

CHAPTER-6

SUMMARY

6.0 Introduction:

Education shapes the destiny of any nation. The quality of any country ultimately determines the sustainable well being of its people. In the words of A.P.J. Abdul Kalam, the former president of India, "Education makes an important contribution to the society based on social justice." Education has been realized as an important change agent for nation development and is considered as a fundamental right of all the citizens in the country.

Providing educational opportunities to all the citizens of the country has become the prime responsibility of the Government and therefore free and compulsory Primary education is offered to all children as a constitutional commitment. Secondary education is also seen as essential input for development and therefore adequate focus is given to improve the quality of education in India. The National Knowledge Commission categorically stressed the need of establishing the educational institutions and enhancing the access of quality education at all levels. The Millennium Development Goals (MDG) and Education for All movement in the world have accelerated the efforts of Governments, especially in developing countries for Universalisation of Elementary Education (UEE). India, in this direction has been striving hard with various development policies and innovative practices. However, there are certain critical issues pertaining to the mission of UEE still existing in India. These issues are primarily related to access to education, quality, equality and equity. Moreover, a large regional diversity in the above aspects can also be seen.

6.1 Importance of Elementary Education:

It is universally accepted that the universalisation of the elementary education is the true index of the general, economic, political and social development of any country. It is considered as a foundation stone on which the entire structure of formal education rests. School education is acknowledged as an important segment of the total educational system expected to contribute significantly to the individual as well as the national development processes (NCF, 2000). In Article 45 of the Indian constitution as Directive Principle of State Policy mentioned that "The state shall

endeavor to provide universal, free and compulsory education to all children up to the age of 14 years by 1960.”

Universal primary education of good quality is a key to boosting economic growth while also improving equity in India’s liberalizing economy. Completing a good quality primary education and acquiring basic skills will be essential in enabling India’s poor to participate in growth and benefit from health and family welfare services. In the medium terms more and better primary education for girls will help families realize their desired size, which will improve family health and slow population growth. And slower population growth will make it easier for states to mobilize the resources needed to improve and expand educational opportunities (Marline lockheed, 1997). Thus, it contributes for the development at micro and macro levels. There is a need to build a foundation of the young learners of the nation. Elementary education has been one of the focus areas in the successive five-year plan. Even the International organizations like World Bank, European Union (EU), Swedish International Development Agency (SIDA), UNICEF, etc. have been contributing resources for the UEE in India. For the development of our country, the Government of India is committed to the goal of UEE.

6.2 Elementary Education System in India:

Formal education begins with schools to universities in which formal institutions are established to transmit the accumulated knowledge, values, attitude, and skills through the formal teaching learning process. The real process of formal education begins with the elementary education.

In India Elementary Education is divided into two parts lower primary is for standard 1st to 4th and Upper Primary is for standard 5th to 7th or in some states lower primary is 1st to 5th and upper primary is 6th to 8th . While in Gujarat it is 1st to 5th and 6th to 8th respectively.

6.3 Universalisation of Elementary Education in India

Universalisation of Elementary Education in India implies “Elementary Education For All” (Classes I to VIII) and for every child, without any kind of discrimination on the basis of caste, creed, sex, religion, region, etc. This concept accepts that education is the birth right of every child and it is accepted in United Nations declaration of human rights and children’s rights. It is universally accepted that the universalisation of the elementary education is the true index of the general, economical, political and social development of a country.

Universalisation of Elementary Education also means free education in developing country like India. Free means free from tuition fees and free Mid-day Meal and in some states free text-books. Universalisation of Elementary Education involves the following three steps or stages.

- 1) Universal Access
- 2) Universal Enrolment and Retention
- 3) Quality Education

UEE is the single most crucial problem in education in developing countries (Buch M.B. 1991) India being a developing country has been experiencing the same situation. Low enrolment, high dropout and low achievement are vital challenges in the Universalisation of Elementary Education. The causes of these problems are contextual and area specific. A thorough and critical analysis of such problems by considering the grass root realities to develop measures to improve the situation is important at this juncture.

The policy explicitly highlighted the need for intensive effort and gave priority to reduce the disparities among gender and socio-economic groups. To carry out the policy recommendations, the Department of Education under Ministry of Human Resource Development initiated a series of programmes to assist and support states to achieve the UEE. The following are the centrally sponsored programmes.

