease free and healthy in her school days. Her diet was proper and she preferred non-vegetarian food to eat. She was always in 2<sup>nd</sup> position in her class. She attended school regularly. She remained attentive in class and tried to understand what teacher taught. She was punctual in submitting homework. She was liked by her teachers. Her handwriting was neat and legible and was slow in writing. She was studious and always tried her best in school examinations. She was interested in studies and her parents also encouraged her to focus towards studies. Many a times she was class monitor. Her friends were good students, her one intimate friend also stood in Board examination that year. Friends were of helping nature and they all had competition to perform well.

**School:** Suejee was a student of Christian missionary school. It was an English medium school. School was meant only for girls. The school complex covers a large area with well maintained building having all the modern facilities. This school was well-reputed in this town. Till now school have produced many rank holders in Board examination. There were in total 32 teachers in this school. All the teachers were with B.Ed degree. Most of the teachers were serving this school since long. Head of the institute was completely devoted to the school. Total number of students in the school was 940 and in her class, total number students were 31. All the teachers and Principal expected high percentage of marks from her in Board examination.

**Characteristics:** Suejee was a determined girl, hard working, dedicated for studies, and ambitious as well as intelligent girl. Her memory was sharp, could concentrate well and had clear conception. She was an extrovert and social person having leadership traits. She was a disciplined and obedient girl who was competitive by nature. She was rational and

had optimistic thoughts. She had ability to take her decisions independently. She was neither extremely emotional nor practical. She was somewhat lazy and slow.

**Study Habit:** Her mother taught her in primary classes and then she studied individually during secondary school stage. She studied regularly for 2-3 hours a day in which she did homework, practiced mathematic and read lessons, etc. Before school examination she studied for 5-6 hours and after pre-Board test, she studied for 10 hrs a day. She studied for long hours with full concentration at her study table during morning and at evening. She studied from self made notes and from textbooks. She studied each and every topic of all the subjects in-depth but laid more importance to mathematic. Before every examination, she revised whole course comprehensively.

**Other interest:** She was interested in singing (vocal). She participated in literary activities at school such as debate, extempore, essay writing, etc. She was interested in watching television in leisure time but didn't spare much time for it. Going through certificates presented in appendix-1 few of her talents in extra-curricular activities can be observed.

**4.10.12 Conclusive Remark:** Regular study habit and competitive instincts drove her to the pinnacle of success. Her parents were educated and well-settled; they encouraged her to work to best of her abilities. Despite being lazy she never compromised in studies and home work also she took active participation on the extracurricular activities. She belonged to a school having cooperative and encouraging environment.

## 4.11 Case 11: Nayan Jyoti Das



### 4.11.1 Introduction

The researcher went to the of Railway H.S. school where Nayan Jyoti studied. There, she got immediate appointment with the Principal. In his office, researcher clarified in details the purpose of her visit. After an elaborated explanation, he provided significant information regarding this child and about the school. Researcher was permitted to interview teachers of the school. There were very few teachers in the staffroom, as many were conducting classes and few were absent for the day. Gradually, when teachers were back from classes, researcher interviewed them individually. In the lunch break, when all the teachers congregated together in the staffroom, their views were gathered. Teachers were spontaneous while describing the child. From the school register, clerk provided past attendance and performance record of this child and his current address and phone number.

After leaving the school, researcher immediately made a phone call to Nayan Jyoti's residence and spoke to his elder brother. He requested her to call in evening, so that he can excess his father and talk to him for further communication. At the evening, researcher conversed with his father over phone and after a brief prologue; she was invited to their residence in the next evening.

Next evening researcher went to their house, complete family was present there. His father after a rigorous inquiry allowed the researcher to proceed. Researcher first interviewed father of the child. He was unambiguous and focused towards the main theme of the conversation. Mother interrupted with the permission of his father for snacks. After having snacks, on the request of the researcher, Nayan Jyoti showed his

bedroom. There, a protracted conversation was carried forward between the two. Nayan Jyoti remained diffident at the beginning but gradually got involved and expressed his views generously. Nayan Jyoti showed his past results, certificates and few class-work copies to the researcher, meanwhile his elder brother accompanied Nayan Jyoti and both of them together shared their experiences with the researcher. Coming back to the living-room researcher talked with all the family members and with an appointment of next day researcher left their house.

Researcher in the next afternoon revisited their home and met his mother. She spared ample time in conversing with the researcher. The mother of Nayan remained cohesive while narrating different phases of Nayan Jyoti's life. Mother halted on the arrival of Nayan Jyoti from the college. Nayan Jyoti very graciously led the conversation and continued till his mother approached him for lunch. Meanwhile, Nayan Jyoti had his lunch and researcher went to their next door neighbor and interviewed them. They were two in the house, a lady and her daughter who was 5 years older to Nayan Jyoti. They had regular touch with Nayan Jyoti's family and were able to provide authentic data. Returning back, researcher spent more time with Nayan and then asked him to call his friends. Only one friend managed to come and the researcher tried to extract his standpoint about the Nayan Jyoti and explicitly presented his thoughts. His father was back from job. So, along with complete family and his friend, the researcher interacted together in a group. Researcher took the address of his tuition teacher and of one another friend before leaving the house.

Next day researcher went in the given address of the tuition teacher. The tuition teacher responded in the desirable manner and provided his views about the child. On the same evening, researcher met with another friend of Nayan and collected information about Nayan from him too.

#### **4.11.2 Background**

Nayan Jyoti was an Assamese boy of 16 years belonging to a middle class family residing at Guwahati. Guwahati is the most developed city of Assam state and of the

entire north east region. Guwahati falls under Kamrup district. Total population of this city is 25, 15,030 and area covered is 4345sq. km. Although it is not the capital of Assam, all the main government offices and departments are located here. It has a combination of skyscrapers, and well developed societies and natural beauty. River Brahmaputra flows by the side of the city and is surrounded by mountain ranges. At places, the land is plain whereas other parts are hilly. People from all the sections and class of the society live here. The overall culture of this place is cosmopolitan one. People at Guwahati city are more attracted towards modernization and westernization.

Nayanjyoti's ancestors belonged to 'Nalbari', nearby Guwahati. His grandfather was an agriculturist and grandmother was a housewife. Both were illiterate and spent their whole life in the village. They were well established and socially attuned people. They had four sons among which two were still in the village, one resided at Barpeta and Nayan Jyoti's father was settled at Guwahati. Nayan Jyoti's grandparents expired long ago. His father aged 45 year was employed in railway department as O.S. (section in-charge). His mother aged 40 year was a housewife. His father and mother were Higher Secondary passed. They were average in studies and were not interested in co-curricular activities. The monthly income of this family was Rs.12000/.

This was a nuclear family comprising of four members; his parents, elder brother and Nayan Jyoti. They were Hindu and belonged to schedule caste. The family was moderate neither too conservative nor very liberal. They were not very religious and orthodox people. Father was very dominating and strict regarding discipline and mannerism. He preferred neat and clean home. Nayan Jyoti's mother was a simple and sober lady. She remained engaged in household activities. His brother was two and half years elder to him. Elder brother passed higher secondary in first division few years ago and now was in B.Com part 1. He was average in studies. Family was in frequent touch with the rest of the family over phone and meet very seldom, only on some functions they gathered together. Her mother's family was in constant touch, they stayed at Jorhat town which is 256 km away from Guwahati. There was no other rank holder in the family till now.

They were residing at the quarter provided by the railway department at railway colony. The house was in a compact condition as there were numbers of adjoining quarters. Rest of the houses was occupied by the working staff of railway department. Neighbors were of almost same social status. Neighboring people shared good relationship with their family. There were two bedrooms, one standard size drawing room, kitchen and common bathroom in their house. Their house was well maintained and decorated in Assamese style. Nayan Jyoti shared his room with elder brother.

Nayan Jyoti was a boy of 16 years born on 7<sup>th</sup> April 1988. Mother hasn't faced any distinct problem during her pregnancy period or in delivery. Parents didn't have expectation regarding gender of the child and were very happy on his birth. Nayan Jyoti was born healthy and normal. Since childhood, except occasional fever he has not suffered from any major disease or severe illness. He was at present 5.9 feet tall and weighs 60 kg. He was calm and disciplined child. He aimed to become an engineer.

#### **4.11.3 Description of the school**

Nayan Jyoti was a student of Railway H.S. School. It was a government school under railway department, established in year 1971. It was an Assamese medium co-educational school, positioned in the campus of railway department. The surrounding of the school was peaceful and area covered by school campus was adequate. Building of the school was of Assam type structure, having basic facilities viz. library, undersized classrooms, computer room, clean lavatories, laboratory, etc. There was a childhood ground in back of the school used as play ground; there were few swings fixed in the corner of the ground. The school had two wings one was for primary level which consist classes from nursery to standard VI whereas next segment was from class VII to higher secondary level. Both the segment had two different blocks in the same campus.

There were in total 850 students in the school. And the total number of teachers for primary division was 14 and for secondary, there were 18 teachers. Teachers' qualification for primary section was bachelor's degree and no new recruitment done so far. And for secondary section, teachers were with master's degree and B.Ed degree as

per rules. For both the sections, head was common, he had been serving this school since last 13 years and most of the teachers were also serving this school since then. School was following old pattern of teaching and there was very less scope for co-curricular activities. In fixed interval unit tests and half yearly tests were conducted. Most of the teachers were satisfied with their jobs. Homework was given constantly and also regularly checked by the teachers.

In the batch of Nayan Jyoti there were in total 40 students. Among which 11 students passed in first division and few were having high percentage of marks. It was for the first time a student from this school secured rank within top10 in secondary Board examination. Many years ago a student of this school secured 15<sup>th</sup> position.

#### **4.11.4 Description about the child by Principal and Teachers**

Principal of the school told that Nayan Jyoti was a student of this school since nursery class. Since childhood, he was securing either 1<sup>st</sup> or 2<sup>nd</sup> position in his class. He described Nayan Jyoti as a polite and very sincere child. According to the Principal, he was a very obedient and disciplined child. There were few more bright students in his batch but everyone in the school had high expectation from him.

Class-teacher told that he was attending school regularly. Although he was competitive by nature, he was also cooperative and friendly with his classmates. He was more like a social worker as he did help all the children if they faced any sort of difficulties. He lacked in leadership quality, he was not able to control class when he was assigned the duty of class-monitor. He had interest in co-curricular activities such as quiz, debate, etc. but was not good in sports but he participated in few competitions. English teacher told that he was able to speak in English fluently but committed spelling mistakes till std. VII, afterwards he improved a lot. Nayan Jyoti was a very punctual and committed student. Mathematic teacher acclaimed his calculation power and remarked that he was one of the best students that he has seen in his teaching career till now. Assamese teacher said that he was a very dedicated and hard working child. His parents were very supportive and

took extra care about his education. Librarian told that Nayan Jyoti regularly visited library and seriously read books there.

All the teachers presented a combine view about Nayan Jyoti that he was very regular in submitting homework. He was less talkative and introvert by nature. He remained attentive in the class and always tried to answer the questions asked by the teacher. Whenever he faced any problem in any subject, he consulted respective teacher either in classroom or at staffroom. And even teachers of this school appreciated him and liked to help such students. All the teachers found his handwriting as neat and clean. According to them he was intelligent and fast learner. He had clarity in understanding.

#### **4.11.5 Parents**

Father stated that he was capable of providing every facility related to education to his children. Among his two sons younger one was more inclined towards studies so he always kept him guiding to work with dedication. Although Nayan Jyoti himself was interested, yet for constant motivation father instructed him. Since childhood Nayan Jyoti listens to his father and respected him a lot. He was very contended in the family and preferred to be with all the members in his leisure time. Father had helped his son in English subject during childhood. Nayan faced problem in this subject because at home they conversed in Assamese language and even in school children conversed in Assamese. Father described that Nayan Jyoti's was shy since childhood. He was introvert and never expressed his feelings overtly.

In the opinion of mother, Nayan Jyoti was very social and liked to meet people but he takes time to get mingled. He didn't spend much time with his friends as his father didn't favor that. At home he was friendly and intimate with his brother. Both the brothers helped each other in their studies. There was no other responsibility engrossed on Nayan Jyoti, he had to concentrate only on his studies. He remained fanatic and never compromised in his study habit of two hours self-studies. Before Board examination, he studied whole day and even late at night. Parents never constrained him for studying for any certain hours. He was free to study according to his aspiration. But his father used to

check and whenever found Nayan Jyoti to be liberal in studies, he guided him. Nayan Jyoti was independent and matured by nature. He was able to take his decisions. He enjoyed watching different television programs during his leisure hours, but can't be regarded avid TV viewer.

Parents told that Nayan Jyoti liked to play outdoor games especially, cricket. Though school organized co-curricular activities for very few time, Nayan Jyoti participated in it. In std. X, he was 1<sup>st</sup> in quiz competition held in school. He also cleared 'Jigyasa Talent Search examination' in the same year. He had confidence on himself; it might be due to his high achievements since childhood. Parents found him as a hard working child and committed towards studies. But according to them this devotion was confined only to academic field. Parents experience suggests that due to his bashful nature, Nayan Jyoti took time to get adjusted to a new situation.

Mother told that Nayan Jyoti started walking by the time he completed 9 months and started talking when he was more than 11 months. Since infancy period, he was a fast learner. In comparison to his elder brother, Nayan Jyoti learnt every activity fast. When his brother studied at home, Nayan Jyoti gave full attention and learnt the same thing along with his brother. Since childhood he liked to read story books. He was naughty as a child but not stubborn. He never created problem in eating food or while going to the school. Parents never had to say him to do homework as he was self conscious about it. As he saw his elder brother studying, he also developed interest in studies. He liked to play with children in the colony. If his bother or any other child disturbed or irritated him, he got angry and fought with them. Now he was very co-operative and help others a lot.

Parents opined that his own ability made him to achieve high as they provided equal attention and facility to both their children. Their opinion regarding school he studied was moderate and felt that schools are responsible for child's success but sincerity and efforts of the child contribute in individual's achievement. Father of the child felt that it's the responsibility of parents to remain alert and identify the caliber of their child and to canalize them in right direction.

#### **4.11.6 Elder Brother**

His brother told that Nayan Jyoti basically was a good boy but at times behaved naughty at home. He remained reserved and talked very less with outsiders but in contrary was talkative and very open with family members. According to elder brother, Nayan Jyoti was very sincere as well as studious boy. Since primary classes he studied regularly for few hours through out the year. After pre-Board examination he used to study for more than eleven hours a day. He was very regular in submitting homework. He required very less time to understand any new concept. Nayan Jyoti despite of being junior often helped his elder brother in mathematic. Nayan Jyoti he was outstanding in mathematic. He liked to spend time with friends but had insufficient time in spare. Nayan Jyoti was very attached with parents and obeyed much to father; he never respected elder brother and treated him like a friend.

#### **4.10.7 Tuition Teacher**

Nayan Jyoti joined tuition class for English subject in std. VIII. According to the tuition teacher Nayan Jyoti had was able to study with complete concentration power and was able to understand fast. He had strong desire to learn new things. Weakness of Nayan Jyoti in English subject was spelling; this tuition had helped him to improve that. He was very hard working and dedicated boy, until he succeeded, worked sturdily.

#### **4.10.8 Neighbors**

His next door neighbors described him as a calm and very humble boy. He was less talkative and reserved kind but was free with his family members. According to them Nayan Jyoti was very obedient and disciplined child. Most of the times, he remained at home and didn't roam outside, even very rarely visited their home. He helped neighboring children in studies. His parents were very conscious about the health and education of their children. Father was very strict but also caring. Father provided him every facility for studies. Even Nayan Jyoti respects and obeyed to his parents. He was a hard working student as well as very intelligent. Since childhood, he never created problem in eating or in drinking milk.

#### **4.11.9 Friends**

One of his classmates told that Nayan Jyoti was a very studious boy who dedicated most his time in studies. He had built a good-will among all the teachers. His memory was sharp and therefore he didn't cram the answers. Nayan Jyoti was supportive by nature and helped classmates. He was less talkative and took active part in all sort of discussion among the friends. Another friend told that in-spite of the fact that they were competitors, they shared good relation. Nayan Jyoti exceed in mathematic and science from him. Being obedient, Nayan Jyoti created favorable attitude among teachers towards him. Besides intelligence, his confidence level was very high.

#### **4.11.10 Case Himself**

The child perceived himself as an ordinary student who had certain ambitions to be achieved in life. He wanted to excel in life stepwise. According to him, first step was success in academic sphere. He was satisfied with his family atmosphere and was obliged to his parents, who provided him opportunity for good education. As his father was not able to continue studies after higher secondary due to financial problems, father desired his children to have high-academic profile. Since childhood, Nayan Jyoti was very much influenced by his father's personality and paid high regards to him. Nayan Jyoti enjoyed company of his elder brother. Mother was very concerned regarding their health and took utmost care for them. He liked to eat non-vegetarian food, to avoid drowsiness mother provided plenty of fruits and milk with bournvita before examination.

Nayan Jyoti considered his school as a good institute. Found his teachers very helpful as they clarified all the doubts in best possible way. He regarded his mathematic teacher exceptionally intelligent who was able to solve all the mathematical problems in very less time. Teachers were prompt in checking homework and also provided feedback. They always encouraged him to work hard and perform well.

He was interested in sports and other literary activities. He won few of the competitions such as quiz, extempore speech, essay writing, etc. Though Nayan Jyoti's priority was study and he never compromised for that, he refuted to confine himself in academic

sphere rather wants to surpass in diverse field. He relaxed by listening music and watching T.V. He liked to be with friends at school. His friends were studious and intelligent. He never preferred group studies but help friends if they asked for support

He wants to be an honest man and didn't like to cheat others. For him education was very important as it develops self-confidence and was required for professional growth. He was not in favor of syllabus of SEBA as course was very vast. But the question papers of Board examination were not lengthy and could be covered in three hours.

According to Nayan Jyoti he put all his efforts to secure highest in all the examination. He didn't work with an intention to compete with any of his classmates but aimed to be topper in his class. He always found social studies very tough and gave extra efforts for this subject. For this subject, in every class made self-notes and referred that. His father taught English in junior classes and since class VIII and he joined tuitions for it. For other subjects textbook and class-notes were enough. He also referred text books of higher secondary level to prepare for std. X many times. It is because Board examination questions were put from 11<sup>th</sup> and 12<sup>th</sup> books also. Nayan Jyoti remained attentive in class and listened to teachers.

He followed no particular time table but studied regularly throughout the year. Before class VIII, he studied for about 2 hours daily and before examination studied for 6-7 hours. After standard seven he dedicated more time for studies, he studied for about 3 hours daily excluding tuition hours. During those hours he completed homework, practiced mathematic, did reading and made notes. After pre-Board examination he worked for 11-12 hours. He solved last 3 years question paper to get acquainted with the pattern of questions asked but since last year pattern was modified by the Board. He didn't select any important questions or portion rather equally emphasized whole course. He revised complete course after pre-Boards for 2-3 times. He preferred to study at study table in his bedroom. He studied early in the morning and at evening hours. He emphasized comprehending and extensive reading of chapters whereas also memorized

few portion. He was able to study with concentration for hours together and to relax in between talked to his parents and brother.

During examination he was able to take proper sleep without any tension. His appetite remained normal during examination. He had no examination fear except for when his course was not completed. During childhood his aim was to become a scientist but later his interest transformed towards engineering. He worked hard with allegiance willingly, without any constrain by his parents.

#### **4.11.11 Researcher's Observation**

At the beginning researcher found this child very passive and slow in responding. But through conversation his savoir-faire could be identified. He was very confident and precise while talking. He was behaving cogently with his family members. He was well mannered and tidy boy. Though house was less spacious yet was bedecked in an orderly manner. His handwriting was not so attractive but was neat and orderly. He was within top two ranks throughout his school career (table no. 4.29). He was regular in attending school (table no. 4.30). He had won few awards in literary field viz. quiz, extempore, etc. His father had a bossy attitude and mother was very composed.

TABLE NO: - 4.28

K.G. PERFORMANCE RECORD OF NAYAN JYOTI DAS

Class/subject	Reading	Spelling	Poem	Number work	Clay Modeling	Story Telling	Drawing	%	Grade
Lower K.G.	22/25	23/25	20/25	24/25	22/25	20/25	21/25	86.9	A+
Upper K.G.	21/25	24/25	20/25	25/25	21/25	21/25	20/25	86.9	A+

TABLE NO:- 4.29

## PRIMARY &amp; SECONDARY SCHOOL PERFORMANCE RECORD OF NAYAN JYOTI DAS

Class\sub	Eng I	Eng II	Assamese	Gen. Math.	Adv Math	Gen. Science	S.St	Hindi	G.K.	Drawing	%	Rank
1	41/50	Reading: 22/25	40/50	48/50	-	45/50	40/50	-	45/50	40/50	85.6	1 <sup>st</sup>
2	40/50	R-21/25	70/75	73/75	-	70/75	41/50	-	46/50	38/50	88.7	1 <sup>st</sup>
3	41/50	R- 23/25	83	95	-	69/75	68/75	-	45/50	32/50	86.9	2 <sup>nd</sup>
4	40/50	R- 23/25	80	97	-	74/75	73/75	80	48/50	39/50	88.6	1 <sup>st</sup>
5	81	40/50	84	99	-	95	89	85	49/50	-	88.9	1 <sup>st</sup>
6	80	39/50	82	95	-	91	87	87	44/50	-	86.4	2 <sup>nd</sup>
7	85	41/50	81	88	-	90	90	85	-	Assam history: 23/25	87.9	1 <sup>st</sup>
8	82	40/50	83	95	-	95	90	-	-	44/50	88.2	1 <sup>st</sup>
9	80	-	86	89	90	84	82	-	-	-	85.2	1 <sup>st</sup>
10	76	-	84	92	98	93	93	-	-	-	89.3	

TABLE NO: - 4.30

## SCHOOL ATTENDANCE RECORD OF NAYAN JYOTI DAS

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
Total	175	178	200	202	205	220	230	235	235	241	239	182
Attended	165	170	196	199	202	218	226	234	233	238	237	180

Overall attendance percentage was 98.2

**4.11.12 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, researcher's observation following can be said about Nayan Jyoti.

**Background:** Nayan Jyoti was an Assamese boy belonging to a nuclear family. Income of this family had been Rs.12000/ per month. His parents were 12<sup>th</sup> pass. Father of this child was in the post of O.S. in Railway department and mother was a devoted housewife. From railway department they have been provided accommodation. Grandparents of this

child were dead. Parents were average in studies. They were schedule caste. There were two siblings in the family among which he was younger.

Parents shared good relation. Father was very strict regarding discipline and all other matters. Parents provided all the facilities to him especially related to education. Mother was completely devoted to her children. Father kept check on his performance and whenever it declined he guided him to work hard.

**Location of residence:** Nayan Jyoti was born and brought up in an urban city. The area where he resided was crowded as there were many adjoining house in a row. Neighbours were cooperative, helpful and of same socio-economic strata.

**Childhood Days:** He was healthy since birth. His growth was normal. Parents were involved in him during his childhood especially mother; she was always with him as he was a naughty and stubborn child. Parents guided him very patiently towards right direction. Nayan Jyoti was interested in studies since then as he saw his elder brother studying at home. He tried to read stories in book by imitating his brother. He was able to catch everything very fast. He spent most of his time playing with elder brother and other children in the colony.

**School Days:** He was healthy and disease free in his school days. His diet was proper and mother provided him nutritious food, more of milk. Since primary class he was within top 2 ranks in his class. He attended school regularly. Nayan Jyoti remained attentive in class while teacher taught and also tried to respond question asked by the teachers. He submitted homework on time. His handwriting was neat and eligible. He prioritized studies then all other activities. Teachers of his school liked him. He was self interested towards studies and was also encouraged by father to concentrate more on studies. His friends were also studious and intelligent.

**School:** Nayan Jyoti studied in a government school for railway department. The school was an Assamese medium coeducational institute. School building was of old structure

with all the basic facilities. Locality of the school was peaceful. The school was divided into two blocks one for primary classes and other for secondary classes. Total numbers of teacher in primary class were 14 and for secondary class were 18. Qualification of these teachers was B.Ed and few secondary class teachers were masters. Most of the teachers had experience of number of years in this profession. Total number of the students in the school was 840. In the class of Nayan Jyoti there were 42 students. Till now result in Board examination remained average and it was for the first time a student from this school stood in Board examination. Teachers of this school expected good result from him and not a position in Board examination.

**Characteristic:** Nayan Jyoti was flexible by nature. He was a hard working boy who remained dedicated towards studies. He was an intelligent boy having memory sharp. His conception was clear and was able grasp easily. He did every work with concentration. He has confidence on himself. He was of cooperative nature. He was calm and polite by behavior. His thoughts were optimistic. He was less talkative and of reserved nature. He was attached with his family especially to his father. He was practical person and was independent on taking his decisions. He was a disciplined boy. He was a bit lazy and slow.

**Study habit:** During primary class his mother taught him and then he studied on his own. Since std. VII he took tuitions for English subject. He studied regularly every day for 3 hours. Before school examination he studied for 6-7 hours and after pre-Board he devoted 11-12 hours for studies. He studied for longer duration at a stretch with concentration. He emphasized understanding and extensively read each chapter and memorized few essential portions only. Nayan Jyoti studied at study table. He studied early in the morning and at evening. He studied from textbooks, self made notes and class notes. In std. X he also referred textbooks of std. XI and XII. He put extra efforts for social studies as found it difficult and also studied all the subjects in depth. He revised whole course well before examination.

**Other interest:** He was interested in different literary activities, quiz and sports. He also used to watch television in leisure time but in limits. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.11.13 Conclusive Remark:** Nayan Jyoti belonged to a disciplined family, his father derived the need to succeed and surpass all the bench marks. His memory and comprehending ability were appreciably sharp. His success in the class exams and tests reinforced his self belief and boosted his morale further. Not a very active participant in the extracurricular activities he did indulge in the literary activities like quiz and sports. He valued studies and remained regular in it. Nayan Jyoti remained attentive and sincere in classroom throughout.

## **4.12 Case 12: Bonny Saikia**



### **4.12.1 Introduction**

The researcher went to the Christjyoti School at Nagaon, where Bonny studied. At school she provided her brief prologue to the Principal and explained the purpose of her study in details. After a satisfactory inquisition principal showed his consent to provide all the essential information required for the study. He described about Bonny in details and also told about the institution. Later, researcher was allowed to interview teachers of the school. Teachers were first interviewed individually and then in a group. Teachers munificently described different dimensions of the child. Clerk provided the address and phone number of this child to the researcher. Also the resister for past attendance and performance record of the child was provided to her to examine.

Coming from the school, researcher made a phone call at Bonny's residence but none responded it. So, she went to their house but it was locked. From next door neighbor,

address of a chemist shop which belonged to Bonny's mother was also acquired. Researcher also congregated views of neighbors. They were generous in providing information about Bonny. From there, researcher went to the shop and met Bonny's mother. In spite of detailed enquiry about the purpose of researcher's visit, mother at the beginning hesitated to provide information about the child. Researcher had to persuade her to provide desirable information. Later, in an elaborative manner mother narrated different features of Bonny. She was very excited and felt proud while portraying her son. One of the old staff of the shop willingly told about Bonny.

Meanwhile Bonny got arrived from his tuition classes and he was introduced to the researcher by his mother. He participated in the conversation along with his mother. But the conversation got subjugated by his mother and the child was unable to express his viewpoint. Mother was requested to let Bonny show researcher their home. Both went to their residence and interacted in a peaceful atmosphere. Bonny showed his previous results and certificates achieved in different activities. He also showed his drawing ability. Researcher, before leaving for the day requested him to invite few of his friends next day.

Next day, researcher met Bonny at his residence and had a prolonged conversation with him. Later she went to his neighbor's house and interviewed them. Coming back to his place, she found his friends waiting for her. They expressed their perception about Bonny in their own way. After an interactive and prolific talk researcher went to Bonny's tuition teacher, but none was there at home. From there, they went to the shop and spent more time with his mother to extract additional information about past life of the child. Then researcher took leave and left the place.

#### **4.12.2 Background**

Bonny was an Assamese boy belonging to lower middle class family, resided at Nagaon town. Nagaon is among one of the district of Assam. Total area covered is 3831sq. km. and total population of this district is 2, 31,587. This district is very densely populated. Main business of this town is based on cloth market. People here belong to different

religions. In the exterior area of town, large numbers of immigrants from Bangladesh were staying. Total number of students appeared for Board examination in the year 2004 from this district was 10601, among which 811 students passed in first division, 1419 in second division and 3338 in third division. Total number of students failed in Board examination this year was 5568.

Grandparents of the child were settled in a village nearby Nagaon town. Grandfather was a farmer and grandmother was a house wife. Both remained occupied in their work. They were illiterate people confined to social customs and traditions. They had two sons and one daughter. Their elder son got shifted to Nagaon and established his business there. Daughter got married in a reputed family of Sibsagar town. The Youngest son who was the father of the child, settled at Nagaon after his marriage. Grandmother died long ago and grandfather died in recent years. Father of the child was a science graduate. He did his college from Nagaon. He was a meritorious student who had high hopes and ambitions but due to lack of resources, he was not able to go for higher education. Few of his good friends helped him financially to get established at Nagaon. He died suddenly due to severe jaundice when Bonny was only of 10 years old. Mother of the child aged 45 year was double B.A. She was very active and had diverse interest. She was taking care of her small chemist shop in the mid of the town which was earlier handled by Bonny's father. After his death, it was left unmanaged but when family faced financial crisis, Bonny's mother restarted the shop. Monthly income from the shop was Rs.7000/ and it was enough to fulfill all their basic needs.

They dwelled in a small house owned by them, situated in the residential area of Nagaon. Most of the families living nearby were Assamese. Their neighbors were helpful and cooperative. The surrounding was congested as there were number of houses adjoining their house. People over there were less educated and mostly belonging to middle class. Bonny's house had two undersized bedrooms, kitchen, and common bathroom and in front of the house there was a small porch.

Both mother and child had immense faith on God although they were not rigid follower of any religion. They lead an ordinary and simple life, struggling with daily problems. Mother of the child was very aggressive and dominating by nature. But she was very attached and possessive for her son. To avoid responsibility of these two, after death of his father, rest of their family got segregated. Mother's family was in touch with them but they were also not financially strong to support them. In both the families, none were academically brilliant and high achiever.

Bonny was 16 years old boy born on 1<sup>st</sup> January, 1988. He was born as a healthy baby. Pregnancy period of his mother and delivery was normal and safe. Parents were immensely happy to have a son. Due to some complicacies, mother was not able to conceive again. Since infancy period, Bonny suffered from nose allergy. Else he had been growing in a healthy manner. He was now 5.7 feet in height and weighs 58 kg.

Bonny was a creative child. He was self-confident but not bold. Mother used to teach him in primary classes and later he studied on his own. Mother provided every possible support to him. The only motive of her life was to make Bonny a successful person.

