

**CHAPTER-4**  
**DATA ANALYSIS AND**  
**INTERPRETATION**

## 4.0 Introduction

The analysis and the interpretation of the data is the heart of any research report. In the previous chapter, the details regarding all aspects pertaining to methodology adopted for the present research study is presented. In order to have a detailed understanding about the study, it is necessary to give a brief outline regarding the context in which the information was collected and analyzed. In this chapter the researcher presents the baseline information of the Talaja Taluka as well as sample schools in order to show a scenario of Elementary Education in the Talaja Taluka.

Most of the data were collected by the researcher through the field visits from different resources. Questionnaires and interviews were specially designed and developed by the researcher and these were also verified by the experts. Data analysis on the basis of various objectives is as follows.

### 4.1 Baseline Data of Talaja Taluka

The baseline data of the Talaja Taluka in terms of its educational details, infrastructure facilities, enrolment of the students, number of students, status of the school, and receipt of different grants are presented below;

**Table – 4.1(A)**  
**Educational Details of Talaja Taluka**

Sr. No	Educational Details	Numbers
1	Number of Schools	148
2	Enrollment Ratio ( in Percentage)	100
3	Drop-out Ratio ( in Percentage)	10
4	Number of Bal-Mitra varg	44
5	Number of Bridge Course Centers	17
6	Nivasi Camp	05
7	Number of Teachers	120
8	Male Teachers	846
9	Female Teachers	444
10	Deficiency of Teachers	82

Source: Block Resource Centre, Talaja. Year 2008-09.

Source: Taluka Panchayat, Statistic Department, Talaja. Year 2008-09.

The above table indicates that there are total 114 villages in the Talaja Taluka among them there are 148 government elementary schools. These schools include Kanya Shalas, Kumar Shalas and Mishra Shalas. In some villages where population is high, Plot Shala is allotted, especially in Vadi Zone just for the convenience of the students. There are total 44 Bal Mitra Vargs and 7 Bridge course (Alternative School) centers carried out by government for the drop out students. There is a problem of migration in some villages. For the children of migrating families 5 Nivasi camps are established by government with the help of community members. Number of female teachers is less than the male teachers and in some schools there is a shortage of female teachers. There is a need for recruitment of teachers in few schools and it was found that a total of 82 teaching posts are vacant in Talaja Taluka.

**Table – 4.1 (B)**

**Number of Students in Elementary Schools of Talaja Taluka**

Sr. No	Caste	Boys	Girls	Total
1	Schedule Caste	741	640	1381
2	Schedule Tribe	14	13	27
3	Other Backward Cast	20110	18288	38398
4	General	4176	3781	7957
	Total	25041	22722	47763

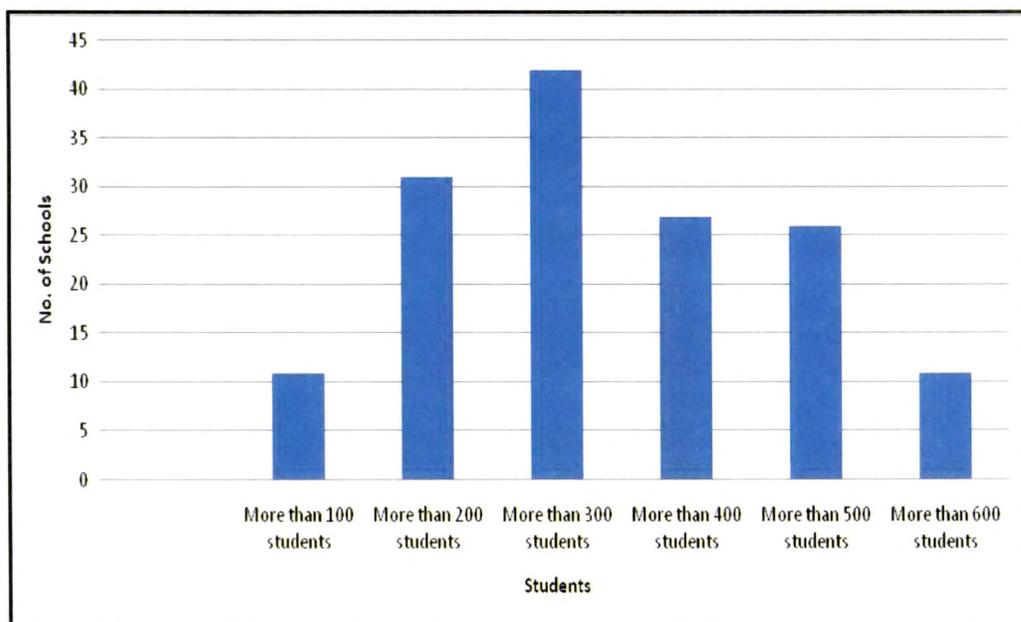
Source: Annual Report (2008-09). Block Resource Centre, Talaja Taluka, Bhavnagar.

It is stated from the above table that in every caste, enrollment of girls is less than the boys because of the gender bias. Talaja Taluka comes under National Programme of Enrolment of Girls at Elementary Level (NPEGEL) block. Number of Other Backward Class (OBC) students is higher than the other caste because in this Taluka majority of people (80%) comes under OBC category.

**Table- 4.1 (C)**

**Status of Elementary Schools in Talaja Taluka**

<b>Sr. No</b>	<b>Details</b>	<b>No. of Schools</b>
1	More than 100 students	11
2	More than 200 students	31
3	More than 300 students	42
4	More than 400 students	27
5	More than 500 students	26
6	More than 600 students	11
	Total	148



Source: Annual Report (2008-09). Block Resource Centre, Talaja Taluka, Bhavnagar.

The above table indicates that most of the schools have an average of 300 students. Very few schools have students more than 600 as well as less than 100 students. In villages with more number of students, Kanya Shala and Kumar Shala are separately established.

**Table-4.1 (D)**

**Standard wise Distribution of Classes in the Elementary Schools of  
Talaja Taluka**

<b>Standard</b>	1	2	3	4	5	6	7	Total
<b>No. of Classes</b>	202	200	209	197	195	187	179	1369

Source: Annual Report (2008-09). Block Resource Centre, Talaja Taluka, Bhavnagar.

The above table shows number of classrooms in the schools as per the standard. It is indicated that in standard 1<sup>st</sup> 202 classes and in standard 7<sup>th</sup> 179 classes are carried out. As the standards increases number of classes reduces. Decrease in number of classes denotes that there is a problem of drop- out in higher classes.

**Table – 4.1 (E)**

**Infrastructure Facilities Available In the Elementary Schools of  
Talaja Taluka**

<b>Sr. No</b>	<b>Details</b>	<b>No. of Schools</b>	<b>Percentage</b>
1	Total number of schools	148	-
2	Electricity Facility	138	93
3	T.V. Sets in the school	107	72
4	Drinking water facility through pipeline	23	16
5	Drinking water facility through tank	86	56
6	Drinking water facility through pipeline and tank	15	10
7	Without the facility of Drinking Water	24	16
8	Sanitation Unit	148	100
9	Compound Wall in the School	101	68
10	Schools with Playground	94	64

Source: Annual Report (2008-09). Block Resource Centre, Talaja Taluka, Bhavnagar.

Source: Taluka Panchayat, Education Department, Talaja. Year 2008-09

The above table indicates majority of the schools (93%) have an electricity facility. Only 7% schools are out of this facility. There is no drinking water facility in 16% schools. All the schools have sanitation facility but separate sanitation for boys and girls are not in some schools. 64% schools do not have playground so children cannot enjoy games and thus these students are devoid from activities which requires playground. 68% schools are not guarded with compound walls which increase trespassing and misuse of school compound by local public.

**Table – 4.1 (F)**

**Enrollment of the Students in School Entrance Celebration  
(Standard 1<sup>st</sup>) in Talaja Taluka**

Sr. No	Caste	Boys	Girls	Total
1	Schedule Caste	93	92	185
2	Schedule Tribe	00	01	01
3	Other Backward Cast	2073	1873	3946
4	General	543	466	1009
	Total	2709	2432	5141

**Table – 4.1 (G)**

**Re-Enrollment of the Students in School Entrance Celebration  
(Standard 1<sup>st</sup> to 7<sup>th</sup>) in Talaja Taluka**

Sr. No	Caste	Boys	Girls	Total
1	Schedule Caste	01	01	02
2	Schedule Tribe	00	00	00
3	Other Backward Cast	109	90	199
4	General	05	03	08
	Total	115	94	209

Source: Taluka Panchayat, Education Department, Talaja - 2008-09.

The above data indicates, school entrance celebrations ( Shala Pravesh Utsav) play an important role among the community in bringing awareness on Universalization of Elementary Education. During the school entrance celebrations community members participate with teachers and other visiting officers. To bring children to the main stream of education is main aim of such programs.

## **4.2 Various Problems of Elementary Education in relation to the Universalisation of Elementary Education**

In this section the researcher described profiles of sample schools, socio economic status of the students, teachers, Principals, community and infrastructure facilities. The details of problems as perceived by teachers, Principals, CRCc, BRCc, parents and community members is descriptively presented here. The profiles of each sample school are presented below followed by the various problems and challenges in those schools.

### **4.2.1 Profile of Sample Schools:**

The below table indicates the number of teachers, number of classrooms, deficiency of classrooms and teachers, drop out students, migrating students, failure students, facilities available in the schools, and quality improvement programmes.

Table – 4.2.1 (A)

## Profile of Sample Schools

Sr.No	Name of the school	Year of est.	Govt. school in the village	class-rooms	Short- age of class-rooms	No. of teachers			Shortage of teachers
						M	F	T	
1	Nava Rajpara Pri. Sc.	1956	1	4	3	8	-	8	-
2	Rojiya Pri. Sc.	1954	1	3	4			5	2
3	Bakhalka Pri. Sc.	1954	2	8	-	7	-	7	-
4	Kerala Pri. Sc.	1953	1	14	-	15	1	16	-
5	Talli Pri. Sc.	1953	1	9	-	10	1	11	-
6	Mota Ghana Pri. Sc.	1952	1	9	2	7	2	9	-
7	Kharadi Pri. Sc.	1952	1	8	1	6	2	8	1
8	Tarasara Pri. Sc.	1927	1	15	-			15	-
9	Pratapara Pri. Sc.	1954	1	14	1	14	2	16	-
10	Bambhor Pri. Sc.	1965	1	2	2	3	-	3	-
11	Gorakhi Pri. Sc.	1951	1	26	-			26	-
12	Gadhula Pri. Sc.	1957	1	7	-	7	2	9	1
13	Jalvadar Pri. Sc.	1957	1	8	1	7	1	8	-
14	Ghantarwala Pri. Sc.	1953	1	9	-	8	-	8	-
15	Belda Pri. Sc.	1954	2	7	-	7	1	8	1
16	Madhuvan Pri. Sc.	1954	1	4	-	3	1	4	-
17	Padari Pri. Sc.	1953	1	8	1	6	2	8	-
18	Nichadi Pri. Sc.	1957	1	5	-	5	-	5	-

19	Mahadevpara Pri. Sc.	1954	1	6	-	6	-	6	-
20	Mangela Pri. Sc.	1940	1	8	-	5	2	7	1
21	Bhungar Pri. Sc.	1957	1	2	-	3	-	3	-
22	Chudi Pri. Sc.	1955	1	7	-	7	-	7	-
23	Juni Chapari Pri. Sc.	1952	1	5	1	6	2	8	-
24	Paniyari Pri. Sc.	1955	1	7	-	12	-	12	1
25	Gadhesar Pri. Sc.	1953	1	9	-	8	-	8	-
26	Khandera Pri. Sc.	1922	1	10	1	11	-	11	-
27	Amla Pri. Sc.	1953	1	13	0	12	1	13	-
28	Sankhadasar Pri. Sc.	1953	2	8	0	8	-	8	1
29	Bodaki Pri. Sc.	1954	1	7	-	7	-	7	-
30	Nava kodiya Pri. Sc.	1959	1	6	8	7	1	8	2
31	Kundavi Pri. Sc.	1956	1	6	-	6	-	6	-
32	Methala Pri. Sc.	-	1	9	3	9	2	11	2
33	Sartanpar Pri. Sc.	1911	3	28	2	24	3	27	2
34	Rampara Pri. Sc.	1966	1	5	1	5	1	6	-
35	Bharapara Pri. Sc.	1960	1	10	-	8	2	10	-
37	Zanzimer Pri. Sc.	1872	1	15	3	10	7	17	2

Source: Annual Report (2008-09). Block Resource Centre, Talaja Taluka, Bhavnagar.

