

**CHAPTER IV –
RESULTS AND INTERPRETATIONS
– PERSPECTIVE OF TEACHERS**

Chapter - IV

Results and Interpretations

Perspectives of Teachers

Teachers are largely the providers of services under various plans and programmes for primary education that are implemented in the schools. The experiences of teachers largely inform decision making (Berliner, 2004). This chapter includes the views of the teachers regarding the implementation and impact of the primary education plans and programmes being implemented in the schools. The teachers teaching at the selected government schools were considered to be the sample and data was collected through a structured interview schedule. It was of vital importance to include views of the teachers as an important aspect of the study as their engagement can largely give a picture of the effectiveness of the plans and programmes in the schools. The interview schedule helped in exploring the following themes; understand the current status of implementation of the primary education plans and programmes, highlight the perception of the teachers regarding success of the plans and programmes, understand the problems encountered by them while implementation of those plans and programmes and subsequently provide suggestions to effective implementation. A total of 112 teachers were interviewed from the selected Government Schools.

The following chapter is divided into four sections viz.

Section I: Background information of the Teacher Respondents and Implementation of the Government Plans and Programmes in the School

Section II: Perceptions regarding success of Government Plans and Programmes in ensuring hundred percent enrolment. This section also includes the analysis of results using t-test, ANOVA and Post Hoc tests.

Section III: Problems faced in Implementation This also includes the results using t-test analysis, ANOVA and Post Hoc tests to understand the magnitude of problem faced in implementation of the plans and programmes.

Section IV: Suggestions from the Teachers regarding effective implementation of the plans and programmes related to primary education at the school.

Section I

Background Information of Respondents and Implementation of Government Plans and Programmes at Schools

Table 8: Background Information of the Teachers

(N=112)

Profile	Categories	Frequency	Percentage
Gender	Male	51	45.5
	Female	61	54.5
		112	100
District	Banaskantha	30	26.8
	Vadodara	29	25.9
	Surat	23	20.5
	The Dangs	30	26.8
		112	100
Associated with the school since	1-2 Years	17	15.2
	3-4 Years	12	10.7
	4-5 Years	14	12.5
	More than 5 years	68	60.7
	No Response	1	0.9
		112	100
Whether undergone Teacher Training	Yes	96	85.7
	No	06	5.4
	No Response	10	8.9
		112	100

Out of the total respondents, 45.5% were males while 54.5% were females. As far as District wise distribution of respondents is concerned, Banaskantha and The Dangs had 26.8% of respondents (30 each) while Vadodara had 26.8% (29) respondents and Surat had the least, 20.5% (23) respondents. The Right to Education Act (RTE) mandates an optimal teacher student ratio of 1:30 for all Indian schools. This mandate is to ensure that individualized attention is provided to each student. However, this was not the scenario in the Kendra Shalas or Centre Schools in Banaskantha and Surat where the number of children was quite high and as against that, the number of teachers was lower. This only meant that were more students to be managed leaving them with lesser individualized attention.

Teachers' association with the schools is quite essential to know how the school has improved over the years and being closer to the community members, the strategies

that the school needs to be adopted would be best decided. The data revealed that 60.7% (68) teachers were associated with the schools since more than 5 years. 12.5% (14) teachers were associated with the school since 4-5 years. 10.7% (12) teachers were associated with the school since 3-4 years and 15.2% (17) teachers were associated with the school since 1-2 years.

Teaching is one of the most demanding vocations and in order to fulfill their roles, regular training is quite necessary. The training needs of the teachers in the Government schools are truly daunting. It was found that the pre-service training curriculum followed is often outdated and does not develop teachers who can handle the challenges of their roles innovatively. Given this scenario, the in-service teacher education and professional development is one of the greatest challenges in ensuring that RTE not only provides access to education but also ensures quality in education too.

With regard to teachers having undergone training in the past year, it was found that 85.7% (96) teachers said that they had undergone pre-service and in-service training, 5.4% (6) said that they haven't attended any in the past year while 8.9% (10) chose not to respond. Informal conversations with the teachers who had attended the training revealed that there were many issues with the training specifically with the content.

Each year it's the same.....

“Badhu same same dar vakhate hoy chhe. Kaik navu hotu nathi.” (Everything is same each year and there is nothing new). – A female teacher from Surat

Training is like a waste of time...

“Ek jaat nu waste of time thaay chhe kem ke badhu ek jevuj hoy dar training ma.” (It's a kind of waste of time as everytime the content is the same in every training). – A female teacher from Vadodara

Often teachers are busy and they don't get to attend the training.....

“Je shikshak sarkar ni kaamgiri ma nathi hota athva senior hoy, ene training ma district level par mokalva ma aave chhe. Ghani vakhate shikshako kaamgiri ma atvayela hoy chhe ane training ma javanu nathi maltu.”(Teachers who are not occupied in Government work or are senior in nature are sent for the training at the district level. Many a time teachers are occupied with work and thus they don't get to attend the training). – A female teacher from The Dangs

Table 9: Distribution of Teacher's responses regarding implementation of Government Plans and Programmes for Primary Education in Schools

(N=112)

Programme	Yes	No	No Response	Total
Right to Education Act	111 (99.1%)	-	1 (0.9%)	112 (100%)
Mid Day Meal	111 (99.1%)	-	1 (0.9%)	112 (100%)
Shala Praveshotsav	111 (99.1%)	-	01 (0.9%)	112 (100%)
Gunotsav	111 (99.1%)	-	01 (0.9%)	112 (100%)
Kanya Kelavani Yojna	104 (92.8%)	03 (2.6%)	05 (4.6%)	112 (100%)

99.1% (111) teachers said that their schools implemented the RTE Act, while 0.9% (1) chose not to respond.

99.1% (111) teachers said that their schools implemented the Mid Day meal scheme, while 0.9% (1) chose not to respond.

99.1% (111) teachers said that their schools implemented the Shala Praveshotsav, while 0.9% (1) chose not to respond.

99.1% (111) teachers said that their schools implemented the Gunotsav Programme, while 0.9% (1) chose not to respond.

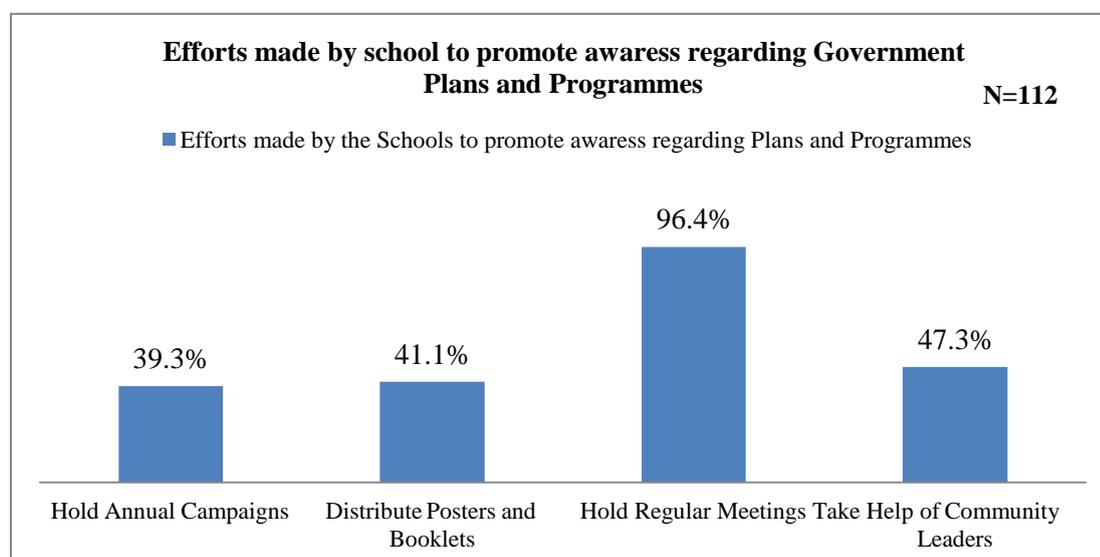
92.8% (104) teachers said that their school implemented the Kanya Kelavani Yojna, 2.6% (03) teachers responded that their schools do not implement the Kanya Kelavani Yojna while 4.6% (05) didn't respond to the question.

Table 10: Distribution of teachers' responses regarding efforts made by schools to promote awareness regarding government programmes

(N=112)

Efforts Made	Response	Frequency	Percentage
Hold Annual Campaigns	Yes	44	39.3
	No	68	60.7
		112	100
Distribute Posters and Booklets	Yes, distributed	46	41.1
	No, not distributed	66	58.9
		112	100
Hold Regular Meetings	Yes, regular meetings held	108	96.4
	No, not held	4	3.6
		112	100
Take Help of Community Leaders	Yes, help is taken	53	47.3
	No, not taken	59	52.7
		112	100

Figure 19: Teachers' responses regarding efforts made by schools to promote awareness regarding Government programmes



Majority of the teachers, 96.4% (108) said that their schools hold regular meetings with the community members in order to spread awareness regarding the government efforts towards primary education followed by 47.3% (53) teachers saying that their schools take help of community leaders to spread awareness amongst the people. These community members largely included School Management Committee (SMC) Members, Anganwadi Workers and Village level workers who had a good rapport

with the community members at large. The least used method to spread awareness was holding annual campaigns. Only 39.3% (44%) teachers said that their schools use campaigns as a method of spreading awareness regarding the plans and programmes related to education. Public campaigns prove to be an important determinant of awareness generation regarding Government efforts towards primary education. Communication, education and public awareness programs are critical to achieving support for such initiatives. Creating awareness at the community level requires more than simply transmitting and receiving information; it requires identifying the emotional and practical approach towards dealing with people and thus designing effective communication campaigns (Everett, 2003). Moreover, public awareness campaigns help in increasing support and stimulate self-mobilization. Raising awareness regarding the educational efforts of the government is quite essential to mobilize local knowledge and resources.

41.1% (46) teachers said that they distribute posters and booklets to generate awareness amongst the community members. Considering that the members of The Dangs district were largely agricultural laborers, they didn't have much time to come to the school and attend meetings. Another major reason being that such take away material with infographics and pictures prove to be a great source of retention for the community members as they often store such material and take help from local leaders to seek information regarding the booklets and posters. Despite the fact that the people in Dangs were not too literate, poster form of communication for spreading awareness was more popular amongst the people.

Community members refer to the posters printed by the Government....

“Sarkar taraf thi drawing karela saara ma na posters aape chhe gujrati ma jema ghana badha pictures hoy chhe. Aam to je manas vaanchi na shake, ene khabar to padij jaye ke poster shu kehva maange chhe. Ame aava posters nu vitran gaam ma kariye athva shada ma mukiye chhe jethi ae loko ne jyare faave ae aaine joine jay athva mahite le shikshako paase thi. Aavi Shishyavrutti ni ghani mahiti aapi chhe school taraf thi valiyo ne.” (The Government gives a lot of posters with infographics in gujarati. Even a person who cannot read can see and understand. We have distributed such posters in the village and kept them in school, whenever the people want they come and see the posters and seek help from the teachers. This way we have given a lot of information regarding scholarship to the parents from the school). – A female teacher from Dangs

Table 11: Distribution of teachers' responses regarding year of implementation of Right to Education Act (RTE) in the school

(N=112)

Year of Implementation	Frequency	Percentage
2010-12	104	92.9
2013-15	01	0.9
No Response	07	6.3
	112	100

The RTE Act came into force on 1st April 2010 and the mandate required all the government run primary schools across the country to implement it from 2010 onwards. During the time only 19 Indian states had notified the RTE rules which included Rajasthan, Tamil Nadu, Madhya Pradesh, Karnataka, Andhra Pradesh and Maharashtra. The major obstacle stated by many states regarding implementation of the Act included the paucity of funds (Ramakant Rai, National Coordinator, National Coalition for education in New Delhi).

The data revealed that 92.9% (104) respondents claimed their schools implemented RTE in 2010-11 itself, while 0.9% (1) of them claimed their schools implemented in 2013-15 whereas 6.3% (07) did not choose to respond at all.

Table 12: Distribution of teachers' responses regarding facilities provided under RTE

(N=112)

Facilities	Provided	Not Provided	No Response	Total
Free Admission	112 (100%)	-	-	112 (100%)
Free Books	112 (100%)	-	-	112 (100%)
Free Uniform	112 (100%)	-	-	112 (100%)
Mid Day Meal	112 (100%)	-	-	112 (100%)
Separate Toilets for Boys and Girls	112 (100%)	-	-	112 (100%)
Classroom	105 (93.8%)	7 (6.3%)	-	112 (100%)
Library	98 (87.5%)	13 (11.6%)	1 (0.9%)	112 (100%)
Playground	89 (79.5%)	22 (19.6%)	1 (0.9%)	112 (100%)
Computer Lab	79 (70.5%)	32 (28.6%)	1 (0.9%)	112 (100%)

Figures in parentheses indicate percentage

Free admission, free books and Uniform

All the schools provided free admission to the children in all the districts as per the mandate. Free books and uniform were also provided as per the mandate.

Playground

The intent of inclusion of playground as an infrastructural requirement of a school was to ensure that children have sufficient open space for sports and other physical activities during school hours. However it was not mandatory for the school management to provide this facility within the school premises, it can be provided in adjoining playground/park etc for the children to play. This was added as a clause by the Ministry after receiving a representation from State Governments stating paucity of open space areas especially in metro cities and crowded localities dated 26th October 2012.

The findings revealed that 79.5% (89) revealed that their schools had the playground facilities or its equivalent while 19.6% (22) claimed that there were no such facilities in the schools, whereas 0.9% (1) did not choose to respond.

Classrooms

As far as proper classrooms are concerned as per the mandate, the State Government should upgrade existing schools with classes. Banaskantha had a shortfall of classes. The RTE Act 2009 provided a time frame of three years from the commencement of the Act for the completion of school infrastructure. 93.8% (105) respondents admitted that their schools had proper classrooms while 6.3% (07) respondents revealed that their schools lacked proper classroom facilities which were not adequate for the teaching learning procedure.

Mid-Day Meal Scheme

All the schools had MDM facilities provided.

Computer Labs

RTE mandates provision of computer labs with the major aim to inculcate ICT in education. The findings revealed 70.5% (79) of the teachers revealed that their schools had provision of computer labs; other 28.6% (32) revealed that their schools

did not have provisions of computer lab. It was also observed that the schools which had computer labs had computers which were in a very outdated conditions, most of which were not working and most of the schools did not have any teachers to teach computers to the children.

There are computers in school, but no teachers to teach them....

“Computer room to chhej pan koi shikshak nahi bhanavva valo.” (There is a computer lab in the school but no teacher to teach) – A male teacher from Surat

Separate Toilets for Boys and Girls

All schools had separate toilets for girls and boys and in working conditions.

Library

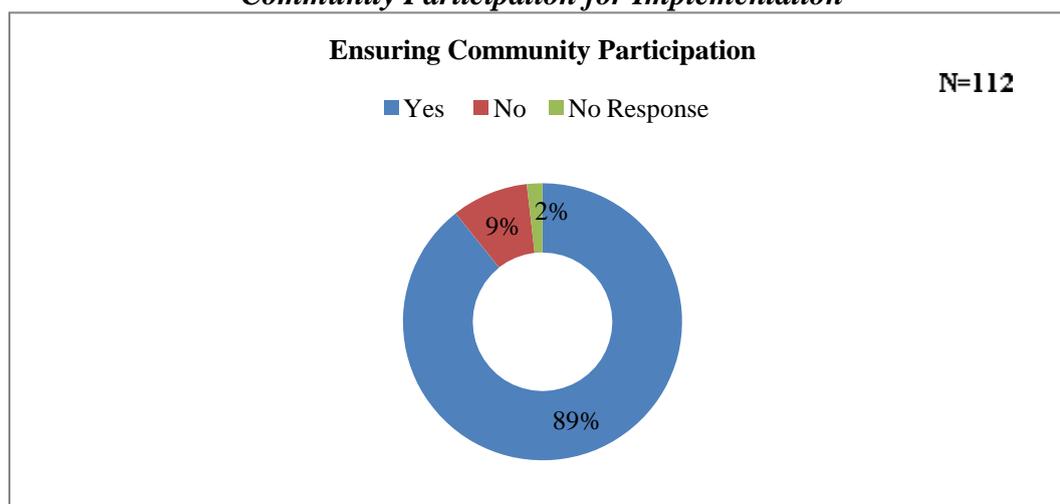
The RTE mandate requires each school to establish a library in a room equipped with furniture, almirah, racks, fixtures, fittings, circulation are etc. 87.5% (98) revealed that their school had library whereas 11.6% (13) teachers revealed that their school did not have any facility for the library. It was also found that most of the schools had books which were donated by several NGO’s or community members. However largely, they were lying unused. Corresponding to this there was no reading period in most of the schools which would let the children access the books and read.

Table 13: *Distribution of teachers’ responses regarding ensuring Community Participation for Implementation*

(N=112)

Community Participation Ensured	Frequency	Percentage
Yes, it is ensured	100	89.3
No, it is not ensured	10	8.9
No Response	02	1.8
	112	100

Figure 20: Teachers' responses regarding ensuring Community Participation for Implementation



Community participation is generally identified as the collective involvement of local people in assessing their needs and organizing strategies to meet those needs” (Zakus & Lysack, 1998). It is said to be the vital ingredient for community development. Studies have linked community participation to greater program outcomes such as greater access to social services (Bedelu, Ford, Hilderbrand, & Reuter, 2007).

Community participation is a central and important factor in planning, implementation and monitoring interventions under the RTE Act 2009 to ensure meaningful participation of key stakeholders and transparency in implementation. 89.3% (100) respondents said that community participation for the implementation of the programs is sought whereas 8.9% (10) said that community participation is not sought whatsoever.

Parents don't come only.....

“Valiyo to aavtaj nathi kemke ae kheti par jata reh ane saanje moda aave. Kai pan program hoy, agau pan kahiye chhe to ae aavtaj nathi.” (Parents do not come as they leave for agricultural work and come late in the evening. Whenever there is a program we tell them in advance, yet they don't come). – A female teacher from Dangs

Table 14: Distribution of teachers' responses regarding encouragement of Children to participate in curricular and co-curricular activities (N=112)

Participation of children in curricular and co-curricular activities	Frequency	Percentage
Yes, children are encouraged	112	100
	112	100

A school is a place that provides an environment for the all round development of the child's personality which includes encouragement of children in the curricular, co-curricular as well as the extra-curricular activities. It was found that the schools provided opportunities to the children leading to their all round development. It was observed that all the teachers were very positive when it came to encouraging the children into inter-school competitions and Khel Mahakumbh etc.

Extra-curricular activities are as important as curricular activities.....

“Vidyarthi maate itar pravittiyo pan khoob agatya ni chhe jetli ke shaikshanik pravittiyo. (Other activities are as important as educational activities for a child). – A male teacher from Surat

We take the students out to play in our own vehicles.....

“Amari school ma aatlo protsahan aapvama aave chhe ke principal ane ame shikshako pote amara kharche badako ne ramat gamat maate lai jaiye chhe.” (Our school encourages to the point that the Principal and teachers sometimes take the children for play and recreational activities at their own cost) – A male teacher from Surat

It is important to motivate the children.....

“Protsahan aapvo jaruri chhe, aana thij badako ne ras aavshe nishaade aavano. (Encouragement is important; it is only because of which children will find it interesting to come to school). – A male teacher from Banaskantha

Some students are interested, while some are not.....

“Badhaj ek sarkha na ahoy vidhyarthiyo. Amuk ne bhanvama ras hoy ane amuk ne ramva ma. Banne category na vidhyarthiyo ne protsahan aapvama aave chhe.” (All children are not the same. Some are interested in studying while some are interested in playing. Both the categories of students are encouraged). – A female teacher from Banaskantha

Table 15: Distribution of teachers' responses regarding whether the No-Detention Policy is followed in the school

(N=112)

No Detention Policy	Frequency	Percentage
Yes, it is followed	103	92.0
No, it is not followed	07	6.3
No Response	02	1.8
	112	100

According to the recent Gazette published by Ministry of Law and Justice on January 11, 2019, it is stated that there shall be regular examination in the fifth and the eighth grade at the end of every academic year. Quoting the Gazette, if a child fails in the examination referred to in sub section (1) he should be given additional instruction and granted opportunity for re examination within a period of two months from the date of declaration of the result. It is also stated that the appropriate Government may allow schools to hold back the child in fifth or eighth grade if the child fails in the re-examination as well. However no child shall be expelled from the school till the completion of elementary education.

The findings related to the no-detention policy revealed that 92% (103) teachers said that their schools follow the no detention policy while the other 6.3% (7) teachers said that their schools don't follow the no detention policy owing to the new circular received. Informal decision with the teachers revealed that the no detention policy is doing more harm than good as the minimum levels of learning of the children are seldom achieved.

The child will not learn anything if promoted just like that....

“Vidhyarthi jyare koi ek varg ma bhantar ma saaro na hoy ane ene promotion aapvama aave, to ae to kashu shikhvanoj nathi kemke ena mind ma aa vaat tevai gayi chhe k bhano k na bhano, pass to thavanaj chhe ne.” (If a student in any class is not good at studying and he/she is promoted, he/she is not going to learn anything as it is fitted in his mind that he/she will be promoted whether he/she studies or not) – A female teacher from Surat

What will the future of the children be?

“Chhokrao nu bhavishya su thhay jyare emne pass kari devama aave, jyare ae loko kashu shikhya na hoy.” (What will be the future of the children if they are promoted when they haven't learnt anything) – A male teacher from Surat

Table 16: Distribution of teachers' responses regarding formation of School Management Committee in school

(N=112)

Formation of SMC Committee	Frequency	Percentage
Yes, SMC has been formed	112	100
	112	100

100% (112) teachers said that their schools had SMC formed as per the RTE 2009 Gazette with inclusion of 75% of the parents and guardians of the students of the school and 25% (1/3) would be among the elected representatives of the local authority, 1/3 from among the teachers of the school and remaining one third from the local educationists. The mandate also has provision of inclusion of the children of the schools in the SMC Committee; however, it was found that none of the schools had inclusion of children in the committee when it came to meetings, it was just for namesake.

Children are not included in meetings as their education would suffer.....

“Badako nu samavesh aam to karva ma aave chhe paripatra pramane, pan meetingo ma aamno aam koi kaam hotu nathi, ae loko nu abhyas bagde.” (Students are as such added in the Committee according to the circular but they don't have any work in the meetings as such). – ***A female teacher from Vadodara***

The School Management Committee has the responsibility of monitoring the working of the school and its activities and often, the members also have a duty to overlook the mid day meal activities. It was found through interaction with the community members in Dangs and Banaskantha that the community members, apart from the SMC members did overlook the cooking and serving of the mid day meals in schools at some point of time.

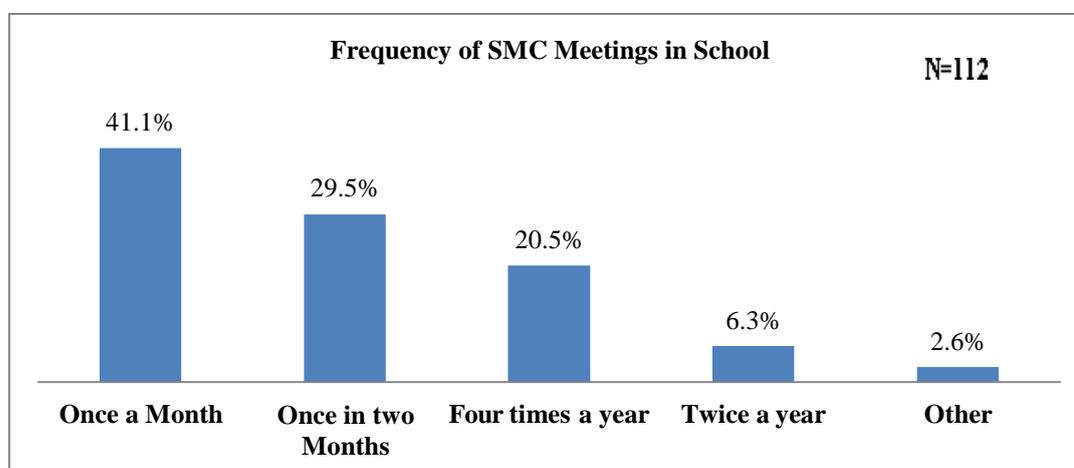
Children are included during the Mid Day Meal implementation.....

“Vidhyarthiyo nu samavesh Madhyan Bhojan ni kaamgiri jova ma leva ma aave chhe.” (Children are involved in the overlooking of the Mid Day Meal activities). – ***A male teacher from Dangs***

Table 17: Distribution of teachers' responses regarding frequency of School Management Committee (SMC) Meetings in schools (N=112)

Frequency of SMC Meetings	Frequency	Percentage
Once a Month	46	41.1
Once in two months	33	29.5
Four times a year	23	20.5
Twice in a year	07	6.3
Other	03	2.6
	112	100

Figure 21: Frequency of School Management Committee Meetings in School



As per the RTE mandate, the School Management Committee (SMC) meetings have to take place once a month to oversee the working of the school, prepare school development plan and monitor utilization of Government grant etc.

The findings regarding frequency of SMC meetings revealed that only 41.1% (46) teachers said that the SMC in their schools meets once a month. 29.5% (33) said that the SMC in their schools meets once in two months. There were also teachers who said that the SMC in their schools meet twice a year, 6.3% (07) and 2.7% (03) said that the SMC in their schools meets as and when the need arises.

A study conducted by Kumar, S. entitled "Roles and Functions of the School Management Committees (SMC's) Of Government Middle Schools In District Kullu Of Himachal Pradesh: A Case Study" and published in the Scholarly Research Journal for Humanity Science and English Language (2016) aimed to study the roles and

functions of the SMC in the management and improvement of the schools. The findings revealed that SMC members are not aware about the purpose behind the formation of School Management Committees as they largely did not meet often.

Teron (2012) undertook a study entitled Functioning of School Management Committee in Golaghat District of Assam and found that the SMC's were formed as per the RTE guidelines and meetings and trainings of the members took place regularly.

It was found that despite 41.1% (46) teachers claiming the meetings take place once a month, there was little or no clarity of work amongst the members. The findings of the present study are matched with above mentioned Kumar's (2016) study stating that the SMC members are not aware about their roles and responsibilities as such.

Considering the fact that Dangs, Banaskantha and Surat had a lot of seasonal laborer population, according to the perception of the teachers in these Districts, it is very difficult to call and assemble the parents for the meetings as they go away for work and are seldom ready to come and attend the meetings held at the school.

Parents are called but they don't come.....

“Valiyo ne bolava ma aave chhe, chhata aavta nathi.” (Parents are called but despite that they don't come) – A male teacher from Dangs

We conduct meetings once a month with whoever comes.....

“Je SMC na vaali sabhyo hoy, ae kyaare aave kyaare nathi aavta, chhata meeting to ame mahina ma ek vakhat kariye je aave eni saathe.” (The SMC parent members sometimes come and sometimes don't, despite that, we conduct meetings once a month) – A female teacher from Dangs

Meetings are held whenever the need is felt.....

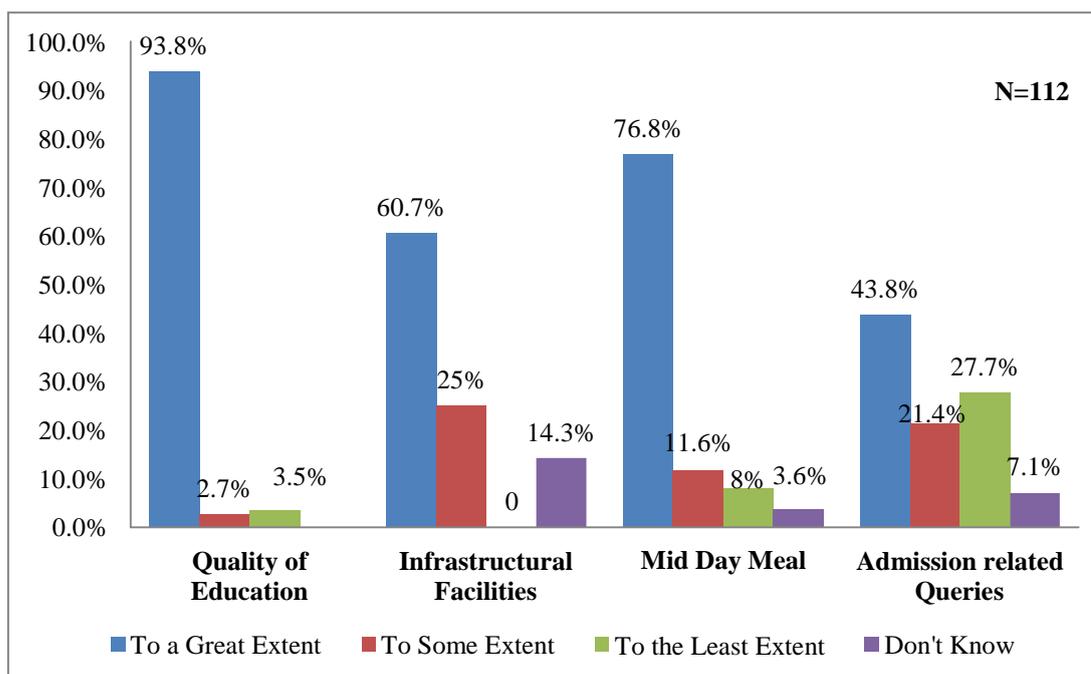
“Meeting to jyare jarur pade, tyare rakhvama aave chhe. Aam to madhyan bhojan darmyan athva tithi bhojan yojavva ma aave chhe to vaali SMC sabhya haajr hoye pan meeting aam regular to nathi rakhvama aavti kemke amne pan kaamgiri etli ane saaheb ne pan.” (Meetings are organized as and when required. Usually, parent SMC members are present during Mid Day Meal and Tithi Bhojan when it is organized but meeting as such are not held regularly because we are busy with work and so is (Principal) Sir.) – A female teacher from Vadodara

Table 18: Distribution of teachers' responses regarding Points of Discussion in School Management Committee (SMC) Meetings (N=112)

Agenda	To a Great Extent	To Some Extent	To the Least Extent	Don't Know	Total
Quality of Education	105 (93.8%)	3 (2.7%)	4 (3.5%)	-	112 (100%)
Mid Day Meal	86 (76.8%)	13 (11.6%)	9 (8%)	4 (3.6%)	112 (100%)
Infrastructural Facilities	68 (60.7%)	28 (25%)	-	16 (14.3%)	112 (100%)
Admission related queries and discussions	49 (43.8%)	24 (21.4%)	31 (27.7%)	8 (7.1%)	112 (100%)

Figures in parentheses indicate percentages

Figure 22: Points of discussion in School Management Committee (SMC) meetings



Quality of education is to a large extent one of the many topics of discussion in the SMC meetings according to most of the teacher respondents, 93.8% (105). In terms of quality of education, the committee discusses the teaching and learning methodologies that need to be adopted in order to ensure that the children enjoy the process of teaching and learning and at the same time, they achieve the basic milestones as well. 60.7% (68) of the teachers said that to a large extent, discussions

regarding infrastructural facilities takes place in their schools, 25% (28) teachers said that the infrastructural facilities are discussed to some extent in their schools.

Discussion regarding infrastructural facilities in many schools mainly included the decision regarding unitization of school development funds and meeting the infrastructural needs of the school in terms of construction of classrooms and staff rooms, ensuring that there is enough furniture for the children to study, maintenance of available infrastructure and ensuring cleanliness of the school campus.

Since MDM is a successful initiative by the Government, 76.8% of the teachers reported that discussions related to MDM, regarding the facilities provided under MDM, the donations that come in the form of food for the children by various companies and agencies etc are discussed to a large extent in the SMC meetings.

Admission related queries seldom come, regardless of that, ensuring that the procedure of admissions each year is made easier and in such a manner that each parent gets assistance regarding admitting their child to the nearest schools, discussions in the SMC meetings take place to a large extent as per 43.8% (49) teacher respondents.

The data clearly suggests that as per the teacher respondents, much of the discussions in the SMC meetings take place around quality of education compared to other things like MDM, infrastructural facilities and admission related queries.

Table 19: Distribution of teachers' responses regarding inception of Mid-Day Meal in school

(N=112)

Inception of MDM	Frequency	Percentage
5 Years Ago	29	25.9
Since Inception	83	74.1
	112	100

The Mid Day Meal in Gujarat was started in the year 1984, second in the country to implement the scheme. In 1995, launching of Mid Day Meal Scheme was the major initiatives of Government of India. November 28, 2001, Supreme Court passed an order to regularize the quality of cooked mid day meal in primary school within 6 months (Dave & Mandaviya, A Critical Review on MDM Scheme: A Case Study of Gujarat, India, 2014). 25.9% (29) teachers said that the noon programme in their

school was started five years ago in the form of cooked meals and not dry snacks. The remaining 74.1% (83) said that the scheme was started in their school since its inception in the year 1984.

