



CHAPTER-1

INTRODUCTION

1.1 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.

Regional meeting of the representatives of the Asian member states on primary and compulsory education which held at Karachi in December 1959-January 1960 developed the following objectives of primary education.

- To give an adequate mastery over the basic tools of learning.
- To prepare children for good citizenship, to develop in them all the virtues of a good citizen such as loyalty, service etc.
- To strive for the wholesome and integrated development of the personality of the child by providing for his various needs such as physical, social, etc.
- To promote internationalism and spirit of universal brotherhood,
- To inculcate scientific attitudes,
- To inculcate a sense of dignity of labour.
- To prepare children for life through life including work experience and other useful and practical activities.

Remarkable progress has been achieved in the qualitative expansion of Elementary Education and there has been phenomenal increase in the number of school and enrolment. As a result of such expansion, 94% of the rural population has access to primary schools within the walking distance of one kilometer along with this accessibility to the coverage of children has also increased considerably (NCERT, 1986).

From the above discussion, it clearly appears that Elementary Education is of prime importance in the present scenario and several efforts have been made to achieve universalization of elementary education in India. However, there are certain regional variations in the quality elementary education. The present study tried to explore the challenges of elementary education in Gujarat with specific reference to rural areas of Bhavnagar District.

1.2 Elementary Education System in India

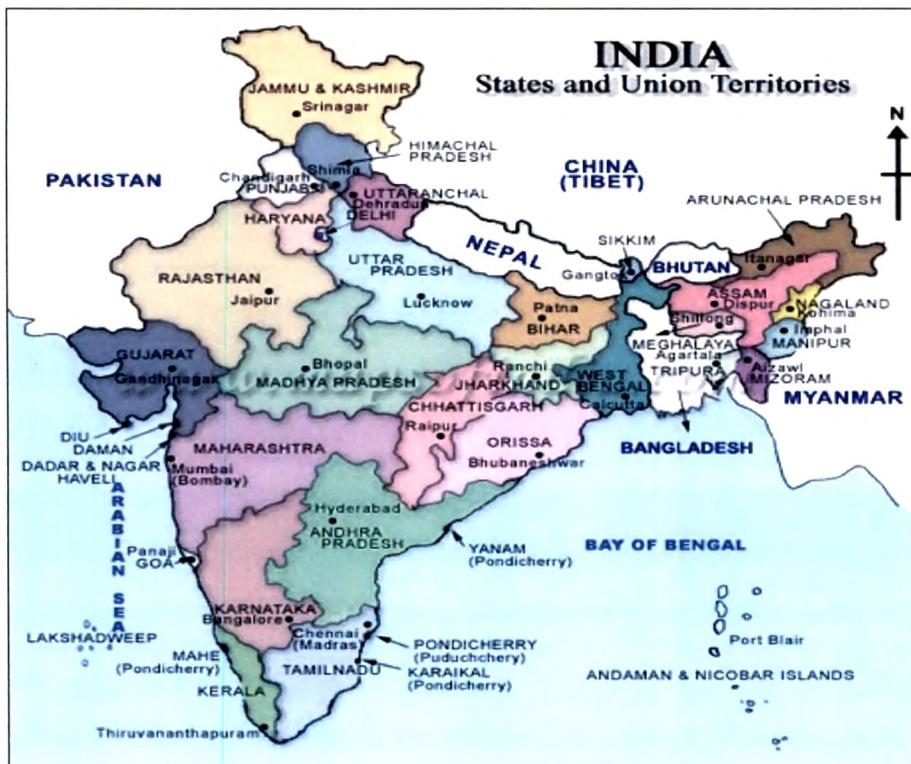
Formal education begins with schools to universities in which institutions are established to transmit the accumulated knowledge, values, attitude, and skills through the formal teaching learning process. The real process of formal education begins with the elementary education.

In India Elementary Education is organized 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 . The recent amendment made by the Ministry of Education the Government of Gujarat states that in the state of Gujarat the elementary education is consisting of the standard 1st to 5th in lower primary and standard 6th to 8th in upper primary.

1.3 Status of Elementary Education in Post Independent India

Having realized the importance of elementary education, India has been making lot of efforts right from the time of independence. India being situated at the coastal line of Arabian Sea, Indian Ocean and Bay of Bengal some states of India have a large coastal line. There are total twenty eight states and seven union territories in India. Here the researcher presents a map of India showing geographical status.

Map of India



Source: www.mapsofindia.com

There is diversity in the geographical demography, so the area specific problems are raised. Literacy rate of India in census 1991 and 2001 is mentioned below.

Table-1.3.1
Literacy Rate of India

Year	Male	Female	Total
1991	64.13	39.29	52.21
2001	75.85	54.16	65.38

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

From the above table, literacy rate of India is increased from 1991 to 2001 but still the difference prevails in male literacy and female literacy rate. Literacy rate of India is increasing and this increase in literacy levels created the demand for primary education as the literate parents could understand the importance of education for sustainable development. As far as the provision of access and coverage is concerned, there has been an increase in the number of schools, number of teachers, and enrolment rate which are as under:

Table- 1.3.2
Progress in Elementary Education since 1999

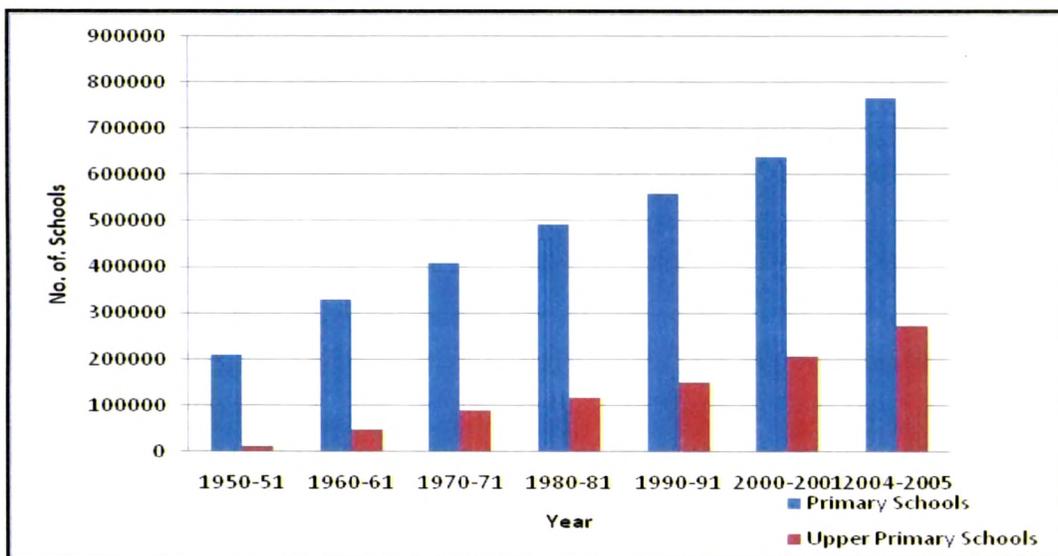
Indicators	1999-2000	2004-05
Teachers in Primary	1919000	2310800
Teachers in Upper Primary	1298000	1439196
Enrolment in Primary	113.61 million	131.69 million
Enrolment in upper Primary	42.00 million	51.67 million

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

Table- 1.3.3

Growth of Primary and Upper Primary Schools in India

Year	Primary Schools	Upper Primary Schools
1950-51	209671	13596
1960-61	330399	49663
1970-71	408378	90621
1980-81	494503	118555
1990-91	560935	151456
2000-2001	638738	206269
2004-2005	767520	274731