#### **4.12.3 Description of the School**

Bonny was a student of Christjyoti School since nursery class. This was a Christian Missionary school established in 1982. The school was an English medium co-education institute. The school had a large campus and well built structure having all modern facilities viz. computer lab, laboratory, library, indoor sports hall, auditorium, spacious classrooms, etc. The school was paying high regards to discipline. It has from nursery class to class X.

Total number of teaching staff in the school was 24. Though B.Ed degree was not compulsory yet most of the teachers had it. Most of the teachers were the member of missionary and few were localities also. Teacher worked dedicatedly and for the welfare of its students. Head of the institute was a senior member of the missionary. School provided opportunity for different literary activities and sports but academic dimension

was prioritized. Regular class test and unit test were conducted here. School maintained regular communication with the parents of the students.

Total strength of students in the school was 725 and in the batch of Bonny there were 38 students. Till now, 5 students of this school have secured position in Secondary Board examination. Students were satisfied by the teachers and the environment of the school.

#### **4.12.4 Description of the child by the Principal and Teachers**

Principal of the school described Bonny as a multi-talented boy. He excelled in diverse field. He was shy, very calm and resilience by nature. Bonny was intelligent as well as a hard worker. There was no complaint against him since beginning. He was obedient and regular in studies. Bonny's companions were also good students. Bonny's mother kept regular contact with the teachers and remained informed about his school activities. Till his father was alive, he took full interest in Bonny's performance and development.

Bonny's class-teacher who taught social studies told that Bonny was a sincere and disciplined child. He regularly attended class and remained attentive while attending the class. His mother was very supportive and encouraged him to study well. Bonny was mature and hardworking boy. Science teacher observed Bonny had high potentials in science subject. He never delayed in submitting homework and project works. During science exhibition he remained actively involved. Bonny had quality to manage his time impeccably. According to English teacher, Bonny was full of potent but due to limited resources, he was not able to flourish to maximum. She admired his creativity. Bonny was introvert and stay aloof in his thoughts but was a helpful and co-operative child. He had friendly relation with classmates but didn't spend much time with them. He was able to communicate well and his writing was appreciable. Assamese teacher also considered him as a creative and artistic child. He was innovative and intelligent. According to Mathematic's teacher, Bonny had a balanced personality. He was neither too naughty nor very serious. He was good in mimicry, debate, essay writing, art, music, quiz, etc. but had no interest in sports. He was a self-disciplined boy who never disturbed the class and remained attentive. He was willing and ready to learn and perform new tasks.

All the teachers had a common view about him that his handwriting was very attractive. Though he had single parent, his confidence was high. Despite poor financial condition, he remained up-to-date. No special treatment was provided to him and was perceived as all other students. Doubt raised by him was clarified by all the teachers. They all expected good result from him but not rank in Board examination.

Some of his primary school teachers told that Bonny remained very calm and quite in the class. He was a very sincere child who remained engaged in himself. He was less talkative and had very few friends. He was regular in his homework. He was a neat and tidy child. He was interested in all other extra curricular activities except sports. During leisure time he used to draw.

#### **4.12.5 Parent**

Bonny's mother descried him as naughty boy who always kept her teasing to make her laugh. He led a life, full of struggling till now. In spite of lack of financial resources and loss of his father, he was able to remain cheerful and contented. He was matured and accepted their position. By nature he was less demanding. He remained popular and influenced everyone through his charming personality. At school and in the locality, where they lived, every body likes him. He was lazy and tried to elude from the domestic responsibilities. Having good concentration power and understanding ability, Bonny required less time for studies. Even due to his curious nature, he was not able to study in continuation for long duration, not more than half an hour. Bonny found difficulty to memorize answers. Despite of being intelligent, he required backing for studies. So, mother kept counseling to increase his study hours.

Bonny was interested and get enthralled while reading new books on science. Bonny was least interested in watching television but channels like National Geography attracted his attention. Since childhood his favorite subject remained science. He went to Delhi just before pre-Board examination to participate in a Science Exhibition but still he was able to secure good percentage in test as he was skilled in managing time. Mathematic was another favorite subject, he made calculation aptly and never committed any mistake in

that. Although there are none to converse with him in English, yet he had a good command.

Mother told that just after he crossed his first birthday, he started talking clearly and was much faster in walking. He learned to walk after 7 months of his birth. His memory since then was very sharp. He didn't prefer to play with other children and remained busy in himself. In lower classes, simple explanation was enough for him to remember a lesson. Bonny was not facilitated by tuition classes, mother used to teach him at home till primary classes, later he studied himself. Bonny remained attentive in the class and listen to the teacher's explanations. He used to complete his course long before any examination. Mother taught him to write answer in his own words. He joined English tuitions in standard X but didn't find it beneficial. So he left it within two months of joining. In childhood his handwriting was very attractive but gradually it got declined. He remained conscious of the homework given, completed it on time. Till class V, he got seventh position in class but after that he secured second or third rank. His one of the hobby since childhood was to repair telephone, stabilizers, etc. and most of the time he did them successfully. Since childhood, he participated in various competitions and won many prizes in water color, poster competitions, vocal music, quiz, craft, model making, science exhibition, jokes, mathematic Olympiad, talent search examination etc. Bonny was less interested in sports except in table-tennis. He was interested in numerology also. Mother always inspired him to advance in diverse field and broaden his outlook.

Bonny was very young when his father died. However, he still carries his memories clearly. Till his father was alive, Bonny was not so responsible but after his father expired, he grew responsible and independent. His father loved him and was extra caring for him. Father used to provide all the required things and facilities to Bonny. Father taught him school subjects and also inculcated good principles in him. As his father died suddenly, he was not able to arrange any future security for the family.

Bonny aspired to become a doctor to help needy people by providing right treatment in time. Mother always motivated and encouraged him to attain his goal. Mother relied on

his caliber and she believed that Bonny will be a successful person. Bonny was not so bold rather was coward by nature. He was not of competitive nature. He gets adjusted to any situation easily. He always discussed his thoughts and feeling with the mother and also respected her decisions. Bonny was short-tempered, he get angry easily but also calm down soon.

Mother expected the school to take extra care of Bonny but was annoyed as they haven't showed any favour for him. Bonny was not intimate with any relative. He devoted some time to shop and helped mother.

#### **4.12.6 Neighbors**

One of their neighbor stated that Bonny was a very nice boy. He was an all-rounder and excelled in various fields. He studied very less yet secured good percentage of marks. He was a friendly and co-operative child. His mother was of dominating nature but Bonny immensely respected her and never did anything against her wish. Another neighboring family told that Bonny was a very obedient and disciplined child. Everyone enjoyed his company and felt comfortable by his soothing and pleasant personality. He was an enthusiastic child who will achieve high in every sphere of his life. He watched television very rarely and never wasted time in roaming in the locality rather remained at home and read good books or did some other creative work. He wanted to fulfill his mother's dream and let her relax in her future life. Since childhood, he remained active and intelligent. Though his father was not alive, mother alone had nurtured him and inculcated good culture in him.

#### **4.12.7 Staff at the Shop**

Staff of their chemist shop said that Bonny is very naughty and always makes fun when he is the in the shop. He highly regards his mother and is very attached to her. Even mother is very careful for him. She took a lot of pain in rearing her child and tries to provide all the required facilities to encourage his talents. Bonny is very creative and intelligent, these are God gifted to him. When he is in the shop, he handles it very well. Though he is busy in his studies and other activities, he provides at least an hour for the



shop every day. He doesn't spare whole day in studying rather give very less time for it. He is a happy and satisfied child.

#### **4.12.8 Friends**

One of the friends of Bony defined him as a crystal clear person, who never lied or hide anything. He didn't spend much time in talking over phone or in meeting with friends. According to friends, Bonny was an ambitious boy who wanted to become a doctor. His strong affirmation could help him to achieve his goal. Another class-friend told that Bonny was very enthusiastic and creative boy. He compiled answers in his words, which made his answers different from rest of the class. Studies were his priority which substituted all other activities. He remained attentive in class and concentrated on comprehending the topic. His mother inspired him a lot to concentrate on his career and education. Besides academic field, he excelled in various fields. A friend, living nearby his home told that Bonny was appreciated by everyone living in their locality as he behaved decently with elders and remained jovial with others. Bonny spared less time but quality time for studies. He was a good artist and singer. He was interested in computer engineering but for his mother's desire he had conceal his aspiration. Bonny never followed any time-table while preparing for examination. Before secondary Board examination, everyone use to advise Bonny to devote more time for studies, whereas Bonny always use to complete whole course beforehand. Everybody thought that he will perform well in examination but in contrary he secured so high that too a rank among the best ten in Board examination.

#### **4.12.9 Case Himself**

The child described himself as a normal human being who kept trying to accept whatever life brings to him. Since childhood, he led a struggling life and learnt from mother to meet all the challenges in a cheerful manner and to never lose hope. He intended to be firm and with no concern for result, whole-heartedly performed him duties.

He liked to read science magazines and books. He had keen interest in science experiments and exhibitions. He tried to invest optimum to perform best in all the

activities he participated, especially always tried to secure highest in academic dimension. He never intended to compete with anyone rather want to do best via his capabilities. He had faith on God and had a notion that Almighty's blessings will always lead him towards success. For Bonny his mother was the most significant person, he desired to fulfill all her dreams. Bonny tried not to hurt or disturb her by any of his action. Earlier his inclination was towards engineering but for mother's preference he planned for medical. Being aware about the amount of dedication and sturdy labor required for this profession he worked hard and put extra efforts since few years.

His mother had inspired him to break monotony by participating in different activities. For recreation he did paintings and played Tabla. In junior classes he was not much serious towards studies but after std. V, he developed an interest in studies and concentrated towards it. Bonny felt, engrossing in studies was a way to deflect grief of his father's death.

His favorite subject was science and also he had special interest in mathematic. He found Social Studies lengthy and tough so he worked more for this subject. Though he was not in favor of home tuitions, he joined once for English in std. X but found it of minimum utility. He regarded it as wastage of money.

Always his strength was his ability to comprehend the subject taught by teachers. He paid more attention to teacher in the class and made his conception clear. He read chapter thoroughly at home before attending class. If in learning the lesson, he faced some confusion, he asked teachers to clarify it. He went through each chapter thoroughly and never avoided any portion. He highlighted the important points in the chapters which helped him to remember main point. While reading he noted hard words and for its meaning referred dictionary. Bonny solved last 5-6 years question papers of Board examination which helped him to recognize the pattern followed by Board, as school had different formats of question paper. He revised all the subjects thrice for Board examination. After pre-Board, he studied for 5-6 hours daily. He was not able to maintain concentration for longer duration and so he studied in short shifts. He was not able to

study at night so studied at morning from 6.am. In short break, music and watching television relaxed him and also often took a nap.

It was his own aspiration that motivated him to study hard as mother remained busy in shop. No one was there to guide him at home but he got accustomed with this. In junior classes mother helped in subjects like Mathematic and Hindi. As they resided in densely populated locality, they often faced external disturbance. But Bonny got habituated and was not distracted in studies. He was more disturbed when one of a senior teacher left the school when he was in standard X.

He liked to participate in different competitive examinations. In class X, he cleared “Jigyasa Talent Search examination” and got 5<sup>th</sup> position in the state. In spite of meticulous efforts, if Bonny failed to solve problems (in context if studies) then lastly asked subject teacher to help him out. Teachers were helpful in this regard as they were knowledgeable. He liked to meet friends and people living nearby but didn’t have spare time from his studies and other activities. He enjoyed going to social gathering and functions but mother didn’t allow him for such activities.

He relished good food. He never got tensed for studies nor was nervous because of examination. He regarded himself as a practical person rather than emotional. Interaction with different people at their chemist shop developed his confidence. He didn’t appreciate the course prescribed by SEBA because it was not up-to-date and the marking system was not objective as in CBSE. According to Bonny he did much better than the percentage he secured in the examination. Just before pre-Board, he went to Delhi for a science exhibition but it didn’t affected his studies as he recovered after coming back by providing more time to studies.

#### **4.12.10 Researcher’s Observation**

Researcher noticed Bonny as a practical person who was attached and respected his mother a lot as she was the single parent. Bonny was intelligent and brilliant. He had patience and was focused while talking to the researcher. Even his expression were very

clear and he was composed while interaction. He was decent but at times grew excited while discussing. This child had a positive attitude towards life. He was very talented which can be concluded after looking to his certificates belonging to diverse fields viz. table-tennis, water color, music, quiz, academic excellence and interacting with him for some time. In the presence of the researcher, within a second, without lifting pencil for once, he sketched an excellent picture. Researcher found good painting painted by him, in his drawing copy. It proves that he was an excellent artist. Even his handwriting was appreciable. He kept his note copy and room well maintained and neat. His position in the class fluctuated (table no. 4.32) every year. He has been regularly attending school (table no. 4.33). It can be observed that not much facility was present at his home.

TABLE NO: - 4.31

K.G. PERFORMANCE RECORD OF BONNY SAIKIA

Class/sub	Reading	Dictation	Recitation	Numerical	Moral Science	Story Telling	G.K.	Drawing	%	Grade
Lower K.G.	20/25	21/25	19/25	24/25	20/25	18/25	22/25	24/25	84	A
Upper K.G.	20/25	22/25	18/25	23/25	20/25	20/25	24/25	25/25	86	A

TABLE NO: - 4.32

PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF BONNY SAIKIA

Class/sub.	Eng I	Eng II	Assamese	Gen. Math.	Ad. Math.	Gen. Science	S.St	Hindi	Moral Science	G.K	Drawing	%	Rank
1	75	35/50	39/50	79	-	78	72	-	80	90	45/50	79.1	5 <sup>th</sup>
2	77	33/50	40/50	84	-	81	75	-	70	80	48/50	78.4	7 <sup>th</sup>
3	75	36/50	78	84	-	78	72	-	88	94	47/50	86.9	5 <sup>th</sup>
4	78	35/50	74	81	-	85	70	72	70	87	48/50	77.8	6 <sup>th</sup>
5	75	34/50	70	85	-	79	71	64	65	80	-	73.3	8 <sup>th</sup>
6	74	37/50	77	83	-	80	70	61	-	77	-	74.5	8 <sup>th</sup>
7	78	35/50	75	75	-	86	74	77	-	-	-	86.3	6 <sup>th</sup>
8	80	33/50	75	88	86	89	84	-	-	-	-	82.3	3 <sup>rd</sup>
9	79	-	82	90	88	86	85	-	-	-	-	85	3 <sup>rd</sup>
10	34/50	-	46/50	93	99	88	90	-	-	-	-	89	

TABLE NO: - 4.33

SCHOOL ATTENDANCE RECORD OF BONNY SAIKIA

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
Total	180	185	210	215	222	228	225	230	232	235	238	189
Attended	178	180	209	210	217	227	213	228	230	235	237	186

Overall percentage of attendance was 98.5.

#### **4.12.11 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, following can be said about Bonny.

**Background:** Bonny was an Assamese boy belonging to a nuclear family. He was a single child. Bonny stayed in a self-owned home, alone with his mother as his father died few years ago. His father was a science graduate and mother was an arts graduate. Father was intelligent and good in studies. They owned a chemist shop which was looked after by his mother. His grandparents were dead and they were cut off from rest of their family.

Till father was alive, parents shared good relationship. Father was a very caring and hard working man. He also guided Bonny to work hard and achieve his goals. Father of this child was a disciplined person. Mother was over-protective and devoted for her child. Mother was able to provide only essential facilities to him but she encouraged him to concentrate on studies. Mother expected high percentage of marks from him.

**Location of residence:** He resided in an urban area. Locality of his house was over-populated and congested. Neighbours were supportive and helpful. They were of almost similar socio-economic background.

**Childhood Days:** Bonny was in good health since birth. His physical growth and development was normal. During childhood, mother remained with him all the time. His father also spent time with him; he taught Bonny all good principles to lead a happy life. His childhood passed in love and care of both the parents. Bonny was interested in

drawing and playing with electronic objects. He didn't play with other children and preferred to stay alone. He was a fast learner and parents didn't find difficulties in teaching him any new thing. By nature he was stable but an active child.

**School Days:** He remained disease free and healthy during school days. His diet was good and had nutritious food to eat. He was rank holder throughout his school career but in secondary classes, he worked hard and raised his performance. He was 3<sup>rd</sup> rank holder in his class. In junior classes, he was not much serious about studies but after his father's death, he engaged himself in studies seriously. He attended school regularly. He remained attentive while teacher taught in the class. He was punctual in submitting homework. He tried his best to achieve highest in every examination. His handwriting was attractive. He was interested in studies and was motivated by his mother to perform well in every examination. His friends were good student and helpful.

**School:** Bonny was a student of Christian missionary school. The School was an English medium coeducation school. The school building was well maintained; it had all the required facilities. School was situated in a peaceful area. The school was well reputed in this town. Total number of teachers in the school was 24. These teachers were B.Ed qualified. Teachers of secondary school were well experienced in their subjects. Total students in the school were 725 and in class of Bonny there were 38 students. Teachers expected good result from him but not a rank in Board examination.

**Characteristic:** Bonny was very hard working and dedicated to studies. He didn't require much time to understand any matter. He studied with complete concentration. He was flexible by nature. He was a confident and an intelligent boy. His memory was sharp and had clear conception. He had good concentration power. His thoughts were optimistic. He became mature before time and was a practical person. He was an extrovert and social person. He was a bold and disciplined boy. For every decision, he was dependent on his mother. He is polite and cooperative by nature.

**Study Habit:** His parents taught him regularly in primary classes but later he studied on his own. He studied daily for 2 hours through out the year. But before school examination, he studied for 3-4 hours and after pre-Board examination, he studied for 5-6 hours a day. He was not able to study at a stretch and studied in shifts. He studied at study table. He was mostly studied at morning time. He studied from textbooks and class notes. Though he didn't develop separate notes, he always tried to write answers in his own language. He remained serious towards studies and emphasized understanding of matters. He studied whole course comprehensively. Before examination he revised complete course well.

**Other interest:** He was good in quiz, debate, drawing, music (instrument), etc. He can be regarded as multi-talented boy. He likes to hear music and watched television in leisure time. He liked to meet friends and neighbours. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.12.12 Conclusive Remark:** Bonny was had superior intelligence and interest in studies. His memory was sharp and held creative outlook. He was dependent on his mother after the demise of his father, he dedicatedly pursued ambitious single mindedly. Mother guided and encouraged him to study hard. Bonny is among the few students who prove there mettell against all the adversities and emerged as an example for others, he was jack of all trades and master too, an all rounder in all the sense.

### 4.13 Case 13: Banasmita Baruah



#### 4.13.1 Introduction

Researcher went to the school by name Shankardev Shishu Niketan at Barpeta. At the office, after a short introduction, researcher explained the purpose of her study in details to the Principal. Principal was very accommodating and along with required information about Banasmita, he presented detail description about the functioning of his organization. He showed past performance and attendance register and allowed her to note essential information about the child. Teachers were called to his office as and when they had a free period. All the teachers were allowed to have interaction with the researcher. Teachers supported and provided a vignette about the child. From the school, researcher got lot of data and also gained Banasmita's permanent address and phone number.

Parting from the school, researcher rummage around and located the residence of the child. There she met Banasmita's father and explained him the purpose of her visit. He told that for her further studies Banasmita was currently staying at Guwahati along with her mother and younger brother. He shall inform them about the researcher's requirements. Through interviewing her father, researcher assimilated his opinion and observations about the child. Her elder sister joined the conversation and with complete interest confronted her standpoint about Banasmita. Afterwards, her uncle also accompanied as Banasmita's father and had to leave for some work. Uncle perplexedly presented his view about the child. In between, her aunt served snacks with great hospitality and talked with the researcher in delighted manners. On the request of the researcher, aunt escorted researcher to Banasmita's grandmother's room. There she talked to the elderly woman about her granddaughter. All the members were very

enthusiastic to share their feeling regarding Banasmita. On talking with the family members their affection towards the child was demonstrated and the harmony between all of them well understood.

Her uncle had three children; two sons and one daughter. The youngest kid was just two years old, and other two were studying in school. When they were back from their school, the researcher tried to ask them about their cousin sister. But they did not respond to her. Researcher was showed their entire house by the elder sister. Later, Banasmita's uncle guided her to their neighboring house. One of them was well established and educated and another family was not financially well off but educated. They described their opinion about the child coherently, and shared their experience about Banasmita with the researcher.

Coming back to the residence of Banasmita, researcher spent quite some time with the father and congregated supplementary information about the child. He provided current address and phone number of Banasmita. In addition to that the sister of Banasmita gave address of few of her friends and they were made avail over phone. Friends were informed over phone about the researcher and her purpose to meet them. Then she asked for leave and left the place.

From there, researcher went to meet two of Banasmita's classmates. They were precise and straightforward in presenting their views about Banasmita. Friends spared enough time in talking to the researcher. After a friendly talk, researcher left the place.

Next day, at Guwahati researcher contacted Banasmita's mother over the phone. She was already informed about the researcher by her husband. Researcher was asked to visit their home in the afternoon. She reached well in time at the spot where she was instructed to come. Banasmita received her and lead her to their home very cordially. On the way, researcher told Banasmita about the purpose of her visit in brief. At home, Banasmita introduced researcher to her mother and younger brother. After talking in-group, researcher conversed with Banasmita in private. She wholeheartedly reflected her

feelings and thoughts. She remained chivalrous and expressive throughout the conversation. She let researcher see her school results and other certificates. Banasmita left for her tuition classes and researcher continued her conversation with her mother. In the beginning, mother was providing peripheral information and therefore, the researcher needed to redirect her towards the main theme. Mother was unable to exude her views clearly. Later, Banasmita's brother also got involved in the conversation. When Banasmita was back, researcher fixed up her next meeting the consecutive day at her college.

Next day researcher met her in an informal atmosphere within the college campus. There she described herself generously and provided ample of pertinent information about herself. They spend sufficient time together and then departed after sharing greetings.

#### **4.13.2 Background**

Banasmita an Assamese girl residing at Barpeta. Barpeta district covers 3245 Sq. km. and the total population is 16, 42,420. Barpeta district is 85 km. away from Guwahati. It is famous for Manas National Park. Barpeta is surrounded by forest on both the sides. Majority of the population here is Assamese. Barpeta town is not much developed. Here, design of houses is Assam type (cottage type) and there are very few concrete buildings built. There are few good educational institutions in the town.

The ancestors of Banasmita were settled in this town and her grandfather was born and brought up here. Grandfather studied only until primary class whereas grandmother was illiterate. They were property owners and had a good reputation in Barpeta town. They had four son and two daughters. Now all their children's were well settled. Grandfather died in a young age and grandmother started to stay in Barpeta along with Banasmita's father. Her father was the eldest child. Now he was 60 years old. He was an advocate with B.Sc and L.L.B. background. And her mother was 45 years old who was a science graduate. She appeared for M.Sc. while got married. Both her parents were average students. They stayed in a joint family. They are in total 11 members in the family. All of them were residing in the same house along with Banasmita. Her father, mother,

grandmother, uncle, aunt, elder sister, younger brother, and three cousins stay together. Her father and uncle had separate profession and income. They managed all their expenses well within their family income of 15000/- per month.

They belonged to Kalita caste. This family was traditional and followed all the Assamese customs. They celebrated their festivals with gusto and had immense faith in God. Grandmother dressed and lived like any typical Assamese woman and remained busy in worship and prayers. Her uncle has a shop in the market and had good income. Both the homemakers remained busy in household chores. Her sister was 4 years elder and brother was four years younger to her. Elder sister was studying in B.Sc. part-1 and brother was in class VII. Her cousins were all much younger to her. All the six siblings shares very good relation and there was no discrimination between their cousins. They were in constant touch with rest of their relatives also. Overall, this family was very social.

The family had its own permanent establishment. The house was situated at the end of a sub-lane. Locality of the house was a peaceful residential area. There were few grocery shops nearby. The house was having eleven spacious rooms. Rooms were scattered, as there was no particular designed followed while constructing. Banasmita shared her room with her elder sister. Almost all the people living near to their house were Assamese. Some of the families were educated where as few were illiterates. There was no uniformity in the standard of living among the people staying near by. This family shared good relation with most of the families in the neighborhood.

Banasmita was 17 years old girl born on 13<sup>th</sup> September 1987. She was born normal and healthy. Her mother faced certain complications during the first three months of her pregnancy and was in complete bed rest. However, in latter stage, every thing went smooth, even the delivery was normal. Since childhood, Banasmita had not suffered any major illness or severe health issues and grown to healthy individual. She was 5.1 feet tall and weighs 53 kg. Banasmita was short tempered and competitive by nature. She was a hard working and intelligent girl. Her father helped her in mathematic during junior classes but later on carried her studies on her own.

There were few toppers in her family. One of her cousin who was staying at Guwahati stood 2<sup>nd</sup> in Higher Secondary Board examination and her maternal uncle was in second position in secondary Board examination.

#### **4.13.3 Description of the School**

Banasmita was a student of Shankardev Shishu Niketan. This being an Assamese missionary school; this organization had its branches in many rural parts of Assam. It was a co-education Assamese medium institute, established in Barpeta in 1988. The School covered very small area. Classrooms had thatched roof and walls were made of bamboos. There was a small ground in front of the school, which worked as a playground as well. Still all the required facilities were there in the school viz., library, computers, and clean lavatories. The school begins from nursery class and had secondary classes until class X.

There were 450 students and 18 teachers in total in the school. Most of the teachers here were life member of this organization and they were devoted towards welfare of students. Some of the teachers were local people. Qualification of all teachers was minimum graduation. Principal was a senior member from this institute; his aim was upliftment and progress of this organization. The school had two main motives one was to create sense of discipline and another was to spread Assamese culture and language.

There were a total of 20 students in this batch. Few more students were intelligent, bright and merit holders. Most of the students of this school until now fairly passed in Board examination. Banasmita was the first student from this school who secured so high. Banasmita was a student of this school since her nursery classes.

#### **4.13.4 Description about child by the Principal and Teachers**

Principal of the school who also taught social studies in secondary class told about this child that she was very obedient and disciplined girl. She was always in the good book of teachers and a meritorious student. However, before class VIII, she was not that serious in studies but later on, she worked harder and was in topper list of the class. She had good memory as well as concentration power. Every one expected good result from her but had never anticipated her to top in the state. She was shy by nature but was friendly with her

classmates. She got scholarship in lower primary and in middle primary classes. According to him, she lacked in leadership quality.

Class-teacher told that Banasmita was very punctual and attentive. She had a balanced personality. She had regularly attended the school. She was interested in co-curricular activities especially in recitation competition, quiz, and essay writing. She was not much interested in any kind of sports. She maintained her books, note copy well, and was neat and tidy child. Banasmita's English teacher described her as an intelligent child. She was very polite and gentle girl. Her English was very fluent; Banasmita always answered the questions asked to her. According to mathematic' teacher, she was a sincere girl. She was very co-operative with her batch mates. She had good numerical abilities. She was a hard working student who was very dedicated to her work. She had good presence of mind. Assamese subject teacher told that she was a creative child who had good speech and writing ability. She was very straightforward by nature. Her handwriting was appreciable. All the teachers told that she was very regular in submitting her homework. She was able to understand well and raised questions to clarify doubts either in class or in her free time. They all expected good results from her.

#### **4.13.5 Parents**

Banasmita's mother told that she was very competitive by nature. If they wanted her to perform some task, the best way was to give an example of some other child and she readily completes with no time to demonstrate her ability and competitive spirit. She respected all the family members and was a disciplined child. She sticks to what she decides and before taking any firm decision, she evaluates well. She was independent by nature but always consulted her father. She liked to meet people and was social by nature. At home, she was well adjusted with all the members. She was intelligent and had thrust to go ahead. She was not at all interested in household activities. Even she was less interested in co-curricular activities. She liked to read books and listened music.

Her father said that she was very emotional and sensitive child. As she was born and brought up in a joint family, she could adjust well. However, as there were lots of

members at home and often guests paid visits, her house remained overcrowded and she get disturbed. However, she had never complained about this and had adopted a habit to get up early in the morning and study. Father told that during those hours atmosphere of the home remained peaceful and helps to concentrate. He had always helped his children in education by providing all the facilities they required, he taught them in primary classes, especially to Banasmita as she had more inclination towards studies. She was very dedicated e.g., once she started doing her work, she would finish it with excellence. He had always guided her towards studies as he was well acquainted to her nature.

Parents told that she was able to study for hours together and had dedicated fixed time for her school assignments, tuition class and for self-studies. Before any examination, she devoted significant amount of time for studies and revision. She had confidence in her ability. We also know that our child had the caliber to perform. They expected good result from her but had never anticipated such high percentage. She had good reputation in her school. All the teachers liked her and helped her in their own ways. About her childhood days, they told that she was a healthy baby. She was second child so they were well acquainted to handle her. She started walking at the age of 1 year and talking when she was 1 year and three months old. She was very calm and tranquil child. She was shy by nature and was less talkative in her childhood period. She was hesitant to mingle with other children but after she joined school, she gradually could adjust with others. Till date, she did not have any close friends although had good relation with the entire class. For Banasmita, her elder sister was her dearest friend. Since childhood, she was never choosy in having food. She liked to eat eggs a lot as reported by her parents. Banasmita's parents told that during her primary school, she developed great affinity for public places and social gathering, like marriage parties etc. or some other social gathering, they added further about her short temper, and demanding nature in her childhood days.

She was an above average student up to the standard class V and not the topper. This was because she did not focus towards studies. In std. V, one of her friend got better position, than her. Then it was because of her competitive nature she decided to get better position and outdo her friend. She worked very hard and got fourth position in her class, from

class IX her performance raised further more. She had good understanding capacity and was able to concentrate for long hours. Banasmita had no specific plans for her future but she had just one motive to secure high percentage of marks in the Board examinations.

#### **4.13.6 Elder Sister**

According to Banasmita's elder sister, she was very calm and quite girl. She was very stubborn and did not listen to anyone when she decided to do something. She was very social by nature and likes meeting people and frequent social gathering. They had friendly relation and shared all the feelings. She did not have very close friends at school. She was a fun loving person as well as very committed to her studies. She dedicates her time in studying as well as with family members, to relax she listened to music. In her early days of childhood, she was not cooperative at all but grew to be a matured, responsible individual. It was in class V that she transformed herself from an average student to a high achiever. Gradually she became serious in studies and raised her performance. Finally, she rose to the heights of a rank holder in Board examination. She respected all the elders and depended on them for moral and emotional support. Very often, she shared her things with elder sister who helped her with her problems.

#### **4.13.7 Younger Brother**

Her younger brother said that she was very moody and often scolded him, but added further that she did help him in his studies. She studies a lot, especially before her examination. She gets up very early in the morning and studied. He told that his sister loved devouring to delicacies and munching on any things, she gets her hands on. The only person in the family she was afraid of was his father and listened to him.