Akshaya Patra was providing meal facilities in some villages of Surat and Vadodara but in most of the villages in Dangs and Banaskantha, the noon meal is cooked in the schools itself with the help of local community members or with the help of workers appointed under the MDM Programme.

Table 20: Distribution of teachers' responses regarding type of food served under Mid Day Meal in their School

(N=112)

Type of Food Served in MDM	Frequency	Percentage
Dry Snacks	02	1.8
Cooked Meal	72	64.3
Both	38	33.9
	112	100

The MDM scheme began in 1995 with the introduction of dry meals like fruit, baked porridge, raw wheat, rice, sweet/salted Mathis and uncooked food grains. From 3rd June 2006 onwards, NGO Stri Shakti was introduced provide cooked meals to the students as per the guidelines of the scheme. In the year 2007, The Akshaya Patra Foundation (TAPF) was invited as another NGO to set up various centralized kitchens in Gandhinagar. (Mid Day Meal Scheme Web Page, Government of Gujarat).

Ideally, under the Mid Day Meal scheme, the children are provided with a full nutritious meal that includes fruits, vegetables, pulses, legumes and food grains in addition to milk. State-wise the menu differs according to the locally available material and requirement of the children.

1.8% (02) respondents said that their schools provide dry snacks to the children. Under the dry snacks, Sukhadi, a protein and calorie rich recipe is provided to the children or boiled chickpeas and boiled whole black grams. 64.3% (72) of the teachers claimed that only cooked meals are provided in the schools which include dal, rice, roti and vegetables. The findings revealed that 33.9% (38) of the teachers reported having served both, dry and cooked meal to the children under the MDM programme. At the onset of the school activities, children are provided with dry

snacks followed by the noon meal for morning schools and for the afternoon schools, the meals are provided and dry snacks are provided later during the day. In Dangs, the Dudh Sanjeevani Yojna is active where 200 ml of 154ad eke154ng154 milk is provided for five days in a week to children of classes I to V. This programme in Gujarat is implemented in 21 developing blocks of Gujarat. Apart from the meal that is regularly provided the concept Tithi Bhojan is implemented in many schools across the state where donations in the form of sweet, namkeen or sprouts are given by various people to enhance the taste of the mid-day meal.

Certain types of snacks are given under Tithi Bhojan.....

“Tithi bhojan ni antargat, gaam na amuk loko badako ne kaik nasto aape chhe. Donation ma Ghana vakhate loko nishaadej bhojan raandhe chhe.” (Under the Tithi Bhojan, certain members of the village provide snacks to the children. As a donation, many people get the meals cooked in the school only.) – *A female teacher from Dangs*

The timings for dry snacks is fixed....

“Savaar ni pali na badako ne suko nasto aapvama aave prarthana sabha baad ane madhyan bhojan 11:00 vaage aapvama aave chhe. Bapor ni pali na badako ne 12-12:30 vaage madhyan bhojan aapvama aave and saanje 4:00 vaage suko naasto” (Children of the morning school batch are given dry snacks after the morning assembly and are given mid day meal at 11:00 am. Students of the afternoon batch are given mid day meal at 12-12:30 pm and are given dry snacks at 4:00 pm.) – *A male teacher from Surat*

Menu for meals is fixed.....

“Jamva ma to je school nu je menu hoy ae aapvama aave jemke daal dhokli, shaak rotli, sambhar chaval. Ane suka nasta ma to sing chana, mamra, sukhadi, chikki athva to bafela chana hoy.” (Lunch is according to the school menu like Daal Dhokli, vegetable and rice, sambhar and rice. While in dry snacks ground nuts, puffed rice, chikki or boiled horse gram dal is provided.) – *A female teacher from Vadodara*

Table 21: Distribution of teachers' responses regarding whether Mid Day Meal cooked in school

(N=112)

Whether MDM cooked in school	Frequency	Percentage
Yes, cooked in school	82	73.2
No, not cooked in school	30	26.8
	112	100

Largely, Akshaya Patra Centralized Kitchens in 6 Districts of Gujarat viz. Ahmedabad, Bhavnagar, Bhuj, Kalol, Surat and Vadodara and that too in limited blocks (Mid Day Meal Scheme Web Page, Government of Gujarat). 73.2% (82) respondents said that the food for MDM is cooked in the school whereas 26.8% (30) said that the meal is provided by Akshaya Patra and hence not cooked in school. Except the Vadodara block, meals were cooked in schools in Blocks of Banaskantha, Surat and The Dangs in the school kitchens itself.

Table 22: Distribution of teachers' responses regarding facilities available in school if meal is cooked in school

(N= 82)

Facilities	Yes	No	Total
Kitchen	81 (98.8%)	1 (1.2%)	82 (100%)
Place to Keep Food grains	81 (98.8%)	1 (1.2%)	82 (100%)
Cooking Gas	81 (98.8%)	1 (1.2%)	82 (100%)

Figures in parentheses indicate percentage

The schools where MDM is cooked within the school premises, 98.8% (81) of the respondents said that their schools had all the facilities under MDM viz. Kitchen, place to keep food grains and Gas to ensure that the meals are cooked properly.

One such school in The Dangs District did not have these facilities and so the food was cooked in the open area on the logs and food grains were stored in the Anganwadi centre which was in a very shabby condition.

Table 23: Distribution of teachers' responses regarding provision of dishes under Mid Day Meal Programme

(N=112)

Dishes provided by	Frequency	Percentage
School	82	73.2
Children get from home	21	18.8
Other	09	8
	112	100

The Mid Day Meal scheme document mentions that the plates, glasses for food needs to be provided by the school from the funds provided by the State. 73.2% (82) respondents said that the dishes for MDM are provided through the school with the help of the State funds. 18.8% (21) respondents said that the children get the dishes from home while 5.3% (06) teachers stated that the dishes come in the form of donations from Gram Panchayat or from donors from various companies and places.

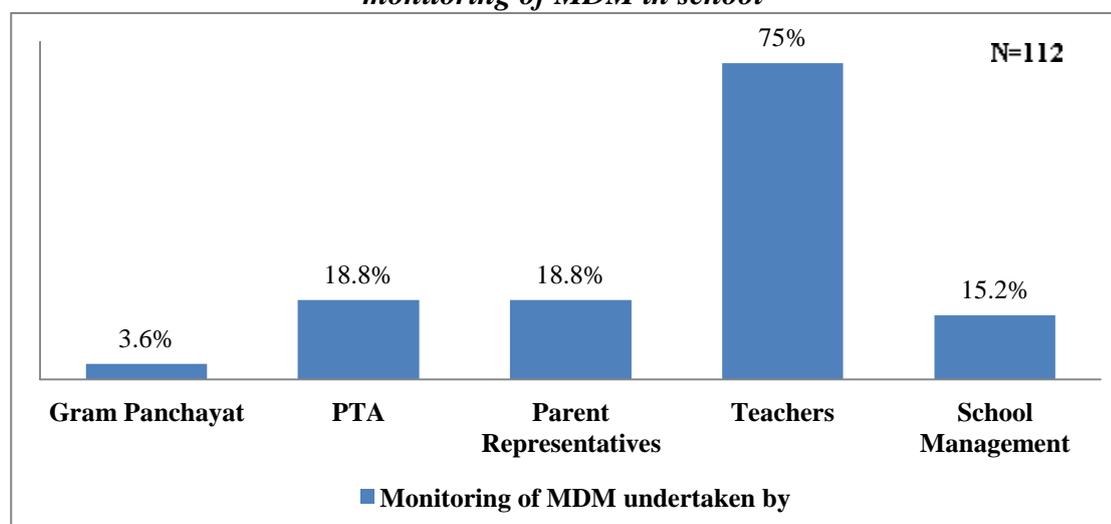
Table 24: Distribution of teachers' responses regarding monitoring of MDM in school (Multiple Responses)

(N=112)

Monitoring of MDM undertaken by	Frequency	Percentage
Teachers	84	75.0
Parent Teacher Associations (PTA)	21	18.8
Parent Representatives	21	18.8
School Management	17	15.2
Gram Panchayat	04	3.6

*Multiple responses, hence total will not match upto hundred percent

Figure : Distribution of teachers' responses regarding monitoring of MDM in school



The Department of School Education and Literacy, Ministry of Human Resource Development has given a comprehensive mechanism for undertaking the monitoring and supervision of the MDM programme which includes arrangements for local level monitoring including Gram Panchayat members, School Development Management Committees, Parent Teacher Associations etc to overlook certain aspects of the implementation of the MDM programme. Apart from that, there is also a Block level Committee including Cluster Resource Coordinators and Block Resource Coordinators who monitor the programme from time to time. There is also a District Level Committee including Members of Parliament, State Legislatures and Zila Parishad have to overlook the monitoring and supervision.

The MDM scheme document also highlights that effective arrangement for close supervision and monitoring of MDM programme must be made. At the school level, the SMC has to ensure community participation in the scheme.

Majority of the teacher respondents, 75% (84) claimed that the teachers monitor the MDM in the schools in terms of the quantity served, seating arrangement of the children at the time of eating the meal, ensuring no wastage of food and making sure that children wash the dishes properly after eating.

15.2% (17) said that the school management committee ensures the monitoring of the MDM scheme in school which is one crucial aspect of their roles and responsibilities.

CRC and BRC come once a month to inspect MDM work.....

“CRC saheb ane BRC saheb aave mahina ma ek vakhat Madhyan Bhojan ni kaamgiri jova maate.” (CRC sir and BRC Sir come once in a month to overlook the work of the Mid Day Meal in the school) – *A female teacher from Dangs*

Parents sometimes come to see whether children eat or not

“Valiyo amuk vakhate aave chhe jova ke badako khaay chhe ke nahi.” (Parents come sometimes to see whether the children are eating or not) – *A male teacher from Surat*

Panchayat members come very less to check....

“Panchayat na sabhyo ghana ochha aavya chhe kaamgiri jova maate.” (Members of the Panchayat have come the least to overlook the work) – *A female teacher from Dangs*

SMC members and students sometimes overlook the implementation....

“SMC na sabhyo hoy amuk vakhat ane vidhyarathi pratinidhiyo to kaamgiri jova maate nishaadej hoy. Ae jove ke badha vidhyarathiyo khavanu bagad na kare, kaya vidhyarathiyo no vaaro chhe jamvanu pirasvanu, badha pot-potana disho dhoye chhe ke nahi.” (Sometimes members of School Management Committee and student representatives are present at school to oversee the activities. They oversee that the students do not waste the food, which students would have to serve the meals and whether the students wash their dishes or not)

– A male teacher from Banaskantha

Table 25: Distribution of teachers’ responses regarding helpers recruited under Mid Day Meal Programme (Multiple responses)

(N=112)

Helpers Recruited	Frequency	Percentage
Manager	93	83.0
Cook	78	69.6
Helper	105	93.7

***Multiple responses, hence total will not match upto Hundred percent**

The MDM scheme document puts forward that a cook-cum-helper upto 25 students along with one additional cook-cum-helper for every addition upto 100 students must be appointed, the expenditure of which must be charged between the Centre and the States.

93.7% (105) teachers said that their schools have recruited helpers to help serve the MDM to the children and clean up the area after the meal. 83% (93) teacher respondents said that their schools recruited a manager to oversee the MDM implementation while 69% (78) teachers said that they recruited a cook to cook the meals in the schools under MDM. The managers were basically appointed to monitor the activities of the cook and/ or helper. The schools where the food was cooked in the premises only had a cook who prepared the meals and a helper who usually did odd jobs of cutting the vegetables, washing the shed, utensils etc.

Table 26: Distribution of teachers' responses regarding inception of Kanya Kelavani Yojna in schools

(N=112)

Inception of Kanya Kelavani Yojna in school	Frequency	Percentage
2 years ago	3	2.6
3-4 years ago	2	1.8
5 years ago	91	81.3
Don't Know	16	14.3
	112	100

Women's education in Gujarat in the year 2001 was on the 20th position with a mere literacy of 48.1% amongst girls. The then Chief Minister, Shri Narendra Modi collaborated with IAS, IPS for a massive Kanya Kelavani Rath, turning it into a massive movement in the year 2009 (Government of Gujarat, 2019). 81.3% (91) of the teachers said that their school started the implementation of Kanya Kelavani Yojna more than five years ago around the same time when it was launched. 2.6% (3) teachers said that their schools implemented Kanya Kelavani Yojna in the last 3-4 years. 14.3% (16) teachers did not know as they were fairly newly recruited to the schools.

Table 27: Distribution of teachers' responses regarding provision of scholarship under Kanya Kelavani Yojna

(N=112)

Facilities	Yes	No	No Response	Total
Scholarship	84 (75%)	7 (6.3%)	21 (18.7%)	112 (100%)

Figures in parentheses indicate percentage

Under the Kanya Kelavani Yojna, the girl child is provided with Rs.1000 every year in the bank account till the completion of elementary education to support the expenses of education. 75% (84) teachers responded that their schools have girl children who avail the scholarship under KKY. 6.3% (07) responded that girls in their schools have not availed the KKY due to several reasons like not having a bank account, having a bank account but no money received yet etc. 18.7% (21) teachers chose not to respond to the question as they were not aware regarding the facilities being availed by the girl children in the schools or were not aware of the scheme altogether as they were young and fresh new recruits. It was also found that new, young teachers were recruited in schools but they had not attended any meetings or

trainings due to which their awareness regarding implementation of many schemes and programmes was quite low.

Table 28: Distribution of teachers' responses regarding holding of Shala Praveshotsav in school last

(N=112)

Implementation of last Shala Praveshotsav in school	Frequency	Percentage
2 years ago	99	88.4
3-4 years ago	4	3.6
5 years ago	6	5.4
No Response	3	2.6
	112	100

The Shala Praveshotsav or the School Admission Festival was launched in the year 2003 by Gujarat Government under the Sarva Shiksha Abhiyan to ensure hundred percent enrolment. Under this, the Hon'ble Chief Minister, Ministers, Officials of District and State level travel to various remote villages to encourage the parents to enroll their children in schools. (Government of Gujarat). 88.4% (99) teachers said that last Praveshotsav in their school was held a year ago and it's a regular feature to ensure enrolment of children in the primary schools. 3.6% (04) teachers said that it was held 3-4 years ago, 5.4% (06) said that it was held in their school 5 years ago while 2.6% (03) chose not to respond to the question as they were really not aware regarding the last Praveshotsav that was held at their school, them being newly recruited. Informal conversations with the teachers revealed that Praveshotsav, though demands that the State and the District officials participate in the event, none of them participated in any of the events.

No one from Jilla Panchaya ever came.....

"Aam to Shala Praveshotsav ma BRC ane CRC saheb aave chhe, koi Jilla Panchayat ma thi aavya nathi kyarey." (BRC and CRC sirs come during Shala Praveshotsav. No one from the Legislative Assembly from the District came ever) – *A male teacher from Dangs*

"Na, jilla ma thi koi sabhyo aaj sudhi nishaad ni mulakat leva aavya nathi. CRC saheb ane BRC saheb aave ane gaam na loko saathe vaat chit kare and rally jevi kaade." (No, no member from the District have come to visit the school. CRC and BRC sir come and interact with the village members and conduct a sort of rally.) – *A female teacher from Dangs*

Table 29: Distribution of teachers' responses regarding participation of State Officials in Praveshotsav campaigns

(N=112)

Participation of State Officials	Frequency	Percentage
Yes, they participate	108	96.4
No, they don't participate	4	3.6
	112	100

96.4% (108) teachers said the local officials from their districts participate during the Praveshotsav campaign. 3.6% (04) teachers said that the officials do not participate in the campaign. By State officials the teachers largely meant the Block Resource Coordinators that would come during such programmes.

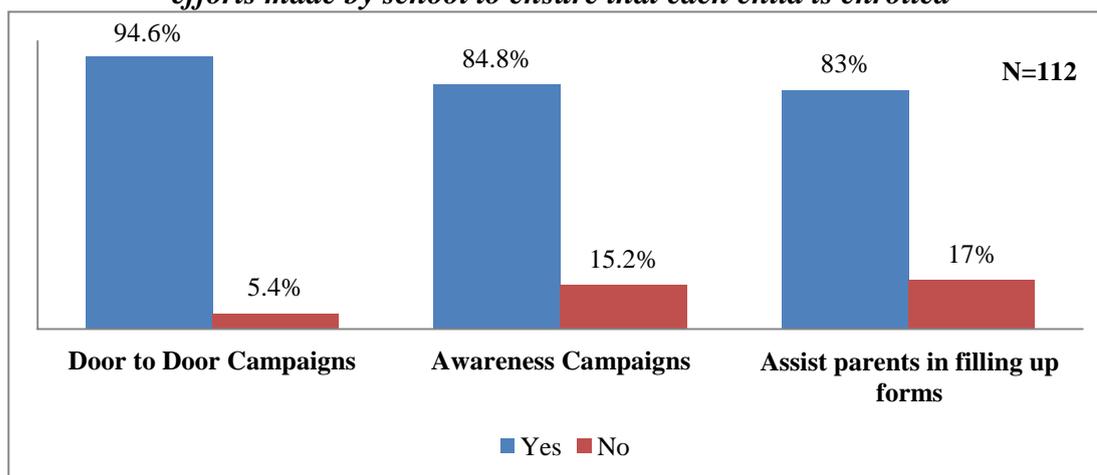
Table 30: Distribution of teachers' responses regarding efforts made by school to ensure that each child is enrolled

(N=112)

Efforts	Yes	No	Total
Door to door campaigns	106 (94.6%)	6 (5.4%)	112 (100%)
Awareness Campaigns	95 (84.8%)	17 (15.2%)	112 (100%)
Assist parents in filling up of forms	93 (83%)	19 (17%)	112 (100%)

Figures in parentheses indicate percentage

Figure 23: Distribution of teachers' responses regarding efforts made by school to ensure that each child is enrolled



Door to door campaigns

94.6% (106) teachers claimed that their schools conduct door to door campaigns to ensure that each child in the vicinity of the school is enrolled at the elementary level, while 5.4% (06) teachers said that their schools do not conduct any such campaigns.

Anganwadi workers go door to door to spread the message.....

“Anganwai ni behno jaaye door-to-door loko paase k anganwadi athva school ma bharti karo chhokrao ne, kehva.” (Anganwadi workers go door-to-door to tell people to enroll their children in Anganwadi and school) - *A female teacher from Dangs*

Awareness Campaigns

84.8% (95) teachers claimed that their schools conduct regular awareness campaigns to ensure that the community members know about the Government facilities for education and thus enroll their children in the schools. The remaining 15.2% (17) teachers said that their schools do not carry out any such initiatives as they don't have much time.

There is too much Government workload.....

“Sarkar ni kaamgirio aatli hoy ke aapde campaign ne badhu na kari shakay.”
(Government workload is so much that we cannot conduct campaign and all)

- *A female teacher from Vadodara*

We don't go around the village as such

“Campaigning to jyare badha school ma 15mi August ka to 26th January na roj vaaliyo aave, tyare vaat chit kari laiye, aam gaam ma nathi farta kemke aatlu time pan na hoy.” (When the parents come during 15th August and 26th January, we talk to them. We don't go around in the village as we don't have so much time)

- *A male teacher from Banaskantha*

Assist parents in filling up the forms

83% (93) of the respondents said that their schools either designate certain teachers to help the parents in filling up the admission forms or appoint Anganwadi workers to

assist the parents in sorting the documents and filling up the forms while 17% (19) teacher respondents said they don't do any such thing.

Our teachers assist the parents when they don't have certain documents.....

“Amuk valiyo paase amuk dastavej nathi hota jemke aadhar card, janm daakhlo, jena aadhar par shishyavrutti madi shake chhe. Aadhar card to jaruri chhe Kanya Kelavani hetad shishyavrutti medavva. Aava sanjogo ma amara shikshako valiyo ne madadrup thay chhe.” (At times, parents do not have certain documents like Aadhar, birth certificate based on which scholarship is received. Aadhar card is necessary for getting scholarship under Kanya Kelavani. In such circumstances, our teachers are helpful to the parents) - *A male teacher from Banaskantha*

Table 31: Distribution of teachers' responses regarding inception of Gunotsav in the school

(N=112)

Inception of Gunotsav	Frequency	Percentage
2 years ago	2	1.8
3-4 years ago	1	0.9
5 years ago	107	95.5
No Response	2	1.8
	112	100

Gunotsav programme was started in the year 2009 with an aim to improve quality of education in the schools along with academic achievements of children belonging to classes 2 to 8th. 95.5% (107) respondents said it has been 5 years since the inception of Gunotsav in their schools. 1.8% (2) teachers said that it was started 2 years ago in their schools while 1.8% (2) teachers were not aware about the inception as they were new to the school.

“Gunotsav was not meant to be a permanent feature on the school calendar” according to R.P. Gupta, the State's Principal Secretary of School Education in the year 2009, however due to dwindling results of quality education, it was decided to continue the same in the schools each year.

We have to assess the students as per the Government rules.....

“Dar shaniwaare pariksha leva ma aave chhe. Sarkar taraf thi paripatra aave chhe jema time ane divas nakki hoy chhe ane ae pramane svamulyankan ke baahyamulyankan yojaay te mujabni vyavastha jadavvani hoy chhe.” (Every Saturday exam is being taken. A circular from the Government is received according to which we have to undertake self-assessment or assessment of others and make necessary arrangements for the same) - A female teacher from Banaskantha

Assessment is as per the classes....

“Gunotsav darmyan dhoran 1 thi 5 ma vaachan, lekhan ane ganannu mulyankan karvama aave chhe. Jyare dhoran 6 thi 8 ma vachan, lekhan ane ganan ane saathe saathe lekhit mulyankan karvama aave chhe.” (Assessment in Gunotsav is for reading, writing and arithmetic for standards 1 to 5. While for students in standards 6 to 8 assessment is for reading, writing, arithmetic as well as subjective written exams also) - A female teacher from Vadodara

Table 32: Distribution of teachers' responses regarding involvement of community members in Praveshotsav

(N=112)

Involvement of Community Members	Frequency	Percentage
Yes, they are involved	112	100
No, they are not involved	0	0
	112	100

According to (Carino & Valsino, 1994) there are a number of ways in which parents and community members are to be brought closer to the schools like;

- a) minimizing discontinuities between schools and communities, schools and families
- b) minimizing conflicts between schools and communities
- c) minimizing cultural shocks of new entrants to schooling

Keeping the above in mind, Praveshotsav ensures that the community members are involved in the process of admission of the child in the schools during the Praveshotsav campaigns. All the teachers said that the community members were involved in the Praveshotsav campaigns. Participation in terms of inviting the parents to the school and making them a part of the celebration where they interact with the State and District officials regarding the importance of schooling for their children.

Table 33: Distribution of teachers' responses regarding types of co-curricular and extra curricular activities held at School

(N=112)

Co-Curricular	Yes	Sometimes	Total
Prayer and Yoga	112 (100%)	0	112 (100%)
Cultural Events	112 (100%)	0	112 (100%)
Games	112 (100%)	0	112 (100%)
Exhibitions	107 (95.5%)	5 (4.5%)	112 (100%)

The Right To Education (RTE) mandate section 16 prohibits the school from expulsion and holding back a child until he/she completes the primary education in case of deviant and aberrant behavior of children and also mandates that the school must address the child differently by provision of different curricular and co-curricular activities in order to develop self awareness, address deep rooted fears and problems of the children. Each school has to make provisions regarding curricular and co-curricular activities for the children in their schools and encourage the children to participate in them.

a) Prayer and Yoga

The data revealed that prayer and yoga were a regular feature in the school assemblies of all the schools.

Prayer and Yoga is held everyday.....

“Prarthana sabha ane yog to darroj savare hoy j chhe. Eni saathe aaj na samachar, suvichar, general knowledge ane aaj na divas ma itihis ma shu thayu hatu ae pan janavva ma aave chhe.” (Prayer and Yoga are held regularly. Along with that daily news, quote of the day, general knowledge and the importance of the day in history are also shared with the students.) - A female teacher from Vadodara

Committees of students to conduct the assembly have been made

“Vidyarthiyo ni committee banavi deva ma aayi chhe chhatta, saatma ane aathma dhoran thi je savar ni prarthana yoje chhe. Aa rite badha vidhyarthiyo ne chance made chhe.” (A students committee has been formed from the 6th, 7th and 8th standards who conduct the morning assembly. This way each student gets a chance.) - A female teacher from Vadodara

b) Cultural Events

All the schools hold annual events where cultural programs are held so that the community members come together in the schools and get an idea of what is happening in the schools.

Annual day is a grand celebration in our school.....

“Amari school ma annual day bhavya tarike yojavva ma aave chhe. School no angan khaso moto chhe ane ame to school development fund ma thi mota speakaro pan lidha chhe jethi motu sambhdaay. Valiyo khoob moti sankhya ma aave chhe jo emne agau kehva ma aave to.” (The annual day is celebrated in a grand manner in our school. We have a huge area in our school and we have also purchased big speakers from the school development fund which have a loud sound. Parents come in large quantities if they are informed well in time.) – A male teacher from Banaskantha

c) Sports

Subsequently games also formulate an important aspect of the activities conducted in the schools. However it was found that most of the schools did not have any adequate equipment for the children to play. On the positive side, the encouragement of the teachers and school authorities towards sending the children for inter school sports competition and Khel Mahakumbh was high.

Teachers take students to play in other schools in their own vehicles.....

“Khel kud ma badako ne khoob ras hoy ane biji shadao ma jaine spardha ma bhaag le chhe. Amuk vakhate mare shikshako potani gaadi ma lai jaye chhe chhokraone ramva.” (Students are more interested in sports and they go to other schools to take part in competitions. Often our teachers take them in their own vehicles to play.) – A male teacher from Surat

d) Exhibitions

According to 95.5% (107) of the teacher, science and creative exhibitions, where working models and experiments made by the students under various subjects, were held in schools. 45% (05) teacher respondents said that their schools hold exhibitions sometimes only due to unavailability of space and/or parents not coming at all.

Models are displayed for exhibition, but parents don't come.....

“Aam to vidhyarthiyo ae banavela vigyan athva ganit na modelo nu pradarshan karva ma aavhe chhe computer room kaan to saheb na room ma, pan valiyo ne koi samjan padti nai to ae aavta nai.” (The science and maths models made by the students are displayed in the computer room or the Principals room but the parents don't understand anything so they don't come at all.) - A female teacher from Vadodara

Table 34: Distribution of teachers' responses regarding regularity of the school in informing parents about the child's progress

(N=112)

Regularity in informing	Frequency	Percentage
Yes, school regularly informs the parents	112	100
	112	100

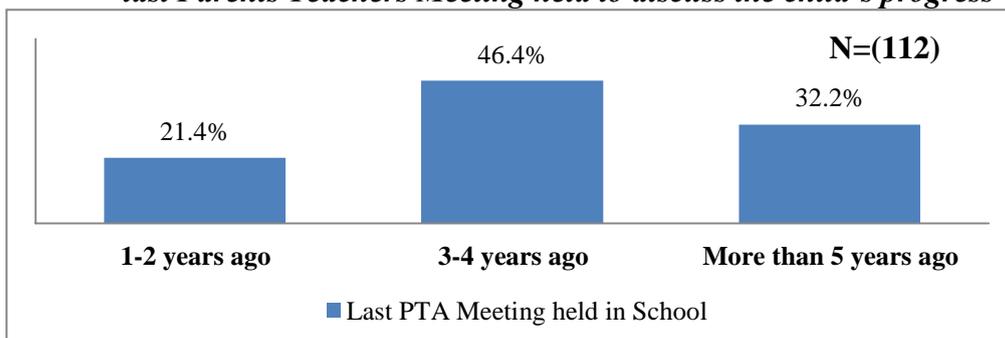
Over the years, a lot of literature has been written regarding importance of parental involvement in the child's school. Parent involvement is often considered a pathway through which schools enhance the achievement of underperforming children (Berger, 1991). All teachers 100% (112) responded that their schools inform the parents regularly about the child's progress, when they come to the school or the teacher meets them personally to do so.

Table 35: Distribution of teachers' responses regarding last Parents Teachers Meeting held to discuss the child's progress

(N=112)

Last PTA meeting held to discuss progress of child	Frequency	Percentage
1-2 years ago	24	21.4
3-4 years ago	52	46.4
More than 5 years ago	36	32.2
	112	100

Figure 24: Distribution of teachers' responses regarding last Parents Teachers Meeting held to discuss the child's progress



It is required that PTA meetings are held at least once in a month to keep the parents informed about what is happening at the child’s school.

21.4% (24) teachers said that their schools held the parent teacher meeting 1-2 years ago. 46.4% (52) teachers said that the meetings in their schools were held 3-4 years ago, 32.2% (36) said that the meetings in their schools were held more than 5 years ago. The data reveals that parent teacher meetings are still not made as a regular monthly feature in most of the schools under the study. The reasons cited by the teachers included the following:

Parents leave for the farms, hence can’t come.....

“Valiyo kheti kaam maate jaye chhe, savare 4 vaage nikdi jaaye chhe to saanje 6 vaage aave.” (The parents go for agricultural labor work, they leave at 4 in the morning and come back at 6 in the evening.) – A female teacher from Vadodara

Instead of parents, grandparents come if informed in advance.....

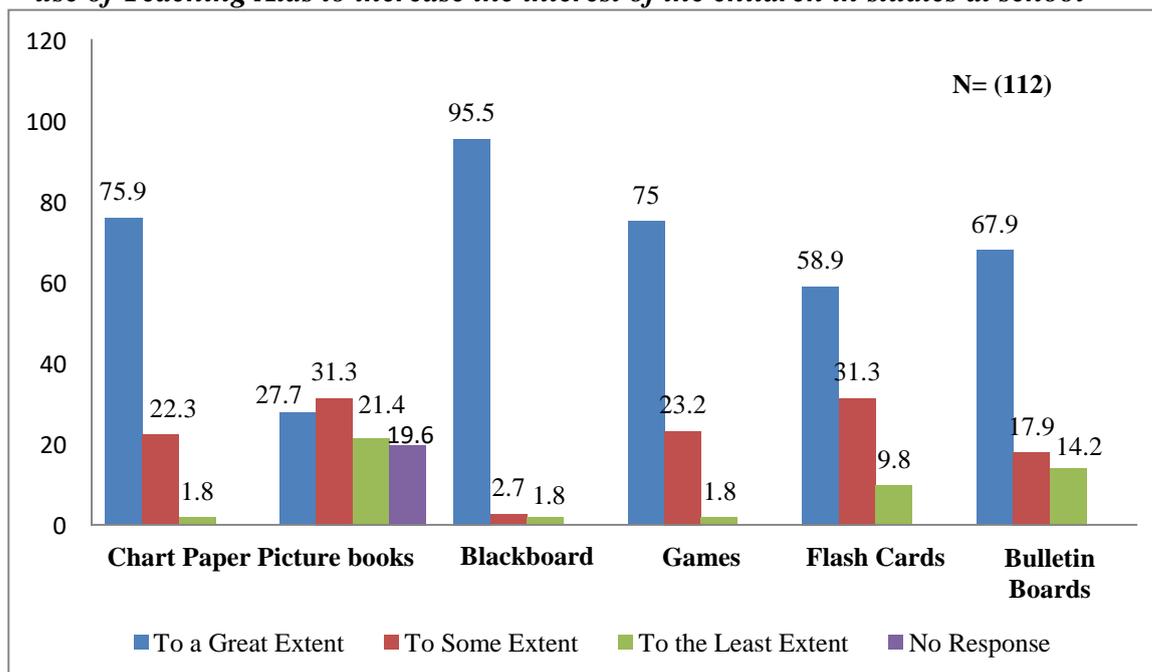
“Valiyo ne dar mahina bolavanu thodu aghru hoy kem ae aavta nathi. Valiyo na varti chhokrao na dada hoy to ae amuk vaar aavi jay pan agau thi janavu pade.” (It is difficult to call the parents every month because they don’t come. Instead of the parents, the grandparents come some times if they are informed in advance.) - A male teacher from Dangs

Table 36: Distribution of teachers’ responses regarding use of Teaching Aids to increase the interest of the children in studies at school (N=112)

Teaching Aids	To a Great Extent	To Some Extent	To the Least Extent	No Response	Total
Blackboard	107 (95.5%)	3 (2.7%)	2 (1.8)	-	112 (100%)
Chart Paper	85 (75.9%)	25 (22.3%)	2 (1.8%)	-	112 (100%)
Games	84 (75%)	26 (23.2%)	2 (1.8)	-	112 (100%)
Bulletin Boards	76 (67.9%)	20 (17.9%)	16 (14.2%)	-	112 (100%)
Flash Cards	66 (58.9%)	35 (31.3%)	11 (9.8%)	-	112 (100%)
Picture Books	31 (27.7%)	35 (31.3%)	24 (21.4%)	22 (19.6%)	112 (100%)

Figures in parentheses indicate percentage

Figure 25: Distribution of teachers' responses regarding use of Teaching Aids to increase the interest of the children in studies at school



Teaching aids ensure increased interest in the subject and at the same time increases the retention level of the matter taught.

a) Chart Papers

75.9% (85) respondents said that they use chart papers to a great extent while teaching as they increase the level of attention of the students in what is taught. 22.3% (25) teachers said that they use chart papers to some extent and supplement the teaching with other aids as well. Only 1.8% (02) teachers doesn't use chart paper during the teaching-learning process as they are not a very clear medium of communication.

b) Picture Books

31.3% (35) of the teachers preferred using picture books to some extent as they feel that only visuals can get ambiguous and can hamper the clarity of the content taught. 21.4% (24) teachers used picture books to the least extent as they felt only pictures cannot suffice teaching and learning. 27.7% (31) teachers said that they use picture books to a great extent. There were 19.6% (22) teachers who were not aware about what picture books were and thus they chose not to respond to the question.