The above table indicates that 38% schools do not have female teachers or those schools which have female teachers; the ratio is very less compare to the male

teachers. 30% schools have a shortage of teachers. Construction of the new classrooms is taking place in some villages under SSA and in some cases Sintex rooms are allotted. 11% villages have more than one school, where the population is high or Vadi Zones which are far from the villages.

**Table – 4.2.1 (B)**

**Number of Students in the Sample Schools**

Sr. No	Name of the School	Year 2006-07			Year 2007-08			Year 2008-09		
		B	G	T	B	G	T	B	G	T
1	Nava Rajpara Pri. Sc.	143	146	289	135	133	268	126	122	248
2	Rojiya Pri. Sc.	67	83	150	69	76	145	70	76	146
3	Bakhalka Pri. Sc.	-	-	258	-	-	257	-	-	216
4	Kerala Pri. Sc.	414	285	699	395	264	569	380	218	598
5	Talli Pri. Sc.	166	165	331	169	182	351	177	171	348
6	Mota Ghana Pri. Sc.	212	141	353	193	126	319	171	130	301
7	Kharadi Pri. Sc.	108	123	231	109	115	224	110	109	219
8	Tarasara Pri. Sc.	315	276	591	317	280	557	314	262	576
9	Pratapara Pri. Sc.	-	-	628	-	-	681	-	-	604
10	Bambhor Pri. Sc.	42	34	76	40	33	73	37	32	69
11	Gorakhi Pri. Sc.	572	580	115 2	566	550	1116	547	485	113 2
12	Gadhula Pri. Sc.	171	183	354	174	189	363	180	185	365
13	Jalvadar Pri. Sc.	115	129	244	101	126	227	99	117	216
14	Ghantarwala Pri. Sc.	160	175	335	149	170	319	149	177	326
15	Belda Pri. Sc.	140	122	262	124	119	243	129	125	254
16	Madhuvan Pri. Sc.	67	78	145	69	80	149	66	71	137
17	Padari Pri. Sc.	144	143	287	135	140	275	122	121	243

18	Nichadi Pri. Sc.	83	83	166	96	85	181	105	96	201
19	Mahadevpara Pri. Sc.	103	89	192	103	80	183	99	82	181
20	Mangela Pri. Sc.	-	-	-	NA	-	-	-	-	-
21	Bhungar Pri. Sc.	50	30	80	42	31	73	45	32	77
22	Chudi Pri. Sc.	-	-	-	NA	-	-	-	-	-
23	Juni Chapari Pri. Sc.	202	164	366	193	150	343	173	137	310
24	Paniyari Pri. Sc.	-	-	-	NA	-	-	-	-	-
25	Gadhesar Pri. Sc.	151	167	318	147	163	310	156	173	329
26	Khandera Pri. Sc.	234	193	427	241	185	426	115	179	394
27	Amla Pri. Sc.	308	358	566	316	261	577	317	270	587
28	Sankhadasar Pri. Sc.	165	130	295	149	117	266	135	117	252
29	Bodaki Pri. Sc.	-	-	221	-	-	220	-	-	225
30	Nava kodiya Pri. Sc.	150	140	290	145	175	320	142	156	298
31	Kundavi Pri. Sc.	99	81	180	104	83	112	97	73	170
32	Methala Pri. Sc.	-	-	-	NA	-	-	-	-	-
33	Sartanpar Pri. Sc.	819	507	1326	1766	519	2285	782	554	1336
34	Rampara Pri. Sc.	103	97	200	92	84	176	91	77	168
35	Bharapara Pri. Sc.	175	169	344	174	166	340	195	175	370
36	Zanzmer Pri. Sc.	415	369	784	395	368	763	354	365	719
37	Vejodari	-	-	-	NA	-	-	-	-	-

Note: NA= Not Available, B= Boys, G= Girls, T= Total

The above table shows the scenario of students in the sample schools. In the villages like Kerala, Mota Ghana, Tarasara, Juni chapari the gender difference is identified in the enrollment.

**Table – 4.2.1 (C)**

**Quality Improvement Programmes in the Sample Schools.**

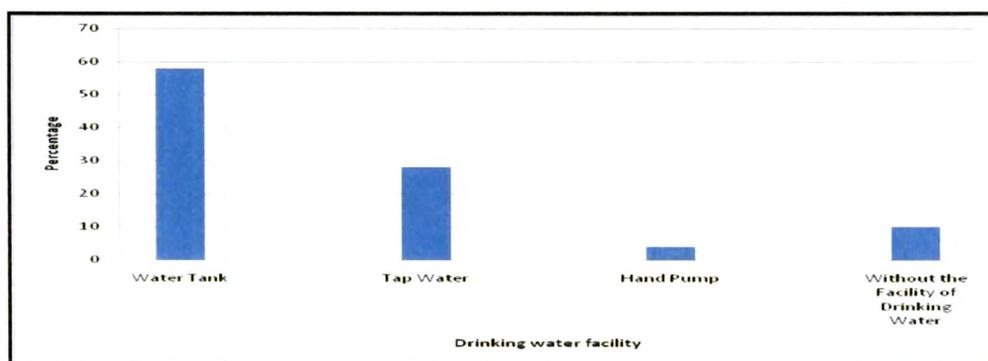
Sr. No	Name of the Programme	No. of School	Percentage
1	Sakhi	12	32
2	Kshitij	10	27
3	Ramta-Ramta	18	49
4	Meena Manch	13	35
5	ADEPTS	05	14
6	Additional	01	0.27

With respect to the ongoing programs on Elementary Education, it was found that 32% schools have Sakhi programme, 27% schools have a Kshitij, 49% schools have Ramta- Ramta, 35% schools have a Meena manch, 14% schools have ADEPTS and 0.27% schools have other programmes in their school. Most of the programmes involve children as a leader and fulfill the different objectives of the programmes. These programs are initiated by the state government.

**Table-4.2.1 (D)**

**Drinking Water Facility in the Sample Schools**

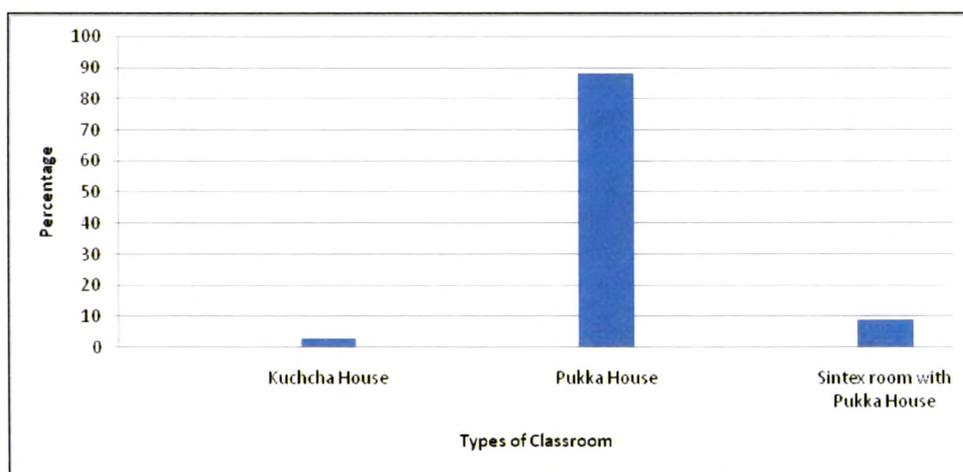
Sr. No	Drinking water facility	Facility Available (%)
1	Water Tank	58
2	Tap Water	28
3	Hand Pump	04
4	Without the Facility of Drinking Water	10



The above table indicates that 10% schools do not have drinking water facility. Only 58% schools have their own water tank, other schools have to depend on community. While remaining schools have facility of drinking water through different sources.

**Table – 4.2.1 (E)**  
**Construction of Classrooms in the Sample Schools**

Sr. No	Types of Classrooms	Percentage
1	Kuchcha House	03
2	Pukka House	88
3	Sintex room with Pukka House	09



Most of the schools have Pukka classrooms (88%) and 9% schools have a Sintex room while in other schools, the constructions of the classrooms were taking place under SSA program. It was found that majority of the villages have desirable standards of school building.

**Table-4.2.1 (F)**

**Distribution of School Grants under Various Purposes by the  
Government of Gujarat**

<b>Sr. No</b>	<b>Details</b>	<b>Amount</b>
1	School Development Grant	12,000
2	School Repairing Grant	15,000
3	Teaching Learning Material Grant	Rs. 500 ( per head)

Every year government gives some fixed grants to the schools. School development grant is used for purchasing some new equipment for the development of the school. Another grant is school repairing grant; it is used for repairing of classrooms, toilets and infrastructure facilities. Some special repairing grant is given as per the need of the damage. The amount of this special grant is credited into the account of VCWC. Apart from this every teacher individually gets the teaching learning material grant of Rs. 500 p.a for purchasing subject related materials. All other grants come in the school in the account of VEC and, with the permission of VEC members; Principal can use it for the school.

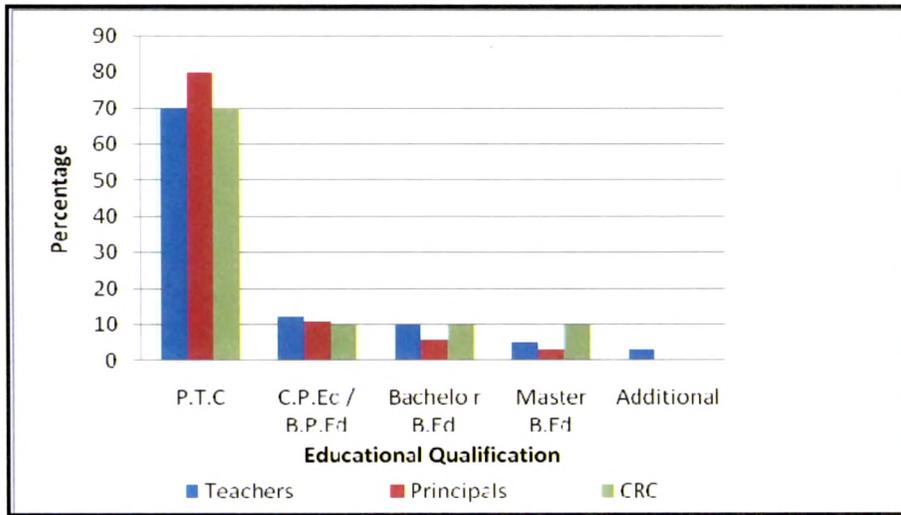
**4.2.2 Status of Teachers, Principals, and CRCc,**

Quality of education is largely depends on the quality of the teachers and the Principal. Professional qualifications, experience and expertise in teaching of these key personnel can only enhance the students learning. In this section the researcher provided the data of educational qualifications, and work experience of Teachers, Principal, CRCc, and BRCc and discussed in the context of the problems of elementary education.