#### **4.13.8 Grandmother**

Grandmother had all praises for Banasmita, as she was very intelligent and sharp since her childhood. Since childhood, she was attention seeker, and very mischievous behavior. She had keen observation and excellent faculties. She was very rational, demanding, and curious also wanted explanation for everything. She was a hard worker; all she ever

required was motivation and proper guidance. Her father was aware of her qualities and he kept on guiding and motivating her.

#### **4.13.9 Uncle and Aunt**

Her uncle told that Banasmita was a very matured and different from all other children in their home. She was able to tackle all kinds of situation. She was very bold and confident, and very emotional. She was able to study hours together and has a good concentration as well as memory power. According to her aunt, she has good presence of mind. Hailing from a family, which was very traditional, she always argued with everyone regarding out-dated customs and superstitious rituals. She was very modern by her outlook and much attached with her mother. She helps all her younger brothers and sisters in their studies. Whole family expected good result from her.

#### **4.13.10 Neighbors**

While talking, neighbors told that Banasmita was very helpful child whenever any child faces problem in their studies she did help them help, also helped them in their projects. She has innovative ideas and a creative mind. Although she did come to their home but was not so frank with them. In fact she behaved in a reserved manner and talked less. She dedicated most of her time to studies. Another neighbor told that she was reserved by nature. She was a very neat and tidy girl. Her father inspires her to achieve high and there was no pressure on her to work hard. It was her sheer determination and competitive spirit at work that she could achieve so high. She had always been alert and active and had high self-confidence. Parents were supportive and provided all the facilities to her. There was pleasant atmosphere in their home.

#### **4.13.11 Friends**

Her friends were not much in her favor; they found her as a self-centered girl. She remained confined in herself and never bothered about others. She never shared her notes with them, in fact, one of her friend told that all the teachers liked and supported her to the extent of being partial. She was indeed a hard working student. Her general knowledge was excellent. She was least interested in any sport except in 'kabbadi'. She

had good writing abilities, her answers were always constructed in different way than others. She remained attentive in the class and was ever ready to answer the questions asked by the teachers. She never delayed her submission of assignments and homework. One of the friend sarcastically remarked that Banasmita always had a competitive attitude. Most of the times, she remained quite and listened to others' speech and then replied in a balanced and well structured manner. Every one in the school appreciated her presence of mind and determination.

#### **4.13.12 Case Herself**

Banasmita told that she was very lucky to have such a cooperative and supportive family. She was respectful to the elders at home who provided her every facility with regard to her study and other personal needs. There was no other responsibility allotted to her and was free to devote most of the time in studies. There were no interruptions in her study except when there were some guests visiting their family. Her father has helped her to lay a strong foundation for subjects like Mathematic and English. Even though mother remained busy, she taught Assamese in junior classes. Her elder sister was like a friend to her and had always helped her academically. She liked to teach her younger brother and sisters. She found her family members very orthodox and rigid and she does not want to be irrational like them. She respected their culture and tradition but did not accept superstitions followed by them.

She was able to identify and accepted her shortcomings. She modestly admitted that she was short tempered and stubborn by nature and got annoyed if someone disturbed her while studying as it discontinued her concentration. In addition, she wanted to overcome these limitations of herself. She was competitive by nature and did not take it easy if anybody from her class scored higher than her. She did not prefer group study neither did she lend her notes nor she asks any of her friends for theirs. She never shared her progress with her peers and often lie to them that she has not been able to complete her course. According to Banasmita, her friends were also doing the same things with her and never shared or helped her.

She was very thankful to her teachers as they had been very cooperative and helpful to her. She appreciated them as they are very knowledgeable and their way of teaching was according to the students understanding. They regularly checked her homework.

Whenever she faced any problem in her studies, she tried hard to solve it by herself and never hesitated to seek help if she failed at it. She liked to hear music and went to market place for change. Talking to her family members was her best way to refresh. At school, she talked with friends in leisure time and she visited library very often, as there were very limited books. She found it tough to learn by heart anything but had no other choice for some subjects.

She told that studying in the early morning was very beneficial for her as atmosphere was peaceful and it was easier to concentrate as well. She studied for two to three hours daily until class VIII as there were no tuition classes until then but latter she studied only few hours. Going to personal tuitions helped her for better understanding. The subjects she went for tuition were Advance mathematic and English. Rest of the subjects she studied on her own. Mostly, she studied at her study table in her bedroom. Prior to examination, she used to study for eight hrs (approx.). Nevertheless, after pre-Boards she studied for 10- 11 hrs. In all other classes, she first read chapter in details for two-three times and then made notes for them. In addition, explanation given by teachers in class helped in making notes. Moreover, in std. X, she referred reference books and even for some subjects consulted textbook for 11<sup>th</sup> and 12<sup>th</sup> standard. She used to underline difficult words and check dictionary for that. For practice, she solved last 5 years question paper. In addition, identified pattern followed along with the type of questions asked in Board examination. However, she has not given more emphasis on them and has seriously gone through entire syllabus. She had revised her course for more than three times well before Board examination.

Banasmita felt nervous before examination but was able to sleep well and had normal appetite. Earlier she had not planned any particular course for her future and worked to get the best marks in the class only. Later she wanted to study engineering. Most

influencing personality in her life was one of her cousin sister who became magistrate in the district court. Since childhood, she wanted to be rich and famous. According to her, education is helpful for self-growth and a means of attaining material happiness.

#### 4.13.13 Researcher's Observation

Researcher found her very liberal and frank while talking. She was quite cooperative and cheerful. She was well mannered and tidy. She was good at studies although got still better in secondary classes (table no. 4.35). She had attended school regularly (table no. 4.36). Her handwriting was legible. She has won few certificates in extra-curricular activities such as quiz, recitation, essay, etc. She was awarded scholarship by state government twice on clearing scholarship tests. Her parents were attached to their children. She was able to speak good English, preferred to talk in Assamese, and was more comfortable with this language. All the family members were close and attached to each other. Teachers really appreciate her talent.

TABLE NO: - 4.34

K.G. PERFORMANCE RECORD OF BANASMITA BARUAH

Class\subject	Reading	Spelling	Recitation	Numerical	Art/Craft	Story Telling	G.K.	%	Drawing
Lower K.G.	37/50	35/50	22/25	40/50	20/25	22/25	36/50	74.5	30/50

TABLE NO: - 4.35

PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF BANASMITA BARUAH

Class\sub.	Eng I	Eng II	Assamese	Gen. Math	Ad. Math	Gen. Science	S.St	Sanskrit	G.K	Drawing	%	Rank
1	40/50	39/50	35/50	39/50	-	35/50	33/50	-	39/50	37/50	74.2	-
2	39/50	37/40	32/50	40/50	-	37/50	32/50	-	37/50	39/50	73.3	-
3	71	Hindi: 30/50	61/75	71/75	-	59/75	60/75	-	40/50	35/50	77.6	-
4	70	32/50	60/75	72	-	68	65	-	39/50	37/50	70.9	-
5	75	39/50	66/75	79	-	70	69	35/50	40/50	-	78.8	7 <sup>th</sup>
6	74	41/50	75	80	-	70	68	34/50	41/50	-	74.3	6 <sup>th</sup>
7	75	40/50	72	79	-	69	66	35/50	Assam History:39/50	-	73.1	6 <sup>th</sup>

8	74	-	75	80	-	71	70	38/50	AH: 40/50	-	74.7	4 <sup>th</sup>
9	79	-	81	80	88	74	75	-	-	-	79.5	3 <sup>rd</sup>
10	88	-	87	92	91	93	95	-	-	-	91	

TABLE NO: - 4.36

SCHOOL ATTENDANCE RECORD OF BANASMITA BARUAH

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
Total	N.A.	N.A.	N.A.	N.A.	225	229	230	235	232	235	238	197
Attended	N.A.	N.A.	N.A.	N.A.	222	228	225	232	230	233	235	195

Overall percentage of attendance was 98.9.

Note: Record for few classes was not available for him.

#### **4.13.14 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbors, friends, relatives, school records and researcher's observation, the following facts about Banasmita are established.

**Background:** Banasmita was an Assamese girl belonging to joint family. Income of her father was Rs.15000/ per month. Her father was B.Sc.,L.L.B. and mother was B.Sc. pass. Her father was an advocate in a private firm and mother was a homemaker. They stayed in a self-owned house. Her grandmother stayed with them whereas grandfather died several years ago. Her uncle and his family also stayed together. There was harmony among all the family members and they lived cohesively. Her parents were average students and her elder sister and younger brother are above average in studies. One of her cousins and her maternal uncle also were ranker in Board examination. Her parents had three children among which she was the second eldest child.

Parents shared good relation with the child and they were able to fulfill all her requirements. They were supportive in every sense. Parents provided ample time to her. Whenever it was essential father guided her. They kept her free from every other responsibility. Parents expected good result from Banasmita in Board examination but not a rank.

**Location of residence:** She resided in a suburban place. Number of houses and people crowds the locality where she was living. Her neighbors are cooperative and they belonged to different socio-economic backgrounds but were cultured and non-disturbing.

**Childhood Days:** She was healthy since birth and her physical growth and development was normal. Mother stayed at home and was dedicated towards children. She paid full attention towards Banasmita's every requirement. Banasmita troubled a lot in having food otherwise she was calm and shy by nature. She never mixed and mingled with other children and liked to play with her elder sister only. She regularly shared time with her elder sister, when she was studying; she tried to catch with her sister and learnt.

**School Days:** She was healthy and disease free in her school days. Her diet was normal and she preferred to eat eggs more. Until std. V, she was average in studies but latter on she worked hard and improved her performance. Until primary classes, her parents took care for her studies and then she studied on her own. She attended school regularly. She remained attentive in her class. She submitted homework always on time. Her handwriting was legible. She was self-motivated towards studies. She remained competitive with her friends and always persisted to out-do them, this was what made her to achieve high. Her friends were also high achieving and studious students.

**School:** Banasmita was a student of Assamese medium school under the management of an Assamese missionary having its branch in different parts of the state. This was a co-educational institute. Until now Board result of this school was average and it was for the first time a student of this school obtained position in Board examination. Total number of teacher in this school was 18. Qualification of teachers in this was B.Ed. In addition, teachers were not so experienced in teaching. Total students in this school were 450 and in her class there were 20 students. Teachers expected good result from her and not a rank in Board examination.

**Characteristics:** She was rigid by nature. She transformed herself into a committed and hard working student after primary class. She performed each of her tasks with

confidence. Her memory was sharp and she paid attention well. Her concepts were clear. She was able to take her decisions independently and behaved in a mature way. She was emotional by nature and kept her feelings to herself. She had good writing ability and excellent vocabulary. Banasmita was competitive by nature and had strong will power.

**Study Habit:** In primary classes, her father looked after her studies. Since then she did homework regularly, as her father was very strict and particular for that. However, after getting conscious about good performance, she studied for 2 hours a day, later she joined tuitions from class VII. She studied to prepare for school examination for 8 hours and after pre-Board test, she dedicatedly studied for 10-11 hours. She tried to maintain her concentration on studies and studied for longer durations. She studied at study table. She got up early in the morning for revisions. Textbooks, class notes, and self-made notes were her sources to study and prepare for examination. In std. X, she also referred textbook of std. XI and XII and used reference books to prepare for Board examination. She emphasized understanding of concept and meaning. She studied whole syllabus thoroughly without neglecting any portion. Before examinations, she revised complete course numerous times and perfected it by practicing many times.

**Other interest:** She was interested and good in quiz, essay writing, and recitation. She remained less interested in watching television. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.13.15 Conclusive Remark:** Banasmita having competitive nature has always worked with an intention to secure better position than her class friends. Most of the times, she studied by her own interest and without any sort of external pressure. Parents and other family members remained cooperative and helpful to enhance her will and dedication for studies his participation was limited to only quiz and recitations, in the leisure he read books of his interest and preferred not to watch movies. She emphasized understanding of concept over memorization.

## 4.14 Case 14: Bedant Berman



### 4.14.1 Introduction

Researcher visited Shankardev Shiksha Niketan School at Nalbari, where Bedant studied. There she met Principal at his office and initiated conversation with a self-introduction and then narrated the purpose of being there. Principal was well acquainted with various aspects of this child. He instinctively shared information regarding him and mentioned many things about the school. Principal showed the school to the researcher, introduced her with all the teachers at staffroom, and asked the teachers to cooperate with her. Teachers remained collaborative and provided data earnestly. They were interviewed individually and then in a group. There was a congenial environment and school personnel were compassionate. The past records of the child were shown by the class-teacher and his address given to the researcher.

Researcher directly went to the child's house from the school, as there was no contact number available with her. Researcher found mother of the child when she went to their home. Researcher provided all the details about herself and the present study. Mother deliberately provided details about her youngest child. She was proud while talking about Bedant. Later, her daughter also joined and actively participated in the conversation. Both of them were well behaved and communicative. In a short while father of Bedant came home, on his arrival topic of conversation diverted to the researcher and the purpose of the study. It took some time to get father involved in the discussion. Sharing views with three of them researcher was able to assimilate different dimensions of the child. The time and venue for next day's meeting was fixed and then researcher left the house thanking them for their precious time and attention.

Next day researcher met with the child's mother and had an interactive talk with her. Then researcher went to their neighbor's house and interviewed a woman and her son. When she was back, father of the child was there for lunch so researcher grabbed the opportunity to review father's opinion about Bedant. He bestowed his few hours in talking about him. During the interview, he highlighted many significant aspects of Bedant. A good friend of Bedant arrived in the house. He was invited prior on the request of the researcher. During the first minutes of the conversation, he was uneasy and was unable to communicate freely. Researcher made him comfortable with friendly and casual talk, latter he explicitly conferred his outlook about Bedant. Researcher once again had a brief conversation with the mother and the sister of the child and then took his current address and left the scene.

Researcher talked with the Bedant over the phone in Guwahati and fixed an appointment with him for the next day. She met Bedant on the appointed place. From there he led researcher to his flat. He had a brief prologue of researcher as his mother informed him regarding the researcher and her query. The child was able to convey his thoughts and narrated about his life comprehensively. His gestures and expressions displayed his confidence. They decided the time for next day meeting after long hours of delightful conversation.

Next day at a restaurant, they extended their discussion. Later they went to meet his elder brother at their residence. His brother remained co-operative and friendly with the researcher. He freely delivered his thoughts and experience about Bedant. After congregating his thoughts, researcher saw Bedant's mark-sheets and other certificates. His one of the childhood friends was also staying with them; he contributed his views about Bedant. All the four had a prolific discussion and then researcher took leave from them.

#### **4.14.2 Background**

Bedant was an Assamese boy belonging to an upper middle class family residing at Nalbari. Nalbari district located nearby to Guwahati. Area wise Nalbari district covers

2257 sq. km. and the total population here was 11, 38,184. The district was densely populated i.e., 504 per sq. km. There was a big unit of aluminum factory, here. The people here were engaged in small-scale business and nearby villagers are agriculturists. Main market of the town was Guwahati. The population was a mixed community where as Assamese are foremost. There were a number of schools and few colleges in the district. Total number of student appeared for Assam State board examination were 10450 among which only 525 passed in first division, 1259 in second division and majority i.e., 3616 in third division and the total number of students failed were 5400.

Grandparents of the child were residing in a village nearby the town and latter on shifted and got settled in Nalbari. Grandfather had a grocery shop that was adjoining to their house. So, his grandmother often got involved in the shop and she doubled in the role of a homemaker as well. Grandfather was 12<sup>th</sup> pass and grandmother had attended school for few years. Both led a happy and contented life. They had two sons, one settled at Guwahati and other in Nalbari. Grandmother died long ago due to some prolonged disease. Grandfather, after the death of his wife stays most of the time with his eldest son. Parents of the child were settled at Nalbari. His father was 57 years and mother 51 years old. They were settled in Nalbari. Father was an Advocate and his qualification was L.L.B. and Masters in History. Mother was a lecturer in Government College. Her qualification was M.Sc. in Geology. Both parents were studious and sincere students. Their monthly income from all the sources was Rs.40, 000/.

This was a nuclear family with five members, including Bedant, his parents, an elder brother, and sister. Father of the child remained busy in their work most of the time. Mother devotes her time after coming back from college to home and her children. The elder brother was of 22 years, he was doing M.Sc. at Guwahati. He was an above average student. His elder sister was 19 years old, she was in B.Sc. part 1 and she was also an above average student. She resided with the parents at Nalbari. This family was modern in terms of thoughts and living style but they follow their ritual and customs. They had faith on God but were not very religious. Mostly everybody remain in the family were

busy in their respective work and had not much time. Rest of the family resided in Guwahati and all were in constant contact.

They stayed in their own home which was constructed by the father of Bedant a few years ago. They had their previous house but rented it to somebody as it was not much spacious and built in old style. The house became a source of income for the family. Their new house was large and well designed. It was located adjacent to a main road and was very close to the market place of the town. There were many houses in that area having enough space between them. Their house was two-storied building with four spacious bedrooms, a large living room, dinning hall, kitchen, and a small backyard. Bedant had a room that he shared with his brother when he was in Nalbari. There were all kind of facilities and comforts at their home.

Bedant was a 16 years old boy born on 18<sup>th</sup> January 1988. He was born normal and healthy. Mother was quite normal during her pregnancy period; she continuously went to college until ninth month. Parents did not desire a third child but after he was born, they were very happy. Besides few of the common disease such as influenza, headache, etc, Bedant never suffered any major illness. His process of growth and development was according to his age. He was 5.7 feet tall and weighed 58 kg. Being the youngest member of the family, he had always the privilege and protection. He was of social and cooperating nature.

#### **4.14.3 Description of school**

Bedant was a student of Shankardev Shiksha Niketan. The school was a private institution governed by a committee. The school was established in the year 1986. This was an Assamese medium coeducational school. The school was located near the main town and was very close to Bedant's home. The school building was not well designed but had a large premises, it was like a country-house. School was kept neat and clean. There were a number of spacious and airy classrooms. There was a small play ground in the middle of the school surrounded by classrooms and staffroom. The school was not very popular in this town. It had classes beginning from class nursery till standard X.

Total number of the student in the school was 600. Most of the students belonged to middle class families. The fee structure of the school was also not very high. Total number of teaching staff in the school was 18. Teachers had Bachelor degree and few were qualified with B.Ed degree. Principal of the school was very liberal and concerned about all its students. School did not seem to follow strict discipline.

In the Batch of Bedant, there were 48 students. There were few other students with high academic profile. However, Bedant had scored very high and placed in the merit list of board examination. Less than 20 percent of students passed in first division. Most of the students were in second and third division, a few students failed in his batch from his school. From this school, for first time a student was ranker in board examination.

#### **4.14.4 Description about the child by the Principal and Teachers**

Principal of the school told that this child as well his elder brother studied in this school since their pre-primary class. According to the Principal, he was very calm and polite child. He was of curious nature since childhood. He was a well mannered and descent boy. She regarded him as an intelligent as well as studious child. There was a placid type of environment at his home. Parents were educated and very conscious regarding his education. All the teachers of the school appreciated him like him due to his nature and efficiency in studies.

Class teacher told that he was among the toppers of this class. He was competitive by nature but not jealous of his competitors. He was a hard working child. He often went to staffroom to discuss his problems and got them clarified. However, he lacked in leadership qualities. In co-curricular activities, he was interested and performed well there. He was a very balanced and cooperative kind of person. His mother frequently came to school for teachers' feedback on his performance at school. Mother was a veteran and knew how to groom her children. Mathematic teacher told that Bedant was excellent in his subject and always secured more than 90 marks. He was able to calculate very fast and remembered formulas well. He did hard work in every class and often secured 1<sup>st</sup> position, sometimes though he slipped to 2<sup>nd</sup> or 3<sup>rd</sup>, nonetheless difference of

marks was not much between them. However, he always secured highest in mathematic. Science teacher told that he had good presence of mind. He was attentive and very regular in his studies. He was able to understand concepts clearly and asked for further clarification. He was a social child and stayed in good terms with classmates. Assamese teacher regarded him as an honest child. She told that once in an examination his friends told that he had written an objective answer wrong yet he did not changed it. He got 99 marks in that paper only to discover later that the same answer went wrong. He remained active in cultural functions of the school and participated in recitation, extempore, debate, song, quiz, etc. He was introvert type of a boy. Social studies teacher told that he was able to memorize well and had sharp brain. He had strong determination and an invincible will power. Teachers found him very attentive in the class. They told that he did home work regularly and his handwriting was appreciable. All the teachers expected good result from him.

Few primary class teachers told that since 1<sup>st</sup> standard they had noticed him taking active interest in co-curricular activities but participated less in sports. He was a considerate and disciplined child. He behaved in gentle way with teachers and his peer group. He was regular in his studies and never ever gave a chance for her teachers to complain. He used to ask lots of question in the class and participated in the classroom to answer questions asked by the teachers.

#### **4.14.5 Parents**

Mother of the child told that he was a very emotional child and he was attached with all the family members. He attended everyone and spent time with each one of him or her individually. Although everyone treated him as a child, he was very matured and responsible boy. Mother took equal care of all the children but he being youngest got more attention from everyone. In addition he had a soothing personality by which he was liked by everyone. Father of the child remains busy in his work throughout the day so she was having more responsibility of her children. She did not allow taking any responsibility or diverting attention towards any other work and suggested him to study and learn new things in which he was interested., He was interested in studies since

childhood and dedicated full attention towards it. His will power was very strong and he stuck to his instincts and performed it well. By God's grace until now, he has indulged in constructive activities. According to her, all the three children were sharp but Bedant was most intelligent amongst all.

She told that he had wholeheartedly prepared himself for board examination. In the Last three months before the board examinations, he focused all his efforts and studied to the crest. To practice he wrote all the answers many times. He practiced mathematic vigorously, so much that before the examination his thumb and index finger started hurting, but he was very courageous and was not upset. Practicing the answers worked in his favor and that gave him speed to finish his paper well in time. In all other classes, he paid attention evenly and studies throughout the year. When he was a small kid, he depended on his father for help in the studies but later on his elder brother started helping him. Mother provided him lots of vegetables and fruits to eat.

Father of the child said that his son was a genius in every sense. He had termed him so, by keeping in mind his all rounder qualities and good nature. He lived in harmony with family and friends. He was a good orator and singer. They were always proud of his academic and non-academic performances. He was intelligent and brilliant. He always remained cheerful and had optimistic outlook. Being father, he tried to provide all the facilities and fulfill his desires. He was non-demanding and had satisfying nature. He shared good relation with the other two siblings. However, father was not able to spend much time with family, yet remained informed about the children and their needs. When needed, he talked and advised him for his betterment. Since class IX, he decided to go to Guwahati for further studies and he was confident that he will get good percentage in board examination. Parents and rest of the family had full faith in his caliber and expected good result from him.

Regarding his childhood, parents said that he was a healthy baby with good physical built up. He often messed up when it came to drinking milk and having food. But mother was punctual in feeding him. He was always excited about school as he saw elder brother and

sister going to school. He was a good student since his early years at the school. He got disturbed easily but never showed anyone, as he was introvert by nature. The parents told about his peculiar habits like, after his examinations he used to estimate the marks he would get and to everyone's amazement, he secured precisely the same numbers as predicted. He liked to play indoor games along with brother and sister. Since childhood, he had only a few friends close to him. He was a co-operative child but was fussy regarding close friends. His friends were good in studies and belonged to nice families.

#### **4.14.6 Elder Brother**

His brother told about Bedant that he was very obedient and compassionate. He never refused for any work they told him to do. He was a very honest and ethical person since childhood. He was very flexible and sensitive and he was never nagged nor demanded for any object, but yes, he was very determined in his thoughts. His general knowledge is very good. He was of inquisitive in nature since childhood and had scientific attitude. He kept on asking reasons for different things un-ceased. He was a very active and energetic child. He prioritizes studies and devotes ample of time per day for it. For him all the subjects were important but he was more inclined towards science. His understanding as well as memorization capability were remarkably well. Even though he was not much religious, he prayed to God before sleeping every night.

#### **4.14.7 Elder Sister**

His sister said that Bedant was a studious child with sharp mind. He was a keen observer with good understanding capability. He was generous and kindhearted. He was attached with the family and all the family members admired him. He was least talkative but very emotional. He was not bold but was mature and was able to take right decisions. He was highly influenced by his grandfather, as he was a man of principles and ethics. Bedant was able to study for long hours together without taking rest. He was competitive and never wanted to stay behind his friends, when they superseded him, he never envied them, instead he took the pain to fight back for his position well deserved.

#### **4.14.8 Neighbors**

His neighbors informed that Bedant was a very decent boy; they found him very intelligent and affirmative. He visited their house very less and mostly stayed reserved. His family itself was not much interactive either. The neighbors went to work and most of the time they were occupied in their own chores and busy with their children. She was very caring and talented. The child was very submissive and did respect his elders a lot. Another neighbor told that this child was multi talented. He tried to learn something new from where ever he could. He was good in studies since childhood. There was a cordial atmosphere for studies around him. All the three children obeyed their parents and devoted fixed time for academic work on daily basis.

#### **4.14.9 Friends**

One of his friends regarded him very helpful and supportive. He was intelligent and was able to use time well. In the class, when teacher asked questions, he tried to respond them. He completed his homework in time. According to him, Bedant was a trustworthy friend and was an honest person. Teachers liked him very much. He was less talkative and liked to listen to others. They discussed every kind of problem with each other and he gave beneficial advises to them. He had a comforting personality. In-group, they talk about different topics but he was most interested in current technology and developments. Another good friend told that Bedant had decided to pursue engineering since long ago and had been working to secure good numbers so that he may secure admission in a good college. He never competed with them but tried to bring out his best and worked towards his goals. All the classmates liked him, as he had a friendly attitude.

#### **4.14.10 Case Himself**

The child told that he had led a very comfortable life until now as he was free from every responsibility and parents provided all the required things. He just had to think and concentrate on his studies. He was ambitious and always planned to go for better educational opportunities. He wanted to be an engineer and his brother had explained him that to become an engineer, nothing less than his best efforts would see him through, and the first step would be to secure high percentage in the board examinations. He was

concerned about his studies since childhood but after he froze on the firm decision of pursuing engineering as his career, he tried his level best to gain his way in. From his side he remained attentive in class and paid attention to what teachers taught. Many times, he was not able to understand so he asked teachers to explain again. He learned the chapters in advance to have good understanding in the class. Doing homework regularly helped him to revise the lesson though there was no sternness regarding submission of homework in that school. He got, admitted in that school as it was very close to their home though there were few other good English medium schools in the town. However, he found teachers of this school very helpful and was satisfied of being a student of this school. What he did not appreciate was the syllabus of Assam board, as it was very vast and out dated.

His mother had developed a habit of reading the chapters twice comprehensively then check the meaning of the new words and tough terms, later learning them. She made him practice the questions and answers by writing. She also gave practice of mathematic daily. These kinds of study habits were inculcated since childhood and he followed them religiously; he found this habit very beneficial. In junior classes, his handwriting was not good and had to compulsorily write one page of handwriting daily and father checked it in evening and wrote remarks on it, this had improved his handwriting. He studied regularly throughout the year in every class. During evening all the three i.e., his brother, sister, used to study together. He got his doubts and questions resolved by his brother. Sister was very serious in studies and did not appreciate being disturbed while studying. Mother was very conscious about the education as well as health of the all three siblings. Mother took great care to see their comfort as well as finish their work on time and she rewarded them with delicious food and treats to make them do well in everything they did. Parents always promoted them to think high and do their work with full concentration and confidence.

Bedant like to take active part in other activities at school like singing, hosting any cultural program, participating in various literary competition, etc. He enjoyed reading science based magazines and books. He was a regular newspaper reader and listened

news on T.V. He was not an avid television watcher rather saw very selective program on it. He did not spend much time with friends and very rarely met them besides school hours. However, he liked to be in their company. He had three friends who were intelligent and scholarly. They often exchanged their notes copies but never did group studies.

He preferred to study early in the morning and at evening. He studied early morning before examination and in routine at evening. Generally he devoted two hours for self studies and before few days from examination increased it to 4 to 5 hours but after pre-boards he studied for 8 to 9 hours daily till board examination. He revised complete course twice orally and revised through writing each answers for board examination. In addition, for other school examination at least once made revision. He referred guidebook and CBSE books of mathematic and advanced mathematic. For other subject's textbook and class, notes were adequate. He practiced and solved previous years question paper of the board examination.

He took each examination seriously and worked with full concentration and dedication. He was able to sleep well before examination without any anxiety and tension. Even before result, he was sure to achieve high as he prepared whole course thoroughly and there were none unacquainted questions in examination. Due to his finger injury he was not able to write fast and neatly still he was satisfied by his performance.

#### **4.14.11 Researcher's Observation**

Researcher found this child to be very cheerful and alert. He was able to speak fluently in English as well as Assamese. He spoke in an elegant manner and was very expressive. He was extrovert and was able to communicate his thoughts well. His house had a peaceful atmosphere and was well maintained. Family members were gentle and polite. Mother had a tender feeling for him. Teachers as well as principal were very much impressed by him. He was a high achiever since childhood (table no. 4.37 & 4.38). He attended school regularly (table no. 4.39). His handwriting was legible. He had received awards for quiz

and other literary activities. He was awarded by scholarship in class 7<sup>th</sup> by government on clearing a test.

TABLE NO: - 4.37

K.G. PERFORMANCE RECORD OF BEDANT BERMAN

Class\subject	Reading	Spelling	Recitation	Numerical work	Moral Science	Story Telling	G.K.	Drawing	%	Rank
Lower K.G.	23/25	47/50	23/25	48/50	24/25	22/25	22/25	21/25	92	2 <sup>nd</sup>
Upper K.G.	25/25	45/50	20/25	50/50	23/25	24/25	25/25	20/25	92.8	2 <sup>nd</sup>

TABLE NO: - 4.38

PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF BEDANT BARMAN

Class\sub	Eng I	Eng II	Assamese	Gen. Math	Ad. Math	Gen. Science	S.St	Hindi	Moral Science	G.K	Drawing	%	Rank
1	42/50	22/25	41/50	47/50	-	45/50	44/50	-	22/25	24/25	20/25	87.7	2 <sup>nd</sup>
2	43/50	44/50	40/50	46/50	-	40/50	41/50	-	23/25	46/50	21/25	86	3 <sup>rd</sup>
3	89	42/50	81	95	-	80	70/75	-	-	45/50	22/25	87.3	1 <sup>st</sup>
4	87	40/50	79	92	-	79	80	40/50	-	47/50	21/25	90.4	2 <sup>nd</sup>
5	89	43/50	80	98	-	90	89	45/50	-	48/50	-	89.5	1 <sup>st</sup>
6	90	45/50	84	100	-	93	87	40/50	-	50/50	-	90.6	1 <sup>st</sup>
7	85	40/50	80	98	-	90	85	40/50	-	48/50	-	87.1	2 <sup>nd</sup>
8	86	44/50	84	95	-	91	80	42/50	-	-	-	87	1 <sup>st</sup>
9	87	40/50	80	94	95	89	81	-	-	-	-	87.1	1 <sup>st</sup>
10	82	-	82	96	99	97	86	-	-	-	-	90.3	

TABLE NO: - 4.39

SCHOOL ATTENDANCE RECORD OF BEDANT BARMAN

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
190	195	210	212	215	225	232	230	230	235	240	235	180
180	190	206	209	211	222	228	229	230	230	239	230	180

Overall percentage of attendance was 98.7.