Students prepare drawings themselves.....

“Amari shada na badako pote chitro banave emni book ma joine, vignan na hoy athva bhugol, ganit, pachhi pote ae loko vanche joine ema thi.” (Students in our school themselves make pictures from their books whether it is on science, geography or maths. Then they themselves read from them.) – *A female teacher from Dangs*

c) Blackboard

Blackboards are the most traditional and conventional mediums of teaching and learning. Even today 95.5% (107) teachers claimed using blackboards to teach to a great extent followed by 2.7% (03) teachers using it to some extent and 0.9% (01) to the least extent.

Children enjoy studying through smart boards.....

“Pragna varg ma smart board aapel chhe, to ema thi banvama khoob anand aave chhe chhokrao ne. blackboard karta smart board vadhare kaam laage.” (There is a smart board available in the activity centre, the children enjoy studying from that. Smart boards are more useful compared to black boards.) - *A female teacher from Banaskantha*

d) Games

75% (84) teachers claimed using games as a medium of teaching to a great extent while 23.2% (26) claimed using games to some extent only. 1.8% (2) teachers said that they use games to the least extent.

Teachers use Youtube to teach the students.....

“Youtube par ganit ane vighyan na ghana badha gemo hoy chhe, ae ame class ma vidhyarthiyo ne remade chhiye. Chhokrao ras le chhe ane yaad rakhe chhe” (There are games related to science and maths on Youtube. We make the students play those in class. Children take interest and remember them.) – *A female teacher from Vadodara*

e) Flash Cards

58.9% (66) teachers said that they use flashcards apart from the other teaching aids as they prove really helpful. 31.3% (35) teachers claimed using flash cards to some extent while 9.8% (11) teachers said they use flash cards to the least extent.

Children enjoy learning through different mediums.....

“Nava nava maadhyamo thi bhanva ma chhokrao ne maja aave chhe ae maate ghani vakhate ame shikshako flash cards banaviye chhe.” (Students enjoy learning from different mediums and for that we teachers make flash cards.) - *A female teacher from Banaskantha*

f) Bulletin Boards

67.9% (76) said that they use bulletin boards to a great extent while 17.9% (20) said they use it to some extent and 9.8% (11) said they use it to least extent.

Apart from the above mentioned materials, teachers also discussed using the BISAG medium and the audio visual mediums made available in some of the schools under the Mission Vidya Campaign of the Government of Gujarat. Teachers also claimed using project based learning and a lot of computer aided materials to teach in order to arouse the curiosity in the minds of the children.

Table 37: Distribution of teachers' responses regarding procurement of Teaching Learning Material

(N=112)

Place of Procurement	Yes	No	Total
Teachers Make it themselves	94 (83.9%)	18 (16.1%)	112 (100%)
Get it ready from the market	35 (31.3%)	77 (68.7)	112 (100%)

Figures in parentheses indicate percentage

83.9% (94) of the teachers said that they prepare the teaching aids like charts themselves in school with the help of the children. For aids like flash cards, flip books and picture books the materials are procured from the market.

As other options teachers said that the Gyankunj unit has been set up in some schools which is audio-visual enabled. The curriculum is available on the medium and the children can learn through the interactive medium with the help of songs, games and stories related to subject matter.

The teachers also said that sometimes the teaching-learning material is received from the Government pretty late or not at all due to which teaching suffers. Hence, they prefer making the teaching aids themselves only.

Table 38: Distribution of teachers' responses regarding remedial classes being conducted in school

(N= 112)

Remedial Classes	Frequency	Percentage
Yes, they are conducted	109	97.3
No, they are not conducted	3	2.7
	112	100

Under the 8th edition of Gunotsav, the Gujarat Government found that many students were unable to read, write and solve Math problems. Mission Vidya was launched in 2018 and the implementation of which was entrusted to IAS, IPS and IFS officials. The mission was launched in July 26th to Aug 31st 2018 in 250 Talukas of the State where academically weak students would be given training for two hours during school time and an additional one hour after the school hours for the student of 6-8 grades. (Informartion Department, Gujarat, 2018)

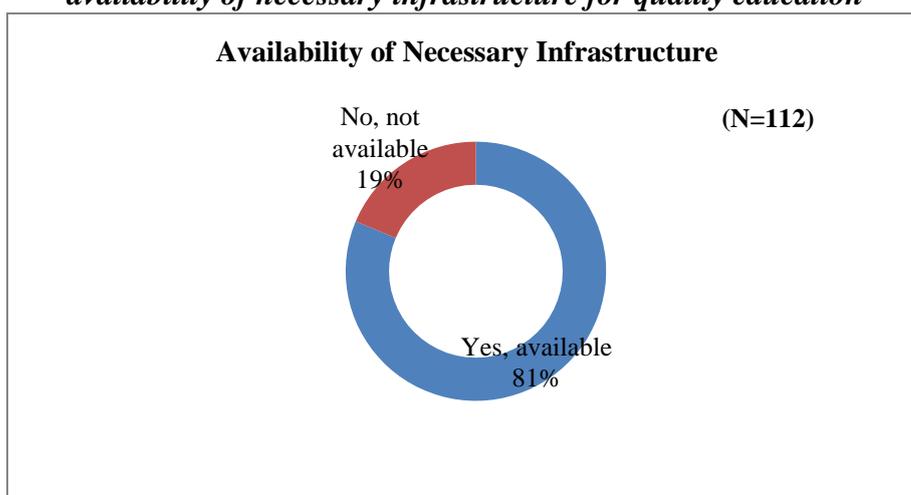
The data revealed that as per 97.3% (109) teachers, remedial classes are conducted in their schools under Gunotsav and Mission Vidya campaign. Only 2.7% (03) of the total respondents said that their schools do not conduct remedial classes as the necessary training of the students is ensured during the regular classes only.

Table 39: Distribution of teachers' responses regarding availability of necessary infrastructure for quality education

(N=112)

Availability of necessary infrastructure	Frequency	Percentage
Yes, it is available	91	81.3
No, it is not available	21	18.7
	112	100

Figure 26: Distribution of teachers' responses regarding availability of necessary infrastructure for quality education



The quality of education depends on a number of factors, the primary one being availability of school infrastructure. School infrastructure is broadly termed as school buildings, playgrounds, libraries, civic amenities and other facilities like drinking

water, classrooms etc. all this contribute to the overall learning environment of the school. “Throughout the country, in most schools, the classrooms experience deficiency in terms of ventilation, heating and cooling equipment in accordance to the weather conditions and furniture. The students were supposed to sit on the floor and as a consequence, were unable to concentrate on their studies.” (Bhunia, Shit, & Duary, 2012)

According to the perceptions of 81.3% (91) teachers, their schools had all necessary infrastructures that would make teaching and learning easy and would have a positive effect on the quality of education delivered.

18.7% (21) teachers however said that the schools did not have the necessary infrastructure which would make the process of teaching and learning easy.

This building is the only facility we have.....

“Je sagvad chhe aa imarat nij chhe. Biji koi aam sagvad nathi jemke chopadiyo, library jethi chhokrao ne bhanva ma ras aave.” (Whatever facility we have, it is the building only. No other facility as such like books, library due to which the children can take interest in learning.) - *A female teacher from Surat*

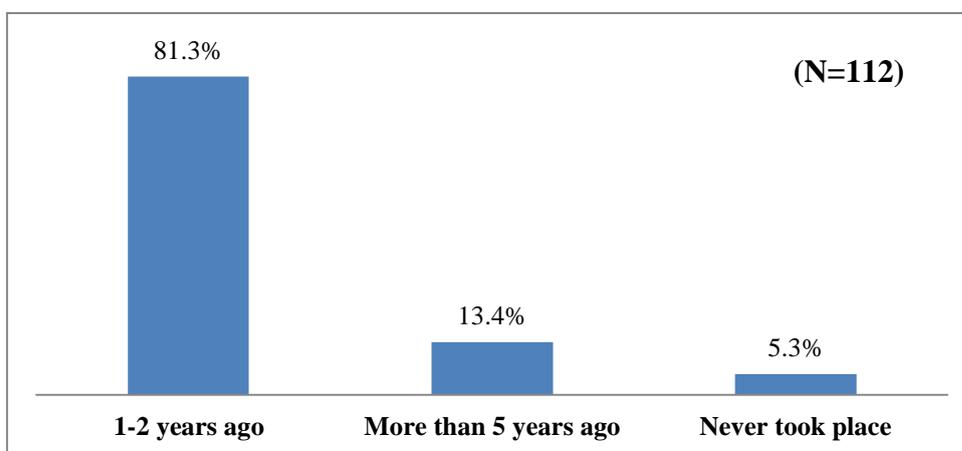
Sometimes books also come late.....

“Amuk vaar chopadiyo pan late aave chhe ane faati jaaye to aapdi paase biji to hoy nahi je aapde vidyarthiyo ne aapiye.” (Sometimes books also come late and if they tear, we don't have extra to provide to the students.) - *A female teacher from Dangs*

Table 40: Frequency and percentage distribution of responses regarding last assessment conducted by Government officials in School (N=112)

Last assessment conducted	Frequency	Percentage
1-2 years ago	91	81.3
More than 5 years ago	15	13.4
Never Visited	6	5.3
	112	100

Figure 27: Frequency and percentage distribution of responses regarding last assessment conducted by Government officials in School

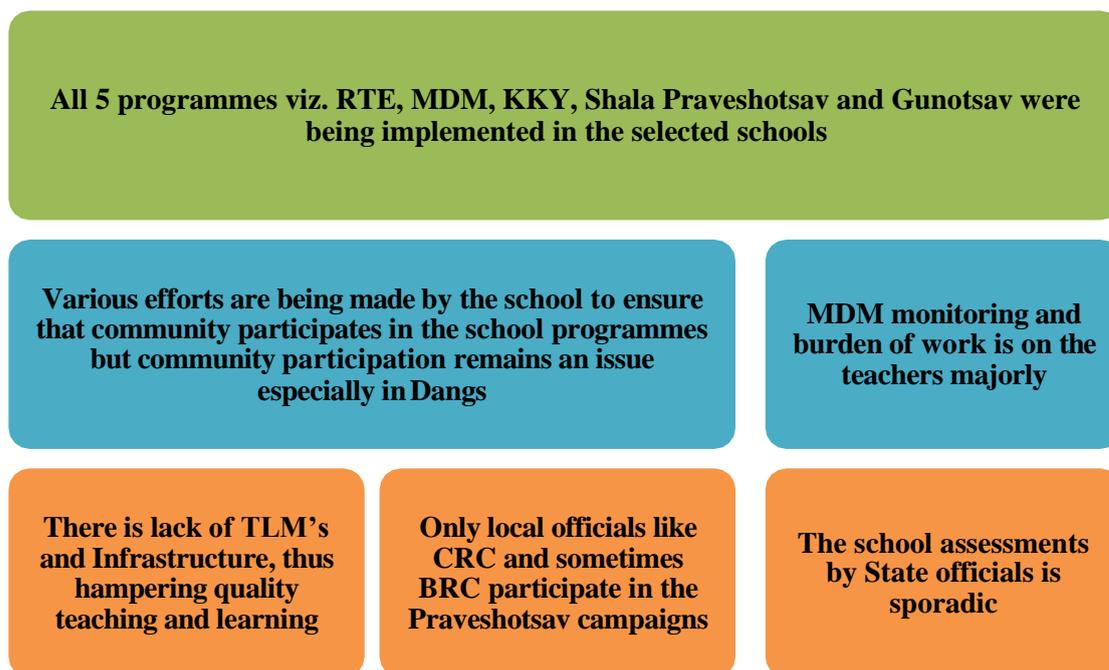


The Education system today has a major commitment to provide quality of education and requires the State to ensure, check and regulate the provisions to make quality of education a reality. In this, the Cluster Resource Coordinators (CRC) and the Block Resource Coordinators (BRC) have an important role to support the resources required for smooth functioning and actively promote school quality improvement. This was set up during the District Primary Education Programme (DPEP) and later carried forward through the Sarva Shiksha Abhiyan (SSA) (The Committee to Suggest Indicative Operational Guidelines for Strengthening and Revitalisation of Sub-District Level Resource Centers, 2011). The CRC and the BRC are seen as an alternative to the monitoring system in the schools. The key work features of BRC's and CRC's is to strengthen the conception and guidance of the school improvement, impart academic support and training to the schools, build a repository of local knowledge and resources and overall data management related to the schools. They are supposed to visit the schools atleast once a month to take a stock of development.

81.3% (91) teachers said that assessment by Government functionaries is regular in their school and the last assessment conducted was 1-2 years ago. By this they meant that it took place in the previous year. The BRC's visits once in a while the CRC's visit during the scheduled day and date. 13.4% (15) respondents said that the assessment by officials in their schools was conducted more than 5 years ago. They said that it was very infrequent and sporadic. The BRC rarely came and while the CRC came, they just did for the sake of it. 5.3% (06) respondents said that no officials have ever visited their schools for assessment.

It was observed that the CRC's and the BRC's of certain blocks in Dangs and Banaskantha were pretty active in conducting assessments and weekly stock taking of activities of the schools under their purview.

Figure 28: Section I – Major findings regarding implementation of Government Plans and Programmes at schools - At a glance



Section – II

Perceptions regarding success of Government Plans and Programmes in ensuring hundred percent enrolment

Table 41: Distribution of teachers' perceptions of success of Right to Education (RTE) Act in ensuring hundred percent enrolment (N=112)

Programme	Success of the Programme	Frequency	Percentage
Right to Education Act	To a Great Extent	99	88.3
	To Some Extent	13	11.7
	To the Least Extent	0	0
		112	100

According to the perception of 88.4% (99) teacher respondents, Right to Education has been successful to a great extent in ensuring hundred percent enrolment in the schools. While there was a fraction of the teachers 11.7% (13) who said that RTE has instrumental in ensuring hundred percent enrolment apart from RTE.

RTE has brought about lot of change.....

“RTE aava thi to ghano fark padyo chhe ane bharti thai chhe ghani badhi school ma, pan bija program pan chhe jemke madhyan bhojan. Ena lidhe savthi vadhare aave chhe chhokrao nishaade.” (There has been a lot of change after the inception of RTE but there are other programs too like Mid Day Meal. It is because of MDM that most children come to school) - A female teacher from Vadodara

Each child got an opportunity to schooling due to RTE.....

“RTE thi dakhla no pramaan khoobj vadhi gayo chhe school ma. Pehla aatla daakhla nota ahiyan, pan RTE lagu thayu ena pachi gaam na darek badak ne school javani tak madi.” (The admission rate has increased a lot through RTE. Earlier there were not much admissions here but after RTE was implemented each child from the village got an opportunity to go to school.) - A female teacher from Dangs

Table 42: t-test results of perceptions of Male and Female teachers regarding success of Right to Education Act in ensuring hundred percent enrolment (N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.73	.666	-.2.491	110	.014 (Sig.)**
Female	61	2.95	.218			

**** Result Significant (Sig) as p<0.05**

An independent samples t- test was conducted to compare the perceptions of male and female teachers regarding success of Right to Education Act (RTE) in ensuring hundred percent enrolment. There was a significant difference noted in the means between male and female teachers which indicate that the female teachers' perception regarding RTE being successful is more positive as compared to that of the male teachers.

There were more female teachers who felt that RTE has indeed helped in increasing the enrolment in schools compared to their male counterparts. The male teachers were of the opinion that there are other programmes too which need to be given credit for the increase in enrolment.

RTE has helped, but there are other programmes too.....

“Ae vata saachi chhe ke RTE thi daakhla no praman vadhyu chhe pan sarkar ni ghani badhi biji pan schemo chhe jena lidhe praman vadhyu chhe jemke Kanya Kelavani jema shishyavrutti made. Have je valiyo fakt kheti kaam kart ahoy, ema aavak khoob occhi hoy, to shishyavrutti kaam laage chhe.” (It is true that RTE has helped in increasing the enrolment of students but there are other schemes too by the Government like Kanya Kelavani where scholarship is given. Now the parents who are agricultural laborers, their income is very less, so to them the scholarship proves helpful). - A female teacher from Vadodara

Table 43: Analysis of Variance (ANOVA) results of perceptions of teachers regarding success of Right to Education Act in ensuring hundred percent enrolment in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	.756	3	.252	1.060	.369 (NS)*
	Within Groups	25.664	108	.238		
Years of Association with the school	Between Groups	.342	4	.085	.351	.843 (NS)*
	Within Groups	26.078	107	.244		
Whether undergone any Teacher Training	Between Groups	.253	2	.126	.527	.592 (NS)*
	Within Groups	26.167	109	.240		

***Result Not Significant (NS) as $p > 0.05$**

The above table shows a comparative picture of the perceptions of teachers regarding success of Right to Education Act (RTE) in relation with selected variables. The

findings revealed that there is no significant difference in the perception of the teachers with regard to District, the number of years of association with the school, whether they had undergone any teacher training or not.

Table 44: Distribution of teachers' perception regarding success of Mid Day Meal Programme in ensuring hundred percent enrolment (N=112)

Programme	Success of the Programme	Frequency	Percentage
Mid Day Meal	To a Great Extent	106	94.6
	To Some Extent	5	4.5
	To the Least Extent	1	0.9
	No Response	0	0
		112	100

94.6% (106) teachers felt that Mid Day Meal is by far the most effective program, which has helped a great deal in ensuring enrolment and at the same time helped in retention of the students in the school. 4.5% (5) teachers felt that Mid Day Meal programme was successful to some extent while only 0.9% (1) teacher felt that it was successful to the least extent.

There has been an increase in attendance due to MDM.....

“Madhyan bhojan thi khoob vadharo thayo chhe daakhla ane haajri ma vadharo thayo chhe.” (There has been an increase in the enrolment as well as the attendance rate in the children due to Mid Day Meals in schools.) - A female teacher from Dang

Table 45: t-test results of perceptions of Male and Female teachers regarding success of Mid Day Meal Programme in ensuring hundred percent enrolment (N=112)

t-test for Equality of Means						
n	Mean	Std. Deviation	t	df	Sig. (2 tailed)	
Male	51	2.86	.491	-1.851	110	.067 (NS)*
Female	61	2.98	.128			

***Result Not Significant (NS) as $p > 0.05$**

The t Test results showed no significant differences between the means of male and female teacher respondents regarding perceptions of Mid Day Meal Programme in ensuring hundred percent enrolment. The scores of both male and female teachers showed that regardless of gender, they believed that MDM programme had been successful to a great extent in ensuring hundred percent enrolment.

Table 46: Analysis of Variance (ANOVA) results of perceptions of teachers regarding success of Mid Day Meal Programme in ensuring hundred percent enrolment in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	.172	3	.057	.468	.705 (NS)*
	Within Groups	13.256	108	.123		
Years of Association with the school	Between Groups	.100	4	.025	.201	.937 (NS)*
	Within Groups	13.328	107	.125		
Whether undergone any Teacher Training	Between Groups	.070	2	.035	.287	.751 (NS)*
	Within Groups	13.358	109	.123		

*Result Not Significant (NS) as $p > 0.05$

Table describes the ANOVA results comparing perceptions of the teacher respondents regarding success of Mid Day Meal in ensuring hundred percent enrolment in relation with selected variables. The results suggested that there is no significant relationship between the selected variables and MDM being instrumental in making hundred percent enrolment successful.

Table 47: Distribution of teachers' perceptions regarding success of Kanya Kelavani Yojna in ensuring hundred percent enrolment

(N=112)

Programme	Success of Kanya Kelavani Yojna	Frequency	Percentage
Kanya Kelavani Yojna	To a Great Extent	103	92.0
	To Some Extent	6	5.4
	To the Least Extent	2	1.7
	No Response	1	0.9
		112	100

According to the perception of 92% (103) teachers, Kanya Kelavani Yojna has been instrumental in ensuring that the girls, who otherwise earlier were not sent to school due to several reasons, economic reason being one of the major one, are being sent to school. The major motivation under this scheme is the economic incentive that is

provided to the girl children due to which the parents don't find it difficult to bear the economic burden that comes with educating the girl children.

Scholarships have motivated many parents to send their girls to school.....

“Shishyavrutti na lidhe ghana badha valiyo potana badako ne school ma bharti karavva protsahit thaya chhe.” (Due to scholarships, many parents have been motivated to admit their children in schools).

– A female teacher from Dangs

“Kanya Kelavani thi be agatya ni vastiyo ma fer aavyo chhe, ek ke chhokariyo ne bhanvani tak madi chhe and biju shishyavrutti made chhe.” (There has been a change in two important things due to Kanya Kelavani, one that the girls are getting an opportunity to study and second that they receive a scholarship)

– A male teacher from Banaskantha

“Chhokariyo na bhantar na lidhe loko no mantavya badlayu chhe saara maate.” (The perception of the people has changed regarding education of girls.) – *A male teacher from Vadodara*

Table 48: t-test results of Male and Female teachers' perception of success of Kanya Kelavani Yojna in ensuring hundred percent enrolment

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.73	.635	-.622	110	.535 (NS)*
Female	61	2.80	.679			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results showed no significant difference in the perceptions of the male and female teachers regarding Kanya Kelavani Yojna ensuring hundred percent enrolment. The mean scores of both the genders revealed that they both were of the opinion that Kanya Kelavani Yojna had been successful to a great extent in ensuring hundred percent enrolment.

Table 49: Analysis of Variance (ANOVA) results of perceptions of teachers regarding success of Kanya Kelavani Yojna in ensuring hundred percent enrolment in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	5.641	3	1.880	4.798	.004 (Sig)**
	Within Groups	42.323	108	.392		
Years of Association with the school	Between Groups	2.619	4	.655	1.545	.194 (NS)*
	Within Groups	45.345	107	.424		
Whether undergone any Teacher Training	Between Groups	.125	2	.062	.142	.868 (NS)*
	Within Groups	47.840	109	.439		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results of teachers perceptions of success regarding success of Kanya Kelavani Yojna in ensuring hundred percent enrolment indicated no significant difference in the responses of the teachers with years of association of the teachers with the school and whether the teachers had undergone any teacher training or not. A significant difference was however recorded with regard to District as a variable. To identify which groups differed significantly a post hoc analysis was carried out.

Table 50: Post Hoc Test result for perception of teachers regarding success of Kanya Kelavani Yojna in ensuring hundred percent enrolment in relation with selected variables

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Dangs	2.97	Banaskantha	2.97	0	.033	1.000 (NS)*
			Surat	2.65	0.23	.135	0.239 (NS)*
			Vadodara	2.45	0.37	1.055	0.007 (Sig)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The post hoc results of perceptions of teachers regarding success of Kanya Kelavani Yojna in ensuring hundred percent enrolment in relation to District as a variable indicated an equal mean score between respondents from Dangs and Banaskantha Districts, having a higher mean score than respondents from Surat or Vadodara.

There was a significant difference in the perception of teachers from Vadodara as compared to those of Dangs and Banskantha in terms of success of Kanya Kelavani Yojna ensuring hundred percent enrolment. While the incentive based scheme had been more successful in Dangs and Banaskantha, it wasn't that successful in Vadodara according to the perception of the teachers. While Dangs and Banaskantha has a sizeable population engaged as agricultural laborers, the scheme, specifically the scholarship under the scheme has been really instrumental in ensuring that the parents get their children enrolled in the schools.

Table 51: Distribution of teachers' perception regarding success of Gunotsav in ensuring hundred percent enrolment

(N=112)

Programme	Success of Gunotsav	Frequency	Percentage
Gunotsav	To a Great Extent	87	77.7
	To Some Extent	11	9.8
	To the Least Extent	8	7.1
	No Response	6	5.4
		112	100

77.7% (87) teachers felt that Gunotsav was successful to a great extent in ensuring hundred percent enrolment as quality of education being improved is the primary concern for the parents and teachers alike. The fact that Government schools were making efforts to make it possible for the child to achieve atleast the basic reading and writing skills in the children motivated a lot many parents to make sure that their child is enrolled in the nearby Government school as per the perceptions of the teachers. 9.8% (11) teachers felt that Gunotsav has been successful to some extent while 7.1% (8) teachers felt that it was successful to the least extent. 5.4% (6) teachers chose not to respond to the question.

It depends on the assessment.....

“Kasu kehvay nai aana lidhe kemke kevi rite mulyankan thay ena upar aadahrit hoy.”
(Cant say anything about it as it depends on how the assessment is done) - A female teacher from Vadodara

People's perception regarding Government schools has changed after Gunotsav.....

“Sarkari shadao nu aavu chhaap chhe ke bhanavama aavtu nathi ane kai quality education madtu nathi. Pan Gunotsav baad thodu to fer aavyu chhe loko na mantavya ma.” (The impression of Government schools is such that no teaching happens here and quality education is not received. But the perceptions of people have changed after Gunotsav) - A male teacher from Banaskantha

Table 52: t-test results perception of Male and Female teachers regarding success of Gunotsav in ensuring hundred percent enrolment

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.61	.777	.299	110	.766 (NS)*
Female	61	2.56	.975			

*Result Not Significant (NS) as $p > 0.05$

The t-test results showed no significant difference in the perception of male and female teachers regarding success of Gunotsav in ensuring hundred percent enrolment indicating that that respondents regardless of their gender were of a higher opinion regarding Gunotsav being successful to a great extent in ensuring hundred percent enrolment.

Table 53: Analysis of Variance (ANOVA) results of perceptions of teachers regarding success of Gunotsav in ensuring hundred percent enrolment in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	8.568	3	2.856	.011	.011 (Sig.)**
	Within Groups	78.708	108	.729		
Years of Association with the school	Between Groups	1.984	4	.496	.622	.648 (NS)**
	Within Groups	85.293	107	.797		
Whether undergone any Teacher Training	Between Groups	6.843	2	3.422	4.637	.012 (Sig.)**
	Within Groups	80.433	109	.738		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results suggested no significant differences in perceptions of the teachers regarding success of Gunotsav in ensuring hundred percent enrolment in relation with the teachers 'years of association with the school as a variable. A significant difference in perceptions regarding the same was found in relation to variable like whether the teachers had undergone teacher training and District as

variables. To identify which groups varied significantly, the results were put to post hoc analysis.

Table 54: Post Hoc Test result for perception of teachers regarding success of Gunotsav in ensuring hundred percent enrolment

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	Yes	2.67	No	2.50	0.17	0.339	0.617 (NS)*
			No Response	1.80	0.87	0.286	0.003 (Sig.)**
District	Dangs	2.90	Banaskantha	2.77	0.13	0.152	0.395 (NS)*
			Vadodara	2.31	0.59	0.204	0.005 (Sig.)**
			Surat	2.26	0.64	0.209	0.000 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The above table highlights the results of post-hoc analysis of perceptions of teachers regarding success of Gunotsav in ensuring hundred percent enrolment with regard to whether the teachers had undergone teacher training or not. The results reflect that the mean score of teachers who had undergone training was higher than those who have not undergone and the teachers who chose not to respond to the question.

With regard to District as a variable, the mean score of teachers in Dangs district were significantly different than those in Vadodara and Surat. Besides, it was revealed that the perception of teachers in Dangs regarding success of Gunotsav in ensuring hundred percent enrolment does not differ significantly from the teachers in Banaskantha District. Dangs and Banaskantha being districts having a sizeable tribal population being agrarian in nature, government schools to them being the sole option for education, Gunotsav was a big boon in terms of access to quality education, specifically reading and writing. Teachers in Vadodara and Surat district however differed in their perception saying that compared to non government schools, the learning levels were not at par at all.

No guarantee that the child is learning.....

“Gunotsav ma mulyankan karva ma aave chhe, pan ae mulyankan thi koi guarantee nathi k badak vaanchta lakhta shikhe.” (Assessment is being conducted under Gunotsav but there is no guarantee of the child learning to read or write.) - A female teacher from Surat

Table 55: Distribution of teachers’ perception regarding success of Shala Praveshotsav in ensuring hundred percent enrolment

(N=112)

Programme	Success of Shala Praveshotsav	Frequency	Percentage
Shala Praveshotsav	To a Great Extent	103	92.0
	To Some Extent	6	5.4
	To the Least Extent	2	1.7
	No Response	1	0.9
		112	100

92% (103) teachers perceived that Shala Praveshotsav has been instrumental in ensuring hundred percent enrolment. The perception that the local officials participate in the admission campaign ensures trust in the minds of the community members that schooling is good for their children and the rapport that is created by the officials helps motivate the parents to send their children to school.

CRC and BRC come to talk and it makes a lot of difference.....

“Sarkar taraf thi, aiyan jo ke amara CRC, BRC saheb aave chhe, ae loko gaam na loko saathe vaat chit kare to ghano farak pade chhe. Gaam na loko khoob mane chhe sahebo ne.” (Our CRC and BRC come from the Governments side, they talk to the people of the village and it makes a lot of difference. People of the village listen to them) - A female teacher from Dang

Table 56: t-test results of Male and Female teachers regarding success of Shala Praveshotsav in ensuring hundred percent enrolment

(N=112)

t-test for Equality of Means						
	n	Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.80	.601	-1.777	110	.078 (NS)*
Female	61	2.95	.218			

***Result Not Significant (NS) as p>0.05**

The t test results indicated no significant mean difference in the perceptions of male and female respondents regarding success of Shala Praveshotsav in ensuring hundred

percent enrolment at the primary school level. Both male and female respondents were of the opinion that Shala Pravesotsav was successful to a great extent in ensuring hundred percent enrolment.

Table 57: Analysis of Variance (ANOVA) of perception of teachers regarding success of Shala Praveshotsav in ensuring hundred percent enrolment in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	1.746	3	.582	3.183	.027 (Sig)**
	Within Groups	19.745	108	.183		
Years of Association with the school	Between Groups	.590	4	.147	.755	.557 (NS)*
	Within Groups	20.901	107	.195		
Whether undergone any Teacher Training	Between Groups	.401	2	.201	1.038	.358 (NS)*
	Within Groups	21.090	109	.193		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The above table showing ANOVA results show that no significant difference was found amongst the perception of teachers regarding Shala Praveshotsav being successful in ensuring hundred percent enrolment with variables like the teachers' years of association with the school and whether the teachers had undergone any teacher training or not. A significant difference was however found with regard to District as a variable. To find out which group of respondents were significantly differing in their opinion, post-hoc analysis was conducted.

Table 58: Post Hoc Test result for perception of teachers regarding success of Shala Praveshotsav in ensuring hundred percent enrolment

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	3.00	Dangs	3.00	0.00	.000	1.000 (NS)*
			Surat	2.74	.619	.129	0.131 (NS)*
			Vadodara	2.76	.636	.118	0.142 (NS)*

*Result Not Significant (NS) as $p > 0.05$

The post hoc results showed no significant difference in the perception of the teachers regarding success of Shala Praveshotsav in ensuring hundred percent enrolment. However, the means scores of the responses of teachers from Banaskantha and Dangs were fairly higher than those of responses of teachers from Surat and Vadodara highlighting that the teachers of Banaskantha and Dangs were of a higher opinion of Shala Praveshotsav being successful to a great extent in their districts in ensuring hundred percent enrolment.

