

**CHAPTER-5**  
**MAJOR FINDINGS AND**  
**DISCUSSION**

## **5.0 Introduction**

Providing quality education to all the children until the age of 14 years is one of the main aims of UEE. The Dakar Framework for Action declared that access to quality Education was the Right of every child. It affirmed that quality was 'at the heart of Education' – a fundamental determinant of enrolment, retention and achievement. Its expanded definition of quality set out the desirable characteristics of learners (healthy, motivated students), processes (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). (UNESCO, 2005)

The present research study tried to understand the problems of elementary education in the Talaja Taluka of Bhavnagar District. In this chapter, an attempt has been made to discuss major findings of the study from all the four objectives. The investigator has provided suggestions for future studies also.

### **5.1 Major Findings of the Study**

- It was found from the study the majority of the schools in Talaja Taluka where the problems of universalization of elementary education are acute have contextual issues related to socio-economic and demographic factors. It was found from the study, that child labour, seasonal migration, early marriages, illiteracy and low economic status are some of the major problems in the Talaja Taluka and these factors have adversely affected the goals of universalization of elementary education.
- It was found that there is a problem of migration in 82% of the village schools and it has been affecting the education of the children during the period of migration from one place to another for livelihood.
- It was observed that child-labour is in practice in the most of the sample villages and is the major source of income. And due to the child labour children do not attend the schools regularly.



- Drop-out rate was found to be high in the sample schools as there are several Balmitra Wargs and Bridge Course Centres.
- Majority of the students (80%) belongs to Other Backward Caste (OBC); they are socially and educationally backward also.
- It was found that the Number of female teachers in the sample schools was found to be less in 43% of the schools and this caused the girls' drop-out rate. Even the requirement of teachers was found in some schools as well.
- Most of the villages (89%) have one school, but in some places the coverage of village is more than three kilometers, especially in the Vadi zones, Plot Shalas are established to avoid the problem of seasonal hazards.
- With respect to the on-going programs on UEE, it was found that in majority of the schools (88%) different quality improvement programmes such as Sakhi, Kshitij, Ramta-Ramta, Meena Manch and ADEPTS have been implemented.
- Professional development programs for the quality improvement of teachers have been organized at cluster level, Block level or in some cases at District level. Training was based on academic and education related areas.
- With respect to enrolment it was found that there was a general increase in the enrolment in the lower primary classes and from upper primary classes the enrolment showed a gradual decrease.
- It was found from the study, that the facilities provided by Government through various programs are sufficient in terms of developing infrastructure as opined by the Principals. However it was also found that the resources are inadequate for the local contextual needs. It was observed that there is a uniform policy of the Government regarding the distribution of resources to all the schools under various schemes equally without considering the local variations and contextual needs.
- Regarding the physical facilities, it was found that 56% of schools do not have playground; only few have a small playground, where usually the morning

assembly was conducted. The availability of sports equipments too was found very less.

- Sanitation facilities in terms of toilets were found in all the schools. However they do not have separate sanitation facilities for boys, girls and teachers. And it was also found that 67% schools do not have a water facility in it.
- Regarding the library facility, it was found that 92% of the sample schools have a library facility, but the library books were not circulated among students frequently. Even it was found that teachers are not utilizing the reference books in daily teaching.
- 81% schools have basic science laboratory equipments in their schools but are rarely used or not used at all in many schools.
- It was found that there is a shortage of classrooms (34%) in the schools but among them in some schools construction of classrooms are taking place. While remaining schools are found to use Sintex readymade classrooms.
- With respect to the infrastructure of the schools in terms of building, it was found that most of the schools (88%) have pucca buildings in the school.
- Certain basic facilities like Electricity, Drinking water were provided to most of the schools, but only 10% of the sample schools do not have drinking water facility within the school campus.
- Majority of the children in the school sit on the floor without 'Aasan Patta'. Only 8% schools have benches in the classrooms.
- It is found that constitution of VEC, PTA, and MTA are not organized systematically in some schools. In 18% cases committee members were unaware of their roles and responsibilities.
- Regarding the awareness about the ongoing programs related to Universalization of Elementary Education, it was found that 27% of teachers were not aware about the objectives and implementation of the programme. It was expressed by the

teachers that rarely school staff meetings are held and such programs are discussed among the teachers.