#### **4.14.12 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbors, friends, relatives, school records, and researcher's observation, the following can be said about Bedant.

**Background:** Bedant was an Assamese boy belonging to a nuclear family. The income of this family was Rs.40000/ per month. His father was L.L.B. and mother was M.Sc. His father was an Advocate and mother was a lecturer in government a college. They resided in their own house. His grandfather stayed separately with Bedant's uncle. His parents were above average in studies. There were three siblings in the family among whom he was the youngest one. Family members were contented within themselves.

Parents were closely associated and shared good relation. They were dedicated parents. They spent quality time with their children. Parents provided all kind of facilities and fulfilled all his demands. Mother guided him in right direction. She developed good habits since childhood in all her children to study together for fixed hours every day. Parents were strict and enforced discipline among the children.

**Location of residence:** This child resided in an urban place. Their house was isolated and not surrounded with too many houses. Location was peaceful though their house was situated in the mid of the town. Neighbors were cooperative but less interactive. They were well-cultured and educated peoples.

**Childhood Days:** He was in good health since birth. His growth was normal. As he had two elders at home, he got to learn things fast. He had strong urge to go to school and learned as he saw elder brother and sister doing so. He played along with them at home, as there were no child in nearby locality. He was descent and very calm, honest and an obedient child.

**School Days:** He was healthy and disease free during these days. He ate nutritious food with more of vegetables and fruits. He was always within top two ranks since primary

classes. He attended school regularly. He attended class with full concentration and attention. He did his homework regularly. His handwriting was not so legible earlier but he worked hard to improve it. He was interested in studies and without any force studied regularly. His friends were good in studies. They were cooperative and shared good relation. Just before board examination, his thumb and indicating finger of his right hand were injured due to extensive writing.

**School:** He was a student of an Assamese medium private school regulated by a few committee members. The school was coeducational. The school building was old in structure but had all the basic facilities. The school was situated in a peaceful location. It was having average results in board examinations every year. Bedant was the first student of this school to obtain rank. Total students in the school were 600 and in the class of Bedant, there were 42 students. Total teachers in this school were 18. They were all B.Ed qualified, Most of the teachers were experienced in their profession. Teachers expected good result from him but never a rank in board examination.

**Characteristics:** He was a hard working boy with strong determination. He worked with confidence. Bedant was an intelligent and brilliant child. His memory was sharp. He was able to focus his concentration on what he did. He had a sharp vision and clear understanding. He was quite matured and able to take his decisions. He was a practical person. He was social but reserved by nature. He was less talkative. He was closely attached with parents and was kindhearted boy. He was able to think positively. He was a disciplined boy.

**Study Habit:** He studied regularly for 2 hours in evening since childhood. Before school examination, he studied for 6-7 hours and after pre-board test, he prepared for board examination for 8-9 hours per day. He studied for longer periods at a stretch with concentration. He studied at his study table. During primary classes mother took care for his studies latter his elder brother and sister solved his study related problems. All the three siblings studied together in the same room. Bedant emphasized understanding of meaning and memorized from viewpoint of examination. He studied from textbooks,

notes given by teacher as well as self-made notes. He went through complete course thoroughly. His mother habituated him to practice each answer by writing them after learning. He revised whole course before examination.

**4.14 Other interest:** He was interested in singing (vocal). He had also participated in quiz, debate, extempore speech, etc. He liked to read newspapers and hear news in television. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.14.13 Conclusive Remark:** Bedant belonged to an educated and socially and economically adjusted parents. Mother habituated healthy study habit in him since childhood. He was blessed with sharp memory and intelligence but was also a hard working and devoted boy. Quiz, debates, extempore etc interested him and he also enjoyed singing. Throughout his school career Bedant sustained within top three positions in his class.

#### **4.15 Case 15: Debang Raj Neog**



##### **4.15.1 Introduction**

Researcher went to Cotton Collegiate Govt. H. S. School at Guwahati, where Debang studied and asked peon to inform Principal about her. Principal in detail enquired about the researcher and her study principal. Having details, principal got convinced and in a convivial way provided relevant information about the child. He also conferred other details about the school. The past records and attendance sheet of the child was also shown to the researcher. Teachers were individually invited to his office and were allowed to interact with the researcher. Teachers compliantly provided pertinent

information about the child. Before leaving the school Principal provided phone number and address of the child.

Next day researcher made a phone call at Debang's residence but none responded, so she directly went to his house, located far away from the town and situated in the outskirts of the city. There, she met the child who was alone at home. Bedant enquired about the purpose of her visit. After an elaborated explanation, the child got interested in the conversation and described his life minutely. The conversation was interrupted on the arrival of his mother. Bedant introduced researcher to his mother and rest of the necessary information was provided by the researcher. Mother reciprocated facts about her son munificently. By the time father of the child also arrived home and joined the conversation. After a brief talk, researcher asked for an appointment for next day and they agreed.

Next day researcher again met Debang at his residence. Through conversation, she tried to gain in depth understanding regarding him. Debang was able to evoke and consolidate different aspects of his life generously. He showed his past results and certificates. Researcher also discussed with him about his classmate who secured 10<sup>th</sup> position in the Board examination. On the prior request of the researcher few friends of his were invited at their home. Two of his good friends, who were also position holder one was at 10<sup>th</sup> (Nipol) rank and other was at 13<sup>th</sup> rank, arrived together to their home. Researcher tried to comprehend Bedant from the collective viewpoint of these two boys. Later their individualistic opinion was also considered. Till then Debang's mother returned home and while preparing snacks she interacted with the researcher. After snacks his friends left the place and with mother and son, the researcher held a lively conversation. Along with his father, their family friend also came home that evening. Researcher was introduced to him and allowed to interview him, the person was well-acquainted with the child and he explicitly presented his views regarding Debang. All the members present there, participated in the conversation actively. Researcher got the address of Debang's grandparents from his parents.

Researcher went to the town where his grandparents resided and met them at their home. She congregated their perception about Debang. They were quite modern and had liberal outlook. From them she got the address of the school where Debang passed his early classes. Researcher went to school and met the principal and other teachers and gathered important information regarding the child from them.

#### **4.15.2 Background**

Debang was an Assamese boy belonging to middle class family residing at Guwahati. Guwahati is the most developed city of Assam state and of the entire north east region of India. Guwahati falls under Kamrup district. Total population of this city was 25, 15,030 and the area covered is 4345sq. km. Although it is not the capital of Assam, yet all the main government offices and departments are located here. It has a combination of skyscrapers, and well developed societies and natural beauty. River Brahmaputra flows by the side of the city and is surrounded by mountain ranges. At places, the land is plain whereas other parts are hilly. People from all the sections and class of the society live here. The overall culture of this place is cosmopolitan one. People at Guwahati city are more attracted towards modernization and westernization.

Grandparents of this child were residing at Nagaon. The grandfather was a retired government officer and grandmother was a housewife. They were very social and ethical people. They had two children a daughter and a son. Daughter was married in the same town and was well settled. Their son was at present residing in Guwahati. Grandparents were having their permanent residence in this town and very often went to Guwahati to stay with their son. Father of this child aged 45 years, a science graduate, worked in the post of Forest Ranger. Earlier he was posted at 'Dhemaji', when Debang was two years old and then he was transferred to Nagaon. There they resided for five years and then he was send to Guwahati. Since then he had been staying at Guwahati. Mother of the child aged 40 years, a science graduate, had a workshop cum boutique in the town. Father was above average whereas mother was an average student. From all the sources their monthly income was Rs.30,000.

They were living a contemporary life with modern outlook. They belonged to O.B.C. caste. They were not so religious but follow certain customs of their culture and had faith on God. The family comprises of three members; parents and the child. Family members were attached with each other and strongly bonded. Parents remained busy in their respective job till 5.00 pm, coming back to home, they spent quality time with Debang. Parents desired to provide all the facilities and a quality life to Debang so they didn't plan for another child. His grandparents and aunt come at least once in a year to stay with them and every year in summer vacation, Debang and his parents go to Nagaon to stay with grandparents. None in his father's family or in mother's family was high achiever as Debang.

They resided in a house owned by them. The house was situated at a segregated place which was far away from the main town. It was situated in a hilly location and at the back of their home, river Brahmaputra flows. The area can be regarded as countryside. Here there are very few houses and those are also in a scattered position. It is an extremely peaceful area. Their house is constructed in a trendy way and is very spacious. There are five large bedrooms and a big living-room, there is a big porch at the backside from where one can get river view. Debang's room is positioned from where he can view river clearly.

Debang was a 16 years old boy born on 20<sup>th</sup> February, 1988. His mother faced no major problem during pregnancy period nor while delivery. He was born in good physical state and didn't encounter any severe illness till now. He had spent a secured childhood without any sort of hindrance in his growth and development. Now he was 5.8 feet tall and weighs 58 kg. He was fond of natural beauty and enjoys solitary around his home. He was very honest and sanguine by nature.

#### **4.15.3 Description of the School**

Debang was a student of Cotton Collegiate Govt. H. S. school. He joined this school in 3<sup>rd</sup> standard before he studied in Don Bosco High School at Nagaon.

His first school was Don Bosco High School. This school was an English medium boy's Christian missionary institute. The school was one of the most reputed schools of the town. The school had a big campus with all the facilities viz. big playground, library, computer lab, spacious classrooms, etc. The school consists of pre-primary classes to class X.

The second school where he studied was Cotton Collegiate Govt. H.S. School. This school was an Assamese medium institute. This was a co-education institute established in the year 1970. The school building was moderately built, having all required facilities. The school was not well maintained and was grubby. The school began with pre-primary classes and was up to higher secondary level.

There were 820 students in the school. Till std. VI, classes were divided into two sections. Total number of the teachers in the school was 32. Most of the teachers are with B.Ed degree and for higher sections many are with master's degree. The head of the institution was a senior teacher from this school who had been serving this school since more than fifteen years. The school laid importance to academic aspect. In the past, the school had produced many meritorious students who secured position in Secondary Board examination. But for first time, a student of this school secured first position in Secondary Board examination.

In the batch of Debang, there were 42 students. There were many bright students, specially another two students were rank holder in State Board examination; 10<sup>th</sup> and 13<sup>th</sup> ranks.

#### **4.15.4 Description of the child by the Principal & Teachers**

In the school, there were very few teachers who could recognize Debang; most of them have joined this school after Debang completed secondary schooling. English teacher told that Debang was a very naughty and energetic child. He was an intelligent and sharp student. But, he was not fluent in communicating in English. G.K. teacher, who was class-teacher of this child, told that Debang was not interested much in studies and was a

hyperactive child. He regularly attended the school and also brought his homework done. His handwriting was very attractive. He was a neat and tidy child. He was even interested in co-curricular activities. He used to wait for break to play in the swing. Mathematic teacher told that he was able to calculate very fast. He was a fast learner. By nature he was co-operative and well adjusted with his classmates. All of these teachers regarded him intelligent.

Principal of the Cotton Collegiate Govt. H.S. School regarded him as a good student and a good human being. He was a serious kind of boy who didn't waste his time in undesirable activities. Principal consider him as a intelligent and hard working child. He also said that his parents were very concern for him and constantly interacted with school staff.

Class-teacher of the child told that he was regular in attending the school. He was always in top two positions in the class. Few other bright students in his batch always had been in competition with Debang. He was not good in public speaking but was interested in literary activities and not much in sports. English teacher told that he was a creative boy who didn't required memorization of content. According to her, Debang had a strong base for this language. He was fluent in speaking English, even he was good in composition, and especially his essay writing was appreciable. Teacher observed Debang reading different books during leisure period. Science teacher acclaimed his knowledge and intelligence. Debang was good in model making and interested in science exhibition and laboratory experiments. Teacher found him cooperative and affable by nature. Mathematic teacher told that Debang was able to comprehend well. He was a hard working boy with sharp brain. He was extrovert by nature yet remained calm and quite. Assamese teacher regarded him as a decent boy who remained sincere and active in the classroom.

All the teachers opined that Debang was a self-confident boy. He submitted homework regularly. He remained attentive in the classroom. To clear doubts regarding subject,

Debang consulted teachers even outside the class. Teachers estimated good result from Debang but such a high percentage in the Board examination was not expected from him.

#### **4.15.5 Parents**

According to the father of the child, he was very sensitive and matured child. He was less talkative but shared all his feelings and thoughts with parents. He was a hard working boy who had confidence in himself. Being single child, parents were profoundly attached to him and remained ardently careful about all the dimensions related to him. Parents were able to provide all the comforts to him but Debang was very content person and never had high demands. Most of his free time was engrossed in reading books and lofty thoughts. Parents regarded him a booklover. According to his father, Debang was an intelligent boy and he did utilize his brain virtually. His thoughts were very positive and constructive. He was obedient and never argued with parents. His friends were very supportive; even they were toppers of their class.

His mother regarded her son as a self-disciplined child. He was independent by nature and was able to handle any situation very well. He was adjusting and sincere child. As they shifted to Guwahati in urgency, they had to admit Debang in this school, though previous school was a Christian missionary school he efficiently adjusted here. Debang's prime interest was in studies, he devoted ample time for studies. He was able to study for hours together with full concentration. There were no tuitions for him since childhood, his father taught him in primary classes, later he studied on his own. He was co-operative by nature but didn't spend much time with friends. Even she never saw him studying in group. As they resided far from the town, his friends very rarely come to their home and even he didn't go much. His source of entertainment were different books and radio, he liked to listen to radio program and was less interested in watching television. Debang seldom helped in household chores even parents never engrossed him in any such activities.

Both the parent never observed him getting extremely emotional but found his personality balanced. He was responsible; when his grandparents come for stay, Debang

without forgetting for a single day provided them their medicines on time and took care for their other comforts. Debang had capability to understand immediately. He was interested in literary activities and in craft work. His general knowledge remained up-to-date and had won few quiz competitions at school.

His mother assumed her copious reading of books while she was pregnant as a reason behind Debang's intense interest in studies. Regarding his childhood days parents told that he was very naughty when he was a small kid. He learned walking properly at the age of one year, since then he never remained stable and kept running. During infancy period, he was not interested in eating. Even while going to the school he cried a lot. He was intelligent and fast learner since childhood but was least interested in studies. He was able to learn new things very fast and effortlessly secured good marks in junior classes. After Debang was admitted to new school at Guwahati in standard III, his interest developed in studies and gradually grew serious towards studies and even his behavior got modified. Father attributed change in the medium of instruction as prime cause behind his inclination towards studies.

He was honest since childhood. His mother told that on getting extra marks by mistake, he asked teachers to reduce that surplus marks. Now Debang liked eating food and preferred vegetarian foods. He disliked anybody disturbing him while studying. After primary classes parents never forced him to study but always guided him to be sincere. Parents were expecting good result from him and had confidence on his caliber. But they never imagined him to be in the first position in Board examination. Parents regarded the school where he studied as an efficient institution, especially for academic growth. They were very proud of their son.

#### **4.15.6 Grandparents**

Grandfather of the child was very attached to Debang, he found his grandson very confirmatory. Debang was caring by nature. His will-power had been strong, once he decided; he was able to perform any difficult task. The same was with his study habit, earlier he never focused towards this dimension but later he fully dedicated himself in

scoring high. Besides, intention to achieve high marks he also loved to gain new knowledge. In childhood days, his parents remained worried about his education but as the time passed Debang recognized the value of education. His grandmother felt that the child was overburden with studies. His all other interest was overwhelmed; he remained engrossed in reading either course books or any novel or magazine. According to grandmother, Debang was a very decent and calm child. He highly respected his grandparents and parents. He obeyed his parents and wanted to fulfill all their dreams. During childhood days he was very naughty and disarray. But parents never used to scold rather they directed him in a tactful manner. Mother tried to divert his attention in some other activity such as in craft or telling stories, etc.

#### **4.15.7 Family Friend**

His father's friend told that it's pleasure in talking to Debang as he was knowledgeable and able to talk on vivid subject. Debang presented his viewpoint explicitly and had keenness to know more. He read intensively and paid full attention while reading and tried to remember what he read. It is by his own efforts and perseverance that he secured good marks always.

#### **4.15.8 Friends**

His friend who was also a high achiever told that Debang was very intelligent and had been working hard. Debang was a firm and sincere person. He remained serious in class and also tried to respond to the questions asked by the teachers. Debang spent his leisure time in library by reading books. They both were in competition for the first position but in Board examination due to his creative writing, Debang secured first position. In std. X, in a unit test, a teacher regarded an answer incorrect for which he asked teacher to recheck it but teacher scolded him. Debang got furious and told teacher that he will prove his capability by acquiring first position in state level. Another friend, who was also a good student, said that Debang was very helpful and whenever he faced any difficulty, Debang explained him. Debang studied throughout the year. He maintained his note copies and books very well. He was less talkative but with them he talked frankly. Debang remained most of the time in his home and kept studying. For him tuition classes

were not required, he cleared his doubts straightway by school teachers. Debang's house was situated in a peaceful area having ideal environment to concentrate.

#### **4.15.9 Case Himself**

Debang divulge himself as an ambitious person who wants to succeed in all the sphere of life. For future success he thought education was most essential, as it develops a better understanding and thinking process. He had always tried his best to achieve highest in all the examination. He worked hard for Board examination, during those days, his only aim was to achieve highest, so he put all his efforts. He believed in the saying honesty is the best policy and tries to implicate this in his life. Since childhood he had an aim to be an I.A.S. officer but now he is more interested in engineering. The child found himself as a practical person who had capability to face any circumstances. He was a stable minded person and in rare case got furious. He had ability to disintegrate any matter and temper while studying and kept his mind fully engrossed in studies.

Debang regarded his friends as very helpful because they always encouraged him to do well. His friends being hard workers and high achievers had always been source of motivation for him to work hard. Discussion with friends helped in academic improvement. Even performance of ex-toppers of Board examination of their school had inspired him to study well. Teachers of the school were in equity with all the students, it was just after half yearly examination of std. X teachers encouraged Debang to study well to score high in Board examination. Teachers checked homework regularly and remained helpful when he asked for clarification of any topic.

According to Debang, his parents had provided praiseworthy assistance in his life as they have fostered good habits and nurture positive thoughts in him. Debang revered his parents for directing him towards right path and they sustained their faith on him. Parents have provided all the facilities essential for comfortable life. Mother got engaged in work at the time Debang reached std. fifth, she arranged her work schedule in such a way that she gets free till Debang was back from school. During his childhood days mother

accompanied him in his studies. Debang was fond of the surrounding of his home as there was no disturbance and river site revitalized him.

He was interested in in-door games and very often played with parents. He also participated in literary activities such as extempore speech, quiz, etc at school. Debang was very much interested in reading novels, magazines, newspaper, etc. He also liked to make sketches of the landscape of his surrounding. Debang had faith that God helps him in all his difficulties.

Regarding his study habit Debang stated that he felt comfortable and snug at his study table so most of the times he preferred to study there. No particular timetable was followed for studies but remained stuck with the habit of doing self-studies everyday, at least for two hours. His regular study-habit enabled him to avoid home-tuition. He practiced mathematic on daily basis. During examination, he dedicated 6-7 hours for studies and after pre-Board test he devoted 10-11 hours. Debang usually got up at 5.30 am but in std. X to surplus his study hour, he got up at 4 am. He laid equal importance to all the subjects and profoundly went through complete course. He consulted dictionary to refer new words. Textbooks and class-notes given by teachers were sufficient for him but had referred guide book for mathematic, science and social studies in std. X. He never prepared notes for any subject. While preparing for Board examination, he revised whole syllabus for 3 to 4 times. To maintain his writing speed, he solved last 2 years question papers of Board examination within 3hours (as allotted by the Board). Debang tried to comprehend meaning of whole chapter and then if required also memorized that. Portion he felt difficult was given more time.

His sleep and diet remained regular before and during examination. Having confidence on his preparation he never had examination anxiety. While parents were out for job he never felt solitude. He utilized that period in studying to remain free while parents were home. He avoided social gatherings.

#### 4.15.10 Researcher's Observation

Researcher found this child very decent with good etiquettes. He well synchronized important facts of his life. He was smart and orderly boy. Debang attended school regularly (table no. 4.42). He was in first 10 ranks till standard 3<sup>rd</sup> and later improved his rank to top three (table no. 4.41). His handwriting was legible. He got few awards in literary activities. Sketches made by him were splendid. While interacting, he displayed self-confidence. His attitude was positive and he reflected humble facial expression throughout the interview. His house was spacious and peaceful. His parents seem to be concerned about the child. Teachers had favorable outlook towards Debang.

TABLE NO: - 4.40

K.G. PERFORMANCE RECORD OF DEBANG RAJ NEOG

Class\subject	Reading	Recitation	Number work	Dictation	Moral Science	Story Telling	G.K.	Drawing	Craft	Grade
Lower K.G.	A+	A	A+	A+	A	A	A+	A	A+	A+
Upper K.G.	A+	A	A+	A	A	A	A+	A+	A+	A+

TABLE NO: - 4.41

PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF DEBANG RAJ NEOG

Class \ sub.	Eng I	Eng II	Assamese	Gen. Math	Ad. Math	Gen. Science	S.St	Hindi	Moral Science	G.K	Drawing	%	Rank
1	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A	N.A.	N.A
2	35/50	34/50	37/50	39/50	-	34/50	30/50	-	Craft: 40/50	44/50	38/50	73.5	9 <sup>th</sup>
3	31/50	32/50	35/50	38/50	-	33/50	31/50	-	38/50	42/50	35/50	70	10 <sup>th</sup>
4	60/75	39/50	52/75	89	-	85	39/50	-	35/50	49/50	38/50	81	3 <sup>rd</sup>
5	61/75	40/50	55/75	88	-	82	59/75	-	38/50	45/50	-	74.9	3 <sup>rd</sup>
6	74	39/50	85	90	-	85	79	-	Assam History: 40/50	48/50	-	83.1	2 <sup>nd</sup>
7	75	35/50	80	90	-	83	75	-	AH: 39/50	50/50	-	81.1	3 <sup>rd</sup>
8	87	-	84	97	94	88	79	-	-	-	-	88.2	1st
9	84	-	80	95	90	89	80	-	-	-	-	86.3	2 <sup>nd</sup>
10	90	-	88	100	98	95	89	-	-	-	-	93.3	

TABLE NO :-4.42

## SCHOOL ATTENDANCE RECORD OF DEBANG RAJ NEOG

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
Total	N.A.	N.A.	N.A.	N.A.	N.A.	230	233	235	230	235	238	180
Attended	N.A.	N.A.	N.A.	N.A.	N.A.	230	230	233	229	235	235	179

Overall percentage for attendance was 99.4

Note: Record for few classes was not available for him.

#### 4.15.11 Triangulation

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, the following can be said about Debang.

**Background:** Debang was an Assamese boy belonging to a nuclear family. The income of this family was Rs.30000/ per month. His parents were B.Sc. pass. His father was a forest ranger and mother owned a boutique cum workshop. They resided in a self-owned house. His grandparents resided in other town. Debang was the only child of his parents. Parents were above average in studies. All the three members in family were intimate and the atmosphere of house was congenial. They belonged to OBC.

Parents of the child were in good terms and never displayed any reprehensible behavior. Parents provided him all the facilities and spent quality time with him. Though mother was a working woman, she always adjusted her work schedule according to Debang's routine. For parents, first priority was there child. Parents were very supportive and they mostly exhibited their trust on him. Home atmosphere was liberal. Family shared a friendly relationship.

**Location of residence:** Debang resided in an urban town. His house was situated in the outskirts of the town, extremely far from the town area. Their house was isolated with no other residence nearby. The area of their house was exceptionally peaceful.

**Childhood Days:** He was healthy since birth. His physical growth and development was normal. Since his infancy period, parents remained extensively involved in Debang's

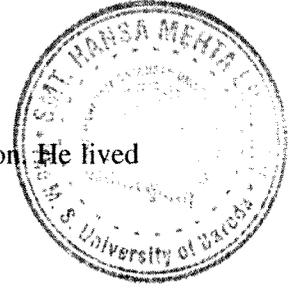
activities. During childhood, his grandparents were also with him and they took proper care of him. Debang was a hyperactive child. He was very naughty and unstable child. He liked to play with toys. He didn't mingle with other children and preferred to play alone. Mother tried to keep him engage in different activities such as craft, stories, rhymes, etc. He was a fast learner since childhood.

**School Days:** Debang was healthy and disease free during school days. He created a lot of problems when he was newly admitted in school. He was not interested in any of the learning activities related to studies. Till std. III, Debang was an average student but after that he changed the school and in school his performance also got improved and since then. He was within top 3 ranks in his class. Debang regularly attended school. He remained attentive in class. He submitted homework regularly. His handwriting was legible. In school he spent his leisure time in library by reading books. Debang cleared his doubts by asking teachers. He was self interested in studies. His friends were also high achievers among which one was ranker in Board examination. He maintained good peer relation.

**School:** He belonged to an Assamese medium school which was under an autonomous college. This was a coeducation institute, well known in this town. Till now school had produced many meritorious students and rank holders in Board examination. The school had an old building with basic facilities. The school was located in a peaceful area with no external disturbance. There were in total 820 students in this school and in his class there were 42 students. There were in total 32 teachers in this school. Teachers were B.Ed. qualified and experienced. Teachers expected high percentage of marks from him and not as topper in Board examination.

**Characteristics:** Debang was a hardworking boy. He was completely dedicated towards studies. His conception was clear. He was an intelligent and studious boy. He had strong will-power and dedication for studies. He concentrated well and had faith in himself. His thoughts and attitude were positive. He was less talkative and reserved by nature. He was honest and practical person. He was ambitious by nature. Debang was able to take

decisions independently. He can be regarded as a practical and matured person. He lived in a disciplined manner.



**Study Habit:** Debang was not so regular in studies till std. IV but did his homework regularly. His mother taught him in primary classes and often father also helped him in studies. He studied regularly for 2 hours since std. V. Before school examination he studied for 6-7 hours and after pre-Board he studied for 10-11 hours. He studied at a stretch for longer duration and if required, he took very small break in between. He studied at study table. He got up early in the morning to study. He studied from textbooks and class notes. In std. X, he also referred reference books to prepare for Board examination. He studied thoroughly whole course without neglecting any portion. He revised whole course before every examination.

**Other interest:** He was interested in quiz and craft works. In his leisure time, he liked to read different knowledgeable books and magazines. He also liked to hear radio programs to refresh. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.15.12 Conclusive Remark:** Debang was facilitated with a peaceful and solitude environment at home which helped him to focus his attention solely in studies. Gradually with his own efforts he improved his academic performance. Parents were ready to provide all kinds of help and support to him. Change in medium of instruction with the shift in school enriched his ability and interest. Debang enjoyed radio and found quiz and handicraft interesting, his vast knowledge in diverse fields and general knowledge is attributed to his reading habits. He found magazines and books his best company in his leisure.

## 4.16 Case 16: Nipal Deka



### 4.16.1 Introduction

Researcher went to the Cotton Collegiate Govt. H.S. School, where Nipal studied. There, principal called her in his office and asked for an introduction. Researcher verbally, provided all the details regarding her work and purpose of visit. Principal in a convivial way provided details about the child and other information about the school. The past record and attendance sheet of the child was also shown to the researcher. Teachers were separately called in his office and were allowed to interact with the researcher. They remained accommodating in providing pertinent information about the child. Researcher gained phone number and address of the child from the Principal.

Coming back from the school, researcher made a phone call at Nipal's residence and talked to his elder brother. He invited researcher at home on the same day. Researcher went to their home and met both Nipal and his elder brother. She narrated them in detail about the purpose of her visit. Nipal remained less interactive whereas his brother was more involved in the conversation. Later their parents were back and researcher had to reintroduce herself and provide other details regarding the study. His father talked very passionately, he was narrative while describing his son. His mother appeared with snacks and all had it together. Afterwards, researcher went out with Nipal for a walk in the University campus. Nipal remained sluggish and talked hesitatingly with the researcher. Researcher tried her best to make him feel at ease and spared ample of time with him. Coming back to his house next meeting with the family was decided on immediate Sunday.

On Sunday, with Nipal's father, the researcher had an elongated conversation through which divergent aspects about the child was highlighted. Researcher then approached the child's mother who was engaged in household activities. Conversation was carried forward at their bedroom. Mother's attitude throughout the conversation remained liberal and was able to blatantly present different features of Nipal. She was concurrently also accentuated achievements of her elder brother. On the request of the researcher mother lead her to the residential segment of the University campus where they previously resided and introduced researcher to their former next door neighbor. Researcher had a concise talk with a couple staying there and accumulated their opinion about Nipal and his family. Returning back, researcher met Nipal and had a brief conversation with him in front of the whole family. Then she asked for another appointment for consecutive day and left the place.

Next day researcher met Nipal at his home on prearranged time. Nipal in that meeting, to some extent expressed himself forthrightly. Ample time was provided to bring forth his self-perception regarding his life till now. The environment was tranquil as there was no commotion inside and outside the house. He showed all his mark-sheets and certificates to the researcher. Even for examining handwriting researcher saw his previous note copies. Posterior, when his brother arrived at the home researcher tried to find out his standpoint about Nipal. Then she went to the nearest house, where she met a couple and their daughter and interacted with them. They candidly imparted their opinion about the child. Coming back, researcher asked Nipal to arrange a meeting with both of his home tutors. As they resided nearby the University campus, Nipal preceded researcher immediately to their place. She first met Mathematic teacher and then English tutor. Both gave a brief sketch about the child. Arriving back to Nipal's residence, she met his friend waiting for them. His friend presented an overview about Nipal graciously.

Researcher also enquired with Nipal about his friend Debang; he presented his views regarding him. Even Debang was asked to present his perception about Nipal. Researcher once again met with Nipal at Debang's residence (another topper who is included in this study).

#### **4.16.2 Background**

Nipal was an Assamese boy belonging to a middle class family residing at Guwahati town. Guwahati was the most developed city of Assam state and of the entire north east region. Guwahati falls under Kamrup district. Total population of this city was 25, 15,030 and area covered is 4345sq. km. Though it is not the capital of Assam, all the main government offices and departments are located here. It has a combination of skyscrapers, and well developed societies and natural beauty. River Brahmaputra flows by the side of the city and is surrounded by mountain ranges. At places the land is plain whereas other parts are hilly. People from all the sections and class of the society live here. The overall culture of this place is cosmopolitan one. People at Guwahati city are more attracted towards modernization and westernization.