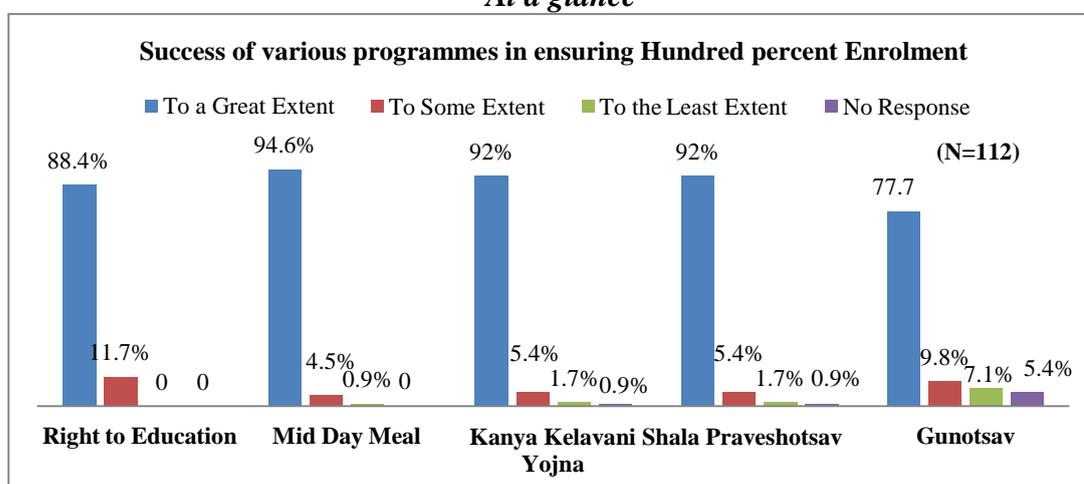
**Table 59: Distribution of teachers' perceptions regarding success of various programmes in ensuring hundred percent enrolment-
At a glance**

(N=112)

Programme	To a Great Extent	To Some Extent	To the Least Extent	No Response	Total
Mid Day Meal	106 (94.6%)	5 (4.5%)	1 (0.9%)	-	112 (100%)
Kanya Kelavani Yojna	103 (92%)	6 (5.4%)	2 (1.7%)	1 (0.9%)	112 (100%)
Shala Praveshotsav	103 (92%)	6 (5.4%)	2 (1.7%)	1 (0.9%)	112 (100%)
Right to Education Act	99 (88.4%)	13 (11.7%)	-	-	112 (100%)
Gunotsav	87 (77.7%)	11 (9.8%)	8 (7.1%)	6 (5.4%)	112 (100%)

Figures in parentheses indicate percentage

**Figure 29: Distribution of teachers' perceptions regarding success of various programmes in ensuring hundred percent enrolment-
At a glance**



The above graph shows the picture of how the various Government Plans and Programmes are perceived by the teachers regarding helping in achieving hundred percent enrolment. The graph is indicative that each of the plan and programme has been successful to a large extent mostly but Mid Day Meal Programme has been successful the most (94.6%) as compared to all the other programmes. On the contrary, Gunotsav programme is perceived to be contributing the least among all the other programmes in terms of ensuring hundred percent enrolment as perceived by 77.7% teachers. On the other hand, Shala Praveshotsav being a largely community engagement programme is perceived to be successful too (92%) along with Kanya Kelavani Yojna, being an incentive based programme (92%) by the teachers of all the Districts. Right to Education (RTE) Act on the other hand is perceived to fall a little short behind the incentive based Kanya Kelavani Yojna as perceived by 98.4% of the teachers.

Table 60: Distribution of teachers' perception regarding effect of No Detention Policy on quality of education

(N=112)

No Detention Policy affects the quality of education	Frequency	Percentage
To a Great Extent	65	58.0
To Some Extent	33	29.5
To the Least Extent	14	12.5
	112	100

The No Detention Policy of RTE Act, was introduced with the basic idea of not detaining the children in classes so as to reduce the reasons that compel them to leave school. With regard to perceptions regarding the No Detention Policy of RTE Act, 58% (65) teachers felt that the policy compromises the quality of education to a great extent. Their arguments revealed that schools have only become a centre for Mid day meals as learning is not happening only. 29.5% (33) teachers felt that No detention policy has affected the quality of education to some extent, their arguments were that the fact that RTE and no detention policy resulting in hundred percent enrolment cannot be negated, but also, the fact that this has led to an increase in the drop out ratio at the secondary level needs to be considered. 12.5% (14) teachers believed that no detention policy has little or no effect on the quality of education.

There is more loss than profit due to No Detention Policy.....

“Na pass karvani paddhati thi faayda karta nuksan vadhare thaay chhe kemke chhokrao prathmik shikshan puru karine madhyamik shikshan ma jaye jaaye to emne kasu aavde to nathi.” (There is more loss than gain due to the No Detention Policy as when the children progress from primary to secondary education, they know nothing) – A male teacher from Surat

The child will not know anything in the future....

“Aam ne aam chhokrao ne pass kari deva ma aave to kasuj nai aavano ene bhavishya ma.” (If the child is promoted like this only, he will not know anything in the future) – A female teacher from Dang

There is no improvement in learning.....

“Aam bhanva ma sudhaaro to aavto nathi na paas na kariy to pan, aapde aa vaat nakari shakta nathi ke na pass karvani paddhati thi ghana badha chhokrao school aava thi ghabrata nathi. Na pass thavana darr thi amuk chhokrao school aavanu bandh kari de chhe. Have aa niyam aava thi koi drop out nathi thatu.” (There is no improvement in learning even if we don’t demote the child but we cannot negate the fact that this policy of no detention has led to children not fearing the schooling. The fear of failing compels many children to stop coming to the school. now because of this policy, nobody drops out) – A female teacher from Vadodara

Nothing related to promotion or demotion, desire to learn is intrinsic.....

“Bhanvani jigyaasa andruni hoy, jyare manas ne bhanvu hoy to ae kevi pan rite bhani leshe, aama pass na pass jevu kai nai hotu.” (The desire to learn is intrinsic. If a child wants to learn, he will learn anyhow. There is nothing related to promotion or demotion) – A male teacher from Vadodara

Table 61: t-test results of Male and Female teachers regarding effect of No Detention Policy on Quality of Education

(N=112)

t-test for Equality of Means						
N		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.25	.997	-1.700	110	.092 (NS)*
Female	61	2.52	.673			

***Result Not Significant (NS) as $p > 0.05$**

The t-test result suggested no significant difference in the means of the perception of male and female teachers regarding the effect of no detention policy on quality of education. Both the genders were of the opinion that the no detention policy is compromising the quality of education to a large extent.

Table 62: Analysis of Variance (ANOVA) results of perceptions of teachers regarding effect of No Detention Policy on Quality of Education in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	20.382	3	6.794	12.534	.000 (Sig.)**
	Within Groups	58.538	108	.542		
Years of Association with the school	Between Groups	1.079	4	.270	.371	.829 (NS)*
	Within Groups	77.840	107	.727		
Whether undergone any Teacher Training	Between Groups	.497	2	.248	.345	.709 (NS)*
	Within Groups	78.423	109	.719		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The above table portrays a comparative picture of the perceptions of teacher respondents regarding effect of no detention policy compromising quality of education. No significant differences were found in the perceptions in relation to variables like teachers' years of association with the school and whether the teachers had undergone any teacher training. However, a significant difference in the perception of the teachers regarding the effect of no detention policy on the quality of education was found in relation with District as a variable. To know which groups differ significantly, the results were put to post hoc analysis.

Table 63: Post Hoc Test result for perception of teachers regarding effect of No Detention Policy on Quality of Education

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Vadodara	2.72	Dangs	2.63	0.09	0.157	0.569 (NS)*
			Surat	2.61	0.11	0.214	0.608 (NS)*
			Banaskantha	1.70	1.02	0.195	0.000 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

A significant relation was found to exist between the Districts and the perceptions regarding the effect of the No Detention Policy under RTE. Majority of the teachers

in Vadodara and Surat Districts perceived that the No Detention Policy compromises the quality of education to a great extent followed by the perceptions of the teachers being the same from The Dangs district.

While Teachers in Banaskantha were of the opinion that it affects the quality of education but to some extent. As quoted earlier, teachers from Banaskantha believed that such a policy is important as it helps in the reduction of school drop-out rates.

Free education for a poor person is a big thing.....

“Garib manas mate mafat ma shikshan madtu hoy ae vaatj sauthi moti. Ek naam joiye ke bhanelo chhe, biju kai nai. Ane napass karva thi loko nu manobal tooti jase.” (For a poor person, getting free education is the biggest thing. They want education just for the name and failing would only de-motivate them) – A male teacher from Dangs

Table 64: Distribution of teachers’ perception regarding sufficiency of grants received under RTE to meet the infrastructural, teaching and learning requirements at the school

(N=112)		
Sufficiency of Grants under RTE	Frequency	Percentage
To a Great Extent	12	10.7
To Some Extent	49	43.8
To the Least Extent	29	25.9
No Response	22	19.6
	112	100

The implementation of RTE requires an unprecedented sum of money. The funding pattern is divided in 60:40 ratio where the central Government bears the major cost. The grants under RTE are provided for infrastructural facilities, ensuring supplements in teaching and overall development of the school. The perceptions of 43.8% (49) teachers revealed that the funds received were sufficient to some extent, 25.9% (29) of the teachers said that the funds received were sufficient to the least extent. The reasons cited by them included the fact that the learning demands of the students are increasing and now with the increase in use of technology in education, more infrastructure needs to be made available in order to meet those learning needs of the children. Apart from that, specific training in terms of integrating technology into education is not being provided. Only 10.7% (12) of the teachers felt that the funds were sufficient to a great extent.

19.6% (22) teachers chose not to respond to the question. The reason behind so many teachers not responding to the question was that there was apprehension on the parts of the teachers talking about unavailability of resources from the Governments end.

We talk of digitalization of education, but no resources or training.....

“Aaaje aapde vaat kariye digitalization of education ni, pan ae student sudhi pochavva maate aapde saadhan to joiye ne. darek badak ne have mobile ne computer ni khabar chhe, pan use karta aavu joiye ane use karva maate aapdi paase vyavastha to hovij joiye.” (Today we talk of digitalization of education but for that being available till the student, we need resources. Each child knows about mobile and computer but they should know how to use it and for that we must have arrangement) - A male teacher from Vadodara

“Gyan Kunj project ni andar smart board aapel chhe amuk shadao ne, pan ene use karvani training aapvama aavi nathi. Jo aapdi paase raashi hoy school ma to aapde koik private trainer paase thi pan training appi shake shikshako ne jethi vastu vapray to khari.” (Smart boards have been made available under project Gyaan Kunj to certain schools but no training regarding how to use it has been provided yet. If we had money in the school we could arrange training for its usage for the teachers through a private trainer so that atleast the facility can be used) - A male teacher from Vadodara

“Aapdi sarkari shadao suvidha na lidhe maar khai jaaye chhe. Paisa hoy to suvidha hoy, donation par aapde dar vakhte nirbhar na rehvi shakay.” (Our Government schools lag behind due to lack of facilities. If we have money, we have facilities, we cannot rely on donations all the time) – A male teacher from Dang

Table 65: t-test results of perception Male and Female teachers regarding sufficiency of grants received under Right to Education Act (RTE)

(N=112)

t-test for Equality of Means						
N		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	1.45	1.026	.730	110	.467 (NS)*
Female	61	1.31	.992			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results showed no significant difference in the perception of male and female teachers regarding sufficiency of grants received under RTE Act. This indicated that respondents regardless of gender were of the opinion that the funds under RTE were sufficient to some extent only.

Table 66: Analysis of Variance (ANOVA) results of perception of teachers regarding sufficiency of grants received under Right to Education Act (RTE) in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	17.423	3	5.808	6.614	.000 (Sig.)**
	Within Groups	94.827	108	.878		
Years of Association with the school	Between Groups	2.096	4	.524	.509	.729 (NS)*
	Within Groups	110.154	107	1.029		
Whether undergone any Teacher Training	Between Groups	18.077	2	9.039	10.462	.000 (Sig.)**
	Within Groups	94.173	109	.864		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results showed no significant difference in the perception of the teachers regarding sufficiency of grants received under RTE with regard to number of association with the schools of the teachers.

A significant difference was recorded amongst the perception of the teachers with regard to variables like District and whether the teachers had undergone any training. To know which groups differ significantly, the results were put to post hoc analysis.

Table 67: Post Hoc Test result for perception of teachers regarding sufficiency of grants received under RTE

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Vadodara	2.72	Banaskantha	1.70	1.020	0.195	.000 (Sig.)**
			Dangs	2.63	0.090	0.157	.569 (NS)*
			Surat	2.61	1.890	0.277	.000 (Sig.)**
Whether undergone teacher training	Yes	2.43	No	2.33	0.100	0.339	.768 (NS)*
			No Response	2.20	0.230	0.286	.423 (NS)*

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The above table highlights the post hoc analysis of perception of teachers regarding sufficiency of grants received under RTE with regard to District and whether the teachers have undergone teacher training or not as a variable.

With regard to District wise data, the mean score of teachers in Vadodara was higher as compared to teachers in Banaskantha and Surat, suggesting that teachers in Vadodara felt that the funds received was sufficient and teachers in Banaskantha and Surat felt that the funds were not sufficient. There was not much significant difference in the mean scores of teachers from Vadodara and Dangs regarding sufficiency of funds, suggesting that their perceptions were more or less similar.

With regard to teacher training as a variable, the mean scores of the teachers who had undergone training were higher compared to the teachers who had not undergone training. This signifies that the trained teachers felt that the grants received under RTE were sufficient as compared to the other teachers.

Teachers' Views on Benefits of Mid Day Meal Programme

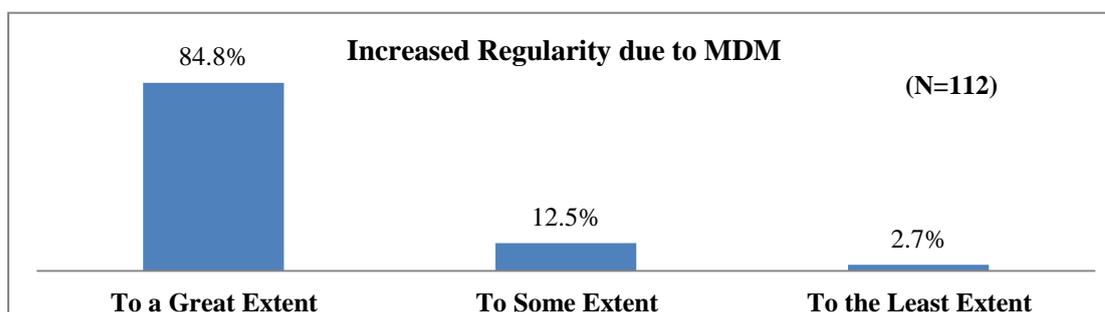
The MDM Programme was started in the year 1995 with the basic aim of enhancing enrolment, retention, increasing attendance levels in school and reducing drop outs in the schools. It has been a great benefit to many parents in order to ensure that their children are in school, learning well and at large, their nutritional requirements are met.

Table 68: *Distribution of teachers' perception regarding increased regularity of children due to Mid Day Meal Programme*

(N=112)

Children are regular in attending school	Frequency	Percentage
To a Great Extent	95	84.8
To Some Extent	14	12.5
To the Least Extent	3	2.7
	112	100

Figure 30: Distribution of teachers' perception regarding increased regularity of children due to Mid Day Meal Programme



With regard to increase in regularity of the children in attending schools due to MDM, the perception of, 84.8% (95) teachers revealed that MDM has been successful to a great extent in ensuring that the children attend schools regularly. 12.5% (14) teachers said that it has been successful to some extent while 2.7% (3) teachers felt that it helped in increasing regularity amongst the children to the least extent.

Table 69: t-test results of perceptions of Male and Female teachers regarding increased regularity of children due to Mid Day Meal Programme

(N=112)

t-test for Equality of Means						
	n	Mean	Std. Deviation	T	df	Sig. (2 tailed)
Male	51	2.76	.651	-.505	110	.615 (NS)*
Female	61	2.82	.500			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results showed no significant difference in the means of male and female teachers' perception regarding increased regularity of children due to Mid Day Meal Programme. The teachers regardless of their gender were of a higher opinion that MDM has helped in increasing the regularity of the students to a great extent.

Table 70: Analysis of Variance (ANOVA) results of perception of teachers regarding increased regularity of children due to Mid Day Meal Programme in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
District	Between Groups	.265	3	.088	.265	.851 (NS)*
	Within Groups	36.012	108	.333		
Years of Association with the school	Between Groups	1.579	4	.395	1.217	.308 (NS)*
	Within Groups	34.698	107	.324		
Whether undergone any Teacher Training	Between Groups	5.304	2	2.652	9.333	.000 (Sig.)**
	Within Groups	30.973	109	.284		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results suggested no significant difference in the perception of teachers regarding increased regularity of children due to Mid Day Meal Programme in relation with variables like District and number of years of association of teachers with the school. A significant difference was noted in the perception of the teachers with regard to whether teachers have undergone any teacher training or not as a variable. To identify which groups differed significantly, the results were put to post-hoc analysis.

Table 71: Post Hoc Test result for perception of teachers regarding increased regularity of children due to Mid Day Meal Programme

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	Yes	2.86	No	2.83	.030	0.179	0.867 (NS)*

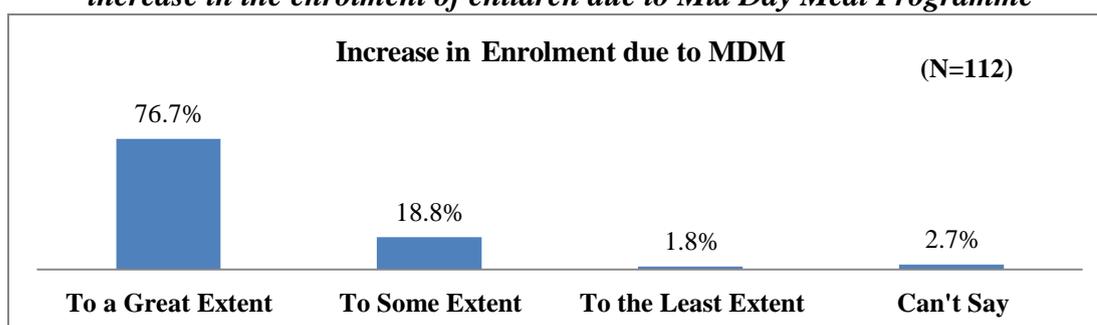
** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The above table highlights the post hoc analysis of perception of teachers regarding increased regularity of children due to Mid Day Meal Programme with regard to whether the teachers have undergone any teacher training as a variable. The results showed that the teachers who had undergone training had a higher mean score than those who had not attended training suggesting that they were of a higher opinion regarding increased regularity of children in schools due to MDM programme. The teachers who had undergone training were subjected to the data prior to starting the mid day meal scheme and had an idea as to how much difference the meal schemes made to the enrolment and attendance of the children in the schools. There was however, no significant difference in the perceptions of the teachers who had undergone training and those who had not.

Table 72: Distribution of teachers' perception regarding increase in the enrolment of children due to Mid Day Meal Programme (N=112)

More children are getting enrolled	Frequency	Percentage
To a Great Extent	86	76.7
To Some Extent	21	18.8
To the Least Extent	2	1.8
Can't Say	3	2.7
	112	100

Figure 31: Distribution of teachers' perception regarding increase in the enrolment of children due to Mid Day Meal Programme



A study conducted on impact of Mid Day Meal Programme on Enrolment and Retention of Primary School Children was conducted in Bengal and it was found that after the introduction of MDM in schools in West Bengal there was a 30.44% increase in enrolment in class I, 23.26% increase in enrolment in class II, 33.79% increase in enrolment in class III and 32.44% increase in enrolment in class IV. He also found

that the parents were more eager to send their children to schools due to MDM being served in schools (Mondal B. , 2017).

Similar findings were recorded with regard to the question of whether more children are getting enrolled in schools due to MDM, 76.7% (86) teachers felt that enrolment has increased to a great extent due to MDM. 18.8% (21) teachers felt that to some extent, MDM has been successful in increasing the enrolment at the primary level but it's not the only programme that has led to the increase. 1.8% (2) teachers felt that it has increased to the least extent while 2.7% (3) teachers couldn't say about it.

MDM is not the only reason for increase in enrolment...

“Aa to kehvaya nathi k ekla madhyan bhojan maate chhokrao no praman vadhyu chhe, mafat shikshan thi pan ghana badah ne protsahan madyo chhe.” (It cannot be said that the enrolment of children has increased due to Mid Day Meal, free education also has motivated many people) – A male teacher from Banaskantha

Table 73: t-test results of perceptions of Male and Female teachers regarding increase in enrolment of children due to Mid Day Meal Programme

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.59	.853	-1.252	110	.213 (NS)*
Female	61	2.75	.537			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results showed no significant difference in the means of male and female teachers with regard to increase in enrolment of children due to Mid Day Meal Programme. Regardless of gender, the respondents believed that MDM has helped a great deal in increasing the enrolment rate in their schools to a great extent.

Table 74: Analysis of Variance (ANOVA) results of perceptions of teachers regarding increase in enrolment of children due to Mid Day Meal Programme in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	1.085	3	.362	.733	.535 (NS)*
	Within Groups	53.343	108	.494		
Years of Association with the school	Between Groups	1.209	4	.302	.608	.658 (NS)*
	Within Groups	53.219	107	.497		
Whether undergone any Teacher Training	Between Groups	5.095	2	2.548	5.629	.005 (Sig.)**
	Within Groups	49.333	109	.453		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results suggested no difference in perceptions of teachers regarding increase in enrolment of children due to Mid Day Meal Programme in relation with District and years of association of the teachers with the school. However, a significant difference was found amongst the teachers' perception with regard to whether the teachers had undergone teacher training or not. To identify which groups differed significantly, the results were put to post-hoc analysis.

Table 75: Post Hoc Test result for perception of teachers regarding increase in enrolment of children due to Mid Day Meal Programme

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	Yes	2.75	No	2.67	0.80	0.257	0.756 (NS)*
			No Response	2.00	0.750	0.226	0.001 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

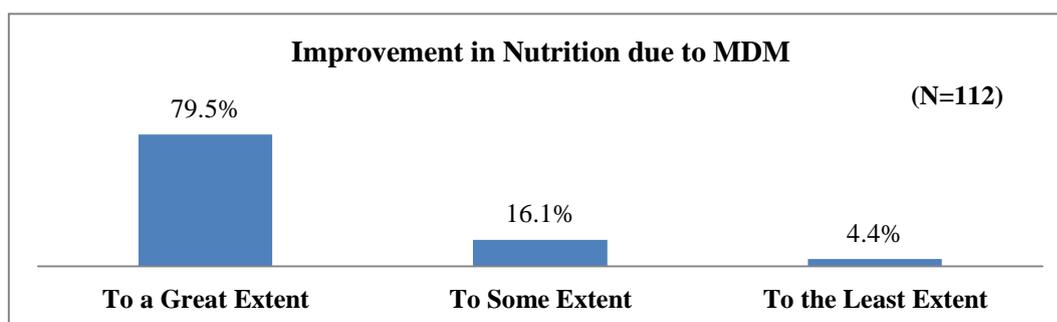
The post hoc results indicated that the teachers who had undergone training had a higher mean score as compared to the teachers who had not attended any training. However, there was no significant difference amongst the two. The teachers who did

not respond to the question of whether they had undergone training or not had a significantly different perception which said that enrolment had increased to some extent only.

Table 76: Distribution of teachers' perceptions regarding improvement in nutrition of children due to Mid Day Meal Programme (N=112)

Nutrition of children has improved	Frequency	Percentage
To a Great Extent	89	79.5
To Some Extent	18	16.1
To the Least Extent	5	4.4
	112	100

Figure 32: Distribution of teachers' perceptions regarding improvement in nutrition of children due to Mid Day Meal Programme



An impact study for Akshay Patra Foundation conducted by Sigma Research and Consulting Pvt Ltd. in the year 2014 in various states including Gujarat (Vadodara, Gandhinagar and Surat) and found that the recommended nutritional requirements were largely fulfilled due to MDM and the food was hygienic and healthy. (Sigma Research and Consulting Pvt. Ltd., 2014)

MDM has been instrumental in increasing the nutritional levels of the children at a manifold level. The data reveals that teachers, 79.5% (89) believe that MDM has been beneficial to a great extent in improving the nutritional status of the children. There were also teachers, 16.1% (18) who believed that MDM has been successful to some extent in improvising the nutritional level of the children as the meal is not a square one and that cannot be sufficient alone in increasing the nutritional status of the

children. 4.4% (5) teachers believed that it has been instrumental to the least extent as sometimes children do not eat well due to the taste being bland.

Children get variety in MDM....

“Amuk chhokrao ne barabar jamvanu madtu nathi, ahiya to rotlo khaaye ane adad ni dal jema eklo mithu hoy, chokrao khaay, nai khaay ane ema poshan adhuru rhai jaye. Madhyan bhojan antargat variety made chhe jethi chhokrao ne maja pan aave khavama ane poshan pan made.” (Certain children don’t get to eat properly. Here people eat Rotlo (flat bread) and lentils which includes only salt, children eat, don’t eat and thus the nutrition is not fulfilled. In the mid day meal, they get a variety of meals which children love to eat also and they get nutrition also) – A female teacher from Vadodara

At times children waste food, thus losing out on nutrition...

“Amuk vakhate, jamvanu ekdum marchu mithu vager hoy chhe jethi chhokrao bagad kare chhe khavanu ane khata nathi, ema poshan to adhuru rhai jaaye.” (Sometimes there is less spice and salt in the food due to which the children waste the food and thus the nutrition remains unfulfilled) – A female teacher from Banaskantha

Table 77: t-test results of perceptions of Male and Female teachers regarding improvement in nutrition of children due to Mid Day Meal Programme

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.67	.739	-1.056	110	.293 (NS)*
Female	61	2.79	.451			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results showed no significant difference in the perception of male and female teachers regarding improvement in nutrition of children due to Mid Day Meal programme. Regardless of gender, the respondents believed that MDM has been successful to a great extent in improving the nutritional levels of the children.

Table 78: Analysis of Variance (ANOVA) results of perceptions of teachers regarding improvement in nutrition of children due to Mid Day Meal Programme in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	.494	3	.165	.451	.717 (NS)*
	Within Groups	39.470	108	.365		
Years of Association with the school	Between Groups	.901	4	.225	.617	.651 (NS)*
	Within Groups	39.063	107	.365		
Whether undergone any Teacher Training	Between Groups	5.891	2	2.946	9.423	.000 (Sig.)**
	Within Groups	34.073	109	.313		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results showed no significant difference in the perception of teachers regarding improvement in nutrition of children due to Mid Day Meal Programme in relation to variables like District and years of association of the teachers with the school. a significant difference was however found to exist between the teachers perception with regard to whether they had undergone teacher training as a variable. To identify which groups differed significantly, the results were put to post-hoc analysis.

Table 79: Post Hoc Test result for perception of teachers regarding improvement of nutrition of children due to Mid Day Meal Programme

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	No	2.83	Yes	2.80	0.030	0.198	0.879 (NS)*
			No Response	2.00	0.830	0.495	0.115 (NS)*

*Result Not Significant (NS) as $p > 0.05$

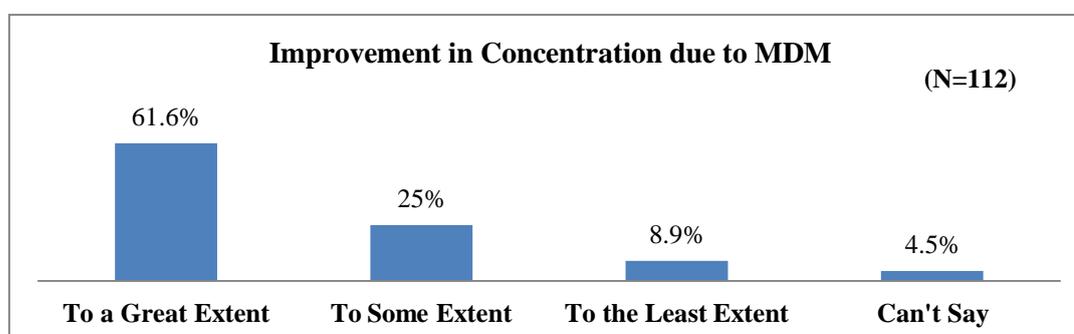
The post hoc results of perception of the teachers regarding improvement of nutrition of children due to Mid Day Meal programme in relation to whether the teachers have undergone any teacher training suggested that the teachers who had not undergone any training had slightly a higher mean score as compared to the ones who had

undergone training. There was no significant difference in the perception of the responses of the teachers belonging to the different categories.

Table 80: Distribution of teachers' perception regarding improvement in concentration of children due to Mid Day Meal Programme (N=112)

Concentration of children has improved	Frequency	Percentage
To a Great Extent	69	61.6
To Some Extent	28	25.0
To the Least Extent	10	8.9
Can't Say	5	4.5
	112	100

Figure 33: Distribution of teachers' perception regarding improvement in concentration of children due to Mid Day Meal Programme



Absence of adequate breakfast for a period of time can affect behavior and nutritional status and low concentration span which affects the active learning capacity of the children. (Department of School Education and Literacy, Ministry of Human Resource Development, Government of India, 2018)

MDM as a programme aimed to tackle the problem of low levels of concentration amongst the primary school children. As per the data, 61.6% (69) teachers perceived that MDM has been instrumental in improving the concentration of the children to a great extent as the children are well fed in school and their minds are diverted from being hungry towards taking interest in what is being done in the classroom and the school. 25% (28) teachers felt that concentration of the children has improved to some extent due to MDM, while 8.9% (10) teachers felt that the MDM scheme has been instrumental in increasing the concentration level of the students to the least extent. 4.5% (5) teachers said they couldn't really comment on it.

There is no relation between hunger and concentration....

“Bhook ane ekagrata vishe aam kasu kehvay nathi. Badak bhukyo na hoy to pan aema ekgrata occhi hoy evu bani shake chhe.” (Nothing can be said related to hunger and concentration. A child who is not hungry can also have low concentration)

– A male teacher from Vadodara

A person who has the will to study, will study even when hungry...

“Jema bhanvani jigyaasa hoy, ae bhukyo hoy to pan bhani shake chhe.” (Who ever has will to study can study even when hungry)

– A male teacher from Surat

Table 81: t-test results of perceptions of Male and Female teachers regarding improvement in concentration of children due to Mid Day Meal Programme

(N=112)

t-test for Equality of Means						
N		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.43	.878	.222	110	.825 (NS)*
Female	61	2.39	.918			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results signified no difference in perception of male and female teachers with regard to improvement in concentration of children due to Mid Day Meal programme. Regardless of gender, the respondents believed that MDM has been successful to a great extent in improving the concentration of children.

Table 82: Analysis of Variance (ANOVA) results of perceptions of teachers regarding improvement in concentration of children due to Mid Day Meal Programme in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	2.522	3	.841	1.049	.374 (NS)*
	Within Groups	86.585	108	.802		
Years of Association with the school	Between Groups	1.300	4	.325	.396	.811 (NS)*
	Within Groups	87.807	107	.821		
Whether undergone any Teacher Training	Between Groups	1.868	2	.934	1.167	.315 (NS)*
	Within Groups	87.240	109	.800		

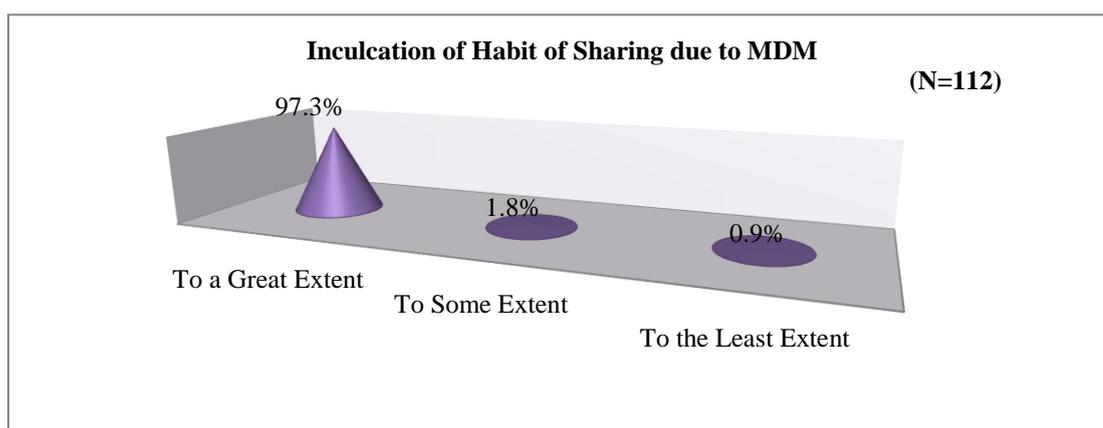
***Result Not Significant (NS) as $p > 0.05$**

The ANOVA results suggested no significant difference in the perceptions of teachers regarding improvement in concentration of children due to Mid Day Meal Programme in relation with selected variables.