**Table – 4.2.2 (A)**

**Educational Qualification**

Sr. No	Category	P.T.C	C.P.Ed/ B.P.Ed	Bachelor B.Ed	Master B.Ed	Additional
1	Teachers	70	12	10	05	03
2	Principals	80	11	06	03	-
3	CRC	70	10	10	10	-

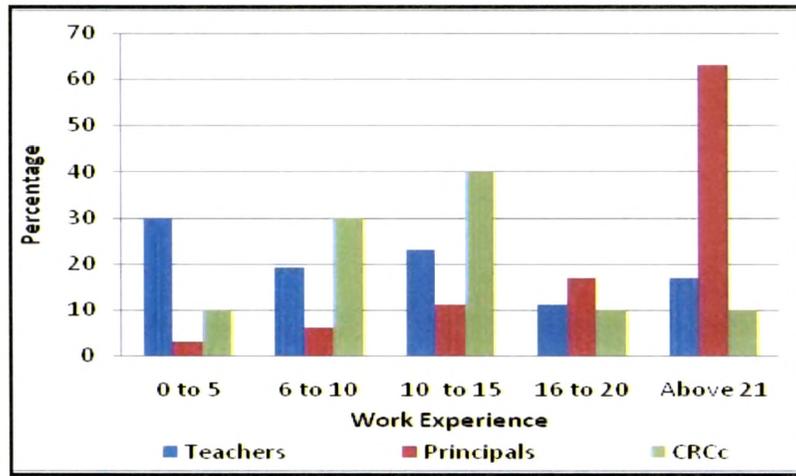


With respect to the qualifications of the key personnel in the sample schools, it was found that majority of teachers (70%), Principals (80%), CRCc (70%) have done P.T.C. Majority of the above teachers, Principals, Cluster Resource Co-ordinates have completed P.T.C. just after S.S.C. only. And pertaining to present condition government has made it compulsory to have minimum education of H.S.C. to get enrolled for admission in P.T.C. so as to improve the quality of teachers and thereby education. Apart from this 12% teacher, 11% Principals and 10% CRCc have specialization in physical education. Moreover 3 % teachers have a degree of A.T.D (Art Teacher Diploma). Only 10% teachers have particular subject knowledge with the professional degree of B.Ed. Very few are observed to have Master degree and percentage of teachers having higher qualification is miniscule. In Talaja Taluka only one Block Resource Coordinator is present with Master degree and B.Ed.

**Table – 4.2.2 (B)**

**Work Experience in Percentage**

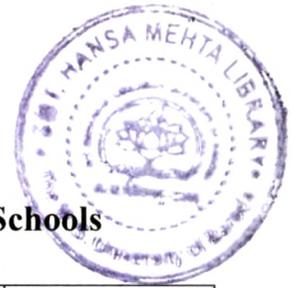
Sr. No.	Category	0-5	6-10	11-15	16-20	Above 21
1	Teachers	30	19	23	11	17
2	Principals	03	06	11	17	63
3	CRCc	10	30	40	10	10



Majority of Principals have at least more than 21 years of experience in teaching field which makes them mature and a valuable input of education system. Above table also shows that experienced teachers are also available in ample numbers and fresh teachers are also available in sufficient number to reach the demand of education in these villages. CRCc also has good amount of experience in teaching, administration as well as in coordination. BRCc also has twenty years experience.

**4.2.3 Infrastructure Facilities in the School**

Infrastructure is equally important factor for the schools because it comprises of core facilities like electricity, sanitation, drinking water, library, science and computer laboratory etc. Deficiency of such facilities in infrastructure is also considered as supportive factor for the drop-out of students from the schools.



**Table – 4.2.3**

**Infrastructure Facilities Available in the Sample Schools**

Sr. No	Facilities Available in the School	Yes (%)
1	Electricity	86
2	Separate sanitation for girls	86
3	Separate sanitation for boys	86
4	Separate sanitation for teachers	31
5	Water facility in the toilet	33
6	Compound Wall	67
7	Play ground	56
8	Single computer/ computer lab	17
9	Science Laboratory	23
10	Library	92
11	Sports equipments	36
12	Trained computer teacher	31
13	Science laboratory equipment	81
14	Lack of drinking water facilities	10
15	Inadequate number of Benches	92

Regarding the infrastructure facilities in the sample schools, it was found that maximum number of schools (86%) have electricity facility in their schools; only 14% schools do not have it. All the schools have sanitation unit in their premises but among them 14 % schools do not have separate sanitation for boys and girls and 69% schools do not have separate sanitation facility for teachers. 69% schools do not have water facility in the toilets. 10% schools do not have drinking water facility. 33%

schools do not have compound wall and due to this, school premises are misused in some villages by community after school hours. 44% schools do not have Play ground, and so children are unable to play during the games period.

With respect to the availability of computers in schools, 17% schools have computer in their schools among them majority schools have a single computer while 83% schools do not have computer facility in their schools and only 31% of school teachers received computer training. 92% schools have a mini library among them schools get reference books from Government and few of them obtain it from the donors. Only 8% schools do not have library in their schools, but in most of the cases library is not frequently used by children as well as teachers for reference. 36% schools have sports equipments like bat, volley ball, and dumbbells, while 64% schools do not have any equipment.

In most of the schools (92%) in the sample villages, children sit on the floor during teaching learning process. Remaining schools have benches and those were donated by the NGOs or other community organizations. Scientific equipments for science experiments are not available in 19% of the schools. In 77% of the schools there is lack of separate room for laboratory.

#### **4.2.4 Socio Economic Problems of the Students**

The social context refers to the various facets of the overall socio-economic environment in which a person or a group lives. They include the family migration, the economic condition, the religious belief, awareness of the society, and the social demography of the region. The social context is extremely relevant to the subject of elementary education, mainly because the educational decisions of children are governed by the family. Literacy achievement in India depends crucially on social context; the gender division of labour, the kinship system, caste related norms, economic entitlements and so on. The statement is perhaps trivial, economic worth noting that the overwhelming context dependence of literacy achievements conflicts with the notion of elementary education as a basic right of all citizens. Socio cultural factors are important factors at elementary level. In Talaja Taluka, socio-economic factors of the habitants are roots of various problems of elementary education.

**Table – 4.2.4 (A)**

**Socio- Economic Problems of the Students**

Sr. No.	Problems	No. of Respondent (%)		
		Teachers	Principal	Community
1	Family Migration	70	85	82
2	Child Labour	50	56	85
3	Poor Socio-Economic Conditions	78	80	90
4	Orthodox family prevent their girl child from going to school	20	25	19
5	Less awareness of society	19	25	20
6	Illiterate parents	73	70	85
7	Sibling and house hold work	75	83	89

It was found that seasonal migration is one of the major problems in the sample villages. People migrate for four to five months during the period of August to January every year for earning their livelihood in another district of Gujarat, along with their school going children. SSA started Support Schools and Mobile Schools especially for the migrating family's children. In 85% cases migration to another district was for work like plucking of cotton and sugarcane harvesting during the harvest seasons. Children also help parents to pluck the cotton, and they are much faster than their parents because the height of cotton plants is equal to the children's height so it is very easy for them to pluck it rather than their parents.

It was observed that child labour is significantly high in such contexts. Girls have to look after their young siblings and prepare food for the family. 90% of students have poor socio economic condition. And most of them come under Below Poverty Line. Female literacy rate of these selected villages is less but still only 19% of parents believe that education of girls is not important. Awareness among the community

regarding the education is also high (80%) but only their Socio economic condition do not permit them to pursue education. 85% of community members are illiterates.

The role of the economic factors influencing schooling decisions is of primary importance. Such factors like higher income levels, land ownership, non- agricultural occupations, and economic motivation in the son's education are positively correlated with high enrolment, attendance and continuation of children in primary education. On the other hand, poverty has impeded primary school attainment. Poorer households are also educationally disadvantaged with low enrolment, high discontinuation and dropout rates. These factors indirectly affect the quality of education.

#### **4.2.5 Specific Problems Faced by the Teachers and Principals**

The researcher presented here specific problems faced by the Principal and teachers in the sample schools in providing quality education. These problems are divided in three parts academic, training and others. Details of these problems are as under.

##### **4.2.5.1 ACADAMIC PROBLEMS**

**Table- 4.2.5 (A)**

#### **Regularity of the Students in the School / Class as perceived by the Teachers/Principal**

<b>Category</b>	<b>Always (%)</b>	<b>Sometimes (%)</b>
Respondent Teachers	25	69
Respondent Principal	43	57

It was found that irregularity among the students in the sample schools is still significant. From the above table only 25% of students come regularly to the school. Similarly according to the Principals' regular student attendance is 43%. In these schools attendance of the students is a major cause which needs immediate attention.

The researcher found disparity in the data collected from teachers and principals. This also indicates the communication gap between the teachers and Principal. This indicates the problem of mismanagement in the school.

**Table-4.2.5 (B)**

**Approaches of Teachers/ Principals for Regularity of the Students**

Sr. No	Steps	Teachers (%)	Principals (%)
1	Door to door counseling	68	70
2	Arranging Meetings	79	83

To improve the attendance and regularity of the students, teachers as well as Principals carried out various steps, as shown in the above table. The various approaches adopted by the teachers and the principals in the sampled schools are door to door counseling, meetings for awareness of community by introducing different quality improvement programmes. In these meetings Principals arranged 'MEENA FILM' shows and discussed the character of "Meena" with the parents and explained the importance of education. Apart from the film shows Maholla Bethak, Sheri Natak, are also carried out.

**Table - 4.2.5 (C)**

**Main Reasons behind the Irregularity of Students**

Sr. No	Reasons	Teachers (%)	Principals (%)
1	Socio economic factors	63	68
2	Students Physical Fitness	4	7
3	Distance from home to school	21	18
4	Lack of interest in studies	19	20

Regarding the reasons for irregularity among the students, majority of the Teachers (63%) and Principals (68%) placed socio economic background of student at first place, apart from this student's physical fitness (teachers – 4%, Principals – 7%) is

another reason. The casual approach of the parents towards physical fitness is too high, even after the detection of serious illnesses in children by doctors during school health check up programmes. These children are neglected for better treatment by parents. Another reason responsible for irregularity in attendance is distance from home to school perceived by 21% teachers and 18% Principals. In some villages Vadi Zones are located nearly about 2 to 4 kilometers away in the outskirts of the village. Especially during monsoon season, it is very difficult for students to walk in such weather to reach the school. 19% teachers and 20% Principal mentioned due to the stagnation and absenteeism for long period during the migration students loose their interest in studies.

#### 4.2.5.2 IN-SERVICE TRAINING RELATED PROBLEMS

**Table – 4.2.5 (D)**

##### **In - Service Training Programme**

<b>Sr. No</b>	<b>Problems</b>	<b>Teachers (%)</b>	<b>Principal (%)</b>
1	Content and Methodology related problems	43	39
2	Management and logistics related problems	23	33

With respect to the in-service training, 43% teachers and 39% Principals opined that Content and methodology related problems were significant in the in-service training of teachers while 23% of teachers and 33% of Principals opined that the problems are related to the management and logistics of the programs.