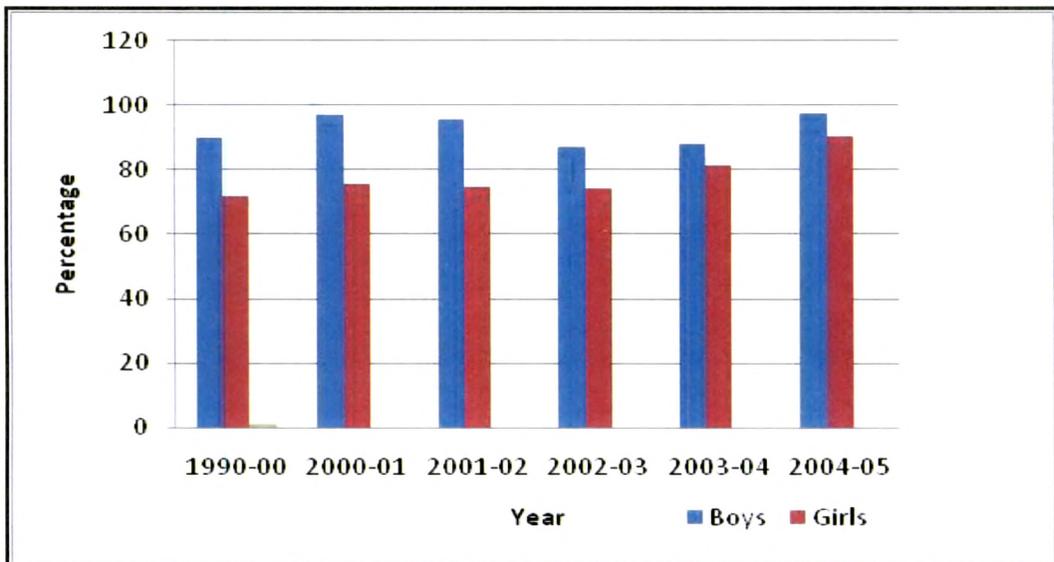


Source: Selected Educational Statistics, Ministry of Human Resource Development, New Delhi.

From the above table, one can see the quantitative expansion of schools over the years. No doubt, the system can claim it to be one of the largest, but it cannot make similar claims for efficiency, quality and achievement of learners. The gap between the achievement and the realized goals of education continues to be so large that even the basis of educational planning and underlying assumptions can be easily challenged. (Aggrawal Yash, 2000).

Table - 1.3.4
Gross Enrolment Ratio at Elementary Level in India, 1999-2000 to
2004-05.
(Class I – VIII)

Stage	1990-00	2000-01	2001-02	2002-03	2003-04	2004-05
Boys	90.1	97.3	95.7	87.1	88.0	97.6
Girls	72.0	75.5	74.6	74.4	81.5	90.6
Total	81.3	86.8	85.6	81.1	84.9	94.2



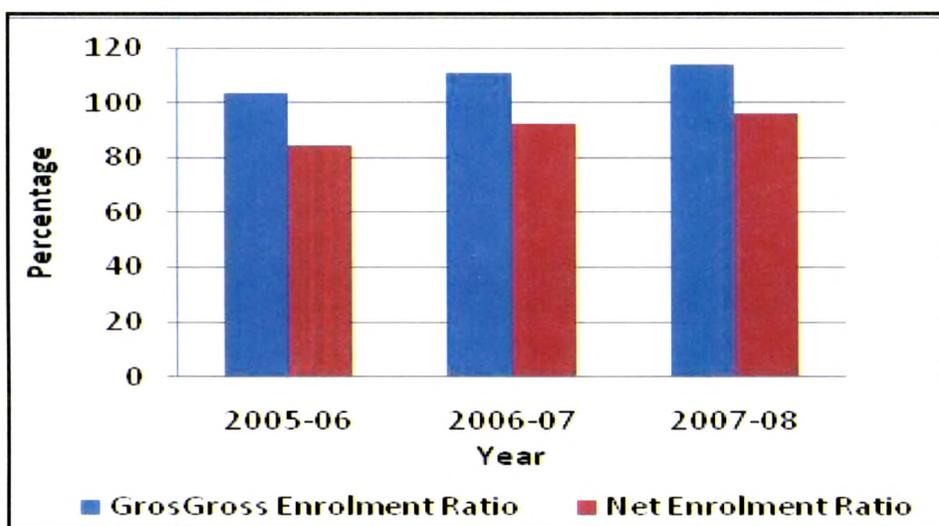
Source: Selected Educational Statistics, Ministry of Human Resource Development, New Delhi.

The National University of Educational Planning and Administration in collaboration with Ministry of Human Resource Development, Government of India has been preparing the progress reports on 'Elementary Education in India' and successfully developed school report cards for about 1.25 million primary and upper primary schools in India. The following table highlights the status of elementary education in India as per the data available on District Information System of Education (Arun Mehta, 2010).

Table-1.3.5

**Enrolment Ratio at Primary Level in India, 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
103.77	110.86	113.94	84.53	92.75	95.92

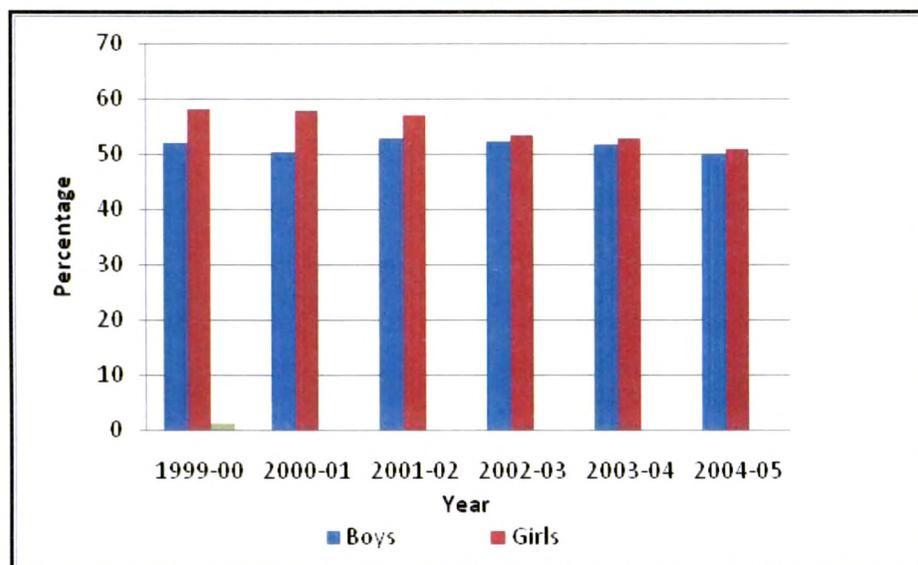


Source: District Information System of Education, Ministry of Human Resource Development, year 2010, New Delhi.

One can see from the above table that in India the enrolment ratio increased up to 94.2% in 2004-05, this is a good sign. Difference between Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) is also need some focus. The dropout ratio is, however still challenging.

Table - 1.3.6
Drop-out Ratio at Elementary Level in India, 1999-2000 to 2004-05
(Class I-VIII)

Stage	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Boys	52.0	50.3	52.9	52.3	51.8	50.10
Girls	58.0	57.7	56.9	53.4	52.9	50.76
Total	54.5	53.7	54.6	52.8	52.3	50.39



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

According to the National Family Health Survey (NFHS)-2 (1998-99) the reasons for not attending school/dropping out are not only diverse in nature, but also vary across gender. The need for children to work at home or outside for cash or kind, coupled with the high cost of education, were common factors governing non-attendance, particularly amongst boys. For girls, their usefulness as helpers at home was an additional reason given for non-attendance. Nearly 13 percent of girls' education was perceived as being necessary.

This is because the quality of most primary schools is dismal: they offer non-conducive learning conditions, often characterized by inadequate physical infrastructure such as overcrowded classrooms, lack of toilets for girls, few or no teaching- learning materials. To compound these, inadequate poorly motivated teachers and rote learning remains the dominant mode of teaching (UNICEF, 2005). As certain problems are still persisting and it is necessary to study and to develop alternatives to achieve UEE in India.

1.4 Policies, Commissions and Committees for achieving UEE in Post Independent 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.

The Universalisation of Elementary Education has been one of the most important goals of educational development in India since independence. As mention 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 time, the desired result has not been still achieved. The following are the centrally sponsored programmes, policies and committees for UEE.