Table 83: Distribution of teachers' perception regarding inculcation of the habit of sharing meals amongst children due to Mid Day Meal Programme

(N=112)		
Children learn to share a meal with other children	Frequency	Percentage
To a Great Extent	109	97.3
To Some Extent	2	1.8
To the Least Extent	1	0.9
	112	100

Figure 34: Distribution of teachers' perception regarding inculcation of the habit of sharing meals amongst children due to Mid Day Meal Programme



One of the basic objectives of MDM Programme is to promote friendship and feelings of common brotherhood among the children belonging to different caste, colour and creed by providing them meals together. It was found that this objective is being largely achieved as 97.3% (109) teachers perceived that MDM does inculcate the habit of sharing the meals amongst the children. Only 1.8% (2) teachers felt that it is successful in achieving this objective to some extent while 0.9% (1) said that it was instrumental to the least extent.

Sometimes children don't sit without each other to eat....

“Haan, madhyan bhojan thi ghano fer aavyo chhe badako na vartan ma. Pehla to amuk chhokrao ek bija saathe bese nai, pan have ae occhu thayu chhe. Amuk vaar to ek bija vager bese nai ane khaye pan nahi.” (Yes, there has been a lot of difference in the habit of the children due to Mid Day Meal. Earlier certain children did not sit with one another but this has reduced now. Sometimes they don't even sit without each other and eat also)
– A female teacher from Dang

Children wait for their friends to come and then eat together....

“Haan sharing ni tev vadhi chhe. Jyaare shukhdi k kaik nasto hoy Tithi Bhojan antargat, to amuk chhokrao potana friends mate wait kare chhe, k friends aave to badaha besine ek bija saathe khaye. Doodh Sanjeevani ma je flavoured doodh aave ae badako ne game ane ame joyu chhe k amuk badak ne vadhare game, amuk ne occhu, to badako ritsar potanu share bija ne aape chhe.” (Yes, the habit of sharing has increased. When there is Sukhadi or any other snack under Tithi Bhojan, some children wait for their friends that when the friends come, they will sit and eat together. Under Doodh Sanjeevani the children love the flavoured milk that they get and we have seen that some kids love it more than the others and children share their portion with others readily) - A female teacher from Dang

Table 84: t-test results of perceptions of Male and Female teachers regarding inculcation of the habit of sharing meals amongst children due to Mid Day Meal Programme

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.94	.420	-.439	110	.662 (NS)*
Female	61	2.97	.180			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results signified no significant difference in the perception of male and female teachers regarding MDM inculcating the habit of sharing meals amongst the children. Regardless of gender, the respondents were of the opinion that MDM helped a great deal in inculcation of the habit of sharing meals amongst the children.

Table 85: Analysis of Variance (ANOVA) results of perceptions of teachers regarding inculcation of the habit of sharing meals amongst children due to Mid Day Meal Programme in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	.220	3	.073	.752	.524 (NS)*
	Within Groups	10.556	108	.098		
Years of Association with the school	Between Groups	.640	4	.160	1.688	.158 (NS)*
	Within Groups	10.137	107	.095		
Whether undergone any Teacher Training	Between Groups	.718	2	.359	.388	0.23 (Sig)**
	Within Groups	10.058	109	.092		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results suggested a significant difference in the perception of the teachers regarding MDM inculcating the habit of sharing amongst the children with regard to whether the teachers had undergone teacher training. To identify which group differs significantly, the result was put to post hoc analysis. The ANOVA results suggested no significant difference in the perception of teachers with regard to MDM inculcating the habit of sharing meals amongst the children in relation with variables like District and teachers' number of years of association with the school.

Table 86: Post Hoc Test result for perception of teachers regarding inculcation of the habit of sharing meals amongst children due to Mid Day Meal Programme in relation with selected variables

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	No	3.00	Yes	2.98	0.02	.044	0.98 (NS)*
			No Response	2.70	0.30	.949	0.14 (Sig)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The post hoc analysis of teachers' perception regarding inculcation of the habit of sharing meals amongst the children due to MDM Programme in relation to whether the teachers had undergone teacher training indicated no significant difference in the

perception of the teachers. However, the mean scores of the teachers who had not undergone any training were higher as compared to the ones who had attended training indicating that they were of a higher opinion that the MDM Programme had helped in inculcating the habit of sharing meals amongst the children.

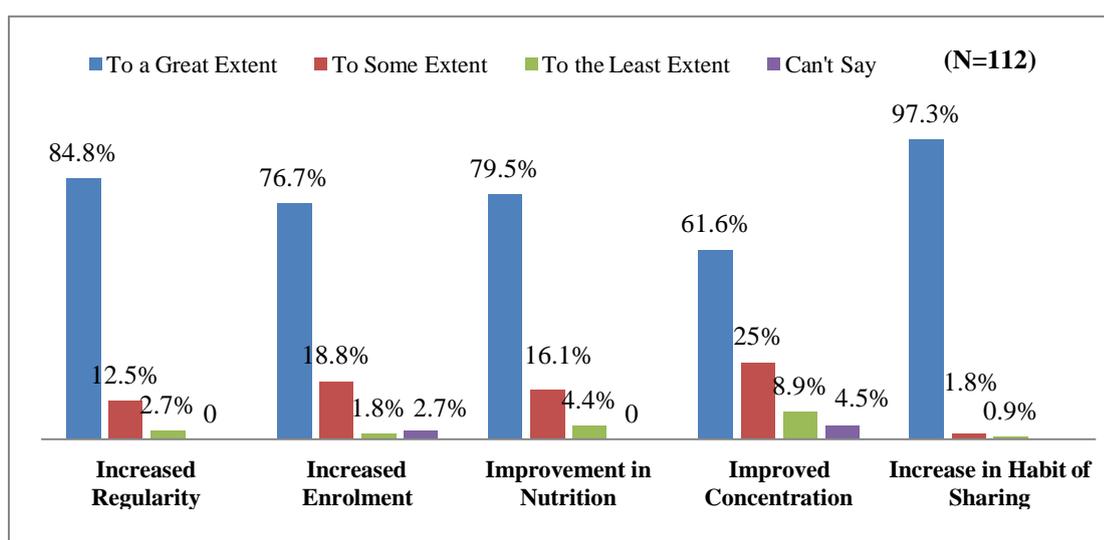
Table 87: Distribution of teachers' perceptions regarding benefits of Mid Day Meal Programme – At a glance

(N=112)

Benefits	To a Great Extent	To Some Extent	To the Least Extent	Can't Say	Total
Increase in habit of sharing meals	109 (97.3%)	2 (1.8%)	1 (0.9%)	-	112 (100%)
Increased Regularity	95 (84.8%)	14 (12.5%)	3 (2.7%)	-	112 (100%)
Improvement in Nutrition	89 (79.5%)	18 (16.1%)	5 (4.4%)	-	112 (100%)
Increased Enrolment	86 (76.7%)	21 (18.8%)	2 (1.8%)	3 (2.7%)	112 (100%)
Improved Concentration	69 (61.6%)	28 (25%)	10 (8.9%)	5 (4.5%)	112 (100%)

Figures in parentheses indicate percentage

Figure 35: Distribution of teachers' perceptions regarding benefits of Mid Day Meal Programme



The above graph shows the perception of teachers regarding benefits of MDM Programme. Among all the benefits, the teachers feel that the programme has helped

in increasing the habit of sharing meals amongst the children which was not the case before.

There is existence of caste discrimination in the cillage, but not amongst the children...

“Gaamo ma jaativaad nu prabhav vadhara ma vadhare pan badako ma aavu kai nathi, chhokrao madhyan bhojan na lidhe saathe bese pan and khaye pan.” (There is a lot of existence of caste discrimination in villages but there is nothing amongst the children, they sit together and eat due to mid day meals) – *A male teacher from Banaskantha*

The second most successful benefit according to 84.8% (95) teachers was an increase in regularity of the children as many children came from poor families who couldn't afford nutritive meals everyday and thus, MDM serves as a major motivation for many children to come to schools regularly.

Food is a source of motivation for many children....

“Ghana badha chhokrao nishade khava maate aave chhe, ae loko maate aa motivation jevu thaay chhe jethi bhane pan chhe ane bhar pet jamva pan male chhe.” (Many children come to the school to eat, for them this is like a motivation due to which they study also and they get to a satiated meal as well) - *A female teacher from Dangs*

Comparatively, the least benefit according to 61.6% (69) teachers was MDM programme increasing the concentration in the children.

There is no relation between hunger and concentration....

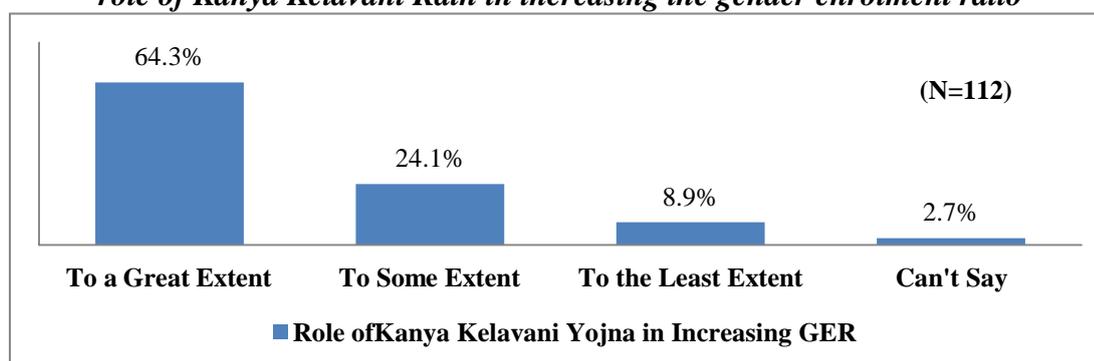
“Bhook ane ekagrata vishe aam kasu kehvay nathi. Badak bhukyo na hoy to pan aema ekgrata occhi hoy evu bani shake chhe.” (Nothing can be said related to hunger and concentration. A child who is not hungry can also have low concentration)
– *A male teacher from Vadodara*

Table 88: Distribution of teachers' perception regarding role of Kanya Kelavani Rath in increasing the gender enrolment ratio

(N=112)

Role of Kanya Kelavani Rath in increasing GER	Frequency	Percentage
To a Great Extent	72	64.3
To Some Extent	27	24.1
To the Least Extent	10	8.9
Can't Say	3	2.7
	112	100

Figure 36: Distribution of teachers' perception regarding role of Kanya Kelavani Rath in increasing the gender enrolment ratio



The Kanya Kelavani Yatra (Girl Child Education Campaign) aims at increasing the enrolment of girls at the primary school level and reducing drop out of girls. 64.3% (72) felt that Kanya Kelavani Rath has been instrumental to a great extent in increasing the gender enrolment ratio in the schools. The reason cited for this was that this programme has motivated the parents a great deal in ensuring that they send their girl children to schools as they not only had incentive based motivation but also ensures that there is equality of opportunity.

The scholarship is a source of motivation for many parents....

“Kanya Kelavani hetad shishyavrutti made chhe je ghana badha valiyo maate protsahan no saadhan chhe kemke aa loko paase biju koi sadhan nathi to paisa ni laalachme to laalach me, valiyo chhokariyo ne nishaade to mokle.” (The scholarship under Kanya Kelavani is a motivating factor for many parents because these people don't have any other resources, so for greed of money, they send girls to the schools atleast) – *A female teacher from Dangs*

24.1% (27) teachers felt that Kanya Kelavani Rath has been instrumental to some extent while 8.9% (10) teachers believed that this has been instrumental to the least

extent. 2.7% (3) teachers said that they couldn't comment on that as despite Kanya Kelavani, there have been cases where the girl children remain as ghost students in many cases.

Parents only enroll the girls due to money, but then they remain as ghost students...

“Shishyavrutti made chhe to valiyo naam to nondhave school ma pan pachi kaame lai jaaye chhokariyo ne kan to nana badako ni sambhal rakhva ghare rehva de.” (They get scholarship, so the parents get the girls admitted to school but later they take them to work with them or make them stay at home to take care of smaller children).

– A female teacher from Dang

Table 89: t-test results of perceptions of Male and Female teachers regarding role of Kanya Kelavani Yatra in increasing the gender enrolment ratio

(N=112)

t-test for Equality of Means						
N		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.37	.979	-.794	110	.429 (NS)*
Female	61	2.51	.829			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results showed no significant difference in the perceptions of male and female teachers regarding the role of Kanya Kelavani Yatra in increasing the gender enrolment ratio. Regardless of gender, the respondents were of the opinion that Kanya Kelavani Yojna was successful to a great extent in increasing the gender enrolment ratio.

Table 90: Analysis of Variance (ANOVA) results of perceptions of teachers regarding role of Kanya Kelavani Rath in increasing the gender enrolment ratio in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	1.576	3	.525	.644	.588 (NS)*
	Within Groups	88.102	108	.816		
Years of Association with the school	Between Groups	2.287	4	.572	.700	.594 (NS)*
	Within Groups	87.391	107	.817		
Whether undergone any Teacher Training	Between Groups	6.912	2	3.456	4.551	.013 (Sig.)**
	Within Groups	82.767	109	.759		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results suggested no significant difference in the perception of the teachers regarding the role of Kanya Kelavani Yatra in increasing the gender enrolment ratio with regard to District and years of association of the teachers with the school. A significant difference was found in the perception of teachers with regard to whether the teachers have undergone teacher training. To find out which groups differed significantly, post hoc analysis was done.

Table 91: Post Hoc Test result for perception of teachers regarding role of Kanya Kelavani Yojna in increasing the gender enrolment ratio

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	Yes	2.54	No	2.17	0.370	0.333	0.269 (NS)*
			No Response	1.70	0.840	0.284	0.003 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

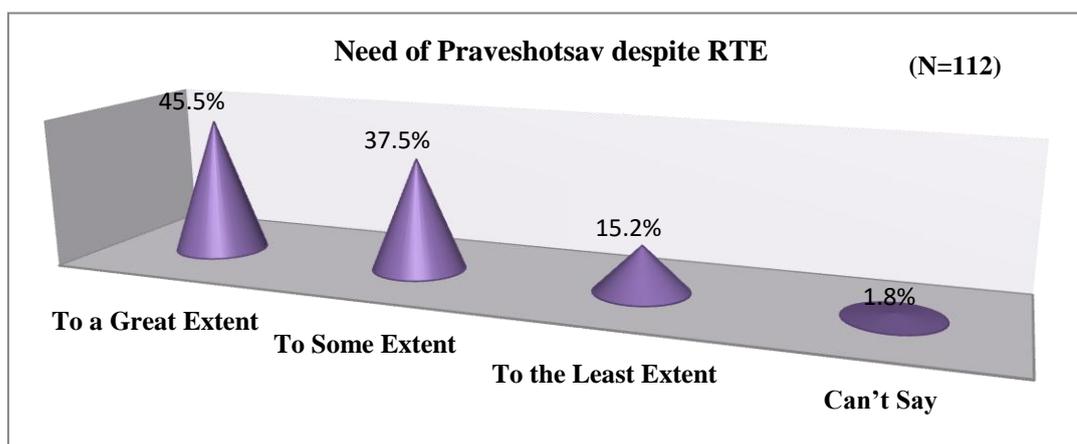
The above table gives the post hoc results of perception of the teachers regarding the role of Kanya Kelavani Yojna in increasing the gender enrolment ratio with respect to variable, whether the teachers have undergone any teacher training. The results suggested that the teachers who had undergone training had a higher mean score than

the teachers who had not attended training suggesting that the trained teachers felt that Kanya Kelavani Yojna has helped in increasing the gender enrolment ratio at the primary school level.

Table 92: Distribution of teachers' perception regarding need of Praveshotsav despite Right To Education Act already being implemented (N=112)

Need of Praveshotsav despite RTE	Frequency	Percentage
To a Great Extent	51	45.5
To Some Extent	42	37.5
To the Least Extent	17	15.2
Can't Say	2	1.8
	112	100

Figure 37: Distribution of teachers' perception regarding need of Praveshotsav despite Right To Education Act already being implemented



45.5% (51) the teachers were of the opinion that RTE has been a revolutionary move by the Government in order to increase enrolment in elementary education. But despite that, somewhere or the other, loopholes remain. To counter these loopholes, Praveshotsav is necessary as it ensures a healthy interaction of the district officials with the community members where problems can be discussed regarding education of the children. At the same time, these officials play as a role model to the community members due to which the motivation to send their children to schools everyday is ensured.

Praveshotsav helps in interacting with the officials which motivates the parents...

“RTE na adhiniyam thi ghano fer aavyo chhe parantu kaik ne kaik jagyaye to amuk chhokrao nu admission nathij thaay, ae maate Praveshotsav saaro chhe kemke aana thi loko sarkar na loko saathe vaatchit kare chhe ane bhagidari le chhe bhantar ma.” (A lot of chage has come due to RTE law but somehow some children stay unadmitted, for that Praveshotsav is necessary because this way, the people talk to the government officials and be participative in education) – *A male teacher from Dangs*

37.5% (42) teachers were of the opinion that this is a futile exercise where the officials come only once in an academic year, take a stock and never return, not even for assessments and hence this is required only to some extent for the motivation of interacting with the officials.

Praveshotsav doesn't help much...

“RTE hova chhata aani koi jarur nathi kemke RTE antargat aam pan pravesh thaay chhe chhokrao nu to Praveshotsav ma ghana paisa jaaye ane sarkar na loko aam pan aavta nathi, amara local saheboj aave chhe, to aa badhu khali dekhava maate?” (This is not required despite RTE being there because admissions are happening in RTE and a lot of money goes in Praveshotsav and the government officials don't come as such, its always our local leaders, so is this all just for show off?) – *A female teacher from Vadodara*

Table 93: t-test results of perceptions of Male and Female teachers regarding need of Praveshotsav despite Right To Education Act already being implemented (N=112)

t-test for Equality of Means						
N		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.12	.993	-.820	110	.414 (NS)*
Female	61	2.26	.874			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results showed no significant difference in the perception of male and female teachers regarding the need of Praveshotsav despite RTE already being implemented. Both the categories of respondents were of the opinion that Pravehotsav was necessary to a great extent despite RTE. Regardless of gender, the respondents were of the opinion that Praveshotsav is required to a great extent despite RTE being there.

Table 94: Analysis of Variance (ANOVA) results of perceptions of teachers regarding need of Praveshotsav despite Right To Education Act already being implemented in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	4.413	3	1.471	1.741	.163 (NS)*
	Within Groups	91.266	108	.845		
Years of Association with the school	Between Groups	1.188	4	.297	.336	.853 (NS)*
	Within Groups	94.490	107	.883		
Whether undergone any Teacher Training	Between Groups	18.456	2	9.228	13.025	.000 (Sig.)**
	Within Groups	77.223	109	.708		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results indicated no significant difference in the perception of the teachers regarding the need of Praveshotsav despite RTE already being there with regard to variables like District and years of association of the teachers with the schools. A significant difference in the perception of teachers was however recorded in relation to whether the teachers had undergone any teacher trainings or not. To identify the group which significantly differs, a post hoc test was done.

Table 95: Post Hoc Test result for perception of teachers regarding need of Praveshotsav despite Right To Education Act already being there

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	No	2.33	Yes	2.32	0.010	0.343	0.976 (NS)*
			No Response	.90	1.430	0.521	0.015 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

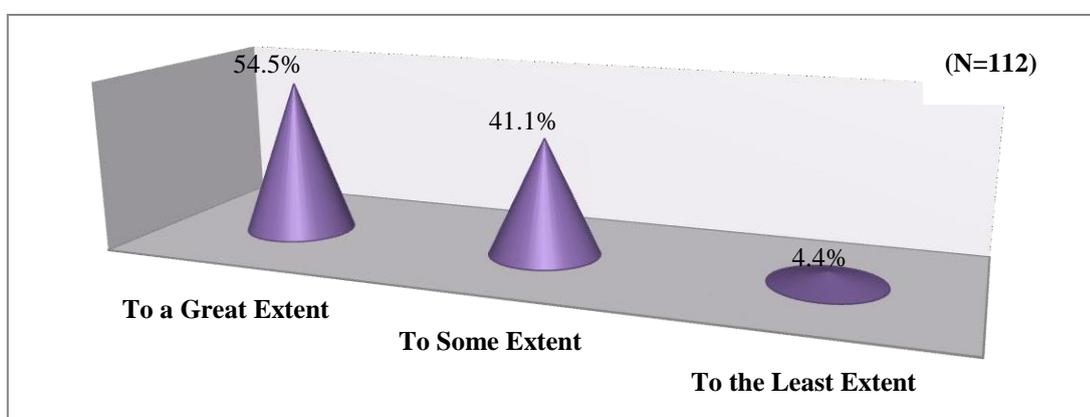
The post hoc results of teachers' perception regarding need of Praveshotsav despite RTE already being there revealed that the teachers who had not undergone any training were of the perception that Praveshotsav was necessary despite RTE being there already. The teachers who had not responded whether they had undergone any

training or not were of the opinion that Praveshotsav was important despite RTE being there. Their perceptions differed significantly from the teachers who had not undergone training. The teachers who had undergone training were of the opinion that Praveshotsav is important as they had understood that the provisions of both the programmes are different and thus they both serve other purposes as well. While RTE has provisions for free incentives and involvement of community in the school programmes, Praveshotsav has provisions of large community interactions with the government officials.

Table 96: Distribution of teachers' perceptions respondents regarding role of Gunotsav in increasing quality of teaching and learning (N=112)

Role of Gunotsav in increasing quality of teaching and learning	Frequency	Percentage
To a Great Extent	61	54.5
To Some Extent	46	41.1
To the Least Extent	5	4.4
	112	100

Figure 38: Distribution of teachers' perceptions respondents regarding role of Gunotsav in increasing quality of teaching and learning



54.5% (61) teacher respondents felt that Gunotsav has been successful to a great extent in increasing the quality of education in the schools. 41.1% (46) teachers felt that it has been successful to some extent. These teachers believed that Gunotsav being a quality improvement programme still needs to be implemented in a proper way so as to see visible results, not only Gunotsav, but other things like teacher mentoring, skills of the teacher and infrastructural support play an important role in ensuring quality of education in the schools.

Gunotsav results help us adopt better teaching methodologies...

“Gunotsav na madhyam thi chhokrao nu learning level khabar pade chhe ane ae mujab shikshako ae kevi paddhati apnavi joiye ae khabar pade chhe. Pan eni sathe sathe shikshako nu training ane yogya bhanva maate nu vatavaran joiye chhe.” (We get to know the learning levels of the students through Gunotsav and according to that what pedagogy the teachers should adopt is known. But along with that, teacher training and a conducive environment for learning are also important)

- A female teacher from Vadodara

4.4% (5) teachers felt that Gunotsav is instrumental to the least extent in ensuring quality of education.

Table 97: *t*-test results of perceptions of Male and Female teachers regarding role of Gunotsav in increasing the quality of teaching and learning

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.59	.606	1.538	110	.127 (NS)*
Female	61	2.41	.616			

***Result Not Significant (NS) as $p > 0.05$**

The *t*-test results suggested no significant difference in the perception of male and female teachers regarding role of Gunotsav in increasing the quality of teaching and learning. Both the categories of respondents felt that Gunotsav has been instrumental in increasing the quality of teaching and learning to a great extent.

Table 98: Analysis of Variance (ANOVA) results of perceptions of teachers regarding role of Gunotsav in increasing the quality of teaching and learning in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	7.656	3	2.552	8.028	.000 (Sig)**
	Within Groups	34.335	108	.318		
Years of Association with the school	Between Groups	.890	4	.222	.579	.679 (NS)*
	Within Groups	41.102	107	.384		
Whether undergone any Teacher Training	Between Groups	1.685	2	.842	2.278	.107 (NS)*
	Within Groups	40.306	109	.370		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results suggested no significant difference in the perception of teachers regarding role of Gunotsav in increasing the quality of teaching and learning in relation with variables like years of association of the teachers with the schools and whether the teachers have undergone any teacher training or not. A significant difference was noted in the perception of the teachers in relation to District as a variable. To identify the group which significantly differs, a post hoc test was done. The table below gives the results.

Table 99: Post Hoc Test result for perception of teachers regarding role of Gunotsav in increasing the quality of teaching and learning

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	2.73	The Dangs	2.70	0.030	0.128	0.815 (NS)*
			Surat	2.39	0.340	0.142	0.020 (Sig)**
			Vadodara	2.10	0.630	0.164	0.000 (Sig)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The table highlights the post hoc results of perception of teachers regarding the role of Gunotsav in increasing the quality of education and it was found that teachers in Banaskantha and The Dangs districts had a higher mean score depicting that the

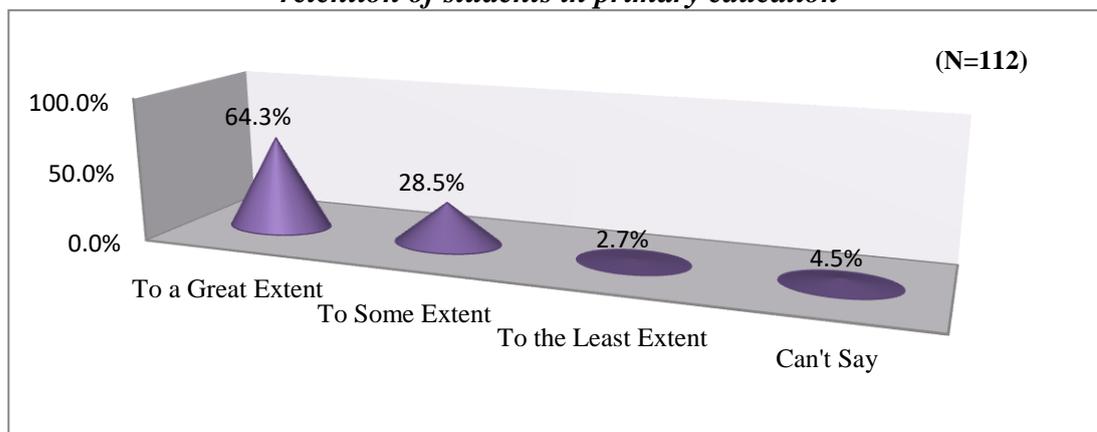
teachers perceived that Gunotsav has helped in increasing the quality of teaching and learning. There was a significant difference in the mean scores of teachers from Banaskantha with those of Vadodara and Surat meaning that the teachers in Vadodara and Surat were of a lesser opinion of Gunotsav being instrumental in increasing the quality of teaching and learning.

Table 100: Distribution of teachers' perception regarding success of Government plans and programmes in increasing enrolment and retention of students in primary education

(N=112)

Success of Government Plans and Programmes	Frequency	Percentage
To a Great Extent	72	64.3
To Some Extent	32	28.5
To the Least Extent	3	2.7
Can't Say	5	4.5
	112	100

Figure 39: Distribution of teachers' perception regarding success of Government plans and programmes in increasing enrolment and retention of students in primary education



64.3% (72) teachers felt that Government plans and programmes have helped in increasing the enrolment and retention of the students at the primary level to a great extent. Prior to this, enrolment still was not an issue, but retention sure was. The current programmes have been very instrumental in ensuring both increase in enrolment and retention at the primary level.

The new programmes have provisions of many facilities...

“Sarva Shiksha Abhiyan antargat pan khasa badha admission thaya hata pan vidhyarthiyo drop out ghana thaya chhe, nava program aavya pachi ghani badhi suvidhao mali chhe jena lidhe chhokrao take chhe nishade.” (Many admissions took place during Sarva Shiksha Abhiyan but many students used to drop out. After the inception of new programmes, many facilities have been provided because of which children stay in school) - A female teacher from Surat

28.5% (32) teachers felt that the Government plans and programmes have been instrumental to some extent while 2.7% (3) teachers felt that the programmes are successful to the least extent. 4.5% (5) teachers couldn't comment upon it.

It is true that drop-outs have reduced, but children still stay absent...

“Programmo to aavya ne gaya, pan garib manas maate paisa kamavanu vadhare agatya nu chhe, etle drop out ghatyu ae vaat sachi, pan chhokrao gulla to pan maarej.” (Programmes came and went but for a poor person, earning money is more important, so drop-out rate has decreased that is true but children still stay absent) - A female teacher from Vadodara

Table 101: t-test results of perceptions of Male and Female teachers regarding success of Government plans and programmes in increasing enrolment and retention of students in primary education

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.47	.924	-.343	110	.733 (NS)*
Female	61	2.52	.744			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results indicated no significant difference in the perception of male and female teachers regarding success of Government plans and programmes in increasing enrolment and retention of students in primary education. Respondents believed that the Government plans and programmes have been successful to a great extent in increasing the enrolment and retention of students in primary education.

Table 102: Analysis of Variance (ANOVA) results of perceptions of teachers regarding success of Government plans and programmes in increasing enrolment and retention of students in primary education in relation with selected variables (N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	.940	3	.313	.451	.717 (NS)*
	Within Groups	75.060	108	.695		
Years of Association with the school	Between Groups	1.439	4	.360	.516	.724 (NS)*
	Within Groups	74.561	107	.697		
Whether undergone any Teacher Training	Between Groups	.267	2	.133	.192	.826 (NS)*
	Within Groups	75.733	109	.695		

***Result Not Significant (NS) as $p > 0.05$**

The ANOVA results indicated no significant differences in the perception of teachers regarding success of Government plans and programmes in increasing enrolment and retention of students in primary education in relation with selected variables like District, years of association of the teachers with the school and whether they had undergone any teacher training or not.

Figure 40: Section II – Major findings regarding success of government plans and programmes - At a glance



Section – III

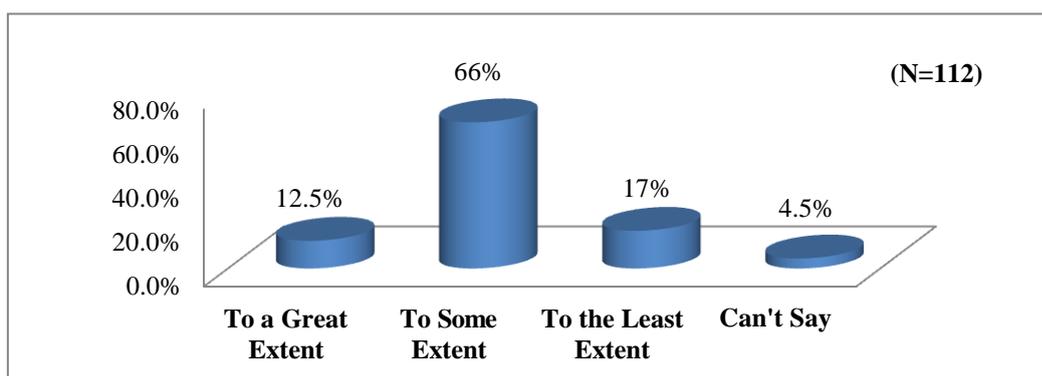
Experiences of Teachers regarding Problems faced in Implementation of Government Plans and Programmes for Primary School Children

A range of problems were faced in the implementation of the Government plans and programmes for primary education by the teachers regarding issues like training, funding, conducting activities and the like. Almost all the teacher respondents felt that they were burdened with the Government workload which was non-academic in nature due to which the academic activities were more or less not being fulfilled as they could not focus on the teaching aspect at all.

Table 103: Distribution of teachers' perception regarding sufficiency of funds received by the Government in implementation of the programmes

(N=112)		
Sufficiency of funds received by the Government	Frequency	Percentage
To a Great Extent	14	12.5
To Some Extent	74	66.0
To the Least Extent	19	17.0
Can't Say	5	4.5
	112	100

Figure 41: Distribution of teachers' perception regarding sufficiency of funds received by the Government in implementation of the programmes



Regarding perception about sufficiency of funds received from the Government in implementation of the programmes, 66% (74) teachers said that funds are sufficient to some extent in meeting the implementation demands. 17% (19) of the teacher respondents felt that funds are sufficient to the least extent. The reason posed for this

was that the learning and the infrastructure demands of the children are ever increasing and the funds received are not sufficient to meet these ever increasing demands. Only 12.5% (12) teachers said that the funds were sufficient to a great extent, while 4.5% (5) teachers couldn't comment on it.

Resources are less compared to strength of the students...

“Fund to ochhaj pade chhe kemke chhokrao nu praman vadhare chhe ane ena varti aapdi paase sadhano occha bhanavva.” (The funds are less only because the strength of the students is more and as against that the resources are less for teaching)

- A male teacher from Surat

Have to manage in whatever we get...

“Fund no abhaav sarkari prathamik shadao ma kaayam nu hoyj, kemke bhanavvanu bhaarnu khoobj vadhare chhe ane fund madta nathi. Jetlu hoy, ema manage karvanu hoy.” (There is always a dearth of funds in Government Primary Schools because the cost of education is high and there are no funds. Whatever is there, have to manage in that) - A male teacher from Dangs

Table 104: t-test results of perceptions of Male and Female teachers regarding sufficiency of funds received by the Government for implementation of the programmes

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.02	.583	2.444	110	.016 (Sig.)**
Female	61	1.69	.807			

** Result Significant (Sig) as $p < 0.05$

The t- test results indicated a significant difference in the perception of male and female teachers regarding sufficiency of funds for implementation of the programmes. In comparison to the female teachers, the mean score of the male teachers was significantly higher which suggests that the male teachers perceived that the funds received by the Government for implementation of the programmes were sufficient to a great extent while the female teachers felt that they were less sufficient.