The grandparents of the child belonged to a village named 'Puthimaria' and this village was in the adjoining area of Rangia a town, near to Guwahati. The grandfather of the child an Arts graduate was a school teacher and grandmother was a house wife who had attended school for few years. They were leading a respectful life in the village, had three children; one daughter and two sons. Their daughter was married and settled at Nalbari. The eldest son inhabited at Rangia and the youngest one, who was the father of this child, resided at Guwahati. Grandfather died several years ago and grandmother stayed with the eldest son. Nipal's father aged 50 years was masters in Geology worked as selection grade lecturer in Geology Department, Guwahati University. He did his college from Rangia town and completed his higher education from Guwahati University. After one year service at Rangia College, he shifted to Guwahati. Nipal's mother aged 43 years, did masters in Economic and had been a lecturer at Guwahati University in Economics Department. Father was an intelligent and bright student and mother was an above average student.

This was a nuclear family comprising of four members; parents and two children. Nipal's father reflected dominating attitude and was very learned person whereas mother was a calm and soft spoken lady. Nipal was two years younger then his elder brother. His elder brother was intelligent and high achiever. He secured 7<sup>th</sup> rank in secondary Board

examination in the year 2002 and currently was in B.E. part1. There monthly income was about Rs.36,000/-. They were Kalita by caste. The family was neither very traditional nor too modern. They were semi-modern following their customs but not in a rigid manner.

Their house was provided by the Guwahati University at the residential area for teaching staff of the University. As this area was away from the town and from the main road it remained peaceful and unsullied. There was adequate spacing between two quarters. They were residing in this house since last 8 years, before that they stayed in another quarter in the same campus for 11 years. There were three bedrooms and a spacious living room, kitchen and common bathroom in their house. The house was not so well maintained and organized though all the basic facilities were present in the house. There was a separate room for Nipal. People living near by were working staff of the University; they were educated and socially adjusted people.

Nipal was 17 years old boy born on 1<sup>st</sup> of November, 1987. His mother had least problem in her pregnancy period and had normal delivery. He was born healthy and disease free. Besides casual disease he didn't encountered any severe illness in the process of his growth. Now he was 5.8 feet tall and weighs 70 kg. He was very attached to his family and was a descent boy.

#### **4.16.3 Description of the School**

Nipal studied in two school, first he was admitted to Shankardev Sishu Niketan and he studied there for two years and then he was admitted in Cotton Collegiate Govt. H.S. School to complete his schooling.

Shankardev Sishu Niketan, his first school was an Assamese missionary school. This organization had its branch at several other parts of Assam. It's a coeducational, Assamese medium institute which was established in Guwahati in the year 1986. The School looks into the all round development of children. It has a playground in front of the school. All the required facilities were there in the school such as library, computers, and clean lavatories but classrooms were of sub-standard sized. The school had nursery

class to std. X. Most of the teachers here were life member of this organization and they were devoted towards welfare of students, whereas few were local teachers. Qualification essential for teachers was graduation. The school contemplated two main motives; one was to create a sense of discipline and another to spread Assamese culture and language. Nipal was a student of this school for two years only i.e., he studied in pre-primary class and in standard I.

The second school where he studied further was Cotton Collegiate Govt. H.S. School. This school was an Assamese medium, coeducational institute established in the year 1970. The school building was average with required facilities. The school was not well maintained and was grimy. The school had pre-primary classes and to higher secondary classes.

There were 820 students in the school. Till standard VI, students were divided into two sections. Total number of the teachers in the school was 32. Most of the teachers were with B.Ed degree and for higher sections many were with master's degree. The head of the institution was a senior teacher from this school serving for more than fifteen years. The school laid more importance to academic aspect. Throughout the time, school had produced many meritorious students who secured position in secondary Board examination. In this particular batch, there were 42 students. There were many bright students and even another two students were rank holders in State Board examination; 1<sup>st</sup> and 13<sup>th</sup> rank holder.

#### **4.16.4 Description about child by the Principal and Teachers**

Some of teachers of Shankardev Sishu Niketan, who taught Nipal in junior classes, contemplated him as an intelligent and bright child. He was interested in learning new things and was a fast learner. He was of shy nature but displayed social attributes and maintained harmony with other children. He was not at all aggressive rather was very composed with good behavior. He remained neat and tidy. He was very careful regarding his belongings and kept thing in an organized manner. Nipal attended school regularly. He did secured 2<sup>nd</sup> and 3<sup>rd</sup> rank in primary classes. He was physically sound and was

disease free. He was less interested in art and craft and was more inclined towards sports. His parents were very caring and always tried to be well-acquainted with his development in the school.

The Principal of Cotton Collegiate Govt. H.S. School regarded Nipal as a good student of that school. He described him as an intelligent boy having capability to secure high percentage but found him less serious in studies. He was introvert by nature. His parents were very conscious regarding his studies. Even his elder brother who was a student of this school was a topper in the Board examination.

Nipal's class teacher told that he was regular in attending school. He secured 4<sup>th</sup> or 5<sup>th</sup> rank in the class. He was a bright child and has sharp brain. He remained calm and passive in the class. He deviated from studies in upper primary classes but reestablished his position during secondary classes. He was not interested in any of the literary activities. Nipal was friendly with his classmates but was less talkative. According to the mathematic teacher he had good numerical power and was much interested in this subject. He remained attentive in the class and paid full concentration on teachers' instruction. English teacher pointed his weakness that he was able to write well in English language but was unable to speak fluently. According to her, Nipal had good memorization ability and also found least problem in grasping matter. Assamese teacher consider him as an introverted person who remain confined in himself. He was not much studious but was intelligent boy. Science teacher observed him regular in studies but not much involved in class activities. He had adequate knowledge and understanding but was not a hard working child. He worked with patience. Most of the teacher told that he was regular in submitting homework and his handwriting was appreciated by all. In rare case he approached teacher for any sort of help. Teachers didn't expect him to be in top ten positions in Board examination but anticipated good percentage of marks.

#### **4.16.5 Parent**

Nipal's mother described him as a calm and naive boy who remained lost in his thoughts and dreams. He was fond of watching television. He was co-operative by nature and very

modest. Nipal was attached with his brother and being the youngest member of the family received care and attention from all. He was assertive and did not obey parent's command. He condemned interruption in his lifestyle. Both the brothers differed in their nature and attitude but both were intelligent. Nipal was a less talkative and reserved boy. He relished eating food and had good diet, he liked eggs most. Nipal very rarely rendered help in any kind of household activities. He remained casual and relaxed during examination and didn't bother much. Parents never saw him very anxious and tensed for any matter.

His father considers Nipal as a social child who liked to meet people but remained silent and listens to others. Appreciating his presence of mind, father admitted Nipal's capability to defeat all three family members single handedly in general knowledge. He was sharp and intelligent. He never quarreled with his brother. Father felt that he was more matured than his elder son. Nipal took his decisions with parent's consent, parents contemplated his thoughts and where ever necessary guided him. He didn't study for hours together and devoted very less time for studies. He liked to practice mathematic daily. Father expressed that few people take more time to grasp a matter but Nipal was able to comprehend rapidly. Often parents endorsed him to devote more time for studies to achieve better percentage of marks as they found him capable to secure more. Before Board examination father convinced him to put his maximum efforts, Nipal pursued his words and worked hard after pre-test. He didn't spend much time with friends but he remained busy in tuition and took rest.

Father and mother took full care of their children although both were working because nature of their job allowed them to devote time for children. They constantly interacted with Nipal's school teachers to be informed about his sincerity in school. Parents told that his elder brother had set an aim for himself as he was competitive by nature and wanted to proof himself compatible with his brother.

Regarding his childhood day parents told that he was born normal and they were happy with another son. Nipal was as a normal child, neither very naughty nor a dullard. He was

able to catch new words and repeat it without rigorous efforts. He created problem in eating food. He was adamant; he behaved stubbornly for desired things and sustained objectionable approach until he acquired that object. He was good in studies since childhood and was conscious about his homework. He always ensures that before leaving for school he completed his homework. Parents admitted him to a school nearby their home and latter on transferred both their child to another school.

#### **4.16.6 Elder Brother**

Elder brother appreciated Nipal and complimented that he was a very affectionate brother. Since childhood he was interest in studies but never provided much time in studying. He was very stubborn in childhood and never obeyed anyone. He behaved and worked according to his own choice but was disciplined. He was social and behaves in friendly way but had limited friends with whom he shared intimate relation. Nipal preferred to stay at home watching television and avoided social visits even with his friends rarely he met after school hours. He studied throughout the year and regularly did homework. He had good concentration and comprehension power. He could also grasp any matter easily. His memory was regarded as very sharp for which he required less time for studies. Laborious nature of his elder brother made their parents worried about Nipal, so parents often directed him to work hard. After pre-test Nipal grew serious towards studies and worked hard. He has been going for tuition since class IX. He also likes to read novels and listening music. His elder brother helped him by teaching mathematic and science. Their parents treated both the siblings equally and never burdened children by any kind of responsibilities.

#### **4.16.7 Friend**

Nipal's intimate friend designated him as a good human being. He was very helpful and co-operative boy, whenever any of the classmates asked for assistance, he helped them and in return never expected help from others. He was privileged as he received reliable support at home from his brother who was very caring and helpful. Nipal got all the notes of his elder brother and even his brother helped Nipal in his difficulties. Friends admired his memory power and stated that he attended classes attentively. Another friend told that

in spite of being less talkative Nipal had a good sense of humor and displayed playful nature among friends. He was regular in doing homework. His handwriting was very attractive. He had good presence of mind, he instantly gave smart answers. He was not interested in literary activities whereas very often participated in sports. His parents were genial and loving.

#### **4.16.8 Neighbors**

The neighbors observed Nipal as reserved and hermit kind of boy. They saw him very rarely roaming in the campus. Often in holidays he was found playing cricket with the children else most of the time he was at home with his brother. His brother was very compassionate for him. Nipal was an intelligent boy but except before Boards examination, they never saw him putting much efforts in studies. It was his elder brother who provoked and helped him in studies. His parents never scolded or got angry on him. Parents guided Nipal to work hard for his betterment and they never imposed strict discipline on him yet he was a well behaved child. Family residing previously in their neighborhood told that Nipal was greatly influenced by his brother and remained interested to learn what his elder brother studied. In childhood he cried to go to school along with his elder brother. Neighbours observed Nipal behaving like any other normal child. The family lived in harmony and tranquility.

#### **4.16.9 Tuition Teacher**

According to mathematic tuition teacher, Nipal was good in mathematic and able to solve sums very fast. He liked to practice mathematic in front of him so that he can get immediate feedback. Earlier his elder brother took care of this subject but as he also remained engrossed in his studies, Nipal joined this tuition. The English tutor told that Nipal's English was not that strong because he studied in Assamese medium school and none at home spoke in English. But by dedication and special attention, Nipal was able to improve a lot and has achieved good marks in this subject also. Teacher told that Nipal came up-to-date with revising what was taught in the earlier class.

#### **4.16.10 Case Himself**

Nipal reflected his perception that he never tried to secure highest marks in the examination, he wanted to perform good but never competed for any rank. He remained satisfied with his preparation and performance as he didn't worked that hard in school. But in Board examination, he put his best efforts to get good percentage of marks. He found himself as a lazy person as many times he planned to do some work but due to lethargy postponed that. But regarding homework and revising what was taught in school, he never compromised and always completed it. He was highly influenced by his elder brother's performance in all the classes (elder brother was always a topper in his class). Parents also expected same result from him but he was not able to devote that much time in studying. His brother helped him in all the ways, he made him understood if there was some problem and also provided his notes for referencing. But in secondary classes elder brother had a hectic schedule and was not able to spare much time for Nipal. Nipal had an aim to be an engineer as his brother.

He regarded his parents to be over-protecting and accommodating, they provided all the facilities to him. Father always advised for his betterment and was never mandatory in any matter. Mother took care about his food and health. Despite that parents were working, they never neglected family and other responsibilities. He was interested in going out and meets people but his parents didn't support him for that.

In his class, few students were very intelligent and studious. The principal and teachers expected good result for them but it was not anticipated from him to be in the toppers list in Board examination. Teachers taught very well in the class and also regularly checked their homework. They were non-bias and approachable. Class-teacher many times encouraged him to participate in other activities. Nipal appreciated his peer group as they were helpful and co-operative.

Nipal said that during his study, he paid complete concentration and remained focused and any kind of disturbance didn't distract his attention. He felt nervous before appearing in examination and also while results were out. To take his result he never went to school

and his brother brought it for him. He regarded himself as self-confident but during examination situation, he felt momentary tension. He gets irritated easily but never exhibited it in front of others. In spite of knowing the answers of the questions asked by the teachers, most of the time he was unable to reply due to his bashful nature. He read English novels (literary) to improve his language and consulted dictionary for new words. He relaxed by listening to music and watching television. Nipal willingly participate in quiz competition. He was interested in drawing and enjoyed playing cricket.

Nipal always tried to cover complete course and studied with this target. He preferred studying at night and was unable to get up early in the morning. In continuance he was able to study for an hour and not more than that, he relaxed and then again studied. Usually he studied for one or two hours per day but before any examination he studied for 3 to 4 hours. But after pre-Board test he devoted 7 to 8 hours per day. There was no fixed time table followed by him and all the subjects were treated with equal importance. He went through whole syllabus serially. For him text book was the richest source of knowledge so he read each chapters and instruction given in it thoroughly. He remained attentive in the class and listened to teacher carefully. In std. X, he made notes on his own by referring the notes written by his brother, he also referred reference book for mathematic and advanced mathematic. Nipal never planned to complete any particular portion within any definite period of time but tried to complete whole course as soon as possible. For Board examination he revised full course 3 to 4 times and for other examination made revision only once. He solved last 2 years question paper of Board examination which helped in getting acquainted with the pattern of the question asked and for managing time. He had a habit to spare some time to revise his answer-sheet after he completed writing in examination.

He carried positive attitude towards education as it helps for self growth and provides better future perspectives. He found syllabus of social studies out-dated and recent happenings and events were not induced in it, and found it less interesting.

#### 4.16.11 Researcher's Observation

Researcher observed him as a placid and somewhat clumsy boy. He was physically fit and stout. He stuttered and hesitated while interacting with the researcher. It seemed that he lacked in confidence and was of shy nature as he looked down and not able to make eye contacts with the researcher while talking to her. His parents were supportive but father reflected dominating attitude. The house was spacious and environment was non-distracting. Nipal's handwriting was legible. He regularly attended school (table no. 4.45). He was good in studies (table no. 4.44). Through seeing his art copy he can be adjudged excellent in drawing. He was highly influenced by his brother's performance and was competing to obtain marks and position like him.

TABLE NO: - 4.43

K.G. PERFORMANCE RECORD OF NIPAL DEKA

Class\subject	Reading	Spelling	Recitation	Numerical	Moral Science	Story Telling	G.K.	Drawing	%	Rank
Lower K.G.	20/25	22/25	20/25	24/25	20/25	19/25	20/25	22/25	83.5	A
Upper K.G.	20/25	24/25	18/25	22/25	20/25	20/25	23/25	21/25	84	A

TABLE NO: - 4.44

PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF NIPAL DEKA

Class \sub.	Eng I	Eng II	Assamese	Gen. Math	Ad. Math	Gen. Science	S.St	Hindi	Moral Science	G.K	Drawing	%	Rank
1	35/50	33/50	30/50	38/50	-	32/50	35/50	-	20/25	40/50	22/25	71.3	5 <sup>th</sup>
2	38/50	37/50	35/50	40/50	-	37/50	39/50	-	21/25	42/50	23/25	78	4 <sup>th</sup>
3	60/75	36/50	34/50	40/50	-	38/50	38/50	-	20/25	44/50	24/25	78.6	4 <sup>th</sup>
4	59/75	35/50	52/75	85	-	80	37/50	-	33/50	45/50	42/50	78	4 <sup>th</sup>
5	55/75	35/50	52/75	80	-	79	55/75	-	35/50	40/50	-	76.3	3 <sup>5th</sup>
6	69	34/50	79	85	-	80	74	-	Assam History:35/50	45/50	-	77	5 <sup>th</sup>
7	72	35/50	78	88	-	80	75	-	AH: 36/50	45/50	-	78.3	4 <sup>th</sup>
8	75	-	77	90	85	84	75	-	-	-	-	81	4 <sup>th</sup>
9	76	-	78	90	89	90	88	-	-	-	-	85.2	4 <sup>th</sup>
10	80	-	80	95	93	92	93	-	-	-	-	88.8	

TABLE NO: - 4.45

## SCHOOL ATTENDANCE RECORD OF NIPLA DEKA

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
Total	189	195	222	225	230	230	233	235	230	235	238	180
Attended	180	189	220	220	228	225	232	233	228	234	236	179

Overall percentage of attendance was 98.5

#### 4.16.11 Triangulation

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, the following can be said about Nipal.

#### **Background**

Nipal was an Assamese boy belonging to a nuclear family. Income of this family was Rs.36000/ per month. His father was doctorate in his subject and mother was M.A. qualified. Father was reader and mother was in post of lecturer in University. They were provided accommodation by the University. Grandparents of this child resided separately. Father was a brilliant student and mother was above average in studies. There were two siblings in the family among which he was the younger. His elder brother was also a rank holder in Board examination.

Parents were intimate and have maintained good relation. They were dedicated parents who provided all the facilities to their children and had always guided Nipal to be a good human being. Parents were extra-conscious about academic performance of their child. Father was a strict and disciplined person but never imposed his will on Nipal. Father always advised Nipal to work hard and concentrate completely towards studies. They liked to be socially involved with known people.

**Location of residence:** He was born and brought up in an urban town. The area where they reside was peaceful and their neighbours were of same socio-economic background. They were cultured and cooperative peoples.

**Childhood Day:** Nipal was healthy since birth. His growth was normal and he was a physically fit child. Parents were actively involved in him during childhood period. He was a very stubborn child who was afraid only of his father. Nipal always imitated his elder brother. Nipal was intelligent and learned everything fast. He was of accommodating nature. He played with children at neighborhood.

**School Days:** He was healthy, in fact over weight and disease free during his school days. His diet was good and got nutritious food to eat, he liked to eat eggs. He was good in studies till 1<sup>st</sup> std. he was 2<sup>nd</sup> and latter on he secured 4<sup>th</sup> or 5<sup>th</sup> rank in his class. He attended school regularly. He remained attentive but inactive in class. Nipal submitted homework regularly. Though father never forced for any matter but didn't like to get any complain from school. As a result Nipal remained punctual in school work. His handwriting was legible. He was interested in studies and his bother's performance always motivated him towards studies. His intimate friends were also studious and one of them was topper in Board examination and they shared good peer relation.

**School:** Nipal studied till 1<sup>st</sup> std. in an Assamese medium school near to his house. Then he studied in another Assamese medium school which was under management of an autonomous college. This was a coeducational institute. School was well known for producing many meritorious students and rank holders in Board examination. The school had an old building with only basic facilities. The school was located in a peaceful area with no external disturbance. There were in total 820 students in this school and in his class there were 42 students. There were in total 32 teachers in this school. Teachers were B.Ed. qualified and were experienced. Teachers expected good result from him and not a rank in Board examination.

**Characteristic:** He was a stubborn boy who remains stick to his decisions. He was not so hard working but while studying he remained dedicated and paid full attention on it. He studied with concentration and was able to learn fast. He had good presence of mind and was able to understand well. He had confidence in himself. He was social, less talkative,

reserved and shy by nature. He was cooperative with classmates. He was matured and able to take right decisions.

**Study Habit:** He studied regularly for 1-2 hour a day. Before school examination, he studied dedicatedly for 3-4 hours and after pre-Boards, he studied for 7-8 hours a day. In primary classes, his parents taught him at home and latter on in secondary school, he studied by himself with his brother's help. He also joined tuitions from class IX. He was not able to study for longer duration and took short break in between. He studied at study table. He mostly studied at night. He studied from textbooks, class notes, and notes made by his brother. In std. X, he also referred reference book for mathematic. He studied whole course thoroughly and revised each portion well before examination.

**Other interest** He was interested in drawing and out door games. He was fond of watching television and also listened music in his leisure time. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.16.12 Conclusive Remark:** Nipal was inspired by his elder brother to study hard as elder brother was also a high achiever and did have rank in secondary board examination. Parents were very supportive and always encouraged Nipal to study hard. Nipal was intelligent and worked according his capacity. His interest in outdoor games was evident and he wached television regularly. He was regular in homework and studied throughout the year in each class.

#### **4.17 Case 17: Amrit Pritom Chetia**



##### **4.17.1 Introduction**

Researcher went to Tezpur and visited Don Bosco High School, where Amrit studied. It was her second visit to the school, so Principal was acquainted with her. He warmly welcomed researcher and provided the required data about the child. Researcher was allowed to visit staff-room and interview all the teachers and interacted with each teacher individually. Teachers accommodately provided all the information about the child. From the school clerk, researcher got the track record of Amrit's past performances and attendance. She also got address and contact number of the child from the school record.

After leaving the school, researcher made a phone call at Amrit's residence and talked to him. Researcher gave her prologue over phone and asked for a meeting, Amrit invited her at his residence immediately. Amrit was waiting for the researcher when she reached his home. He ardently received her. Conversation between the two began in a casual manner and then discussion was gradually directed towards the main objective. Amrit got engrossed in introspecting and presenting his own views. Conversation was not interrupted until mother of the child was back at home. Researcher was introduced to her by Amrit and all three conversed together. Later, appointment for next day was fixed and then researcher left the field for the day.

On successive day researcher went again to Amrit's residence, she was attended by his elder sister. Sagaciously, his sister exuded her thoughts and opinion about Amrit. She effortlessly recalled minutes about her brother. Later, Amrit also joined the ongoing conversation and lucidly articulated his thoughts and feelings. All the three had a

receptive conversation for lengthened period. When father of the child was back at the home, he was introduced to the researcher. He remained passive at the beginning but later when Amrit and his sister went for their tuitions, father willingly interacted with the researcher. He narrated his family history and described different aspects related to Amrit in-depth. While the conversation was flowing, mother of the child also arrived and without any disruption got included in the discussion. Mother eloquently highlighted important aspects of Amrit's life. In between servant served snacks and tea. Amrit rejoined after coming from his tuition. Conversation was put to an end after fixing up next meeting.

Next day researcher again met Amrit at his residence. Amrit showed his certificates and report cards, he enthusiastically described his different abilities. Two of his friends arrived as they were invited by Amrit, on the request of the researcher. They also participated in the conversation whole-heartedly and provided pertinent information about Amrit. Even in his presence, the friends were discussing about Amrit forthrightly. Researcher once again talked with Amrit's elder sister in isolation to gain more of her perception. She demonstrated compassionate attitude towards Amrit throughout the conversation. From there, researcher went to two of the neighboring houses and collected views regarding Amrit from the members present there.

After few days researcher went to Guwahati and visited the school where Amrit studied in between for two years. Principal of the school was not at all ready to cooperate with the researcher and denied her to have access to any information about the child.

#### **4.17.2 Background**

Amrit Pritam was an Assamese boy belonging to middle class family residing at Tezpur since his birth and the family was residing there for the past 24 years. Tezpur was a developed town of Assam, falling under Sonitpur district. Total population of the district was 16, 77,874 and area covers 5324 sq. km. Tezpur consist of many esteemed school and other educational institutes. The town is in proximity of Arunachal Pardesh and Guwahati. The population mainly comprises of Assamese community but people

belonging to different culture are also residing here. Many tea gardens and other factories were established nearby the main town. To enter the town, one has to cross Brahmaputra River. Total number of students appeared for secondary Board examination from Sonitpur district were 8961. Out of this, 692 students passed in first division, 1115 students in second division and 2984 passed in third division. Total number of students failed was 4170.

The grandparents of the child were residing at a village near by North Lakhimpur. The grandfather of the child was an educated landlord of the village. He was village-head and was popular in his village. Though the Grandmother was not educated, she was a very intelligent and dignified lady of the village. They were economically and socially well settled. They had one son and two daughters. One daughter was married in North Lakhimpur and another at Guwahati. Both were well settled. Their only son stays at Tezpur. Amrit's grandparents stayed most of the time in the village and very often come to Tezpur. Father of the child aged 45 year, a science graduate, was a General Manager in a medicine company. Mother of the child aged 44 years, an Arts graduate served as a clerk in the Central Bank. Both the parent was average in studies. Monthly they earn about Rs.30000/.

The family was a nuclear family comprising of four members; including Amrit, his parents and elder sister. His elder sister was four years elder to him. She was a student of B.Sc. part 2<sup>nd</sup> was an intelligent girl. They belong to Ahom dynasty. The family doesn't follow much of their traditions and customs. They were of modern thoughts and had adopted modern ways of living. Parents do not believe in intimidating rules and strict discipline on their children. They had provided all the possible facilities to their children. They were not in frequent touch with rest of their family and were more intimate with friend circle. Parents remain busy in their job and social life and they spent very limited time with the family.

The family has its own permanent establishment in the town. Their house was located in a residential area where most of the families were Assamese. House was situated in a

sub-lane which was less crowded and a peaceful locality. There house was two storied building which had four bedroom, a large drawing room, dinning hall and a kitchen. Amrit had a separate room which was well furnished. House was well decorated and kept tidy. There was a caretaker who looked after the cleanliness of the house. There was also a part time cook.

Amrit was 17 year old boy born on 20<sup>th</sup> August 1987. His mother didn't face any specific problem during pregnancy or at time of his birth. They expected a male child and were happy to have him. After birth, Amrit was in critical condition, suffering from severe Jaundice, he was kept in I.C.U. for 72 hours under the observation of doctor. For him lot of care was taken for few months, later on his growth and development was normal. Since then except occasional fever and headaches, he didn't face any other major disease till now. At present, he was 5.11 feet tall and weighs 60 kg. He was an obedient child who had interest in various spheres. He was very intimate with his elder sister. He has been leading a comfortable and luxurious life.

#### **4.17.3 Description of the School**

Amrit initiated his schooling from Don Bosco High School of Tezpur But in between for two years he was shifted to Guwahati Don Bosco High School. The school at Tezpur was one of the oldest and most reputed schools of the town. Earlier it was situated in the center of the town, but later on was shifted at a distance from the main town. It was a Christian missionary school established in 1982. This was an English medium school and was only for boys. School consists of nursery to std. X. The School had a large campus with a playground, well-built building with number of spacious classes, staff room, Principal's office, library, computer room, laboratory, etc.

Total strength of the students was 880 and the total number of teachers was 28. Graduation was minimum requirement for the teachers yet most of them had B.Ed. degrees and few with master degree. The post for the head was for father who was appointed by their missionary.

Throughout the previous years, the school had produced many meritorious students who were now working at good post. Many a times, students had secured position within top 20 in Board examination. Teachers of the school were very enthusiastic and desired their students to be active in both academic as well as non-academic areas. They found principal as dynamic and innovative. Teachers checked home-work and returned it as soon as possible. They had direct communication with parents of their students.

In that particular batch of 2003-04, among 38 students, there were few other bright students, who were good in studies. There were 2-3 students who were doing very well and Amrit Pritam was not in toppers list of the class. From that batch, 2 others students have obtained position in Board examination but were not in top 10 ranks.

Don Bosco High School at Guwahati where Amrit was studying for two years was associated with the Don Bosco School at Tezpur. It was a Christian Missionary School. The school was one of the renowned schools in Guwahati town. The school had a good academic track and many students till now have stood in secondary Board examination from this school also.

#### **4.17.4 Description of the child by the Principal and Teachers**

Principal of the school told that Amrit was a very cheerful and interactive child, he was of extrovert personality. He was a studious as well as hard working boy. He can be said as an all-rounder child. He studied in this school since nursery class but in between shifted to Guwahati. Before he shifted, he was an average student but when returned back to previous school, he worked hard and secured good marks. His parents were very supportive and took full interest in their child's education.

Class-teacher who taught social studies told that Amrit attended school regularly. He remained attentive in class and fully concentrated on studies. Prior to Board examination, he was not in top rank of the class but was popular due to his behavior. He was very talkative and friendly with his classmates. He was interested and participated in extra curricular activities. He lived in a sophisticated manner. English teacher appreciated his

hold on English language. According to teacher, Amrit was a good orator, smart as well as intelligent boy. His writing style was different from rest of the students. He was creative and had good imagination power. Science teacher observed him as an active and attentive boy. He participated and worked hard for science exhibitions. He had good comprehending capability. He utilized his energy in right direction. According to the mathematic teacher, he was good in mathematic but was slow in solving sums. He was confident and had strong will-power. Amrit didn't constrained himself in academic sphere rather took active part in all the activities. He was much interested in quiz competition and had good general knowledge. He even participated in state and national level quiz competitions. He was a very brave and courageous child and had leadership qualities. According to the teacher teaching Assamese, Amrit had sharp brain and was able to memories fast. He was average in this subject but never neglected it. Almost all the teacher told that he mostly submitted his homework on time since std. IX but before that was irregular. He improved after he rejoined the school. They never expected him to do so well in Board examination.

His primary class teacher told that during that period he was not much serious towards studies but was attentive and more inclined towards sports and literary activities. He was irregular in submitting homework. His handwriting was average. He was a neat and tidy child.

#### **4.17.5 Parents**

Father of the child said that they had full confidence that he will perform well in Board examination. Father was able to identify Amrit's caliber and wanted him to pay more attention towards studies. Amrit had sharp memory and thinking power. Father found that Amrit was able to grasp very rapidly, not only in academic field but in divergent area. His drawback was that he didn't estimate to be a topper till class X. As parents remained busy in their own job, they were not able to devote quality time for him. He was provided with all the facilities and was never restricted in any matter. Amrit was not much demanding even never complaint parents as didn't spend much time with him. They all discussed

their thoughts and ideas and constantly inquired him regarding his problems and difficulties. He was a very adjusting child.

Mother told that Amrit was an over-confident but dedicated child. He worked hard but failed to be at par with his own expectations, he got upset and furious. He was interested in music, sports, reading books, etc. He never waste his time in ideally watching television rather kept himself engaged in some activities. He had special training for Tabla, synthesizer and lawn-tennis, etc. He wrote very good stories since childhood. He was a very obedient and responsible child. He didn't prefer non-vegetarian food, his favourites were chapatti and 'panner'. Mother specially provided him fruits and milk. He liked to spend time with friends, he had very few friends but all were intelligent and well-cultured boys.

Regarding his childhood period parents told that he was born weak and ill. They were very conscious and over-protected for him. After few months after his birth, Amrit recovered and grew in a healthy manner. He learned walking after completing 11 months and talked within 9 months. He was very naughty in childhood but never created problem in learning or in going to the school. In school he was friendly with other children and adjusted well with others. He was much interested in studies, he use to keep books on his bed while sleeping. Since primary classes he wanted to be the best child in his class. His performance till standard III was very good and was 1<sup>st</sup> in his class. Till class VI, he was not at all attached with his sister and quarreled with her.

Parents told that as he paid less attention towards studies, his performance constantly fall down. They were worried in that situation and thought to shift him to some other place. He was send to Guwahati to stay with her paternal aunt. But condition remained same there also and therefore they decided to call him back. Parents analyzed the cause for it and found that the reason behind it was that Amrit's mother was not staying during that period along with him. So, mother was transferred to a branch where she can monitor Amrit. Further he remained under the care of a maid servant for two years and for another two years he was with his aunt. After parents bought Amrit back, they provided him

adequate attention and also motivated him towards studies. Parents made him to realize that he had potential and was capable to exceed in academic sphere. His elder sister was very sincere in studies and she also guided him to work hard. Amrit had good concentration power and was a fast learner. He worked very sincerely after pre-Board test and secured good percentage according to their expectation.