1.4.1 Kothari Commission (1964-66):

Under chairmanship of Mr. D.S. Kothari, Kothari Commission was appointed by the Government of India in 1964. The commission began its work on October 2, 1964. Important recommendations for Universalisation were as under:

- Abolition of tuition fee at the primary stage
- Providing facilities for part-time education at the primary stage
- Provision of free textbooks and writing material
- Liberal provision of scholarships
- Establishment of Ashram schools in the tribal areas.
- Ensuring 80% of children reaching class VII by checking stagnation and wastage
- Understanding special measures for qualitative improvement
- Giving special attention to girls' education

1.4.2 National Policy of Education (1968):

The National Policy of Education mentioned that there have been lots of efforts made for the early fulfillment of the constitution, seeking to provide free and compulsory education for all children up to the age of 14. Lot of suitable programmes were developed to reduce the prevailing wastage and stagnation in school and to ensure that, every child who is enrolled in schools successfully completes the prescribed course.

1.4.3 Ishwarbhai Patel Committee Report (1977):

The Ishwarbhai Patel Committee recommendations on the introduction of Socially Useful Productive Work (SUPW) as an essential component in class I to X. Review committee Report, has given some objectives of Primary Education, which are as follow:

- Acquisition of tools of formal learning namely literacy, numeric, and manual skills
- Acquisition of knowledge through observation, study and experimentation in the areas of social and natural sciences
- Development of physical strength and team spirit through sports and games
- Acquisition of skills of purposeful observation
- Acquisition of habits of operative behavior within the family, school and community
- Development of aesthetic perception and creativity through participation in artistic activities and observation of nature
- Development of desire to participate in productive and other process of community life and to serve the community

1.4.4 The National Policy on Education (1986):

The new thrust in elementary education emphasized two aspects

- (1) Universal enrolment and retention of children up to 14 years of age, and
- (2) A substantial improvement in the quality of education.

A child centered and activity based process of learning was adopted at the primary stage is the main aim of NPE 1986. First generation learners were allowed to set their own pace and be given supplementary remedial instruction. As the child grows, the component of cognitive learning increases and skills are organized through practice. Punishment was strictly prohibited from the educational system and school timings as well as vacations were adjusted for the convenience of children. A new programme called "Operation Black Board" (OBB) was launched to undertake with immediate effect to improve primary schools all over the country. Apart from the Government local bodies, voluntary agencies and individuals were fully involved in this programme.

1.4.5 Operation Black Board (OBB, 1986):

OBB is a centrally sponsored programme. It was launched to achieve the goal of Universalisation in NPE, (1986). It is a centrally sponsored scheme for bringing about improvement in primary education by providing additional facilities to the schools which are already established. Use of the word "Operation" indicates that there was urgency in this programme. There are three components of operation Blackboard.

- (1) Provision of at least two teachers, as far as possible, one of them a woman, in every primary school.
- (2) Provision of at least two reasonably large rooms that are usable in all weathers, with a deep veranda along with separate toilet facilities for boys and girls
- (3) Provision of essential teaching and learning material.

1.4.6 Non-Formal Education (NFE, 1986):

A large and systematic programme of Non-Formal Education was launched for those children who have either dropped the school in between or not gone to school at all, it also included the child labours as well as the girls who cannot attend whole day school. This programme was focused on educationally backward states with special attention to urban slum areas, hilly tribal and desert areas and education of working children. Main strategies of the programme are as under.

- Condensed course of about two year's duration.
- Part time instruction at a place with part time honorary instructor who is locally recruited at the convenient time of learners

1.4.7 District Institutes of Education and Training (DIET, 1987):

The centrally sponsored programme of reconstruction and recommendations of teacher education was taken up in 1987 for the following purposes.

- Creating a viable institutional infrastructure of teaching education.
- Building up an academic and technical base for orientation, training and continuous upgrading of knowledge competence and pedagogical skill of elementary school teachers in the country.

Main components of this scheme were to set up District Institute of Education and Training (DIETs) in each district to provide academic and resource support to elementary teachers, and non-formal and adult education instructors. More than this, to establish the Colleges of Teacher Education (CTEs) and Institutions of Advanced study in Education (IASEs) to organize in service and pre-service competency based teacher education programmes. Special Orientation for Primary Teachers (SOPT) has been the popular programme since 1993 to provide orientation to primary teachers in the use of teaching-learning materials supplied under Operation Black Board Scheme. It has been envisaged to cover all districts in the country during the Tenth plan. In Gujarat every district have one DIET centre and in Ahmedabad two DIETs established by government one for urban and another for rural.

1.4.8 Education For All (EFA, 1990):

The idea of EFA was conceived in the UNESCO general conference in November 1989 and the four UNO agencies namely UNESCO, UNICEF, UNDP, and the World-Bank took the leadership to sponsor a World Conference on "Education For All" from 5th to 9th March 1990 in Jomtien, Thailand. The major objective was to meet the basic learning needs of all children, youth and adults such as essential learning tool-literacy, oral expression, and numerical ability for problem solving, basic learning content such as knowledge, skills, values and attitudes. The Central Advisory Board of Education (CABE) in response to the EFA, approved the declaration and appealed

to call for further escalation of the processes initiated for UEE through the increased financial inputs from internal sources as well as international agencies. Their goals were pursued through the successive five-year plans and incorporated into the National Plan Framework. The approach adopted for implementing EFA programme is characterized by holistic view in which greater linkage and integration between pre-school, primary education, non-formal and adult education are sought.

1.4.9 Minimum Levels of Learning (MLL, 1990):

The concept of MLLs implies well-defined standards of learning by children. The MLL strategy is an attempt to combine quality with equity. Main subjects covered in the programme are languages, mathematics and environmental studies. The new approach integrates various components of curriculum, classroom transaction, evaluation system, and teacher orientation. The programme aims to lay down learning outcomes expected from basic education at a realistic, relevant and functional level, prescribes the adoption of measures that would ensure that all children who complete a stage of schooling achieve these outcomes. The endeavor is monitor learning achievement, to direct greater resources where levels of learning are lower, and to consciously accelerate the pace of development in the needy areas, thereby reducing disparities, equalizing standards and determining inputs for quality improvement and enhanced efficiency of the system. Most of the state Governments has introduced the concept of MLLs in their primary schools including local body/private schools. To implement this programme in the school the NCERT, the RIEs, SCERTs, and DIETs are providing necessary academic and other guidance.

1.4.10 Programme of Action (POA, 1992):

NPE -1986 was modified in 1992 and the revised policy on NPE-1986 is called POA 1992. POA-1992 gave priority to UEE and introduced many innovations. The revised policy formulations brought about following modifications:

- Achieving essential levels of learning have been specifically incorporated as one of the thrust area. This is a logical importance that came to be attached to MLL along with access and retention
- Implementation of Operation Black Board in the rural states of India.
- Taking a realistic view of the enormous task of achieving UEE in its entirety (access, retention, as well as achievement), the revised policy envisage that free and compulsory education of satisfactory quality should be provided to all children up to 14 years of age by the commencement of the twenty –first century.

1.4.11 District Primary Education Programme (DPEP, 1993):

The District Primary Education Programme (DPEP) launched in 1993 is a centrally sponsored scheme for holistic development of Primary Education covering classes I to V. The three major objectives of the DPEP are as under:

- Reduce dropout rates to less than 10 percent.
- Reduce disparities among gender and social groups in the areas of enrolment, learning achievement, etc. to less than 5 percent
- Improve the level of learning achievement compared to the baseline surveys.

District selection criteria of DPEP:

- Educationally backward districts with female literacy below the national average and
- Districts where total literacy campaigns have been successful leading to enhanced demand for Elementary Education.

The programme components include construction of classrooms and new schools, opening of Alternative Schooling Centers, appointment of new teachers, setting up

early childhood education centers, strengthening of State Councils of Educational Research and Training (SCERTs), setting up of Block Resource Centers/ Cluster Resource Centers, teacher training, development of teaching learning material, special interventions for education of Girls, ST/SC, working children etc. initiatives for providing integrated education to disabled children and distance education for teacher training have also been incorporated in the DPEP scheme.

1.4.12 Learning Without Burden (1993):

The dropouts, according to the Yashpal Committee report “Learning without Burden” is due to the manner in which syllabus is covered in the average classrooms, is by means of reading the prescribed textbooks aloud with occasional nothing of silent point on the black board in rural India. There are basic problems such as poor condition of schools, absenteeism among teachers and the high rate of dropouts has its origin in the curriculum which takes away the element of joy and inquiry from learning, and it obviously contributes to the rate at which children leave school in the early years.

