

CHAPTER V-
RESULTS AND INTERPRETATIONS
- PERSPECTIVE OF PARENTS

Chapter - V

Results and Interpretations

Perspectives of Parents

Parents play an important role in the education of their children. They help influence the children's academic performance. It is essential to note that parents participation helps a great deal in helping children gain not only their cognitive and social development but also help them to develop positive attitudes, good personality, behaviors and potential skills (Weiss, Caspe, & Lopez, 2006). Holloway et. al (2008) in their study "Determinants of Parental Involvement in Early Schooling: Evidence from Japan," regard parental involvement and termed it as the initiation of home based activities like monitoring children's home work to school based activities like communicating with school teachers and attending school events.

Parental perceptions regarding schooling of their children are quite essential so as to know the willingness of parents to be supportive in their children's schooling and learning. A study undertaken by Pratham Education Foundation and ASER Centre, along with REAL Centre at the University of Cambridge entitled "*Can Schools' accountability for learning be strengthened from the grassroots? (2018-21)*" aimed to throw light on how the perceptions of parents regarding children's learning can influence parental involvement in education. It was found that the parents in the rural areas were keen on supporting their children's learning. It was also found that the poor families may not have the knowledge to understand whether their children are learning and whether they have the resources to support them.

The current study aims at identifying the perceptions of parents regarding the implementation and impact of selected Government plans and programmes for primary education. This chapter includes the results and interpretations of the Parents' perspectives regarding implementation and impact of Government Plans and Programmes for primary school children.

The results of this section are organized into four sections.

Section I - Describes the profile of the parent respondents who participated in the study and gives an overview regarding the awareness and implementation of Government plans and programmes for primary education in the schools.

Section II – Includes perspectives of the parents regarding Government plans and programmes for primary education. This section also includes the analysis of results using t-test, ANOVA and Post Hoc tests.

Section III – Gives an overview about the problems faced availing the facilities under the plans and programmes for primary school children by the parent respondents and programmes.

Section IV – Gives the suggestions from the Parents' perspectives regarding effective implementation of the plans and programmes related to primary education at the school.

Section – 1

Background Information and Awareness and Implementation regarding Government Plans and Programmes for Primary School Children

Table 163: Background Information of the Parents

(N=200)

Profile	Categories	Frequency	Percentage
District	Banaskantha	50	25
	The Dangs	50	25
	Surat	50	25
	Vadodara	50	25
		200	100
Gender	Male	66	33
	Female	134	67
		200	100
Education	Illiterate	25	12.5
	Primary (I-VIII)	111	55.5
	Secondary (IX-X)	42	21
	Higher Secondary (XI-XII)	18	9
	Graduation	4	2
		200	100
Caste	General	88	44
	SC/ST	109	54.5
	OBC	3	1.5
		200	100

There was equal representation, i.e. 25% (50) of parent respondents from each District viz. Banaskantha, The Dangs, Surat and Vadodara. With regard to gender, 67% (134) parent respondents were females and 33% (66) respondents were males.

55.5% (111) parent respondents had completed their primary education. 21% (42) of the respondents had completed their secondary schooling. Only 9% (18) of the respondents had done their higher secondary schooling and 2% (4) had done their graduation. 12.5% (25) respondents were illiterate. Caste wise, 54.5% (109) respondents belonged to SC/ST caste like Vasava, Konkani, Yojnawa, Darbar, Rabari, Koli, Nayak and Muslims. 44% (88) belonged to the general category and 1.5% (3) respondents belonged to the OBC category.

Table 164: Distribution of parents' responses regarding awareness regarding selected Government Plans and Programmes

(N=200)

Programme	Aware	Unaware	No Response	Total
Mid Day Meal	195 (97.5%)	5 (2.5%)	-	200 (100%)
Shala Praveshotsav	157 (78.5%)	42 (21%)	1 (0.5%)	200 (100%)
Right to Education Act	122 (61%)	78 (39%)	-	200 (100%)
Kanya Kelavani Yojna	109 (54.5%)	91 (45.5%)	-	200 (100%)
Gunotsav	95 (47.5%)	104 (52%)	1 (0.5%)	200 (100%)

Figures in parentheses indicate percentage

With regard to awareness of the Right to Education (RTE) Act, 61% (122) parents had awareness regarding what RTE was. 39% (78) parents had only heard about such a law but did not know exactly what it was and what provisions are meant for the children under this Act.

MDM programme has been by far the most popular programme amongst all the programmes for primary school children. The data revealed that parents, 97.5% (195) were aware about the MDM programme being implemented in their child's school while 2.5% (5) were unaware about the programme. By being not aware, it was found that the parents only knew that their children get the food but then they weren't aware that it was provided under the scheme by the Government. They had not even heard the name of "*Madhyan Bhojan*."

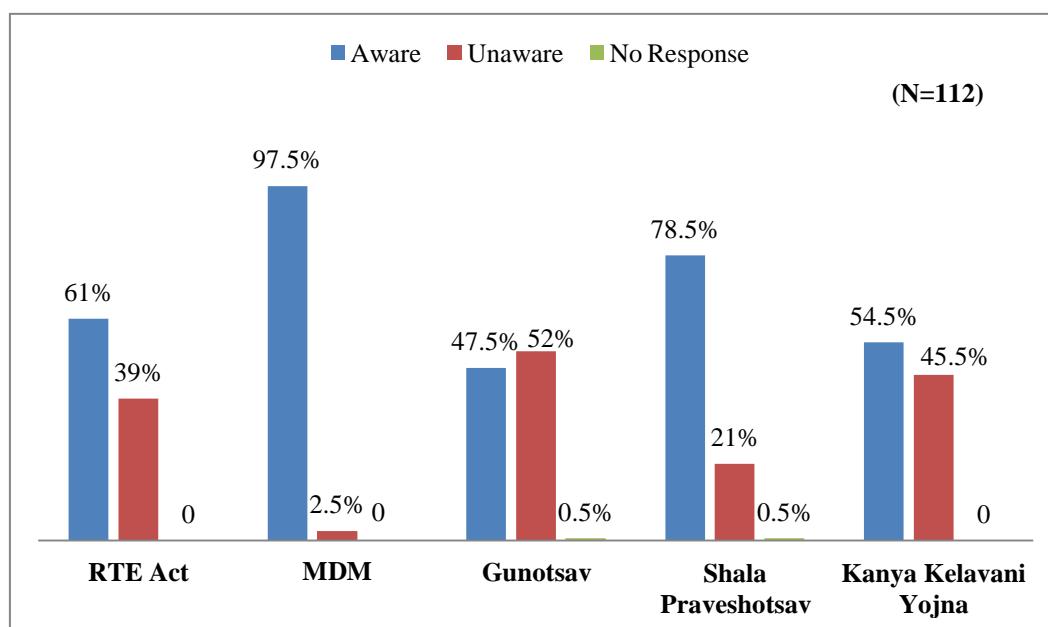
The data reveals that 54.5% (109) parents were aware about the Kanya Kelavani Yojna as compared to 45.5% (91) respondents who were not aware about the Kanya Kelavani Yojna.

The data revealed that only 47.5% (95) parent respondents were aware about the Gunotsav Programme. 52% (104) parents were not aware, while 0.5% (1) did not respond.

By awareness, questions regarding the name of the programme, the facilities provided under each programme and inception of the programme in the child's school were asked. It was found that while the parents knew regarding certain facilities being provided to the children at school, they were not aware that they were being provided

under a certain programme. For example, parents were aware that children get free books and uniform, but they were not aware that it is being provided under the Right to Education (RTE) Act.

Figure 57: Distribution of parents' responses regarding awareness regarding selected Government Plans and Programmes



The above figure shows a comparative picture of respondents' awareness regarding selected Government Plans and Programmes. It was found that out of all the programme, awareness regarding Mid Day Meal Programme amongst the respondents was the highest followed by Shala Praveshotsav, Right to Education Act and Kanya Kelavani Yojna. Amongst all, Gunotsav was one programme which only 47.5% (95) parents were aware of. Awareness is an important pre-requisite to ensuring that parents play a key role in the involvement of the education of their children.

Table 165: Distribution of parents' responses regarding awareness and provision of facilities under Right to Education (RTE) Act (N=200)

Facility	Provided	Not Provided	Not Aware	Total
Free Admission	200 (100%)	-	-	200 (100%)
Mid Day Meal	200 (100%)	-	-	200 (100%)
Free Books	199 (99.5%)	1 (0.5%)	-	200 (100%)
Proper Classroom	199(99.5%)	1 (0.5%)	-	200 (100%)
Separate Toilets	193(96.5%)	3 (1.5%)	4 (2%)	200 (100%)
Playground	190 (95%)	10 (5%)	-	200 (100%)
Free Uniform	182 (91%)	16 (8%)	2 (1%)	200 (100%)
Computer Lab	129 (64.5%)	41(20.5%)	30 (15%)	200 (100%)
Library	107 (53.5%)	57 (28.5%)	36 (18%)	200 (100%)

Figures in parentheses indicate percentage

The Right to Education Mandate document has clarification of certain provisions which the children are entitled to under the programme. Section 31 of the Act provides for certain things which the children are entitled to viz. textbooks, uniforms, library, mid day meals, provision of schools in terms of requisite number of classrooms and infrastructure facilities etc.

It was found that all the parents 100% (200) responded that admission id provided free of cost in the neighborhood schools, 99.5% (199) parents said that books are provided free of cost while 0.5% (1) parent said that it was not provided. By not provided, the respondent meant that second hand books from the school were provided to their child.

91% (182) parents said that uniform is provided to the children, 8% (16) respondents said that uniform is not provided to them, instead money is provided to them so that they can purchase the uniform, 1% (2) of the respondents were not aware about it.

Initially we used to get uniform cloth from school....

“Pehla uniform no kapad madto hato, have paisa made chhe pan paisa to vaprai jaye chhe.” (Initially the cloth for the uniform used to be provided, now money for the uniform is provided but that money often gets spent) – A mother from Banaskantha

The RTE Act mandate provision of play grounds by the school management either in the school premises or around the school in any open area. 95% (190) parents said that their child's school had a playground. 5% (10) respondents said that their child's school did not have a playground or any other facility where the child could play.

99.5% (199) parents said that their child's schools had proper classrooms for the children. Only 0.5% (1) respondent said that their child's school had no facility of proper classroom.

64.5% (125) parent respondents said that their child's school had a computer lab in the school and the children were allowed to use it sometimes. 20.5% (41) respondents said that there was no provision of computer lab in their child's school. Whereas, 15% (30) parents said that they were not aware regarding any such facility available in their child's school.

Initially we used to get uniform cloth from school....

"Ae to computer class na vishe khabar nahi have to, kyarery joya nahi, nishaadej nathi jata to kevi rite khabar pade?" (Don't know about the computer class, never saw it, we don't go to the school only so how can we know? – A mother from Dang)

96.5% (193) respondents said that there is availability of separate toilets for girls and boys in the school. 1.5% (3) respondents said that there were no separate toilets available. One part of the lavatory was locked up for the teachers and one was used by the children in common. 2% (4) respondents were not aware whether toilets were common or separate.

53.5% (107) parents reported that there was a library facility in their child's school. 28.5% (57) reported that no such facility was available at the school. 18% (36) parents were not aware about library as a provision under RTE Act. All the respondents 100% (200) said that Mid Day Meal was provided to their children at school.

Table 166: Distribution of parents' responses regarding involvement of Community in implementation of the Government programmes (N=200)

Categories	Frequency	Percentage
Yes, community is involved	193	96.5
No, community is not involved	7	3.5
	200	100

96.5% (193) parents said that the parents were involved in the implementation of the programmes at school like the annual exhibitions, meetings, whenever they take place and sometimes as a part of various programmes of the school. 3.5% (7) parents said that community members are only involved during national events like January 26th and 15th August celebrations.

Parents are called only when there is a flag hoisting programme.....

“School ma to jyare dhvaj vandan no karyakram hoy tyare valiyo ne bolava ma aavhe che pan aam to amuk vakhatj meeting ke kai hoy to ema bolava ma aave chhe.” (Parents are called in the school only when there is the flag hoisting program in the school or sometimes when there is a meeting parents are called) – A father from Vadodara

When asked regarding whether they are involved in any other activity like monitoring the MDM program in the school or coming to see the infrastructure available for the children, it was said,

We are not aware about it.....

“na eva kai ma nathi bolava ma aavtu valiyo ne, aavu hoi shake ae pan khabar nathi.” (No we are not called in anything as such, something like this can happen, that also we don't know) – A mother from Dangs

Table 167: Distribution of parents' responses regarding provision of motivation to the children to participate in co-curricular and extra-curricular activities (N=200)

Categories	Frequency	Percentage
Yes, children are motivated	186	93
No, children are not motivated	12	6
No Response	2	1
	200	100

With regard to whether children participate in co-curricular and extra-curricular activities, 93% (186) parents said that yes their children are motivated to participate in co-curricular and extra-curricular activities at school.

Children are taken to other schools to participate.....

“Kai spardha hoy to badako bhaag le chhe, biji school ma lai jaye chhe school thi.”
(If there is some competition then children participate in it and they go to other schools from their school) – A father from Surat

We never stop children from participating.....

“Khel Mahakumbh jevi spardhao hoy to mota saheb aave amne kehva ke amara badako ne javanu chhe ramva, ame na nai padta kemke badako ne ramva ma pan ras hoy ne bhanvani saathe.” (When events like Khel Mahakumbh happen, Principal sir comes to tell us that our children have to go and we don't say no because the children have interest in playing also along with studies)- A mother from Surat

Table 168: Distribution of parents' responses regarding punishment faced by the children at school

(N=200)

Type of Punishment	Yes	No	Not Aware	Total
Standing outside the class	8 (4%)	183 (91.5%)	9 (4.5%)	200 (100%)
Physical Punishment	7 (3.5%)	188 (94%)	5 (2.5%)	200 (100%)
Standing on Table/Chair	6 (3%)	187 (93.5%)	7 (3.5%)	200 (100%)
Abusive language by teachers	5 (2.5%)	192 (96%)	3 (1.5%)	200 (100%)
Isolation	5 (2.5%)	192 (96%)	3 (1.5%)	200 (100%)

Figures in parentheses indicate percentage

Section 17 of the RTE Act prohibits physical punishment and mental harassment of any child. The Delhi High Court in the year 2010 gave a landmark judgment regarding ending corporal punishment in schools across the country so that children receive education in an environment of freedom and dignity which is free from fear. In India, corporal punishment has been practiced mainly to teach desirable social and moral behavior to children.

Rajan and Kannappan (2018) in their article entitled “A Study on Corporal Punishment and Child Rights with Special Reference to India” with an objective of

understanding the prevalent practice of corporal punishment in the Indian society and the possible reasons behind it. It was highlighted that corporal punishment in both government as well as private schools is deeply ingrained and is used as an important tool to discipline children, however, most of the children do not report or talk about the matter to anyone and usually suffer silently.

In the case of the present research findings, there was prevalence of punishment in some school but the magnitude was not large. With regard to the child being made to stand on the table/chair 3% (6) parents said that their children were made to stand on the table and chair by the teachers if the child misbehaved or was notorious, 93.5% (187) parents said that their children were not punished like that while 3.5% (7) were not aware of whether their children were punished or not.

