CHAPTER VI

STUDENT, HIS PERSONAL BEHAVIOUR AND

HIS IDEOLOGY : (I)

INTRODUCTORY :

In the previous Chapter, we observed the student's attachment to his family and his inter-personal relations with the members of his family. Now we shall observe student, his personal behaviour and his ideology. In the present chapter, we shall first observe quality of the student and shall see whether it has relationship with social factors such as caste, rural-urban habitation and education and occupation of the guardian. We shall also observe daily life of the student which will provide us a picture of the daily routine life of the student.

In the next Chapter, we shall mainly examine the student's attitude towards the place of settlement, guardian's

occupation, guardian's " Culture " etc. We shall also observe the student's friends and some habits of the student in the next chapter.

Quality of the Student :

The students were asked to state to which of these categories - good, medium, average or backward they belonged in matter of their studies. Out of 580 students, 577 reported. 44.7 % rated themselves as " good ",students, 40.9 % as " medium ", 13.9 % as " average " and only .5 % as " backward ".

The teachers were also asked to give their opinion about the study quality of the students. They stated the opinion about 571 students. According to them, 29.2% are ' Good ', 32.6 % are ' Medium ', 30.1% are ' average ' and 8.1 % are ' Backward ' students.

From the progress of the students based on the marks obtained in the previous annual examination, the percentages of ' good, medium, average and backward ' students are 23.1, 27.4, 39.1 and 10.4 respectively.

The following table No.63 shows the quality of the students, according to the students' opinion, teachers' opinion and judged from the previous annual examination results.

Table No. 63

Students' quality according to students' opinion, teachers' opinion and judged from the previous annual examination results

Students' quality according to	Good	Medium	Average	Backward	Total
Students' Opinion	258	236	80	3	577
	(44.7%)	(40.9%)	(13.9%)	(.5%)	(100%)
Teachers' Opinion	167	186	172	46	571
	(29.2%)	(32.6%)	(30.1%)	(8.1%)	(100%)
Judged from annual examination result	134	159	227	60	580
	(23.1%)	(27.4%)	(39.1%)	(10.4%)	(100%)

In the category of good students, there was a sub-category of 'very good students'. Out of 258 students who reported themselves as good students, 47 write that they are very good. But out of them 7 are promoted. Hence, only 40 students who are really very good, have mentioned that they are so. But, from the progress, 50 students are found to be very good students. This shows that those who are really very good students, underestimate themselves. According to the teachers, 36 are very good students. This shows that the teachers also underestimate very good students to an extent.

But apart from very good students, there is over-estimation of good and medium students, both according to the students and the teachers. The students' observation of good students is much more (44.7%) than that of the teachers (29.4%). In the case of medium students also it applies in the same manner.

It is interesting to note that in the case of average
and backward students, both the students and the teachers
over estimate. 39.1% students are average, while according
to the teachers the percentage is 30.1% and according to
the students it is 13.9 %. This shows that the proportion
of over-estimation is much more in the students. 10.4%
students are backward, while according to the students the
percentage is only .5 and according to the teachers it is
8.1 ⸓. This shows that most of the really backward students,
over-estimate themselves.

From the above, it is seen that leaving very good
students aside, other students over-estimate themselves.
In this case, teachers have also the same tendency though
their judgement is nearer to that of the actual, than that
of the student.

It may be that the factors such as whether the students
are local or outsiders, of rural or urban habitation, the
economic condition of their family, education of the head
of the family and their caste have some bearing on the
quality of the student.

In the light of the above variables, the quality of
the student is observed henceforth.

Out of 580 students, 139 are non-local, of whom 129
belong to the rural area and only 10 hail from the urban
area. Thus 92.8 % non-local students belong to the rural
area. If we examine the following table No. 64.

Table No. 64

Quality of local and non-local students in rural area

Local/Non-local	Good	Medium	Average	Backward	Total
Local	32	37	39	6	114
	(28%)	(32.5%)	(34.2%)	(5.3%)	(100%)
Non-local	21	34	54	20	129
	(16.3%)	(26.3%)	(41.9%)	(15.5%)	(100%)

We find that local students are superior to the outsiders in the quality. 60.5% students are good and medium in the case of local students, while in the case of outsiders the percentage is 42.6. The percentage of backward students is only 5.3 in the case of local students, while it is 3 times more than that in the case of outsiders.

Non-local students generally have to walk a distance of 2 to 3 miles to attend the school. Hence, in coming and going they walk about 4 to 6 miles daily. This may take 1½ to 2 hours and the student may feel exhausted while returning home from the school. This may tell upon the student's progress in his studies.

The following table No.65 shows the quality of the students in rural and urban areas.