#### **4.17.6 Elder Sister**

His elder sister told that Amrit was more like a friend to her and they shared very close relation. Both of them shared their feelings with each other and at home most of the time they were together. She described him as a careless person who didn't keep his room and things in an orderly manner. She observed him as a normal child who remained active in all the activities. He was good in general knowledge and he regularly read G.K books and newspapers. By nature he was very rigid and if he decided to do something, none was able to change his mind. He had a number of friends but he was not interested to go around with friends rather invite them at home. She told that except one occasion there was no complaint from school regarding Amrit. Once in std. II, he hit a child at school. For that mother beat him very harshly and in future he never repeated it with any other child. During childhood, mother scolded him few times but father never said anything. Sister opined that, Amrit was an intelligent boy but never worked to his best except for Board examination.

#### **4.17.7 Neighbors**

His neighbors described Amrit as a refined and shrewd boy. He very often comes to their house and even they visit his home occasionally. According to them Amrit was conceited because of his talents. His parents remained busy in their job and provide less time to children. Amrit was an obedient child and respected his parents. He was not seen playing with the children in the locality. His elder sister was like a guardian to him, she helped him in all the aspects including studies. Another family perceived him as an intelligent and well mannered child. Parents had provided him liberty and he had independent nature. He was not so studious in childhood but gradually grew serious and studied well for Board examination.

#### **4.17.8 Friends**

Amrit's friends introduced him as very honest and co-operative boy. He was lively and had good sense of humor, remained friendly with all the classmates but was intimate with few. They frequently gathered at Amrit's house and spent time together. In group discussion, Amrit often talked about principles and ethics to be followed in life. His knowledge excelled in diverse fields and had a habit of reading different books. Amrit tried to answer the questions asked by teacher in class. He was able to comprehend matter with less effort. His command over English was outstanding but found difficulty in social studies. Amrit went out of station for two academic years in std. VII and returned back in std. IX. He was send to Guwahati as his parents found him paying less attention towards studies, but the efforts was in vain so he was called back. Later he worked hard following his parents and sister's guidance.

#### **4.17.9 Case Himself**

The child expressed that he desired to learn more and more, he liked to learn new things. He never planned to emphasize academic sphere rather put efforts in all the directions. He was fond of reading books and magazines as from them he got new information. He played various games and went to a coach to learn lawn-tennis. He also learned Tabla and Synthesizer from a music teacher. Writing stories was his hobby.

Amrit very generously described his nature as short-tempered and rigid. Since childhood, he got everything done perfectly and on time, so he can't tolerate delay in his work and abruptly get angry. He liked to meet friends and spend time with them but not preferred going to relative's home or attending any social functions. His aunt at Guwahati cared him and was genial but he didn't felt comfortable staying with her and felt desperate for parents and home. He regarded himself as talkative and gregarious person. He liked to help classmates and juniors in the school.

He respected his parents and wanted to be in equivalence with their expectation. He was unable to share all his feelings with parents and considered a gap prevailing with them. They provided him everything even before he asked. Their advice in standard X proved

helpful, they asked him to pay full attention towards studies only for that period. Parents demonstrated their faith on him and made him realize that more efforts and dedication for studies can be beneficial to secure good marks in Board examination. He felt that his parents were more attached with his elder sister. He owes to his elder sister as she has been very motivating and he inspired him to study well. He was irregular in doing homework and didn't study at home on daily basis. His sister advised him to devote at least one hour daily for self-studies and doing so, his interest intensified for studies.

He provided hundred percent efforts from his side and was very satisfied with his Board examination's result. He expected good percentage of marks but not anticipated a rank in Board examination. Before appearing any examination, he felt a bit nervous but after writing papers and before result declaration remained relaxed. Before examination, he was able to take proper sleep and had regular diet.

He always tried to build answer in his own style and language as he found difficult to learn by heart any answer. He went through complete chapter thoroughly and read it for a number of times. He never referred any guide-book except for mathematic where he got more sums to practice from those books. He revised whole course for four times before Board examination. He summarized main points in his own words and tried to understand from there. He solved last five years Board examination question papers and also identified important questions from those. Along with selected questions, he had also given importance to complete syllabus. He never followed any time table for studies and before Board examination, he studied for more than 7 hours daily and for school examination devoted 3-4 hours. He was able to concentrate more at night. He studied in his room at study-table. He gave equal importance to all the subjects but as he found social studies very vast and difficult, he had devoted more time for it. He habitually consulted dictionary for new words. He clarified his doubts regarding studies by asking the subject teacher and prior to asking he tried by himself also. His sister helped him in difficult portion.

Amrit found his friends very helpful, intelligent and studious. Their company provided him right direction towards studies. He considered his school as a fine institution, where teachers were very supportive and encouraging. Before pre-test, principal of the school advised him to work hard and conveyed that he was able to achieve high in Board examination and school had high expectations from him. He was very attached with the school and was not able to adjust in the new school at Guwahati, although environment of both the schools were similar.

Till standard VIII, he aimed to join army in future but later developed interests in engineering. Amrit believed that education enables man to cope up with the society and helps to become refined.

#### **4.17.10 Researcher's Observation**

Researcher found that Amrit was very energetic and enthusiastic. He was confident and intrepid while talking to researcher. He was interactive and was able to elucidate his thoughts well. Amrit displayed good mannerism and had charming personality. He attended school at Tezpur regularly (table no. 4.47). He was topper in class till std. 3<sup>rd</sup> and then was an average student (table no. 4.46). His handwriting was also average. He had all the comforts at home and had a luxurious house. Environment of his house was tranquil. Parents were modest and elegant. Amrit had won many prizes in diverse fields like badminton, essay writing, extempore speech, debate, instruments and many times in quiz competitions. One of his good friends also acquired position in Board examination. Environment of the school was congenial. He has proficiency in vocabulary and fluency in speaking English language.

TABLE NO: - 4.46

## PRIMARY &amp; SECONDARY SCHOOL PERFORMANCE RECORD OF AMRIT PRITOM CHETIA

Class/sub.	Eng I	Eng II	Assamese	Gen. Math	Ad. Math	Gen. Science	S.St	Moral Science	G.K	Drawing	%	Rank
1	45/50	Reading 48/50	40/50	45/50	-	45/50	42/50	40/50	48/50	40/50	87.3	A+
2	79	R- 45/50	80	89	-	70/75	70/75	43/50	49/50	40/50	86.9	1 <sup>st</sup>
3	89	44/50	83	95	-	89	80	-	48/50	41/50	87.5	1 <sup>st</sup>
4	79	39/50	75	84	-	81	78	-	48/50	39/50	80.8	6 <sup>th</sup>
5	70	35/50	69	75	-	70	69	-	45/50	38/50	72.5	-
6	71	70	74	71	-	69	70	-	48/50	39/50	73.1	-
7	80	85	79	88	-	80	79	-	-	-	81.8	5 <sup>th</sup>
8	79	80	80	85	87	87	75	-	-	-	81.9	4 <sup>th</sup>
9	80	-	83	90	88	89	77	-	-	-	84.5	4 <sup>th</sup>
10	85	40/50	44/50	99	95	94	76	-	-	-	88.8	

TABLE NO: - 4.47

## SCHOOL ATTENDANCE RECORD OF AMRIT PRITOM CHETIA

CLASS	L.K.G.	1	2	3	4	5	6	7	8	9	10
Total	175	210	215	215	228	230	230	235	238	235	185
Attended	170	208	211	215	225	229	230	233	235	233	185

Overall percentage of attendance was 99.

Note: Result of his junior class was not available at school or with the child.

**4.17.11 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, the following can be said about Amrit.

**Background:** Amrit was an Assamese boy belonging to a nuclear family. Income of the family was Rs.30000/ per month. His father graduated in science and mother in arts. Father was G.M. in a medical company and mother was employee in Central Bank. They

stayed in their own house. Grandparents of this child lived separately and often came to meet them. Parents were average in studies. There were two siblings in the family among which he was the younger. His elder sister was an above average student.

Parents shared good relations and they remained busy in their jobs. For few years in between mother stayed in another town due to her jobs. Parents were social and maintained good relation with people. Parents provided their children with all the facilities and liberty to live according to their choice However they passively monitored their activities. If required, they guided them, especially when Amrit was in std. X, they directed him to work hard and pay more attention towards studies. They expected good result in Board examination from him but not so high.

**Location of residence:** He resided in an urban area and his house was located in a peaceful area. Neighbors were educated and of good economic background. They were less interactive people.

**Childhood Days:** After birth, Amrit suffered from sever jaundice and by proper medication he recovered. In later period, he was healthy and had normal growth. During childhood, mother paid full attention towards Amrit whereas father remained busy in his work. Mother took special care for his food and health. He was a hyperactive and unstable child. Amrit was very naughty and mischievous. He didn't mingle with other children, not even with his elder sister and quarreled with her in childhood days. He was interested in drawing and listing stories and rhymes. Amrit was an attention seeker; if parents avoided him, he began creating problems.

**School Days:** He was healthy and disease free during school days. His diet was proper and had been provided more of milk and fruits. He stood 1<sup>st</sup> till std. 3<sup>rd</sup> and then his performance deteriorated and was not able to secure any position in class. During his downfall period his mother remained busy and he got neglected. He was shifted for 2 years to another city for better education but this inversely affected his performance. He was again shifted to home town and admitted to previous school. Gradually he got

serious towards studies and his performance upturned. He attended school regularly and remained attentive and active in class. His handwriting was legible. In secondary classes, his parents and sister encouraged him to work hard. His friends besides being intelligent and high achievers were also helpful and supportive.

**School:** Both the school where he studied was Christian missionary school. Medium of instruction was English and was only for boys. School building was newly constructed with all the facilities and open space. School was located in the outskirts of the main town. The school was well-renowned and popular among all the communities. Past performance track of the school was very sound, it had produced many meritorious and high achievers till date. School followed strict discipline. There were 880 students in the school and in Amrit's batch there were 38 students. All the 28 teachers were with B.Ed degree and few had master's degree also. Teachers were well experienced person in their profession. Principal of the school was very much attached with the institution. Amrit was expected to pass out with good result in Board examination but was not estimated as a rank holder

**Characteristic:** He was rigid, strong headed and arrogant person. Amrit was very confident and dedicated as well as was an intelligent person. His memory was sharp and had clear conception. He had extrovert and outgoing personality. Though he didn't preferred social visits, he was cooperative and helpful to people. He had strong will-power and dedication. He had all round interest. He was a good orator. He did work with complete concentration. His thoughts and attitude were optimistic and was independent by nature.

**Study Habit:** In junior classes his mother taught him at home. He was not so regular in studies and in submitting home works during junior classes. From secondary classes he got serious and regular in studies. He studied at least for one hour and since then did his homework regularly. Before school examination he studied for 3-4 hours and for Board examination he studied for 7-8 hour. He studied at his study table. He preferred to study in evening. He was not able to study continuously for longer period so, he studied with

frequent intervals. He studied from textbooks and also made self notes. For Board examination he identified important questions and stressed more on those. Beside that he also studied whole course for all the subjects. He made revision of all the subjects before Board examination.

**Other interest:** He was interested in different activities such as quiz, debate, easy witting, extempore speech, music (instrumental). He read G.K. books and newspaper extensively. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.17.12 Conclusive Remark:** Amrit got improved and grew serious towards studies in secondary classes. He was self motivated and worked hard to achieve high. His elder sister guided him to perform well. Amrit was an intelligent boy who was having all round interest and was concentrating less towards studies during primary classes. His hard work and will to succeed made him possible to achieve high.he found the companionship books most fitting and actively participated in extracurricular activities like music, speech and extempore.

#### **4.18 Case 18: Mustofa Salim Ahmed**



##### **4.18.1 Introduction**

The researcher went to the Dhing K.B. Higher Secondary school where Mustofa studied for secondary classes. The school was located in the interior of the village. At school, the researcher met Principal in his office and introduced herself along with a brief description about her study. Principal informed that the mother of this child was also serving there. Principal provided an analytical description about the child. Principal was

accommodating and pleased to state about the meritorious student of his school. Mother of the child (who taught Assamese in the secondary classes) was called at his office and was provided details about the researcher. Principal assigned her duty to make researcher acquainted with the school and teaching staff. Mother very enthusiastically performed her responsibility. In staffroom researcher was permitted to interview all the teachers present there. Researcher tried to gather views of each teacher individually. Teachers explained Mustofa according to their observation and perception. Mother participated in the conversation dynamically and provided descriptive data about the child. Available track record for Mustofa was produced to the researcher. Mother was very convivial and she even arranged a meeting with the father of the child instantaneously. The school where father taught was located in close proximity. Father of the child was introduced with the researcher and other details about him were provided to her. Father took researcher to visit the school where he taught and during that time a brief conversation was made with him. Returning back, mother provided address of their residence and paved instruction towards it.

Researcher conveniently reached their house. On arrival, she was cordially greeted by Mustofa and his elder sister. Researcher provided required details and asked their help to explore more about Mustofa. Initially, Mustofa remained serene and perplexed but progressively he got induced in the conversation and expressed himself explicitly. The interaction between the child and researcher perpetuated till his mother returned from the school. Later all the members present converged to discuss different aspects of Mustofa. Mother dominated the conversation and stipulated germane information related to different stage of Mustofa's life. While mother went to the kitchen to prepare snacks, researcher conversed with his elder sister in seclusion. After having snacks, researcher asked Mustofa to introduce her with some of their neighbors. While proceeding to neighboring house researcher attempted to explore more about his past through the child's perspective. Researcher interacted and reviewed opinion about the child from few of the neighbors. In neighboring family, there was a classmate of Mustofa who disinter few attributes of the case under study. Coming back, researcher asked permission from the mother to visit their home again for next day and left the field.

Next day, when researcher went to their residence, besides Mustofa and his elder sister, their maternal uncle was also present in the home. She commenced interaction with Mustofa and was able to carry forward an informative session with him. He showed his mark-sheets, certificates and note copies. Researcher showed interest to meet few of his friends so he went to congregate them. Meanwhile she evoked his elder sister and uncle to supplement her understanding about Mustofa. In-between, mother of the child returned back from the school. Researcher conversed with her in details about her son. When Mustofa's friends arrived, researcher talked with them separately as they were not comfortable in the group. Till she finished with them, father of the child who went to nearby town also returned. Researcher talked to him about his son and his family. After getting all details about the child, she left the place.

#### **4.18.2 Background**

Mustofa was an Assamese boy residing at 'Dhing'. Dhing was a rural area which falls under Nagaon district. Nagaon district covers 3831 sq km of area and population here was 2, 31,587. Dhing was a small rural village based on agriculture and fishery. Population was preponderate by Muslim community. The area was backward and deprived of many basic facilities. Still there were few schools and a college here. Living style of people was substandard. Now people were valuing education and sending their children to the school.

Grandparents of the child resided in the same place. Grandfather was an agriculturist and had good reputation among their community. His grandparents were illiterate but were aware about the worth of education and therefore, he sent their children to educational institution for study. Grandmother remained engaged in household works and rearing of child. Father of the child aged 50 year served in a government secondary school as English teacher. Mother of the child aged 42 year worked as Assamese teacher in the school where Mustofa studied. Both the parents were Arts graduates and they had B.T. qualifications. They completed their education at Silpukhri, a semi-town near by Dhing. Family of Mustofa's mother belongs to Silpukhri. Mustofa's parents were average students.

This was a nuclear family comprising of four people including Mustofa, his parents and elder sister. His sister was 8 years elder to him. She was married and well settled in a nearby village. His sister was an average student with less interest in studies. She got married after completion of B.A.

Monthly income of the family was about Rs.15000/-. They were Muslim by religion. The family followed all their customs and tradition but was having broader outlook and did get adjusted with the emerging changes in the society. They were in constant touch with their extended family. Many of their relatives were living in the same village and others resided at nearby villages.

They were residing in the house owned by their ancestors. The house was located in the mid of the village surrounded by number of houses, with adequate spacing between two houses. Few houses were made of mud and hay whereas few were cemented. Some families in their neighbourhood were educated and some were not. There was no uniformity amongst the people nearby but they lived in harmony and had friendly relation. Their house was well-constructed (in a village surrounding) and spacious. There were in total 5 undersized rooms and one big hall, a dining room, kitchen and in back of the house was a common bathroom. There was a small lawn in front of the house. Mustofa had a separate room to sleep and another for studies.

Mustofa was a 16 year old boy born on 29<sup>th</sup> February, 1988. Mother didn't face any problem during pregnancy and was not remembering any peculiar incidence of that period. She was not able to conceive for long duration after her first child was born although there was no medical complication behind it nor she took any medical treatment for this problem. They had a strong desire for male child as it was their second issue. Her delivery was normal and healthy baby was born. They were extremely happy on Mustofa's birth. He started uttering words clearly at 9 months but was late to learn walking; he took more than 18 months. They were worried and consulted doctor but no problem was detected, only to provide healthy food was suggested. Except this no

distinguished problem arrived in his development process. Now Mustofa was 5.7 feet tall and weighs 70 kg. Appearance wise he was stout and bulky. He was very innocent and shy by nature. He was very much dependent on his mother.

#### **4.18.3 Description of the school**

Mustofa was a student of Dhing K.B. Higher Secondary school. The school was a government institution for both boys and girls. This was an Assamese medium school established in 1987. School building was made of bamboos and mud whereas roof was made of thatches. Classes were undersized with wooden benches and blackboard. There was an open ground in front of the school where entire school could assemble. Other basic facilities as such blackboard, electricity, clean toilets, etc. were present in the school. For higher secondary section, there was a separate building nearby this block. The school had from class 1 to higher secondary level.

There were in total 670 students in this school. Children from nearby area also came to study there. Total number of teachers for primary classes was 8 and for secondary classes there were 10 teachers. The entire teaching staff was graduates from different stream and many were with B.T. or B.Ed. degree. All the teachers belonged to the local area. Principal of the school was also with same educational qualification but had more years of experience. Main aim of the school was to remove illiteracy from the village. They were strict towards regular attendance of the students and had provisions for strict punishment for non-attending school children, without any concrete reason and also for not completing homework in time. In the school, quarterly and half yearly tests were conducted.

In the batch of Mustofa, there were 50 students. Among which 30 percent of the students made it possible to clear secondary Board examination. There were only 4 students who passed in first division. There was another boy who was in competition with Mustofa and teachers predicted that the other boy to secure highest percentage in the Board examination from that school and Mustofa was expected to be second highest position in

the school. That was for the first time from that school and from that village a student secured position in Board examination.

#### **4.18.4 Description of the child by the Principal and teachers**

According to the Principal of the school Mustofa was of introvert personality, he was less talkative and shy by nature. He was a very energetic, active, intelligent and amongst the few brilliant children, that the school ever had. His mother was a teacher in the same school and was very cautious regarding Mustofa's performance and activities. He lacked in leadership quality and was not able to speak in school assembly. Since childhood he performed academically well.

Class-teacher who taught Science subject told that Mustofa was a very calm and quite child. He respected his teacher very much and obeyed them. In his opinion, Mustofa was more laborious than being an intelligent student. He devoted whole day in studying and emphasized memorization and so, he secured good marks. He had strong determination and willpower. He regularly attended the school. Mustofa participated in sports like cricket and badminton but remained passive in literary activities. He was friendly with classmates but was not much involved with them. Mathematic teacher regarded him diligent and ambitious child. He clarified his doubts by asking repeatedly till he was completely satisfied. His understanding capacity was moderate. He regularly practiced mathematic at home and remained up-to-date with what was taught in the class. English teacher said that in comparison with other children, Mustofa was much better in writing as well as in speaking English. Teacher opined that besides Mustofa was a studious student and it was by the guidance provided by his father that he had strong grip over the language. He remained attentive in the class and took part in class activities viz. if asked to write certain answer on Black Board, he was the first child to come forward. Social studies teacher perceived Mustofa as a sincere child who worked hard. He wanted to exceed in his life and since childhood, he had an aim to become a doctor. He had confined himself in studies and didn't participate in other activities. One of the primary class teacher told that since childhood Mustofa was interested in studies and books, liked to read different magazines and story books. He was not at all naughty in primary classes

and remained aloof in his thoughts. He was studious since then and was a very confident child.

All the teachers said that he was regular in submitting homework. His handwriting was very attractive and neat. He was a disciplined and tidy child. According to them his mother was extra conscious regarding his education. It was due to his parents that he was so alert and did hard work. Parents made him preoccupied in studies and constantly motivated him to achieve high percentage of marks. They have made painstaking efforts to maintain his position and interest in studies. Since childhood, he has been trained in this direction and he being an obedient child followed his parent's advice. His mother was very strict as well as affable towards him.

#### **4.18.5 Parents**

Mother of the child observed that Mustofa had a stable mind and ability to concentrate completely on what he did. He was very composed and serene by nature. As mother taught in the same school where he studied, she was friendly to other teachers and constantly collected their reviews regarding his academic growth. Whenever she found him lacking, tried to cover it up at home. As being his teacher in school, she found him attentive in class. Mustofa himself was interested in studies but was not very studious. It was parents who motivated him to study but he did his homework regularly without any reminder from their side. He liked to be at home and watch T.V. He was helpful and often helped mother in household chores but she never forced him to perform any activity. He liked gardening and solely maintains the small lawn in front of their house. He performed his work with full responsibility.

Parents told that they never faced any problem from him when he was an infant. He was a polite and charming child. They were much attached to him as his activities were such that anyone got attracted towards him. He was a co-operative and easy going child. He used to repeat and learn from his sister new words. Mustofa liked eating since childhood but avoided drinking milk. So, mother provided him more fruits and vegetables. Since

first day of the school, he never created problem in attending school. He remained busy in drawing and painting after coming from school. Parents devoted adequate time with their children and paid attention towards his studies since childhood.

Mother described his study habit that since childhood he was able to study only for short duration not more than one hour then he needs break. His comprehending power was fabulous and didn't need rigorous effort. He found it difficult to memorize and consumed more time for that. He prepared very well for all the examination and had confidence on himself. Mother quoted one incidence when Mustofa was in 4<sup>th</sup> standard. During the school inspection, District Education Officer saw his copy and pointed out a word and remarked it wrong, for that Mustofa argued with the officer and proved it right (as it was right). Mother taught him Assamese and Social studies and father took care for English, Science and Mathematic.

Father regarded Mustofa as an obedient child. He was much dependent on parents and never took his own decisions. He was very emotional and sentimental. He was very much interested in watching and playing cricket. Many a times his mother scolded him to pay less attention towards it. If there was any cricket match shown on T.V., he did his studies quickly before the match started. Father told that he didn't spend much time with his friends. According to him Mustofa was a fast learner and intelligent child. He was competitive by nature and had always tried to secure first position in his class. Parents never estimated him to be a rank holder in Board examination but they were only expecting good result as he always secured good percentage and had worked hard for Board examination.

Parents told that they tried to sway his thoughts to work hard for few years so that he could be able to do higher studies and get admission into some dignified profession and lead a comfortable life.

#### **4.18.6 Elder Sister**

His sister told that Mustofa had been over-protected and was under the care of all of them. Since childhood he was inclined towards eating. He was stubborn since childhood but now he is not. He was 1<sup>st</sup> in his class till standard V and then he was on 2<sup>nd</sup> position since class VI. Parents were worried by his declined performance and paid more attention towards his education. So, again in class IX he secured 1<sup>st</sup> position and also stood in Board examination. He liked to talk with friends and read different books. He used to play cricket with small children in his neighborhood. He was so fond of cricket match that even a day before Board examination, he watched match on T.V. He preferred to study at night and before examination and put extra efforts. He regularly did his homework and practiced mathematic. He got scholarship twice one at lower primary level and other in upper primary classes. He had a sharp brain but didn't utilize it and worked sincerely on parents' insistence.

#### **4.18.7 Relative**

Mustofa's maternal uncle observed him as a normal child who preferred a simple life. He was immature and childish by nature. He was less talkative and only like to play cricket with small children living nearby. However, he managed his time and never hampered studies. He was very adamant and stubborn. Since childhood he was good in studies and had confidence on himself. He used to work hard before any examination. Beside examination, he studied throughout the year but didn't devote much time for it. It was out of fear of his parents that he remained regularity in studies. Parents never beat him or gave any harsh punishment but very often mother scolded him for study related matters. He kept on reading magazine, books, newspaper, etc. As he was fond of watching television when parents were not at home, he spent more time in viewing it. So, father had to disconnect cable connection since last two years, so that, he could give more time and attention towards studies. Parents had high expectations from him. He was not much interested in other activities.

#### **4.18.8 Friends**

His friends said that Mustofa was a very co-operative and helpful boy. He never refused if they asked any favor from him. He was a cool-headed person who never quarrels in school. He was able to understand fast and also retain for longer duration. They found him confident but not brave. All the teachers favored him as his mother was a teacher in the school. He remained attentive in class and did homework regularly. His parents were very supportive; they provide him all the books which he asked for. At home parents provided him personal coaching and he often went to subject teacher's home to clarify his doubts. At school, in leisure time he used to play with friends. He was a good artist and had nice handwriting.

#### **4.18.9 Neighbors**

His neighbor observed him as a shy and less talkative child. In exceptional cases Mustofa went to their home else most of the time stayed at the home. He was intelligent and good in studies since childhood. He was obedient and submissive. He respected elders specially his parents. His parents and sister were very concern about him and maintained strict environment at home as both the parents were teacher.

#### **4.18.10 Case Himself**

Mustofa expressed himself as a fun loving and easygoing person. He didn't like to take any botheration and desired to lead a happy and secured life. He felt comfortable at home. So, after school hours, he stayed at home and relax as there was no work load on him till evening and then he had to study and do homework. He was interested in gardening and felt refresh by sparing some time for this work. He also did painting but was not able to dedicate much time for it. On holidays he played cricket and parents also encourage him for playing outdoor games as he was fat. He relished food and eat a lot, if didn't get food in time he becomes furious and irritated. Mother took care that he gets food in time.

He didn't regard himself as a social person as he was not interested to go out to other's home nor he enjoyed attending social functions. However, he likes to be with friends and

playing with them. He didn't discuss much about study related topic with his friends. He regarded his friends as very helpful, if he was not able to complete writing while teacher dictated or if he was absent due to some reasons, they lend their copy. He never cheated or lied to anyone, even when parents asked that for how long he watched television, he tells genuinely. He likes to participate in quiz competitions but was not able to speak in crowd. He found it hard to avoid excessive television viewing but had controlled and restricted himself.

According to Mustofa, teachers were accommodating; they clarified all his doubts very well. They were not biased and were alike for all the students. Teachers checked homework regularly. They were very strict and disciplined. Although his mother also taught him at school yet she remained impartial and never gave him hints about important questions. She advised her to go through each and every part of all the subjects. He repeated class 4 twice as he was younger than the age required for next class. It affected him for few days as old friends were senior to him but gradually got adjusted.

His aim was to be a doctor and he was working for that. In every class, he studied to get the highest marks and for Board examination, he put all his efforts to secure good percentage. He was not sure for obtaining a rank in Board examination but was expecting good percentage of marks. He was not at all nervous before examination as he had prepared well but just before result was declared, he became very nervous and cried a lot. He was able to take regular sleep before any examination.

He did not find the syllabus to be tough or lengthy, what was essential for a student was to go through the course comprehensively. In standard X, he joined tuition classes for science and advance mathematic and it certainly helped him as home tutors paid special attention on him and it made him regular in study. He studied in early morning at 5.00 am and also at night from 9 p.m. to 11 p.m., during this time he practiced mathematic and in morning he memorized or read chapters. He never fixed target to complete any portion on a particular day. For Board examination, he studied each subject for at least one hour and for mathematic it was at least two hours daily. He used guide book and reference book for all the subjects in std. X. He also solved last 10 years question paper of Board

examination and identified important questions and prepared those precisely. But that was not of much use as since last year, pattern of questions were changed. In every class he revised complete course twice and for Board examination revised thrice. He was not able to study for long period at a stretch and took small break after every one hour. He finished revising course for Board examination before two months of the commencement of the examination and then wrote each answer and showed to parents. In other classes, parents took test each week and gave it for correction to the respective subject teachers in the school. Since childhood, he first attempted easy question and then concentrated on tough one, both while preparing and during writing in examination. He consulted dictionary whenever required. Also reading of different books helped him to increase vocabulary and improved his writing style.

Being regular to school and remaining attentive in class helped him a lot. Most helpful were his parents as they never let him go off track and provided all the facilities. They have not left any of his desires unfulfilled. Even sister was very coordinating. For him, most influencing personality was Dr. Abdul Kalam as he was very determined and an intelligent person who came up to this level after all the odds.

#### **4.18.11 Researcher's Observation**

Researcher observed that the child was very much dependent on his mother. He expressed his thoughts in a very passive way. He was shy and timid. Researcher had to guide him to evoke his thoughts and to make introspection. His handwriting was very attractive. Researcher felt that he emphasized learning and memorization and was not much intelligent. He has been awarded scholarship twice on clearing scholarship tests conducted by state government. He was not able to speak English fluently and most of the time used Assamese language while conversing. He regularly attended the school with occasional absenteeism. He was among first two toppers in his class since childhood (table no. 4.49). Teachers certainly had favorable attitude towards him due to his mother. Parents seem to be fanatical about the education of their child. There was adequate space and peaceful atmosphere at home, ideal for studying as was very evident from the surrounding.

TABLE NO: - 4.48

## K.G. PERFORMANCE RECORD MUSTOFA SALIM AHMED

Class/subject	Reading	Spelling	English	Math	Dictation	Craft	G.K.	Drawing	%	Rank
K.G.	20/25	24/25	20/25	25/25	22/25	20/25	22/25	20/25	86.5	-

TABLE NO: - 4.49

## PRIMARY &amp; SECONDARY SCHOOL PERFORMANCE RECORD OF MUSTOFA SALIM AHMED

Class \sub.	Eng I	Eng II	Sanskrit	Assamese	Gen. Math	Ad. Math	Gen. Science	S.St	G.K	Drawing	%	Rank
1	440/50	Reading: 20/25 -	-	48/50	45/50	-	40/50	44/50	21/25	22/25	81.1	2 <sup>nd</sup>
2	45/50	R-21/25	-	70/75	70/75	-	71/75	40/50	20/25	42/50	79.8	1 <sup>st</sup>
3	42/50	R- 22/25	-	69/75	71/75	-	70/75	68/75	22/25	39/50	80.6	2 <sup>nd</sup>
4	65/75	Dictation: 22/25	33/50	80	89	-	77	70	23/25	39/50	78.7	3 <sup>rd</sup>
5	79	D: 21/25	39/50	85	87	-	80	79	22/25	-	82	2 <sup>nd</sup>
6	80	42/50	40/50	87	91	-	87	89	Assam History: 40/50	-	85.5	1 <sup>st</sup>
7	82	40/50	39/50	89	88	-	85	84	AH: 40/50	-	84.1	2 <sup>nd</sup>
8	85	-	-	83	90	85	88	85	-	-	86	1 <sup>st</sup>
9	88	-	-	82	89	88	87	89	-	-	87.2	1 <sup>st</sup>
10	87	-	-	83	95	94	93	92	-	-	90.7	

Note: Attendance record for him was not available at school.