- It was found from the study that in majority of the schools, especially upper primary classes, homework is a regular practice. The self learning material provided by the government of Gujarat has been used as home work.
- It was observed by the researcher that, there is a lack of proper co-ordination between the administrators and teachers.
- It was observed that school teachers have been performing multiple roles in the schools and due to this sometimes they get distracted from the academic duties.
- Majority of the teachers (70%) and Principals (80%) did P.T.C just after secondary school education. A very small number of teachers (10%) were graduates with an advanced professional training i.e. B.Ed.
- Most of the schools Principals have (63%) more than 20 years school experience. In government schools post of Principal is derived only on the basis of work experience in teaching.
- With regard to the training programme it was observed that majority of the training programmes were conducted during the academic year and teachers and principals have to compulsory attended these programs. During this period managing the students in the school becomes difficult.
- Duration of the training programmes is eight to ten days before the vacation. Where for specific training, like Gender Disparity, and other specific topics, the duration of the training was of one day.
- It was opined by the principals (59%) and teachers (71%) that, In-service training programmes organized by SSA and Gujarat Government under various schemes were found not so effective. Most of the Principals opined that the resource persons in the in-service training programme needs to be well qualified, experienced and expert in the subject area. The resource persons in the training programs do not have a thorough knowledge on subject and therefore sometimes

they were not able to explain critical content related points. It was observed that usually the resource persons are drawn from the group of teachers.

- It was found from the study that the “Meena School” program has been the most popular program among the teachers, students and parents. Under the Meena School Program, cartoon films were developed on various themes in hypothetical situations and were projected before the students and parents for further discussions.
- It was found from the study that majority of parents were not completely aware of the ongoing programs of UEE in the school.
- Majority of the Principals (98%) opined that they have to perform multiple roles such as administrative work, election duty, construction work and to look after many sections like Mid day meal, Bal mitra varg, Bridge course centers. As a result, they could not focus on the academic matters of the school.
- It was found that Vidhya Laxmi Bond has improved the enrolment of the girls in the schools. However, most of the times the names of the students are wrongly printed and in some cases children who enroll after the survey are not benefited with this scheme. Similar impacts were found due to School Entrance Celebrations and Girls Education Procession.
- It was found that Bala Mela has been a successful practice in most of the villages and found to be impressive and impact-oriented.
- Under the program of School Health, every child is taken care by the nearest Public Health Centre by frequent health checkups.
- Most of the Principals (90%) do not have any problem in auditing their accounts. but they found problem in maintenance of the dead stock, because audits of these dead stocks do not take place for the long time. Even in the schools, there is no separate room for dead stock material, so it is difficult to maintain.

- In some villages, Principals receives donations from local community members for the development of the schools and to spread the value of education in the society. During the School entrance celebrations, and in Girls education rathyatra donations received by Principals.
- All the Principals have been receiving different government grants such as, school repairing grant, school development grant, teaching learning material grant etc. regularly for their schools but they do not receive these grants on time. In some cases grant was found insufficient as per the school requirement.
- Majority of the Principals (61%) have organized PTA, VEC, MTA, and PC meetings in their schools but duration of these meetings were not fixed or sometimes meetings were not organized as per the schedule.
- It was opined by the principals the construction work in schools was challenging for them as it takes more time and more all the school grants come to the account of VEC and with only their signature and approval the money can be utilized.
- Majority of the Principals have problem in enrolment survey, they did not get the actual birth date of the children, because parents do not have a birth certificate of the students.
- All the administrators of Talaja Taluka as well as DPEO of Bhavnagar reported that they all are satisfied with the working efficiency of teachers and Principals as well as with the progress of elementary education
- All the administrators of Talaja Taluka as well as DPEO of Bhavnagar mentioned that direct interaction between teachers and community is not possible but still they believe that all the committee members are aware about the programmes which are carried out for the benefits of their children.

## 5.2 Discussions of the Major Findings

From the above major findings of the study, researcher has presented a detailed discussion with respect to the problems of elementary education in Talaja Taluka. The enrolment data revealed that there has been an improvement over the years in both boys and girls, but in upper primary classes' drop-out ratio was found significant. But a positive scenario is observed by the researcher that increase in the girl child enrolment indicates the gradual awareness in society for the education of the girls.

With respect to the provision of the infrastructure facilities, it was found that most of the schools have well built classrooms and certain essential common facilities like sanitation, drinking water, and electricity facility are also available. However, facilities like Separate Sanitation facility for boys, girls and teachers, library, school play ground and sports equipments are not available in some of schools. In most of the cases library is not frequently used by the students as well as teachers. Science laboratory equipments are also rarely used. It was observed by the researcher that having resources in the school is not sufficient for quality education but how those resources can be better utilized for the purpose determine the quality.

With regard to financial resources, Principals opined that they were getting regular government grants except in some cases. School repairing grant, school development grant, and Teaching Learning Material grant comes in the accounts of VEC. However, the grants received were not enough in some cases especially in terms of school development grant, now a days is same for all the schools, irrespective of number of classrooms. By considering the local variations and contextual need government have to take some action in this regard. However it is welcoming feature that the problems had reduced after implementation of SSA programme.

In case of Mid Day Meal scheme it was found that food material and the quality of food prepared were not satisfactory and because of this sometimes many students were not ready to take benefit of that. Therefore, community can be involved in this program to make the scheme more successful and impact oriented.

Through SSA programs, Computer education has been introduced in schools and the teachers were trained. However, the computer facilities are found inadequate not only

in terms of number of computers but also infrastructure facilities and computer literacy skills on the part of the teachers.