Table No. 65

Quality of the students in rural and urban areas

No. of students	Good	Medium	AVerage	Backward	TOTAL
Rural area	53	71	93	26	243
% of students in rural area	(21.8%)	(29.2%)	(38.3 %)	(10.7%)	(100%)
Urban area	81	88	134	34	337
% of students in urban area	(24%)	(26.1%)	(39.8%)	(10.1%)	(100%)

The above table shows that the percentage of good students is 2.2 % more in the urban-area while the proportion of medium students is higher in the rural-area. Average students are 1.5 % more in urban area and Backward students are .6 % higher in the rural area.

By combining good and medium students we find that in the urban-area, the percentage is 50.1 and in the rural area it is 51 % which shows that there is no significant difference in rural-urban students, judging their quality this way.

If average and backward students are taken to-gether the percentage in urban and rural areas are 49.9 and 49 respectively.

This shows that there is no significant difference in the quality of the students belonging to the rural and urban-areas.

But when rural and urban students are observed keeping the non-local students aside, we find a significant difference in the quality of the students, which can be seen from the following :

Table No. 65-(1)

Quality of local students in rural and urban areas

No. of local students :	Good	Medium	Average	Backward	TOTAL
Rural area	32 (28%)	37 (32.5%)	39 (34.2%)	6 (5.3%)	114 (100%)
Urban area	78 (24%)	86 (26.1%)	131 (39.8%)	32 (10.1%)	327 (100%)

The above shows that in good and medium students, the percentage of rural students is 28 and 32.5 respectively. While the same in the case of urban area is 24 and 26.1%

respectively. The percentage of backward students is only
5.3 in rural area, While it is 10.1 in the urban dwellings*area*.

We observed that in the quality of the rural-urban
students there is no marked difference and the percentage
of good students is only a little more in the urban area.
But if the non-local students whose proportion is 53.1%
in the case of the students having rural dwellings, get
the facility of local dwelling, it is likely that the
proportion of 'good' students among students belonging to
rural area, may significantly increase and be even greater
than the proportion of 'good' students among urban students.

Education of the guardians and the students' quality
have relationship which can be observed from the following
table No. 66.

Table No. 66

Education of the guardians and the students'

Quality

(figures in percentage)

Quality of the Students	Illi :tera :-te	Pri :mary	Final	Knowing :English	Matric	Above	Total
Good	8.2	38	8.2	20.9	12.8	12	100
Medium & average	6.2	44.6	8	24.4	8.4	8.4	100
Backward	11.7	33.3	6.7	33.3	8.3	6.7	100

We have previously seen that 8 % guardians are
illiterate, 40.9 % have received primary education, 6.3% are
final passed, 25.7 % are knowing English, 10.6% are
matriculates and 8.5% are above matriculation. In the light
of this if we observe the above table, we find that the
percentage of 'good' students is comparatively more in the
case of guardians who are matriculates and above, as the

percentage of such guardians is 19.1 while the percentage of 'good' students belonging to such guardians is 24.7% of the total 'good' students. Percentage of backward students is also comparatively less where guardians are matriculate and above. This shows that good students are proportionately found greater in families where guardians have a higher education than among families wherein the guardians are less educated. The above table also shows that proportion of backward students is higher where guardians are illiterate. But it should be noted that the proportion of backward students is also comparatively high where guardians are have received some secondary education (guardians knowing English). On the whole we can say that only in cases where guardians have received higher education we find a significant relationship between the guardian's education and the student's quality.

Economical condition of the family and the student's quality :

Out of 580 students, 156 (27%) stated that their economic condition was good, 168 (29%) wrote that it was ordinary, 217 (37.4%) mentioned that it was medium and 39 (6.6%) reported that it was poor. In absence of the necessary data, it is difficult to decide the economic condition of the family. The relationship between the quality of the students and the economic condition of the family as stated by the students themselves may not provide a correct picture, yet it may be useful in giving a general idea. The following table No. 67 shows quality of the student and economic condition of the family.

Table No. 67

Economical condition of the family and quality of the

Students

Quality of the Student	Good	Ordinary	Medium	Poor	Total
Good	30 (**19.**2%)	34 (20.2%)	60 (27.6%)	10 (25.6%)	134 (23.1%)
Medium & average	108 (69.2%)	114 (68 %)	139 (64.1%)	25 (64.1%)	386 (66.6%)
Backward	18 (11.6%)	20 (11.8%)	18 (8.3%)	4 (10.3%)	60 (10.3%)
Total	156 (100%)	168 (100%)	217 (100%)	39 (100%)	580 (100%)

From the above table it can be seen that the
proportion of 'good' students is comparatively higher in
families whose economical condition is medium and poor than
in those families having good and ordinary conditions. In
the same way the proportion of backward students is lower
in medium and poor families than in families having good and
ordinary economical conditions. But it should be noted that
more than 64% students are medium and average whether the
economical condition of the family may be good, ordinary,
medium or poor.