How learning can be made more meaningful and textbooks become more children centered were the main aim of “Learning without Burden”. Many children, especially those who are in the primary classes, have left the school due to the over work load of homework, and pressure of the study. The innate nature and capacities have no opportunity to find expression in a daily routine, which permits no time to play, to enjoy simple pleasures, and to explore the world. (Yashpal Committee)

1.4.13 National Programme of Nutritional Support to Primary Education (NPEGEL, 1995):

Mid – Day Meal (MDM) programme was launched on 15 August 1995 make better to UEE in terms of increasing enrolment, retention and attendance. The programme envisages provision of nutritious and wholesome cooked meal of 100 gram of food grains per school day without any cost to all children at Elementary level. Some states

handled this programme very effectively with the help of NGOs. Due to this programme in remote area enrollment and retention rate is increased.

1.4.14 Elementary Education as a Fundamental Right (1997):

The cabinet of the Government of India in its meeting held on May 16, 1997, approved the proposal of making right to free and compulsory elementary education as a fundamental right. This step was taken on the recommendations of the committee of State Ministers of Education. It involved amendment in the constitution of India. At present there is no such provision in the constitution with this amendment, it would be possible to achieve the target of providing UEE. The Government will require to take vigorous steps including compulsory enforcement of education Acts.

1.4.15 Sarva Shiksha Abhiyan (SSA, 2000):

Sarva Shiksha Abhiyan (2000) was launched in November 2000, partnership with states. Sarva Shiksha Abhiyan is an effort to universalise elementary education by community ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community owned quality education in a mission mode. Objectives of this programme are as under.

- All children in school, Education Guarantee Centers, Alternative School, Back to School camp by 2003.
- All children complete five years of Primary schooling by 2007.
- All children complete eight years of Elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

Some important features of SSA are

- It has a clear time frame.
- It provides facilities of education all over India.
- It promotes social justice by making education for all.
- Importance to community partnership and involvement of Panchayati Raj institutions.
- Partnership between centers/state and local bodies.
- Focus on special groups (SC/ST/Minority/Girls/Deprived children)
- Child centered education
- Emphasis on innovative teaching aids
- Role of different institutions (NUEPA, NCERT, SCERT, SIEMAT, DIET)
- Importance on quality and quantity in education.

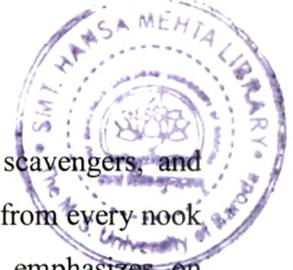
It is a holistic programme to provide good education till the elementary level. Emphasis is on 100% enrolment and retention of the children.

Some important programmes under Sarva Shiksha Abhiyan are as under.

● **Education Guarantee Scheme and Alternative and Innovative Education:**

The Education Guarantee scheme (EGS) and Alternative and Innovative Education (AIE) are important part of Sarva Shiksha Abhiyan (SSA). It provides avenues to children in the age group of 6-14 years. This programme was designed to cover those children who are habitants of remotely located inaccessible habitations, never been to school, dropouts or could not continue/complete their elementary education because of one or the other reason.

EGS is an innovative step to provide educational opportunity to all the children of India. It ensures to open a primary school within 100 days if there is a need of education of at least 20 students. It must be in the same area, and managed by local administration. It also ensures to appoint a local teacher and to provide minimum teaching learning materials to the school.



The schools are meant to educate the children of slum dwellers, scavengers, and bonded laborers, sex workers etc. Its objective is to bring all children from every nook and corner of the society in the mainstream education. It also emphasizes on establishing 'Back to School Camps' and 'Bridge Courses' for the dropouts.

EGS and AIE programme also envisages centers for street and slum children, remedial coaching for children enrolled in formal schools, short duration summer camps.

• **National Programme for Education of Girls at Elementary Level (NPEGEL, 2003):**

Government of India approved a new programme called "National Programme for Education of Girls at Elementary Level (NPEGEL) as an amendment to the existing scheme of Sarva Shiksha Abhiyan (SSA) for education of underprivileged/disadvantaged girls at the elementary level. The scheme is implemented in Educationally Backward Blocks (EBBs) where the level of female literacy is below, and the gender gap is above the national average in blocks of districts which are not covered under EBBs but have at least 5 percent SC/ST population and where SC/ST female literacy is below 10 percent. Under this scheme selected urban slum areas, at the cluster level, a Model Cluster School is being established.

• **Kasturba Gandhi Balika Vidhyalaya (KGBV, 2004-05):**

Gender disparities still persist in rural areas and among disadvantaged communities. Looking at enrolment trends, there remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels. Thus a new scheme called Kasturba Gandhi Balika Vidhyalaya (KGBV) was launched in the year 2004-05 for setting up 750 residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, Other Backward Castes (OBC) and minorities in different areas. The main features is to reach out to girls from marginalized social groups in over 3000 educationally backward blocks in

the country, where the female rural literacy is below the national average and gender gap in literacy above the national average on data from the 2001 census. An estimated provision of Rs. 1064.80 crore has been kept for the tenth plan. A provision of Rs. 489 crores has been made for the tenth plan, and annual plan allocation for the year 2004-05 is Rs. 100 crores.

The scheme of the KGBV ran as a separate scheme but in harmony with the Sarva Shiksha Abhiyan, National Programme of Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS) for the first two years, but has since 1 April, 2007 merged with SSA as a separate component of that programme.

1.5 Role of Non Government Organizations (NGO) for Elementary Education in India

In India for the development of Elementary Education several numbers of programmes and policies were introduced by central government and state government in different states. Non Government Organizations also play a vital role for supporting the government. In India many national and international NGOs are effectively working together for elementary education and as a result in some states these NGOs are bringing best effects in quality improvement. Some important projects carried out by NGOs are as under.

1.5.1. Shiksha Karmi Projects (SKP, 1987):

Shiksha Karmi Project was started in Rajasthan in 1987. It was a scheme jointly sponsored by Swedish International Development Agency (SIDA), Government of India and the State of Rajasthan. Main Aims of the project are as under:

- Universalisation of education
- Checking drop-put
- Qualitative improvement of primary education

This programme is especially for girls in socio economically backward villages in Rajasthan. Under this programme local teachers who were less qualified but specially trained were replaced by regular teachers. A “Shiksha Karmi” (SK) was a local person with minimum educational qualifications of class VIII for the men and class V for women. Special training was given to these teachers to overcome the basic lack of qualifications.

1.5.2. Mahila Samakhya (MS, 1988):

The Mahila Samakhya Programme was launched in 1988 in pursuance of the goals of the New Education Policy (1986) and the Programme of Action (1992) as a concrete programme for the education and empowerment of women in rural areas, particularly of women from socially and economically marginalized groups. Mahila Samakhya was launched as a pilot project in Karnataka, Gujarat and Uttar-Pradesh in 1989. The effectiveness of MS strategy in mobilizing women for education has resulted in being adopted by other basic education projects in Bihar, Jharkhand, Madhya-Pradesh and Assam. In the year 2006-07 in 7 backward districts and 1621 villages of Gujarat MS is carried out. Objectives of this programme are as under.

- To provide women and adolescent girls with the necessary support structure and an informal learning environment to create opportunities for education.
- To create an environment where women can seek knowledge and information and there by empower them to play a positive role in their own development and development of the society.
- To set in motion circumstances for larger participation of women and girls in formal and non-formal programmes and to create an environment in which education can serve the objectives of women’s equality.
- To enable MS to actively assist and monitor educational activities in the village including primary schools, NFE/EGS/AIE centers and facilities for continuing education.

- To enhance the self image and self confidence of women and thereby enabling them to recognize their contribution to the economy as producers and workers, reinforcing their need for participating in educational programmes.
- To establish a decentralized and participative mode of management, with the decision making powers developed to the district level and to MS which in turn will provide the necessary conditions for effective participation.