6.4 Programmes and Policies of Elementary Education in India:

The Universalisation of Elementary Education has been one of the most important goals of educational development in India since independence. As mentioned earlier it was found in Article 45 of the Indian constitution as a Directive Principle of State Policy. "The state shall endeavor to provide universal, free and compulsory education to all children up to the age of 14 years by 1960." The target date had to be revised first in 1970 then to 1976 and later on to 1990 and still India is not achieved the goal of 100% UEE. The Department of Education, Government of India established Non-Formal education centers as a strategy to achieve UEE and to reach the places where elementary schools were not reached and to reach all the children particularly millions of girls and working children whose participation in the school system is deprived by socio-economic conditions.

The modified NPE 1992 further revised the date. It states, "It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century. In spite of changing the deadline for the goals number of times, the desired result has not been still achieved. The following are the centrally sponsored programmes, policies and committees for UEE.

- Kothari Commission (1964-66)
- National Policy of Education (1968)
- Eshwarbhai Patel Committee Report (1977)
- Operation Black Board (1986)
- The National Policy on Education (1986)
- Non-Formal Education (1986)
- District Institute of Education and Training (1987)
- Minimum Levels of Learning (1990)
- Education For All (1990)
- Programme of Action (1992)
- Learning without Burden (1993)

- Mid-Day Meal Programme (1995)
- District Primary Education Programme (1995)
- Elementary Education as a Fundamental Right (1997)
- Sarva Shiksha Abhiyan (2000)
- National Programme for Education of Girls at Elementary Level (NPEGEL) (2003)
- Kasturba Gandhi Balika Vidhyalaya (2004-05)

Gujarat Government with the help of Gujarat Council of Educational Research and Training (GCERT) implemented so many programmes for enhancing enrolment ratio and reducing drop-out at primary level. Some important programmes are as under which attract the students and parents too.

- Tarang Ullahasmay Abhiyas
- School Entrance Celebration
- Girls Education Rathyatra
- Vidhyalaxmi Bond Scheme
- Vidyadeep Scheme
- School health check up programme
- Reading, Writing, and Arithmetic Abhiyan
- Local Dialects
- Bal-Mela
- ADEPTS(Advancement of Educational Performance through teacher support)
- Mobile Schools
- Ashram Shala
- Eklavya School
- Establishment of Model Cluster Schools
- Community mobilization
- Meena School
- Kshitij (Horizon)
- Sakhi
- Ramta Ramta Bhaniye

- Free scholarships
- Free text-books
- Nivasi Camp (residential camp for migrating families)
- Migration card
- Bridge course
- Bal Mitra Varga
- Gram Mitra

The above policies and programmes are initiated by Gujarat Government and some of the programmes are initiated by Ministry of Human Resource Development (MHRD), Government of India and being implemented in the state with the help of international and national Non Government Organization (NGOs). In spite of above the initiations, there are certain critical problems at elementary level in India and specifically in the state of Gujarat.

6.5 Profile of Gujarat:

The status of Gujarat as a state came into existence on 1st May 1960. It is located in western part of India and it is bounded on the west by the Arabian Sea, on the north by Rajasthan and Pakistan, on the east by Madhya Pradesh and on the south by Maharashtra. The total area of the state is 1, 96,024 km, which is 6 percent of the country's total. It has the longest coastline of about 1600 km which is the longest among all states in the country. Gujarat ranks seventh in the country in terms of area. There are total 26 districts in Gujarat. The western peninsular zone, popularly called Kathiawar, has a central high plateau in and around Rajkot, which slopes in all directions towards the coastline. This zone comprises the districts of Jamnagar, Amreli, Rajkot, Bhavnagar and a large part of Surendranagar. Gujarat is the most industrially developed state of the country. It provides 19.8% of the country's total industrial output. Main industries of Gujarat are chemicals, cement, sugar, pottery, petroleum based industries and pharmaceuticals companies. Some famous educationalists of Gujarat are Mahatma Gandhi, Gijubhai Badheka, Nanabhai Bhatt, and Manubhai Pancholi.

6.6 Structure of Elementary Education in Gujarat:

Government of Gujarat has an education department under the Ministry of Human Resource Management. Department of Elementary Education works under the Gujarat Council of Educational Research and Training (GCERT). Elementary education in Gujarat is imparted through a peculiar channel covering various levels from state to students. Hierarchy of elementary education in Gujarat is as under.