Table 105: Analysis of Variance (ANOVA) results of perceptions of teachers regarding sufficiency of funds for implementation of the programmes in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	3.938	3	1.313	2.569	.058 (NS)*
	Within Groups	55.170	108	.511		
Years of Association with the school	Between Groups	1.630	4	.407	.758	.555 (NS)*
	Within Groups	57.478	107	.537		
Whether undergone any Teacher Training	Between Groups	9.868	2	4.934	10.922	.000 (Sig.)**
	Within Groups	49.240	109	.452		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results indicated no significant difference in the perception of the teachers regarding sufficiency of funds for implementation of the programmes in relation with District and years of association of the teachers with the school. A significant difference was however noted between the perception of teachers with regard to whether the teachers had undergone teacher training or not. To know which group differed significantly in their perception, a post hoc analysis was applied.

Table 106: Post Hoc Test result for perception of teachers regarding sufficiency of funds for implementation

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone Teacher Training	No	2.50	Yes	1.89	0.610	0.264	0.022 (Sig.)**
			No Response	1.00	1.500	0.577	0.021 (Sig.)**

** Result Significant (Sig) as $p < 0.05$

The above table reflects the post hoc results regarding the perception of teachers regarding sufficiency of funds in implementing the programmes with regard to whether the teachers had undergone teacher training. The data reflects that the mean scores of the teachers who had not undergone training had a higher mean score as compared to the ones who had undergone training. There was a significant difference in the mean scores of respondents from both the categories. The former group of

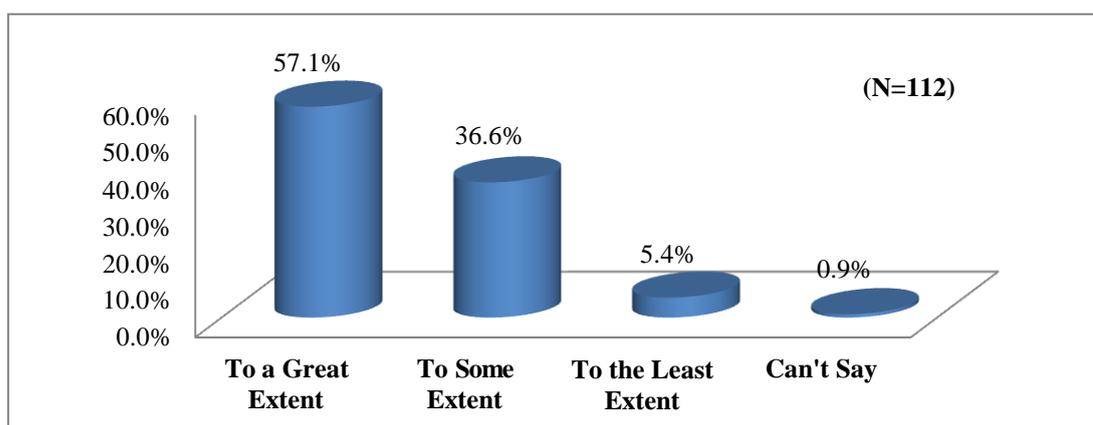
respondents believed that funds were sufficient, the latter group of respondents believed that they were sufficient to a lesser extent. The trained teachers had received training regarding diverting funds from budget heads and had knowledge regarding which fund to use where, and so for them, the funds were insufficient.

Table 107: Perception of teachers regarding provision of training for proper implementation of the programmes

(N=112)

Training for proper implementation is provided	Frequency	Percentage
To a Great Extent	64	57.1
To Some Extent	41	36.6
To the Least Extent	6	5.4
Can't Say	1	0.9
	112	100

Figure 42: Perception of teachers regarding provision of training for proper implementation of the programmes



Training is a very crucial element in ensuring that the skills of the teachers are upgraded from time to time to meet the learning demands of the children and to ensure proper delivery of the academic inputs provided. 57.1% (64) teachers believed that trainings are provided to a great extent which are yearly in nature. 36.6% (41) teachers felt that that training for proper implementation is provided to some extent while 5.4% (6) teachers said that trainings are provided to the least extent. 0.9% (1) respondent couldn't comment on it.

Nothing new happens in trainings...

“Trainings aapva ma aave chhe parantu dar vakhate ek ne ek vastu hoy, kaik navu nai hoy.” (Trainings are provided but everytime the content is the same, nothing new is there)
 – A female teacher from Surat

Table 108: *t*-test results of perceptions of Male and Female teachers regarding provision of training for proper implementation of the programmes (N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.49	.543	.111	110	.912 (NS)*
Female	61	2.48	.808			

***Result Not Significant (NS) as $p > 0.05$**

The t test results showed no significant difference in the perceptions of the male and female teachers regarding provision of training for proper implementation of the programmes. The mean scores of the respondents revealed that they were of the opinion that provision of proper training was provided to a great extent.

Table 109: *Analysis of Variance (ANOVA) results of perceptions of teachers regarding provision of training for proper implementation of the programmes in relation with selected variables (N=112)*

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	11.319	3	3.773	9.555	.000 (Sig)**
	Within Groups	42.645	108	.395		
Years of Association with the school	Between Groups	2.119	4	.530	1.093	.364 (NS)*
	Within Groups	51.845	107	.485		
Whether undergone any Teacher Training	Between Groups	15.375	2	7.687	21.714	.000 (Sig)**
	Within Groups	38.590	109	.354		

**** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$**

The ANOVA results suggested no significant difference in the perception of the teachers regarding provision of training for proper implementation of the programmes in relation with years of association of the teachers with the school. A significant difference was however noted in the perception of the teachers with regard to District and whether they had undergone teacher training or not as variables.

Table 110: Post Hoc Test result for perception of teachers regarding provision of training for proper implementation of the programmes

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone Teacher Training	No	2.67	Yes	2.59	0.080	0.240	0.739 (NS)*
			No Response	1.30	1.370	0.424	0.006 (Sig.)**
District	Banaskantha	2.80	Dangs	2.37	0.430	0.143	0.003 (Sig.)**
			Surat	2.78	0.020	0.115	0.862 (NS)*
			Vadodara	2.03	0.770	0.175	0.000 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The above table highlights the post hoc results of perception of teachers regarding provision of training for proper implementation with regard to selected variables. The data reflects that as far as the variable whether teachers have undergone teacher training is considered, the mean score of the teachers who have not undergone training is higher than those who have undergone training depicting that the trainings were provided to some extent. There was a significant difference in the perception of the teachers who gave no response to the training as they believed that the training was provided to the least extent.

With regard to District as a variable, the mean scores of teachers in Banaskantha were higher compared to those in other districts. While there was no significant difference in the mean scores of teachers from Banaskantha and Surat who believed that trainings were sufficient, there was a significant difference in the perceptions of teachers from Dangs and Vadodara. The teachers from Dangs and Vadodara were of the opinion that the trainings were not sufficient.

Teachers who are free are sent for trainings...

“Amuk vaar training hoy to je shikshak free hoy athva senior hoy, ene mokalvama aave chhe district training ma. Sarkar na kaam na lidhe junior shikshako ne javani tak occhi made chhe.” (Sometimes whenever there is a training teachers who are free or are seniors, they get to go for the trainings at the district level. Due to Government work, junior teachers get lesser opportunities to go) – A female teacher from Dangs

Same things are repeated in each training...

“Training ma kaik navu hotu nathi, dar vakhate same to same vastu ni training hoy. Aam joiye to waste of time laage chhe.” (There is nothing new in training, everytime it’s the same thing. If we see it, it seems like a waste of time).

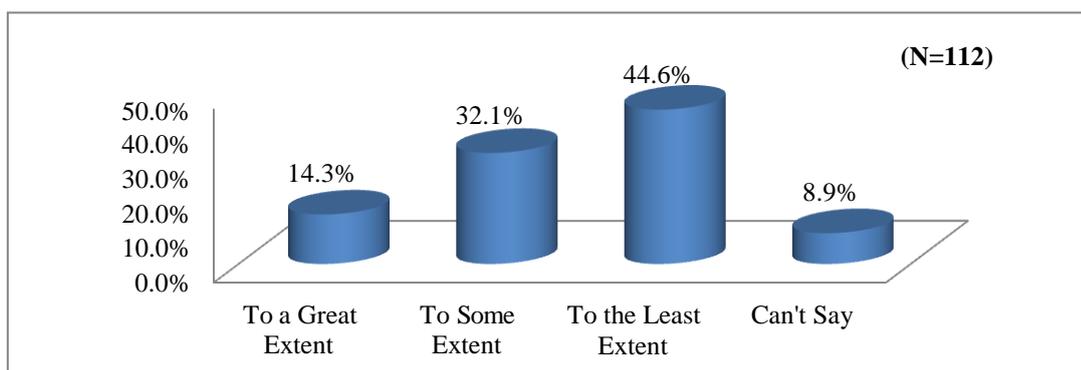
– A female teacher from Surat

Table 111: Perception of teachers regarding cluelessness about the deliverables to be provided to the children

(N=112)

Cluelessness about the deliverables to be provided to the children	Frequency	Percentage
To a Great Extent	16	14.3
To Some Extent	36	32.1
To the Least Extent	50	44.6
Can't Say	10	8.9
	112	100

Figure 43: Perception of teachers regarding cluelessness about the deliverables to be provided to the children



With regard to the problem of the teachers having no idea about the deliverable to be provided to the children under various programmes, it was noted that 44.6% (50) of the teachers felt that this was a problem to the least extent. 32.1% (36) teachers felt that this was a problem to some extent as sometimes new teachers do not have much idea about the new policies and acts that the Government comes up with.

New teachers sometimes don't know their roles and responsibilities...

“Amuk vaar to navo shikshako ni nimnuk thaay chhe pan ae loko ne potane kaik khabar nai hoy ke procedure shu chhe ne badhu.” (Sometimes new teachers are appointed but they don't themselves know what the procedure is all) – A female teacher from Vadodara

44.6% (50) teachers felt that this was the problem to the least extent. 8.9% (10) teachers couldn't comment on it as they felt that was a large communication gap from their superiors itself.

Table 112: t-test results of perceptions of Male and Female teachers regarding cluelessness about the deliverables to be provided to the children

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	1.49	.809	-.010	110	.992 (NS)*
Female	61	1.49	.942			

*Result Not Significant (NS) as $p > 0.05$

The t test results showed no significant difference in the perceptions of male and female teachers regarding the problem of no idea about the deliverables to be provided to the children under various Government programmes for primary education. The respondents felt that no idea about the deliverables was a problem to some extent.

Table 113: Analysis of Variance (ANOVA) results of perceptions of teachers regarding cluelessness about the deliverables to be provided to the children in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	6.821	3	2.274	3.102	.030 (Sig.)**
	Within Groups	79.170	108	.733		
Years of Association with the school	Between Groups	3.350	4	.837	1.084	.368 (NS)*
	Within Groups	82.641	107	.772		
Whether undergone any Teacher Training	Between Groups	4.351	2	2.176	2.905	.059 (NS)*
	Within Groups	81.640	109	.749		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results showed no significant difference in the perception of the teachers with regard to variables like years of association with the school, whether undergone any teacher training. A significant difference was found in terms of district as a variable. To know which group differed significantly in their perception, a post hoc analysis was applied

Table 114: Post Hoc Test result for perception of teachers regarding cluelessness about the deliverables to be provided to the children in relation with selected variables

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Vadodara	1.79	Banaskantha	1.47	0.320	0.259	0.221 (NS)*
			Dangs	1.13	0.660	0.249	0.010 (Sig.)**
			Surat	1.61	0.180	0.250	0.475 (NS)*

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

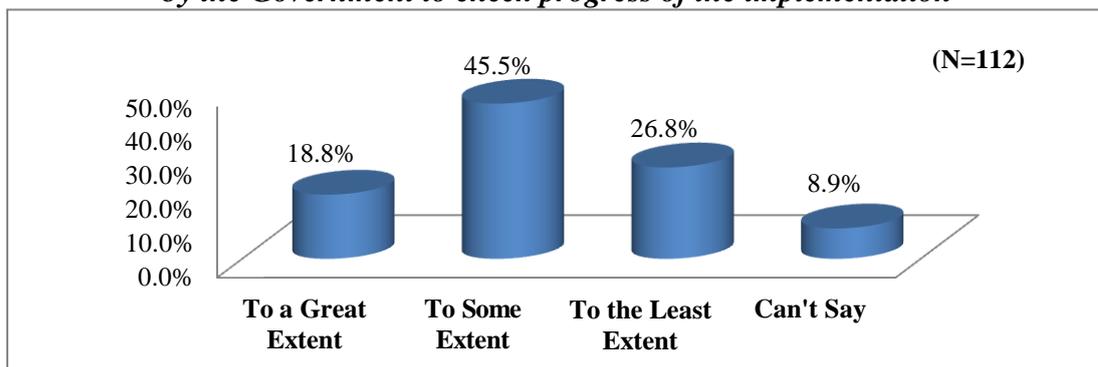
The above table gives the post hoc results of perception of teachers regarding problem of no idea about the deliverables to be provided to the children in relation with selected variables. The results indicated a higher mean score of the responses of the teachers from Vadodara district indicating that the teachers felt this to be a more of a problem. There was no significant difference in the perception of the teachers between Vadodara, Banaskantha and Surat district. The perception of the teachers in Dangs however differed indicating that, for them this was not much of a problem.

Table 115: Perception of teachers regarding problem of unavailability of checklist by the Government to check progress of the implementation

(N=112)

Problem of unavailability of checklist by the Government	Frequency	Percentage
To a Great Extent	21	18.8
To Some Extent	51	45.5
To the Least Extent	30	26.8
Can't Say	10	8.9
	112	100

Figure 44: Perception of teachers regarding problem of unavailability of checklist by the Government to check progress of the implementation



45.5% (51) teachers felt that the Government not providing a checklist to check the progress of the work done, is a problem to some extent. One, the teachers cannot keep a track and second they have so many other government work that they cannot focus on too many things at the same time.

Sometimes we forget actual work due to Government workload...

“Sarkar ni kaamgirio etli hoy jemke census nu kaam, data entry, pachhi amna to election ma ketlo time gayo to amuk vaar dhyan bhar thai jaaye che kaam. Checklist hoy to khabar pade ne kai kaam kyare karvanu chhe. Koi ek shikshak jeni javabdari hoy ae busy hoy, to bija ne to kaam aapi shakay ne.” (There is a lot of Government work like census work, data entry and this time we had a lot of election work so at times it slips from the mind. If we have a checklist, we get to know what work is left. If the teacher who is assigned with the work is busy, then atleast other teacher can be assigned the responsibility) – A female teacher from Vadodara

18.8% (21) respondents said that it was a problem to a great extent as they have too much workload which only keeps increasing.

Checklist would help us to stick to work....

“Ek aavi kaam ni yaadi hoy to khabar pade kai kaam karvanu chhe kemko roj kaik navu navu kaam aavyaj kare chhe. Bhanavva karta to shikshako kaam maanj atvaya reh chhe.” (There should be a list of work to be done so that we know what is to be done because everyday something new keeps coming. More than teaching, the teachers are stuck in doing other work only) – A female teacher from Surat

26.8% (30) teachers felt that this was a problem to the least extent as they usually get roles and responsibilities assigned to them by the superiors. 8.9% (10) teachers couldn't comment on it.

Table 116: *t*-test results of perceptions of Male and Female teachers regarding problem of unavailability of checklist by the Government to check the progress of work

(N=112)

t-test for Equality of Means						
N		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	1.73	.850	.302	110	.763 (NS)*
Female	61	1.67	.995			

***Result Not Significant (NS) as $p > 0.05$**

No significant difference in perception of male and female teachers was recorded in terms of the problem of no provision of checklist being provided by the Government to check the progress of work done in the implementation of plans and programmes for primary school children. Both the categories of respondents were of the opinion that no provision of checklist to check the work was a problem to some extent.

Table 117: *Analysis of Variance (ANOVA) results of perceptions of teachers regarding problem of unavailability of checklist by the Government to check the progress of work in relation with selected variables*

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	17.287	3	5.762	7.939	.000 (Sig.)**
	Within Groups	78.392	108	.726		
Years of Association with the school	Between Groups	5.039	4	1.260	1.487	.211 (NS)*
	Within Groups	90.639	107	.847		
Whether undergone any Teacher Training	Between Groups	10.120	2	5.060	6.447	.002 (Sig.)**
	Within Groups	85.558	109	.785		

**** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$**

The ANOVA results suggested no significant difference in the perception of teachers regarding problem of no provision of checklist by the Government to check the progress of work done in the implementation of plans and programmes for primary education at the school with years of association of the teachers with the school. A significant difference was however found with regard to District and whether the

teachers had undergone teacher training or not. To identify which group differs significantly, the data was put to post-hoc analysis.

Table 118: Post Hoc Test result for perception of teachers regarding problem of unavailability of checklist by the Government to check the progress of work in relation with selected variables

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone Teacher Training	Yes	1.81	No	1.33	0.480	0.371	0.199 (NS)*
			No Response	.80	1.010	0.295	0.000 (Sig.)**
District	Banaskantha	2.17	Dangs	1.47	0.700	0.229	0.003 (Sig.)**
			Surat	2.00	0.170	0.199	0.395 (NS)*
			Vadodara	1.21	0.960	0.215	0.000 (Sig.)**

**** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$**

The above table gives the post hoc results for the perception of teachers regarding problem of no provision of checklist by the Government to check the progress of work in relation with selected variables. With regard to whether the teachers had undergone teacher training or not, the teachers who had undergone training were of a higher opinion that no provision of checklist is more of a problem as compared to the teachers belonging to the other categories.

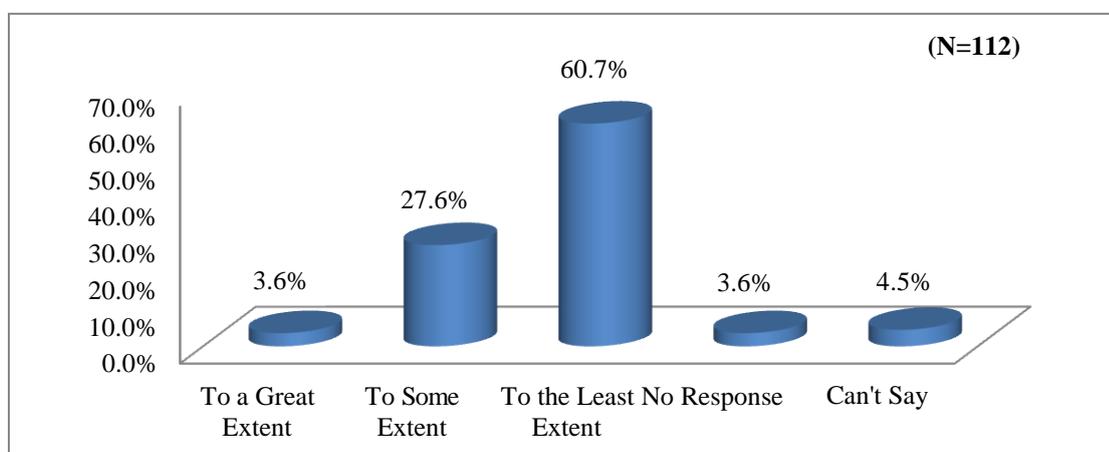
With regard to District as a variable, teachers in Banaskantha had no significantly different perceptions with those of the ones in Surat. Teachers from both the districts thought that not being provided with a checklist is more of a problem. While the responses of teachers in Vadodara and Dangs differed significantly, with the major perception of not being provided with a checklist as not much of a problem.

Table 119: Perceptions of teachers regarding problem of no monitoring of the progress of work done

(N=112)

Problem of no monitoring of the work done	Frequency	Percentage
To a Great Extent	4	3.6
To Some Extent	31	27.6
To the Least Extent	68	60.7
No Response	4	3.6
Can't Say	5	4.5
	112	100

Figure 44: Perceptions of teachers regarding problem of no monitoring of the progress of work done



Monitoring forms a crucial aspect in the implementation of the Government plans and programmes for primary education. It is the responsibility of the Cluster Resource Coordinator (CRC) and the Block Resource Coordinator (BRC) in addition to the responsibility of the District Officials to ensure that regular monitoring and timely evaluation is taken place to assess whether the programmes are being implemented according to the mandate and whether there is any difficulty faced by the implementers or the beneficiaries or not.

Data revealed that 60.7% (68) teachers felt that monitoring of the work done is less of a problem as it takes place from time to time. 27.6% (31) teachers felt that monitoring and evaluation, or stock taking, as many teachers call it, took place some times and was not regular thus making it a problem to some extent.

Monitoring ensures that the work is done...

“Assessment maate to CRC/BRC aave chhe. Jyare CRC amara dar athvadiye aave chhe, BRC saheb thoda occha aave chhe. Aana lidhe su thay, jyare monitoring thay ne to shikshako ma bhay reh ke kaam karvanu chhe, ane monitoring na thava thi nuksan to amnej thay ne.” (CRC/BRC come for assessment. While CRC comes to visit us once a week, BRC sir comes a little less. What happens due to this is that when monitoring happens, teachers are scared that work needs to be done and if the monitoring does not take place, the loss is ours only) – *A female teacher from Dangs*

While only 3.6% (4) teachers felt that the monitoring does not take place regularly and thus it is a problem to a great extent, 4.5% (5) teachers couldn't comment on it as they had no idea when the last monitoring took place in their school. 3.6% (4) teachers chose not to respond to the question.

Table 120: t-test results of perceptions of Male and Female teachers regarding problem of no monitoring of the work done by officials

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	1.35	.658	1.256	110	.212 (NS)*
Female	61	1.20	.654			

**** Result Not Significant (NS) as $p > 0.05$**

There was no significant difference in the means of perceptions of male and female teachers regarding problem of no monitoring of the work done by the officials. Both the categories of the respondents felt that no monitoring of work by officials was a problem to some extent.

Table 121: Analysis of Variance (ANOVA) results of perceptions of teachers regarding problem no monitoring of the work done by officials in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	3.066	3	1.022	2.459	.067 (NS)*
	Within Groups	44.898	108	.416		
Years of Association with the school	Between Groups	2.619	4	.655	1.545	.194 (NS)*
	Within Groups	45.345	107	.424		
Whether undergone any Teacher Training	Between Groups	3.031	2	1.515	3.676	.029 (Sig.)**
	Within Groups	44.933	109	.412		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results suggested no significant differences in the perceptions of the teachers with regard to problem of no monitoring of the work done by the officials with regard to District and years of association of the teachers with the schools. A significant difference was however found in the perception of the teachers with whether the teachers had undergone training or not. To identify which group differs significantly, the data was put to post-hoc analysis.

Table 122: Post Hoc Test result for perception of teachers regarding problem of no monitoring of the work done by officials

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	Yes	1.33	No	1.00	0.330	0.257	0.202 (NS)*
			No Response	.80	0.530	0.214	0.014 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The above table highlights the post hoc results of the perception of teachers regarding problem of no monitoring of the work done by officials in relation to whether the teachers had undergone any teacher training. The results suggested that the mean scores of the teachers who had undergone training were higher as compared to the ones who had not undergone training, showing that their perception of the no

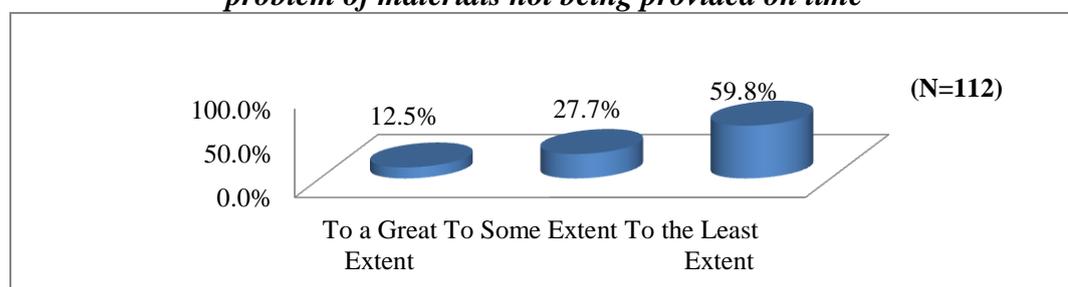
monitoring of the work done by officials is higher as compared to the other teachers who had not undergone training.

Table 123: Perceptions of teachers regarding problem of materials not being provided on time

(N=112)

Problem of materials not being provided on time	Frequency	Percentage
To a Great Extent	14	12.5
To Some Extent	31	27.7
To the Least Extent	67	59.8
	112	100

Figure 46: Perceptions of teachers regarding problem of materials not being provided on time



According to the data, 59.8% (67) teachers felt materials not being provided on time as a problem to the least extent. 27.7% (31) teachers felt that this is a problem to some extent as the effective implementation suffers due to that. While only 12.5% (14) teachers felt that the material not being provided on time is a problem to a great extent. By materials, the teachers largely meant the books, educational infrastructure and scholarships for children under various schemes.

Sometimes resources are no received on time.....

“Material ma to chopdao amuk vaar time par madti nathi. Uniform na kaapad time par madta nathi jethi ame chhokrao ne ghar na kapda maanj schoole bolaiye chhe.”
(In materials, books are not received on time. The cloth for the uniform is not received on time due to which we ask the children to come in civil dress to the school) – A female teacher from Dangs

When resources break down, they are not repaired on time...

“BISAG na madhyam thi amuk vaar bhanavva ma aave chhe. Jyare bagdi jaye tv to problem aave chhe ane ghani vakhat ketla samay sudhi ae thik nai thato. Aaana lidhe to amuk chhokrao jene digital madhyam thi bhanvama ma ras chhe, ae aavta nathi schoole” (Teaching happens through BISAG. When that broke down we faced a problem and many times it is not repaired. Due to this, the children who are interested in studying through digital mediums do not come to school) – A male teacher from Surat

This finding can be related to Mukherjee & Mukherjee's (2008), book entitled "Primary Education: Contemporary Issues and Experiences" highlighted that infrastructural deficiencies play a major role in elementary education in India. They stated that the lack of interest in studies is largely due to the poor quality of schooling system which do not provide the required amenities which are lacking.

Table 124: t-test Results of perceptions of Male and Female teachers regarding materials not being provided on time

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	1.63	.774	2.018	110	.046 (Sig.)**
Female	61	1.33	.790			

** Result Significant (Sig) as $p < 0.05$

The t-test results suggested a significant difference in the perceptions of male and female teachers regarding the problem of materials not being provided on time. It can thus be inferred that the male teachers feel that materials not being provided on time is a problem compared to their female counterparts. It was also a phenomenon observed in many schools that the male teachers were more proactive towards using technology in education, specifically tv, computer and smart class for teaching and unavailability of these facilities is largely a problem for the male teachers.

Table 125: Analysis of Variance (ANOVA) results of perceptions of teachers regarding materials not being provided on time in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	11.027	3	3.676	6.748	.000 (Sig.)**
	Within Groups	58.830	108	.545		
Years of Association with the school	Between Groups	3.514	4	.879	1.417	.233 (NS)*
	Within Groups	66.343	107	.620		
Whether undergone any Teacher Training	Between Groups	5.684	2	2.842	4.827	.010 (Sig.)**
	Within Groups	64.173	109	.589		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results suggested no significant difference in the perceptions of the teachers regarding the problem of materials not being provided on time with regard to years of association of the teacher with the school as a variable. A significant difference was found between the perceptions of teachers with regard to variables like whether the teachers had undergone any teacher training and District was however found. To identify which group differs significantly, the data was put to post-hoc analysis.

Table 126: Post Hoc Test result for perception of teachers regarding problem of materials not being provided on time

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone Teacher Training	Yes	1.55	No	1.17	0.380	0.317	0.232 (NS)*
			No Response	.80	0.750	0.259	0.000 (Sig.)**
District	Dangs	1.80	Banaskantha	1.00	0.800	0.139	0.000 (Sig.)**
			Surat	1.39	0.410	0.191	0.036 (Sig.)**
			Vadodara	1.66	0.140	0.237	0.557 (NS)*

**** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$**

The above table gives the post hoc results of perception of teachers regarding problem of materials not being provided on time in relation to whether the teachers had undergone any teacher training. The results suggested that the teachers who had undergone training had a higher mean score as compared to teachers who had not undergone training suggesting that the trained teachers felt that the materials not being provided on time is much of a problem.

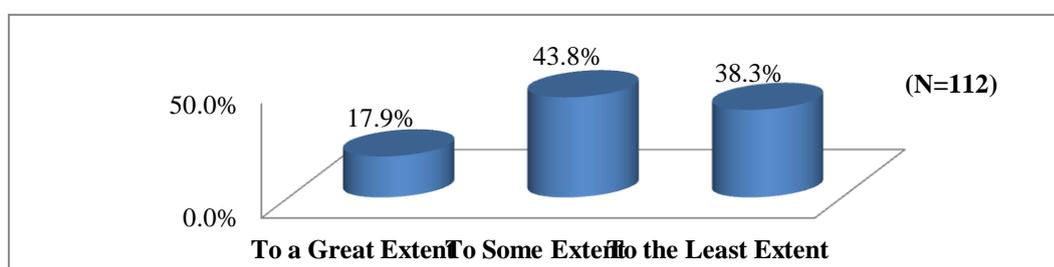
With regard to District as a variable, it was found that the teachers in Dangs had a higher mean score indicating that they felt that unavailability of materials is more of a problem. There was no significant difference in the perception of the teachers between Vadodara and Dangs. The teachers in Surat and Banaskantha had a significant difference in their perceptions as they were of the opinion that unavailability of the materials is a problem to the least extent.

Table 127: Perceptions of teachers regarding rigidity of community members for participation in implementation of the programmes

(N=112)

Community members are rigid to participate	Frequency	Percentage
To a Great Extent	20	17.9
To Some Extent	49	43.8
To the Least Extent	43	38.3
Grand Total	112	100

Figure 47: Perceptions of teachers regarding rigidity of community members for participation in implementation of the programmes



The above table shows the frequency and percentage distribution of responses of teachers regarding participation of community members in implementation of the programmes at school. Participation for the community members is very crucial in the implementation of programmes for primary school children as it ensures that the community members take the onus in effective implementation and at the same time they are made equal stakeholders in the implementation of the government plans and programmes. 43.8% (49) teachers felt that rigidity of the community members to participate in various plans and programmes is a problem for them to some extent. The reason they stated was that the programmes are for the people and when the people only don't participate, it becomes difficult later on.

Parents don't come initially and then come later on to avail the benefits.....

“RTE hetad jyare naam nondhavanu vaaro aave, tyare valiyo aavta nathi. Pachi pachad thi vache aaine naam nondhave to chhokrao ne addha ma thi levu pade, eno to shikshan bagde ne.”(When parents have to enroll their children under RTE, they don't do it and then later they come in between and enroll, we have to take children from between, the child's education is affected) – A female teacher from Vadodara

17.9% (20) teachers were of the opinion that this was a problem to a great extent as some parents don't participate when the time is right and then they have loads of queries later when they realize that they didn't avail the facilities. 38.3% (43) teachers said that they feel that this is a problem to the least extent.

Parents come running when they learnt that other people availed the benefits.....

“Kanya Kelavani ma jyare shishyavrutti ma account kholavvau hoy tyare amara shikshako madad kare, pan valiyo tyare aavtaj nathi. Pachi emne khabar pade k amuk na account ma paisa aaya to daudta daudta aave.” (When account needs to be opened under Kanya Kelavani for scholarships, that time our teachers help but despite that they don't come only. When they later learn that some people got money in their accounts, then they come running) – A female teacher from Vadodara

Table 128: t-test results of perception of Male and Female teachers regarding rigidity of community members for participation in implementation of the programmes

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	1.94	.705	2.138	110	.035 (Sig)**
Female	61	1.64	.775			

**** Result Significant (Sig) as $p < 0.05$**

The t-test results showed a significant difference in the perceptions of the male and female teachers regarding problem of rigidity of the community members for participation in implementation of the programmes at school. The mean score of the male teachers was more than that of the female teachers suggesting that male teachers felt that the community members were very rigid in participation in the implementation of the programmes at school. Most of the male teachers were involved in community engagement during the programmes in the schools and they would go around in the community calling people to participate in the programmes but despite that the community members rarely came.