1.5.3. Lok Jumbesh (LJ, 1992):

Lok Jumbesh (People's Movement for education for All) an innovative project with assistance from Swedish International Development Authority (SIDA) has been undertaken in Rajasthan. Government of India approved the first phase of the project for a period of two years, 1992-1994 to cover 25 blocks spread over several districts with an estimated cost of Rs. 18 crores to be shared by SIDA, Government of India and Government of Rajasthan in the ratio 3:2:1. Lok Jumbesh (LJ) has set itself the following five goals.

- Universalisation of Primary Education, viewed as a composite programme of access to primary education for all children up to 14 years of age, universal participation until they complete the primary stage and universal achievement at least of the minimum levels of learning.
- Provision of opportunities to maintain, use and upgrade their education, and provision of facilities for development of skills to all persons who are functionally literate and those who have received primary education
- Creation of the necessary structure and setting in motion processes which would empower women and make education an instrument of women's equality.
- Making necessary interventions and creation of circumstances to enable the "lower castes" the most backward of the tribal people and other poorest sections of society to move towards equal participation in basic education.

- Improving the content and process of education to better relate it to the environment, people's culture and their working and living conditions.

An innovative and successful NFE programme launched by LJ has spread to more than 3000 centers. The programme has close linkage with the community. The NFE centers are called "Sahaj Shiksha Centers".

1.5.4. Pratham (NGO, 1994):

Pratham is the largest Non Government Organization working to provide quality education to the under privileged children of India. Pratham was established in 1994 to provide pre- school education to the children in the slums of Mumbai city. Pratham is working in the 21 states including 43 cities of Gujarat. Pratham reached out to millions of children living in both rural and urban areas through a range of interventions. All the programmes of Pratham designed to ensure that

- Enrolment in schools increases
- Learning in schools and participation of communities increases
- The education net reaches children who are unable to attend school
- Models are replicated and scaled up to serve large numbers of children to achieve a large scale impact

Read India is one of the initiatives of Pratham. Read India helps to improve the reading, writing, and basic arithmetic skills of the children in the age group of 6-14 years in government schools. Read India has created the largest nationwide impact and is already producing impressive results. In 2008-09 the campaign reached 33 million children across 19 states covered 3, 05,000 out of the 6, 00,000 villages of India and mobilized 4, 05,000 volunteers.

1.5.5. Ganatar (NGO, 2001)

Ganatar a voluntary organization registered in 1992, is actively working and advocating for the fundamental right to education, health and eradication of child

labour. Ganatar has its programme in almost 80 villages and 6 blocks of 3 districts of Kutch, Surendranagar and Patan. Ganatar provides access to education to the children of Agariyas (saltpan workers) in the vicinity of salt pans in the midst of the mud desert of the little Rann of Kutch. The Rann Shalas operate during the period of seasonal migration starting from October through the month of May. Ganatar selected some of the promising youth from Agaria community who is known as 'Bal Dosts' are guided on an ongoing basis by Ganatar.

- To ensure enrollment and retention of all the school going children.
- To ensure timely reconstruction of the school in the village.
- To ensure earth quake resistant reconstruction of the school.
- To strengthen the community ownership of our intervention.

1.5.6. Azim Premji Foundation (NGO, 2005):

Azim premji foundation is started in Gujarat in the year 2005. Programmmes of Azim Premji Foundation focus on "creating effective and scalable models that significantly improve the quality of learning in the school and ensure satisfactory ownership by the community in the management of the school. They introduced "Learning Guarantee Programme" (LGP). LGP is a joint initiative of the state government and Azim Premji Foundation. The programme was launched as a pilot in 2 districts namely Banaskantha and Sabarkantha in March-April 2006 after the discussion of government of Gujarat and Azim Premji Foundation. Azim Premji Foundation's approach is to work in partnership with the government, since it is the government that delivers elementary education especially in rural India where over 75% of children study in the Government schools. Objectives of this progrmme are as under.

- Build accountability among school teachers and the education functionaries for the learning outcomes of every child in school. Provide a platform for such focus through voluntary school participation; provide outstanding and visible recognition for performing schools and their communities.
- Introduce reform in assessment of learning outcomes of children, by moving from traditional rote learning tests to assessing and analysis and application of knowledge.

- Schools use the feedback and analysis to seek academic support to improve performance.
- Galvanize education functionaries to evolve or introduce relevant interventions and actions that will transform classroom practices. Influence reform in teaching learning practices and in teachers training through reform in assessment processes.

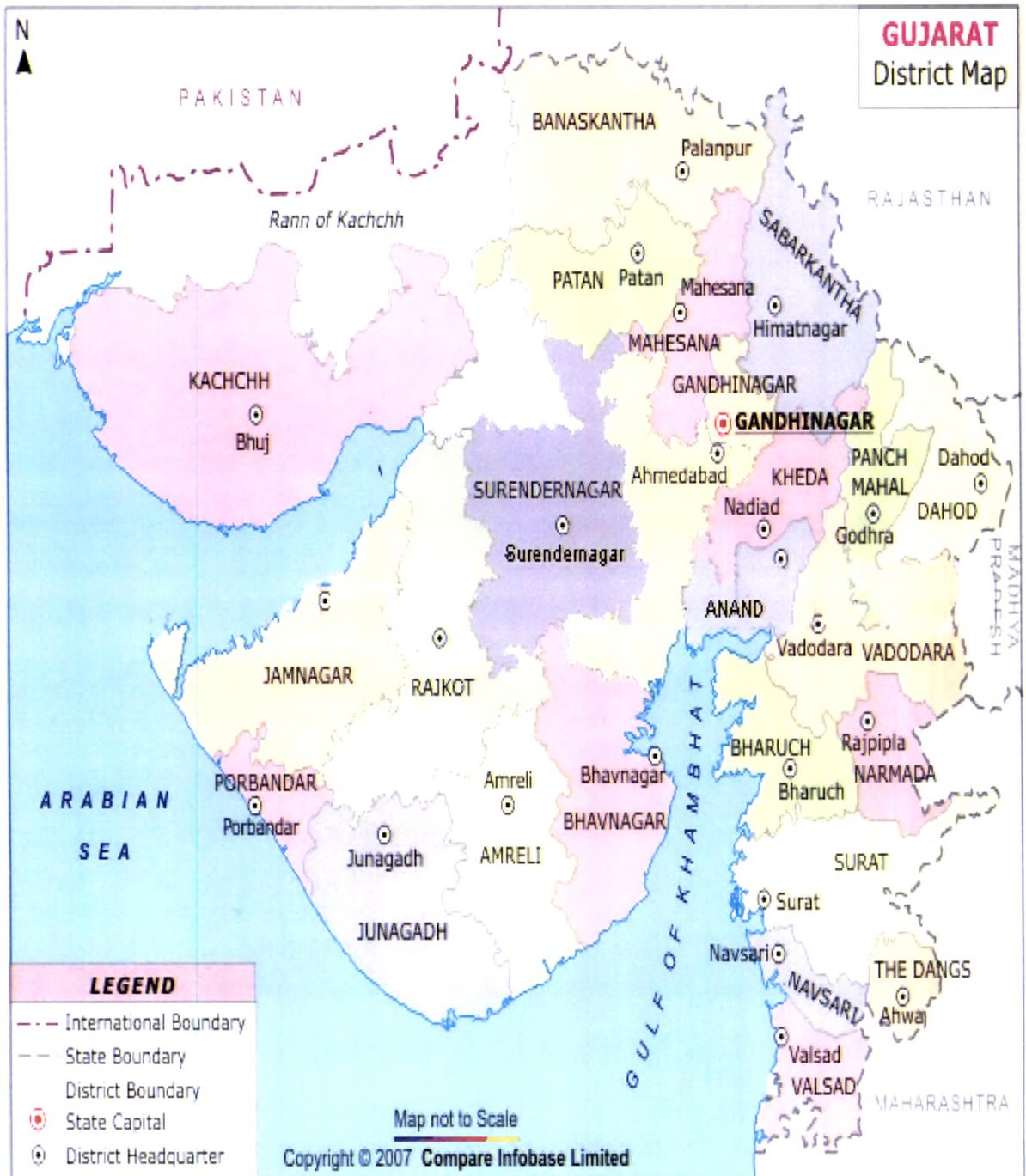
Apart from the above organizations some international organizations are also working for UEE. UNICEF, UNESCO, World Bank, European Community (EC), International Development Agency (IDA), Overseas Development Authority (ODA), Swedish International Development Authority (SIDA) Government of Netherlands etc with central as well as state governments developed a series of programme to assist and support states to achieve the goal of UEE. A critical analysis of such programmes would certainly help in understanding the basic challenges in implementing these programmes from functionaries and beneficiaries. Apart from above programmes Shiksha Kosh, Janshala, National Elementary Education Mission (NEEM) are some other effective programmes carried out in other states of India. SSA with the help of community members (VEC, PTA, and MTA) solves the local problems at elementary level. The present study, thus intends to supply the ongoing programmes of Universalisation of Elementary Education.