**Table - 4.2.5 (E)**

##### **Reasons Behind the Problems faced by Teachers in the In-service Training**

<b>Sr. No</b>	<b>Problems</b>	<b>Teachers Respondent (%)</b>	<b>Principals Respondent(%)</b>
1	Content/study material is not sufficient	10	08
2	Resource Persons are ineffective	71	59
3	Unenthusiastic environment	54	37

With respect to the in-service training programs for the teachers, 71% teachers and 59% principals opined that resource persons in the training were from the same cluster. Content material provided by government, according to the trainees was relevant and adequate. However, according to 10% of teachers and 8% of principals the materials were not as per the contents prescribed in the text book. SSA and UNICEF provide adequate programme material with examples and implementation process. 'Kathin Bindu Taleem' is also organized frequently for Mathematics, Science and Languages to clarify tough aspects. Majority of the teachers (71%) and Principals (59%) mentioned that experts of the training programmes were not capable and did not have a deep knowledge of their subjects. It creates less interest of learning among the trainees.

#### 4.2.5.3 OTHER PROBLEMS

**Table-4.2.5 (F)**

**Additional Work-Load to the Teachers / Principals outside the School**

<b>Sr. No</b>	<b>Type of Work Load</b>	<b>Teachers (%)</b>	<b>Principal (%)</b>
1	Election Duty	81	93
2	Population counting	84	90
3	Admission related survey	100	95
4	School office related office work	17	97

Regarding the work pressure in schools, 81% of the teachers and 93% of the principals opined that there is excess of workload apart from the school work especially in election duty of Vidhan Sabha, and Gram Panchayat. Other responsibility like Census data collection (according to 84% teachers and 90% principals) is also given to the teachers by the governments. Every year after the final

exams in April teachers have to conduct a survey of 0-6 year's children in the village for the admission into class I.

It was opined by 97% Principals that out of school duty were more burdensome than regular duty in the schools. Principals are allotted to Visit Pay Centre Schools, Block Level Offices, Taluka Panchayat, Mamlatdar Office etc during school hours. Apart from these, school related infrastructure works also fall under the duties of Principal especially when the construction work is in progress.

#### 4.2.6 Problems Faced by the Teachers

**Table- 4.2.6**

##### **Problems of Teachers**

<b>Sr. No</b>	<b>Problems</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Sometimes (%)</b>
1	Problem of getting TLM grant	10	79	11
2	Problem related to the use of TLM grant	13	70	17
3	Problem of handling the classrooms	47	50	03
4	Lack of co-ordination with Principal	23	57	20
5	Lack of co-ordination with CRCc	20	80	-
6	Lack of co-ordination with community members	47	34	19
7	Organization of Staff Meeting	91	09	-
8	Difficulties in arranging Community Meetings	43	33	16
9	Problem related to attending the meetings of VEC, PTA, MTA	10	87	03
10	Problem of providing quality education in classroom transaction	47	40	13
11	Difficulties in handling the different programmes in the classroom.	59	23	18

Regarding the specific problems of the teachers, it was found that majority of teachers (70%) opined that they receive the TLM grant on time and is used for the purpose. Among them 30% of the teachers opined that amount of Teaching Learning Material grant is not enough to develop relevant and meaningful materials for the students.

The community participation in some of the sample villages is significantly high. According to 70% of teachers Mid day meal scheme is successfully implemented in the school. While 30% teachers replied that there are some obstacles in providing nutritious food under this scheme. 59% teachers face difficulty in handling the different programme in classrooms along with regular teaching, because in programmes paper work is difficult, lengthy, and tedious. 9% of the teachers mentioned that Principal do not organize staff meeting in the school, while other replied staff meetings were organized, but discussion about the agenda were not fixed.

#### 4.2.7 Problems Faced by Principals.

**Table – 4.2.7**

#### **Problems of Principals**

<b>Sr. No</b>	<b>Problems</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Sometimes (%)</b>
1	Difficulties in taking classes	97	-	03
2	Difficulties in the distributing class/subjects to the teachers	36	36	28
3	Problem related to the survey of enrolment	19	62	19
4	Delay in receiving text-book	80	14	06
5	Difficulties in getting different grants	10	90	-
6	Difficulties in getting different grants on time	72	14	12
6	Problem of interference of committee members	61	22	17
7	Improper supervision by BRCC, CRCc.	19	56	25

8	Lack of community awareness and partnership	25	75	-
11	Difficulties in maintenance of accounts	08	86	06
12	Difficulties in the audit of account	06	86	08
13	Difficulties to maintain the dead- stock register	73	27	-
14	Heavy work load of Principal	84	16	-
15	Difficulties in implementing different programmes	64	08	18

All the Principals had mentioned that they have difficulty in taking the classes regularly due to overburden of other administrative work. 36% Principal faced difficulty in distribution of subjects to the teachers because in some schools science teachers were not appointed and in other schools, science teachers appointed were teaching other subjects. 38% of Principals replied that they have problem in conducting the survey of enrollment due to absence of people during survey period. 80% Principal agreed to the fact that distribution of textbook in the school is not on time. Sometimes it takes more than three months. 72% of the Principals have problem in getting the different grants on time. Sometimes repairing grant does not come until the condition get worst. Undue interference of village committee members is the major problem perceived by 61% Principals especially where construction work is carried out. It was found that all the school grants are dispatched in the account of VEC, and VCWC and it can only be used after the authorized signatures of VEC members, and so these members pressurize Principals to work according to them. Some Principals mention that frequency of supervision from BRCc and CRCc is very low. Majority of the Principal (84%) complains of overburden of work load in areas like supervision of different programmes and classes (Bal-Mitra varg, Bridge Course centers), frequent visit of pay centre schools, other meeting with different authorities at different level with their academic role. 64% Principal have problem of implementation of various programmes in the school.

#### 4.2.8 Problems Faced by CRCc

Table – 4.2.8

##### Problems of CRCc

Sr. No.	Problems	Yes (%)	No (%)
1	Improper Use of TLM grant in classroom.	50	40
2	Difficulties in the Usage of different programme grant.	60	40
3	Dissatisfaction with the progress of elementary education	10	70
4	Lack of co-ordination between teachers	10	90
5	Lack of co-ordination between community members	45	55
6	Difficulties in visiting Bal-Mitra Varg, Bridge course and Pay centre.	24	76
7	Difficulties in arranging training programmes	30	70
8	Impact of training programme in classroom transaction	-	73
9	Problems in attending the meeting of community.	29	71

With respect to the problems faced by the co-coordinators of Cluster Resource Centers, majority of coordinators (60%) opined that TLM grants were misused in the schools. Material purchased sometimes is not up to the mark in both quality as well as quantity. Lack of communication with community members is a problem as perceived by 45% coordinators. This is due to the reason of inconvenience to attend each and every community meeting by coordinators (29%). Apart from the school visit CRCc have to conduct visits to Bal Mitra Varg, Bridge course centre, Balwadis etc. sometimes coordinators faced problems in collecting the data from different resources. 30% coordinators faced problem in arranging meetings at cluster level due to the lack of some basic infrastructure facilities. 73% of CRCc mentioned that effectiveness of training programmes is rarely shown in the classrooms transactions.

#### **4.2.9 Problems of Elementary Education as perceived by Block Resource Coordinator (BRCc), Assistant District Educational Inspector (ADEI), and District Primary Educational Officer (DPEO) of Bhavnagar District.**

During the interview sessions with the key personnel in Talaja Taluka, it was observed that that due to in-service training programme the quality of education has improved. Active Community participation perk up the quality of education and they believe that in most of the cases community members are aware about it but due to the major problem of migration in this region they are not able to achieve the success as fast as possible. All of them were satisfied with the work of teachers, Principals and CRCc. About new quality programmes in the schools ADEI and BRCc. Coordinators mentioned that sometimes due to late arrival, and heavy paper work, programme's objectives is not fulfilled. All of them were agreed with the effectiveness of such kind of programmes like school entrance celebration, Girls Education Rathyatra etc. Direct interaction between teachers and community is not possible frequently; so sometimes core reason behind the problem is not actually seen by the administrators.

#### **4.2.10 Awareness About the Education / Programmes Among the Community**

**Table – 4.2.10**

<b>Sr. No.</b>	<b>Details</b>	<b>Yes (%)</b>	<b>No (%)</b>
1	Lack of Awareness about the programmes among the society	81	19
2	Knowledge about MTA, PTA, VEC, and PC	38	62
3	Less Attendance in the committee meetings	70	30
4	Participation of the community in the school during different Programmes.	76	24
7	Satisfactory performance of teachers and Principal.	75	25
8	Satisfaction in the academic progress of their own child	79	21

While studying the community participation in school programs in the sample schools, it was found that 81% of the members were not aware about the ongoing programmes for the benefit of their children. It was observed that VECs in the schools are established for the benefits of the students but still 38% of the community members do not have any idea of such kind of committees. The implementation of the committees and the participation of community members in school related affairs were limited in following the guidelines of the government. Maintaining the records of meetings during the inspections, utilization of different grants so that at the end of the year the accounts are settled and for such purposes committees were constituted. In many cases the teachers and the community were not aware of the basic idea behind community partnership.

Due to the agricultural work, labour work on daily wages, majority of cases unawares about the programmes in 70% cases there is less attendance in the meetings. While in the major functions like Shala Pravesh Utsav, National festivals like Independence day and Republic Day, majority of the community members (76%) attend the programmes. 75% of the community members are fully satisfied with the performance of teachers in the school, while others have mentioned some issues like; irregular attendance of the teacher. Apart from this, 13% community members especially village head mentioned that teachers are not working properly in the school, work ethics among the teachers is not seen hence 21% of the community members are not satisfied with the progress of their children.

It was observed that lack of awareness among community members regarding their role as members on different committees, their rights and duties as parents was due to the ineffective community leadership training.

#### **4.3 Various Programmes for Universalization of Elementary Education in the Talaja Taluka of Bhavnagar District**

Researcher has studied various on-going programs for Universalization of Elementary Education in Talaja Taluka of Bhavnagar district and is presented below;

### 4.3.1 Mid-Day Meal Programme:

Gujarat started Mid-Day Meal scheme in 1984. But officially this programme was launched in the year 1995 all over India. Poverty prevents the underprivileged from getting full value of their education. Moreover hunger obstructs education, as children are forced to leave schools and take up menial jobs. Because of this programme, enrollment in primary schools has substantially increased and drop-out ratio has substantially decreased.

Objectives of Mid-Day Meal Programme are as under.

- To improve the nutritional and health standard of the growing children.
- To reduce drop-out rate and to increase attendance and to attract poorer children to come to the school.
- To create supplementary employment opportunities at the village level.
- To achieve social and national integration.
- To supplement state efforts towards removal of poverty.

Total 180 grams of food equivalent to 450 calories and 15 gram protein for standard I to V and 700 calories and 20 gram protein for standard VI and VII is prescribed by central Government. In Gujarat this quantity of raw food is provided to the schools. In Talaja Taluka all the government Elementary Schools carry on this programme. In every school there is one Mid day meal administrator, one cook, one helper or in some schools where the number of students are more, two helpers are appointed through Mamlatdar Office. In the school compound everyday food is prepared by the cook and served to the children during the recess time.

**Table – 4.3 (A)**

#### **Food Menu for Bhavnagar District**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
Lapsi Vegetable	Dal, Rice, Vegetable	Mix-Dal Dhokli	Dal Mix	Ormu, Vegetable	Salted Khichadi

**Table – 4.3 (B)**

**Mid Day Meal Beneficiaries Students of Gujarat**

<b>Year</b>	<b>Beneficiaries (In lakh)</b>	<b>Total Expenditure (In lakh )</b>
2005-06	29.56	19,030.00
2006-07	38.26	26,386.00
2007-08	39.50	24,435.00

Source: Education Department, Government of Gujarat.