4% (8) parents said that their children were made to stand outside the class while 91.5% (183) parents said their children were never made to stand outside class while 4.5% (9) were not aware about it.

With regard to physical punishment like slapping, pinching, pushing and ear pulling, it was found that 3.5% (7) parents said that their children were slapped; hit or their ears were pulled by their teachers. 94% (188) parents said that their children were not subjected to physical punishment while 2.5% (5) parents were not aware about any such thing.

2.5% (5) parent respondents said that their children were abused by their teachers where the teachers called them names which were derogatory in nature. 96% (192) parents said that nothing of this sort happens with their children while 1.5% (3) parents were not aware about it.

Isolation is the act of putting children in a separate room without any interaction with other children. This usually causes mental stress to the children. 2.5% (5) parents said that their children were isolated from other children as a form of punishment. 96% (192%) parents said that their children were never subjected to isolation while 1.5% (3) parents were not aware about it.

The major reason why punishment is used as a method of discipline is prevalent because of parental ignorance or their silent support (Cheruvalath & Tripathi, 2015). The same was reflected in this study. While most of the parents said that their children

were not subjected to any kind of punishment in the schools, an informal conversation with the parents regarding whether children should be punished or not revealed that parents were in favor of mild punishment when the child misbehaves as it is important to save the child from getting carried away in the acts of misbehaving. The parents who were unaware regarding punishment of their children at schools were also ignorant to the fact whether their children were subjected to such acts in school or not. This also revealed that the parents did not talk about what happens to the children when they are at school.

There is nothing wrong in it.....

“Chhokro jyare masti kare to ene saja to thaayj ne, ema koi khoti vaat nathi,”(When the child does mischief, he has to be punished, there is nothing wrong in that) – A mother from Banaskantha

Boys are more mischievous than girls, so not new if they are punished.....

“Chhokariyo karta chhokrao khoob mastikhor hoy chhe etle chokrao ne maar pade to ema kai navai nathi.”(Boys are more notorious than girls and when they are hit, there is nothing new in that) – A father from Vadodara

Correcting behavior is important lest it be repeated.....

“Soti vaage cham cham, vidhya aave gham gham, aa kehvat khoob jooni chhe ane varsho thi aa vaat sachi chhe k jyare badak kai khoti vastu kare to ene maar to maarvi pade kemke na sudhariye aapde to ae aagad jaine ej vastu pachu karse.”(When the rod rings, education comes faster. This is a proverb since years and it is true that when a child misbehaves, he has to be hit because if we don’t correct the behavior, in the future he will repeat the same behavior again) – A father from Dangs

Table 169: Distribution of parents’ views on regularity of Mid Day Meal in school

(N=200)

Categories	Frequency	Percentage
Mid Day Meal is regular	200	100
Mid Day Meal is not regular	0	0
	200	100

With regard to regularity of MDM in school, all the respondents said that they were regular in the school.

Table 170: Distribution of parents' responses regarding whether the child eats Mid Day Meal regularly in school (N=200)

Categories	Frequency	Percentage
Yes, child eats regularly	177	88.5
No child does not eat regularly	23	11.5
	200	100

A question regarding whether the child eats MDM regularly at school was asked and 88.5 (177) respondents said that their children eat food regularly at school. 11.5% (23) respondents said that their children do not eat regularly at school.

Table 171: Distribution of parents' views on reasons for child not eating Mid Day Meal regularly at school (N=23)

Categories	Frequency	Percentage
Quantity is not sufficient	2	8.7
Food has worms	1	4.3
Bland in taste	17	73.9
Any other	3	13.1
	23	100

When asked the reasons behind why children do not eat regularly at school, 73.9% (17) parents said that the food is bland in taste and that is why the children do not eat at school. 13.1 (3) respondents said that the children prefer to eat home cooked food and thus either carry the food from home or come home during the break time to eat. 4.3% (1) respondent said that there are worms/stones in the food, while 8.7% (2) said that the quantity served to the children is not sufficient for the child and a second serving is not allowed.

Sometimes if a child wants a second serving, it is denied.....

“Amuk vakhat biji vaar levu hoy to nai aapta shikshako, badak bhukyo hoy to kemnu chaale? Etle ghare thi dabbo laine jay amuk vakhat.” (Sometimes, if a second serving is required, teachers don't give, if the child is hungry, how will it work? That is why child carries tiffin from home at times) – A mother from Banaskantha

You must have read there are worms and weevils in the food....

“Tame to vaanchyu hase k khavama eldi ne keeda nikle chhe amuk vaar, aapdo chhokro khai le ne bimar pade to koni javabdaari?” (You must have read that there are weevils and worms sometimes in the food and if our child consumes that and falls sick, who will be responsible?) – A mother from Banaskantha

My children come home to eat....

“School ke pichhe hi to hai ghar, recess me mere bachhe to aa jate hai ghar khana khane, garam garam roti banake khila deti hu, garam ghar ka khana to milta hai unhe.”
(House is behind school only, my children come home during recess to eat, I make hot roti's and feed them, they get hot home cooked food atleast) – A mother from Banaskantha

Parents' 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 172: Distribution of parents' responses regarding benefits of Mid Day Meal Programme- Child does not stay hungry anymore (N=200)

Categories	Frequency	Percentage
To a Great Extent	185	92.5
To Some Extent	5	2.5
To a Least Extent	8	4
Don't Know	2	1
	200	100

A study based on the survey of primary schools in Madhya Pradesh highlighted that MDM scheme had a substantial effect on reduction of hunger amongst school children and also helped in reduction of protein energy malnutrition (Afridi, 2010).

In the light of the above findings, it was found in the current research that 92.5% (185) parents said that hunger has reduced to a great extent amongst their children. Parents admitted that their children look healthy now and they can do more activities due to lack of hunger.

There has been a difference due to food served at school.....

“Ame valiyo majuri par jata reh, be be rotli laine jaye, ema chhokro khaye na khaye, pan nishaade je khavanu male, ena thi ghano fark padyo chhe, ene bhaave pan chhe ane have saaro laage chhe, nahinter sookhi laakdi jevo sharir hoy jaane.” (We parents go off to work and carry two roti's each out which child eat, doesn't eat but the food that the child gets in school has made a lot of difference, he likes it also and now he looks good otherwise his body was as thin as a stick) – A mother from Dang

2.5% (5) parents said that instances of child not staying hungry anymore have been to some extent, 4% (8) parents said that MDM has helped in reducing hunger to the least extent.

Food is tasteless.....

“Amuk vaar to khaaye nai chhokrao nihaade kem ke keh chhe k jamvanu sarkhu nathi madtu, swad nai hotu.” (Sometimes child does not eat at school because he says that the food is not proper, is tasteless) – A mother from Banaskantha

1% (2) parent respondents didn't know if that has worked as a benefit or not.

We don't know, when hungry, child goes and eats at home.....

“Khabar nai, ame khetar ma rahiye, bhukyo hoy ken a hoy, khaij le chhe ghare aaine.” (We don't know, we are at the field, whether the child is hungry or not, he comes home and eats) – A mother from Dang

Table 173: t-test results of perceptions of Male and Female parents regarding benefits of Mid Day Meal Programme- Child does not stay hungry anymore (N=200)

t-test for Equality of Means					
N		Mean	Std. Deviation	t	Sig. (2 tailed)
Male	66	2.85	.561	-.322	.748 (NS)*
Female	134	2.87	.482		

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

The t test result indicated no significant difference in the perception of male and female parents regarding child not staying hungry anymore as a benefit of MDM programme indicating that both the set of respondents believed that children not staying hungry anymore was a benefit of MDM Programme to a great extent.

Table 174: Analysis of Variance (ANOVA) results of perception of parents regarding benefits of Mid Day Meal Programme- Child does not stay hungry anymore

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	8.935	3	2.978	13.761	.000 (Sig.)**
	Within Groups	42.420	196	.216		
Education	Between Groups	.779	4	.195	.750	0.559 (NS)*
	Within Groups	50.576	195	.259		
Caste	Between Groups	2.134	2	1.067	4.271	.015 (Sig)**
	Within Groups	49.221	197	.250		

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

The ANOVA results regarding child not staying hungry anymore as a benefit of MDM programme indicated no significant difference in the perception of parent respondents in relation to Education of the parent respondents as a variable. A significant difference was however noted with regard to District and caste as a variable. To identify which groups differed significantly in their perception, a post hoc analysis was used.

Table 175: Post Hoc Test result for perception of Parents regarding benefits of Mid Day Meal Programme- Child does not stay hungry anymore

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Surat	3.00	Banaskantha	3.00	.000	.093	1.000 (NS)*
			The Dangs	2.50	.500	.093	.000 (Sig.)**
			Vadodara	2.96	.040	.093	.980 (NS)*
Caste	OBC	3.00	General	2.98	0.23	.293	.997 (NS)*
			SC/ST	2.77	.229	.293	.736 (NS)*

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

The post hoc result with regard to District as a variable indicated that the perception of the respondents in Surat District was higher regarding the child not staying hungry anymore as a benefit of MDM programme. The mean scores of respondents from

Surat and those from Banaskantha were the same. There was a significant difference in the mean scores of the respondents from Dangs which indicated that they were less satisfied with the child not staying hungry anymore as a benefit of the MDM programme, the reason being that the children sometimes do not get sufficient quantity of the food or the fact that the food is too bland in taste for the children to eat.

With regard to caste as a variable, the respondents belonging to the OBC category had a slightly higher mean score compared to respondents of other categories. There was no significant difference though.

Table 176: Distribution of parents' responses regarding benefits of Mid Day Meal Programme- Child gets food regularly on time
(N=200)

Categories	Frequency	Percentage
To a Great Extent	188	94
To Some Extent	2	1
To a Least Extent	8	4
Don't Know	2	1
	200	100

With regard to child getting food regularly on time as a benefit of MDM programme, 94% (188) respondents felt that this was a benefit to a great extent as otherwise the children do not usually get the food regularly on time due to the parents being daily wage labourers. 1% (2) respondents felt that this was a benefit to some extent, 4% (8) respondents felt that this was a benefit to the least extent as the food is cooked in school and sometimes it takes a while to be cooked on time. 1% (2) respondents did not know whether the child gets food regularly on time in school or not.

We are not aware....

“Ae to khabar nai kemke aapde to aakho diwas khetar ma rehvanu, ghare aaine sokro kasu kehve nai.” (That we don't know as we stay at the field whole day, child does not say anything after coming home) – A mother from Dangs

Table 177: *t*-test results of perceptions of Male and Female parents regarding benefits of Mid Day Meal Programme- Child gets food regularly on time
(N=200)

t-test for Equality of Means					
n		Mean	Std. Deviation	t	Sig. (2 tailed)
Male	66	2.82	.654	-1.237	.218 (NS)*
Female	134	2.91	.397		

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

The t- test results indicated no significant difference in the perception of male and female respondents regarding child getting food regularly on time as a benefit under MDM scheme. The perceptions of the respondents from both the categories were towards the higher side indicating that they were of the opinion that child getting food regularly on time is a benefit of the MDM programme to a large extent.

Table 178: *Analysis of Variance (ANOVA) results of perception of parents regarding benefits of Mid Day Meal Programme- Child gets food regularly on time*
(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	8.640	3	2.880	13.945	.000 (Sig)**
	Within Groups	40.480	196	.207		
Education	Between Groups	.920	4	.230	.930	.447 (NS)*
	Within Groups	48.200	195	.247		
Caste	Between Groups	2.404	2	1.202	5.070	.007 (Sig)**
	Within Groups	46.716	197	.237		

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

The ANOVA results indicated no significant differences in the perceptions of the respondents with regard child getting food regularly as a benefit of MDM programme in relation to education of the parent respondents as a variable.

A significant difference was however noted amongst the perception of the respondents in relation to District and Caste as a variable. To check which groups differed significantly, a post hoc test was undertaken.

Table 179: Post Hoc Test result for perception of Parents regarding benefits of Mid Day Meal Programme- Child gets food regularly on time

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	3.00	The Dangs	2.52	.480	.091	.000 (Sig.)**
			Surat	3.00	.000	.091	1.000 (NS)*
			Vadodara	3.00	.000	.091	1.000 (NS)*
Caste	General	3.00	OBC	3.00	.000	.286	1.00 (NS)*
			SC/ST	2.78	.220	.070	.008 (Sig.)**

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

The post hoc results regarding District as a variable indicated that there was no significant difference in the mean scores of responses from Banaskantha, Surat and Vadodara indicating that the respondents from these districts were of a higher opinion regarding child getting food regularly on time as a benefit of MDM programme. A significant difference was however found in the mean score of responses from Dangs where the respondents did not think that the children get the food on time. The major reason behind this being that the meal is cooked in school and often it takes time to be cooked and served on time.

Since food is cooked in school, it does get late sometime.....

“Nishaadej khavanu randhvama aave chhe jethi kok vaar modu thai jay chhe. Amuk vakhat rasoi kare ae ben nathi aavta, tyare modu thai jay randhvama ma.” (The food is cooked in the school only due to which sometimes it gets late. Sometimes the lady who cooks doesn't come due to which it gets late in cooking) – A mother from Dangs

With respect to caste as a variable, it was found that that the respondents belonging to the general caste had an equal mean score with those belonging to the OBC category. The mean scores of the respondents belonging to the SC/ST caste differed significantly from the ones belonging to the general caste suggesting that the respondents from SC/ST caste did not think that the child getting food regularly on time is more of a benefit under the MDM programme.

The child is sometimes made to stand last in line for food....

“Aam to bhedbhav occhu thay chhe pan kok vaar line ma chhello ubha karvama aave chhe jethi chhelu made khavanu.” (Usually there is less discrimination but sometimes children are made to stand last in the line due to which they get to eat the last) – A mother in Banaskantha

The above finding regarding the children from SC/ST caste being made to stand last in line can be similarly attributed to the findings of Thorat and Lee (2005) who studied discrimination against children in Mid Day Meal Scheme in the states of Andhra Pradesh, Rajasthan and Tamil Nadu. They found that in Tamil Nadu and Rajasthan, Dalit children had segregated seating.

While instances of segregated eating arrangement of students belonging to SC/ST and OBC classes were not encountered much in the selected schools, it was revealed through informal discussion with parents that discrimination in such form did take place sometimes, which largely remains unspoken and unheard of.

Table 180: Distribution of parents' responses regarding benefits of Mid Day Meal Programme- Child is motivated to go to school (N=200)

Categories	Frequency	Percentage
To a Great Extent	176	88
To Some Extent	15	7.5
To a Least Extent	8	4
Don't Know	1	0.5
	200	100

A study conducted by State Council for Educational Research and Training (SCERT), Chhattisgarh to understand the impact of MDM programme on School Enrolment and Retention found out that parents, particularly in the tribal areas were extremely happy with the MDM scheme as it motivated their children to attend school regularly.

In the light of above findings a similar finding emerged in the current research where 88% (176) parent respondents believed that child being motivated to go to school is a benefit under the MDM programme to a great extent.

Good food is served in school, children are interested in going to school...