1.6 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.

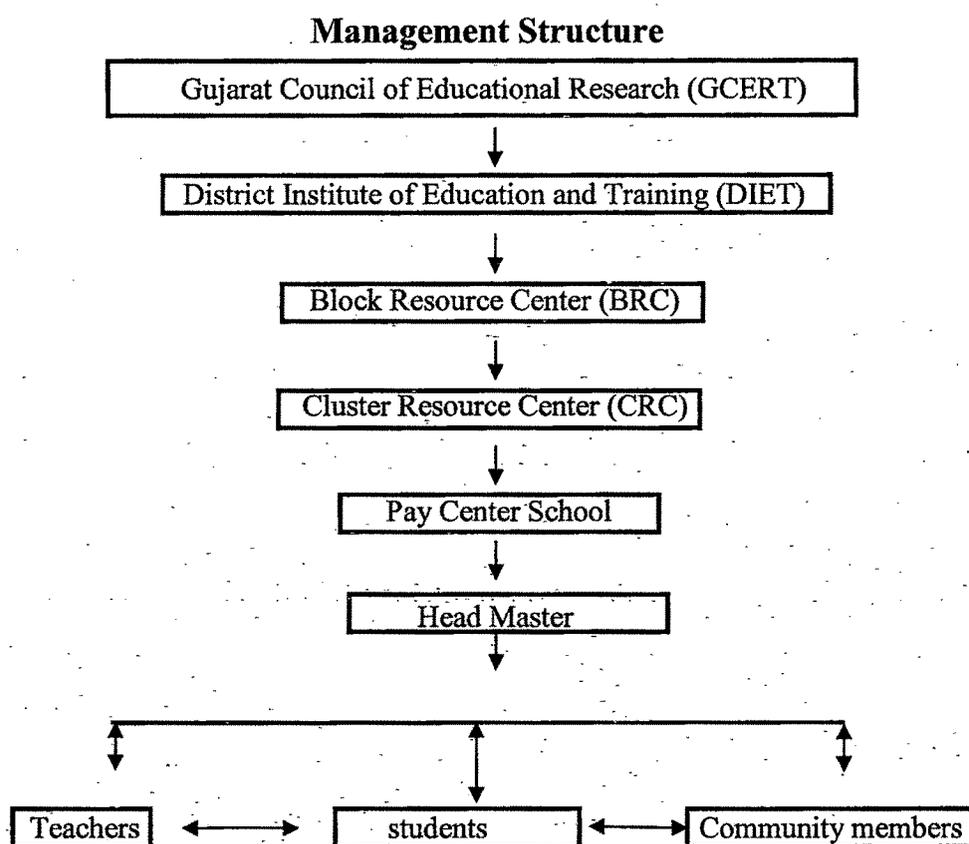
Map of Gujarat



Source: www.tcindia.com/maps/Gujarat.html

1.6.1 Management 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.



1.6.2 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.

1.6.3 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-1.6.3 (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.

The above table describes the literacy of Gujarat. In both the years 1991 and 2001 the female literacy rate is less than the male literacy rate.

Table – 1.6.3 (B)
Educational Details of Gujarat

Indicators	No.
Primary Schools in Gujarat	39,143
Primary Schools in Gujarat- Rural	32,916
Primary Schools in Gujarat – Urban	6227
Number of teachers in Gujarat	2,19,949
Percentage of female teachers in the school	51.5
Number of students in Gujarat	75,43,728
Pupil – Teacher Ratio	37:1
Retention rate (class I-V)	14.6
Retention rate (class I-VIII)	42.89

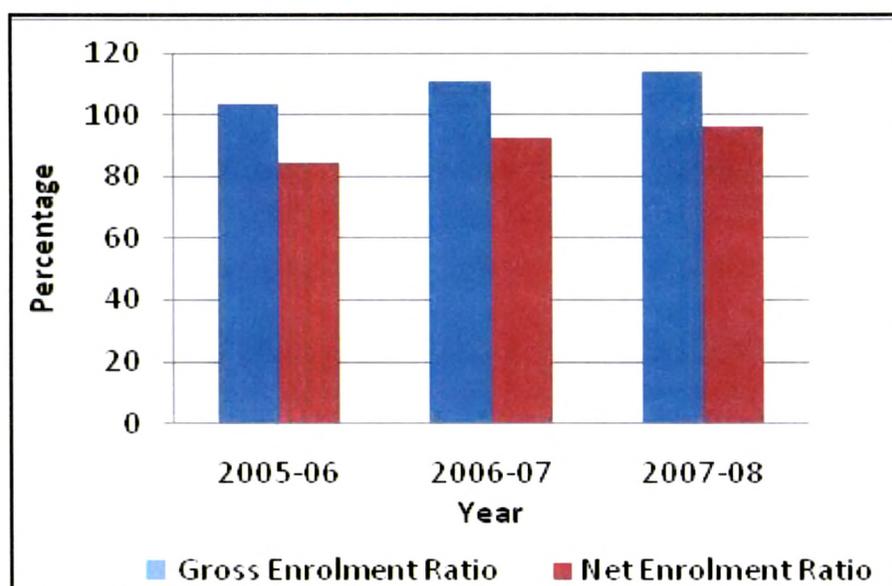
Source: State Report Card: 2005, National University of Educational Planning And Administration, New Delhi.

The above table stated that most of the schools are in rural areas. As far as provision is concerned Government established primary schools in each and every village of Gujarat. Number of female teachers in the school is also equal to the male teachers. Pupil- Teacher ratio of Gujarat is at satisfactory level. Retention rate in higher classes is more than the lower classes. Below table gives the details of enrolment.

Table – 1.6.3 (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

Table – 1.6.3 (D)
Drop – Out Rate at Primary Level (1-5)

No	Year	Boys	Girls	Total
1	2004-2005	8.72	11.77	10.16
2	2005 – 2006	4.53	5.79	5.13
3	2006 – 2007	2.84	3.68	3.24

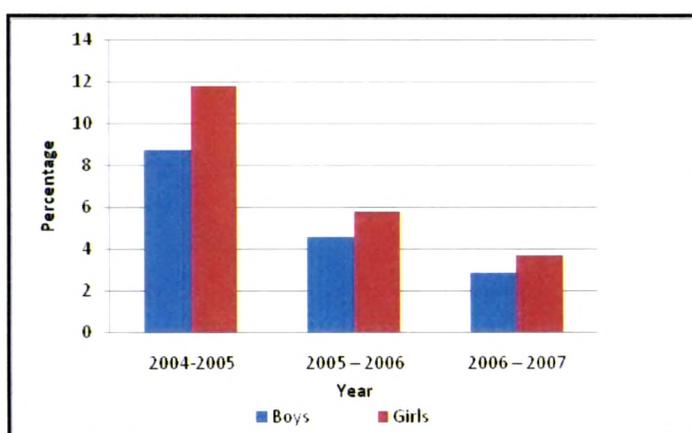
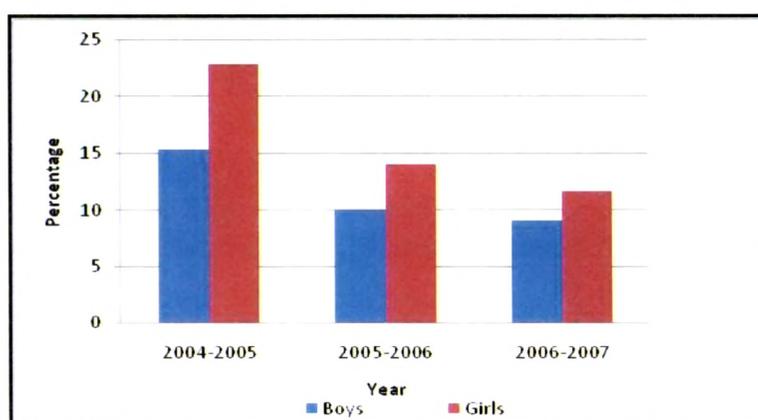


Table – 1.6.3 (E)
Drop – Out Rate at Primary Level (1-7)

No	Year	Boys	Girls	Total
1	2004-2005	15.33	22.8	18.79
2	2005-2006	9.97	14.02	11.82
3	2006-2007	9.13	11.64	10.29



Source: District Information System of Education Data, SSA Office Gandhinagar, Year – 2006-07.