How quality of the student is related to the caste
of the student can be observed from the following table
No.68.

Table No. 68

Caste and quality of the students

(figures in percentage)

Caste	Quality of the students				TOTAL
	Good	Medium	Average	Backward	
Brahmin	25.6	24.4	40	10	100
Baniya	29.8	30.9	33.4	5.9	100
Patidar	23.2	26	41.2	9.6	100
Baraiya	4.6	22.7	50	22.7	100
Artisan castes	19.7	35.7	32.1	12.5	100
Harijans and other Backward class castes	28.8	25.4	34.3	11.5	100
Muslims	5.3	36.8	42.1	15.8	100
Others	20.8	20.8	41.7	16.7	100

The above table shows that in the case of upper castes the proportion of good students is higher than the rest except of Harijans who are on the par with them. Again, the proportion of backward students is lower in the upper castes than the same in the case of the rest.

We have previously seen that in the upper castes, a tradition for education has been formed. This may be the reason why the percentage of 'good' students is more in the advanced castes. It can be observed that among the advanced castes, Baniyas tops the list in good students and the proportion of backward students is the lowest among them. It is quite probable that because the proportion of the non-local students is the lowest and of higher education of guardians is more among Baniyas, that this has happened. Moreover in the proportion of town-dwellers, baniyas tops the list compared to other upper castes. This factor also may be cents have contributed to this result.

It is significant to note that Harijans and other

backward students are just on par with advanced castes -
Hindus so far as the quality of the student is concerned.
Most of them prosecute their studies with the help of
Government freeships which is generally stopped if the
student does not show good progress. The fear of losing it
may be serving as an incentive to hard work which may
ultimately go to to improve the quality.

We have previously seen that Baraiyas are the most
backward in receiving secondary education. Judged from the
quality also, it can be seen that they are very backward.
The percentage of good students among them, is only 4.6,
which is much more lower than the rest. In the same way,
the proportion of backward students is also the highest among them.

In the case of Muslims also the proportion of good
students is very low, being 5.3%. The percentage of weak
students is also considerable among them, as it is 15.8.
Artisan class is superior to Baraiyas and Muslims in the
quality of students. But comparing them with the advanced
class, we find that there is a notable difference in the
case of good and backward students.

If medium and average students are combined, we
find the following figures in each case.

Percentage of Medium and Average students

Patidar	67.2 %	Harijan & Backward	59.7%
Baniya	64.3 %		
Brahmin	64.4 %		
Baraiya	72.7 %	Artisans	67.8%
Muslims	78.9 %	Others	62.5%

This shows that in all the castes majority of the
students are medium and average. Among the advanced class,
their proportion is little less than 2/3, though among
Patidars it is a little more than that.

Among Baraiyas and Muslims the proportion is higher as it is 72.7 and 78.9 % respectively.

In Artisan-class and others, the proportion of medium and average students is just the same as with the case of advanced castes.

It can be observed that in Harijans and other backward castes, the proportion of the medium and average is the lowest. Yet it is to be noted that among them also the percentage is nearly 60.

We can thus say that in the quality of the students, a striking difference between upper castes and other castes appears in the case of good and weak students, Exception in case of Harijans who are next to Baniyas in the proportion of good students as the extra factor of losing government freeship might be working them up.

Thus we saw that except 'good' students, other students overestimate their study quality, and it is much more applicable to 'backward' students. According to the previous annual examination result of the students we saw that 23.1 % are good, 27.4% are medium, 39.1% are average and 10.4 % are backward students. There is no significant difference in rural and urban area, so far as quality of the students is concerned. But if only local students are taken into consideration, in both rural and urban area, we find that students in rural area are qualitatively superior to those of urban area. Education of the guardian has a significant relationship with the quality of the student, only in case where the guardian possesses higher education. Percentage of good students is comparatively higher in families having medium and poor economic conditions,

than in families having good economic condition. Proportion
of good students is comparatively much more in upper castes
than that of the other castes except Harijans and other
backward castes. Percentage of backward students is highest
in Baraiya caste. Though proportion of good students is
comparatively more in upper castes, yet about 2/3 number of
students of these castes are average and medium as it is
in other castes.

Daily life of the student :

Having seen the quality of the students, let us now
observe daily life of the students. Out of 580 students,568
students have reported the time when they get up from their
beds. The answers are as under shown in the table No. 69 :

Table No. 69

Time at which the students get up from their beds

Time	:	No. of students	:	Percentage
Before 5-00 a.m.		46		8.1 %
At 5-00 a.m.		20		3.5 %
At 5-30 a.m.		143		25.2 %
At 6-00 a.m.		60		10.6 %
At 6-30 a.m.		220		38.7 %
At 7-00 a.m.		54		9.5 %
After 7-00 a.m.		25		4.4 %
		568		100

From the above it can be seen that 52.6% students
get up after 6-00 a.m. and 4.4 % of them even after 7-00
a.m.. The percentage of students getting up between 5-30
and 6-00 a.m. is 35.8 and only 11.6 % students get up before
and at 5-00 a.m. This shows that unlike the Poona students,
the High School students in Kaira district are not in the

habit of getting up early in the morning, as in the case of
Poona students nearly 33 % of them get up at or before 5
O'clock in the morning. About 51 % of them get up at 5-30
or at 6 O'clock and only 15 % students get up after 6
and before 7-00 a.m.