Table 129: Analysis of Variance (ANOVA) results of perceptions of teachers regarding rigidity of community members for participation in implementation of the programmes in relation with selected variables
(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	5.282	3	1.761	3.271	.024 (Sig)**
	Within Groups	58.138	108	.538		
Years of Association with the school	Between Groups	.668	4	.167	.285	.887 (NS)*
	Within Groups	62.752	107	.586		
Whether undergone any Teacher Training	Between Groups	.997	2	.498	.870	.422 (NS)*
	Within Groups	62.423	109	.573		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The above table shows the ANOVA results of perception of teachers regarding the problem of rigidity of the community members for participation in implementation of the programmes in school in relation with selected variables. There was no significant difference in perception of the teachers with regard to years of association of the teachers with the school. A significant difference was however recorded with regard to District as a variable. To identify which group differs significantly, the data was put to post-hoc analysis.

Table 130: Post Hoc Test result for perception of teachers regarding rigidity of community members for participation in implementation of the programmes

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Vadodara	2.00	Banaskantha	1.43	0.570	0.193	0.004 (Sig)**
			Dangs	1.87	0.130	0.181	0.475 (NS)*
			Surat	1.83	0.170	0.235	0.472 (NS)*

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The above table highlights the post hoc test results of the perception of teachers regarding problem of rigidity of community members for participation in implementation of the programmes with regard to District as a variable. The result suggested that the mean score of the teachers was highest in Vadodara as compared to other Districts suggesting that the teachers perceive rigidity of the community members a problem to a greater extent. Teachers, specifically in the Dangs and Vadodara faced difficulties in ensuring participation of the community members in the implementation of the programmes at school. Dangs being an agrarian district has a majority of the population dependent on the agricultural labour as their livelihood. Since most of the community members are agricultural labourers, they refused to let go of their daily wage work and join in the school activities. As in the case of Vadodara, most of the community members are industrial and agricultural labourers and they too find it difficult to participate in the implementation of the programmes at the schools.

There was no significant difference in the mean scores of teacher's responses between Vadodara, Dangs and Surat. However, teachers in Banaskantha differed in their opinions and felt that community participation is a problem to them to a lesser extent.

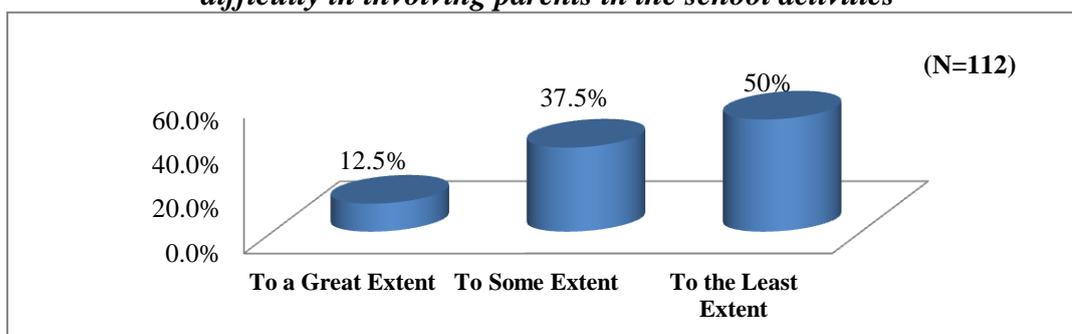
Table 131: Perceptions of teachers regarding difficulty in involving parents in the school activities

(N=112)

Difficulty in involving parents	Frequency	Percentage
To a Great Extent	14	12.5
To Some Extent	42	37.5
To the Least Extent	56	50
Grand Total	112	100

Figure 48: Perceptions of teachers regarding difficulty in involving parents in the school activities

(N=112)



A question regarding difficulty faced in involving the parents in the school activities was asked to the teachers and it was found that 50% (56) teachers said that they face difficulty to the least extent, followed by 37.5% (42) teachers feeling they face difficulty to some extent and 12.5% (14) teachers facing difficulties to a great extent. The difficulty largely was in terms of ensuring how parents could be active parts of the programmes run in the schools like taking onus of monitoring the Mid Day Meal programme once a month, helping in organizing the school annual programs and the like.

Even when parents come, they don't participate.....

“Valiyo to khedut hoy ahiya ane aave to pan chhana maana besi reh chhe, kema pan participate karta nathi.” (Parents here are farmers and even when they come to the school they don't participate in anything and just sit quietly) – A female teacher from Dangs

Table 132: t-test results of perceptions of Male and Female teachers regarding difficulty in involving parents in school activities

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	1.59	.669	-.251	110	.803 (NS)*
Female	61	1.62	.778			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results suggested no difference in the perceptions of male and female teachers regarding difficulty in involving parents in the school activities. Respondents from both the categories believed that difficulty in involving parents in school activities was a problem to least extent.

Table 133: Analysis of Variance (ANOVA) results of perceptions of teachers regarding difficulty in involving parents in school activities in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	7.301	3	2.434	5.113	.002 (Sig.)**
	Within Groups	51.413	108	.476		
Years of Association with the school	Between Groups	.575	4	.144	.265	.900 (NS)*
	Within Groups	58.139	107	.543		
Whether undergone any Teacher Training	Between Groups	.741	2	.371	.697	.500 (NS)*
	Within Groups	57.973	109	.532		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results showed that there is no significant difference in the perceptions of teachers regarding difficulty in involving parents with regard to variables like years of association of the teachers with the school and whether they had undergone any teacher training or not. A significant difference was however noted with regard to District as a variable. To identify which group differs significantly, the data was put to post-hoc analysis.

Table 134: Post hoc result for perception of teachers regarding difficulty in involving parents in school activities in relation with selected variables

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Vadodara	1.93	Banaskantha	1.23	0.700	0.166	0.000 (Sig.)**
			Dangs	1.63	0.300	0.179	0.987 (NS)*
			Surat	1.65	0.280	0.241	0.249 (NS)*

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The above table highlights the post hoc results of perception of teachers regarding difficulty in involving parents in school activities. The mean score of the teachers in

Vadodara was higher compared to the scores of teachers in other Districts. A significant difference was found in the scores of the teachers in Vadodara and Banaskantha suggesting that the teachers in Banaskantha do not find it too difficult to involve the parents in school activities. Parents in Banaskantha were more involved in school activities.

The parents here are very helpful in school activities.....

“Amare tyan valiyo khoob aagad aave chhe shala ni kaamgiri ma. Jaano ke chhokrao ne ghare thi leva mukvanu hoy to amuk valiyo potana tractor ma lai jaye badako ne. Paisa ikatha karine school maate samaan lai aave jyare kai khuttu hoy to.” (The parents here are very helpful in work related to school. like if the children have to be picked up and dropped, the parents get their own tractors and take the kids. They collect money and get things for the schools if the school does not have it) – A male teacher from Banaskantha

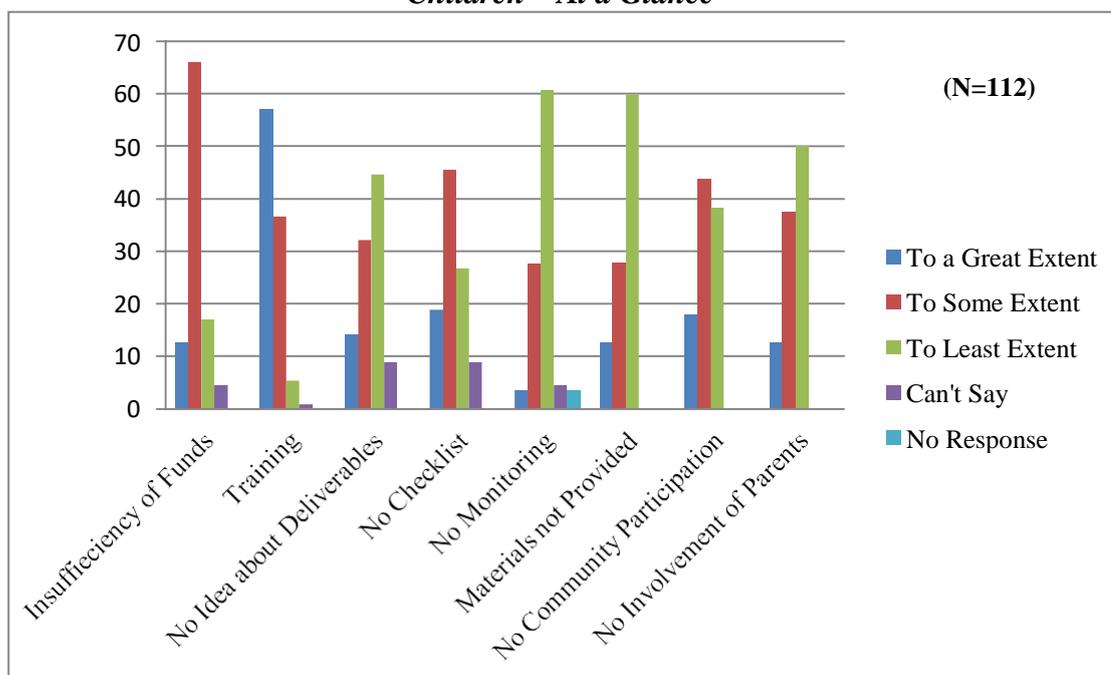
Table 135: Section III - Teachers Experiences of Problems faced in Implementation of Government Plans and Programmes for Primary School Children – At a Glance

(N=112)

Problem Experienced	To a Great Extent	To Some Extent	To Least Extent	Can't Say	No Response	Total
Training	64 (57.1%)	41 (36.6%)	6 (5.4%)	1 (0.9%)	-	112 (100%)
No provision of Checklist	21 (18.8%)	51 (45.5%)	30 (26.8%)	10 (8.9%)	-	112 (100%)
Community Participation	20 (17.9%)	49 (43.8%)	43 (38.3%)	-	-	112 (100%)
Insufficiency of Funds	14 (12.5%)	74 (66%)	19 (17%)	5 (4.5%)	-	112 (100%)
Materials not Provided	14 (12.5%)	31 (27.7%)	67 (59.8%)	-	-	112 (100%)
No idea about deliverables	6 (14.3%)	36 (32.1%)	50 (44.6%)	10 (8.9%)	-	112 (100%)
Involvement of Parents	14 (12.5%)	42 (37.5%)	56 (50%)	-	-	112 (100%)
No Monitoring	4 (3.6%)	31 (27.6%)	68 (60.7%)	5 (4.5%)	4 (3.6%)	112 (100%)

Figures in parentheses indicate percentage

Figure 49: Section III - Teachers Experiences of Problems faced in Implementation of Government Plans and Programmes for Primary School Children – At a Glance



The above graph gives an overall picture of the problems faced by the teachers with regard to implementation of the plans and programmes for primary school children. Amongst all the problems, the most experienced problem was that of teacher training. Teachers felt that the trainings provided were not upto the mark and did not have anything new each time. No provision of checklist and no community participation are also amongst the problems that are faced by the teachers. While these are the problems faced by the teachers to a great extent, a lot of teachers feel that there are problems they feel to some extent like insufficiency of funds, provision of no checklist, no community participation and no involvement of parents in the school activities.

Section – IV

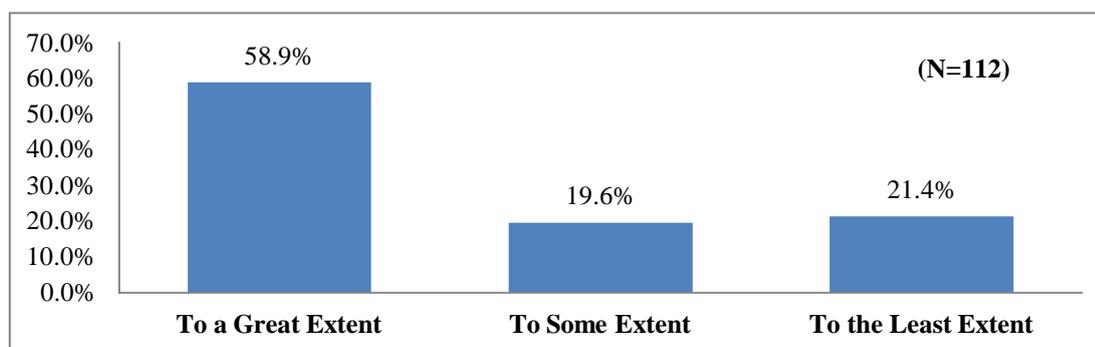
Suggestions

Table 136: Perception of teachers regarding organization of more awareness campaigns by the Government

(N=112)

More awareness campaigns should be organised	Frequency	Percentage
To a Great Extent	66	58.9
To Some Extent	22	19.6
To the Least Extent	24	21.4
Grand Total	112	100

Figure 50: Perception of teachers regarding organisation of more awareness campaigns by the Government



58.9% (66) teachers felt that more awareness campaigns regarding plans and programmes for primary school children should be organized not only by the Government, but also by the local authorities/schools since they are closer to the community members. The local officials and the school have a better rapport with the people of the community and so they can help spread greater awareness through their local dialect in order to make sure that the information reaches all the people of the community. 19.6% (22) teachers felt that organisation of more awareness campaigns can help till some extent while 21.4% (24) teachers felt that organisation of campaigns may help to the least extent as they believed that the Government is anyways organizing campaigns but it is the community members who are ignorant towards them.

Campaigns make a lot of difference.....

“Jagrukta abhiyan thi ghano fark to pade kemke loko jagruk hoy to ae loko labh lai shake.” A lot of difference can be made through awareness campaigns because if the people are aware they would be able to take benefits) – A male teacher from Vadodara

Schools should undertake awareness campaigns.....

“Sarkar kare ke na kare jagrukta abhiyan, shala tarike aapde karvu joiye kemke aa aapno kartavya bane ane aam pan shala na shikshako ne badha odkhe, to ae loko jo jagrukta abhiyan kare to loko jodaay pan.” (Government may or may not conduct awareness campaigns, as a school we must do it as it is our duty and as it is everybody knows the teachers of the school so if they do the awareness campaigns, people will join also) – A male teacher from Banaskantha

Table 137: t-test results of Male and Female teachers regarding organization of more awareness programmes by the Government

(N=112)

		t-test for Equality of Means				
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.47	.731	1.355	110	.178 (NS)*
Female	61	2.25	.977			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results indicated no significant difference in the perceptions of male and female teachers suggesting organization of more awareness campaigns regarding generating awareness about the government plans and programmes for primary education in schools. Teachers belonging to both the categories were of a higher opinion regarding conducting awareness campaigns to spread awareness through organization of more awareness campaigns.

Table 138: Analysis of Variance (ANOVA) results of perceptions of teachers regarding organization of more awareness programmes by the Government in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	14.088	3	4.696	7.110	.000 (Sig.)**
	Within Groups	71.332	108	.660		
Years of Association with the school	Between Groups	2.135	4	.534	.686	.603 (NS)*
	Within Groups	83.284	107	.778		
Whether undergone any Teacher Training	Between Groups	.653	2	.326	.420	.658 (NS)*
	Within Groups	84.767	109	.778		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results suggested no significant difference in perception of the teachers regarding organisation of awareness campaigns to spread awareness about the plans and programmes for primary school children with regard to years of association of the teacher with the school and whether the teachers had undergone any teacher training or not. A significant difference in the perception of the teachers was however found to exist between the respondents with regard to District as a variable. To identify which group differs significantly, the data was put to post-hoc analysis.

Table 139: Post Hoc Test result for perception of teachers regarding organization of more awareness programmes by the Government in relation with selected variables

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	2.93	Vadodara	2.10	0.830	0.191	0.00 (Sig.)**
			Dangs	2.17	0.760	0.152	0.00 (Sig.)**
			Surat	2.13	0.800	0.192	0.00 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The above table shows the post hoc results of perceptions of teachers regarding conduction of more awareness programmes by the Government in relation with

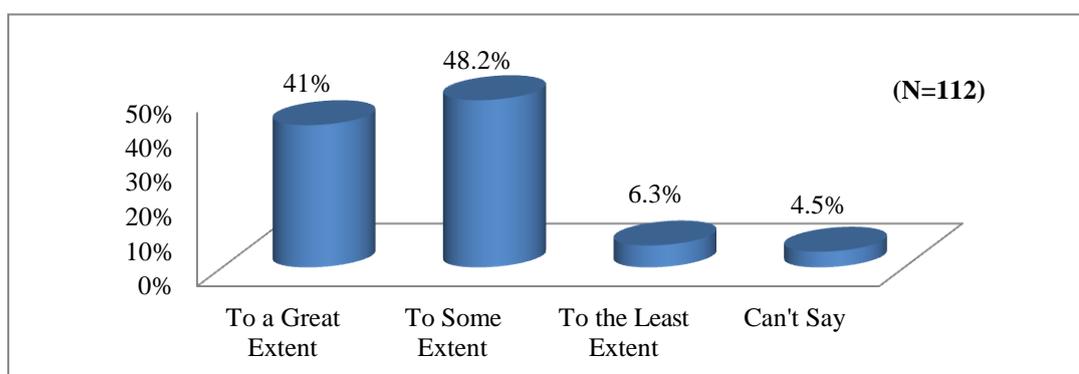
District as a variable. The results suggested that the mean score of the teachers in Banaskantha was higher as compared to the score of teachers in other three Districts. The teachers in Banaskantha were of the highest opinion that lack of awareness is the major cause of ignorance in the minds of the people regarding schooling of the children and thus awareness campaigns are needed to a great extent.

There was a significant difference in the perception of the teachers between Banaskantha and other three districts which indicated that the teachers from the other three districts thought that awareness campaigns are required to a lesser extent.

Table 140: Perceptions of teachers regarding provision of Role Specific Training (N=112)

Need for provision of Role Specific Training	Frequency	Percentage
To a Great Extent	46	41.0
To Some Extent	54	48.2
To the Least Extent	7	6.3
Can't Say	5	4.5
Grand Total	112	100

Figure 51: Perceptions of teachers regarding provision of Role Specific Training



48.2% (54) teachers felt that the role specific training regarding implementation of the programmes should be given. 41% (46) teachers felt that they require role specific training to a great extent while only 6.3% (7) teachers said that they require training to the least extent. The teachers who were of the opinion that they require training to some and great extent said that they are provided training which is almost repetitive, not useful most of the time and often very generic in nature. These trainings are often attended by those teachers in school who have the least amount of work. These teachers also felt that the delivery of training is very verbose, they should be more participatory and non-didactic in nature.

Trainings should be workshop based....

“Eklu bolvanu rakhe training ma, kaik workshop jevu hoy to khabar pade vadhare.” (There is only verbal content in training, had there been any workshops we would understand more). There is no role specific training provided specifically for the implementation of the plans and programmes for primary school children) – *A female teacher from Surat*

4.5% (5) teachers couldn't comment on it as they believed that no one is going to adapt to new techniques of training.

Nothing new has happened in training over the years....

“Training to ghana samay thi same chale chhe, kaik navu thayu nathi aatla varas ma, khabar nai thase ke nai.” (Training has been the same since many years, nothing new has happened in so many years; don't know if it will happen also or not) - *A male teacher from Surat*

Table 141: *t*-test results of perceptions of Male and Female teachers regarding provision of Role Specific Training

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.27	.777	.399	110	.691 (NS)*
Female	61	2.21	.839			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results showed no significant difference in the perceptions of male and female teachers regarding provision of role specific training provided for the implementation of the plans and programmes for primary school children. Respondents belonging to both the genders were of the opinion that trainings must be provided to a great extent in order to ensure effective implementation of the plans and programmes.

Table 142: Analysis of Variance (ANOVA) results of perceptions of teachers regarding provision of Role Specific Training in relation with selected variables (N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	11.031	3	3.677	6.462	.000 (Sig.)**
	Within Groups	61.460	108	.569		
Years of Association with the school	Between Groups	3.022	4	.755	1.164	.331 (NS)*
	Within Groups	69.469	107	.649		
Whether undergone any Teacher Training	Between Groups	14.518	2	7.259	13.648	.000 (Sig.)**
	Within Groups	57.973	109	.532		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results suggested no significant variance in the perception of the teachers regarding provision of role specific training with regard to years of association of the teachers with the school a significant difference in the perception of teachers was noted with variables like District and whether the teachers had undergone teacher training or not. To identify which group differs significantly, the data was put to post-hoc analysis.

Table 143: Post Hoc Test result for perception of teachers regarding provision of Role Specific Training in relation with selected variables (N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	No	2.67	Yes	2.33	0.340	0.354	0.338 (NS)*
			No Response	2.30	0.370	0.576	0.531 (NS)*
District	Banaskantha	2.67	Dangs	2.07	0.600	0.161	0.000 (Sig.)**
			Surat	2.39	0.280	0.146	0.060 (NS)*
			Vadodara	1.86	0.810	0.224	0.000 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

With regard to whether the teachers had undergone teacher training, it was found that the teachers who had not undergone any kind of training had a higher mean score as compared to the teachers who had undergone training of any sort. This suggested that the teachers who had not undergone training perceived that provision of role specific training should take place more often so that the teachers can implement the plans and programmes effectively. They felt that no training made them feel at a loss as to what work is to be done as there is always too much to be done.

With regard to District wise results, teachers in Banaskantha were of the highest opinion that role specific training should be provided to the teachers so as to ensure effective implementation of the plans and programmes at school. These teachers belonged to Kendra Shalas (Group Schools) which cater to a bigger block in the districts and comparatively have more number of students and teachers. These teachers had undergone training in the past few years and they felt that if the training is channelized in such a manner that each teacher has a specific idea as to the role he/she has to play in the implementation of the plans and programmes at the school, there would be no loopholes at all. Most of the time, the teachers rarely have any idea about what roles and responsibilities they have to fulfil as far as implementation of Government programmes was concerned. Moreover Government work act as an additional burden due to which some of the teachers rarely get a chance to attend the training. Another issue recorded was that new teachers inducted do not have much idea about the new policies and programmes of the government for education and thus the roles and responsibilities are often blurred. Amongst all, teachers in Vadodara District were of the opinion that role specific trainings were required to the least extent.

Table 144: Perceptions of teachers regarding conducting campaigns for people to avail facilities

(N=112)

Need for holding campaigns for availing facilities	Frequency	Percentage
To a Great Extent	48	42.8
To Some Extent	47	42.0
To the Least Extent	17	15.2
	112	100

With regard to holding campaigns for the community people regarding availing facilities under the government plans and programmes for primary school children,

42.8% (48) teachers felt that this would be useful to a great extent as many of the parents do not know how to go about availing the facilities under various programmes. This was specifically the case with the scholarship under the Kanya Kelavani Yojna where bank accounts are to be opened. More often than not, parents are not aware and hence they cannot avail the facilities for the children.

42% (47) teachers felt that holding campaigns of this sort can help to some extent while 15.2% (17) teachers were of the opinion that such campaigns may help to the least extent.

Parents do what they want...

“Valiyo potana mann nuj kare. Campaign kare ke kai pan, emne aavanu hoy to aave, nai to nai.” (Parents do what they want. Whether we do campaign or whatever, they come only when they want) – A male teacher from Dangs

Table 145: *t*-test results of perceptions of Male and Female teachers regarding conducting campaigns for people to avail facilities

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.35	.716	1.286	110	.201 (NS)*
Female	61	2.16	.820			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results showed no significant difference between the means of male and female teachers' perception regarding holding campaigns for the community members to avail facilities under various Government programmes for primary school children. Teachers from both the categories were of the opinion that campaigns can be effective to a great extent in order to let people know how they can avail the facilities.

Table 146: Analysis of Variance (ANOVA) results of perceptions of teachers regarding conducting campaigns for people to avail facilities in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	17.333	3	5.778	12.563	.000 (Sig.)**
	Within Groups	49.667	108	.460		
Years of Association with the school	Between Groups	3.428	4	.857	1.442	.225 (NS)*
	Within Groups	63.572	107	.594		
Whether undergone any Teacher Training	Between Groups	6.410	2	3.205	5.766	.004 (Sig.)**
	Within Groups	60.590	109	.556		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results revealed that there is no significant difference in the perceptions of teachers with regard to years of association of the teachers with the school. A significant difference was however recorded in the perception of teachers regarding holding campaigns for the community people to avail the facilities under various plans and programmes for primary school children with regard to District and whether the teachers had undergone any teacher training. A post hoc test was administered to identify which groups differed significantly.

Table 147: Post Hoc Test result for perception of teachers regarding conducting campaigns for people to avail facilities in relation with selected variables

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	No	3.00	Yes	2.26	0.74	.071	0.052 (NS)*
			No Response	1.70	1.3	.396	0.00 (Sig.)**
District	Banaskantha	2.73	Dangs	1.90	0.830	0.181	0.000 (Sig.)**
			Surat	2.57	0.160	0.163	0.329 (NS)*
			Vadodara	1.86	0.870	0.180	0.000 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The post hoc results regarding conducting campaigns for people to avail the facilities as a suggestion by the teachers in relation to whether the teachers had undergone teacher training indicated that the teachers who had not attended the training had a higher mean score as compared to the teachers who had attended training indicating that the former group of teachers felt that campaigns must be conducted to a great extent.

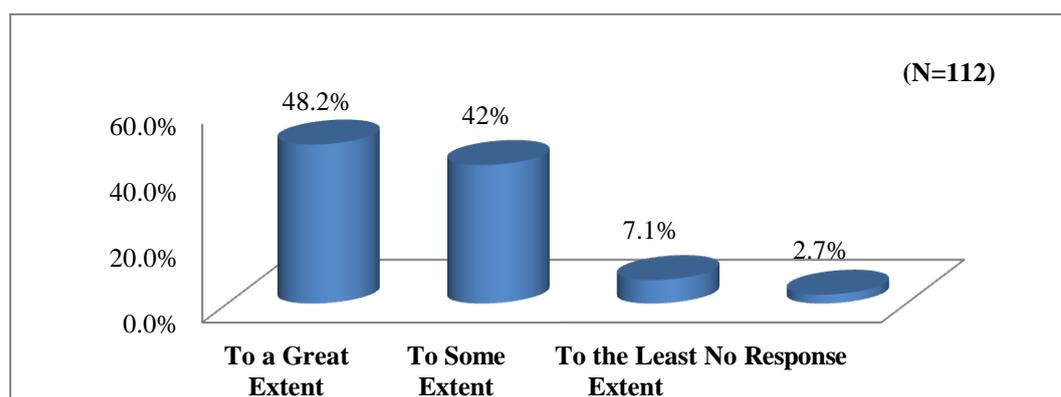
With regard to District as a variable, teachers in Banaskantha were of the opinion that such campaigns are important to a great extent. There was a difference in opinion by teachers belonging to Vadodara and Dangs district who believed that such campaigns are required to a lesser extent.

Table 148: Perceptions of teachers regarding distribution of booklets and brochures during campaigns

(N=112)

Booklets and Brochures to be distributed	Frequency	Percentage
To a Great Extent	54	48.2
To Some Extent	47	42.0
To the Least Extent	8	7.1
No Response	3	2.7
	112	100

Figure 52: Perceptions of teachers regarding distribution of booklets and brochures during campaigns



48.2% (54) of the teachers were of the opinion that this can be helpful to a great extent as it can provide a take away material for the community members and they can refer to it whenever they need it.

Parents preserve the posters and come running to us to understand what it says...

“Aam aatla bhanela nathi ahiya na loko pan poster jevu aape to ae loko sanchvi ne rakhe chhe ane yaad aave to laine daudta daudta amari paase aave samajva.” (The people here are not too literate as such but of we give them something like posters, they keep it carefully and later come with it running to us to understand what it is) –
A female teacher from Dang

42% (47) of the teachers felt that this could be of use to some extent while 7.1% (8) of the teachers felt that this would be of use to the least extent as the community members are partially or completely illiterate. 2.7% (3) teachers chose not to respond to the question.

Table 149: t-test results of perceptions of Male and Female teachers regarding distribution of booklets and brochures during campaigns

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.25	.744	-1.197	110	.234 (NS)*
Female	61	2.43	.763			

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The t-test result signified that there was no significant difference between the perceptions of male and female teachers regarding distribution of booklets and brochures related to plans and programmes for primary school children. The teachers belonging to both the categories were of the opinion that booklets and brochures must be distributed to a great extent.

Table 150: Analysis of Variance (ANOVA) results of perceptions of teachers regarding distribution of booklets and brochures during campaigns in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	4.558	.005	4.558	7.815	.000 (Sig.)**
	Within Groups	4.558	.005	4.558		
Years of Association with the school	Between Groups	3.215	4	.804	1.429	.230 (NS)*
	Within Groups	60.204	107	.563		
Whether undergone any Teacher Training	Between Groups	6.197	2	3.098	5.902	.004 (Sig.)**
	Within Groups	57.223	109	.525		

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The ANOVA results suggested no significant difference in the perception of the teachers regarding distribution of booklets and brochures during campaigns in relation with years of association of the teachers with the schools. A significant difference in the perception of the teachers was found with regard to whether the teachers had undergone teacher training or not and District as variables.

Table 151: Post Hoc Test result for perception of teachers regarding distribution of booklets and brochures during campaigns in relation with selected variables

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	Yes	2.43	No	2.33	0.100	0.294	0.734 (NS)*
			No Response	1.60	0.830	0.235	0.000 (Sig.)**
District	Banaskantha	2.87	Dangs	2.23	0.640	0.155	0.000 (Sig.)**
			Surat	2.09	0.780	0.187	0.000 (Sig.)**
			Vadodara	2.14	0.730	0.179	0.000 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

With regard to teachers perceptions of distribution of booklets and brochures during campaigns in relation with whether they had undergone teacher training, it was found that the teachers who had undergone training were of a higher opinion that booklets and brochures must be distributed as over the years, despite 260ad eke260ng campaigns, the parents tend to forget what benefit the plan or programme has to offer to their children and just don't try to avail the facilities later, making the efforts go to waste.

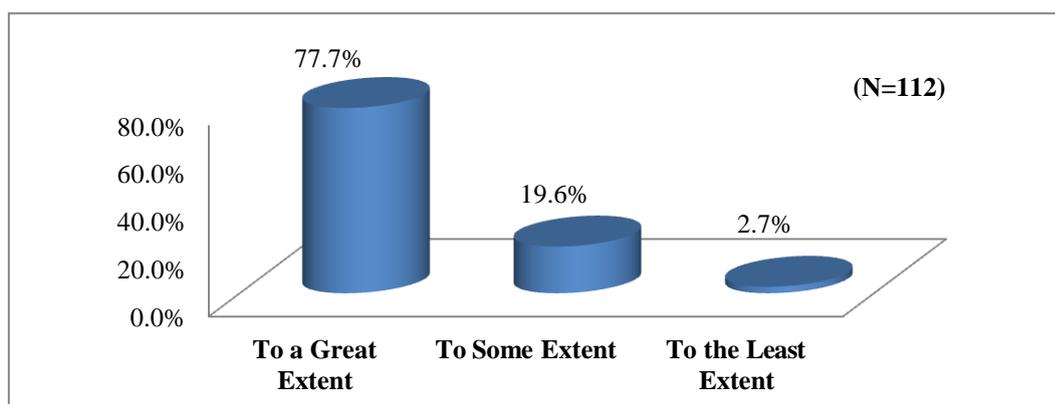
With regard to District, teachers in Banaskantha felt that this could be helpful for the community members whereas teachers of Dangs and Vadodara Blocks felt that this may not be of too much help as the population is partially literate or completely illiterate.

Table 152: Perceptions of teachers regarding Establishment of transparent communication/interaction channels between parents and the school administration

(N=112)

Need to establish Transparent Communication	Frequency	Percentage
To a Great Extent	87	77.7
To Some Extent	22	19.6
To the Least Extent	3	2.7
	112	100

Figure 53: Perceptions of teachers regarding Establishment of transparent communication/interaction channels between parents and the school administration



It is important to establish a trusting relationship with the parents of the children studying in the schools. This also means sharing the data regarding plans and programmes at schools which are being implemented, the status of implementation

and so on with the parents of the children. This can not only get the parents in confidence but also help the parents verify and hold the schools accountable for the facilities that the children are entitled to receive under the plans and programmes for primary education by the Government.

77.7% (87) of the teachers were of the opinion that transparent communication channels between the parents and the school administration should be established to a great extent as this can help in effective implementation of the plans and programmes at the schools. 19.6% (22) of the teachers felt that this can be of use to some extent while 2.7% (3) teachers felt it can be useful to the least extent.

We must find other ways to engage the parents.....

“Valiyo saathe vaat chit karvani to kayam rakhvij joiye. Parents teacher meeting ma nai aavta to aapde bijo koi vikalp apnavo joiye, jemke valiyo maate koi spardha, aevo event jema fakt valiyoj aave. Aa thi emne pan khabar pade ke school ma thay che su.”
(Talking to the parents should be a regular feature. When they don’t come for parent teacher meetings, we must find another way out like having some competition only for parents where they can come. Due to this, the parents will also learn what is happening in the schools) – A male teacher from Banaskantha

Table 153: t-test results of perceptions of Male and Female teachers regarding establishment of transparent communication/interaction channels between parents and the school administration

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.76	.428	.664	110	.508 (NS)*
Female	61	2.69	.720			

***Result Not Significant (NS) as $p > 0.05$**

The t-test results revealed no difference in perceptions of the male and female teachers regarding establishment of transparent communication channels between parents and the school administration. The mean scores of both male and female teachers depicted that both were of a higher opinion regarding establishment of transparent communication channels between parents and the school administration.