6.7 Networking Support System with National Level Institutions:

Gujarat Council Of Educational Research and Training (GCERT) is connected with different departments and institutions not only of the state but outside of the states like Regional Institute of Education (RIE), National Council of Educational Research and Training (NCERT), Non-Government Organisation (NGOs), National Council of Teacher Education (NCTE), National University of Educational Planning and Administration (NUEPA), etc.

6.8 Educational Statistics of Gujarat:

According to 2001 census report of India, Gujarat ranks sixteen in the literacy rate. Some important educational statistics of Gujarat are as under presenting, a scenario of education in Gujarat.

Table-1.7.3 (A)
Literacy Rate of Gujarat

Year	Male	Female	Total
1991	73.13	48.64	61.29
2001	80.50	58.60	69.97

Source: Census Report 1991 and 2001, Ministry of Human Resource Development, New Delhi.

Table – 1.7.3 (C)

**Enrolment Ratio at Primary Level in Gujarat, 2005-06 to 2007-08
(Class I-VIII)**

Gross Enrolment Ratio			Net Enrolment Ratio		
2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
100.30	105.35	107.23	78.89	84.03	86.31

Source: Selected Educational Statistics, Ministry of Human Resource Development, New Delhi.

Government focuses on 100% enrolment in the elementary schools of each and every village of India. The above table indicates the difference between NER and GER. The difference between GER and NER is high and it needs an attention. Drop- out ratio in primary section described below.

6.9 Various Problems and Issues at Elementary Level in India:

Since the time of independence Indian government has tried to improve and expand primary education. However, the desired success has not yet been achieved. Many children leave the schools without completing the primary education which means wastage of money and energy spent over their primary education.

6.9.1 At National Level:

Researches in the area of Elementary Education highlighted various problems and issues at elementary education. These problems are contextual in nature and therefore there is regional variance. Researcher has presented below some of the problems that have relevance to the research study.

- Uneven spread of education
- Low enrolment of the backward section of the society

- Stagnation
- Wastage
- Low enrolment of girls
- Apathy and poverty of parents
- Defective curriculum
- Uninspiring methods of teaching
- Lack of reducing and writing material for children
- Lack of qualified teachers
- Lack of effective inspection and academic guidance by the inspecting staff
- Conservative attitude towards co-education
- Frequent transfer of teachers
- Inadequate and unattractive school building
- Poor nutrition
- Existence of large number of incomplete primary schools

Source: Agrawal J.C. (2007), Development of Planning of Modern Education, Shirpa Publications, New Delhi

6.9.2 At State Level:

Gujarat government has also been trying hard for the achievement of universal enrolment, maximized attendance and retention by launching various innovative programmes and policies. But still some problems are exist which affect the UEE directly. Some major obstacles which affect enrollment and retention are as under.

(A) Economic-Financial Reasons

- Poverty
- Child Labor
- Migration
- Laborer's children

(B) Sociological Reasons

- Lack of female teachers
- Lack of awareness in community
- Sibling
- Household work
- Child marriage
- Orthodox Society
- Problem of Local dialect
- Negative reaction of parents towards the education
- Difference between work allotment among boys and girls.
- Home sickness of children
- Negative attitude of parents towards the education
- Lack of inspiration from parents towards the children.

(C) Educational Factors

- Unenthusiastic school atmosphere
- Lack of teaching abilities among the teachers
- Learning with burden
- Irregularity of teacher
- Deficiency of teachers
- Wastage and stagnation
- Lack of basic school infrastructure facilities
- Overload of home-work
- Lack of positive attitude among the teachers
- Lack of infrastructure facilities for girls
- Less interest among the members of MTA, PTA and VEC regarding their roles
- Over workload of teachers
- Distance of school from home
- Frequent transfer of teachers

Source: Results of work shop on Tribal Education in Gujarat. Year-2002

These problems are contextual in nature and are basically rooted in the socio-economic conditions of the different regions. Tribal areas like Dang and Panchmahal Districts have specific problems and coastal areas like Bhavnagar, Jamnagar, and Kutch etc. have different problems pertaining to Universalisation of Elementary Education. These area specific problems need to be studied critically to understand the basic root causes and to develop need based and area specific programme in this regard.

6.10 Research Questions:

The researcher tried to explore the following research questions in the process of this research work.