Due to the migration children are not able to attend the schools regularly so academic achievement of these students is very poor, they fail in the final examination. And after that they stop coming to school and problem of stagnation is raised. It affects the quality of education directly.

There is an urgent need to spread awareness among the community. Community members also have to take interest in the progress of their own child. Village Education Committee, Mother Teacher Association, Parent Teacher Association, and Parent Councils are made at every level. But in most of the cases community is not aware about this. And in case of committee meetings, many members remain absent due to their labor work. They even do not know their role and rights.

With regard to the number of teachers, it was found that, there is a teacher requirement in the sample schools. Even when any teacher goes for a long leave, or in case of delivery leave, the situation becomes more serious. Therefore government should introduce the policy of substitute teachers or in every village there is a Gram Mitra (education), local authority should have to give this responsibility to them.

Majority of the Principals revealed that construction of classroom work is so difficult for them. All the Principals mentioned that there is a heavy work load on them. And in some cases there is unnecessary interference of community members in school activities. The study also revealed that teachers of the sample school also face problem during the classroom transaction. It is very difficult for them to teach migrating students, with a regular batch. Bal-Mitra Warg and Bridge course centers are carried out for the failure students but after attending this course also there is no improvement in the student's academic record.

Universalization of Elementary Education is an unfulfilled agenda in India but the efforts put in by the both state and central governments and the consequences are largely satisfactory. Awareness in people at large has been created with various programs but accountability has to be developed in them to educate their children.

Right to Education Act is a flagship in this direction and the success of it can only be seen with more community ownership.

Resource mobilization and distribution have been done in a big way through various programs over the years however monitoring the extent of utilization and its impact also needs to be done to make educational programs and policies successful.

Achievement of students in various subject areas in schools has been the indicator for quality elementary education. This perspective needs rethinking on the imperatives of education and their relevance to life and living. Ensuring students learning is also a major concern for the quality improvement of UEE. In this context, the capacity building of the teachers in innovative teaching practices is important for joyful learning. Only well designed professional development programs for teachers can make an impact on teacher development.

All the stakeholders need to actively participate in this mission and perform their responsibilities. Such an environment should be created in the villages where parents hold the responsibility of the education for their wards, teachers perform willfully and children learn joyfully. Then only the Universalization of elementary education becomes possible.

### **5.3 Suggestions For Further Studies**

From the major findings of the study and from the discussion, the study focuses on the emerging issues that require intensive research. In this research study, the researcher focused on the problems of the Elementary Education in the Talaja Taluka of Bhavnagar district with their core causes and conducted research to answer and understand issues of Universalisation of Elementary Education. This section deals with the suggestions and the scope for further research in this area.

- An impact analysis of different policies and programmes of UEE can be studied. Effectiveness of policies and programmes in the Elementary Education to achieve the goal of UEE in remote areas of Gujarat is also a demanding area to be studied. Whether actual beneficiaries of the remote areas get the benefits or not, or in some cases, at what level the actual policies reach to them.

- Some problems are raised in specific geographical areas, like coastal area, remote areas, Tribal areas etc. a comparative study of rural areas, as well as urban areas would give an insight into the contextual realities.
- In Gujarat, there is a severe problem of migration in particular regions; socio cultural studies in these areas can also be considered for the research work.
- Community plays an important role in the area of Elementary Education. A research study can be undertaken with a specific on the role of community in the Elementary School – positive and negative perspectives. Thus, the need for research into community mobilization in the school is urgently required.
- In service training programmes are carried out in all the Government primary schools. The teachers need to use new ideas, methodologies as well as the social issues that need to be understood. Thus, the study on the impact of In-service training programmes in the classrooms at Elementary Level needs to be focused for the research.
- Studies for evaluation of the In - service training programmes in the classroom transactions is needed. Government provides in service training programmes, but how far they enable the realization of objectives, How far it reaches to the classrooms with the same objectives. This ultimately improves the quality of education and thus this topic requires elaborated research study.
- A research study on the suitable curriculum and appropriate teaching methodologies in the elementary schools, especially in rural areas can be carried out.
- Studies need to be conducted focusing on such areas like process of supervision and inspections in the Elementary Education. Since the process of evaluating the school system at this level would definitely affect the quality of education at this time.

- Research studies necessitate to be done in the area of achievement level of students in the Government schools, compared to the Private schools. There is a socio- economic cultural gap between in these schools. Apart from this teacher's ability and their education also affects the quality of education.

#### **5.4 Conclusion**

The study on the whole, revealed that the problems of Elementary Education still persist in Talaja Taluka and remain unsolved in spite of implementing many developmental programs and Government Policies. In Indian subcontinent due to large geographic distribution and discrimination, some problems are area specific and as per the climate and geographical conditions and local needs programs and policies need to be developed and rigorously implemented.