“Nishaade saru khavanu made chhe jethi badako ne ras aave roje nishade java ma.”
(Good food is served in the school due to which the children are interested in going to school regularly) – A mother from Surat

7.5% (15) respondents felt that it can be taken as a benefit to some extent while 4% (8) respondents felt that it acts as a benefit to the least extent. The reason being that the food is not of great quality and thus not a benefit that would motivate the child to attend school daily. *“Kok vakhat mithu masala nakhyu na hoy evu laage chhe, beswad hoy jamvanu, badako kahe.”* (Sometimes it feels like there is no salt or spices the food is tasteless, children say). 0.5% (1) respondent didn't know whether the child was motivated to attend school due to MDM programme or not.

Table 181: t-test results of perceptions of Male and Female parents regarding benefits of Mid Day Meal Programme- Child is motivated to go to school (N=200)

t-test for Equality of Means					
N		Mean	Std. Deviation	t	Sig. (2 tailed)
Male	66	2.76	.609	-1.435	.153 (NS)*
Female	134	2.87	.439		

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

The t-test results suggested no significant difference in the perception of male and female respondents regarding the child being motivated to go to school regularly as a benefit of MDM programme. This indicated that regardless of gender, the respondents believed that the child being motivated to go to school regularly is a benefit to a great extent under the MDM programme.

Table 182: Analysis of Variance (ANOVA) results of perception of parents regarding benefits of Mid Day Meal Programme- Child is motivated to go to school (N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	6.500	3	2.167	9.713	.000 (Sig)**
	Within Groups	43.720	196	.223		
Education	Between Groups	.850	4	.212	.839	.502 (NS)*
	Within Groups	49.370	195	.253		
Caste	Between Groups	2.220	2	1.110	4.55	.012 (Sig)**
	Within Groups	48.000	197	.244		

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

The ANOVA results indicated no significant difference in the perceptions of the respondents regarding the child being motivated to attend school regularly due to MDM programme in relation to education of the parent respondents as a variable. A significant difference was found in the perception of the respondents with regard to District and caste of the respondent as a variable. To identify which group differed, a post hoc analysis was undertaken.

Table 183: Post Hoc Test result for perception of Parents regarding benefits of Mid Day Meal Programme- Child is motivated to go to school (N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Vadodara	2.96	Banaskantha	2.94	.020	.094	.998 (NS)*
			The Dangs	2.52	.440	.094	.000 (Sig.)**
			Surat	2.90	.060	.094	.939 (NS)*
Caste	General	3.00	OBC	3.00	.000	.286	1.00 (NS)*
			SC/ST	2.78	.220	.070	.008 (Sig.)**

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

The post hoc results regarding perception of respondents on child being motivated to go to school regularly as a benefit of MDM programme with regard to District as a variable indicated no significant difference in the mean scores of respondents from Vadodara, Banaskantha and Surat districts indicating that they all felt that the child

being motivated to go to school is a benefit to a great extent under the MDM programme. A significant difference was however found in the mean scores of respondents belonging to Dangs district indicating that the respondents were of a lesser opinion that the child being motivated to go to school as a benefit of the MDM programme. Even the horse grams, served as snacks are only boiled, without any spices or condiments which the children do not usually enjoy.

Sometimes children throw away the snack....

“Naasta ma chana male chhe bafela, pan ema mithu, marchu kasu nai, amuk vaar to chhokrao nathi khata ane feki de chhe.” (Children get boiled horse gram as snacks which contains no salt or spices, sometimes the children don’t even eat and throw them away) – A mother from Vadodara

With regard to caste as a variable revealed that the respondents belonging to the general caste had an equal mean score with those respondents belonging to the OBC category. There was a significant difference in the mean scores of respondents belonging to general category and the ones belonging to the SC/ST category. This indicated that the SC/ST category respondents thought that MDM programme is not the only reason due to which the child is motivated to go to school, while this is amongst one of the reasons, but the major one being the fact the children don’t have to work anymore and that they would probably be the first generation of people to be actually going to school.

Table 184: Distribution of parents’ responses regarding benefits of Mid Day Meal Programme- Child does not have to work anymore

(N=200)

Categories	Frequency	Percentage
To a Great Extent	188	94
To Some Extent	3	1.5
To a Least Extent	8	4
Don’t Know	1	0.5
	200	100

(Ghose, 2011) in his study “Does Mid- Day Meal Scheme Reduce Incidence of Child Labour?” concluded that provision of noon meals in the schools can reduce supply of child labour. MDM is a nutrition intervention programme by the government and many parents prefer to send their children to school due to that rather than sending

them to the market for work. With regard to the child not having to work anymore, 94% (188) respondents felt that this was a benefit to a great extent. 1.5% (3) respondents felt that this was a benefit to some extent. 4% (8) respondents felt that this was a benefit to the least extent as the population is largely daily wage labourers and if the child works, extra income can be earned. 0.5% (1) respondent didn't know if this was a benefit altogether or not.

Table 185: *t*-test results of perceptions of Male and Female parents regarding benefits of Mid Day Meal Programme- Child does not have to work anymore (N=200)

t-test for Equality of Means					
n		Mean	Std. Deviation	t	Sig. (2 tailed)
Male	66	2.86	.552	-.571	.568 (NS)*
Female	134	2.90	.404		

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

The t-test results indicated no significant difference in the mean scores of the male and female respondents regarding the perception of child not having to work anymore as a benefit of MDM programme indicating that the mean scores of both the categories of respondents were higher, meaning that they were of the opinion that child not having to work anymore is a benefit under the MDM programme to a large extent.

Table 186: *Analysis of Variance (ANOVA) results of perception of parents regarding benefits of Mid Day Meal Programme- Child does not have to work anymore*

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	7.260	3	2.420	13.821	.000 (Sig.)**
	Within Groups	34.320	196	.175		
Education	Between Groups	.948	4	.237	1.137	.340 (NS)*
	Within Groups	40.632	195	.208		
Caste	Between Groups	2.020	2	1.010	5.031	.007 (Sig)**
	Within Groups	39.560	197	.201		

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

The ANOVA results indicated no significant difference in the perceptions of the respondents regarding child not having to work anymore as a benefit of MDM

programme in relation to education as a variable. A significant difference was however recorded in relation to variables like District and Caste of the respondents. To know which groups differed in their perceptions, a post hoc analysis was used.

Table 187: Post Hoc Test result for perception of Parents regarding benefits of Mid Day Meal Programme- Child does not have to work anymore (N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	3.00	The Dangs	2.56	.440	.084	.000 (Sig.)**
			Surat	3.00	.000	.084	1.000 (NS)*
			Vadodara	3.00	.000	.084	1.000 (NS)*
Caste	General	3.00	OBC	3.00	.000	.286	1.00 (NS)*
			SC/ST	2.78	.220	.070	.008 (Sig.)**

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

The post hoc results regarding child not having to work anymore as a benefit of MDM programme in relation TO Dstrict as a variable indicated that that there was no significant difference in the mean scores of the respondents belonging to Banaskantha, Surat and Vadodara districts. A significant difference was however found in the mean scores of the respondents belonging to The Dangs suggesting that the respondents did not think that MDM had a benefit of the child not having to work anymore. Since majority of the population in Dangs are migrant labourers, they often migrate to Surat during the harvest season due to which they also take their children in order to earn some extra money.

We don't send children to schools during harvest season.....

“Jyare sherdi kaapvano time aave tyrae aakho ne aakho gaam truck bharine jay chhe. Shakkar ni company walao truck mokle, tyare jetlu aapde sherdi kapiye, etla paisa made, khavanu pan made, to nihaade sokra ne na mokaliye, paisa to kamavse.” (When it is the season to harvest sugarcane, the entire village goes in a truckload. The sugar factory owners send trucks, more the number of sugarcane we harvest, more the money we get, we get food also, so we don't send children to school, atleast he will earn) – A father from Dangs

With regard to caste as a variable, the results indicated that the mean scores of the respondents belonging to the General and OBC caste were equal. There was a significant difference in the perceptions of the respondents belonging to the SC/ST category suggesting that for them, child not having to work anymore is less of a benefit as they are labourers and if the even if the child gets the meals at school, the money needs to be earned and that the child can earn by doing small off jobs at the farm.

(Ghose, 2011) in his study on identifying whether MDM scheme reduced incidences of child labour found that as the probability of getting skilled wage increases, the probability of incidences of child labour decreases. He further adds that parents follow the demonstration effect where they see where the benefit of sending the children is high, in school or in the labour market? Depending on where the benefits are high, the parents send the children there.

Similar findings emerged in the current study where large part of the population in Dangs was SC/ST. During the harvest season, almost the entire village migrates to Surat for a period of two months. This is the time where the sugar factory owners provide them with enough wages and in some cases even food to the labourers. In the light of the benefits received, the parents often feel that it is better to migrate with the children as they can lend an extra hand and help earn money. Anyways the people are landless and there is hardly any work, so people prefer to migrate with the children.

The child anyways learns less being in school. better he earns....

“Gaam ma kaam na male, jyare sherdi kaapvano samay aave tyare ghana paisa made, school ma rahine chhokro aam pan occhu bhane, ena karta khetar nu kaam karine paisa laave ghare.” (No job in the village, when it is time to harvest sugarcane, we get enough money, staying in school the child anyways studies less, so it is better that he earns while working in the fields) – A father from Dangs

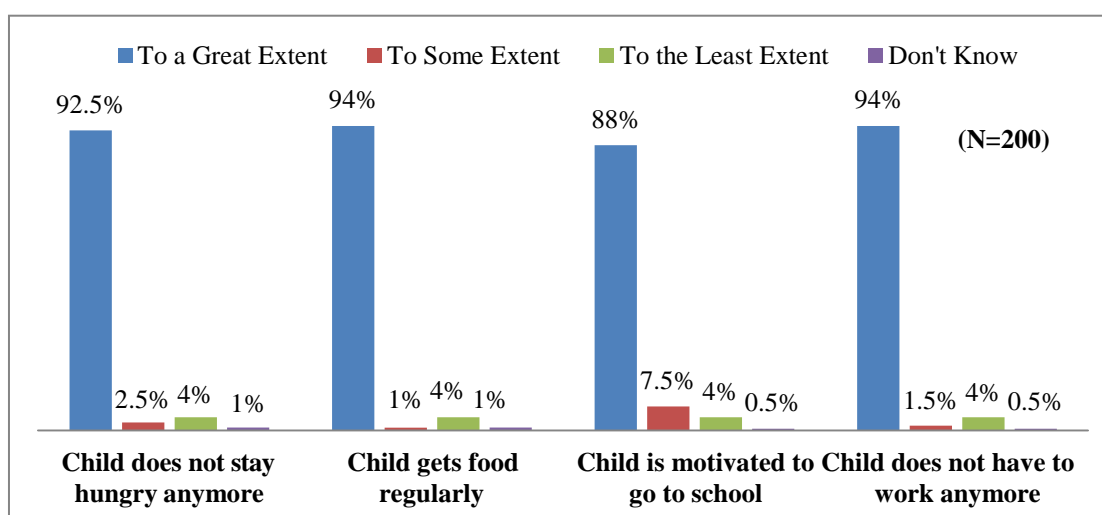
Table 188: Distribution of Parents' Views on Benefits of Mid Day Meal Programme – At a glance

(N=200)

Benefits	To a Great Extent	To Some Extent	To the Least Extent	Don't Know	Total
Child does not have to work anymore	188 (94%)	3 (1.5%)	8 (4%)	1 (0.5%)	200 (100%)
Child gets food regularly	188 (94%)	2 (1%)	8 (4%)	2 (1%)	200 (100%)
Child does not stay hungry anymore	185 (92.5%)	5 (2.5%)	8 (4%)	2 (1%)	200 (100%)
Child is motivated to go to school regularly	176 (88%)	15 (7.5%)	8 (4%)	1 (0.5%)	200 (100%)

Figures in parentheses indicate percentage

Figure 58: Parents' Views on Benefits of Mid Day Meal Programme



The above graph shows the benefits of MDM programme as perceived by the parents. According to them, MDM has a lot of benefits to offer among which the child not having to work anymore and the fact that the child gets nutritious food to eat regularly are greater benefits. Apart from that the children do not stay hungry anymore as they get food and snacks daily due to which their health also has improved. Parents also believe that the child is motivated to go to school regularly due to MDM as they get a variety of food at school which otherwise they don't usually get at home to eat.

Table 189: *Distribution of parents' responses regarding type of food served at school under Mid Day Meal Programme*
(N=200)

Categories	Frequency	Percentage
Dry snacks	0	0
Cooked Meal	50	25
Both, dry snacks and cooked meal	150	75
	200	100

With regard to type of food served under the MDM programme, 75% (150) respondents, said that their children get both, dry snacks and cooked food at their school for the MDM programme. 25% (50) respondents said that their kids are served only cooked meal and no dry snacks. The concept of dry snacks was initiated under the Tithi Bhojan scheme initiated by Government of Gujarat wherein members of the community provide nutritious, healthy food to the children as an additional food item, supplementing the MDM served at school. The food items may include fruits, sweets, biscuits, halwa, sukhdhi, chikki, sprouts etc.

Table 190: *Distribution of parents' responses regarding provision of plates for Mid Day Meal Programme*
(N=200)

Categories	Frequency	Percentage
School Provides	149	74.5
Children get from home	51	25.5
	200	100

With regard to provision of plates under the MDM programme, 74.5% (149) parents said that the school provides the plates for food and 25.5% (51) parents said that the children have to carry the plates from home.

Usually the plates for MDM programme have to be provided by the State under the school expenditure component. But the data revealed that there are schools where the plates are not provided from the school and the children have to carry it from their homes.

Table 191: Distribution of parents' responses regarding awareness Scholarship for girls as a facility under Kanya Kelavani Yojna (N=200)

Categories	Frequency	Percentage
Yes, aware	142	71
No, not aware	58	29
	200	100

With regard to awareness of the parent respondents regarding scholarships for girls under the Kanya Kelavani Yojna, 71% (142) parents said that they were aware while 29% (58) respondents were not aware of the facility under the programme.

Table 192: Distribution of parents' responses regarding whether they have availed the scholarships under Kanya Kelavani Yojna (N=200)

Categories	Frequency	Percentage
Yes, availed	103	51.5
No, not availed	96	48
No response	1	0.5
	200	100

A question regarding whether the parents had availed the scholarships or not under the Kanya Kelavani Yojna, it was found that 51.5% (103) parents had availed the scholarships while, 48% (96) respondents had not availed the scholarships. 0.5% (1) chose not to respond.

Table 193: Distribution of parents' responses regarding reasons for not availing scholarships under Kanya Kelavani Yojna (N=96)

Reasons	Frequency	Percentage
Boy Child	41	42.7
Was not aware	22	23
Have applied but no progress	20	20.8
Any Other	8	8.3
No one to assist	2	2.1
Procedure is complicated	1	1
Do not possess required documents	1	1
No response	1	1
	96	100

When asked regarding the reasons behind why the scholarships were not availed, 42.7% (41) respondents said that they had boy children. 23% (22) of them said that

they were not aware about any such facilities being provided by the Government. 20.8% (20) said that they had opened the bank accounts and have applied but have not received the money in their accounts yet. 1% (1) respondent even reported not having identity documents required to open up bank accounts due to which the facility could not be availed. 8.3% (8) respondents said that they had not availed the facility due to other reasons such as the child had just entered first grade and thus the procedure takes time, amount not being sanctioned in the bank accounts, not having bank accounts etc.

