



## TABLE OF CONTENTS

CONTENTS	PAGE NO.
Table of Contents	I
List of Tables	V
List of Maps	VII
List of Appendices	VII

SR. NO.	CHAPTER-I INTRODUCTION	PAGE NO.
1.0	Introduction	1
1.1	Importance of Elementary Education	2
1.2	Elementary Education system in India	3
1.3	Status of Elementary Education in Post Independent India	4
1.4	Policies, commissions and committees for achieving the goal of UEE in Post Independence India	10
1.5	Role of N.G.Os in Elementary Education in India.	22
1.6	Profile of Gujarat	27
1.7	Programmes for Elementary Education in Gujarat	33
1.8	Various problems and Issues at Elementary Level in India	35
1.9	Research Context	37
1.10	Rationale of the study	40
1.11	Research Questions	44
1.12	Statement of the problem	44
1.13	Objective of the study	45
1.14	Organization of the chapter	45

<b>SR. NO.</b>	<b>CHAPTER –II REVIEW OF RELATED LITERATURE</b>	<b>PAGE NO.</b>
2.0	Introduction	47
2.1	Researches conducted in the area of U.E.E with reference to enrollment, retention and quality improvements	47
	2.1.1 Implications of the review	66
2.2	Researches conducted in the area of community participation (VEC, MTA, PTA) at elementary level.	67
	2.2.1 Implications of the review	74
2.3	Overall Observations	75
2.4	Conclusion	76

<b>SR. NO.</b>	<b>CHAPTER-III METHODOLOGY</b>	<b>PAGE NO.</b>
3.0	Introduction	77
3.1	Statement of the Problem	77
3.2	Operational Definitions of the terms mentioned in the title.	77
3.3	Research Questions	78
3.4	Objectives of the Study	78
3.5	Delimitations for the Present Study	79
3.6	Population for the Present Research Study	79
3.7	Sample for the Present Study	79
3.8	Nature of Data needed for the Present Research Study	83
3.9	Source of the Data Needed for the Present Research Study	83
3.10	Research Tools used for the Data Collection	83
3.11	Process of the Data Collection	85
3.12	Techniques Needed for Data Analysis	85
3.13	Conclusion	85

<b>SR. NO</b>	<b>CHAPTER – IV DATA ANALYSIS AND INTERPRETATION</b>	<b>PAGE NO</b>
4.0	Introduction	86
4.1	Baseline data of Talaja Taluka	86
4.2	Various Problems of Elementary Education in relation to the UEE	91
	4.2.1 Profile of Sample Schools	91
	4.2.2 Status of teachers, Principals, CRCc, and BRCc	98
	4.2.3 Infrastructure facilities in the school	100
	4.2.4 Socio economic problems of the students	102
	4.2.5 Specific Problems faced by the Teachers and Principals	104
	4.2.6 Problems faced by Teachers	108
	4.2.7 Problems faced by Principal.	109
	4.2.8 Problems faced by CRCc	111
	4.2.9 Problems of Elementary Educatio as perceived by Block Resource Coordinators, (BRCc) Assistant District Educational Inspector,(ADEI) and District Primary Educational Officer (DPEO) of Bhavnagar District.	112
	4.2.10 Awareness about the education / programmes among the Community	112
4.3	Various Programmes for UEE in the Talaja Taluka of Bhavnagar District	113
4.4	Effectiveness of various ongoing programmes as perceived by Teachers, Principals, CRCc, BRCc, Parents, and Community Members	131
4.5	Suggestions to overcome the problems of Elementary Education in the Talaja Taluka of Bhavnagar District.	143

<b>SR. NO</b>	<b>CHAPTER- V MAJOR FINDINGS AND DISCUSSIONS</b>	<b>PAGE NO.</b>
5.0	Introduction	150
5.1	Major findings of these study	150
5.2	Discussions of Major Findings	156
5.3	Suggestions for the future studies	158
5.4	Conclusion	160

<b>SR. NO.</b>	<b>CHAPTER- VI SUMMARY</b>	<b>PAGE NO.</b>
6.0	Introduction	161
6.1	Importance of Elementary Education	161
6.2	Elementary Education System in India	162
6.3	Universalisation of Elementary Education in India	162
6.4	Programmes and Policies of Elementary Education in India	163
6.5	Profile of Gujarat	164
6.6	Structure of Elementary Education in Gujarat	166
6.7	Networking Support System with National level Institutions	167
6.8	Educational Statistics of Gujarat	167
6.9	Various Problems and Issues at Elementary Level in India	168
6.10	Research Questions	171
6.11	Rational of the Study	171
6.12	Statement of the Problem	174
6.13	Objectives of the Study	174
6.14	Operational definitions of the terms mentioned in the title	175
6.15	Delimitations of the Study	175
6.16	Population of the present Study	175
6.17	Sample for the present Study	176

6.18	Nature of the data needed for the present Study	177
6.19	Sources of the data needed for the present Study	177
6.20	Research tools used for data Collection	177
6.21	Process of Data Collection	179
6.22	Techniques needed for data Analysis	179
6.23	Major Findings of the Study	180
6.24	Discussions of the Major Findings	185
6.25	Suggestions for further studies	187
6.26	Conclusion	189