If we observe the following table No. 70,

Table No. 70

The time at which other members of the

Family get up

Time	No. of families	Percentage
Before 5-00 a.m.	39	7 %
At 5-00 a.m.	24	4.2 %
At 5-30 a.m.	169	29 %
At 6-00 a.m.	101	17.8 %
At 6-30 a.m.	179	31.4 %
At 7-00 a.m.	50	8.8 %
After 7-00 a.m.	10	1.8 %
TOTAL	570	100 %

— it can be seen that 11.2 % families get up before
and at 5-00 a.m. 46.8% families get up at 5-30 and 6-00
a.m. and the percentage of families getting up after 6-00
O'clock is 42 of which 1.8 % get up after 7-00 a.m.

Comparing the time at which the student and his
family get up we can find that in both of them the proportion
of early rises is small and the percentage of early risers
in the former case is a little more than the latter. The
percentage of students getting up after 6-00 O'clock is
52.6 while the same in the case of other members of the
family is 46.8. This shows that the habit of getting up
after 6 O'clock is nearly with a little more than 50 per cent

of the students and a little less with half of the families.
But it should be noted that nearly 86 % of the students and
about 90 % families are awake by 6-30 a.m. If we consider
getting up after 7-00 a.m. as very late, we can say that the
percentage for the same in the case of students is 4.4
while in the case of other members of the family, it is 1.8.

Though the percentage of members of the family getting
up at 5-00 a.m. and before 5-00 a.m. is 11.2, it should be
noted that both in rural and urban areas, where the occupation
of the family is agriculture, mostly the mother gets up
earlier to look after the buffallo and to milkh it. While
reporting the time of getting up of the other members of
the family, the students generally took into consideration
most of the members of the family, hence the percentage is
not higher.

Exercise :

Out of 580 students, 571 students have reported
whether they do exercise or not. Of them 313 write that
they do it while 258 have reported in negative. This shows
that nearly 54 % students do some physical exercise. The
students have reported the following exercises which they
perform.

No. of students   Type of Exercises performed

205	Dundhas - Beithak; Suryānamaskar ; (Press) (Knee-bends) (bowing to sun)
..	Running
60	Double-bar, single-bar, Mulkham
69	Playing games like - Volley-ball,Foot-ball etc.
35	Doing Āsans.
12	Home-guards.
381	TOTAL

The percentage of students taking exercise in the case of Poona students is 95, while in the case of students of Kaira district, it is only 54, as we have seen above. The traditional form of Indian exercise which could be taken at home was Dundhas (Press), Baithaks (Knee-bends) and running. We find that majority of the students who take exercise, mostly do the traditional form of Indian exercise. Dand-Baithak, Asans and running are generally undertaken in the morning. Hence, we can say that most of the students who take exercise, do it in the morning. Most of the students who take exercise are local students. Non-local students have, in most of the cases, to walk a distance of not less than 3 to 4 miles in coming to the school and going back. These students get fatigue and hence they do not take additional physical exercise. It has been observed that the proportion of students taking exercise is more in the urban area than in the rural area. The reason might be that there are public gymnasiums (Vyayam Mandals) at some of the towns, as at Anand, Nadiad, Kapadwanaj, Borsad etc. Moreover, the number of non-local students is negligible at schools in urban area.

In the morning, after taking a bathe or before it, it is a common practice with the people of this district to take tea. Almost all the families irrespective of caste or income have formed this habit. Hence, most (91 % i.e. 528 students) of the students have also reported that they take tea in the morning, though some have mentioned that they take milk or coffee. 50 Students i.e. about 9 % have mentioned that they do not take anything in the morning. 383 students i.e. about 66 % students write

that they take breakfast with tea or after the tea. But,
it has been observed that most of them take breakfast with
tea. The eatables taken in the breakfast depends upon the
income of the family. In well-to-do families " biscuits,
Magaj, Mathiya " etc. are generally taken. 96 students
have reported that they take above eatables in their
breakfast. But, in other cases mostly Rotla (Loaf),
Puri (Cake) etc., which are prepared for the meal of
previous night are taken. Most of the students (nearly 90%)
are Hindus and they are vegetarians. Hence, none of them
have reported that they take egg in the break-fast. Only
2 Muslim students have mentioned that they take egg in the
breakfast.