Table 194: Distribution of parents' responses regarding whether Remedial Classes under Gunotsav programme are conducted in school (N=200)

Categories	Frequency	Percentage
Yes, remedial classes provided	113	56.5
No, remedial classes are not provided	71	35.5
Not aware	16	8
	200	100

Remedial classes form an important aspect of Gunotsav programme as it helps in diagnostic assessment of what and how the learning methodology should be designed so as to ensure that the quality in teaching and learning remains intact. These extra classes usually take place before or after the school where the teachers and students dedicate one hour extra for teaching and learning in various subjects, specifically science and maths. Only 56.5% (113) respondents were aware about the remedial classes taking place in their children's schools and that the children attend it.

Extra class is held after school....

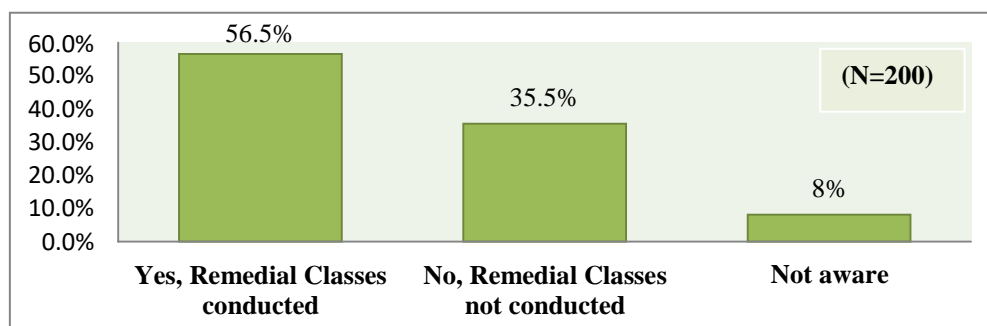
"Extra class hoy chhe darroje chhutya pachi school ma, badako jay chhe." (Extra class takes place after school gets over, children go to attend) – A mother from Surat

35.5% (71) parents said that remedial classes are not conducted in their child's school and 16% (8) respondents were not aware about any such thing happening in their child's school.

Some tests are taken in school on Saturdays.....

“Class to aam thati nathi extra pan dar shanivaare koi to test leva ma aave chhe pan chhokrao ke chhe k madamo lakhave chhe prashno na uttar.” (No extra classes are held as such but every Saturday some test is taken and children say that madam makes them write the answers to the questions) – A mother from Vadodara

Figure 59: Distribution of parents’ responses regarding whether Remedial Classes under Gunotsav programme are conducted in school



The above graph shows that a little more than half of the total respondents, 56.5% (113) knew that remedial classes are conducted in their children’s schools. They were aware regarding what subjects are undertaken in the remedial classes and were also aware that there were assessments regarding the same being conducted. The teachers of the respective schools had informed the parents in advance regarding the same. 35.5% (71) parent respondents were not aware regarding remedial classes being conducted in the schools or not as they claimed to be out in the fields and thus not being connected to what is happening in their child’s school. 8% (16) respondents were completely unaware regarding remedial classes, the concept itself.

Table 195: Distribution of parents’ responses regarding Praveshotsav held in their community last
(N=200)

Categories	Frequency	Percentage
1-2 years ago	138	69
3-4 years ago	05	2.5
Never	7	3.5
Don’t know	49	24.5
No response	1	0.5
	200	100

With regard to the last Praveshotsav campaign held in the community, 69% (138) respondents said that it was held in the last 1-2 years ago.

Program at school is held.....

“Kaaryakram yojaye chhe nishaade, badha ne agau jaan karva ma aave chhe je thi badha nishaade hajar rehve, badako nu pravesh karavva ma aave chhe.”(Programme is conducted in the school, everybody is informed in advance so that they can remain present at the school, children are admitted in the school) – A father from Surat

2.5% (5) respondents reported that it was held 3-4 years ago. 3.5% (7) respondents said that Praveshotsav was never held in their communities.

No big program as such is held.....

“Aevu jevu tame ko chho evu to kai karyakram jevu nathi yojati, dar varshe je naam lakhaiye chhe pravesh maate ej. Motu program k kai nai thayu” (Programme like you’re saying is not held as such, every year the same procedure of enrolling the child for admission takes place as usual. No big programme takes place) – A father from Vadodara

24.5% (45) respondents didn’t know whether any such campaign took place in their community or not.

We aren’t aware about any such program.....

“Ame majoori karva khetar ma jata rahiye chhe kon jaane aavu thayu hoy ke na thayu hoy.” (We are at the field for work, who knows whether such events take place or not) – A father from Dangs

0.5% (1) respondent chose not to respond.

Table 196: Distribution of parents’ responses regarding whether assistance was provided in admission
(N=200)

Categories	Frequency	Percentage
Yes, it was provided	186	93
No, it was not provided	9	4.5
No response	5	2.5
	200	100

With regard to whether the parents were assisted in getting their children admitted to schools, it was reported by 93% (186) respondents that they were assisted by the school teachers and Anganwadi workers in getting their children admitted in school. 4.5% (9) respondents said that no assistance was provided; they themselves went and got their children admitted while 2.5% (5) respondents chose not to respond.

Table 197: Distribution of parents' responses regarding whether Government officials were involved in Praveshotsav Campaign (N=200)

Categories	Frequency	Percentage
Yes, they were involved	125	62.5
No, they were not involved	65	32.5
Don't know	10	5
	200	100

A question regarding whether Government officials were involved in the Praveshotsav campaign, 62.5% (125) respondents claimed that the local officials, like CRC and BRC were involved during the campaign. 32.5% (65) respondents said that while CRC'S came, BRC's were involved rarely. 5% (10) reported not knowing about the involvement of the officials.

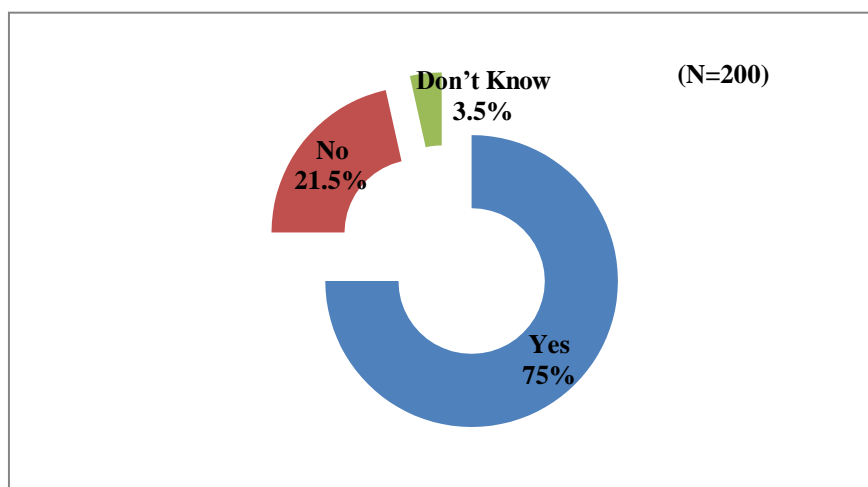
We don't know anyone from the District office, only our local officers.....

"Jilla Panchayat ma thi koi aave ke nai aave, ame nathi odakhta, pan amara je saheb darr athvadiye aave chhe, ae praveshotsav darmyan aave khara." (We don't know anyone coming from the District Office but our Sir who comes weekly, he comes during Praveshotsav) – A mother from Dangs

Table 198: Distribution of parents' responses regarding whether community members were involved in the Praveshotsav Campaign (N=200)

Categories	Frequency	Percentage
Yes, they were involved	150	75
No, they were not involved	43	21.5
Don't know	7	3.5
	200	100

Figure 60: Distribution of parents' responses regarding whether community members were involved in the Praveshotsav Campaign



With regard to whether the community members were involved, 75% (150) respondents said that the community members are involved in Praveshotsav campaigns. They are invited by the local officials to come and join the campaign.

Teachers come home to call us for programs at the school....

“School na madamo athva sahebo bolava aave agau thi jaan karine, badha schoole jaye, nano karyakram yojavva ma aave chhe.” (Madam or sirs from the school come to call us before informing us in advance, all go to school and small programme is held) –
A mother from Banaskantha

21.5% (43) respondents said that they were not involved in the campaign while 3.5% (7) respondents didn't know about it as they were migrant labourers and had no idea about whether the community members should even be involved in such activities or not.

Table 199: Distribution of parents' responses regarding co-curricular and extra curricular activities held at school

(N=200)

Activities	Yes	No	Don't Know	No Response	Total
Prayer and Yoga	200 (100%)	-	-	-	200 (100%)
Cultural Activities	197 (98.5%)	3 (1.5%)	-	-	200 (100%)
Sports Meet	196 (98%)	1 (0.5%)	3 (1.5%)	-	200 (100%)
Exhibitions	187 (93.5%)	6 (3%)	5 (2.5%)	2 (1%)	200 (100%)

Figures in parentheses indicate percentage

With regard to co-curricular and extra-curricular activities held at school, all the respondents, 100% (200) said that prayer and yoga are regular features of the school activity each morning.

Assembly in school is held....

“Prarthna sabha hoy chhe school ma, amuk vaar ame mukva jaiye to chhokrao gaaye chhe.” (Assembly is held in school. sometimes we go to drop child to school that time children sing)- A mother from Vadodara

With regard to cultural activities, 98.5% (197) respondents said that yes, cultural activities are held in school.

Various types of programs are held in school....

“School no programme hoy tyare ame jaiye chhe, nachvanu, gaavanu, natak ne badhu hoy.” (When there is a programme in school we go, there is dancing, singing and plays)- A father from Banaskantha

1.5% (3) respondents didn't know if any cultural activities take place in the child's school. According to 93.5% (187) respondents, exhibitions are held once a year in the child's school.

We go once a year to see models...

“Nishaade pradarshan hoy chhe, jema badako ae banavela modelo ne badhu hoy chhe. Varas ma ek vakhat jaiye jova.” (There are exhibitions held at school where the models made by the children are displayed. We go once a year to see) – A mother from Dangs

We learn about the child's progress...

“Aathi badako na pragati vishe khabar pade chhe.” (We get to know about the student's progress this way) – A father from Dang

3% (6) respondents said that they are not held in the school at all. 2.5% (5) of them were not aware about exhibitions as an activity of the school being held or not at all. 1% (2) respondents chose not to respond.

Sports form a very important component of a child's growth. 98% (196) parents said that sports meetings are organized in the child's school and children are motivated to participate in the inter-school and intra-school competitions. They also reported that parents may or may not be a part of the sports event but they are regularly held at the school and children are made to participate in them.

Parents always motivate their children to participate in sports activities.....

“Valiyo jaye na jaye evu hoy pan ramat gamat ma chhokrao ne mokalva ma aave chhe, jilla sudhi jaaye chhe amuk chhokrao ramva maate.” (Parents go or not got but they send children for sports activities, some children go till the district level to play) - A mother from Surat

0.5% (1) respondent said that nothing as such takes place in the child's school while 1.5% (3) respondents didn't know about any such activity taking place in the child's school.

Table 200: Distribution of parents' responses regarding whether the school informs parents regarding progress of the child (N=200)

Categories	Frequency	Percentage
Yes, schools inform regularly	195	97.5
No, schools don't inform regularly	5	2.5
	200	100

With regard to whether the school informs the parents regularly regarding the progress of the child, 97.5% (195) parents said that yes, the school informs them regularly about the progress of the child. 2.5% (5) respondents said that their schools do not inform them regularly about the child's progress.

Sometimes parents come to tell us that our children study well....

“Amuk vaar shikshako aave vaat chit karva ne protsahan aapva k amara chhokra chhokri bhane chhe barabar.” (Sometimes teachers come to talk to us and motivate us saying that our children are studying well) – *A mother from Banaskantha*

Table 201: Distribution of parents’ responses regarding whether they interact with the school teachers regularly
(N=200)

Categories	Frequency	Percentage
Yes, interaction is regular	196	98
No, interaction is irregular	4	2
	200	100

Interaction with the teachers on a regular basis helps to keep the parents abreast with the latest happenings at the child’s school. 98% (196) respondents said that they interact with the teachers on a regular basis, by regularly; the parents meant that they meet them once a month for a short span of time to know how their child is doing in school, while 2% (4) respondents said that their interaction with the teachers is irregular.

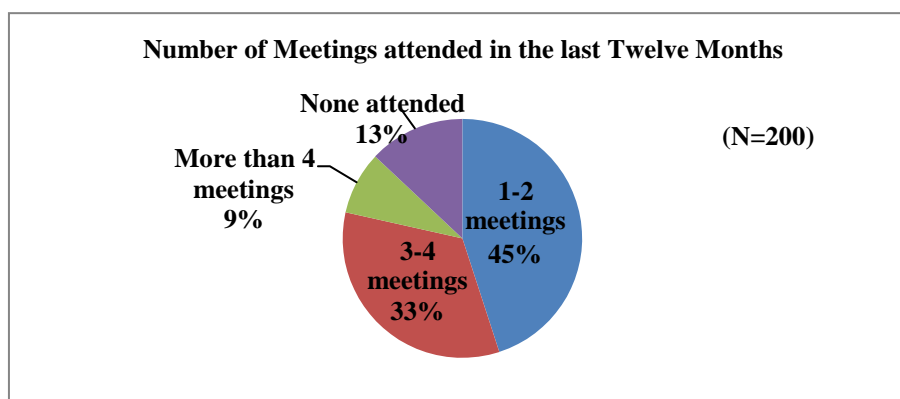
Teachers tell us when we go to drop the children to school....

“Amuk vakhat jaiye chhe nishaade mukva chhokrao ne to khabar pade chhe, medamo bole chhe bhantar vishe.” (Sometimes when we got to the school to drop the kids, we get to know when teachers tell us about the education of the children) – *A mother from Vadodara*

Table 202: Distribution of parents’ responses regarding number of meetings attended in the last twelve months to know the progress of the child
(N=200)

Categories	Frequency	Percentage
1-2 meetings attended	90	45
3-4 meetings attended	67	33.5
More than 4 meetings attended	17	8.5
None attended	26	13
	200	100

Figure 61: Distribution of parents' responses regarding number of meetings attended in the last twelve months to know the progress of the child



Studies have shown that there have been potential benefits of parent-teacher meetings in schools. An increased involvement of parents in school could improve the school's services and at the same time improves their accountability and transparency (Mbiti, 2016).

A study entitled "*Parent-Teacher Meetings and Student Outcomes: Evidence from Field Experiments in Remote Communities*" sought to examine the effects of parent teacher meetings on the educational attainment of children in rural communities of Bangladesh. It included experiments in which there were regular face-to-face meetings between the teachers and the parents. The results revealed positive and significant results on the test scores of the children. The teachers and parents from the treatment schools reported positive attitudes and behaviors of students. (Islam, 2016)

It was found that 45% (90) parent respondents had said to have attended 1-2 meetings in the past year and 33.5% (67) respondents having attended 3-4 meetings in the last year. As against that, there were only 8.5% (17) respondents who had attended more than 4 meetings in the last year. It was found that there were varied responses to have not had attended less meetings. It was also found that the parents were not really aware regarding the benefits of attending the meetings so as to identify what is happening with their children in the schools. Another reason for not attending the meetings revealed that the school rarely held general meetings for the parents, Most of the meetings only had SMC meetings where the parents who are not members are not allowed to attend.