- What are the pertinent problems of Elementary Education in the coastal areas of Bhavnagar District?
- What are the socio-economic and cultural contexts in which such problems exist and how they are directly or indirectly affecting UEE?
- What are the basic causes of such problems?
- What are the ongoing schemes and programmes for achieving universalisation of Elementary education in Talaja taluka of Bhavnagar District?
- How such programmes are really meeting to their objectives and the local needs?

6.11 Rationale of the Study:

Elementary education functions as a strong pillar in the entire education structure. It is necessary to reduce retention and drop-outs. It can be done if we understand and develop strategies to solve the problems of Elementary Education. There are many education commissions, committees and programmes at central and state level for improvement of quality in elementary education but still UEE has remained as a distant dream in India.

The current Five Year Plan places special emphasis on backward states and districts and seeks to intensify efforts to ensure the education rights of all children, especially girls. It calls for a continued focus on improving the quality of education and learning achievements. It also emphasizes strengthening the educational system's capability to make it more accountable and relevant to the child's varying context and elicits active community ownership and involvement in managing education (UNICEF, 2005). There are specific problems in specific geographical contexts and are required to be analyzed critically and strengthen the system to encounter for the development of our state and our nation.

Bhavnagar is one of the priority districts in the state of Gujarat. There are total eleven Talukas in Bhavnagar. Among them researcher has selected Talaja Taluka for her research study due to the certain specific characteristics. Talaja is situated at the distance of about 50 kilometers in south of Bhavnagar. Most of the people of this Taluka are working as Agricultural labourers and some of them are working in the diamond market. Talaja Taluka has a large coastal line and there are certain different educational problems in this region which need an attention at this moment. Child labour, poor socio-economic conditions, early marriages, seasonal migration etc are the major problems of this Taluka, which affect UEE directly or indirectly. Literacy rate of Talaja Taluka is less than other Talukas and that is the reason, Government focuses on this Taluka and the researcher also tried to find out the reasons behind the low literacy.

There are total 114 villages in Talaja Taluka and out of those, 37 villages fall under the low literacy rate. (As per the survey of SSA in the year 2004, these villages have low female literacy rate i.e. less than 35%) There are 148 schools in this Taluka including Kanya Shala, Kumar Shala and Mishra Shala. Total fourteen clusters are in this Taluka having thirteen to fourteen schools in each cluster. The literacy rate of this Taluka is very less (45%) when compare to the national literacy rate (65%). The researcher selected 37 schools for her research work from different clusters.

Talaja Taluka in Bhavnagar district has different characteristics when compared to other Talukas as mentioned above. As a result it is inevitable to study the critical problems of Primary Education. These problems can only be understood and

encountered in socio- cultural and economic context. Most of the people (80%) of this region are coming under the category of Other Backward Class (OBC).

Despite the indisputable progress made towards literacy attainments during the past decade, many children actually learn little, even after five years in primary school, and a large number are not even able to sign their names. Understandably, parents particularly amongst the economically disadvantaged are quick to lose confidence in an apparently ineffectual educational system. Given the extent social and economic hierarchies within Indian society, girls and children belonging to the Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Castes (OBC), are often the first casualties amongst those who opt of school. It is imperative, therefore, to address the 'lack of interest in studies' which must be viewed as a reflection of the critical need to improve the quality and delivery of education, to make it more relevant, joyful, and motivating for children (UNICEF 2005).

Researcher, as a teacher working in the primary school in the Talaja Taluka over half a decade, experienced the pressing problems of primary education and realized the importance of conducting a critical inquiry of this kind.

Most of the researches conducted in the area of primary education in Gujarat have only focused on the problems in general and studied the progressive development of primary education over the period with respect to physical infrastructure, enrollment rate, drop-out rate, teacher-training programmes etc. but the present study is an in depth study highlighting the grass root realities of the management of primary education in Talaja Taluka with a view to critically analyze the problems of primary education from socio-cultural economic point of view. The present study is also aimed at nature of ongoing programmes in primary education and their impact on building quality education. Such a study would help in policy making and also help in developing meaningful programmes and their execution.