Out of 383 students who take breakfast, 280 reported
the time of taking breakfast. The time varies from 6-00
a.m. to 8-00 a.m. but majority of them, (184 students)
take the breakfast at 7-30 a.m. to 8-00 a.m.

Hours of study in the morning :

After finishing these morning preliminaries, students
begin their study. 560 students i.e. 96.5 % of the total
students have reported that they read in the morning. The
time mentioned by the students of their reading in morning
varies from 15 minutes to 3 hours. We have previously seen
that students participate in the family work. During the
morning time, some students have to make a little purchasing
particularly that of bringing vegetables from the market.
In the monsoon season some students whose guardians'
profession is agriculture, have to go to fields to bring
grass for buffalloes and bullocks. Moreover, non-local
students get less time for studying in the morning as they

have to get themselves prepared earlier to attend the school.
How much time is devoted by the students to reading in the
morning is shown as under in Table No. 71.

Table No. 71

Hours of study in the Morning

Time	: No.of students: Percentage	
Less than ½ Hour	15	2.7 %
½ Hour to 1 Hour	4	.7 %
1½ Hours	106	18.9 %
2 Hours	264	47.1 %
More than 2 Hours	171	30.6 %
TOTAL	560	100.0 %

From the above, it can be seen that the number of
students studying for an hour or less is only 19 (3.4%)
Most of the students (77.7 %) read for 2 hours and more
in the morning. During morning hours of study, the students
generally prepare the home work given by the teachers. In
the schools, now special attention has been given to exact
home-work, from the students. It is likely that this might
be the chief reason for a very large number of students
devoting 2 hours or more for study in the morning.

After the morning study at home, students take their
morning meal. Out of 580 students, 20 students (about 3.5%
students)reported that they do not take their dinner before
going to the school, but they take it during the recess. Out
of these 20 students, 13 students belong to rural-area
schools and of them 2 students are local and 11 students are
non-local. The 2 local students take their meal at their
home and the non-local students have mentioned that they

take it in the school compound. In the urban area, out of the 7 students who take meal in the recess, 4 students are local and they take at their home, and 3 non-local students have reported that they take it in the school compound. It has been found that all the above 20 students, take breakfast in the morning.

529 students i.e. about 91 % students have reported the time of taking their meal before going to the school. The time varies from 8-30 a.m. to 10-30 a.m. The following table No. 72 shows the time of taking dinner.

Table No. 72

Time of taking morning meal

Time	: No. of students
Upto 9-30	58
Upto 9-45	50
Upto 10-00	26
Upto 10-15	187
Upto and at 10-30	208
Total	529

From the above, it can be seen that 395 students i.e. 74.5 per cent students take their meal between 10 to 10-30 a.m. Generally the morning food is ready at about 10 to 10-30 a.m. The schools start at 11-00 a.m.. Hence most of the students take their dinner between 10 to 00-30 a.m. The number of students taking dinner at 9 to 9-30 a.m. is 58. Mostly, those students who are non-local, take their dinner at this time as they have to start a little earlier, to reach the school in time.

As regards eatables taken by the students at the meal, 198 st

meal, 198 studetns reported that they took Khichdi (Hotch-potch), Bhāt (Boiled rice), Kadhi (Curry) Shāk (cooked vegetables). 293 students mentioned that along with the above they take Rotli (prepared out of wheat), 31 students write that they take Rotla (prepared out of millet) 5 students mentioned that along with rice or wheat preparations, they took non-vegetarian eatables. All these five students are muslims. In this region, it is a common practice to take rice and curry or Dal at the meal. In some families, mostly in upper castes wheat is also taken along with rice. Generally, parents of this group, would not take Rotli (wheat preparation) at the meal but they insist that their High School going children should take wheat along with rice. Millet is not generally used in morning meal, but it is used in the evening meal. But in poor families millet is used in dinner also, as it is cheaper than rice. 31 students who have reported that they take Rotla at the morning meal belong to poor families. Hindus, in this region are vegetarians. Hence, none of the Hindu student, has reported non-vegetarian eatables. Muslim students under our inquiry are 20 out of the total number of 580 students. Of the 20 Muslim students, 5 reported that they took non-vegetarian eatables, in the meal.

In this region, there is a practice of taking tea twice a day, first in the morning and next in the afternoon. Hence, local students also take tea during the long recess at home. Generally, as soon as the student comes to the home during the recess, tea is prepared. In a way, the long recess reminds the family of the afternoon ' tea-time '. 572 students have reported whether they take some food during

the recess. 155 students i.e. nearly 27 per cent students take some food during the recess. Out of 155 students taking food in recess, 132 have reported that they take it at their home, 14 wrote that they take in the school premises and 9 have mentioned that they visit hotels and restaurants during the recess. This shows that most of the students who take/in the recess, take it at their home and the number of students visiting hotels during the recess is meagre. The number of students taking food in the recess is 99 in the urban area, while the number for the same in rural area is 56. At schools in the rural-area, the number of non-local students is considerable and like the local students they have no facility to take food in the recess at home. It is likely that on account of this, the proportion of students taking food in recess, is lower at the schools in rural-area. Out of 155 students, 114 students take Dal-bhat or Rotli during the recess, while 31 reported that they take Chawana and sing-dana.