#### 4.18.12 Triangulation

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, the following can be said about Mustofa.

**Background:** Mustofa was an Assamese boy belonging to a nuclear family. Income of the family was Rs.15000/ per month. His parents were B.A. and B.T. Both the parents were teacher in different government schools. They resided in a self owned house.

Grandparents of this child died several years ago. Parents and elder sister was average in studies. There were two siblings in the family among which he was the younger. His elder sister got married few years ago.

His parents were intimate and shared good relation. Parents were very concerned about Mustofa as he was their only son. They provided him all kind of facilities and supported him in his studies. Parents devoted ample time for him. They never loaded any other work on him except studies.

**Location of residence:** He resided in a rural area. Atmosphere of surrounding area of his house was peaceful. Most of his neighbours were literate and of same socio-economic strata. They were cooperative and helpful people.

**Childhood Days:** He was healthy since birth. His growth and development was normal. Parents took extra care for him. When parents were out for job, his elder sister took care of him. He was interested in drawing, learning new words and in playing. He was a very adjusting and cooperative child. He liked to play with neighboring children. He was of polite and stable nature.

**School Days:** During school days, he was in good health and disease free. His appetite was good and was provided lot of vegetables and fruits. Since primary class, he was 2<sup>nd</sup> rank holder in his class. He attended school regularly. He remained attentive and sincere in class. He submitted homework regularly in time. His handwriting was attractive. He had to repeat std. IV because he was under age. He was interested in studies but it was his parents' concern that he was so dedicated to study. His friends were studious and he shared good peer relation with them.

**School:** He was a student of government school. The school was an Assamese medium institute. This was a coeducation school. The building of the school was kuccha and it had only basic facilities. For the first time from school a student was rank holder in Board examination. Total number of teacher in the school was 18. These teachers were B.T. or

B.Ed. and had long experience in their field. Mother of this child was also a teacher in this school. Total students in the school were 670 and in the class of Mustofa, there were 50 students. Teachers expected good results from him and not a rank in Board examination.

**Characteristic:** He was flexible but of stable nature. He was very hard working and dedicated but needs back up to do work. His concentration power was good. He was intelligent with sharp memory. He had strong determination. He was social and cooperative child. He was emotional and dependent on his parents for every work. He was shy and introvert by nature.

**Study habit:** He studied regularly since primary class. Since then parents helped him in his studies. He also took tuition since std. X. He studied for 3 hours a day throughout the year. Before school examination he studied for 6-7 hours and after pre-Board he studied for 10-11 hours a day. He was able to study continuously for longer duration. He studied at his study table. He got up early in the morning to study and also studied at evening. He studied from textbooks, class notes and in std. X he also used reference and guide books to prepare for Board examination. Parents took frequent test at home to check his progress. He first read and tried to understand meaning and then memorized it. He studied thoroughly complete syllabus without ignoring any portion. Before examination he revised whole course well.

**Other interest:** He was interested in quiz and sports specially cricket. He was fond of watching cricket match in television. He also liked gardening. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.18.13 Conclusive Remark:** Mustofa was excessively motivated by his parents. Parents were fully devoted towards his studies and betterment. Though he was lethargic but was dedicated towards studies and was obedient towards his parents. He studied regularly in all the classes with concentration. Moustafa was interested in quiz and cricket, also took

great joy in gardening. As mother was teacher in the same school always received special attention at school by all the teachers.

#### **4.19 Case 19: Parth Pratim Mishra**



##### **4.19.1 Introduction**

The researcher went to Nalbari and located Little Flower School. At school, a written application was asked to be submitted to the Principal. After reading the application, Principal met the researcher and asked for more details of her study. Principal co-operated with researcher and provided required details about the child. A teacher was instructed to show the school campus to the researcher and introduce her to other teachers. After a short visit of the school researcher talked with each teacher individually in the staffroom. Teachers willingly described the child. From the school office, researcher got the past records of Parth and his contact number as well as address.

After leaving the school researcher made a telephonic conversation with the mother of the child. After inquiring about the researcher the mother invited her to their residence. When researcher reached the house, mother of the child received her. Mother eagerly inquired about the future prospects of the details that the researcher was gathering. After an elaborate explanation by the researcher, mother provided description about the child. She lavishly described her son. Researcher also conversed with the younger brother of Parth. At that time Parth was residing at his Uncle's home at Guwahati for further education. Even his father was out of station on that day. Researcher left the field with an appointment for the successive day.

Next day researcher went to the neighboring house of Parth where she conversed with a lady and her daughter; they forthrightly provided information about Parth and his family. From there she went to the child's home and once again met his mother. An enriched conversation continued between the two until father of the child arrived from his job. Mother went to the kitchen and the researcher tried to gather opinion of the father about the child. Father in a humble way presented his opinion and reflected on different aspects of his son. Later researcher conversed with both the parent together. Researcher took the current address of Parth and of his friends. Then she left that house.

Researcher met one of Parth's friends at his residence and inquired about his experiences with Parth. The child impulsively told about him. After leaving his place researcher made phone call at the residence of Parth's uncle and talked to Parth. After providing details about the undergoing study, researcher asked him for a meeting. She was invited to their residence the next evening.

Next day researcher went to the Guwahati and reached at the specified address and met Parth and his guardians. Parth and researcher were left alone to have a comfortable and intimate interaction. Parth was soft spoken and confident while expressing himself. After spending ample time with Parth researcher conversed with his Uncle and Aunt, they provided relevant information about the child. The next meeting with Parth was fixed on the consecutive day at his college.

The next day two of them met at the college where he studied. There Parth spared 4-5 hours conversing with the researcher in the common room of their college. Later he introduce researcher with one of his school friend who was also a rank holder in the Board examination (20<sup>th</sup> rank). The friend precisely described different aspects of Path.

#### **4.19.2 Background**

Parth is an Assamese boy residing at Nalbari town. Nalbari district is located near Guwahati. Area wise Nalbari district covers 2257 sq. km. and has total population here is 11, 38,184. The district is densely populated i.e. 504 per sq. km. There is a big unit of

aluminum factory here. The people here are engaged in small scale business and nearby villagers are agriculturists. Main market of the town is in Guwahati city. The population is of a mixed community but the Assamese are in majority. There are a number of schools and few colleges in the district. Total number of students who appeared for Assam State Board Examination in 2004 was 10450 among which 525 passed in the first division, 1259 in second division a majority, i.e. 3616, in third division and the number of students who failed were 5400.

Grandparents of this child resided in a village of the Nalbari district. Grandfather was an agriculturist, and a neo-literate. Grandmother was an illiterate housewife. They had a good establishment in the village and were socially well reputed. Till the death they lived in this village with dignity and honor. They had two sons and one daughter. Daughter is married in Barpeta town, nearby Guwahati and the elder son is Professor in Chemistry at Guwahati University. The youngest son (father of Parth) resides at Nalbari. His age was 49 years, was a Veterinarian passed from a reputed veterinary college of Guwahati with above average marks. Mother of the child, aged 41 years, a graduate in Sanskrit, was a housewife. Both the parents are fond of reading books of their interest.

This was a nuclear family consisting of four members, including Parth, his parents and younger brother. His brother was 7 years younger to him. His brother studied in standard fourth. The monthly income of this family was Rs.15000/-. They were Brahmin by caste. The family was semi-modern and they follow Assamese tradition and culture and had adopted modern thoughts. Members of the family were closely bonded with each other. Mother had devoted her life till now in upbringing and rearing of her children. Father had to struggle for his permanent settlement. They shared good relation and were in constant touch with rest of the family. In the family no one was a high achiever except one maternal brother of Parth, who appeared in Board examination in CBSE few years back. They had a permanent residence, owned by them. The house was situated in the outskirts of the main town. The area is peaceful and less crowded. They were residing in this house even before Parth was born. There were three bedrooms, a living room, kitchen and common bathroom. There was a small lawn in front of the home and a parking lounge in

the side. The house was decorated according to Assamese culture and tradition. All the basic amenities were there at home. Parth shared his room with his younger brother. Neighbours were co-operative and socially attuned.

Parth was a 17 year old boy, born on 20<sup>th</sup> December 1987. His mother didn't face any notable problem or symptoms during pregnancy period. She read a lot of literature during that period. As he was the first child, parents were very excited and there was no gender preference for the expected baby. He was born in normal condition. Since the age of 2 his digestive organ was weak and suffered from stomach related problems. Besides this he has not suffered from any other major disease. Now he is 5.8 feet tall and weighs 50 kg. He is lean and thin. Parth is a dutiful and honest person. He got lot of attention from his parents. Mother remained strict regarding his studies. He shared friendly and affable relation with his younger brother.

#### **4.19.3 Description of the School**

Parth studied in Little Flower School at Nalbari. This was a private school run by a trustee. The school was English medium established in 1974. It was co-education school having classes from K.G. to class X. The school was one of the best schools in this town. There was a small library with limited books, playground was well maintained, and the classrooms are spacious. There was a large assembly hall in the school. School building was well maintained and very clean. The school was situated in the main town. Conveyance facility was provided by the school. Most of the classes had one section except for classes K.G. to std. II.

There were 22 teachers in the school. Most of the teachers were graduates with B.Ed degree and very few had qualified masters. Most of the teachers were well experienced in this field. The principal of the school was a middle aged lady who was highly qualified and had long years of experience of 17 years in the teaching field. She was serving in the as the Principal in this school since last 9 years. She was strict and favored discipline. School emphasized academic as well as non- academic aspects and activities equally.

Total number of student was 680. Most of the students were from middle class families as fee structure is not too high.

The school had produced few high achievers in Board Examination in previous years. In this particular batch there were 44 students. Along with Parth there were few other meritorious students in this batch. Another student from his class was also a rank holder in Board examination. Many of the students passed with good percentage ranging between 55% - 70% and only one student was not able to clear Board examination.

#### **4.19.4 Description of the child by the Principal and Teachers**

Principal said that school took care of each child and observed them intricately and Parth was good in studies since childhood so teachers always tried to enhance his ability to the best. Principal said that Parth was very decent and an obedient child. He was less talkative. She regards him as an intelligent child who had sharp mind and good grasping power. Parth's mother remained watchful and kept herself informed about him with constant touch with the school faculty.

Class teacher told that he was very regular in attending classes. He remained sincere and attentive in the class. He tried to respond to the questions asked by the teachers. He was good in literary activities and much interested in sports. His mother regularly enquired regarding his participation in school activities. Class teacher regards him as a disciplined and well-mannered child. He remains friendly with his class mates. According to her, Parth was brilliant and intelligent boy. Mathematic teacher applauded his grasping power. He thinks that Parth was not very studious rather he paid more attention in the class and fully concentrated while doing-sums. He remained serene in school and he never saw him behaving aggressively with his peer group. Though he was topper in his class since childhood, he was not egoistic. He appeared for Mathematic Olympiad test and also cleared it. English teacher said that he had fluency in speaking the language. He was interested in studies and remained active in class. In spite of being interested in sports, especially cricket, he didn't participated much as he was physically weak. He was good in essay writing and debates and also participated in quiz. Teacher teaching Assamese

regularly visited his home and is well acquainted with his family. She told that Parth was very decent and lively child with composed nature. Parth had good writing ability. He regularly studied at home but not for long period. Many a times his mother forced him to study for more hours. Social studies teacher said that he was less interested in this subject and found it tough and lengthy. But he worked hard for it and improved in this subject also. Teacher regarded him as a gentle boy.

Few teachers who taught him in primary classes told that he was very shy and introvert child. During that phase of his life Parth got less involved with his peers and did not quarreled with them. He was regular in studies and was overall a good student. He was good in story telling and in recitation. His memory was sharp. He was more interested in oral part then in writing. His handwriting was neat and legible. He kept his books, note copies and other stuff systematically. If any of his belonging was missing, he used to search till he got it.

Overall, all the teachers said that he submitted homework regularly. They all expected good result from him as he was one of brightest students in his batch.

#### **4.19.5 Parents**

Mother of the child told that he was very clam and quite boy. He never demanded anything for himself and remained satisfied. Parents appreciated and considered Parth's thoughts and decisions and even if they repudiated his consideration, he accepted their decision. He was matured and thinks rationally. He was less talkative but with family members he was free and frank. Even he didn't encourage his friends to come home nor does he went to their house. But he liked to spend time with them at school. He was interested in the field of engineering and has endeavored to become an engineer. He worked throughout the year and paid more time to studies before examination. Mother remained well informed regarding his class performances. Whenever essential she guided him and he followed her advice. He didn't have a good diet; she provides him milk, egg and fruits more. He had a helpful nature and often helps her in household works

Parents informed that he was born as a normal child but gradually developed stomach related problems. He suffered a lot due to his health and it was an impediment in his physical fitness. They remained very cautious regarding his health. He learned speaking within 11 months and walking within 1 year. As a baby he was decent and pleasing. He was not at all naughty rather very polite. He never quarreled with other children but preferred to play alone. He stayed most of the time with his mother and enjoyed listening stories and rhymes from her. He was less interested in toys and was more attracted towards electronic objects. He was able to learn fast since childhood period. He was a keen observer and performed his work with efficiency. He was an obedient child and he never created problem while going to school and was inclined towards studies. Even in school, teachers liked him very much. Parents decided to shift him to a school near to their house when he was in std. II, but principal and teacher of the school didn't let him go and persuaded parents not to shift him. They said that this child has bright future and they will take extra care for him. Until he finished homework, he didn't sleep. From childhood period he didn't play with toys much and was more interested in dissecting electronic equipments. If parents provided him some work, he performed it in a responsible way.

Father of the child said that he was very tolerant and did all his work with patience. He was very religious and had immense faith in God. He talked with them frankly and discussed his problems. He was a co-operative and adjusting child. Parth's concentration power is appreciable and he needs very less time to understand any matter and has a clear concept. As father remained busy, mother of the child took care of his education. Father found him to be very confident and an intelligent child. Parth was not so competitive and worked at his own pace. He took care of his younger brother. There was a gap between the two children as parents wanted to provide better life to their single child but later they were settled and able to afford two children. Father applauded the school where Parth studied and as it was disciplined and a strict school. Even teachers were very helpful. Parents said that Parth was interested in reading books and magazines and therefore, they provided him different books according to his interest. He also likes to watch T.V. They regarded themselves as very understanding and strict parents. They had to be disciplined

and strict in certain matters so that he didn't get delude. They tried to inculcate good habits in him since childhood. Parents expected him to be in the toppers' list of Board examination.

#### **4.19.6 Younger Brother**

His younger brother said that Parth is very caring and a loving brother. After coming back from school, they both spent most of their time together at home. They both played and also often quarrel. He liked to watch T.V. and read books other than his course books. Several times, mother scolded him for watching T.V. in excess. He was very obedient to mother. He helped mother in domestic work. Parth helped him in studies whenever he faced problem. His friends seldom come to their home. He regularly studied at home. Before examination he studies for long hours and mother didn't allow him to take frequent breaks.

#### **4.19.7 Uncle and Aunt**

His uncle regarded him a sincere and intelligent child. He told that he was able to make calculations very fast as well as correctly. By nature, he was very shy and reserved since childhood. He was very honest and never lied. He was religious and has faith on God. Since childhood he was coward by nature and was afraid of doing any disruptive work. He was very respectful with all the elders especially to his mother. Even he is very comfortable with other family members. His mother also provides special care for his education and health. Parth's parents maintained congenial atmosphere at home which was appropriate for studies. He didn't need to dedicate more time for studies rather was able to understand and learn very rapidly. He had a sharp mind and was a swift learner. As he read books and news paper, his general knowledge was good. He was very much interested in watching movies but parents don't allow him to see movies very often. All the family members expected good result from him in Board examination.

#### **4.19.8 Friends**

His friend said that Parth was a dynamic boy. He was very active and spontaneous in classroom. He visited library regularly. He doesn't remain restricted to only studies but

also had knowledge and interest in different areas. They discussed about latest movies, politics, cricket match, etc. He was liked by all the teachers and even by classmates. He was very cool minded and a tranquil person. He doesn't interfere in other's work and remained composed. But he helped class mates in academic related matters. He liked to play cricket and to participate in various literary activities. He never delayed in submitting homework. Another friend told that he was always been toper in the class but was not competitive by nature and studied according to his convenience and pace. He never worked haphazardly rather planned for it and did work patiently. Parth was reserved and never shared his emotions and feelings with them. His mother was very dominating and he is dependent on her. He adores his parents and obeys them. He was a disciplined boy and doesn't do any work against the rule. Since childhood his aim is to become engineer. He was not bold to rebel or to speak against anyone. He was not able to do tedious work as he becomes sick by doing so. He studied regularly at home. His memory was very sharp and he was able to remember any number or figure if told once. He did his work with concentration and never stopped till he finished it. Since childhood he remained concerned for his belongings.

#### **4.19.9 Neighbors**

Neighbors find this family as an ideal family as parents were dedicated towards the welfare of their home and children were very obedient and composed. The family lived in harmony and maintained good relation with other families living nearby. Parth was shy by nature and interacted very less. He shared good relation with his younger brother and took care of him. Mother was very concerned about Parth's education and health. She kept her children in strict discipline. Parth was very studious as well as intelligent. Every evening he did self-studies and attended tuition class for one hour on alternate days. Before examination, he studied for the whole day.

#### **4.19.10 Case Himself**

Parth was very grateful to his parents as they were always with him as a support system. They gave him good advice and guided him to work hard and seek success in every sphere of life. His mother attended him very well and gave him utmost priority. Father

gave all the facilities to him. And most important was that they had faith in him and his potentialities. Even his extended family members have encouraged him and were very pleased by his good performance. Mother took extra care for his food and never allowed him to eat anything prepared outside the home. While he was in primary classes mother taught him but later she was not able to teach but regularly inspected as to what he has studied. His younger brother was also very co-operative and never disturbed him while he studies.

In Parth's life his grandfather has influenced him the most. According to him his grandfather lived a simple life but his thoughts were very high. His grandfather used to tell him nice stories with good morals. Grandfather was very intelligent and active person though he stayed in a village.

He regards his school as an efficient institution where teachers are very helpful and prominent. He appreciates their teaching style as they explained lesson in depth with good examples. For each chapter, they conducted class test through which revision of lessons was made. They also checked homework and test copies promptly and provided feedback. Along with academic growth, school also provided opportunity to enhance discipline and other non-academic talents. His friends were also very sincere in studies and they were very supportive. At school, they discussed among themselves if any difficulty emerged. In recess he liked to sit in a library and read books. At school, he participated in extempore speech, quiz, recitation, essay writing, etc.

Parth remained attentive in class and listened to teachers with full concentration. For him social study was the toughest subject and he had to work more for that. Since std. IX, he took tuition for mathematic and advanced mathematic, which increased his aptitude and interest for these subjects. Tuition teacher gave a good practice of all the sums in the course. He studied for 2-3 hours throughout the year not only text books but also other books. Before school examination, he just revised the course as he already prepares them in regular studies and before class tests. Before all other examination, he studied for 5 to 6 hours but after pre-Boards, he dedicatedly studied for 8-9 hours. Parth was able to study

for longer hours at a stretch as mother made him habituated for it. He revised complete course three times before Board examination. First he extensively read chapters and other details given in book and made his concept clear, and then he made notes and then if essential also memorized it. For Social Studies and English, he made summary of the chapters after reading lessons properly. For Board examination he also referred books of CBSE and for Mathematic, he used guide books. He didn't follow any time table but got up early in morning at 5.0 am to study and in evening, he practiced Mathematic. He studied at his study table regularly. He also solved last 2-3 years question paper of Board examination but have not identified important questions from those and have gone through whole syllabus comprehensively.

He didn't like to cheat or do anything against moral. He strongly disliked being scolded, so, he tried not to perform such deeds. He had confidence on himself and did work with perfection. He felt that he didn't get nervous or tensed easily. Even before examination, he remained comfortable and was able to sleep peacefully. He liked reading books specially story books. To relax, he watched television. He enjoyed being in the vicinity of his family. He tried to remain firm to whatever he decided and most of the time succeeded in that. He worked hard and put all his efforts to solve problems faced in his studies and if he was unable to solve them, he asked teachers for further explanation.

He tried always to be the topper in his class and even in Board examination and he tried to secure a position. He desired to be an engineer and therefore he was working hard to achieve his goal. He felt that God helped him in all the aspects of his life, so, he does his work sincerely. For him education was important as it helps a man to be rational and worthwhile.

#### **4.19.11 Researcher's Observation**

Researcher found this child very polite and soft spoken. His personality appeared to be reserved, sober obedient and controlled. He was happy and satisfied with his family life. He was regular in preparing his lessons and home work. His family maintained a congenial atmosphere for the pursuit of knowledge. He was emotionally stable. He has

strong academic background till now. His motivation seems to have some relation with his future career aspiration. He had an interest in studies and as his mother was authoritative, he did not deviate from studies. He was fond of his home and school. Occasionally, due to his sickness, he remained absent in school. He shared affable relation with younger brother. Mother is very conscious about his disturbed health. Their house was spacious and adequate for four members. His handwriting is very attractive.

TABLE NO: - 4.50

K.G. PERFORMANCE RECORD OF PARTH PRATIM MISHRA

Class\subject	Reading	Spelling	Numerical	Rhymes	Moral Science	Story Telling	G.K.	Art/Craft	%	Rank
Lower K.G.	22/25	23/25	25/25	22/25	24/25	22/25	20/25	21/25	91.5	A+
Upper K.G.	22/25	24/25	23/25	21/25	25/25	21/25	23/25	20/25	89.4	A+

TABLE NO: - 4.51

PRIMARY & SECONDARY SCHOOL PERFORMANCE RECORD OF PARTH PRATIM MISHRA

Class \sub.	Eng I	Eng II	Assamese	Gen. Math	Adv. Math	Gen. Science	Social Studies	Hindi	G.K	Drawing	%	Rank
1	41/50	Reading: 22/25	40/50	48/50	-	42/50	41/50	-	47/50	40/50	85.6	1 <sup>st</sup>
2	40/50	R-22/25	70/75	73/75	-	69/75	39/50	-	46/50	38/50	79.4	2 <sup>nd</sup>
3	41/50	R- 23/25	80	95	-	69/75	68/75	-	45/50	32/50	82.1	2 <sup>nd</sup>
4	40/50	R- 23/25	82	93	-	72/75	73/75	80	48/50	39/50	88	1 <sup>st</sup>
5	81	40/50	84	95	-	90	89	85	47/50	-	87.3	1 <sup>st</sup>
6	83	39/50	80	90	-	89	87	87	44/50	-	85.6	2 <sup>nd</sup>
7	85	41/50	81	91	-	90	90	85	-	Assam history:2 3/25	86.8	1 <sup>st</sup>
8	84	37/50	83	95	-	95	90	-	-	44/50	88	1 <sup>st</sup>
9	80	35/50	86	89	90	88	82	-	-	-	84.6	1 <sup>st</sup>
10	81	37/50	42/50	95	98	92	87	-	-	-	88.7	

TABLE NO: - 4.52

SCHOOL ATTENDANCE RECORD OF PARTH PRATIM MISHRA

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
Total	180	182	200	205	209	210	220	228	235	234	235	185
Attended	175	179	199	200	207	205	218	225	231	232	233	182

Overall percentage of attendance was 98.5.

#### **4.19.12 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records, and researcher's observation, the following can be said about Parth Pratim.

**Background:** Parth was an Assamese boy belonging to a nuclear family. Income of this family was Rs.15000/ per month. His father did V.V.Sc and mother was an Arts graduate. Father was a veterinary doctor and mother was a dedicated housewife. They stayed in self-owned house. Grandparents of this child died few years ago. Father was above average in studies whereas mother was an average student. There were two siblings in the family among whom Parth is the elder one. His younger brother was above average in studies.

Parents shared good relation and lived in harmony. They provided him every kind of facilities and support. Mother of this child was conscious and concerned for his health and education. She regularly checked his performance in studies and remained up-to-date about matters related to Parth. Parents deliberately tried to inculcate good habits in him since his early age. Parents were very strict and disciplined. They expected high percentage of marks from Parth in Board examination.

**Location of residence:** He resided in a semi-urban area. The location of his house was out of main town and it was a peaceful area. Their house was isolated and there were very few houses around. Neighbours were well-educated and cultured people. They interacted occasionally and were not much involved with Parth's family.

**Childhood Days:** He was born healthy. His growth was normal but he had weak digestive system. Parents took extra care for him as he remained ill frequently. They provided him over-protection. He liked to be alone and didn't prefer to play with other children. He was less interested in toys rather liked to play with electronic objects. He was a less adjusting child. He liked to listen to stories and learnt rhymes. He was a fast learner and keen observer. His nature was polite and was obedient to parents. He performed every work with patience and efficiency.

**School days:** He was within top two ranks since primary class. He attended school regularly only with few absenteeism due to his health problem. He remained attentive in class. He always submitted homework in time. His handwriting was attractive. Teacher of his school liked him. He was self-motivated towards studies and mother inspired him a lot. His friends were also good in studies and were supportive to him.

**School:** He was a student of private English medium school. This was a coeducational institute. The building of this school was old but well maintained. This school was well-renowned in this town. From this school few other students were also rank holder, even in the same year one more student obtained 20<sup>th</sup> rank in Board examination. Total numbers of teachers in this school were 22. Teachers were B.Ed. qualified. Most of the teachers were having long experience in this field. Total number of students in this school was 680 and in his class there were 44 students. Teachers expected high percentage of marks from him in Board examination.

**Characteristic:** Parth was flexible and polite by nature. He was a hard working boy. He was intelligent and dedicated to studies. He was confident boy. His memory was sharp and was able to comprehend matter clearly. Parth was able to concentrate well. He was an optimistic person. He was composed and cooperative boy. He was disciplined and well-mannered person. He was ambitious and career oriented boy. He was able to take his decisions independently. Parth was introvert and reserved by nature.

**Study Habit:** He studied regularly for 2-3 hours everyday throughout the year. Since primary classes he was serious about studies as parents laid more importance on studies. His mother taught him since primary class later he studied on his own. He also joined tuition from std. IX. Before school examination he studied for 5-6 hours and after pre-Board examination he studied for 8-9 hours a day for Board examination. He studied at study table. He got up early in the morning to study. He studied from textbooks and class notes, in std. X he also referred guide books and textbooks of CBSE. He studied whole course in depth and revised it well before examination.

**Other interest:** He was interested in quiz, extempore speech, essay writing, recitation, etc. He was also interested in sports. He liked to read knowledge based books and magazines. He also watched television but not in excess. Going through certificates presented in appendix-1 few of his talents in extra-curricular activities can be observed.

**4.19.13 Conclusive Remark:** Parth remained serious and attentive towards studies. He studied throughout the year and was a hard working boy. Mother was over conscious about his health and studies. She motivated him to work more with dedication. He was interested in quiz, extempore speech, essay writing, recitation, etc. He was also interested in sports. It was his efforts that made him achieve so high.

#### **4.20 Case 20: Shabia Siddika**



##### **4.20.1 Introduction**

The researcher went to Balipara Higher secondary school which is located 20 km. away from Tezpur town, where Shabia studied. Researcher met receptionist cum clerk of the

school and asked for an appointment with the Principal. Researcher elaborated the purpose of her visit to the Principal and he remained cooperative and wholeheartedly provided required data. Further, on the request of the researcher he showed entire school to her. In staffroom, he introduced researcher with the teachers present there and allowed researcher to interact with them. Researcher talked with these teachers individually and few teachers who were engaged in taking classes were interviewed as soon as they were back to the staffroom. Teachers presented their views very cordially and shared experiences related to this child. Researcher was allowed to note down required information from attendance and performance record. From the school register, present address and phone number of Shabia was made available.

After coming from the school, researcher made a phone call to Shabia's home and talked to her mother. Researcher introduced herself and communicated her willingness to meet them regarding her study. After seeking details, mother invited researcher at their home on the next day. She comfortably spoke but at times she was not free. Next day, researcher was warmly welcomed by the mother of the child at their residence. Mother discussed in detail about her daughter and family. While discussion was going on, Shabia returned home from the college. Researcher was introduced to her by mother, further researcher made an elaborated conversation with the child. Shabia was confident and comfortable in the whole session. Later mother interrupted for snacks. Her younger sister was also back from school and researcher gathered her views and then left the house with an appointment for next day.

Next morning researcher again went to their home where complete family was present. Conversation began in a group with entire family members followed by individual interactions with the father of the child. Researcher tried to explore different dimensions related to Shabia from her father by asking certain questions. He intriguingly provided details about his daughter. After that researcher conversed with both the sisters together and then interviewed Shabia in isolation. Shabia passionately spoke about her past life which enabled researcher to know her more profoundly. She also showed researcher her previous results and certificates. On the request of the researcher, Shabia lead researcher

to two of their neighbors' house. Neighbours comfortably conveyed their outlook regarding Shabia. Coming back, researcher showed her interest to meet few of their close relatives and Shabia's friends. It was arranged accordingly for consecutive day.

Next day Shabia's mother took researcher to her brother-in-law's house and introduced her with Shabia's uncle, aunt and grandfather. In the beginning, they were hesitant, so researcher made lead in the talk and involved them with the help of Shabia's mother. Later they came up with their observations and provided relevant information about the child. Leaving that place, researcher and mother went back to Shabia's home and there she talked with Shabia till her three friends arrived. Her three friends were interviewed individually and then discussion was made in a group. Before leaving, the researcher took the address of the tuition teacher who taught Shabia. Researcher went to the tutor's house and gathered his views about Shabia.

#### **4.20.2 Background**

Shabia is an Assamese girl belonging to family residing at Tezpur. Tezpur is a developed town of Assam, falling under Sonitpur district. Tezpur is very near to Arunachal Pradesh and Guwahati. Population is mostly Assamese but people belonging to different culture are also established here. There are many tea gardens and other factories situated nearby the main town. To enter the town, one has to cross Brahmaputra River. Tezpur comprises of many esteemed schools and other educational institutes.

Grandparents of the child were residing at a village very near to Tezpur. Grandfather was a farmer owning a small piece of land whereas grandmother was a housewife. They were illiterate but provided their children best possible education. They had three sons who were settled at Tezpur. Grandfather stayed with his eldest son after the death of grandmother since couple of years. Father of Shabia, aged 40 years, was youngest among brothers. He was an Arts graduate working as a power grade employee in electric supply. He began his career as a typist in district court. Mother of the child aged 40 years, had to leave her education when she was in B.A. part 1 as she got married. Both the parents were below average in studies. The family was nuclear, consisting four members; Shabia,

her parents and younger sister. The monthly income of this family was Rs.11000/-. They were able to fulfill basic requirements and lead a comfortable life in their earning.