Table 154: Analysis of Variance (ANOVA) results of perceptions of teachers regarding establishment of transparent communication/interaction channels between parents and the school administration in relation with selected variable (N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	3.254	3	1.085	3.152	.028 (Sig.)**
	Within Groups	37.165	108	.344		
Years of Association with the school	Between Groups	.543	4	.136	.364	.834 (NS)*
	Within Groups	39.877	107	.373		
Whether undergone any Teacher Training	Between Groups	2.320	2	1.160	3.318	.040 (Sig.)**
	Within Groups	38.100	109	.350		

**** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$**

The ANOVA results indicated no significant difference in the perception of the teachers with regard to years of association with the schools as a variable concerning establishment of transparent communication channels between parents and the school administration. A significant difference was however noted amongst the responses of teachers with regard to District and whether they had undergone any teacher training or not. To identify which groups differed significantly, a post hoc analysis was carried out.

Table 155: Post Hoc Test result for perception of teachers regarding establishment of transparent communication/interaction channels between parents and the school administration in relation with selected variables

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	No	3.00	Yes	2.75	0.250	.051	0.575 (NS)*
			No Response	2.30	0.700	.396	0.061 (NS)*
District	Surat	2.91	Banaskantha	2.77	0.140	0.104	0.184 (NS)*
			Dangs	2.80	0.110	0.100	0.276 (NS)*
			Vadodara	2.45	0.460	0.205	0.029 (Sig.)

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The post hoc results with regard to whether the teachers have undergone teacher training in relation to establishment of a transparent communication channel between parents and school as a suggestion indicated that the teachers who had not undergone teacher training were of a higher opinion regarding the suggestion so as to make the school accountable and at the same time keep the parents in the loop regarding the happenings in the school.

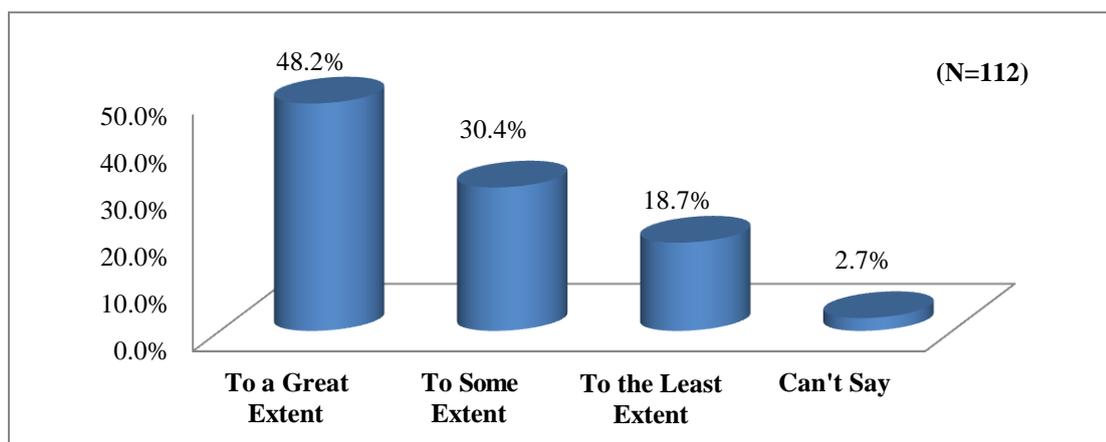
With regard to District, the teachers in Surat had a higher mean score depicting that the teachers were of a higher opinion of establishment of a transparent communication channel. The teachers from Vadodara differed in their perception from those in other districts indicating that they were of a lesser opinion regarding establishment of a proper communication channel between the school and the parents.

Table 156: Perceptions of teachers regarding regularizing Teacher Training

(N=112)

Trainings should be regular	Frequency	Percentage
To a Great Extent	54	48.2
To Some Extent	34	30.4
To the Least Extent	21	18.7
Can't Say	3	2.7
	112	100

Figure 54: Perceptions of teachers regarding regularizing Teacher Training



With regard to regularizing teacher training, 48.2% (54) teachers were of the opinion that teacher training should be regularized so that effective implementation of work can take place. 30.4% (34) teachers opined that teacher trainings will prove helpful to some extent as the real challenge is to ensure that the parents become active participants in the schooling of their children.

The real challenge is to make the parents aware.....

“Teachers train thaj jaye to pan savthi motu challenge to valiyo ne badako na shikshan maate jagruk karvu ae chhe.” (Even if the teachers are trained, the real challenge is to make the parents aware regarding the education of their child) – A male teacher from Dangs

18.7% (21) teachers were of the opinion that regularizing teacher trainings will help to the least extent as they will be effective for the first few trainings and then it will one and the same again. 2.7% (3) teachers couldn't comment on it.

Nothing new will happen in training as no one takes interest.....

“Pehla navu navu sikhavva ma aavse pachi- jaise the. Kaik navu nai thaay kemke koi ras letu nathi.” (Initially new things will be taught, later – it will be the same. Nothing new will happen because no one takes interest) - A male teacher from Dangs

Table 157: t-test results comparing perceptions of Male and Female teachers regarding regularizing Teacher Training

(N=112)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	51	2.18	.932	.302	110	.763 (NS)*
Female	61	2.23	.920			

***Result Not Significant (NS) as $p > 0.05$**

The t test results showed no significant difference in the perception of male and female teachers regarding regularity of teacher training signifying that both the respondent groups wanted that the teacher trainings be regularized to enhance the implementation of the plans and programmes for primary school children.

Table 158: Analysis of Variance (ANOVA) results of perceptions of teachers regarding regularizing Teacher Training in relation with selected variables

(N=112)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	5.291	3	1.764	2.140	.099 (NS)*
	Within Groups	88.986	108	.824		
Years of Association with the school	Between Groups	1.527	4	.382	.440	.779 (NS)*
	Within Groups	92.750	107	.867		
Whether undergone any Teacher Training	Between Groups	10.854	2	5.427	7.091	.001 (Sig.)**
	Within Groups	83.423	109	.765		

**** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$**

The ANOVA results suggested no significant difference in the perception of the teachers regarding regularizing teacher trainings to ensure effective implementation of the programmes in relation to variables like District and years of association of the teacher with the schools. A significant difference was however found with regard to whether the teachers had undergone teacher training. To identify which group differed in their opinions, a post hoc test was administered.

Table 159: Post Hoc Test result for perception of teachers regarding regularizing Teacher Training in relation with selected variables

(N=112)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
Whether undergone any Teacher Training	No	2.83	Yes	2.26	0.570	0.335	0.091 (NS)*
			No Response	1.30	1.530	0.631	0.029 (Sig.)**

** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$

The post hoc results regarding regularizing teacher training as a suggestion for effective implementation indicated that the teachers who had not undergone any teacher training were of a higher opinion that teacher trainings must be regularized.

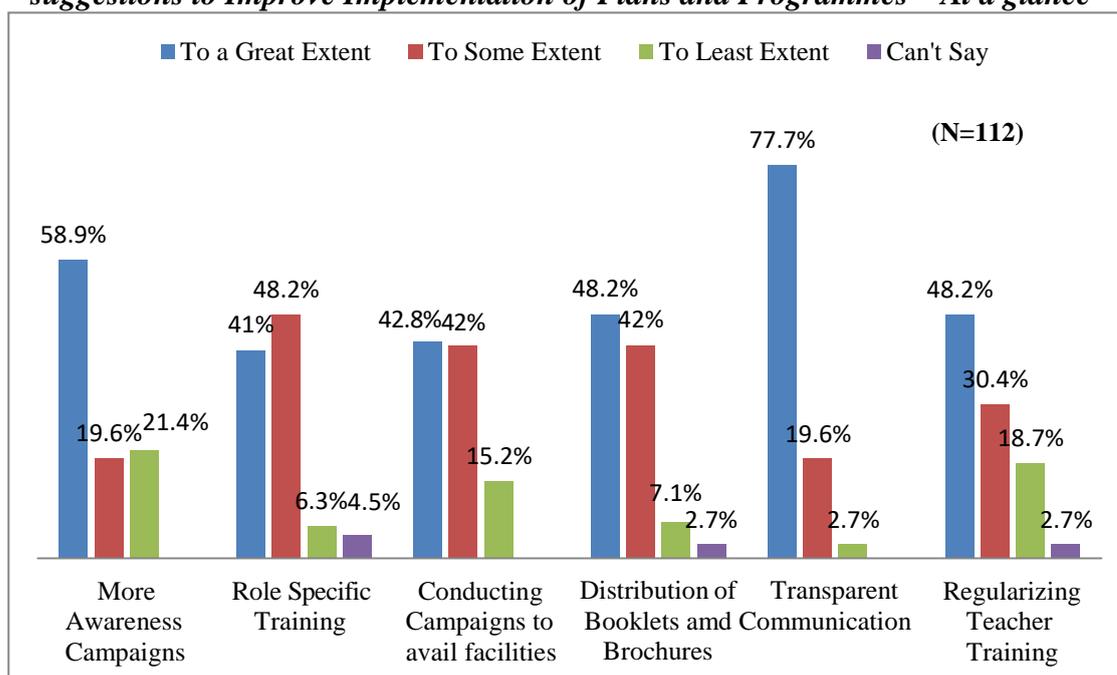
Table 160: Section IV - Distribution of responses of Teachers regarding suggestions to Improve Implementation of Plans and Programmes- At a glance

(N=112)

Programme	To a Great Extent	To Some Extent	To the Least Extent	No Response	Total
Transparent Communication	87 (77.7%)	22 (19.6%)	3 (2.7%)	-	112 (100%)
More Awareness Campaigns	66 (58.9%)	22 (19.6%)	24 (21.4%)	-	112 (100%)
Distribution of Booklets and Brochures	54 (48.2%)	47 (42%)	8 (7.1%)	3 (2.7%)	112 (100%)
Teacher Trainings should be regularized	54 (48.2%)	34 (30.4%)	21 (18.7%)	3 (2.7%)	112 (100%)
Conducting Campaigns for parents to avail facilities	48 (42.8%)	47 (42%)	17 (15.2%)	-	112 (100%)
Role Specific Training	46 (41%)	54 (48.2%)	7 (6.3%)	5 (4.5%)	112 (100%)

Figures in parentheses indicate percentage

Figure 55: Section IV - Distribution of responses of Teachers regarding suggestions to Improve Implementation of Plans and Programmes – At a glance



The above graph shows at a glance, the suggestions of teachers regarding improving implementation of Government plans and programmes for primary education. 77.7% (87) teachers felt that establishment of transparent communication is the need of the hour to a great extent as many parents don't have any idea about what happens in the schools. It is important for the parents to know the initiatives that the schools take so as to motivate the parents to also participate in the activities of the schools.

58.9% (66) teachers felt that more awareness campaigns should be organized so as to let the community members know about various plans and programmes of the government for primary education. 48.2% (54) teachers were also of the opinion that teacher trainings must be regularized so that the teachers have a clear idea about roles and responsibilities they have to cater to. Role ambiguity is a major problem that many teachers face and thus much of the work remains unaccomplished. 48.2% (54) teachers also felt that distribution of booklets and posters must take place to a great extent as they can serve as an important take away material for the community members.

Summing up the Chapter

The findings from the perception of the teachers regarding implementation and impact of various plans and programmes of the Government for primary education revealed that all the programmes were being implemented in all the selected schools under the study. Amongst all the programmes, Mid Day Meal Programme has been the most successful in achieving its objectives. While the teachers were of the opinion that all the programmes were implemented well, there were a few glitches in terms of insufficiency of funds, issues with training and a major issue of lack of participation from the community members in the school activities.

The teachers were of the opinion that RTE has been successful to a great extent in ensuring hundred percent enrolment, Mid Day Meal Scheme has been successful in retention of the children in schools, Kanya Kelavani and Shala Praveshotsav has spread awareness regarding importance of education amongst the community members and have made it a point to make sure that each child in the community is enrolled. But Gunotsav has not made an impact as such in terms of ensuring quality in education. While the assessment of the students and the school take place, there is no relative improvement in the teaching and learning that takes place in the schools. Teachers felt that the training provided to them are repetitive in nature and needs to incorporate more aspects of contemporary teaching and learning.

Moreover, the biggest problem that the teachers face is that of growing burden of government work apart from academic work due to which they are unable to concentrate on the work at hand. Another problem faced by the teachers is that no State Officials participate in the programmes. In the name of state officials, only the Block Resource Coordinators (BRC) come to visit once in a while or not at all.

Teachers suggested that there needs to be a transparent communication that needs to be established between the parents and the school so that they get to know what activities are going on in the schools. Moreover, there needs to be more awareness campaigns to be conducted at the local level so as to let the community members know about the various plans and programmes for the education of the children.

The next chapter, chapter – V, includes findings from the perception of the parents regarding the government plans and programmes for primary school children.

Figure 56: Findings at a glance – Perspectives of Teachers

Implementation

1. All plans and Programmes are being implemented in all the schools.
2. Only 41.1% (46) teachers said that the SMC meetings are held every month in their schools.
3. Quality of Education was the most discussed topic in SMC meetings according to 93.8% (105) teachers.
4. Teachers only monitor the MDM in schools according to 75% (84) teachers. There is least participation of other members.
5. 96.4% (108) teachers said that State officials, largely CRC/BRC, participate in Praveshotsav.
6. Door-to-Door campaigns were widely used to ensure each child is in school followed by awareness campaigns and assisting parents in filling up the forms.
7. PTA meetings are irregular
8. 81.3% teachers said that their schools had availability of necessary infrastructure.
9. 81.3% teachers said that the last assessment in their schools look place last year.

Success of Government Plans and Programmes

1. 94.6% teachers said MDM was most successful,
 - 92% each said Kanya Kelavani Yojna and Shala Praveshotsav,
 - 88.4% said RTE and
 - 77.7% said Gunotsav was the most successful programme.
2. 58% teachers said that No Detention Policy compromises the quality of Education to a great extent.
3. 84.8% teachers said that MDM has helped in increasing regularity of students to a great extent.
4. 54.5% teachers said Gunotsav was successful to a great extent in increasing the quality of teaching and learning.
5. 64.3% teachers said that overall, the Government Plans and Programmes for Primary Education were successful to a great extent in increasing enrolment and ensuring retention of children in primary education.

Problems Experienced

1. 57.1% teachers said that no provision of timely and qualitative training was an issue to a great extent followed by insufficiency of funds to some extent (66%) and no provision of checklist (45.5%) to some extent.

Suggestions

1. 77.7% teachers said that transparent communication between school and community must be established.
2. 58.9% teachers suggested more awareness campaigns must be conducted.
3. 48.2% teachers suggested that teacher trainings must be regularized to a great extent.
4. 41% teachers suggested that role specific trainings must be provided to a great extent.

Teachers Perspectives

Table 161: t-test results of Teachers' perceptions at a glance

Male (n=51)	N= 112	Female (n=61)		
Sr. No	Item	Mean	t-test Result	Significance
Section – II				
Perceptions regarding Success of Government Plans and Programmes in ensuring 100% enrolment				
(** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05)				
1.	Success of RTE in ensuring 100% enrolment	Male 2.73	-2.491	(.014) Sig**
		Female 2.95		
2.	Success of MDM Programme in ensuring 100% enrolment	Male 2.86	-1.851	.067 (NS)*
		Female 2.98		
3.	Success of Kanya Kelavani Yojna in ensuring hundred percent enrolment	Male 2.73	-.622	.535 (NS)*
		Female 2.80		
4.	Success of Gunotsav in ensuring hundred percent enrolment	Male 2.61	.299	.766 (NS)*
		Female 2.56		
5.	Success of Shala Praveshotsav in ensuring hundred percent enrolment	Male 2.80	-1.777	.078 (NS)*
		Female 2.95		
6.	Effect of No Detention Policy on Quality of Education	Male 2.25	-1.700	.092 (NS)*
		Female 2.52		
7.	Sufficiency of grants received under Right to Education Act (RTE)	Male 1.45	.730	.467 (NS)*
		Female 1.31		
8.	Increased regularity of children due to Mid Day Meal Programme	Male 2.76	-.505	.615 (NS)*
		Female 2.82		
9.	Increase in enrolment of children due to Mid Day Meal Programme	Male 2.59	-1.252	.213 (NS)*
		Female 2.75		

10.	Improvement in nutrition of children due to Mid Day Meal Programme	Male 2.67	-1.056	.293 (NS)*
		Female 2.79		
11.	Improvement in concentration of children due to Mid Day Meal Programme	Male 2.43	.222	.825 (NS)*
		Female 2.39		
12.	Inculcation of the habit of sharing meals amongst children due to Mid Day Meal Programme	Male 2.94	-.439	.662 (NS)*
		Female 2.91		
13.	Role of Kanya Kelavani Yatra in increasing the gender enrolment ratio	Male 2.37	-.794	.429 (NS)*
		Female 2.51		
14.	Need of Praveshotsav despite Right To Education Act already being implemented	Male 2.12	-.820	.414 (NS)*
		Female 2.26		
15.	Role of Gunotsav in increasing the quality of teaching and learning	Male 2.59	1.538	.127 (NS)*
		Female 2.41		
16.	Success of Government plans and programmes in increasing enrolment and retention of students in primary education	Male 2.47	-.343	.733 (NS)*
		Female 2.52		
Section – III Experiences of Teachers regarding Problems faced in Implementation of Government Plans and Programmes for Primary School Children (** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$)				
17.	Sufficiency of funds received by the Government for implementation of the programmes	Male 2.02	2.444	.016 (Sig)**
		Female 1.69		
18.	Provision of training for proper implementation of the programmes	Male 2.49	.111	.912 (NS)*
		Female 2.48		
19.	Problem of no idea about the deliverables to be provided to the children	Male 1.49	-.010	.992 (NS)*
		Female 1.49		
20.	Problem of no provision of checklist by the Government to check the progress of work	Male 1.73	.302	.763 (NS)*
		Female 1.67		

21.	Problem of no monitoring of the work done by officials	Male 1.35	1.256	.212 (NS)*
		Female 1.20		
22.	Materials not being provided on time	Male 1.63	2.018	.046 (Sig)**
		Female 1.33		
23.	Rigidity of community members for participation in implementation of the programmes	Male 1.94	2.138	.035 (Sig)**
		Female 1.64		
24.	Difficulty in involving parents in school activities	Male 1.59	-.251	.803 (NS)*
		Female 1.62		
Section – IV Suggestions				
25.	Organization of more awareness programmes by the Government	Male 2.47	1.355	.178 (NS)*
		Female 2.25		
26.	Provision of Role Specific Training	Male 2.27	.399	.691 (NS)*
		Female 2.21		
27.	Conducting campaigns for people to avail facilities	Male 2.35	1.286	.201 (NS)*
		Female 2.16		
28.	Distribution of booklets and brochures during campaigns	Male 2.25	-1.197	.234 (NS)*
		Female 2.43		
29.	Establishment of transparent communication/interaction channels between parents and the school administration	Male 2.76	.664	.508 (NS)*
		Female 2.69		
30.	Regularizing Teacher Training	Male 2.18	.302	.763 (NS)*
		Female 2.23		
(** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$)				

Table 162: ANOVA and Post Hoc results of Teachers' perception at a glance

N= 112

Sr. No	Item	Variable	f-test Result	Significance	
Section – II					
Perceptions regarding Success of Government Plans and Programmes in ensuring 100% enrolment					
1.	Success of RTE in ensuring 100% enrolment	District	1.060	.369 (NS)*	
		Years of Association with the School	.351	.843 (NS)*	
		Whether undergone Teacher Training	.527	.592 (NS)*	
2.	Success of MDM programme in ensuring 100% enrolment	District	.468	.705 (NS)*	
		Years of Association with the School	.201	.937 (NS)*	
		Whether undergone Teacher Training	.287	.751 (NS)*	
3.	Success of Kanya Kelavani Yojna in ensuring 100% enrolment	District	4.798	.004 (Sig)**	
		Years of Association with the School	1.545	.194 (NS)*	
		Whether undergone Teacher Training	.142	.868 (NS)*	
1. Post Hoc results					
	District	Dangs	2.97	1.000 (NS)*	
			Surat	2.65	0.239 (NS)*
			Vadodara	2.45	0.007 (Sig)**
4.	Success of Gunotsav in ensuring 100% enrolment	District	.011	.011 (Sig)**	
		Years of Association with the School	.622	.648 (NS)*	
		Whether undergone Teacher Training	4.637	.012 (Sig)**	
(** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05)					

2. Post Hoc results

Whether undergone any Teacher Training	Yes	2.67	No	2.50	0.617 (Sig.)**
			No Response	1.80	0.003 (Sig.)**
District	Dangs	2.90	Banaskantha	2.77	0.395 (NS)*
			Vadodara	2.31	0.005 (Sig.)**
			Surat	2.26	0.000 (Sig.)**

5.	Success of Shala Praveshotsav in ensuring 100% enrolment	District	3.183	.027 (Sig.)**
		Years of Association with the School	.755	.557 (NS)*
		Whether undergone Teacher Training	1.038	.358 (NS)*

3. Post Hoc results

District	Banaskantha	3.00	Dangs	3.00	1.000 (NS)*
			Surat	2.74	0.131 (NS)*
			Vadodara	2.76	0.142 (NS)*

6.	Effect of No Detention Policy on Quality of Education	District	12.534	.000 (Sig.)**
		Years of Association with the School	.371	.829 (NS)*
		Whether undergone Teacher Training	.345	.709 (NS)*

4. Post Hoc results

District	Vadodara	2.72	Dangs	2.63	0.569 (NS)*
			Surat	2.61	0.608 (NS)*
			Banaskantha	1.70	0.000 (Sig.)**

(** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$)

7.	Sufficiency of grants received under RTE	District		6.614	.000 (Sig.)**
		Years of Association with the School		.509	.729 (NS)*
		Whether undergone Teacher Training		10.462	.000 (Sig.)**
5. Post Hoc results					
District	Vadodara	2.72	Banaskantha	1.70	.000 (Sig.)**
			Dangs	2.63	.569 (NS)*
Whether undergone teacher training	Yes	2.43	Surat	2.61	.000 (Sig.)**
			No	2.33	.768 (NS)*
			No Response	2.20	.423 (NS)*
8.	Increased regularity of children due to MDM	District		.265	.851 (NS)*
		Years of Association with the School		1.217	.308 (NS)*
		Whether undergone Teacher Training		9.333	.000 (Sig.)**
6. Post Hoc results					
Whether undergone any Teacher Training	Yes	2.86	No	2.83	0.867 (NS)*
			No Response	2.10	0.000 (Sig.)**
9.	Increase in Enrolment due to MDM Programme	District		.733	.535 (NS)*
		Years of Association with the School		.608	.658 (NS)*
		Whether undergone Teacher Training		5.629	.005 (Sig.)**
7. Post Hoc results					
Whether undergone any Teacher Training	Yes	2.75	No	2.67	0.756 (NS)*
			No Response	2.00	0.001 (Sig.)**

10.	Improvement of Nutrition of children due to MDM Programme	District	.451	.717 (NS)*		
		Years of Association with the School	.617	.651 (NS)*		
		Whether undergone Teacher Training	9.423	.000 (Sig.)**		
8. Post Hoc results						
	Whether undergone any Teacher Training	No	2.83	Yes	2.80	0.879 (NS)*
				No Response	2.00	0.115 (NS)*
11.	Improvement on concentration due to MDM Programme	District	1.049	.374 (NS)*		
		Years of Association with the School	.396	.811 (NS)*		
		Whether undergone Teacher Training	1.167	.315 (NS)*		
12.	Inculcation of habit of sharing amongst the children due to MDM Programme	District	.752	.524 (NS)*		
		Years of Association with the School	1.688	.158 (NS)*		
		Whether undergone Teacher Training	.388	0.23 (Sig.)**		
9. Post Hoc results						
	Whether undergone any Teacher Training	No	3.00	Yes	2.98	0.98 (NS)*
				No Response	2.70	0.14 (Sig.)**
13.	Role of Kanya Kelavani Rath in increasing Gender Enrolment Ratio	District	.644	.588 (NS)*		
		Years of Association with the School	.700	.594 (NS)*		
		Whether undergone Teacher Training	4.551	.013 (Sig.)**		
(** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$)						

10. Post Hoc results						
	Whether undergone any Teacher Training	Yes	2.54	No	2.17	0.269 (NS)*
				No Response	1.70	0.003 (Sig.)**
14.	Need of Praveshotsav despite RTE already being there	District		1.741	.163 (NS)*	
		Years of Association with the School		.336	.853 (NS)*	
		Whether undergone Teacher Training		13.025	.000 (Sig.)**	
11. Post Hoc results						
	Whether undergone any Teacher Training	No	2.33	Yes	2.32	0.976 (NS)*
				No Response	.90	0.015 (Sig.)**
15.	Role of Gunotsav in increasing quality of teaching and learning	District		8.028	.000 (Sig.)**	
		Years of Association with the School		.579	.679 (NS)*	
		Whether undergone Teacher Training		2.278	.107 (NS)*	
12. Post Hoc results						
District	Banaskantha	2.73	The Dangs	2.70	0.815 (NS)*	
			Surat	2.39	0.020 (Sig.)**	
			Vadodara	2.10	0.000 (Sig.)**	
16.	Overall Success of Government Plans and Programmes in increasing enrolment and retention of students in primary education	District		.451	.717 (NS)*	
		Years of Association with the School		.516	.724 (NS)*	
		Whether undergone Teacher Training		.192	.826 (NS)*	
(** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$)						

Section – III
Experiences of Teachers regarding Problems faced in Implementation of
Government Plans and Programmes for Primary School Children

17.	Sufficiency of Funds for Implementation	District	2.569	.058 (NS)*	
		Years of Association with the School	2.569	.058 (NS)*	
		Whether undergone Teacher Training	10.922	.000 (Sig.)**	
13. Post Hoc results					
Whether undergone Teacher Training	No	2.50	Yes	1.89	0.022 (Sig.)**
			No Response	1.00	0.021 (Sig.)**
18.	Provision of Training for proper implementation	District	9.555	.000 (Sig.)**	
		Years of Association with the School	1.093	.364 (NS)*	
		Whether undergone Teacher Training	21.714	.000 (Sig.)**	
14. Post Hoc results					
Whether undergone Teacher Training	No	2.67	Yes	2.59	0.739 (NS)*
			No Response	1.30	0.006 (Sig.)**
District	Banaskantha	2.80	Dangs	2.37	0.003 (Sig.)**
			Surat	2.78	0.862 (NS)*
			Vadodara	2.03	0.000 (Sig.)**
19.	No idea regarding deliverables to be provided	District	3.102	.030 (Sig.)**	
		Years of Association with the School	1.084	.368 (NS)*	
		Whether undergone Teacher Training	2.905	.059 (NS)*	
(** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$)					

15. Post Hoc results					
District	Vadodara	1.79	Banaskantha	1.47	0.221 (NS)*
			Dangs	1.13	0.010 (Sig.)**
			Surat	1.61	0.475 (NS)*
20.	No provision of checklist to check progress of work	District		7.939	.000 (Sig.)**
		Years of Association with the School		1.487	.211 (NS)*
		Whether undergone Teacher Training		6.447	.002 (Sig.)**
16. Post Hoc results					
Whether undergone Teacher Training	Yes	1.81	No	1.33	0.199 (NS)*
			No Response	.80	0.000 (Sig.)**
District	Banaskantha	2.17	Dangs	1.47	0.003 (Sig.)**
			Surat	2.00	0.395 (NS)*
			Vadodara	1.21	0.000 (Sig.)**
21.	No monitoring of work done by the Officials	District		2.459	.067 (NS)*
		Years of Association with the School		1.545	.194 (NS)*
		Whether undergone Teacher Training		3.676	.029 (Sig.)**
17. Post Hoc results					
Whether undergone any Teacher Training	Yes	1.33	No	1.00	0.202 (NS)*
			No Response	.80	0.014 (Sig.)**
22.	Materials not being provided on time	District		6.748	.000 (Sig.)**
		Years of Association with the School		1.417	.233 (NS)*
		Whether undergone Teacher Training		4.827	.010 (Sig.)**
(** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$)					

18. Post Hoc results

Whether undergone Teacher Training	Yes	1.55	No	1.17	0.232 (NS)*
			No Response	.80	0.000 (Sig.)**
District	Dangs	1.80	Banaskantha	1.00	0.000 (Sig.)**
			Surat	1.39	0.036 (Sig.)**
			Vadodara	1.66	0.557 (NS)*

23.	Rigidity of Community members regarding participation in school programmes	District	3.271	.024 (Sig.)**
		Years of Association with the School	.285	.887 (NS)*
		Whether undergone Teacher Training	.870	.422 (NS)*

19. Post Hoc results

District	Vadodara	2.00	Banaskantha	1.43	0.004 (Sig.)**
			Dangs	1.87	0.475 (NS)*
			Surat	1.83	0.472 (NS)*

24.	Difficulty in involving parents in school activities	District	5.113	.002 (Sig.)**
		Years of Association with the School	.265	.900 (NS)*
		Whether undergone Teacher Training	.697	.500 (NS)*

20. Post Hoc results

District	Vadodara	1.93	Banaskantha	1.23	0.000 (Sig.)**
			Dangs	1.63	0.987 (NS)*
			Surat	1.65	0.249 (NS)*

(** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$)

Section IV Suggestions					
25.	Organization of more awareness programmes by the Government	District		7.110	.000 (Sig.)**
		Years of Association with the School		.686	.603 (NS)*
		Whether undergone Teacher Training		.420	.658 (NS)*
21. Post Hoc results					
District	Banaskantha	2.93	Vadodara	2.10	0.00 (Sig.)**
			Dangs	2.17	0.00 (Sig.)**
			Surat	2.13	0.00 (Sig.)**
26.	Provision of Role Specific Training	District		6.462	.000 (Sig.)**
		Years of Association with the School		1.164	.331 (NS)*
		Whether undergone Teacher Training		13.648	.000 (Sig.)**
22. Post Hoc results					
Whether undergone any Teacher Training	No	2.67	Yes	2.33	0.338 (NS)*
			No Response	2.30	0.531 (NS)*
			District	Banaskantha	2.67
			Surat	2.39	0.060 (NS)*
			Vadodara	1.86	0.000 (Sig.)**
27.	Conducting Campaigns for people to avail facilities	District		12.563	.000 (Sig.)**
		Years of Association with the School		1.442	.225 (NS)*
		Whether undergone Teacher Training		5.766	.004 (Sig.)**
(** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$)					

23. Post Hoc results

Whether undergone any Teacher Training	No	3.00	Yes	2.26	0.052 (NS)*
			No Response	1.70	0.00 (Sig.)**
District	Banaskantha	2.73	Dangs	1.90	0.000 (Sig.)**
			Surat	2.57	0.329 (NS)*
			Vadodara	1.86	0.000 (Sig.)**

28.	Distribution of Booklets and brochures during campaigns	District	7.815	.000 (Sig.)**
		Years of Association with the School	1.429	.230 (NS)*
		Whether undergone Teacher Training	5.902	.004 (Sig.)**

24. Post Hoc results

Whether undergone any Teacher Training	Yes	2.43	No	2.33	0.734 (NS)*
			No Response	1.60	0.000 (Sig.)**
District	Banaskantha	2.87	Dangs	2.23	0.000 (Sig.)**
			Surat	2.09	0.000 (Sig.)**
			Vadodara	2.14	0.000 (Sig.)**

29.	Establishment of Transparent Communication channel between the parents and the school	District	3.152	.028 (Sig.)**
		Years of Association with the School	.364	.834 (NS)*
		Whether undergone Teacher Training	3.318	.040 (Sig.)**

(** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$)

25. Post Hoc results					
Whether undergone any Teacher Training	No	3.00	Yes	2.75	0.575 (NS)*
			No Response	2.30	0.061 (NS)*
District	Surat	2.91	Banaskantha	2.77	0.184 (NS)*
			Dangs	2.80	0.276 (NS)*
			Vadodara	2.45	0.029 (Sig.)
30.	Regularizing Teacher Training	District	2.140	.099 (NS)*	
		Years of Association with the School	.440	.779 (NS)*	
		Whether undergone Teacher Training	7.091	.001 (Sig.)**	
26. Post Hoc results					
Whether undergone any Teacher Training	No	2.83	Yes	2.26	0.091 (NS)*
			No Response	1.30	0.029 (Sig.)**

(** Result Significant (Sig) as $p < 0.05$, *Result Not Significant (NS) as $p > 0.05$)