After the school is over, 43 students i.e. about 7 per cent students reported that they take food at home before the regular evening meal. Out of these 43 students, 34 students belong to the urban area schools, while 9 belong to the rural area Schools. 360 students i.e. about 62 % students stated that they do not take anything between the dinner in the morning and evening meal.

Evening meal and the time between morning and evening meals :

Out of 580 students, 568 students reported the time of taking evening meal. The time varies from 5-15 p.m. to 8-00 p.m. and after which is shown in Table No. 73.

Table No. 73

Time of taking evening meal

Time	No.of students
Upto 6-30	9
At 6-30	51
At 7-00	54
At 7-30	219
At 8-00	92
After 8-00	136
TOTAL	568

The usual practice of taking evening meal in this area is from 6-30 to 8-00 p.m. Hence, about 76 per cent students also take meal at this period. The common practice is that all the members of the family take meal at a time sitting to-gether in the kitchen. Those who take meal at 8-00 p.m. or after, generally do not get the company of the family members. After the school is over, some students go for a walk or for playing games and some of them come late for evening meal. Hence mostly these students take meal after 8-00 p.m.

In the case of 360 students, who do not take food between morning and evening meal, the time between the two varies from 7 hours to 11 hours and more. Again the time varies in rural and urban areas, which can be observed from the following table No.74.

(continued)

Table No. 74

Hours between morning and evening meals in case of students

belonging to rural and urban areas and not taking any Food

in between the two meals

	Hours							:Total
	:7 to 8	:8½ : 9	: 9½	: 10	: 10½	:11 &	:	
No.of local students RURAL AREA	14	10 21	12	6	1	1		65
No.of non-local students RURAL AREA	11	10 29	12	25	5	19		111
TOTAL – Rural area students	25	20 50	24	31	6	20		176
No.of local students URBAN AREA	29	36 45	35	26	8	–		179
No.of non-local students URBAN AREA	–	– 1	1	–	2	1		5
TOTAL – Urban area students	29	36 45	36	26	10	1		184

Out of 176 rural-area students, 111 are non-local.
They have to take morning meal early to reach the school in
time and some of them reach home late where the distance
from the school to the home is 3 miles and more. The time
of 11 hours between morning and evening meals without taking
any Food in between may be considered a very long tha period
and it is to be noted that in the case non-local students in
rural area, their number is 19, out of 111 (i.e.about 17%)
in urban area,
and in the case of urban-area non-local students out of 5
students, 1 student is of this case. If we put aside non-
local students both in the rural and urban areas, we find
the result as follows in table No. 75.

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Table No. 75

Time between two meals

No.of local stu-dents in	Hours /				TOTAL
	7 to 8	8 to 9	9 to 10	Above 10	
Rural area	14	31	18	2	65
	(21.6%)	(47.7%)	(27.8%)	(3 %)	(100%)
Urban area	29	81	61	8	179
	(16.2%)	(45.2%)	(34.1%)	(4.5%)	(100%)

This shows that both in rural and urban areas, the percentage of students who have a gap of 10 hours and more between morning and evening meal is very low. (3 and 4.5 % respectively) Nearly half of the students (47.7 % in rural area and 45. 2 % in the urban area) have a gap of 8 to 9 hours between the two meals. However, in the rural area proportionately, the time between the two meals is lower. But if we take both local and non-local students ~~testes~~ together, who do not take any food in between the two meals, we find the reverse of the above, which can be observed from the following table No. 76.

Table No. 76

Time between two meals

No.of local & non-local students	Hours				TOTAL
	7 to 8	8 to 9	9 to 10	Above 10	
RURAL AREA	25	70	55	26	176
	(14.1%)	(40 %)	(31.2%)	(14.7%)	(100%)
URBAN AREA	29	82	62	11	184
	(16 %)	(44.4%)	(33.6%)	(6 %)	(100%)

Excluding the non-local students, we observed

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that the percentage of students having a gap of 10 hours
and more between the two meals was only 3 in the rural
area, but along with non-local rural area students, the
percentage becomes 14.7. In the urban-area students
also the percentage of the same increases from 4.5 to 6.

The period between 2 meals of both local and non-
local, rural and urban students, who take food during the
recess, (155 students) and after the school work is over
(40 students) together is as under :-

Time between the two meals of all the students who
take food during the recess or before the evening meal is
shown in Table No. 77.