We go when called....

“Jyare bolave tyare jaiye, nai to nahi.” (We go when we are called, otherwise no) – A mother from Banaskantha

Only SMC members are called for meetings....

“Meetingo thatij nathi, ekla je school na sabhyo hoy emne bolava ma aave chhe.”
(No meetings are held, only the (SMC) members of the school are called) – A mother from Vadodara

Only one thing is repeated in each meeting....

“Meetingo thaay chhe pan ekj vaat thaay chhe- Chhokrao ne roje nishaade moklo, saaf sutra moklo.” (Meetings are held but only one thing is repeated each time- send your children to school everyday, send theme neat and clean) – A mother from Banaskantha

Table 203: Distribution of parents' responses regarding reasons for not attending the meetings

(N=26)

Categories	Frequency	Percentage
Teachers are not cooperative	3	11.5
Don't know what to do in the meetings	4	15.4
Other	15	57.7
No Response	4	15.4
	26	100

The parents who had not attended any meetings gave several reasons as to why they did not attend any meetings. 11.5% (3) respondents said that the teachers were not cooperative and do not talk to them properly. 15.4% (4) respondents said that they had no idea what to do in the meetings and no one ever told them what to do when they visit the school. They had no orientation about what is to be done in the school meetings. Out of the total respondents, 57.7% (15) who gave other reasons regarding not attending the meetings included that their husbands go to the meetings and that the meetings were never held in the schools. 15.4% (4) respondents chose not to respond.

No one tells us regarding the meetings....

“Ek pan meeting ma gaya nathi, koi ae kidhuj nathi ke meeting hoy chhe ane aam pan ame to khetar jata rahiye, kon jaaye meeting ma?” (We haven't gone in even one meeting, no one told us that meeting happens and as such we are at the field, who will go in the meetings?) – A father from Dang

No one tells us regarding the meetings....

“Ek pan meeting ma gaya nathi, koi ae kidhuj nathi ke meeting hoy chhe ane aam pan ame to khetar jata rahiye, kon jaaye meeting ma?” (We haven’t gone in even one meeting, no one told us that meeting happens and as such we are at the field, who will go in the meetings?) – A father from Dang

Teachers don’t say anything.....

“Medamo sarkhu kasu keta nathi, to ame jata nathi.” (Teachers don’t say anything properly, so we don’t go) – A Mother from Vadodara

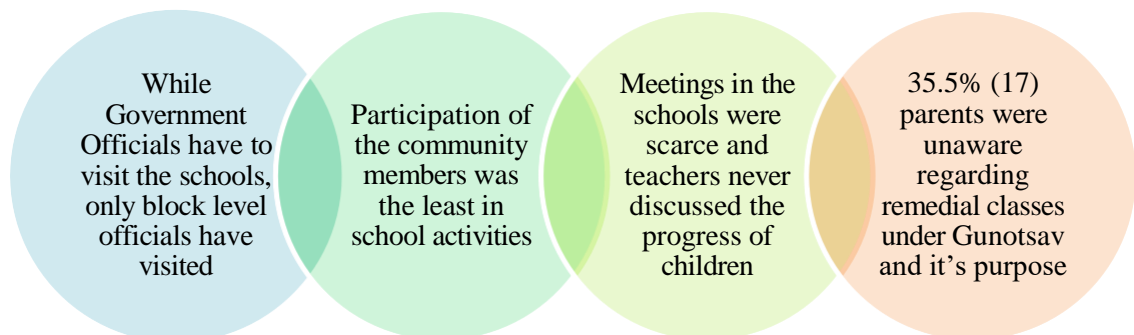
We just go to the meetings to listen.....

“Meeting ma eklu jaine sambhadvanu hoy, kai khabar nai su kehvanu.” (We just have to go the meetings and listen, don’t know anything what to say) – A father from Dang

Men go for the meetings, what do women have to do there?

“Bhaidao jaaye meetingo ma, bhaidiyo nu su kaam?” (Men go for the meetings, what work do women have?) – A mother from Dang

Figure 62: Section I – Major findings regarding awareness and implementation of plans and programmes in school at a glance



Section II

Perspectives regarding Satisfaction and Impact of Government Plans and Programmes for Primary School Children

Table 204: Distribution of parents' responses regarding satisfaction of facilities under Right to Education (RTE) Act- Free Admission (N=200)

Categories	Frequency	Percentage
To a Great Extent	198	99
To Some Extent	0	0
To a Least Extent	2	1
	200	100

With regard to free admission as a facility under RTE Act 2009, 99% (198) respondents said that they were satisfied to a great extent while only 1% (2) respondents said that they are satisfied to the least extent. The reason for being satisfied to the least extent was that the admission is free but students don't learn much.

"Pravesh to mafat chhe pan chhokra ne kasu aavadtu nathi,vaanchta lakhta pan nathi avadtu." (Admission is free but the child doesn't know anything, can't even read and write).

Table 205: t-test results of perceptions of Male and Female Parents regarding satisfaction of facilities under Right To Education (RTE) Act- Free Admission (N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.94	.345	-2.036	198	.043 (Sig.)*
Female	134	3.00	.000			

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

The t-test results indicated a significant relationship between gender of the respondents and their satisfaction regarding free admission under the RTE Act 2009. The mean scores of the female respondents were higher as compared to the male respondents suggesting that the female respondents were more satisfied with free admission as a facility under RTE Act 2009.

Table 206: Analysis of Variance (ANOVA) results perceptions of Parents regarding satisfaction of facilities under Right To Education (RTE) Act – Free Admission in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	.240	3	.080	2.042	.109 (NS)*
	Within Groups	7.680	196	.039		
Education	Between Groups	.064	4	.016	.398	.810 (NS)*
	Within Groups	7.856	195	.040		
Caste	Between Groups	.002	2	.001	.027	.974 (NS.)*
	Within Groups	7.918	197	.040		

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

The ANOVA results regarding satisfaction of parent respondents regarding free admission as a facility under the RTE Act indicated no significant difference in the perceptions with regard to District, Education and Caste of the respondents as variables.

Table 207: Distribution of parents' responses regarding satisfaction of facilities under Right to Education (RTE) Act - Free Books

(N=200)

Categories	Frequency	Percentage
To a Great Extent	197	98.5
To Some Extent	2	1
To a Least Extent	1	0.5
	200	100

With respect to satisfaction regarding free books as a facility under RTE Act 2009, 98.5% (197) respondents felt that they were satisfied to a great extent as the monetary burden has reduced a lot due to provision of free books. 1% (2) respondents felt that they were satisfied to some extent while 0.5% (1) respondent said that they were satisfied to the least extent.

The cost of books has reduced a lot as it is provided through school.....

“Pehla trust ni school ma hata to chopadiyo no kharcho rehto hato, pan have sarkari school ma tyan thij made chhe jethi kharcha no bhaar occho thayo chhe.” (Earlier when they were in the trust school, expense of books used to be there but now they get books from the Government school only due to which the burden of expenditure has reduced) – A mother from Banaskantha

Table 208: *t*-test results of perceptions of Male and Female parents regarding satisfaction of RTE facilities – Free Books

(N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.95	.274	-1.469	198	.143 (NS)*
Female	134	2.99	.086			

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

The t-test results regarding satisfaction of free books as a facility under RTE Act 2009 with regard to gender indicated no significant difference in the mean scores of male and female respondents. This showed that both the male and female parent respondents were satisfied to a great extent with free books as a facility under the RTE Act.

Table 209: *Analysis of Variance (ANOVA) results perceptions of Parents regarding satisfaction of facilities under Right To Education (RTE) Act – Free Books in relation with selected variables*

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	.120	3	.040	1.352	.259 (NS)*
	Within Groups	5.800	196	.030		
Education	Between Groups	.064	4	.016	.534	.711 (NS)*
	Within Groups	5.856	195	.030		
Caste	Between Groups	.014	2	.007	.232	.793 (NS.)*
	Within Groups	5.906	197	.030		

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

The ANOVA results regarding satisfaction with free books as a facility under RTE Act indicated no significant difference in the perception of the respondents with regard to District, Education and caste of the respondents as variables.

Table 210: Distribution of parents' responses regarding satisfaction of facilities under Right to Education (RTE) Act-Free Uniform

(N=200)

Categories	Frequency	Percentage
To a Great Extent	182	91
To Some Extent	9	4.5
To a Least Extent	6	3
Can't say	3	1.5
	200	100

The money for the uniform of the children are deposited in the bank accounts of the beneficiaries. With regard to satisfaction regarding provision of free uniforms under the RTE Act 2009, 91% (182) respondents were satisfied to a great extent, 4.5% (9) respondents were satisfied to some extent while 3% (6) respondents were satisfied to the least extent as the money was deposited only once and the children once, outgrew the uniform, had to make do with the same one again. 1.5% (3) respondents couldn't say whether they were satisfied or not as they didn't get the money for the uniform deposited in their bank accounts.

Uniform is provided only once.....

"Ganvesh to ek vaar made ketla varsho ma, ae pan paisa jama thaay pan badak to moto thaay ne varash varash ma. Ghar naaj kapda peherva pade." (Uniform is provided once in many years but the child grows year to year. he has to wear home clothes only) – A mother from Dangs

Uniform not received yet....

"Bija dhoran ma chhe mari chhokri, amna sudhi uniform ni koi sahay nathi madi." (My girl is in second standard, didn't get any uniform help yet) – A mother from Dangs

Table 211: t-test results of perceptions of Male and Female Parents regarding satisfaction of facilities under Right To Education (RTE) Act - Free Uniform

(N=200)

t-test for Equality of Means					
n		Mean	Std. Deviation	t	Sig. (2 tailed)
Male	66	2.86	.523	.256	.798 (NS)*
Female	134	2.84	.532		

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

The t-test results regarding satisfaction with free uniforms as a facility under RTE Act with regard to gender as a variable indicated no significant difference in the perception of males and female respondents. The mean scores were more or less similar and towards the higher side indicating that both male and female respondents were satisfied with free uniform as a facility to a great extent.

Table 212: Analysis of Variance (ANOVA) results of perceptions of Parents regarding satisfaction of facilities under Right To Education (RTE) Act – Free Uniform in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	1.780	3	.593	1.352	.093 (NS)*
	Within Groups	53.720	196	.274		
Education	Between Groups	1.037	4	.259	.928	.449 (NS)*
	Within Groups	54.463	195	.279		
Caste	Between Groups	.076	2	.038	.135	.874 (NS.)*
	Within Groups	55.424	197	.281		

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

The ANOVA results with regard to satisfaction of Free Uniform as a facility under RTE Act showed no significant difference in the perceptions of the respondents with regard to District, Education and Caste of the respondents.

Table 213: Distribution of parents' responses regarding satisfaction of facilities under Right to Education (RTE) Act- Proper Learning Environment

(N=200)

Categories	Frequency	Percentage
To a Great Extent	196	98
To Some Extent	3	1.5
To a Least Extent	0	0
Can't say	1	0.5
	200	100

It is envisaged in the RTE document, Section 22, that the school must have a School Development Plan (SDP) which is a comprehensive plan focusing on all aspects of the school viz. protection of the rights of the children, infrastructure, teacher availability, inclusiveness etc. The parents were asked regarding various aspects like whether they are satisfied with the way the teachers deal with their children, whether

they believe the classrooms are fine, whether they believe that the school is helping their children develop academically, thus encompassing the overall learning environment of the school.

For us, child getting to study is a big thing.....

“Amara jeva gaamda na loko maate chhokro bhane ej moti vaat ane shada ane shada na shikshako khoob saras, saath sahkaar aape chhe amara chhokrao ne.”
(For village people like us, child studying is a big thing and the school and the school teachers are very good, they assist and coordinate with our child) – A father from Dang

The data revealed that 98% (196) respondents were satisfied to a great extent.

Table 214: t-test results of perceptions of Male and Female Parents regarding satisfaction of facilities under Right To Education (RTE) Act – Proper Learning Environment

(N=200)

t-test for Equality of Means					
n		Mean	Std. Deviation	t	Sig. (2 tailed)
Male	66	2.95	.210	-.628	.530 (NS)*
Female	134	2.98	.259		

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

The t-test results regarding satisfaction of proper learning environment as a facility under RTE Act in relation to gender as a variable suggested no significant difference in the perception of male and female respondents. The mean scores of both the categories of respondents were towards the higher side indicating that they were satisfied with the proper learning environment in schools to a great extent.

Table 215: Analysis of Variance (ANOVA) results of perceptions of Parents regarding satisfaction of facilities under Right To Education (RTE) Act – Proper Learning Environment in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	.220	3	.073	1.239	.297 (NS)*
	Within Groups	11.600	196	.059		
Education	Between Groups	.460	4	.115	1.974	.100 (NS)*
	Within Groups	11.360	195	.058		
Caste	Between Groups	.150	2	.075	1.268	.284 (NS.)*
	Within Groups	11.670	197	.059		

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

The ANOVA results regarding perception of respondents with respect to proper learning environment as a facility under RTE Act showed no significant difference in the perception of the respondents with regard to District, Education and Caste of the respondents as variables.

Table 216: Distribution of parents' responses regarding satisfaction of facilities under Right to Education (RTE) Act- Separate Toilets for Boys and Girls (N=200)

Categories	Frequency	Percentage
To a Great Extent	195	97.5
To a Least Extent	1	0.5
Can't say	2	1
No Response	2	1
	200	100

Section 19 of the RTE Act, provides for the norms and standards of the school which direct the appropriate State Governments to provide separate toilets for boys and girls in the schools. A study conducted by Mehrotra entitled "*Reforming Elementary Education in India: A Menu of Options*" mentioned that a large part of government schools were found without basic facilities like drinking water and toilets (Mehrotra, 2006). The current study found that there were separate toilets for boys and girls in all the schools visited. Though cleanliness was an issue in many schools, largely, they were usable.

97.5% (195) respondents felt satisfied to a great extent. 0.5% (1) respondent felt satisfied to the least extent 1% (2) respondents couldn't say whether they were satisfied or not as they had not seen the facility in person in school while 1% (2) respondents chose not to respond.

Table 217: t-test results of perceptions of Male and Female Parents regarding satisfaction of facilities under Right To Education (RTE) Act- Separate Toilets for Boys and Girls (N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.88	.569	-1.149	198	.252 (NS)*
Female	134	2.96	.365			

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

The t-test results regarding satisfaction with respect to separate toilets for girls and boys as a facility under the RTE Act 2009 in relation to gender as a variable suggested no significant difference in the perception of the male and female respondents. The mean score of the respondents from both the categories were high suggesting that they were satisfied to a great extent.