The state Government has identified Talaja Taluka as a focus area for implementing various schemes to cater the needs of this region. Talaja Taluka comes under the National Programmes of Enrollment of Girls at Elementary Level (NPEGEL) block. The number of Bridge course centers is high in these areas, which shows the high

dropout rates and low enrollment. Therefore there is a need to critically analyze the local contextual problems from the perspectives of both functionaries and beneficiaries, by considering the socio-cultural and economic conditions of livelihoods. It is necessary to study the effectiveness of those programmes as perceived by both the authority and the students/parents. Such a study can provide an in-depth understanding on the local specific issues and challenges as well as provide base for further frame of action. Therefore, the researcher intended to conduct a critical study on the problems of Elementary education in this region of Gujarat with the following research questions.

6.12 Statement of the Problem:

A Critical Study on the Problems of Elementary Education in the Talaja Taluka of Bhavnagar District in Gujarat

6.13 Objectives of the Study:

1. To critically examine the various problems of Elementary Education in relation to the Universalisation of Elementary Education in the Talaja Taluka of Bhavnagar District.
2. To study the various ongoing programmes for Elementary Education in terms of objectives and the process of implementation in the Talaja Taluka of Bhavnagar District.
3. To study the effectiveness of various programme as perceived by teachers, headmasters, parents, BRCCo, CRCCo, PTA, MTA, VEC and Administrators of Elementary Education.
4. To suggest the measures to overcome the problem of Elementary Education in the Talaja Taluka of Bhavnagar District.

6.14 Operational Definitions of the Terms Mentioned in the Title:

Critical Study: The word critical study refers to in-depth inquiry or thorough investigation by considering all possible perspectives to understand the problem concerned.

Problems of Elementary Education: This refers to the pertinent problems that are affecting the mission of Universalisation of Elementary Education in the Talaja Taluka of Bhavnagar District, Gujarat.

Elementary Schools: Elementary Schools refer to the standards from I to VIII. Elementary schools are classified as lower primary (I to IV) and Upper Primary classes (V to VIII) in Gujarat.

6.15 Delimitation of the Study:

The present study is delimited to the government elementary schools situated in Talaja Taluka of Bhavnagar district in Gujarat. The study is confined to the problems of Universalization of Elementary Education only.

6.16 Population of the Present Study:

The population of the present study comprises of all the Government Elementary Schools of Talaja Taluka, Bhavnagar District in Gujarat that have been managed by Bhavnagar Jilla Panchayat. There are 114 villages in Talaja Taluka and 148 Government Elementary Schools in those villages. Talaja Taluka is one of the underdeveloped Talukas in Bhavnagar district. Therefore all the programs related to Universalization of Elementary Education like District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and National Programme for Enrolment of Girls at Elementary Level. (NPEGEL) have been implemented in Talaja Taluka along with several state initiatives in this direction. All the key functionaries and stake holders working both at micro and macro levels in the field of Elementary Education in the Bhavnagar district along with Non Governmental Organizations (NGOs),

members of Parent Teacher Association(PTA), Mother Teacher Association(MTA) and Village Education Committees(VEC) of various schools in Talaja Taluka also constitute the population for the present study.

6.17 Samples for the Present Study:

Research context is Talaja Taluka in Bhavnagar District of Gujarat. The Sample schools were drawn from various villages of Talaja Taluka purposively by considering the criteria as the low literacy rate among the parents, high dropout rate, low achievement and gender disparity in the elementary schools when compared to the other villages. Thus 37 schools from 12 clusters were selected for the research study. Female literacy rate of these villages is also below 35%. Out of 37 villages, 15 villages are situated on coastal line. Most of the regions of these villages are agricultural based. Some areas which are near to the costal line areas get the saline water and due to this land is not suitable for agriculture. There is a seasonal migration among the parents in this region.

Table-6.17.2

Size of the Sample and Respondents for the Study

Sr. No	Sampling Unit	Name of Respondents	Number of Respondent
1	Education Department Bhavnagar	District Primary Education Officer (DPEO)	1
2	Block Resource Centre Talaja	Block Resource Centre Co-ordinator (BRCC)	1
3	Taluka Panchayat, Talaja.	Assistant District Educational Inspector (ADEI)	1
3	Cluster Resource Centers Talaja	Cluster Resource Centre Co-Ordinator (CRCC)	10
4	Selected low Literacy village School	Each School Principal	36
5	Selected low Literacy village School	School Teachers (Five teachers from each school)	160
6	Selected Villages	Parents of School going children	25
7	Selected Villages	VEC, PTA, MTA members of selected schools	25

6.18 Nature of the Data Needed for the Present Research Study:

The nature of the study demanded following types of Data.