Table No. 77

Hours between morning and evening meal in case of students
who take some food in between the two meals

Time	: No.of students	:Percentage
7 to 8 hours	20	10 %
8 to 9 "	60	30.5 %
9 to 10 "	96	48.5 %
Above 10 hours	22	11.0 %
TOTAL	198	100.0

From the above, it can be seen that about half
of the students of those who take some food between
the dinner and meal, keep 9 to 10 hours in between the
dinner and evening meal.

The students reported that in the evening meal,
they take Rotla (Loaf) Dhebara (prepared from millet)
Puri (cake) Bhajis etc. In this area, there is a practice
of taking Rotla (Millet) along with milk and cooked

vegetables. In some upper caste families instead of millet, wheat is generally used. But, on the whole millet is much more used for the evening meal. As we have seen previously, rice is mostly used in the morning dinner. 430 students reported that they take millet and wheat preparations in the meal. 112 students have reported that they take Bhat or Khichdi (Rice preparations) in the evening meal. The number would have been lesser, but those who take Bhat prepared at the morning, have been also included in this catagory, who take some Bhat prepared in the morning, and along with it loaf or some other millet preparation are taken in the meal.

In the meal at the morning, generally, the students take food along with the school going brothers or sisters, but not all the members of the family take food at a time. The **school** time fixes the **time** of morning meal of school going persons of the family. But in the evening meal, there is a general custom that all the members of the family take food together. It is a common observation that if young brothers or sisters are in the street or playing with neighbour's children, elder brothers or sisters call them for meal. The students are expected to join the members of the family in the evening meal and if they are late without good reason, at times they are scolded also. Evening meal, is generally taken in the kitchen. A sort of gossip group of the members of the family, is formed at this time. If father or mother has to say anything to the student, he or she would tell him at this time.

Student's activities after going to the home from the School and before the evening meal :

The School closes at 5-00 p.m. and soon after the

school closes, students go to their homes. 564 students have mentioned the time of reaching home. Out of them 407 students i.e. about 72 percent students reach home at or before 5-30. 75 students i.e. about 13 per cent students reach home in between 5-30 and 6-00 p.m. and the remaining 82 students reach home after 6-00 p.m. Out of them 5 students reported that they reach home at 7-00 p.m. During this period they do manifold activities.

Students have reported that during this period, they do the followings :

Table No. 78

Activities the students do after reaching home

from School

		No.of students	Percentage
1. Go for a walk	...	226	34 %
2. Play games	...	145	22 %
3. Study and do the home-work given by the teachers.	...	113	17 %
4. Light reading	...	25	3.5%
5. Do physical exercises	...	25	3.5%
6. Help guardian in his work		34	5.5%
7. Do nothing	...	47	7.5%
8. Help in family work	...	23	3.3%
9. Visit a temple	...	9	1.3%
10. Do other activities	...	17	2.4%
TOTAL		664	100.

Only a few students have not answered and some have reported more than one activities. However, from the above, it can be observed that nearly 34 % students go for a walk after reaching home from school, about 22 % students play games and about 17 % students read and prepare home-work given by the teachers. These are the three main

activities done by the students after the school work is
over. 3.5 % reported that they do light reading, 3.5 %
stated that they go to gymnasiums and do physical exercises
5.5 % students help their guardians in their work but
majority of them (21 students out of 34 students) help in
agridulture. 47 students i.e. 7.5 % students reported that
they do nothing and some of them are outsiders and some of
them stated that they reach ed home so late that they did not
get any time. 3.3 % students help in work around home.
It is to be noted that 1.3 % students visit temples. In
other activities, the students reported that they take bath,
gardening, drawing etc.

How the student would like to spend a free evening ?

The students reported that they would like to spead
a free-evening as under :-

Table No. 79

How would the student like to spend a free-evening ?

	No. of students in				
	Rural area		Urban area		TOTAL
	No.	%	No.	%	
Playing ..	51	20.8	75	21.4	126
To go for walk ..	39	16.0	72	20.6	111
Extra Reading ..	33	13.5	64	18.3	97
School work ..	20	8.1	18	5.1	38
Drawing ..	17	7.0	18	5.1	35
Music ..	12	5.0	16	4.6	28
Talking with friends	14	6.0	12	3.4	26
Cinema ..	1	.3	14	4.0	15
Writing ..	5	2.0	7	2.0	12
To go to field ..	8	3.0	3	1.0	11
Knowing something..	4	1.6	7	2.0	11
Teaching younger brothers & sisters	8	3.3	8	2.3	16
Cleaning village-street, home	13	5.2	7	2.0	20
Visiting temple	5	2.0	6	1.7	11
Others	15	6.2	23	6.5	38
TOTAL	245	100	350	100.0	595