Table 218: Analysis of Variance (ANOVA) results for perceptions of Parents regarding satisfaction of facilities under Right To Education (RTE) Act – Separate Toilets for boys and girls in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	1.980	3	39.978	3.492	.017 (Sig.)**
	Within Groups	37.040	196	.189		
Education	Between Groups	.324	4	.081	.409	.802 (NS)*
	Within Groups	38.696	195	.198		
Caste	Between Groups	.387	2	.193	.986	.375 (NS)*
	Within Groups	38.633	197	.196		

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

The ANOVA results of satisfaction regarding separate toilets for boys and girls indicated no significant difference in the perception of the respondents with regard to Education and caste of the respondents. A significant difference was however recorded in relation to District as a variable. Post hoc analysis was used to identify which groups differed in their perception.

Table 219: Post Hoc Test results for perceptions of Parents regarding satisfaction of facilities under Right To Education (RTE) Act – Separate Toilets for boys and girls in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	3.00	The Dangs	2.76	.240	.087	.058 (NS)*
			Surat	3.00	.000	.087	1.000 (NS)*
			Vadodara	2.96	.040	.087	.976 (NS)*

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

The post hoc test results of perception of parent respondents regarding satisfaction with separate toilets for boys and girls as a facility under RTE Act indicated no significant differences in the perception of the respondents belonging to different districts. However, the mean scores of the respondents from Banaskantha were higher compared to those of the respondents from other Districts indicating that they were the most satisfied with the facilities in their children's schools. The parents in The Dangs reported that the toilets were seldom cleaned and sometimes water was an issue due to which the toilets remained dirty. There were also cases of open defecation witnessed in the block near the schools.

There is no water in the toilet...

“Sandaas chhe pan pani nathi aavtu ane saaf nai hoy etle chhokrao school ni pachhad peshab karvajaaye.”(There is a toilet but no water comes that is why children go behind the school wall to urinate) – A mother from Dangs

Table 220: Distribution of parents' responses regarding satisfaction of facilities under Right to Education (RTE) Act- Library

(N=200)

Categories	Frequency	Percentage
To a Great Extent	99	49.5
To Some Extent	8	4
To a Least Extent	35	17.5
Can't say	58	29
	200	100

Library is an entitlement under the Right to Education Act. Under that, the school is to make available a library facility, complete with books, newspapers and magazines. A draft presented to National University of Educational Planning and Administration (NUEPA) regarding *“Present Status of Infrastructure Facilities in Schools in India: From National and State Level Perspective”* highlighted that library facilities are important for providing a conducive learning environment in the primary schools and that it helps in improving the teaching and learning process. The study found that while the government schools had library facilities, they seldom used it.

Similar findings emerged in the current study. While there was a library in the name of one or two cupboards, not a separate room, though, it was hardly used by the students. There were very few books in it which were old, donated books. It was found that only 49.5% (99) respondents had said that they were satisfied with the

library facilities to a great extent. It was observed that very few schools encouraged the habit of reading in the children. While they didn't have a separate library period as such, the children were encouraged to read whatever books they like from the cupboard.

49.5% (99) respondents said that they were satisfied to a great extent. 4% (8) respondents were satisfied to some extent. 17.5% (35) respondents were satisfied to the least extent. 29% (58) respondents couldn't say about their satisfaction regarding library as a facility as they were not aware about any such facility being available in their child's school. The reasons cited for less satisfaction regarding library facilities was the fact that the purpose of the library was not utilised and the children were never taken to the library for the sake of reading alone. The children never spoke of going to the library and reading. There were very few cupboards in the name of the library which were usually locked up.

Children don't know how to read...

"Chopadiyo hoy chhe, pan vaanchta to avadtu nathi badako ne." (Books are there but children don't know how to read) – A mother from Vadodara

Table 221: t-test results of perceptions of Male and Female Parents regarding satisfaction of facilities under Right To Education (RTE) Act –Library

(N=200)

t-test for Equality of Means					
n		Mean	Std. Deviation	t	Sig. (2 tailed)
Male	66	1.48	1.350	-1.149	.057 (NS)*
Female	134	1.87	1.308		

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

The t-test results regarding perceptions of the respondents upon satisfaction of Library as a facility under RTE Act in relation to gender indicated no significant difference in the mean scores of male and female respondents. The mean scores were towards the lower side showing that regardless of their gender, the respondents were satisfied to the least extent with library as a facility under the RTE Act.

Table 222: Analysis of Variance (ANOVA) results for perceptions of Parents regarding satisfaction of facilities under Right regarding To Education (RTE) Act – Library in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	181.560	3	60.520	69.400	.000 (Sig.)**
	Within Groups	170.920	196	.872		
Education	Between Groups	9.183	4	2.296	1.304	.270 (NS)*
	Within Groups	343.297	195	1.760		
Caste	Between Groups	82.688	2	41.344	30.189	.000 (Sig.)**
	Within Groups	269.792	197	1.370		

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

The ANOVA results with respect to satisfaction of the respondents regarding Library as a facility under the RTE Act indicated no significant difference in the perception of the respondents with regard to Education of the respondents as a variable. A significant difference was however found with regard to variables like District and Caste of the respondents. To identify which variables differed significantly, a post hoc analysis was used.

Table 223: Post Hoc Test result for perceptions of Parents regarding satisfaction of facilities under Right To Education (RTE) Act – Library in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	3.00	The Dangs	1.34	1.660	.187	.000 (Sig.)**
			Surat	.44	2.560	.187	.000 (Sig.)**
			Vadodara	2.18	.820	.187	.000 (Sig.)**
Caste	OBC	3.00	General	2.42	.580	.687	.701 (NS)*
			SC/ST	1.16	1.844	.685	.028 (Sig.)**

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

The post hoc results in relation to District as a variable indicated a significant difference in the perception of the respondents belonging to Banaskantha district and

those belonging to all the other three districts. The mean score of responses from Banaskantha district was the highest, indicating that the respondents from Banaskantha were most satisfied with library as a facility under RTE. The respondents from Surat were the least satisfied saying that there were books provided in the school but the children never spoke of utilizing the library or that they had any separate period of reading in the schools. The fact that most of the schools visited in Surat were Kendra shala's or group schools, they did not have any separate library facilities in their schools. The children were not encouraged to read or utilize the library.

There is no separate period to read in schools....

“Shala moti chhe pan vaanchva maate nu alag koi khand nathi aam. Ane khand na name kabaat hoy jema chopadiyo hoy pan kyarey pan badako ae ghare aaine kidhu nathi k ame vanchiye chhe k kasu.” (The school is big but there is no separate period to read. In the name of reading period, there is a cupboard full of books but we have never heard children say that they are reading or anything) – A father from Surat

The results in relation to caste of the respondents suggested that the mean scores of the respondents belonging to the OBC category were higher as compared to the respondents belonging to the general and SC/ST categories. There was a significant difference in the mean scores of the respondents belonging to the OBC category and those belonging to the SC/ST category. This indicated that the respondents belonging to the SC/ST category were the least satisfied with library as a facility under RTE Act 2009. The reason being, they didn't know about the facility and the ones who knew claimed that their children were never made to utilize the facility in the school.

Table 224: Distribution of parents' responses regarding satisfaction of facilities under Right to Education (RTE) Act- Computer Lab

(N=200)

Categories	Frequency	Percentage
To a Great Extent	95	47.5
To Some Extent	10	5
To a Least Extent	38	19
Can't say	57	28.5
	200	100

A question regarding satisfaction of computer lab as a facility under the RTE Act was asked and it was reported by 47.5% (95) respondents that they were satisfied to a great extent. 5% (10) respondents were satisfied to some extent. 19% (38) respondents were satisfied to the least extent. The reason cited for this was that the computer labs were available in the schools but either there was no computer teacher available or the computers were not in a working condition at all. 28.5% (57) respondents could not say about the satisfaction regarding facility as they had not heard the child ever speak about computer classes held at school at all.

There is a computer room, but no teacher to teach...

“Computer room ni suvidha chhe pan shikshak nathi bhanavva vado. Badak computer shikhe to ene sarkari naukri to made.” (There is a computer room but no teacher to teach. If the child learns computer then atleast he can get a government job) – A father from Surat

Barely a computer or two work....

“Aatli moti school pan computer room ma computer maand maand ek ke be chaale. Koi Shikhavva vado pan nathi.” (Such a big school but rarely one or two computers in the computer room work. There is nobody to teach also) – A mother from Vadodara

Table 225: t-test results of perceptions of Male and Female Parents regarding satisfaction of facilities under Right To Education (RTE) Act – Computer Lab

(N=200)

t-test for Equality of Means					
n	Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	1.70	-.136	198	.892 (NS)*
Female	134	1.72			

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

The t-test results regarding satisfaction of computer lab as a facility under RTE Act in relation to gender as a variable suggested no significant difference in the mean scores of male and female respondents. The scores indicated that the respondents were satisfied to some extent with the facility in the schools.

Table 226: Analysis of Variance (ANOVA) results for perceptions of Parents regarding satisfaction of facilities under Right To Education (RTE) Act – Computer Lab in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	119.935	3	39.978	34.853	.000 (Sig.)**
	Within Groups	224.820	196	1.147		
Education	Between Groups	3.417	4	.854	.488	.745 (NS)*
	Within Groups	341.338	195	1.750		
Caste	Between Groups	39.747	2	19.874	12.836	.000 (Sig.)**
	Within Groups	305.008	197	1.548		

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

The ANOVA results of perception of the respondents regarding satisfaction of computer lab as a facility under RTE Act indicated no significant difference in the perception of the respondent in relation to variables like Education of the respondent. A significant difference was however recorded in the perception of the respondents in relation to variable like District and caste of the respondent. To identify which groups differed in their perception, a post hoc analysis was used.

Table 227: Post Hoc Test result for perceptions of Parents regarding satisfaction of facilities under Right To Education (RTE) Act – Computer Lab in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	3.00	The Dangs	1.18	1.820	.214	.000 (Sig.)**
			Surat	1.04	1.960	.214	.000 (Sig.)**
			Vadodara	1.64	1.360	.214	.000 (Sig.)**
Caste	General	2.22	SC/ST	1.33	.886	.178	.000 (Sig.)**
			OBC	1.00	1.22	.731	.253 (NS)*

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

The post hoc analysis with regard to satisfaction of computer lab as a facility under RTE Act in relation to District as a variable indicated that there was a significant

difference in the perception of the respondents belonging to Banaskantha and those belonging to other three Districts viz. The Dangs, Surat and Vadodara. This signified that the respondents belonging to Banaskantha were the most satisfied with computer lab as a facility. The respondents belonging to the other three districts were not as satisfied citing reasons that the computers were just lying in the school and there were no teachers to teach and thus they weren't used by the children at all.

With regard to caste of the respondents as a variable, it was found that the respondents belonging to the general caste had a higher mean score as compared to the respondents belonging to the other categories. There was a significant difference in the perception of the respondents belonging to the general category and those belonging to the SC/ST category suggesting that the respondents belonging to the SC/ST category felt that they were less satisfied regarding the computer lab as a facility under the RTE Act.

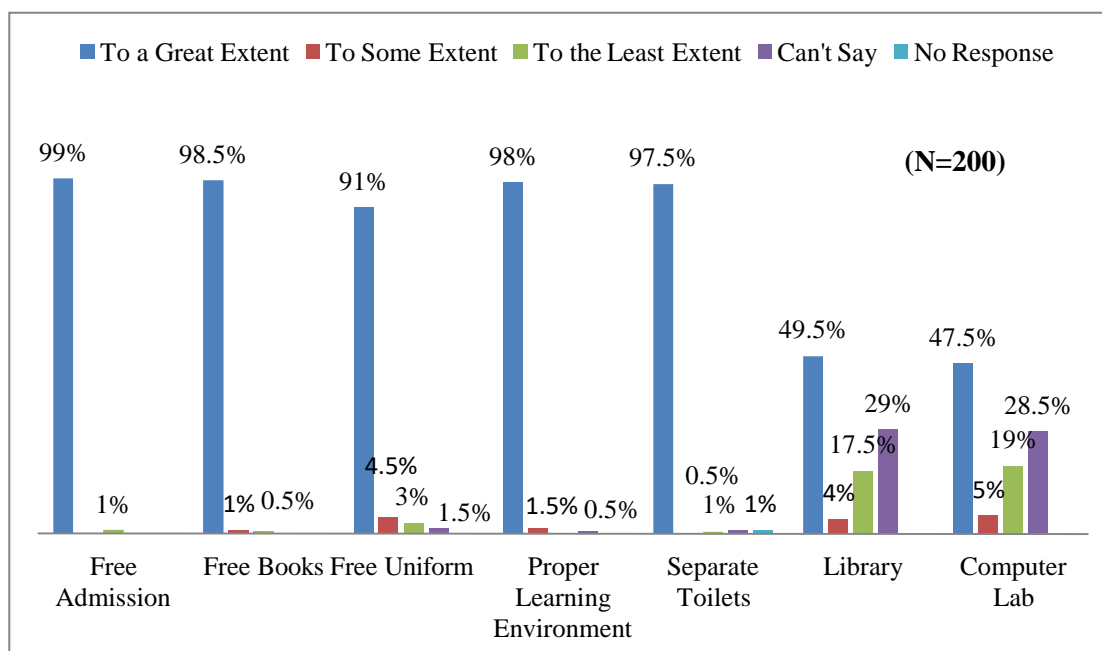
Table 228: *Distribution of parents' responses regarding satisfaction of facilities under Right to Education (RTE)- Act at a glance*

(N=200)

Facility	To a Great Extent	To Some Extent	To the Least Extent	Can't Say	No Response	Total
Free Admission	198 (99%)	-	2 (1%)	-	-	200 (100%)
Free Books	197 (98.5%)	2 (1%)	1 (0.5%)	-	-	200 (100%)
Proper Learning Environment	196 (98%)	3 (1.5%)	-	1 (0.5%)	-	200 (100%)
Separate Toilets for Boys and Girls	195 (97.5%)	-	1 (0.5%)	2 (1%)	2 (1%)	200 (100%)
Free Uniform	182 (91%)	9 (4.5%)	6 (3%)	3 (1.5%)	-	200 (100%)
Library	99 (49.5%)	8 (4%)	35 (17.5%)	58 (29%)	-	200 (100%)
Computer Lab	95 (47.5%)	10 (5%)	38 (19%)	57 (28.5%)	-	200 (100%)

Figures in parentheses indicate percentage

Figure 63: Distribution of parents' responses regarding satisfaction of facilities under Right to Education (RTE) Act

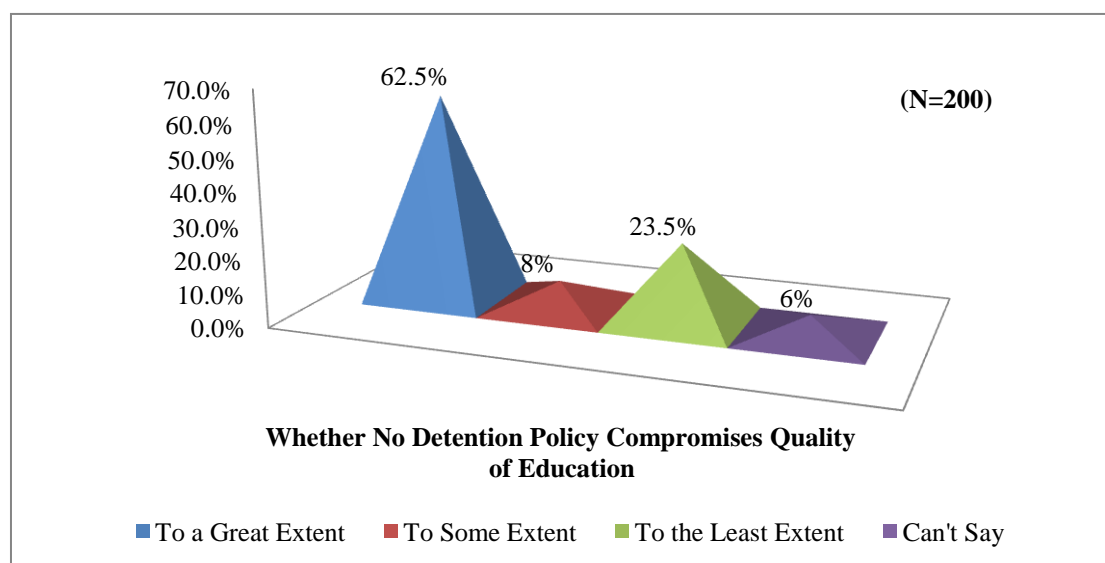


The above mentioned table and figure give a comparative picture of the satisfaction of the respondents regarding various facilities under the RTE Act. Amongst all the facilities, the parents were the most satisfied with free admission (98%), followed by free books (98.5%), proper learning environment (98%), separate toilets (97.5%) and free uniform (91%). The parents were not very satisfied with Library and computer labs as a facility. The reasons cited amongst a few included the fact that the parents were not aware about the facilities in the school and the ones who were aware said that the facilities were too outdated and the children were not encouraged to use the library most of the times. It was also found that there were no separate computer classes and no specific teacher to provide computer literacy to the children as well.