**4.3.2 Tarang Ullahasmay Abhiyas :**

From June 1995 “Tarang Ullahasmay Abhiyas” based on Minimum level of learning approach was introduced in primary schools by Government of Gujarat. Tarang is an activity oriented, play-base child centered joyful learning approach which suggests methodology for transacting the MLLs in class-I. The process of adopting a play way based activity oriented approach for use in large classrooms with limited resources. The basic objectives of this programme are as follows.

- To ensure 100% enrolment of children in class-I
- To motivate teachers of class-I to initiate child centered activity oriented joyful learning in order to ensure retention and achievement of MLLs.
- To build friendly school environment, especially for class-I through wall painting and production and use of low cost teaching aids.
- To involve community and panchayat bodies more closely in primary education for achieving universal enrolment and retention as well as improving quality of education.

Tarang gives guidelines to teacher by which participation of students could increase. The teacher is expected to perform certain activities for making the learning joyful. It also helps teacher in preparing teaching aids like pictures, flash cards, alphabet cards, letters etc. Tarang was also supported with “Balmitra” which is a class with a

blackboard belt on the walls of classroom. This enables the children to write freely on it as and when they want. Such kinds of programmes can reduce drop-out. In Talaja Taluka concept of joyful learning is applicable in the schools.

#### **4.3.3 School Health Check- up Programme:**

The government of Gujarat launched this programme in the year of 2002-03. The state Government has been carrying out this programme since last 8 years which covers all the children of primary schools and Anganwadi centers. The details of school health Programme as received from health department are given below in the year 2006-07.

**Table – 4.3 (C)**

#### **Beneficiaries Students of School Health Check- up Programme**

<b>Name of Tablets</b>	<b>No. of Beneficiary Student</b>
Vitamin A	7,39,755
De- worming	3,22,260
Iron/Folic acid	3,22,675

Source: Education Department, Government of Gujarat, Year 2006-07.

84, 17,655 children of the school were checked / examined and their heights/ weights were recorded. Drugs are provided free of cost for skin diseases, de-worming is carried out and iron folic acid is provided in cases of anemia etc. Under this programme every year drugs of more than Rs. 100 lakhs are being provided. The children, who suffer from heart problems, kidney problems and cancer, are sent to super specialty hospitals. Once in a year in every school, one doctor with two nurses from the nearest public health centre come to the school and examines all the students of the school and detects the illness. All the charge of hospital is being paid by the government.

#### 4.3.4 School Entrance Celebration (Shala Pravesh Utsav):

Gujarat government launched this programme in the year 98-99 to make primary education dynamic and progressive, to improve quality, 100% enrolment and 100% retention target. This programme has been implemented in all government primary schools of Gujarat having low literacy rate, at the beginning of every academic year. Under this programme, in some schools children are adorned and brought to school in decorative bullock carts with the drums and dhols being played along. It is a programme for the children, by the children with the assistance of teachers and Principal.

This programme creates a fair like atmosphere in the village which encourages the villagers to send their children to the school. The children are also very much curious and they are lured to the school. Sometime schools may receive some donation from public for the development of school through this programme.

**Table – 4.3 (D)**

#### **Enrolment through School Entrance Celebration in Gujarat**

Total Enrolment		
Boys	Girls	Total
2,97,497	2,70,821	5,68,318

**Table – 4.3 (E)**

#### **Public Donation through School Entrance Celebration in Gujarat**

Public Donation		
Cash	Approximate cost of Educational Equipment	Total
10,31,683	41,00,2012	51,31,2695

Source: Department of Education, Government of Gujarat, year- 2007.

### 4.3.5 Girls Education Rathyatra ( Kanya Kelavni Rathyatra):

Girls Education Rathyatra is a programme for the enrolment of girls. This programme is implemented in 2082 villages among all the districts of Gujarat, having low female literacy rate. During Girls Education Rathyatra, the villagers are given information and understanding of various schemes and projects of the state Government. The questions and problems raised by the community were heard and solved immediately. This had a very powerful impact at the village level. Local MP and MLAs and various officers of Taluka and district level joined Girls Education Rathyatra programme and had sincerely contributed to the efforts of the state Government to raise the female literacy level to the highest point. In this programme decorative rath, bullock cart and in some schools cars are used and young girls who enroll in the schools are made part of all these funfares. During this Rathyatra all children eligible for enrolment, especially girls, were enrolled in primary schools, and those children who had left the schools were re-enrolled.

**Table – 4.3 (F)**

#### **Enrolment of the students during Girls Education Rathyatra**

<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
2003-04	81,715	75,847	1,57,562
2004-05	108834	103616	212450
2005-06	118728	116357	235085
2006-07	4,07,635	3,65,573	7,73,208

Source: Department of Education, Government of Gujarat.

### 4.3.6 Vidhyalaxmi Bond Scheme:

The state Government has introduced Vidhyalaxmi Bond scheme with an intention to improve the female literacy rate, in villages having less than 35%

female literacy rate, to achieve 100% enrolment of girls in standard I and continuation of studies up to Std. VII in the year 2002-03. Under this scheme every girl enrolled freshly in Std. I shall be given a bond of Rs. 1000/- . The girl gets the value of the bond plus interest when she passes std. VII. If the girls leave the school before completion of standard VII, then she is not eligible for getting the amount of bond. Vidhyalaxmi scheme is implemented in all the schools selected by the researcher. Socio- economic condition of these villages is not satisfactory and hence Vidhyalaxmi bond attracts them to send their children to school. The bond is given to the children at the time of school entrance celebration. The provision of Vidyalaxmi Bonds worth Rs. 15 crores for 150000 girls has been made in the year 2007-08.

**Table – 4.3 (G)**  
**Beneficiary Girls of Vidhyalaxmi Bond**

Year	Beneficiary Girls of Gujarat	Beneficiary Girls of Bhavnagar
2004-05	1,30,000	2855
2005-06	1,51,034	4175
2006-07	1,46,200	3654

Source: Education Department, Government of Gujarat.

#### **4.3.7 Vidyadeep Scheme:**

The state government has been implementing the Vidyadeep yojna in the memory of the children who were victims of the devastating earthquake of 2001. Main aim of this scheme is to satisfy its social duty towards the parents and guardians in their distress due to accidental death of their school going children by providing 24 hours insurance. In case of accidental death of a student studying in primary school the guardian is given Rs. 25,000. The entire premium for the Vidyadeep insurance scheme is being paid by the state Government. In the year 2007-08 govt. paid Rs. 7, 75,000 lacks to the beneficiary parents. Such money oriented

schemes attract the parents to send their children to the school. This scheme is also applicable in the selected sample schools by the researcher.

#### **4.3.8 Teachers Training Programme:**

Teachers training programme plays very important role for improvement of the quality of education. Gujarat Government gives training to the teachers twice in a year before every vacation.

Objectives of such training programmes are as under.

- To provide training, leadership, guidance and suggestion for primary education.
- To organize pre-service and in-service programme for primary school teachers mainly at advanced level.
- To organize innovative programmes for the propagation and dissemination of new trends and approaches related to primary education.
- Pedagogical renewal process.

Types of trainings are as under.

##### **4.3.8.1 Cluster Resource Group: (CRG)**

DIETs have formed a group of 10-15 members called Cluster Resource Group (CRG) at each cluster for qualitative improvement at school level which includes content expert, method expert, TLM expert, Approach expert and community mobilization expert.

##### **4.3.8.2 State Resource Group: (SRG)**

State Resource Group formed for the purpose of pedagogical renewal which includes restructuring of curriculum, reformation of text-books, organization

training programmes for concerned primary school teachers and conducting sharing sessions with CRG members.

#### 4.3.8.3 Mass Training:

Table – 4.3 (H)

Category	Trainees (Approx)
Vidhya Sayahaks	10,000
Head Masters of Pay Center schools	36,000
Gram Mitra ( Education)	9000
DIET Lecturers	350
Teachers of Standard I to IV	1,40,000

Source: Department of Education, Government of Gujarat in the year 2007-08.

#### 4.3.9 Reading, Writing, and Arithmetic Abhiyan:

A new programme Reading, writing, and Arithmetic Abhiyan was launched in the year 2003 to enable children to acquire basic skills in Reading, Writing and Arithmetic in class 3 to 7, which was inspired by Shri Gijubhai Badheka's experiments. It comes in two different phases. In the first stage the campaign was implemented from 5<sup>th</sup> september 2003 in the municipal corporation schools in Junagadh, Porbandar, Gandhinagar, Vadodara, Mehsana and some Talukas of Bhavnagar districts. There after it was implemented in all the districts which have given excellent results. Influenced by the encouraging results of the first phase, this campaign was reintroduced in phase II. In the year 2005 ( in Gujarat) out of 40,45,596 children of std 3 to 7 about 19.56% i.e 7,91,213 priyabalaks were weak in basic skills of reading, writing, and arithmetic. Out of 7, 91,213 children, it was possible to upgrade these basic skills to the expected level in 6,20,152 children, this unprecedented achievement represents 78% improvement.

This programme is implemented in the Talaja Taluka. Under this programme, selected teachers from each school were trained, to teach weak students from class 3 to 7 respectively by providing special attention in regular school hours. Pre-test and Post-test are taken by the teachers, which reveal the result of the student. Those schools in which children are poor in the ability of reading, writing and arithmetic in class 3 to 7 are being taught by teachers and after taking the exams from UNICEF promoted to the next grade.

#### **4.3.10 Bal-Mela:**

For promoting activity based joyful learning in school, Activity melas were held at 36,000 primary schools across the state. Activity mela can develop hidden potentialities of students. 14 different types of activities like storytelling, action songs, role play, puppetry, clay work, craft work, pasting, color filling, educational games, drawing etc. are performed by the students in activity mela. These types of activities provide children opportunities and freedom to act or perform, which inspire them to create new innovative and original ideas. The grant for this activity is Rs. 425/- in each school. For the improvement of enrollment and retention, more than 6000 balmela were organized in the year 2006-07.

Objectives of the Balmela are as under.

- Functionality of children is nourished.
- Curiosity of children is awakened.
- Group spirit of children is developed.
- Creativity of children is awakened
- Thinking power of children is developed.
- Children feel self satisfaction
- Self confidence is developed
- Children get opportunities of presentation.
- Development of the characters like management, discipline, punctuality, perfection, cleanliness, etc.

In Talaja Taluka all the schools receives the grant of Bal Mela in their school.

Note: sequence check

#### **4.3.11 ADEPTS ( Advancement of Educational Performance through teacher support):**

ADEPTS were implemented in Gujarat with the help of UNICEF and SSA. It was launched in Gujarat in the year 2007. Main aim of this programme is to improve the performance of teachers, and to provide a quality education in the classroom. Main objectives of this programme for teachers are as under.

- To understand a child psychology, and make friendly relationship with them.
- To teach effectively in the classroom.
- To use teaching aids and teaching techniques in the classrooms.
- Direct interaction with students.
- To create a suitable environment in the classrooms.
- To give importance to co- education
- To evaluate and analyze the problem, and use the result for the benefit of student.

The teachers trained in ADEPTS has ability to

- Manage classroom problems
- Create friendly learning atmosphere in the school.
- Working ability according to his/her capabilities.

ADEPTS implemented in Talaja Taluka in the year 2008-09. In first phase CRCc selected two schools and in the second phase 28 schools from all clusters were selected. Selected teachers of these schools took training at Block level and implemented this programme in the school. Among the sample schools selected by researcher 5 schools are carrying out this programme in different clusters.