- Information schedule of School Principals, School teachers, Block Resource Coordinators, Cluster Resource coordinators of Talaja.
- Information about the problems of Elementary Education with their core causes in the schools of Talaja Taluka.
- Information about the ongoing schemes, policies and programmes of Central and State Government.

6.19 Source of the Data Needed for the Present Research Study:

The researcher collected required data from the Principals of the schools, school teachers, District Primary Educational Officer (DPEO) of Bhavnagar, Block Resource Coordinators, Cluster Resource Coordinators, parents of school going children, and community members during the academic year 2008-09. Some information was collected from annual reports, journals, Gujarat Council of Educational Research and Training (GCERT), Gandhinagar and District Institute of Education and Training (DIET) Bhavnagar and Gandhinagar. Apart from these, the researcher reviewed all the documents of policies and programmes of Elementary Education which is needed for the research work.

6.20 Research Tools Used for the Data Collection:

The researcher prepared the following tools for data collection in the present study.

- 1) **Information Schedule:** The researcher developed Information schedule for Government Elementary School Principals, school teachers, Block Resource Coordinators, and Cluster Resource Coordinators of Talaja taluka. Information schedule focused on name and address, qualifications, working experience etc.

- 2) **Questionnaire:** In order to know the problems of Elementary Education, a questionnaire designed by the researcher. This questionnaire includes open as well as close ended questions. Questionnaire was prepared for Government Elementary School Principals, Teachers, Block Resource Coordinators, and Cluster Resource Coordinators, of Talaja taluka. The researcher prepared different questionnaires for different samples. Questionnaire basically focused on 1) Basic problems of Elementary Education 2) Effects of Government Policy towards elementary education 3) Causes of the problem etc. This provides socio-economic and cultural contexts of the beneficiaries. It also provides some information about the ongoing programmes, issues and challenges.

- 3) **Participant Observation:** Researcher participated in various meetings of Mother Teacher Association (MTA), Parent Teacher Association (PTA), and Village Education Committee (VEC) and observed the entire process of deliberations. During the meetings of community members Principal discussed the Problem of education like less attendance of students, migration, less interest among the girl child education etc. Apart from this Principal also took the views of committees regarding the use of different grants. This helped the researcher to identify the extent of community participation and their priorities for the school development.

- 4) **Semi Structure Interview Schedule:** Semi structured interview schedule was designed for District Primary Educational Officer of Bhavnagar District of Gujarat, Educational Inspectors, Block Resource Coordinators, Cluster Resource Coordinators, School Principals, School teachers and selected parents of school going children of Talaja Taluka. This provided first hand information from the functionaries and beneficiaries.

- 5) **Focused Group Discussion:** Specific groups like parents, teachers, administrators as well as Village Education Committee invited for focused group discussions to study their perceptions on the problems. Even certain

pertinent problems were also discussed in the focused group discussions. Entire process was recorded and analyzed qualitatively.

6.21 Process of Data Collection:

The investigator adopted various methods for collection of data for the study. The researcher personally visited all the schools and administered the tools and collected the data. The researcher collected data from all the school principals, school teachers, CRCs, BRCs, through the questionnaires, information schedule and semi structured interview schedule. The functioning of MTAs, PTAs, and VECs were recorded through participant's observation. The researcher also conducted field studies and developed profiles schools. The researcher took the permission from the Government of Gujarat, Department of Education. District Educational Officer of Bhavnagar issued a permission/ authority letter to the researcher for collecting the necessary data pertaining to the research study. The researcher is also a teacher working in the Government elementary school and therefore the socio-cultural life of the local people has become familiar to her and that helped in developing rapport with people. Apart from all these the researcher used documents of policies and programmes published by Ministry of Human Resource Development (MHRD), Gujarat Government, Sarva Shiksha Abhiyan (SSA), and UNICEF and other NGOs pertaining to the programs related to Universalization of Elementary Education.

6.22 Techniques Needed for Data Analysis:

The major portion of the data was qualitative in nature. The responses to each open ended items in the questionnaire were analyzed content wise. And the responses to each close-ended item were analyzed in terms of simple percentage. Researcher has also analyzed the contents recorded during the interviews and field observations with key functionaries on the lines of the objectives of the study.

6.23 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.

6.24 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 playground and sports equipment's 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 equipment's 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.

6.25 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.

6.26 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.