Table 229: Distribution of parents' responses regarding whether No Detention Policy compromises the quality of education (N=200)

Categories	Frequency	Percentage
To a Great Extent	125	62.5
To Some Extent	16	8
To a Least Extent	47	23.5
Can't say	12	6
	200	100

Figure 64: Distribution of parents' responses regarding whether No Detention Policy compromises the quality of education



A study entitled “*Quality in Education Versus No Detention Policy*” was undertaken in Madhya Pradesh to identify views of parents and teachers regarding the No Detention Policy and whether it affects the quality of education or not. The study revealed that ninety five percent of the parents were of the opinion that the Government has done a lot for the children and that the children will be said to have passed the eighth grade whether or not they can read or write or even go to school. Meaning, the parents were pro-No Detention Policy (Yasin, 2014).

The current study however highlights the fact that parents are now aware about the importance of education and the findings regarding the No Detention Policy compromising quality of education revealed 62.5% (125) respondents said that this policy compromises the quality of education to a great extent. According to them, it is doing more harm than good as the children are just promoted to the higher classes and learning does not take place. At a younger age, this doesn't seem to be a problem now but when they join the secondary schooling, they often drop out due to the fear of not knowing anything and the future is jeopardised.

What will the child learn if promoted just like that?

“*Aamaj pass kari deva ma aave to badak shu shikvano?*” (If promotion is given like this only, then what is the child going to learn?) – A father from Surat

What will the child know when he comes to ninth grade?

“Naanpan ma kai na thaay pan moto thase ne aathmi kaksha thi navmi ma jashe to shu aavano ene?” (Nothing will happen in childhood but when child grows big and is promoted to ninth grade from eight grade, then what will he know?) – *A mother from Vadodara*

If the child doesn't know anything in ninth grade, he will leave the school in such circumstances....

“Navmi ma jyare badak aave to pachi ene kai na aavde to ae gharej besvano ne, nishaad chhodi de aava sanjogo ma.” (When the child comes in ninth grade, he doesn't know anything, naturally he will sit at home and leave school in such circumstances) – *A father from Surat*

8% (16) respondents said that the No Detention Policy compromises the quality of education to some extent. They perceived that such a policy has a good and a bad both towards it. Good because children do not have the fear of failing and bad because the system has been taken for granted.

This can be good also and bad also....

“Sari pan kehvay ne khoti pan. Sari kemke chhokrao ne beek nai napass thavani ane khoti kemke shikshako bhanavse nai kemke aamaj pass kari devanu hoy.” (It can be called good also and bad also. Good because the children do not have the fear of failure and bad because the teachers won't teach as children are to be promoted) – *A mother from Banaskantha*

23.5% (47) parents were of the opinion that the No Detention Policy affects the quality of education to the least extent as the children do not have the fear of failure in their minds and thus they study well.

Children are not scared of being demoted....

“Chhokrao ne napass thavani beek nathi, to have ae saaru bhane chhe.” (Children are not scared of getting failed so now they study well) – *A mother from Banaskantha*

It is good for our children...

“Amara chhokrao maate saaru ne, napass na kare ae vaat to ketli saras.” (It is good for our children, no detention is a good thing) – *A mother from Dangs*

Table 230: t-test results of perceptions of Male and Female Parents regarding No Detention Policy compromising the quality of education (N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.26	.997	-.121	198	.904 (NS)*
Female	134	2.28	1.029			

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

The t-test results regarding perceptions of male and female respondents with respect to No Detention Policy compromising quality of education indicated no significant difference in the perception of male and female parent respondents. The mean scores of the respondents regardless of their gender were towards the higher side meaning that the respondents were of the opinion that the no detention policy compromises the quality of education to a great extent.

Table 231: Analysis of Variance (ANOVA) results for perceptions of Parents regarding whether the No Detention Policy compromises the quality of Education in relation with selected variables (N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	23.220	3	7.740	8.326	.000 (Sig.)**
	Within Groups	182.200	196	.930		
Education	Between Groups	2.499	4	.625	.600	.663 (NS)*
	Within Groups	202.921	195	1.041		
Caste	Between Groups	5.486	2	2.743	2.703	.070 (Sig.)**
	Within Groups	199.934	197	1.015		

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

The ANOVA results with respect to perception of respondents regarding the No Detention Policy compromising the quality of education indicated no significant difference in the perception of the respondents in relation to Education of the respondents. A significant difference was however recorded in relation to District and caste as a variable. To know which group of respondents differed significantly, a post hoc analysis was used.

Table 232: Post Hoc Test result for perceptions of Parents regarding whether the No Detention Policy compromises the quality of Education in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Vadodara	2.64	Banaskantha	2.48	.160	.193	.876 (NS)*
			The Dangs	1.74	.900	.193	.000 (Sig.)**
			Surat	2.22	.420	.193	.195 (NS)*
Caste	General	2.45	SC/ST	2.12	.335	.144	.070 (NS)*
			OBC	2.33	.121	.591	.979 (NS)*

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

The post hoc analysis with regard to perception of respondents regarding No Detention Policy compromising the quality of education in relation to District as a variable indicated no significant difference in the perceptions of the respondents belonging to Vadodara and those belonging to Banaskantha and Surat. The mean scores of the respondents, with the score being highest in Vadodara, indicated that the respondents in Vadoadra believed that the No Detention Policy is compromising education to a great extent. They believed that such a policy may seem good but in the future, it makes the children a learning handicap as they are so used to get promoted without learning. The mean scores of the responses from The Dangs were the least indicating that the respondents did not think that the No Detention Policy was compromising the quality of education. Since Dangs has a lot of people who are seasonal and migrant labourers, the policy was a boon for them as it encouraged many children to go to school and the fear of failure was low.

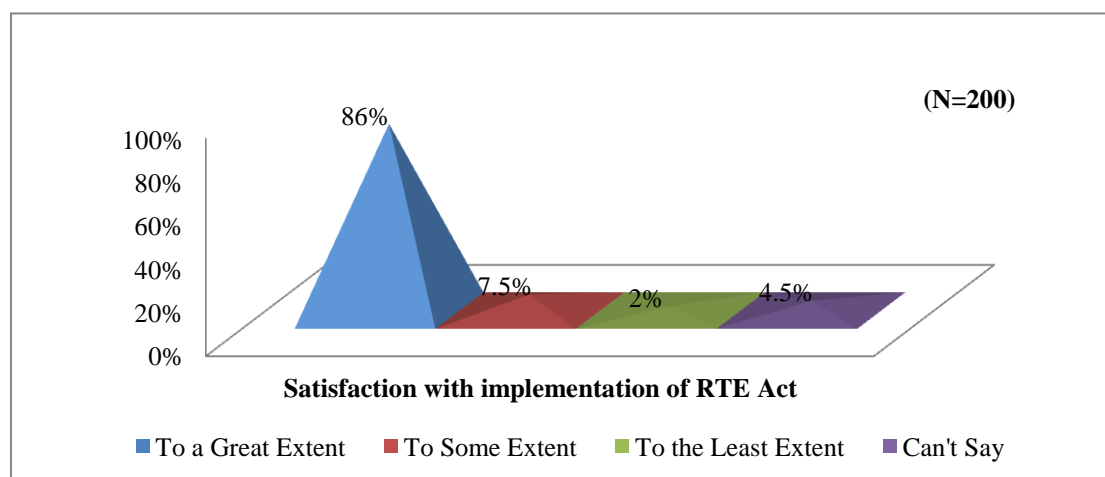
In relation to caste as a variable revealed that the respondents belonging to the general caste had a higher mean score as compared to the respondents belonging to the other caste suggesting that they feel that the No Detention Policy is compromising the quality of education. There was a significant difference in the perception of the respondents belonging to the general caste and those belonging to the SC/ST caste suggesting that the latter did not think that the No Detention Policy was

compromising the quality of education. For them, this was a boost for the children to go to school and the fear of failure would only reinforce them to drop out of school.

Table 233: Distribution of parents' responses regarding satisfaction with implementation of Right To Education Act by the school (N=200)

Categories	Frequency	Percentage
To a Great Extent	172	86
To Some Extent	15	7.5
To a Least Extent	4	2
Can't say	9	4.5
	200	100

Figure 65: Distribution of parents' responses regarding satisfaction with implementation of Right To Education Act by the school



With regard to the overall implementation of the activities under the RTE Act 2009, 86% (172) parents said that they were satisfied to a great extent as the basic necessities of the children were being met. 7.5% (15) respondents were satisfied to some extent while 2% (4) respondents were satisfied to the least extent. 4.5% (9) respondents couldn't say whether they were satisfied or not.

Table 234: t-test results of perceptions of Male and Female Parents regarding satisfaction with implementation of Right To Education Act by the school (N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.70	.744	-.744	198	.458
Female	134	2.78	.690			(NS)*

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

The t-test results with respect to perception of the respondents regarding satisfaction with the implementation of RTE Act 2009 by the school in relation to gender as a variable suggested no significant difference in the perception of male and female respondents. The mean scores of the respondents from both the categories indicated that they were satisfied with the implementation of RTE Act in their child's school to a great extent.

Table 235: Analysis of Variance (ANOVA) results for perceptions of Parents regarding satisfaction with implementation of Right To Education (RTE) Act by the school in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	13.620	3	4.540	10.361	.000 (Sig.)**
	Within Groups	85.880	196	.438		
Education	Between Groups	3.692	4	.923	1.879	.116 (NS)*
	Within Groups	95.808	195	.491		
Caste	Between Groups	2.829	2	1.415	2.883	.058 (NS)*
	Within Groups	96.671	197	.491		

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

The ANOVA results with respect to perception of the respondents with regard to satisfaction with implementation of RTE Act 2009 by the school suggested no significant relationship in relation to variables like Education and Caste of the respondents. A significant difference was however noted in the perception of the respondents in relation to District as a variable. A post hoc analysis was used to know which group differed.

Table 236: Post Hoc Test result for perceptions of Parents regarding satisfaction with implementation of Right To Education Act by the school in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	2.94	The Dangs	2.30	.640	.132	.000 (Sig.)**
			Surat	2.88	.060	.132	.977 (NS)*
			Vadodara	2.88	.060	.132	.977 (NS)*

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

The post hoc analysis with regard to perception of parents regarding satisfaction with implementation of RTE Act 2009 by the school in relation to District as a variable indicated that the mean score of the respondents belonging to Banaskantha was the highest. There was no significant difference in the mean scores of respondents belonging to Banaskantha, Surat and Vadodara indicating that they were satisfied with the overall implementation of RTE in the schools.

The mean scores of the responses from The Dangs district was the lowest indicating that they were not too happy with the overall implementation of the RTE with regard to things like proper classrooms, teaching, basic amenities like toilets, drinking water and playgrounds.

Table 237: Distribution of parents' responses regarding satisfaction with Mid Day Meal programme- Child does not stay hungry anymore
(N=200)

Categories	Frequency	Percentage
To a Great Extent	189	94.5
To Some Extent	1	0.5
To a Least Extent	10	5
	200	100

With respect to satisfaction regarding the child not staying hungry anymore under the Mid Day Meal Programme, majority, 94.5% (189) parents said that they were satisfied to a great extent as the child gets a good meal in the school which otherwise cannot be afforded by them daily. 0.5% (1) respondent said that they were satisfied to some extent while 5% (10) respondents said that they were satisfied to the least extent. The reasons cited by them largely included the fact that the child does not get

a second serving sometimes when the first serving is small enough not to satiate the hunger of the child.

Child gets less food; then has to eat packets (chips)....

“Occhu male chhe jamvanu, bhuk lage to chhokro pachhi packet khaaye chhe.” (Less food is given, when the child is hungry, he then eats packets) – A mother from Banaskantha

Table 238: *t*-test results of perceptions of Male and Female parents regarding satisfaction with Mid Day Meal programme- Child does not stay hungry anymore (N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.88	.481	-.364	198	.717 (NS)*
Female	134	2.90	.422			

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

The t-test results with respect to regarding the child not staying hungry anymore under the Mid Day Meal Programme in relation to gender as a variable indicated no significant difference in the perception of the male and female respondents indicating that both male and female respondents were satisfied that the child does not stay hungry anymore to a great extent.

Table 239: Analysis of Variance (ANOVA) results for perceptions of Parents regarding satisfaction with Mid Day Meal programme- Child Does not stay hungry anymore in relation with selected variables (N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	5.815	3	1.938	11.520	.000 (Sig.)**
	Within Groups	32.980	196	.168		
Education	Between Groups	.731	4	.183	.936	.444 (NS)*
	Within Groups	38.064	195	.195		
Caste	Between Groups	1.476	2	.738	3.896	.022 (Sig.)**
	Within Groups	37.319	197	.189		

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

The ANOVA results with respect to satisfaction of respondents with the child not staying hungry anymore under the Mid Day Meal Programme indicated no significant

difference in the perception of the parent respondents in relation to Education of the respondents. A significant difference was however noted in the perception of the respondents with regard to District and Caste as variables. A post hoc analysis was used to know which groups differed in their perceptions.