The above table indicates the drop-out ratio at primary level has been is reducing over the years. It is a good sign but still in some remote areas drop-out ratio of girls is challenging. While it is also interpreted that drop – out rate in the upper primary is higher than the lower primary.

1.7 Programmes for Elementary Education in Gujarat

Gujarat Government with the help of Gujarat Council of Education and Research, Central government and N.G.Os 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.

Various Programmes of Elementary Education in Gujarat

• Tarang Ullahasmay Abhiyas	• Establishment of Model Cluster Schools
• School Entrance Celebration	• Community Mobilization
• Girls Education Rathyatra	• Meena School
• Vidhyalaxmi Bond Scheme	• Kshitij (Horizon)
• Vidyadeep Scheme	• Sakhi
• School Health Check up Programme	• Ramta Ramta Bhaniye
• Reading, Writing, and Arithmetic Abhiyan	• Free Scholarships
• Local Dialects	• Free Text-books
• Bal-Mela	• Nivasi Camp
• ADEPTS	• Migration card
• Mobile Schools	• Bridge course
• Ashram Shala	• Bal Mitra Varga
• Eklavya School	• Gram Mitra

Positive impact of these programmes is found on the students as well as the parents. Gujarat state has being the first in the country to introduce the special School Health Check up Programme (2003). The children, who suffer from heart and kidney problems and from cancer, are sent to super specialty hospitals and minor ailments of such children are treated in the school itself or the nearest health center. GCERT has reintroduced traditional village games and has added impact to the overall development of the children. Games viable in backward areas are given priority in Bal Ramat Utsav. The main aim of this programme is to develop latent abilities of children and improve their physical health. To improve the quality of education State Mathematics- Science Exhibitions are organized in every CRC level to Taluka, Taluka to District and District to State since 2005. Under Universalization of Elementary Education campaign "Teacher Training Programme" is organized at Cluster Level. Every year 14 days training is compulsory for teachers regarding the content, management and teaching learning material. Apart from this, some other specific programmes related to trainings are organized at BRC or DIET. Gujarat Government gives Free Text-Book and Scholarship to all the students who are enrolled in the schools of Gujarat. Under NPEGEL additional scholarship of girls is provided. Other basic facilities like separate sanitation units, compound walls, establishment of new classroom, electrical facilities, drinking water, laboratory, library, equipment of games, and first aid – boxes have been provided to upper primary schools in the state. Computer facilities are also given in such schools in the state, with the electricity facility. The Government has made a provision of about 400 lacks for the year 2005-06 under computer donation scheme. In the month of December 2005, 377 computers have been received as donation. Apart from these, for migrating families Nivasi Camp, Seasonal Hostels, and Support Schools are granted under the SSA. To reduce the drop-out rate, for the failure students under the alternative education schemes, Bal- Mitra Varga and Bridge Courses are started by Government.

Endless number of programmes and incentives are carried out in the schools but still Gujarat could not achieve hundred percent goal of UEE. So now it is a crucial time to look after the reasons behind the causes. In spite of all these developmental programmes, there are certain problems that are yet to be attended and certain goals yet to be achieved.

1.8 Problems and Issues of Elementary Education 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.

1.8.1 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 reading 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.

1.8.2 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

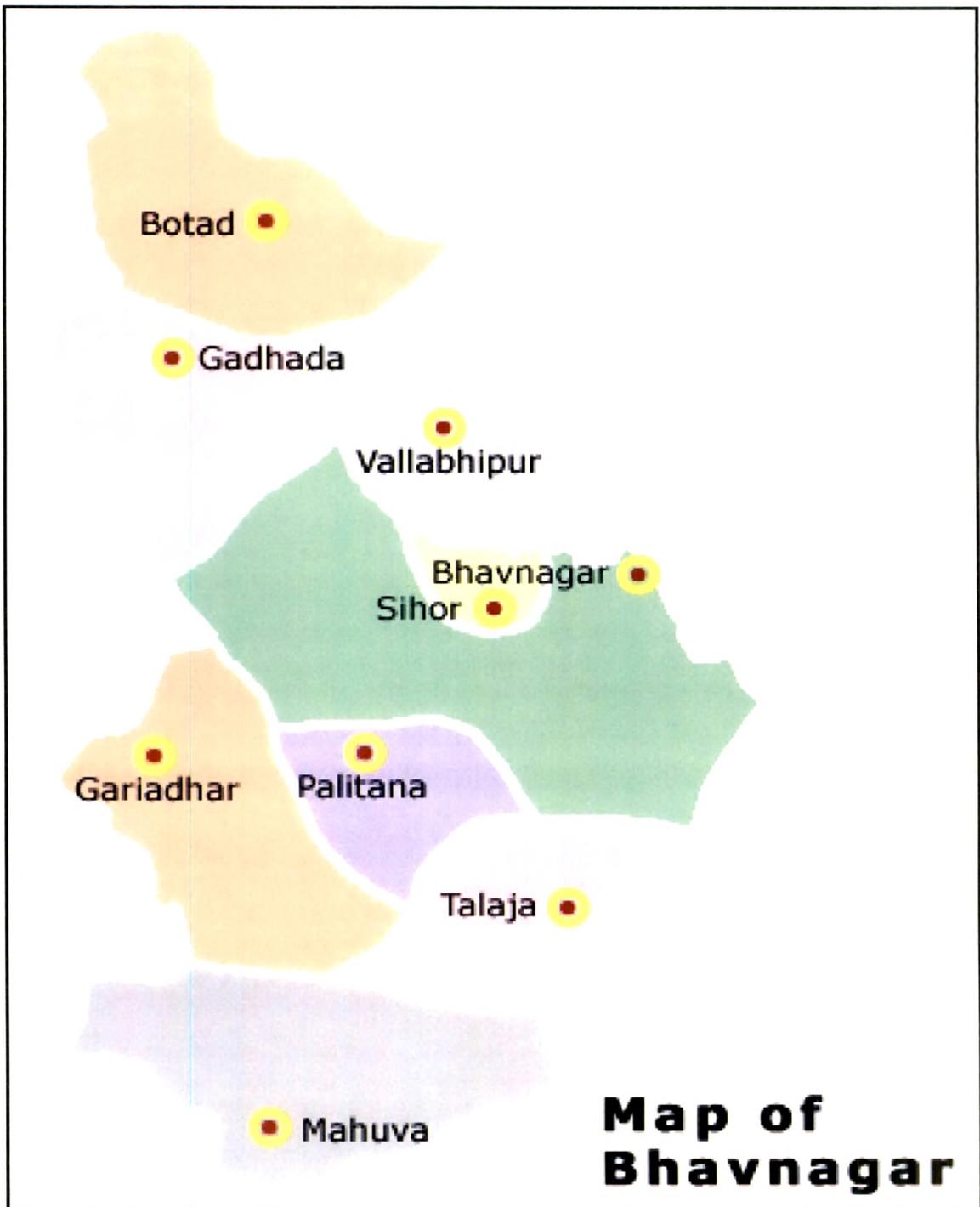
Source: Results of work shop on Tribal Education in Gujarat. Year-2002

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.