#### **4.3.12 Modal Cluster School (MCS):**

Child friendly schools at cluster level were opened in all selected districts/blocks where the scheme is operational. MCS have facilities in terms of teaching learning equipments, books, games etc. facilities available like books are being circulated to the schools in the same clusters. Facilities utilizes learning through computers, film shows, reading material, self defense, life skills, riding bicycles, reading, games etc. instructors are hired for the day or on contract for imparting vocational and other training. A cluster comprises of about 5-10 villages with each block having about 8-10 clusters. The girl child friendly infrastructure is used by all the schools in that cluster, by rotation. The criteria for selecting those schools which has showed the best performance and which are accessible to around 10 village /school ( from same cluster) whose girls can use this infrastructure and which has land for additional civil works. While selecting the location of the model cluster schools, the criteria of SC/ST population would also be taken into consideration. A Model Cluster School for girls have the provision of an additional classroom, supply of drinking water, electrification and toilet for which one time grant up to a maximum of Rs. 2 lakhs is provided.

In the Talaja Taluka one school from each cluster is selected as a model cluster school under this scheme One classroom especially for the activity of girls and one computer is given to these schools.

#### **4.3.13 Community Mobilization:**

Community mobilization enhances the quality of education in the school, and hence government has established this community. Active community members can improve enrolment, retention, and learning. In every school there are MTA, VEC, PTA, PC, and VCWC committee.

Some grants given by the government for the development of the school like school repairing grant, school development grant, teaching learning material grant, different programme grants etc. are received in the account of VEC and

can only be used by school with the signature of VEC members. The committee members are trained at Cluster level, Block level and at Gandhingar.

In all the schools which are selected by the researcher have these committees in the school. Community participation play important role in the school. The benefit of establishing this committee is that the community members help in the school programs and can utilize the grant money effectively.

#### **4.3.14 Meena School:**

This programme is carried out in the school under the umbrella of SSA with the help of UNICEF. Main objective of this programme is to improve girl child enrolment and reduce drop-out at elementary level with the help of community members. U.P, Orissa, Bihar, Maharashtra, Rajasthan and Gujarat carry out this programme very effectively. In this programme hypothetical character of "Meena" is designed who is fun loving, enthusiastic, energetic and always ready to serve others. This character of Meena is introduced in cartoon film by the government and is frequently advertised on television. In schools undergoing this programme picture story-books of Meena and cartoon film Compact Discs are provided. In every school Principal with the help of teachers show this cartoon films to the parents to create awareness of girl child education. Under this programme different activities are carried out like, Dadi- Nani Day, Maholla Bathak, Meena library, Meena Cabinet etc.

In the first phase a maximum four schools from one cluster were selected and among them one school must be Model Cluster School. One in-charge teacher handles this programme in the school. In the Talaja Taluka under the first phase 56 schools were selected. Among 37 schools selected by the researcher only 13 schools follow the Meena programme.

#### **4.3.15 Sakhi:**

Sakhi” is a vernacular word; it means “Friend” in English. This programme launched in the year 2007-08 under the umbrella Sarva Shiksha Abhiyan in the NPEGEL blocks. Conversation between two children of equal age is understood by both of them very easily. Maximum four schools from one cluster are selected under this programme. The granted schools get Rs. 600 as a grant p.a to carry out this programme in each school. This programme involves a group of children, they communicate with each other and create friendly atmosphere between them.

Main objectives of this programme are as under.

- To create friendly environment among the students of the class.
- To develop communication skill and leadership quality.
- To develop healthy competition among the children
- Children can share their subject knowledge with each other and can develop self confidence.
- Team spirit develops in children by working in groups.

Under this programme the class is divided in groups. Maximum eight students (including boys and girls both) in one group, is being prepared by the teacher as per the number of students in classroom. Each group contains children of all levels like average, below average, and above average students. SSA has suggested the title of the groups as Bul-bul, Swan, Peacock, Mogra etc. In class I to IV mathematics, and language and in class V to VII mathematics, science, Gujarati and English are discussed by students with each others. Teachers provides them atmosphere to discuss the difficult points of these subjects. This programme is carried out for three hours fortnightly.

There are 56 schools in Talaja Taluka, commencing sakhi programme. Among the sample schools selected by the researcher only 12 schools have sakhi programme.

#### **4.3.16 Kshitij (Horizon):**

Kshitij means horizon in English. Sarva Shiksh Abhiyan introduced lots of programmes for improving the quality of education. Kshitij is also a part of it. It started in the year 2007. Under this programme school has to establish a “Library Corner “. Government provided books set for the selected school.

Objectives of this programme are as under.

- To improve the reading ability among the children.
- To develop communication skills.
- To develop leadership quality.
- To hold the power in language.

Under this programme students read the story books, poetry and discuss the stories with each other. At a cluster level three schools are selected among them one school is Model Cluster School and remaining two are others. Rs. 500 per school grant is given by S.S.A under NPEGEL. for carrying out this programme activity and books for I to IV and V to VII are different. One in-charge teacher handles this programme in each school. Teachers also provide assistance to the students participating in this activity. In the Talaja Taluka 42 schools has this programme. 10 schools out of the 37 schools selected by researcher carry out “Kshitij” programme.

#### **4.3.17 Ramta Ramta Bhaniye:**

To attract the students towards the school and to enhance the rate of retention in class I & II a play way teaching method was introduced in the year 2007-08 called “Ramta Ramta Bhaniye.” Maximum eight schools are selected having Rs. 1000 grant from each cluster. The duration of this programme is one month. “Moti Bahen” and “Mota Bhai” are selected as a leader from class III to VII and they select “Vahali Bahen” and “Vahala Bhai” from class I-II. Elder children help the younger children in their studies and extra co-curricular activities.

Main objective of this program is that the selected “Moti Bahen” and “Mota Bhai” encourage their younger ones to come to school and they also help them in studies. The class teacher of class I and II is the in charge coordinator of this programme and undertakes different activities like teaching through storytelling and rhymes.

This programme is followed in 108 schools in Talaja and among the 37 schools selected by the researcher; this programme is followed in 18 schools.

#### **4.3.18 Free scholarships:**

Government grants free scholarship to all the children according to their caste. Once in a year scholarship is given, for two purposes, one for purchasing study related material and another for purchasing school uniform. School uniform grant is same Rs. 150 for all the students but amount of scholarship differs. Another amount of scholarship differs with standard and caste. SC and ST students gets higher amount of money than the OBC and General Category students. In special cases (sweepers, and sanitary workers) SC students receives special amount of scholarship, for class I to V Rs. 950 and for class VI and VII 1150. To be benefited by scholarship it is compulsory for students to come to school regularly and pass the examination. Just for taking the advantage of money parents send their children regularly to the school and ultimately government can improve the quality of education. In Talaja Taluka all the schools receive the scholarship amount.

#### **4.3.19 Free Text-Books:**

The concept of free and compulsory education is fully derived in our classrooms. Government provides free textbooks to all the children of government primary school. Apart from the text books, in few schools notebooks are also donated by donor with the help of community members and Principals. This kind of benefits attracts the students as well as parents towards the school. The positive impact of this scheme can be observed in both enrolment and retention of children.

#### **4.3.20 Nivasi Camp (Residential camp):**

This initiative was started by state government under SSA in the year 2007 for upper primary students of migrating families. This programme can decrease the dropout rate of migrating children and thus they don't spoil their studies. Nivasi camp is implemented in only those areas where the numbers of migrating students exceed forty at village, cluster or block level. The students participating in this camp has to bring their migration card. One 'Balmitra' is appointed to teach the students and carry out extracurricular activities other than school timings. The duration of this camp is four to five months. In Talaja Taluka Nivasi camp is established in five villages. None of the 37 schools selected by the researcher has this programme.

#### **4.3.21 Migration Card:**

In the state of Gujarat in some districts there is a problem of migration for some specific period for earning their livelihood. Panchmahal, Dang, Banaskantha, and in some Talukas of Bhavnagar has severe problem of migration. Government of Gujarat under SSA issues migration card for those students who are migrating with their parents from one place to another place. This programme helps the principals to know about migrating children attendance and result during that period. With the help of migration card students can easily take the admission in the schools at the place where they migrated. In the Talaja Taluka people also migrate for earning their livelihood in two different seasons so the scheme is also applicable here.

#### **4.3.22 Bridge Course Centers:**

Due to the problem of migration some students do not attend schools and fail in the examination then after those students leave the school and the problem of stagnation and dropout comes. To reduce this problem SSA introduced the bridge course scheme. Back to school is one of the aims of SSA. Vacation schools, farm schools, seasonal hostels are different bridge courses. In Talaja Taluka vacation school

programme is operated. The duration of bridge course is May to July. In Talaja, failure students can repeat the same class for three months and after the examination if the child passes, proceeds to the next standard. Total 17 bridge course centers are in Talaja.

#### **4.3.23 Bal- Mitra Varg:**

Another programme of SSA for out of school children is 'Bal-mitra Varg'. Bal-mitra is called children's friend. For those children who left the school or not studying at all from the age group of 6-14, the Mitra Varga is established by the SSA. Under this programme after conducting the exams the students send to the main stream. The Bal-Mitra Varg is carried out at the nearest place from the student's residence. Maximum 20 students are studying under one Bal-Mitra Varg. There are total 44 Bal-Mitra Varg in Talaja Taluka. Local village members are appointed as a Bal Mitra having the minimum qualification of H.S.C.

#### **4.3.24 Gram Mitra (Education):**

To make the coordination more effective with the local educational functionaries and other relevant department the Gram Mitra (education) is appointed in every village from the year 2007. Gram Mitra helps in school activities. GCERT has prepared the training module of Gram Mitra and the training was given in each and every district by DIETs. Total 9000 (approx) Gram Mitra were trained in the year of 2007-08. An educational kit was also provided by the DIETs worth rupees 1000 to each Gram Mitra.

Apart from the above programmes, Gujarat government with the help of central government implemented various programme to achieve the goal of universalization of elementary education. GCERT introduced traditional village games and has added impacts to the overall development of the children. Games feasible 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 cluster at Taluka level, Taluka to district and district to state since 2005. Under NPEGEL additional scholarship for girls is provided in backward areas. Other basic facilities like separate sanitation units, compound wall, and establishment of new classroom, electricity, drinking water, library, games equipment and first aid boxes have been provided to upper primary schools in the state. Computer facilities are also set forth in such schools which have electricity facility.

Endless number of programme and initiatives are operated in the school but still the state is unable to achieve the goal of UEE so now at this moment it is very necessary to look after the reasons behind this failure. Why Gujarat is unable to achieve the goal of UEE and why such policies and programmes are not effectively working, how these policies really operated to the grass root level is described below. In the next objective researcher attempted to check the effectiveness of this programmes through the beneficiaries.

#### **4.4 Effectiveness of various ongoing programmes as perceived by teachers, Principals, CRCs, BRCs, Parents and Community members.**

Researcher selected 37 schools for her research study. Different programmes carried out by state government and central government was discussed in details above. The effectiveness of those programs as perceived by the beneficiaries in the sample villages in talaja Taluka are presented below.