From the above, it can be seen that both in rural

and urban areas higher number is for playing, it being 426
20.8%
54 in the former and 25 in the latter. Next stands those
21.4%
who would like to go for a walk, but in this case, third
comes those who would like extra-reading. In this case
also the percentage in urban-area is more than the same
for the rural area. We have previously seen that 17 %
students do home-work given by the teachers, after the
school is over, i.e. during the evening. But as the above
table shows, in the rural area and in the urban area,
lesser number of students would like to do this work. It
is interesting to note that the percentages for music
and drawing are more in the rural area than in the urban
area. Contrary to the general belief, that the student
would like to spend a free evening in visiting a cinema-
house, only .3 % student in the rural area and 14 % in the
urban area have shown their liking for it. May it be so,
because there are only limited facilities for visiting
cinema-houses, as they are located only in few towns are of
located-only the district. For the remaining activities,
the percentage is small both in the rural and urban areas.
It has been observed that there is no significant relationship
between quality of the student and how he would like to
spend a free evening.

Reading hours at night :

536 students i.e. about 92. 5 % students reported
that they read at night. The time of reading at night
varies from 15 to 20 minutes to 3 hours and more. After
taking evening meal, generally students chit-chat for some
time with younger brothers and sisters or with the kids of
neighbourhood and then begin to read. Reading hours of the

students are as under shown in Table No. 80.

Table No. 80

Reading hours at night

Hours	No. of students	Percentage
½ hour & less	36	6.6
1 hour	115	21.4
1½ Hours	52	10.0
2 Hours	192	35.8
2½ Hours	76	14.2
3 Hours	65	12.0
TOTAL	536	100.0

From the above, it can be observed that 62 % of the students who read at night, read for 2 hours and more. The percentage of the students reading for 2 hours and more in the morning is 77.7, as we have seen previously. This shows that the proportion of students reading for 2 hours and more, is higher both in the morning and night but the proportion is higher in the case of night. Percentage of students reading for ½ hour and less is low both in morning and night (2.7 % in the morning and 6.6 % in the night).

There is a considerable difference in the reading hours of the students studying in standard Xth and in the S.S.C. Class. The proportion of students studying in S.S.C. Class is more for studying 2 hours and more at night, which can be seen from the following table No. 81.

Table No. 81

Hours of study of Xth & XIth class students

at night

| Hours | No. of students in | | TOTAL |
	Std. Xth	Std. XIth	
½ Hour & less	23	13	36
1 Hour	89	26	115
1½ Hours	40	11	52
2 Hours	118	74	192
2½ Hours	31	45	76
3 Hours and more	25	40	65
Total	327	209	536

In the case of Xth class students, the percentage
of students reading for 2 hours and more in the night, is
53 while in the case of S.S.C. students the percentage for
the same is 76.5. In the same way/proportion of the students
reading for ½ hour or less and 1 Hour is higher in the
case of the students studying in the Xth class than those
studying in the S.S.C Class.

The percentage and time of reading at night seem to
be higher than they are usually found to be. It is likely
that as the present survey was made in many schools before
a month before of the terminal examination, the percentage of
students reading at night and the time devoted are higher.

335 students reported that while studying at home in
the morning and night, they sit on the floor and do reading
or writing. 213 students wrote that they use chair or
chair and table while studying at home. In all the secondary
schools, students sit on the wooden benches while learning
in the school. But, at home, traditional way to study

squatting on the floor is made use of in majority of the cases.

Bed time :

We have seen that after taking evening meal, students read. Then they go to their beds. Students reported that they sleep at 8-00 p.m. to 11-0 p.m. and in few cases after 11-0 p.m.. Bed-times of the students have been classified as under in Table 82.

Table No. 82

Bed Time

Time	: No. of students
8-00 to 8-30	53
8-30 to 9-00	9
9-00 to 9-30	170
9-30 to 10-00	233
10-00 to 10-30	40
10-30 and above	73
Total	578

From the above table it can be observed that 412 students i.e. 71% students go to bed between 8-30 to 10-00 p.m. 113 students go to bed after 10. The number of students going to bed before 8-30 is comparatively small, being 53. The usual practice of the people to go to bed in this area, is at 8-30 to 9-30 p.m. but we have previously seen that most of the students read at night. Hence, there is a good number of students who confine to bed at 9-30 or thereafter.

Waking period and leisure hours :

We have previously observed that between 5-30 to 6-30

a.m. about 74 per cent students are awake. At about 9 to 10, about 70 per cent students go to bed. This shows that the student generally get 15½ waking hours a day. Out of these, 15½ waking hours, about 7 hours (from 10-30 a.m. to 5-30 p.m.) are passed in the school and in going to the school and back. Hence, 8½ hours remain. Out of them, about 4 hours are utilised in reading at home in the morning and in the evening. Hence 4½ hours remain. What does the student do in these hours ? He takes a bathe and other morning activities, takes his morning and evening meals, goes for a walk and play games. These are the main activities done during this period.

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