1.9 Research Context

From the above description it is clear that the Government has been working for improvement in the quality of Primary Education in India. There are specific problem in specific geographical contexts and are required to be analyzed and strengthen the system for the sustainable development. The Government of Gujarat has identified some priority areas where the problems of Primary Education are acute and are critical. Bhavnagar is one of the priority areas of Gujarat. The map of Bhavnagar is as under.

The Map of Bhavnagar



Source: [http:// Gujarat.bsnl.co.in/search/map-bhavnagar.aspx](http://Gujarat.bsnl.co.in/search/map-bhavnagar.aspx)

Bhavnagar lies in the southeast corner of the peninsular region of Gujarat known as Kathiawad or Saurashtra. Bhavnagar borders with Ahmedabad and Surendranagar

districts to the north, the Gulf of Cambay to east and south and Amreli and Rajkot district to west. It was founded in 1723 AD by Bhasinhji Gohil (1703-64 AD) and was named after its founder and ruler. It is the sixth largest city of Gujarat, and third largest city in Saurashtra region. Total population of Bhavnagar is 24, 69,630. Out of that 15, 34,592 is rural population, (Census 2001) which is around 62% of the total. Along the Asia's largest ship breaking yard is in Bhavnagar. There are total eleven Talukas in Bhavnagar. Nanabhai Bhatt, Gijubhai Badheka and Manubhai Bhatt (founder of Shishuvihar) are the famous educationalist of Bhavnagar. Nanabhai's Gram Dakshinamurti and Lokbharati have prepared three generations of brilliant workers and leaders engaged in reshaping village India. Gijubhai's Dakshinamurti became the cradle of new liberal children's education and charted a new direction in the field. Educational details of Bhavnagar are as under.

Table-1.9.1
Educational Statistics of Bhavnagar

Indicators	Numbers
Literacy rate	66.2 %
Male Literacy Rate	78.0%
Female Literacy Rate	53.7%
Rural Literacy Rate	58.7%
Rural Male Literacy Rate	72.9%
Rural Female Literacy Rate	44.2%
No. of schools in Bhavnagar	1354
No. of schools in rural area	1064
Teacher student Ratio	1:36

Source: District Information System of Education 2004, State Council of Primary Education, Gandhinagar.

Source: Primary Census Abstracts, census of India-2001

The above table illustrates that the difference between male and female literacy in rural area is high. Majority of the people of Bhavnagar are living in rural areas and

that is why most of the schools (1064) are in rural areas. The researcher has selected Talaja Taluka of Bhavnagar District for her research study which is one of the village areas having relatively large number of educational problems.

1.10 Rationale of the Study

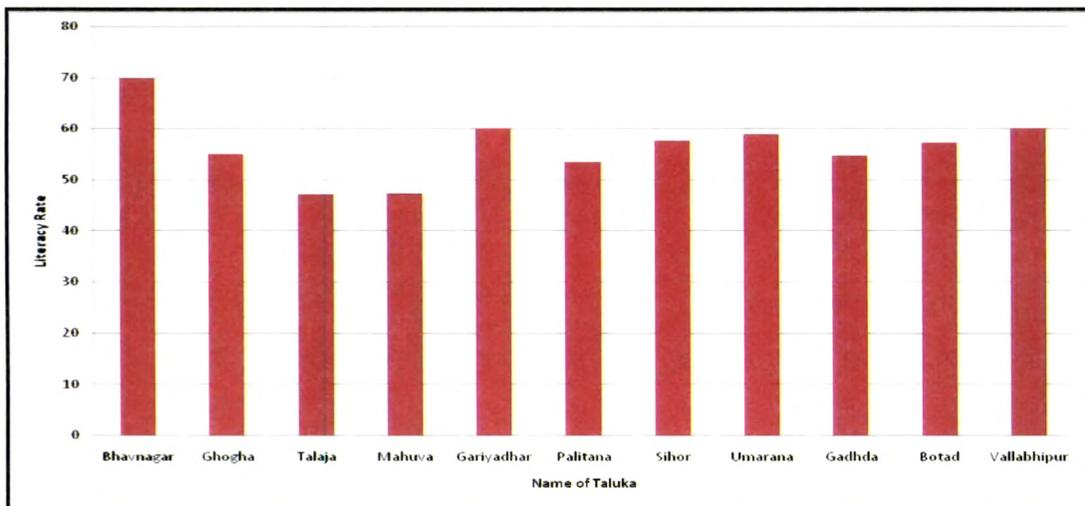
Elementary education functions as a strong pillar in the entire education structure. It is necessary to reduce retention and drop-outs. It can be done if we understand and develop strategies to solve the problems of Elementary Education. There are many education commissions, committees and programmes 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. Taluka wise literacy rate of Bhavnagar is given below.

Table – 1.10.1
Taluka wise Literacy Rate in Bhavnagar

Sr. No	Name of Taluka	Literacy Rate
1.	Bhavnagar	69.93
2.	Ghogha	54.98
3.	Talaja	47.15
4.	Mahuva	47.23
5.	Gariyadhar	59.97
6.	Palitana	53.50
7.	Sihor	57.71
8.	Umarana	58.90
9.	Gadhda	54.72
10.	Botad	57.28
11.	Vallabhipur	59.98



Source: Directorate of census operation, Gujarat State, Year-2007.

The above table indicates that 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. Some important statistical data of Talaja Taluka are as under.

Table – 1.10.2
Demographic Profile of Talaja Taluka

Sr. No	Indicators	No.
1	Number of Villages	114
2	Number of Schools	148
3	Pay Centers	16
4	Cluster Resource Centers	14
5	Block Resource Centers	1
6	Villages comes under low female literacy rate (Below 35%)	37
7	Drop-out Rate	10 (%)
8	Literacy Rate	47.15(%)
9	Bridge course centers	49

Source: Annual Report, Year 2006-07, Block Resource Centres, Ta- Talaja, District- Bhavnagar

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.

1.11 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?

1.12 Statement of the Problem

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

1.13 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, Principals, parents, BRCC, CRCc, 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.

1.14 Organization of the Chapters

The research study has developed into six chapters and each chapter has deliberated thoroughly the concept, context, methodology and findings. This research study is mostly qualitative in nature. For the logical and systematic presentation of thesis, the study is organized in the following manner.

Chapter-I, It contains the highlights of the Universalisation of Elementary Education as it is one of the main focuses of the study. A detail of centrally sponsored and state sponsored programmes has been presented by focusing its effect on UEE. This chapter also gives clear conceptual frame for the Elementary Education, ongoing schemes and problems of elementary education at national level as at state level, which are the mainly focused here in the research. The policy recommendations, committees and reports of the commissions of India on Education were analyzed and presented in this chapter.

Chapter-II, This chapter presents the review of the related researches done in the area of UEE highlighting the problems of elementary education. All the reviews were conducted by the various universities, and education department in India. The researcher did not review the international studies because it is not as per Indian

context. At the end of the chapter, the research trends and implications for the present study were derived and discussed.

Chapter-III, This chapter describes in detail the plan and procedure used by the researcher for collection of data, population and sample of the study, research tools and scheme of analysis.

Chapter-IV, This is the most important chapter in the thesis. It gives the precise information of data collection. It highlights the detailed procedure of analysis and interpretation of the data according to the objectives of the present study. This chapter gives the details of the educational statistics of Talaja Taluka. The researcher has presented all the information related to the sample schools in the tabular form. Apart from this the researcher has presented the information collected through the various research tools in a qualitative form.

Chapter-V, It focuses on the major findings of the study after thorough analysis of the collected data. It throws light on the outcomes and current situation of Talaja Taluka at elementary level. In second part of this chapter discussion of major findings is derived. At the end of the thesis the researcher has made valuable suggestions opening the further scope for research in the same field.

Chapter-VII, This chapter sums up all the points discussed and analyzed in the previous chapters. Main points of this chapter are introduction, methodology, major findings, discussions of major findings, and suggestions for further research.

At the end of the chapter detailed list of bibliography, appendixes of the tools used for the study, photographs of the field visit, list of visited schools are enclosed. Thus the thesis gives the detailed report of the scenario of Elementary Education in Talaja Taluka of Bhavnagar District in Gujarat.