##### **4.4.1 Mid Day Meal Programme:**

Under this scheme one Mid Day Meal programmer, one cook and one helper are designated in each school. The food material is provided by government through the Mamlatdar office, Talaja. In each school food is prepared daily, under the observation of school Principal. In every school Principal is the in charge. All the

Principals agreed that Mid Day Meal is given to the children regularly in the school. According to them from the given Mid Day Meal, about 80 % of students at an average get Mid Day Meal. All the teachers also supported the fact of about 80% children and almost all children availed the facility of Mid Day Meal whenever there was out of routine food was supplied. 24% teachers reported that those students, who live in close vicinity of the school, do not participate in Mid Day Meal and take their meals at their home. 29% teachers reported that upper primary students especially from class 6<sup>th</sup> and 7<sup>th</sup> feel shy to eat Mid Day Meal in the school. 73% community members do not look after the Mid Day Meal food. Remaining 27% said that quality of the cooked food is not fine sometimes. Moreover the menu given by the government is not followed and instead of this menu, khichadi was given daily as Mid Day Meal. Thus many children do not eat Mid Day Meal. Although there are some loop holes, overall Mid Day Meal programme attract the villagers and they send their children to the school. Only one school does not follow it. Food is prepared by the cook in school premises and served to the children during the recess time.

#### **4.4.2 Tarang-Ulhasmay Abhiyas:**

All Principals agreed with the concept of play way teaching method and they implemented Tarang-Ulhasmay Abhiyas in the school. 93% teachers of class I and II implemented this programme in the class with its objectives. 100% teachers mentioned that learning without burden is more important and play way teaching method reduce the burden of students and they learnt with fun. 80% community members also believed that teaching in class I and II was effective and thus, dropout ratio is less in these classes compared to higher classes.

#### **4.4.3 School Health Checkup Programme:**

All the students of Talaja Taluka are being examined under this Programme. Once in every year doctors of nearest Public Health Centre check the students. 100% Principal mentioned that it is successfully carried out in every school and if any major illness is detected, the sick children are sent to the nearest civil hospital but

sometimes in some cases parents do not take this seriously and not follow the doctor's instruction and treat them as per their own methods. One important point revealed by the Principal and 23% community members was that, in some cases due to the long process of filing of case by the department, parents avoid their children's treatment. Majority of the teachers also agreed with the Principal. 63% of community members mentioned that they are not aware about this programme.

#### **4.4.4 School Entrance Celebration:**

All the schools selected by the researcher celebrate school entrance celebration. 95% Principal opined that due to the school entrance celebration the enrolment ratio has increased and 85% teachers agree with the Principal. All the community members reported that school entrance celebration creates awareness among the villagers and all the schools celebrate this programme effectively.

#### **4.4.5 Girls Education Rathyatra:**

The female literacy rate of selected schools is below 35%. So as per the rule all the schools celebrate Girls Education Rathyatra. 83% of Principal mentioned that, as in most cases school entrance celebration and Girls Education rathyatra are on same day. Teachers of these schools organize cultural programmes and other additional activities. All teachers and Principal agreed that due to this programme girl child enrolment has increased up to 100%. Community members also agreed that this programme creates awareness among the people. These types of programme are effective in grass root level and are implemented in these schools.

#### **4.4.6 Vidyalaxmi Bond:**

All the schools selected by the researcher provide Vidyalaxmi Bond to girls. 79% Principal opined that this kind of money incentive oriented programmes attracts the villagers, and to get full redemption of money, girl must have to complete the primary education. So the problem of dropout has also decreased. 59% Principal reported some problems in survey of children of 0 to 5 year old and 83% teachers

also agreed with Principal. Major problem in the survey is that during surveys, many families are absent and thus children in these families are not counted. Thus the bonds arriving from government are always less than the actual number of children. Another problem is that the names of children in the bond are mostly printed wrong which takes a long time when given back for correction. Moreover the children who are enrolled late in the school are also not eligible for Vidyalaxmi bond. 53% committee members are not aware of this scheme. 43% parents of school going children are also unaware about the scheme. Most of the parents are illiterate and thus do not understand the scheme. However, from all these programmes improvement in school enrollment is seen.

**Table – 4.4 (A)**

**Details of Vidhyalaxmi Bond in the Sample Schools**

Sr. No	Name of the School	Issue of Vidhyalaxmi Bond		
		2006-07	2007-08	2008-09
1	Nava Rajpara	12	07	07
2	Rojiya Pri. Sc.	07	07	07
3	Bakhalka Pri. Sc.	18	07	08
4	Kerala Pri. Sc.	30	29	15
5	Talli Pri. Sc.	-	N.A	-
6	Mota Ghana Pri. Sc.	22	16	04
7	Kharadi Pri. Sc.	14	11	12
8	Tarasara Pri. Sc.	63	-	-
9	Pratapara Pri. Sc.	70	68	48
10	Bambhor Pri. Sc.	02	-	01
11	Gorakhi Pri. Sc.	49	39	35
12	Gadhula Pri. Sc.	21	25	11
13	Jalvadar Pri. Sc.	06	08	09
14	Ghantarwala Pri. Sc.	21	14	19
15	Belda Pri. Sc.	22	11	18
16	Madhuvan Pri. Sc.	07	10	16

17	Padari Pri. Sc.	15	18	15
18	Nichadi Pri. Sc.	18	07	08
19	Mahadevpara Pri. Sc.	06	08	06
20	Mangela Pri. Sc.	19	18	12
21	Bhungar Pri. Sc.	05	03	04
22	Chudi Pri. Sc.	11	17	12
23	Juni Chapari Pri. Sc.	05	12	06
24	Paniyari Pri. Sc.	09	12	13
25	Gadhesar Pri. Sc.	-	-	-
26	Khandera Pri. Sc.	35	23	25
27	Amla Pri. Sc.	34	26	28
28	Sankhadasar Pri. Sc.	11	11	15
29	Bodaki Pri. Sc.	12	-	-
30	Nava kodiya Pri. Sc.	14	15	13
31	Kundavi Pri. Sc.	04	07	08
32	Methala Pri. Sc.	27	22	28
33	Sartanpar Pri. Sc.	100	72	65
34	Rampara Pri. Sc.	12	03	04
35	Bharapara Pri. Sc.	23	24	23
36	Zanzmer Pri. Sc.	26	26	49

Note: N.A means information was not available.

#### 4.4.7 Teachers Training Programmes:

GCERT has been providing in-service training programme twice in a year for all the teachers of Gujarat. 59% Principal and 71% teachers reported that the training experts are not capable for training. Sometimes experts are forcibly selected by Cluster Resource Centre coordinators. Experts appointed are ineffective for the training and they did not have enough subject knowledge. Sometimes experts appointed are lacking in communication skill which spoils the training, and objectives are not fulfilled. The atmosphere of the training centers is not enthusiastic and facilities like, drinking water, food etc. provided at training centre

are also unsatisfactory. 11% Principal and 08% teachers reported that they do not receive full amount of Travelling Allowance and Daily Allowance. 13% Principal said teachers are not implementing the received training related to different aspects in the teaching learning process.

#### **4.4.8 Vidyadeep Scheme:**

13% Principal and 34% teachers are unaware about this scheme and its objective. 89% committee members are also unaware about the scheme. This scheme is for the Below Poverty Line people but most of the community members (80%) are also unaware of the schemes. Due to such unawareness parents fail to receive the benefit of some schemes and the schemes are ineffective at grass root level. Another important reason opined by the Principal is that due to the some orthodox feelings community is not ready to take the benefit of it. Under this scheme after the death of students, post mortem is compulsory for getting the benefit of this scheme. But parents are not ready for post mortem.

#### **4.4.9 Reading, Writing and Arithmetic Abhiyaan:**

Reading, Writing and Arithmetic Abhiyaan is implemented in sample schools of Talaja Taluka. Low achievement of the students in the reading, writing and in mathematics is being taught here by the teachers. In 30% schools these programme is effectively carried out and community members of these villages also knew about it. In charge teacher of this programme informed parents about this programme and also intimated about the poor achievements of their wards. While in remaining schools it was not carried out as per its objectives. Even community members are not aware about this

#### **4.4.10 Bal Mela:**

83% Principal replied that they organize Bal Mela in the school once in a year. They said that Bal Mela is not celebrated properly due to the insufficient amount of grant. When they organized the function, children enjoyed very much and

developed their skills to perform at different level. Children get freedom to act and Bal Mela gives them a platform.73% teachers also agree with the Principal. 3% Principal replied, they did not organize Bal Mela where as 8% Principal organized it sometimes. 61% committee members mentioned that they were unaware about the Bal Mela. All the CRC coordinators reported that Bal Mela is successfully organized in all the schools. Answers received from the Principal and administrators regarding the celebration of Bal Mela is varies.

#### **4.4.11 ADEPTS:**

Among the 37 schools selected by the researcher only 7 (19%) schools implemented the ADEPTS programme. All the teachers handling this programme in the school complained that maintenance of student's growth sheet is very difficult. Moreover paperwork is more than the implementation of the process. Sometimes it is on paper only. Effectiveness of this programme is not very satisfactory and implementation process is also complex as perceived by teachers. 30% teachers said that they did not received proper training of this programme and hence, they faced many problems.

#### **4.4.12 Model Cluster Schools (MCS):**

Model cluster schools get special benefits under NPEGEL. 41% teachers do not know the concept of model cluster school. Even 30% teachers working in the MCS are also unaware about this programme. All Principal mentioned that the special benefits which are given under NPEGEL, for example special scholarship for the girls, new classroom, computer facility, vocational training programme etc. attract the students towards the schools. Under special vocational training programme girls can learn Socially Useful Productive Work, and self defense which may help them in life. Due to such programme the dropout ratio of girls has reduced. There is a provision under this programme, other schools from the same cluster may also visit MCSs to be benefited by computer use but none of the schools visit MCS and received the benefits. All the CRCs said MCS handled the vocational training programme in the schools but 73% community members mentioned that they did

not know the concept of Model Cluster School and facilities provided under this programme, for their children.

#### **4.4.13 Community Mobilization:**

In all the schools VEC, PTA, MTA and VCWC committees are present. All the Principals reported that they organize committee meetings on time and discussed the problems of schools like irregularity of the students, use of migration card, and for construction work, take the review of committee members. 58% committee members admitted that meeting is not organized regularly and 18% committee members do not know whether they are members of committee or not while few of them even do not know that they are the members of which committee. 58% teachers revealed that they never participated in the committee meeting. 59% parents agreed with the fact that they were not aware of the other committee members in different committees of their own village. 61% Principal received the support from committee members while remaining mentioned that they do not have full support. Sometimes community members created problems regarding the utilization of money which is received in the account of VEC, and VCWC and is withdraw by the permission of community members only. 50% parents of school going children seldom attend the meetings.

#### **4.4.14 Meena School:**

Meena Manch is one of the major initiatives of the SSA. It is very interesting and well known programme in Gujarat. 35% of sample schools carried out this programme by one in charge coordinator who received special training of this programme at Block or Cluster level. Majority of the Principals (85%) and all the C.R.C (90%) coordinators mentioned that this programme is effectively implemented in the schools. 69% of teachers replied the objective of the programme is really praiseworthy but paper work is little difficult. Under this programme 30% schools celebrated Dadi-Nani day and Meena Mela, during this activities coordinators of this programme explained the character of Meena through the Cartoon film, to the community and convince them for the importance

of the girl child education. Apart from this, it involved lots of activities which have been merrily performed by the children. 60% community members and 41% parents were aware about this programme by participating in different activities.

#### **4.4.15 Sakhi:**

Sakhi is a sponsored programme of SSA in elementary schools. Talaja Taluka underwent this programme. 80% teachers replied that the objective of this programme is effective but under this programme leader appointed to carry out this programme was unable to handle the group. Due to this, the objectives of this programme are not fulfilled. 71% teacher believed activity grant for this programme is very less. 93% Principal and all the CRC coordinators agreed that this programme is carried out effectively in the schools.