They were Muslim by religion, unorthodox but they follow all their customs and traditions. Father of the child was very attached to his immediate family and was also concerned about his rest of the family. He loved his daughter and was a caring father. He was very sincere at his work place whereas at home remained very relaxed and jovial. Shabia's mother was a typical housewife whose main concern was the wellbeing of her family. She remained busy in household chores and was very fussy regarding cleanliness. Mother got operated when Shabia was in std. X, but parents didn't let Shabia to be affected in her studies. Shabia's sister, who was 4 years younger to her, was an above average student. Most of their relatives stayed in the same town and were in frequent contact with all of them. Mother's family resided in a rural village and occasionally meets.

The family had permanent residence situated in the residential area in the middle of town, not positioned on the main road. Vicinity is peaceful as well as surrounded with the magnificence of nature. There was adequate space between two houses. There were 3 bedrooms, a standard size drawing room cum dining room, kitchen and a common bathroom in their house. House was designed and decorated according to traditional Assamese style and all the essential modern facilities were present in the house. Shabia shared her room with younger sister. Her parents resided in this house before the birth of Shabia. Neighbors were well-cultured and educated peoples. Most of the families were of middle-class.

Shabia was 16 year old born on 7<sup>th</sup> July 1988. She was born as a normal child. During childhood, besides occasional fever, she was not suffering from any sever disease. She had poor eye sight and wore spectacles since std. IV. Shabia got anemic during std. X. Now she was of 40 kg weight and 4.9 feet in height. Shabia was well-mannered and tranquil by nature. Father helped her in studies in primary classes and later studied on her

own. She had tuitions for Mathematic and English subject since std. IX. She was always standing within top 3 rankers of her class.

#### **4.20.3 Description of the school**

Shabia studied in Balipara secondary school. This was an Assamese medium government institute established in 1975. It is a coeducation institute. The school had from std. I to std. X. School was situated far away from main town and was near to working place of Shabia's father. The surrounding of the school was peaceful. The school had adequate space and well-constructed building. School encompasses all the essential requirements viz. spacious class rooms, laboratory, computer room, and a small library, etc. There was a small play ground in front of the school building.-

Principal of the school had an experience of 20 years in the teaching profession. He was in favor of innovations and concentrated only towards academic growth of students. There were 27 teachers in the school. Teachers were with B.Ed and few were also having masters' degree. Teachers belonged to rural area who desired to work for the welfare of the students. They had a strong affinity with the school and were satisfied with their job. They were non-bias but for talented students but went out of the away and assisted them in every possible way. There were no much interactions among teachers and parents. In school, all the interactions took place in Assamese language except in English period. At fixed intervals, unit tests were conducted in the school.

There were in total 850 students in the school and most of them belong to rural area and to middle class family. In this particular batch there were 95 students divided in two sections. In Shabia's section there were in total 42 students. There were few other bright students in the class but among all of them, Shabia was the most intelligent. In due course of time, she was the first student to secure position in Board examination.

#### **4.20.4 Description about the child by the Principal and Teachers**

Principal of the school considered her as an intelligent girl who had the ability to achieve high. She was an obedient and disciplined child. She had always been a good student

having congenial behavior. Since childhood her academic performance was excellent and all the school staff anticipated high percentage of marks for her in Board examination. He opined that it was her hard work that had made her successful. Shabia participated in quiz and extempore speech and had good general knowledge. She spoke with confidence in school assembly and other gathering. Principal found her an introvert type girl.

Shabia's class-teacher described her as an obedient and self-disciplined child. Despite of being less talkative, she maintained friendly relation with all her class fellows. She lacked in leadership qualities. Shabia had high regards for her teachers. Her parents were very supportive and paid extra attention towards her. She was a studious student who always strived to be topper in her class. She clarified her doubts either in the class or outside but never left it in a confusing state. She attended school regularly. Her ability in drawing was appreciable. Science teacher observed her as an attentive student. He marked her regular study habit as her strength. Shabia was able to comprehend matters accurately and easily even her memory was very sharp. She never hesitated to clarify her study related doubts and even went to the teacher's residence for have further clarity. It was noted that all the teachers were ready to help her seeing her profound interest and steady efforts in studies. Her English teacher told that Shabia was less talkative and had introvert personality. Even she didn't spend much time in chit-chatting with her friends. She was a bookworm type person who keeps on studying and memorizing everything after comprehending meaning. Her English was fluent and had good writing ability. Mathematic's teacher told that Shabia was a very confident child and had faith on what she did. She was very polite, hard working and intelligent child. The computer teacher told that Shabia was an emotional girl, kept smiling and remained confined in her work. According to the Assamese teacher, she was a creative child. Other teachers noted that her handwriting was attractive and she was not at all interested in sports.

One of her teachers in primary class narrated an incidence that once in an examination Shabia's one answer was given wrong. As Shabia was not able to rationalize the reason as to why it was given wrong, she came along with her father and went to this teacher's

home. In a humble way, she asked for clarification. And when it was explained she got satisfied and went back. Since childhood she was perfectionist and a gracious child.

#### **4.20.5 Parents**

Parents told that she started walking when she was 7 months and began uttering words clearly after 8 months. She was a fast learner since childhood. Parents uttered new words to her and she was able to repeat and remembers those. Her nature was very serene and polite since childhood. Her mother told that while performing household chores, she used to give her rice and dal (uncooked) and Shabia played with them till her mother completed all the work. She didn't scattered or made mess of it. Shabia preferred playing alone at home and not with other children. Since childhood her appetite was low and mother had to feed her by force. She only liked to eat maggi and had fruits juice. As a child she used to draw on wall of their house. Since childhood she never demanded for any tangible goods and was more interested in story books and music.

Her father told that they were contented in their small family. About his daughter, he said that she was a positive person who wants to succeed in her life. Shabia was very calm and cool by nature. Took her decisions after thinking and discussing with parents and she never did her work in hurry.

Since primary classes, she was interested in studies, no external force or motivation was required for that. They have suggested her not to prefix any particular designation for herself rather just to work hard and target to achieve high in every class, Shabia followed that throughout and worked hard with absolute concentration. Though environment at home was peaceful, parents took care that she was not disturbed while studying. As she had been a topper in her class all the teachers liked her and for her delightful behavior all the relatives appreciated her. All of the teachers were ready to help her at any time. Even Shabia tried to maintain this and did not like to dismay her teachers for any reason.

Mother said that Shabia was of cooperative nature. She did her work with responsibility and never left it incomplete. Despite that, parents kept her free from all the

responsibilities although she took care of her younger sister and helped mother in household errands. Shabia's younger sister was very naughty but attached and obedient to Shabia. She did every work allotted by her elder sister. Though Shabia was a confident girl, she got nervous before her Board examination. The parents made her comfortable by persuading that she had prepared comprehensively and will perform well. After appearing examination, she remained apparent about obtaining high percentage of marks. She was social by nature and liked to meet people but got less time from school and tuitions. She was traditional and religious girl due to her family background. She was less interested in watching television. Beside school and tuition, most of the times she remained at home and did studied. She didn't like to play and never participated in any kind of sports.

Parents were very attached with her. They provided all the possible facilities to her. Mother gave her lots of fruits before examination as it provides energy. Shabia got anemic in std. X, since then; she was kept in extra care. After that she put more efforts to recover the loss made due to illness. Parents were having faith in her caliber and always encouraged her. Parents told that they never forced her for studies. They wanted their child to be a good human being.

#### **4.20.6 Younger Sister**

She had a confusing opinion about Shabia. Sometimes, she found her very matured and on other occasions found her nature as a kid. In the absence of parents she took complete care of younger sister and also assisted her in studies. Often Shabia advised to devote more time for studies and to take care of one's belonging and on other hand shared all her feelings and thoughts like a friend. Shabia troubled mother in having food and drinking milk. She was less talkative but at home, she was open with all the family members. She studied regularly throughout the year and before all the examination, she kept studying for whole day. She didn't like to be disturbed while studying and mother tried to maintain silence while she studied. Father had provided all the essential things to both of them. Shabia liked to read story books. She was religious and offered daily prayer to God.

#### **4.20.7 Grandfather**

Grandfather said that entire family had a hope that she will do something extraordinary and add glory to their names. She has extra talent of doing hard work and stick to her aim. She always discusses and obeyed her parents. She was very emotional and can't take pain. She was very adjusting and contented by nature. She remains neat and tidy.

#### **4.20.8 Relatives**

Parents never got angry on her or scolded; they were very cool headed people. They brought up their children with love and affection. They never forced her for any matter. They have maintained affable atmosphere at home. Shabia was born intelligent and also had capability to work hard. She keeps on studying before examination and parents persuaded her to take rest. She was a good child who respected her elders. She maintained warm relation with all her relatives but didn't spare much time with them as she remain busy in her studies. All the children in their family got inspiration by her work, not only from Board result but also for all her past performances. She is a live example of dedication and non ceasing enthusiasm for excellence.

#### **4.20.9 Neighbors**

Her neighbors told about Shabia that she was an ambitious girl. She has her own interest in studies and no one forces her for that. Even during childhood she sat alone and did her homework. They never saw her wasting time in moving here and there along with friends or sister. Very rarely she goes with parents to relatives' house. She was an obedient child who was fully dependent on her parents. Another neighbor described Shabia as a simple and sober girl. She was emotional and very much attached to her parents. She worked hard to obtain high percentage of marks. She was matured and took care of her younger sister. Her younger sister was very cooperative and both shared friendly relation. Parents helped her in every possible way and provide moral support as she often got nervous before examination. Since childhood, she was choosy about food and created problem in eating food. Her mother kept on trying to provide her healthy food. Their family atmosphere was very soothing.

#### **4.20.10 Friends**

Her best friend told that Shabia was very confident and dedicated girl. Shabia explained her difficult portions, made the subject easy to understand for her. But she was not much intimate with all her classmates. She did study regularly for at least two hours at home. She very rarely shared her notes with anyone. Since primary classes, she was a topper in the class. Teacher liked her very much. She always participated actively and answered the question asked by teachers. Shabia remained attentive and active in the class. She had immense faith on God. Another classmate reflected that Shabia was confined to herself and she never shares her feelings with friends but in general had a friendly nature. She maintained good relation with everyone but was not too close to anyone. She was composed by nature and never argued or quarreled with any of the classmates. She was interested in some of the extra curricular activities but her first priority was always study. She had fear of failure. She never annoyed her parents and her parents were very proud of her achievements. Her, another friend described Shabia as a peacemaker who never got aggressive. She was never proud of her intelligence or of high achievement. Although she was absent from school for number of days in std. X, yet made up for the loss, she studied and with the help of teachers rose above all the odds.

#### **4.20.11 Tuition teacher**

The teacher who taught her at home told that Shabia was an intelligent child who wants to be successful in her academic career. She doesn't plan much rather worked hard. She was very punctual and disciplined. She never left her work incomplete. Her handwriting was very good. She was good in studies but require some assistance for mathematic so she took tuition.

#### **4.20.12 Case Herself**

Shabia find herself as an introvert person. She prefers living lost in her thoughts and remain busy in studies. She enjoyed talking to known people and for most of the time liked to be with family members. She had faith on her decisions yet never did any work without parents consent and parents never overruled her verdict. Liberal atmosphere of home had made her tolerant and courteous. Father always supported her and helped in

studies. Mother dedicatedly took care of her. They have always assured their trust on her and have confidence that she will perform morally, and it has strengthened her will power. Younger sister was very helpful and co-operative and she never disturbs her while she studied. Even when Shabia was not able to attend school, she brought notes from her classmates. Shabia regarded herself as sensitive and emotional. She thinks hundred percent of dedication was essential for success.

She thinks herself as perfectionist and wants to perform everything in a systematic manner. She tried to keep her things and room clean and tidy. She was interested in different activities such as drawing, debate, extempore speech, etc. but always devoted more time in studies. She was least interested in sports. She liked to read story books which contained some morals. She regarded herself a religious person having faith on God.

She had high regards for her school and found it as an excellent institution. There was a congenial environment there. Teachers were helpful and they paid full attention towards the enrichment of their students. She never hesitated to clarify her doubts from teacher and they always helped her. She appreciated her peer group as they were friendly and helpful. Her friends were studious and rank holders.

The surrounding of her home was peaceful and she liked that environment as it didn't create distraction while she studied. Her neighbors were cooperative. They never came to their home when she studied nor did they make loud noise.

Shabia told that she willingly studied at home without any external influence, as she wanted to be updated with lessons taught in the class. She submitted homework in time. For her study, she relied mostly on the textbooks and class notes. First she reads chapters thoroughly then took notes in her own ways with the help of class notes given by teachers and then memorized it. In std. X, she also referred only a few reference books while making notes. She gave equal importance to all the subjects and tried to cover intricate parts of the syllabus. She solved previous few years question papers of Board examinations but she did not only prepare for those questions but also the whole course.

She got up late in the morning, just before going to the school and was not capable of studying early in the morning. She studied after coming back from the school and till late night. Before pre-test, she started to study whole day with small intervals. She was able to memorize well and except mathematic, she memorized every subject. While writing the examination if she forgot some portion, she didn't get nervous and was able to write on her own as she had learned all chapters in detail and understood it well. She completed whole syllabus before pre-test and after that revised it 4 to 5 times. For recreation, she talked to her mother and sister or took some music lessons.

According to the child, she had worked to her best and has always tried to achieve highest. She was having tuition for Mathematic and English as she needed some extra guidance for these two subjects. She had no plans for her future and had only worked hard to be a high achiever. She wanted to be successful in fulfilling her parents' desire and to sustain their trust.

#### **4.20.13 Researcher's Observation**

According to the observation of researcher, Shabia was more inclined towards memorization. She had restrained herself and spared more time for studies. She was very calm and quite. She was very soft spoken. She didn't mix with new people easily and seem to be of reserved nature. She kept her things in an orderly manner and was very neat and tidy. Parents were very attached to her. They were very humble and sober people. Shabia seems to be physically weak. She has been within top three rankers in her school career (table no. 4.64) and had attended school regularly except in class X (table no. 4.65). She talked very confidently but she lacked fluency in speaking English. Her handwriting was legible. She got scholarship in both lower primary and middle primary classes.

TABLE NO: - 4.53

## K.G. PERFORMANCE RECORD OF SHABIA SIDDIKA

Class\subject	Reading	Spelling	Recitation	Number work	Moral Science	Story Telling	Drawing	%	Rank
Lower K.G.	45/50	47/50	45/50	50/50	46/50	42/50	45/50	91.4	A+
Upper K.G.	46/50	48/50	46/50	49/50	45/50	45/50	46/50	92.9	A+

TABLE NO: - 4.54

## PRIMARY &amp; SECONDARY SCHOOL PERFORMANCE RECORD OF SHABIA SIDDIKA

Class\sub	Eng I	Eng II	Assamese	Gen. Math	Ad. Math	Gen. Science	S.St.	Hindi	Moral Science	G.K	Drawing	%	Rank
1	40/50	22/25	41/50	44/50	-	45/50	41/50	-	22/25	23/25	24/25	86.3	3 <sup>rd</sup>
2	43/50	44/50	40/50	48/50	-	41/50	41/50	-	23/25	45/50	23/25	87	2 <sup>nd</sup>
3	69/75	42/50	65/75	70/75	-	69/75	71/75	-	22/25	45/50	22/25	90.5	2 <sup>nd</sup>
4	87	40/50	80	92	-	89	83	40/50	-	47/50	24/25	86.5	1 <sup>st</sup>
5	82	40/50	80	93	-	89	87	45/50	-	48/50	-	86.8	1 <sup>st</sup>
6	85	45/50	84	95	-	91	85	40/50	-	48/50	-	88.2	1 <sup>st</sup>
7	83	40/50	81	94	-	87	80	41/50	-	46/50	-	84.9	2 <sup>nd</sup>
8	80	41/50	84	95	-	93	81	-	-	-	-	86.2	1 <sup>st</sup>
9	87	40/50	80	94	95	90	83	-	-	-	-	87.5	1 <sup>st</sup>
10	82	-	82	96	99	97	86	-	-	-	-	90.3	

TABLE NO: - 4.55

## SCHOOL ATTENDANCE RECORD OF SHABIA SIDDIKA

CLASS	L.K.G.	U.K.G.	1	2	3	4	5	6	7	8	9	10
190	190	200	200	214	220	230	230	232	235	238	235	185
180	185	196	200	212	219	225	228	230	230	237	233	175

Overall percentage of attendance was 98.4.

**4.20.14 Triangulation**

From the qualitative data collected from the various sources viz., parents, teachers, neighbours, friends, relatives, school records and researcher's observation, etc the following can be said about Shabia.

**Background:** Shabia was an Assamese girl belonging to a nuclear family. The income of this family was Rs.11000/ per month. Her father was an Arts graduate and mother appeared for B.A. Part-1. Her father was working as power grade employee in Electric Board. Her parents were below average in studies. There were two siblings in the family and Shabia was elder child. Her grandparents were not living with them. Shabia along with family stayed at a permanent residence owned by her parents at Tezpur.

Her parents shared good relation and had maintained congenial atmosphere at home. Parents were devoted for their children and they spent ample time with Shabia. She was provided all the facilities especially related to education. Mother remained at home and devoted herself as a homemaker. Parents were very liberal and never forced her for any matter. Parents tried to keep her away from all responsibilities. They encouraged her to study and do well in every class.

**Location of residence:** She was born and brought up in an urban area. Location of her house was peaceful and away from crowd and traffic. Neighbours were accommodating and co-operative peoples. They were educated and were economically sound.

**Childhood Days:** Shabia was healthy since birth. Her growth and development was as normal. She had low appetite and diet. Parents were very caring and involved in her. Mother was over-protective. Shabia was calm, quite and less demanding. Parents never used to scold her rather always talked with her politely and dealt with her softly. During childhood she preferred playing alone. She was fond of listening music and enjoyed listening stories from parents. One of the hobbies was to draw on wall.

**School Days:** Shabia was physically weak and suffered from few minor health problems in her school days. She had low appetite and got anemic in std. X so mother forced her to eat more of fruits and drink juice. In the school, Shabia was always within top three positions because she was very regular in attendance and remained attentive in her class and tried to understand what teacher taught. She was punctual in submitting homework. She was liked by her teachers. Shabia used to clarify her doubts related to subject from

teachers. Her handwriting was neat and legible, was studious and always tried her best in school examinations. She was interested in studies and her parents also encouraged her to focus towards studies. Her friends were good students holding rank at class level. Friends were of helping nature.

**School:** Shabia was a student of Assamese medium, co-education, government school. The School building was old but well-maintained. It was located far away from the town in a peaceful locality. This was for the first time that a student from this school got rank in Secondary Board Examination although the result from this school happened to be average. There were in total 27 teachers in this school. All the teachers were with B.Ed degree. Most of the teachers were serving this school since long. Head of the institute was completely devoted to the school. The total number of students in the school was 850 and in her class total number of students was 45. All the teachers and the Principal expected high percentage of marks for Shabia in Board examination.

**Characteristics:** Shabia was a flexible and very humble girl but was having strong determination power. She was hard working and dedicated for studies. She was an ambitious as well as intelligent girl. Her memory was sharp. She concentrates well and had clear conception. Shabia was an emotional and sensitive person. She was very attached to her family, disciplined, obedient, and rational and had optimistic thoughts. She was a cooperative and helpful girl; she also had immense faith in God. She was perfectionist and tried to work accordingly.

**Study Habit:** Her father taught her in primary classes and then she studied individually. She studied regularly for 2 hours a day in primary classes and later increased it by another one hour. Before school examination she studied for 6-7 hours and after Pre-Board Test, she studied for 11-12 hrs a day. She could study for long hours with full concentration. She always studied at her study table. She studied at morning and evening hours. Her sources for study were textbooks, class notes, and self made notes. In std. X she referred reference books for preparing her notes. She studied each and every topic of all the subjects in-depth. Before every examination, she revised whole course. Shabia

tried to understand concept first and then memorized it. For her, there was a home tutor since std. IX.

**Other interests:** She participated in literary activities at school such as debate, extempore, essay writing, etc. She was interested in drawing also. Going through certificates presented in appendix-1 few of her talents in extra-curricular activities can be observed.

**4.20.15 Conclusive Remark:** Shabia engrossed herself completely in studies. She was very dedicate, hard working, ambition and had interest in different areas. Her parents were very supportive and inspiring. Even at school teachers were helpful. The home environment enhanced her interest and performance. She was sharing affable relation with her family members. leisure was occupied by drawing and sketching as it was her hobby, she participated in the debates and essay writing as well. Her parents were below average in studies.

#### **4.21 CONCLUSION**

From the display of data of the 20 cases, the following points about top-rankers are derived and presented below:

1. All of the top-rankers were physically healthy and free from any physical handicap.
2. Children had regular eating habit and had balanced diet.
3. Students were intelligent, sincere and hard working.
4. Mostly, all the children were high achiever since primary classes.
5. Since pre-primary classes till their secondary class these toppers were regular in attending school.
6. All of the children were confident, self-determined, intrinsically motivated, flexible in study hours but regular.
7. These toppers were having regular study habit.
8. Good concentration power and comprehending ability was the forte of these students.

9. All most all of them were attending tuition classes. During primary classes parents of these children taught them school subjects at home.
10. Parents of these children were mostly educated. They were having positive attitude towards education of their child.
11. Financially these children belonged to well to do families having all the facilities, except one case with limited means to make ends meet.
12. Family size was found to be small in all most all these cases.
13. All of these children were having legible handwriting.
14. Students in the study group were invariably punctual in submitting homework.
15. Self motivation was found to be guiding factor behind the success of these children.
16. Caste, gender, locality, working-mothers, medium of instruction, type of school, etc. has no association with top-rankers.
17. These children received congenial home atmosphere and had good neighborhood.
18. Teachers were professionally educated, sincere, objective, had subject mastery, and were motivating and understanding.
19. Except very few parents of all toppers were economically sound and in few cases they were very prosperous.

Above mentioned findings are presented elaborately as follows:

**Physical Attributes:**

All these children were mentally sound and physically healthy. Since infancy, their growth and development was normal. In few instances, after birth the children faced health related problems, but latter recovered completely. These incidents of minor sickness didn't have any major fallout in their latter years. Majority of these children were disease free excluding minor instances of sickness such as fever, cold & cough, etc. Few of them had poor vision but had taken corrective measures hence ruling out any hindrance in their academics.

### **Diatery Habits:**

As observed by the Researcher, children had proper diet, eating habits and took sound sleep. In most of these cases, mother provided ample of fruits and milk to these children to fulfill all the nutritional needs.

There was an isolated case where in the parents had to manage in limited means and were not able to provide anything in addition to the regular diet, yet the child was satisfied with the food provided to him and seemed agile and energetic.

### **Age:**

Average age of these children was in the bracket of 16 to 17 years, when they appeared for their board exams. This is the minimum stipulated age for candidates appearing 10<sup>th</sup> board examination, as directed by the Secondary Education Board of Assam.

### **Abilities:**

**Academic:** - All the students in the study group were fast learner since their childhood. 90% of these students had remarkable academic record in their respective classes before their secondary level. Among them there were 2 cases that got improved in their secondary classes. As found by the researcher all of these students had interest in studies and were considered intelligent and bright. They attended school regularly and were also proactively involved in the class. They listened to their teachers and tried to understand what they were taught. Most of these children had appreciable handwriting.

In the pre-primary, primary and secondary, the following points can be deduced about them.

**Pre primary days:** During this phase the children were calm and very serene except for a few naughty ones, they never created problem while going to school. They were intelligent and were active children. These rank-holders were attached with their family and were obedient. At their school also they were liked by the teachers.

**Primary days:** In the primary school stage these students were attentive and many of them were high achievers. But all of them were regular in attending school and were actively involved in studies. They were having acceptable social behavior and were friendly with their peers. It was observed that these children were less talkative and reserved and paid more attention to their academic work and enjoyed their family life. They exhibited utmost discipline and conduct throughout.

**Secondary days:** All these children were serious about their studies during this phase. They were conscious about their performance and were meticulously working to supersede their previous benchmarks. They were practicing mathematics regularly and took care of giving each subject enough time. These children were active learners in class, clarified their doubts and raised questions frequently. The teachers were qualified, experienced and devoted to their profession.

**Non-Academic:-** The top rankers had varying interests and ability in co-curricular activities. Some of them were multi talented and participated enthusiastically in various activities like vocal music, instruments, painting, debates, etc. Whereas there were few who were not interested in any other activity other than studies. These children were creative and had good imagination. Among them very few involved themselves in sports and out-door games. Almost all of these children had excellent general knowledge and were great in quiz. Most of them have won scholarship, debates, essay and quiz competition, etc.

**Qualities/ Characteristics:**

These children were co-operative and accommodating in the class. They had optimistic and positive outlook. Most remarkable trait of these children was their self-determination and will-power to succeed. These children were confident and well aware of their capabilities. They were devoting time and working hard persistently putting for studies. These children had developed sharp intellect and good memory. They concentrated hard towards their goal. These children were ambitious and were mostly intrinsically

motivated. Their studies were aspiration driven. They had determined a goal for themselves in terms of further discipline and career path.

Among these children, few were outgoing children and others were of introvert kind. All of them worth their time and managed it properly. These children were disciplined and obedient. They were very polite and conducive. They were not aggressive rather were very balanced and promising. They were emotional and also got tensed at times but these characteristics were not predominating.

Most of these children lacked in the leadership traits. They were able to take decisions for themselves but they always sought consent from their parents. These children were competitive in a positive way and they were sensitive towards their positions. They strived to excel and supersede their previous achievement and constantly raised their benchmarks.

**Study habits:**

All of these children were regularly studying at home throughout the year. Prior to their Board Examination they were putting 10-12 hours of study everyday. Every day their homework was completed and also devoted certain time for self studies. They recurrently revised lessons taught at the school. These children understood the subject matter well by reading the lessons repeatedly and providing full concentration while teachers explained its meaning. They also have good memory but in some cases was found that they emphasized more on memorizing the answers. For these children text books were the richest source for knowledge so they intensively read them. Even most of them made self notes specifically in std. X. Very few children used guides or reference books except for mathematics. A similarity among these high achievers was that they preferred to study independently and not in groups (along with their peers) to avoid distractions. Many preferred to study early in the morning whereas some others burned midnight oil, and a few were having their study hours during day and evening time. They studied according to their convenience and their home atmosphere.

Many students had home tuitions in their secondary class which helped them for further clarification and got individual assistance from tutors. During early student life they were helped in studies by their parents or by their elder brother/sister.

These students devoted ample of time for revision before examinations especially when it was their board exam. These children studied in continuation according to their ability to concentrate. They never forced themselves to sustain their attention forcefully rather took a break for refreshment if they were not able to maintain their concentration. They revised whole syllabus for at least 2 to 3 times before board examination. These students never omitted or laid less importance to any subject or part of it rather they worked more on those parts/ subject which they felt most difficult. They practiced old question paper from previous board exams to get acquainted with the pattern followed by the board.

**Recreation:**

Most of these children used to watch television and play with neighborhood kids. They were following balanced timetable as they studied regularly as well as participated in activities of their interest. Most of these children were avid book readers and they took interest in reading various books, newspapers and magazines. But in majority of the cases it was found that they were not much interested in social functions and gathering. Their parents restrained them from getting actively involved in social affairs at the cost of studies.

**Family:**

The cases belong to different castes and geographical locations across Assam. Most of them belonged to middle class families with moderate income enough to support their families, there were 2 cases where parents were with limited means and making both ends meet was a challenge for them. However, they stretched resources and pulled their children's education well and proved very supportive parents. Parents provided required facilities to their children in terms of moral support, motivation and financial help which went a long way to nourish their aspirations. They took pain to understand the needs and requirements of their children and spend quality time with them. Almost in all the cases

either one or both the parents were strict towards discipline and studies. They never imposed their will on the child rather were very encouraging and understanding towards their children. Parents of these children had no gender biases and had an open vision regarding gender since birth of the child. There was no discrimination made by parents among their children and loved and cared all equally. Almost all of these children were brought up in a nuclear family. In many of the cases both the parents were earning and took great care to balance the family and professional responsibilities. Except for one case, all the children were raised by both parents. The education levels of the parents were; 1 Illiterate, 10 Graduates, 7 post graduates and 2 with doctorate.\* (\*these figures represent the highest education qualification of parents in the house hold.). Mother of most of the children was educated except few.

Irrespective of their educational level, parents understood the importance of education and encouraged their children to utilize their capabilities to the full and excel in their endeavor. Only in small number of cases, parents had expected high rank from their ward in the board examination, but each of the parents had well acquaintance with the capability of their child and expected good result. Parents reflected faith on the caliber of their children, and continued to remain actively involved in the process of their child's education. Parents personally taught them since early years and some continued till secondary classes. To be able to understand and know the progress of their ward, parents developed and maintained good relation with the teachers. They negated all the behavior from their ends which could possibly hinder or put undue pressure on their children and affect their performance. Interests of the children was never suppressed, their desires of co-curricular activities were encouraged as a recreational means and not a deviation from studies.

In all the cases, family had a congenial environment with a good relation among the immediate family members. All the siblings were attached to each other and had good affinity among them. Parents maintained good terms with their neighbors and had good social standing in the society.

**Peer group:**

These students were having friendly and adaptive nature. They were cooperative with their class mates on field and in studies related problem. These children were intimate with only a few students in class and in a majority of the cases their friends were also high achievers. The child and their friends were mutually benefited. Most of them interacted with their friends during school hours only. They minimized distractions by studying alone preferably at home and avoid meeting anybody during school hours. Their discussions were limited to their few friends who were merit holders.

**Environment/surrounding:**

These children hailed from different districts in the state of Assam. Majority of these children belonged to urban area whereas some were from rural background. Accommodations of most of these students were peaceful with not much disturbance in their surrounding. Families living next door to these students were well cultured and cooperative. Neighbors were responsible and avoided behaviors which could have possibly hindered the studies of these children. Majority of these students lived in colonies and societies hence they never faced any problem with their surrounding.

**School and Teachers:**

Most of the students completed schooling from the single school whereas few got transferred due to various reasons but this change didn't deteriorate their performance or their interest in studies. These students belonged to different kind of schools with difference in set-ups, functioning, governing and infrastructure. These schools were located in various locations, few were in urban areas and others were in rural belt. Some schools were isolated from the main town where as few were in the heart of the city. Some schools were English medium while others were Assamese medium institutions. Most of the schools were reputed and renowned educational institutes where as others had a track record of producing meritorious students every year. There were some new schools also which were not well recognized. There was no uniformity in the number of students per class.

In most of the cases, school teachers were highly qualified. They were appreciated for their way of teaching by the students. Teachers were unbiased and did not show any special inclination towards these students. In most of the cases, good result was expected by the teachers. They had always helped if students approached them with difficulties. Teachers were prompt in checking home assignment and never did they overburden them with homework.