### List of Tables

<b>Table No.</b>	<b>Title of the Table</b>	<b>Page No.</b>
1.3.1.	Literacy rate of India	5
1.3.2	Progress in Elementary Education Since 1999	5
1.3.3	Growth of Educational Institutions Since 1950	6
1.3.4	Gross Enrolment ratio at Elementary Level in India	7
1.3.5	Enrolment Ratio at Primary Level in India, 2005-06 to 2007-08	8
1.3.6	Drop-out ratio at Elementary Level in India	9
1.6.3 (A)	Literacy Rate of Gujarat	30
1.6.3 (B)	Educational Details of Gujarat.	30
1.6.3 (C)	Educational Details of Gujarat	31
1.6.3 (D)	Drop-out rate at Primary Level (1-5)	32
1.6.3 (E)	Drop-out rate at Primary Level (1-7)	32
1.9.1	Educational Statistics of Bhavnagar	39
1.10.1	Taluka wise Literacy rate in Bhavnagar	41
1.10.2	Demographic Profile of Talaja Taluka.	42
3.7.1	List of Sample Schools in Talaja	80

3.7.2	Size of the sample and respondent for the study	82
4.1 (A)	Educational Details of Talaja Taluka	86
4.1 (B)	Number of students in Elementary Schools of Talaja Taluka	87
4.1 (C)	Status of Elementary Schools in Talaja Taluka	88
4.1 (D)	Standard wise Distribution of Classes in the Elementary Schools of Talaja Taluka	89
4.1 (E)	Infrastructure Facilities Available In the Elementary Schools of Talaja Taluka	89
4.1 (F)	Enrollment of the Students in School Entrance Celebration (Standard 1 <sup>st</sup> ) in Talaja Taluka	90
4.1 (G)	Re-Enrollment of the Students in School Entrance Celebration	90
4.2.1 (A)	Profile of Sample Schools	92
4.2.1 (B)	Number of Students in the Sample Schools	94
4.2.1 (C)	Quality Improvement Programmes in the Sample Schools.	96
4.2.1 (D)	Drinking water facility in sample schools	96
4.2.1 (E)	Construction of Classrooms in the Sample Schools	97
4.2.1 (F)	Distribution of School grant under various purposes by the Government of Gujarat	98
4.2.2 (A)	Educational Qualification	99
4.2.2 (B)	Work Experience	100
4.2.3	Infrastructure Facilities available in the sample schools	101
4.2.4	Socio- Economic Problems of the Students	103
4.2.5 (A)	Regularity of the students in the School / Class as perceived by the Teachers/Principal	104
4.2.5 (B)	Approaches of Teachers/Principals for Regularity of the Students	105
4.2.5.(C)	Main Reasons behind the Irregularity of Students	105
4.2.5 (D)	In- Service training Programmes	106
4.2.5 (E)	Reasons behind the problems faced by Teachers in the In-service Training	106
4.2.5 (F)	Additional work-load to the teachers / Principals outside the school	107

4.2.6	Problems of Teachers	108
4.2.7	Problems of Principals	109
4.2.8	Problems of CRCc	111
4.2.10	Awareness about the Education / Programmes among the Community	112
4.3 (A)	Food Menu for Bhavnagar District	114
4.3 (B)	Mid Day Meal Beneficiaries students of Gujarat	115
4.3 (C)	Beneficiaries students of School Health Check- up Programme	116
4.3 (D)	Enrolment through school entrance celebration in Gujarat	117
4.3 (E)	Public donation through school entrance celebration in Gujarat	117
4.3 (F)	Enrolment of the students during Girls Education Rathyatra	118
4.3 (G)	Beneficiary Girls of Vidhyalaxmi Bond	119
4.3 (H)	Mass Training:	121
4.4 (A)	Details of Vidhyalaxmi Bond in the Sample Schools	134
4.4 (B)	Students of Bridge Course Centers in Selected Sample Schools Students of Balmitra Varg in selected sample schools	141
4.4 (C)	Students of Balmitra Varg in selected sample schools	142

### List of Maps

Maps	Page No.
Map of India	4
Map of Gujarat	28
Map of Bhavnagar	38

### List of Appendix

Appendix	Page No.
List of Abbreviations	I
List of Experts of tool verification	II

Questionnaire for the Teachers	III
Questionnaire for the Principal	IV
Questionnaire of the Cluster Resource Coordinators	V
Questionnaire of Block Resource Coordinator	VI
Semi structured interview schedule of the Teachers	VII
Semi Structured interview schedule of the Principals	VIII
Semi Structured interview schedule of the Cluster Resource Coordinators	IX
Semi Structured interview schedule of the Block Resource Coordinator	X
Semi Structured interview schedule of Administrators of Talaja	XI
Semi Structured interview schedule of Parents	XII
Semi Structured interview schedule of Community Members	XIII
Field Notes	XIV
Research Photographs	XV