#### **4.4.16 Kshitij:**

All the Principals and Cluster Resource Coordinators expressed this programme is successfully accepted in the schools. Out of 37 schools 12 schools have this programme in their school. 75% teachers expressed that through this programme, reading ability of children is improved because different storybooks created interest among the children for reading. This programme is directly focused on result instead of giving importance to the paperwork.

#### **4.4.17 Ramta Ramta Bhaniye:**

Most of the schools (60%) carried out this programme. 88% Principal, CRCc and 67% of teachers mentioned that it is difficult to attain the objectives of this programme due to the severe problem of migration, since the main aim of this programme is to improve the regularity of children in the school. Stories, Bal-Geet (rhymes) and different games which are given in the module are very interesting and fulfill the objective. 83% teachers used the same module in the class rooms. As play-way teaching method is best for lower classes, all the teachers agreed with this and implemented it in the classrooms.

#### **4.4.18 Free Scholarships:**

All the students received scholarships from the school. All the committee members and 95% of the parents are aware of this scheme. 63% Principal reported that sometimes parents of failed students demand the scholarship but according to the rules, such students are not eligible for the scholarship and it becomes very difficult to convince them. Due to the poor socio economic conditions this kind of programmes always attracts the parents' towards the school. The amount of scholarship is segregated in two parts, one is for purchasing school uniform and other is for stationary but in most of the cases parents uses this amount for other expenses. So, objectives of the programmes are not achieved.

#### **4.4.19 Free Textbooks:**

All the Principals mentioned that they received the textbooks from government. But according to 80% Principals textbooks are not received on time and on regular basis. Due to this irregularity, students have to suffer since without textbooks they could not be able to get updated. Some times this delay takes as long as six months. 90% parents are also aware about this programme and consequences for delay in receiving textbooks.

#### **4.4.20 Nivasi Camps:**

In Talaja Taluka 5 nivasi camps are established by government. Among the 37 schools selected by the researcher, 22 schools have severe problem of migration and People of these villages migrate for about four to five months. But still this programme is not implemented in any of the sample villages, due to ignorance of government towards migration in these sample villages. The programme was implemented in one of the sample villages but its objective was not achieved due to improper management and reluctant approach from families.

#### 4.4.21 Migration Card:

56% of the Principal do not use migration card in their schools. However, 60% of schools selected by the researcher have problem of migration. 24% Principal said that they issued migration card to students but the students do not use it in most of the cases. Instead of studying in the class, they work in the farms. 34% Principals are not aware when the students migrate, because parents of these students do not inform about the migration. Hence, they cannot issue migration card for such students.

#### 4.4.22 Bridge Course Centers:

School programme are offered during the vacation in the Talaja Taluka under the scheme of alternative schooling nominated as Bridge Course Centers. Details of bridge course centers in sample schools are as under.

**Table – 4.4 (B)**

#### **Students of Bridge Course Centers in Selected Sample Schools**

<b>Year</b>	<b>Schools</b>	<b>Centers</b>	<b>Children</b>
2006-07	5	10	201
2007-08	12	16	314
2008-09	6	11	237

In bridge courses failed students are taught for three months starting from period of vacation from May to July. If they pass in the bridge course, they are promoted to the next class. All Principals reported that bridge courses are extremely beneficial for failed students. One teacher from the same village having the minimum qualification of H.S.C. is appointed over every 20 students. All CRCC agreed that bridge courses are working effectively. According to all the Principals, this programme is beneficial in decreasing the failure ratio and hence the dropout

ratio. But according to 63% teachers there is no change in academic achievement of students. They only pass the bridge course but, remain dull in the next classes.

#### 4.4.23 Bal-Mitra Varg:

**Table – 4.4 (C)**

**Students of Balmitra Varg in Selected Sample Schools**

Year	Schools	Centers	No. of Children
2006-07	10	22	464
2007-08	08	14	310
2008-09	08	23	497

Bal-Mitra Varg acts as an alternative school. Those students, who are unable to attend the regular schools, or left the school, are made to attend Bal-Mitra Varg. Bal Mitra Varg is conducted at the places which are nearer to residence of the students. Everyday excluding Sundays one Bal-Mitra teaches the students for three hours. In most of the cases local person whose qualification is minimum H.S.C is selected as a Bal Mitra. In each centre minimum 5 and maximum 20 students are taught. 14% Principals did not come out with any details about this programme in their areas. Whereas all CRCc reported that this programme is working as per its objectives. 70% Principals said, during the migration period the children are not enrolled in the Bal-Mitra Varg. However apart from migration period, 73% community members are aware about this programme and they send their children to Bal -Mitra Varg.

#### 4.4.24 Gram Mitra:

In every villages there is one Gram Mitra Education in which people are appointed to help the education related activities in the school. It was found that in most of the cases (95%) only principal was aware about it but teachers and community members were not aware of such facility.

#### **4.5 Suggestions to Overcome the Problems of Elementary Education in the Talaja Taluka of Bhavnagar District**

After thorough understanding about the contextual problems in Talaja Taluka in the area of Elementary Education, certain suggestions were drawn from the researcher's observations and opinions of the key personnel in the management of elementary education and are presented below;

- A thorough impact analysis on the on-going programs of elementary education is considered as important to plan and execute the other relevant programs that make impact on the goals of UEE.
- Administrative delays in implementation of certain schemes needs to be addressed. Under the scheme of Vidhyalaxmi Bond, the name of the girl child, printed in the bond directly come from state office as per the local survey. In most of the cases the names printed on the bond is wrong, and when sent for correction it takes too much time to come back. Another problem is that only those students who are present during survey are considered for the Vidhyalaxmi Bond. So many students who attend the schools, but are absent during the survey are not benefited by the scheme. So Vidhyalaxmi Bond should be given after the end of August when actual students registration is completed in the schools so all the students are benefited by the scheme.
- There is a need to minimize the work responsibility of the school principals and therefore the focus would be more on school development. Under Sarva Shiksha Abhiyan infrastructure facilities are improved in terms of classrooms, sanitations etc. In so many schools new classrooms are constructed under the responsibility of the Principal. Most of the Principals are troubled by this duty and are unable to manage the academic duties along with this. It creates lot of problems, as the grant for classrooms comes in account of village education committee and can only be withdrawn by the signature of the committee members. Sometimes community members create issues and do not sanction

the grants. The problem can be minimized by not involving the Principals in this matter. Technical Resource Person (TRP) and VEC members can be made responsible for this kind of activities.

- Surprise inspection can be introduced to improve the quality of work in remote areas where there is a lack of frequent inspection and supervision.
- Classroom activities of the teachers and Principals are affected due to the additional duties entrusted by the Government. For example, Election duty, population counting, survey of illiterates, enrollment survey etc. Apart from this so many additional programmes like “Shaksharta Deep” to be carried out after school hours. If this kind of workload is decreased then teachers and Principal can concentrate better in teaching process.
- Government gives training to the teachers twice during the year before the vacation, related to the Kathin Bindu of Mathematics, Science and Language, and training for introducing new programmes in the school. In most of the cases teachers receive these training but do not implement new techniques and methods in the classrooms. Thus, the actual beneficiaries are not benefited by the training programme. If Principal and CRCc strictly take follow ups from teachers than fruitful results can be achieved.
- In most of the villages community members are not active and they do not know anything about their roles. SSA involves community members in different committees but some of the members are ignorant about these committees and also don't know that to which community they belong. If awareness among the community is provided then community can also help in school activities.
- Community meetings are not organized as per rule. VEC, PTA, MTA, and PC meeting should be organized after every three months and also during emergencies. The main aim of these meetings is to introduce different

programmes at elementary level, discusses important issues and also provides knowledge about the importance of girl child education. But in our villages main agenda of the meeting is only focused on how to utilize different grants. To make community aware about the programmes the meeting should be organized properly.

- ADEPTS programme includes lot of paper work, apart from ADEPTS, Sakhi, Kshitij, Meena Manch and so many other programmes involve paper work and filing. Every programme report has to be submitted at the cluster level. So sometimes in charge teachers of these programmes are busy in maintaining the attractive programme file only. So in many cases these programmes are on paper only. Instead of giving so much emphasis to the paper work government can emphasize on practical work. The implemented programmes can be documented.
- Mid Day Meal program has a positive impact on enrolment of children in elementary schools. Community members can come to the school to check the quality of the food. Packed food can be provided instead of raw material which will be a better alternative. So food menu and uniformity may also be maintained.
- In every school government gives scholarships to the students for uniform. Parents use this money in another way, instead of giving cash money if Principal with the help of community members distributes uniform to the students, then the dress-code will be maintained..
- In the coastal villages of Talaja Taluka there is a severe problem of migration and people of these villages along with their school-going children migrate for four to five months. If government starts a Seasonal Hostels/Nivasi camps than the problem can be reduced.

- In “Nivasi Camp” only boys can stay, hence for girls also can have separate “Niwasi Camp”. The intake capacity of Niwasi camp can also be increased in needy areas.
- At least one female teacher in each school can be appointed because in rural area communities have orthodox mindset. So by appointing female teachers, enrollment of girl child could be increased.
- Sanitation facilities for girls need to be updated in schools. In each school separate sanitation for boys and girls can be constructed to overcome this problem.
- Master Trainers appointed for In-service training programmes are not very effective and in some cases they do not hold the power. They even lack subject knowledge. Only interested candidate can be sent for the training of Master trainer so they can develop their ideas.
- Technology integration in teaching learning process needs to be promoted in schools to make learning more joyful and meaningful. Accordingly specialized training for the teachers on computer education can be organized at block levels.
- A local teacher can be appointed in every school in class I and II. In each district of Gujarat language tone is different and if local teacher is appointed than with the use of local dialects it will be easier for the students to understand at earlier stage and this can increase their interest in the studies.
- In every cluster under the NPEGEL one model cluster school is established. Other schools of the same cluster have to use the computer, library and other facilities at least once in a week. The schools are not using these facilities and even in MCS for vocational training programme special tutor is appointed but this facility is also not provided to the school. The Principal with the help of

teachers can look after these facilities and can improve the quality of education by using these resources.

- In government schools teachers may go for a long holidays (Leave without Pay) or sometimes female teacher goes on maternity leave for long time. At such times Gram Mitra should be appointed for teaching.
- Most of the teachers face the problem while they are taking the classes of Vanchan Lekhan Ganan Abhiyan because every day at least two hours during the school time, for three month they have to teach the students, so it disturbs the regular time table and other regular students also suffer too much. So there could be a separate teacher or among the teachers, one teacher can be the responsibly of handling such programmes.
- Most of the teachers use stereotype teaching methods in their classrooms and in most of the cases use Black Board as a teaching learning material. Due to this sometimes students loose their interest in learning, so to improve the quality of education play way teaching methods in lower primary sections and project method in upper primary sections should be regularly used by the teachers.
- Subject specific teachers need to be teaching in the upper primary schools as well because the subjects like English, mathematics, and sciences require specific competencies on the part of the teachers.
- There is a lack of frequent use of library in some schools; there is a need to increase the utilization of library on a daily basis to improve the reading skills, and language skills among the students. Apart from these, teacher ratio in using the library facility also has to be increased.
- Decentralization of administration is better way to improve the quality of education; the administration should be decentralized as far as possible. The inspecting authorities should provide leadership to the schools.

- Through the community participation schools can use the local resources to help primary teachers. For example; if there is a good artist available, his knowledge can be utilized for teaching the children.