Table 240: Post Hoc Test result for perceptions of Parents regarding satisfaction with Mid Day Meal programme-

Child Does not stay hungry anymore in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	3.00	The Dangs	2.60	.400	.082	.000 (Sig.)**
			Surat	3.00	.000	.082	1.000 (NS)*
			Vadodara	2.98	.020	.082	.996 (NS)*
Caste	OBC	3.00	General	2.99	.011	.256	.999 (NS)*
			SC/ST	2.82	.183	.255	.772 (NS)*

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

The post hoc results with respect to satisfaction of respondents with the child not staying hungry anymore under the Mid Day Meal Programme in relation to District as a variable indicated that the mean score of the responses of respondents belonging to Banaskantha was the highest. There was no significant difference in the mean scores of the responses from Banaskantha, Surat and Vadodara. A significant difference was however found in the responses of respondents belonging from The Dangs district. These set of respondents believed that the child stays hungry despite MDM in the school, giving several reasons that the quantity is insufficient and the food is bland in taste.

With regard to caste as a variable, the results indicated that the respondents belonging to the OBC category had the highest mean scores as compared to the respondents belonging to the other categories indicating that they were the most satisfied with the child not staying hungry anymore. There was no significant difference in the perception of the respondents belonging to different caste categories.

Table 241: Distribution of parents' responses regarding satisfaction with Mid Day Meal programme- Child enjoys eating at school (N=200)

Categories	Frequency	Percentage
To a Great Extent	191	95.5
To Some Extent	1	0.5
To a Least Extent	7	3.5
Can't say	1	0.5
	200	100

With regard to satisfaction of the respondents with child enjoying eating at school under MDM programme, 95.5% (191) parents were satisfied to a great extent. These parents believed that the food served is according to the taste of the child and simple and thus, the child enjoys eating it. Children get a variety too.

0.5% (1) respondent said that they were satisfied to some extent while 3.5% (7) respondents said that they were satisfied to the least extent citing reasons like the child does not like to eat the school food and it is bland in taste. 0.5% (1) couldn't say whether they were satisfied or not as they never interacted with the children regarding that.

Table 242: t-test results of perceptions of Male and Female Parents regarding satisfaction with Mid Day Meal programme- Child enjoys eating at school (N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.85	.561	-1.432	198	.154 (NS)*
Female	134	2.94	.342			

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

The t-test results with regard to satisfaction of the respondents with child enjoying eating at school under MDM programme in relation to gender as a variable indicated no significant difference in the perception of male and female respondents suggesting that they both were satisfied to a great extent with the fact that the child enjoys eating at school.

Table 243: Analysis of Variance (ANOVA) results for perceptions of Parents regarding satisfaction with Mid Day Meal programme – Child Enjoys eating at school in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	4.180	3	1.393	8.481	.000 (Sig.)**
	Within Groups	32.200	196	.164		
Education	Between Groups	.857	4	.214	1.176	.323 (NS)*
	Within Groups	35.523	195	.182		
Caste	Between Groups	1.043	2	.521	2.907	.057 (NS)*
	Within Groups	35.337	197	.179		

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

The ANOVA results with regard to Education and Caste indicated no significant differences in the perception of the respondents with regard to their satisfaction with child enjoying eating at school under the Mid Day Meal programme. A significant difference was however found in the perception of the respondents with regard to District as a variable. A post hoc analysis was used to identify which groups differed in their perception.

Table 244: Post Hoc Test result for perceptions of Parents regarding satisfaction with Mid Day Meal programme- Child enjoys eating at school in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	3.00	The Dangs	2.66	.340	2.66	.001 (Sig.)**
			Surat	3.00	.000	3.00	1.000 (NS)*
			Vadodara	2.98	.020	2.98	.996 (NS)*

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

The ANOVA results with regard to satisfaction of the respondents with child enjoying eating at school under MDM programme in relation to district as a variable indicated no significant difference in the mean scores of responses from Banaskantha, Surat and

Vadodara. This was suggestive of the fact that the respondents from these districts were satisfied to a great extent regarding the child enjoying eating MDM at school.

The mean scores of the responses from The Dangs were low suggesting that the parents were not too satisfied with the fact that the child enjoys eating MDM at school. According to them, the food served in the school was bland which the child does not enjoy eating.

Table 245: Distribution of parents' responses regarding satisfaction with Mid Day Meal programme- Child enjoys going to school (N=200)

Categories	Frequency	Percentage
To a Great Extent	187	93.5
To Some Extent	4	2
To a Least Extent	8	4
Can't say	1	0.5
	200	100

With regard to satisfaction with the child enjoying going to school under the MDM Programme, 93.5% (187) respondents said that they were satisfied to a great extent as MDM is one major reason that children love going to school. 2% (4) respondents said that they are satisfied to some extent saying that this is not the sole reason that the children enjoy going to the school. 4% (8) respondents said that they were satisfied to the least extent, citing the reason that the children do not only go the school to eat. 0.5% (1) respondents said that they couldn't say whether they were satisfied or not as the child never discussed with them if they enjoyed going to the school due to MDM programme.

Children get good food to eat....

"Chhokrao ne saaru khavanu male chhe, maja aave chhe." (Children get good food to eat, they enjoy it) – A mother from Vadodara

Sometimes they get sweets....

"Amuk vaar mithai made, saras maja nu khavanu made jyare koi daan aape." (Sometimes they get sweets, good stuff they get to eat when some ones donates) – A mother from Dangs

Table 246: *t*-test results of perceptions of Male and Female Parents regarding satisfaction with Mid Day Meal programme- Child enjoys going to school
(N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.86	.552	-.459	198	.647 (NS)*
Female	134	2.90	.412			

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

The t-test results with regard to satisfaction with the child enjoying going to school under the MDM Programme in relation to gender as a variable suggested no significant difference in the mean scores of the male and female respondents indicating that they were satisfied to a great extent with the child enjoying going to the school under MDM programme.

Table 247: Analysis of Variance (ANOVA) results for perceptions of Male and Female Parents regarding satisfaction with Mid Day Meal programme- Child enjoys going to school in relation with selected variables
(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	4.775	3	1.592	8.301	.000 (Sig.)**
	Within Groups	37.580	196	.192		
Education	Between Groups	.688	4	.172	.804	.524 (NS)*
	Within Groups	41.667	195	.214		
Caste	Between Groups	.849	2	.424	2.014	.0136 (NS)*
	Within Groups	41.506	197	.211		

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

The ANOVA results with regard to satisfaction with the child enjoying going to school under the MDM Programme indicated no significant difference in the perception of the parents in relation to Education and caste of the respondents. A significant difference in the perception of the respondents was however found in relation to District of the respondents as a variable. A post hoc analysis was used to identify which groups differed in their perception.

Table 248: Post Hoc Test result for perceptions of Parents regarding satisfaction with Mid Day Meal programme- Child enjoys going to school in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Surat	3.00	Banaskantha	2.94	.060	.088	.925 (NS)*
			The Dangs	2.62	.380	.088	.000 (Sig.)**
			Vadodara	2.98	.020	.088	.997 (NS)*

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

The post hoc results with regard to satisfaction with the child enjoying going to school under the MDM Programme in relation to district as a variable suggested no significant difference in the perception of respondents from Surat, Banaskantha and Vadodara. This was indicative of the fact the respondents belonging to these three districts were satisfied with the child enjoying going to school due to MDM to a great extent.

On the contrary, responses from Dangs had a lower mean score competitively suggesting that the parents were satisfied to some extent with the fact that the child enjoys going to school due to MDM scheme. According to them, MDM was not the only reason due to which the child enjoys going to school.

A lot of activities take place in schools....

“Khava thi jo jaayaj chhe pan have pravitti pan khoob thaay chhe jena lidhe jaaye chhe chhokrao.” (They go to eat also but there are many activities also due to which the children go) – A mother from Surat

Table 249: Distribution of parents’ responses regarding satisfaction with Mid Day Meal programme- Child learns to mingle with children of other social classes

(N=200)

Categories	Frequency	Percentage
To a Great Extent	193	96.5
To Some Extent	0	0
To a Least Extent	7	3.5
	200	100

Thakur (2013) conducted a study on “*Assessment of Children Availing Mid Day Meal Scheme*” in Chandigarh and stated that the school feeding platform provides a platform for other developmental outcomes viz. reinforcing and developing local economies ensuring safe learning environments to improve social interactions and cohesion during meal times (Thakur, 2013).

In the light of the above finding, similar finding emerged in the current study, indicating that with regard to satisfaction with the child learning to mingle with children of other classes under MDM programme, 96.5% (193) respondents reported that they were satisfied to a great extent while only 3.5% (7) respondents said that they were satisfied to the least extent citing reasons that discrimination, though not very visible, was still faced.

Our children are made to sit separately sometimes....

“Aam to bhed bhaav nathi thatu, dekhaay na pan thaay kharu amuk anshe, amara chhokrao ne alag besadvama aave chhe jamva samaye” (Usually discrimination does not take place as such, it is unseen but it does happen till some extent, our children are made to sit separately while eating) – A mother from Dangs

Children take plates from home....

“Jamvani thadiyo chhokrao ghare thi lai jaaye chhe, jo bhuli jaaye to pachha mokle, ke jao thali lai aao, bija badako na aapa saathe jamva.” (When the child forgets plate to eat food, they are sent back to get the plates, other children do not allow them to eat from their plate) – A mother from Banaskantha

**Table 250: *t*-test results of perceptions of Male and Female Parents regarding satisfaction with Mid Day Meal programme-
Child learns to mingle with children of other social classes**

(N=200)

t-test for Equality of Means					
n		Mean	Std. Deviation	t	Sig. (2 tailed)
Male	66	2.91	.420	-.562	.575 (NS)*
Female	134	2.94	.342		

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

The t-test results regarding satisfaction with the child learning to mingle with children with other social classes under MDM programme in relation to gender as a variable indicated no significant difference in the perceptions of male and female parent respondents. The mean scores of both the respondents were high indicating that they

were satisfied to a great extent with the child learning to mingle with children of other social classes due to Mid Day Meal.

Table 251: Analysis of Variance (ANOVA) results for perceptions of Male and Female Parent respondents regarding satisfaction with Mid Day Meal programme- Child learns to mingle with children of other social classes in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	2.940	3	.980	7.977	.000 (Sig.)**
	Within Groups	24.080	196	.123		
Education	Between Groups	.985	4	.246	1.845	.122 (NS)*
	Within Groups	26.035	195	.134		
Caste	Between Groups	.818	2	.409	3.076	.048 (Sig.)**
	Within Groups	26.202	197	.133		

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

The ANOVA results regarding satisfaction with the child learning to mingle with children with other social classes under MDM programme indicated no significant difference in the perceptions of the respondents in relation to Education of the respondents. A significant difference was however recorded in the perception of the respondents relation to variables like Districts and Caste of the respondents. A post hoc analysis was used to identify which groups differed in their perception.

Table 252: Post Hoc Test result for perceptions of Parents regarding satisfaction with Mid Day Meal programme- Child learns to mingle with children of other social classes in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	3.00	The Dangs	2.72	.280	.070	.002 (Sig.)**
			Surat	3.00	.000	.070	1.000 (NS)*
			Vadodara	3.00	.000	.070	1.000 (NS)*
Caste	OBC	3.00	General	3.00	.000	.214	1.000 (NS)*
			SC/ST	2.87	.128	.213	.835 (NS)*

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

The post hoc results regarding satisfaction with the child learning to mingle with children with other social classes under MDM programme with regard to district as a variable indicated no significant difference in the perceptions of respondents from Banaskantha, Surat and Vadodara. This indicated that the respondents from these districts were satisfied with the children learning to mingle with children of other social classes as a benefit of MDM. The mean scores of the responses from Dangs were low which were indicative of the fact that the respondents were not as satisfied with the child learning to mingle with children of other social classes as a benefit of MDM scheme. There was a lot of discrimination based on caste in Dangs which was seen even in the villages. The respondents claimed that casteism is seeped even in the schools where the children are taught to sit separately from the children belonging to low social class.

In relation to caste as a variable, the results suggested that the respondents belonging to the OBC and general castes had equal mean scores while the mean score of the respondents belonging to the SC/ST caste were lower indicating that the respondents belonging to the SC/ST caste were not too satisfied with the child learning to mingle with the children of other social classes. According to them, the discrimination was hidden. Their children were sometimes not being talked to or made to sit alone during the MDM. These things were not discussed often as they are imbibed into the daily behavior of the people and most of them do not see this as discrimination at all.

Table 253: Distribution of parents' responses regarding satisfaction with Mid Day Meal programme- Child does not have to work anymore (N=200)

Categories	Frequency	Percentage
To a Great Extent	192	96
To a Least Extent	8	4
	200	100

Chaudhari (2007) examined the consequence of Mid Day Meal program on the incidence of child labour using a three-sector general equilibrium model. It was found that the Mid Day Meal programme policy may be counter-productive as it lowers the initial incomes of the working families and the return on education (Chaudhari, 2007).

In the light of the above findings, similar findings emerged in the current study where, 96% (192) respondents said that they were satisfied to a great extent. They believed that the children earlier had to help them in work to earn more wages but now due to meals being served in school, the burden of feeding the children has reduced.

Now the child does not have to work anymore....

“Have badako ne majoori karvani jarur nathi, nishaade khavanu madi jaaye chhe, ha pan jyare sherdi kaapvano time aave tyare ame laine jaye chhe kemke ekla to na mukay ne chhokri ne.” (Now the children do not have to work because they get food in the school, yes but when there is a season to harvest sugarcane, we take them because we can't leave the girl alone here) – A mother from Dangs

Table 254: t-test results of perceptions of Male and Female Parents regarding satisfaction with Mid Day Meal programme- Child does not have to work anymore (N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.91	.420	-.275	198	.784 (NS)*
Female	134	2.93	.380			

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

The t-test results regarding satisfaction with the child not having to work anymore in relation to gender as a variable suggested no significant difference in the perception of male and female parent respondents. The mean scores of the respondents from both

the categories were high which suggested that they were satisfied with the child not having to work anymore due to the Mod Day Meal programme at the school.

Table 255: Analysis of Variance (ANOVA) results for perceptions of Parents regarding satisfaction with Mid Day Meal programme- Child does not have to work anymore

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	3.840	3	1.280	9.333	.000 (Sig.)**
	Within Groups	26.880	196	.137		
Education	Between Groups	.832	4	.208	1.357	.250 (NS)*
	Within Groups	29.888	195	.153		
Caste	Between Groups	1.069	2	.534	3.550	.031 (Sig.)**
	Within Groups	29.651	197	.151		

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

The ANOVA results regarding satisfaction with the child not having to work anymore indicated no significant difference in the perception of the respondents with regard to Education of the respondents as a variable. A significant difference was however noted in the perception of the respondents with regard to District and Caste as a variable. To identify which groups differed, a post hoc test was conducted.

Table 256: Post Hoc Test result for perceptions of Parents regarding satisfaction with Mid Day Meal programme- Child does not have to work anymore in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	3.00	The Dangs	2.68	.320	.074	.000 (Sig.)**
			Surat	3.00	.000	.074	1.000 (NS)*
			Vadodara	3.00	.000	.074	1.000 (NS)*
Caste	OBC	3.00	General	3.00	.000	.228	1.000 (NS)*
			SC/ST	2.85	.147	.227	.812 (NS)*

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

The post hoc results regarding satisfaction with the child not having to work anymore in relation to District as a variable indicated no significant difference in the mean scores of responses from Banaskantha, Surat and Vadodara, suggesting that the respondents were satisfied with the child not having to work anymore as a benefit of MDM scheme to a great extent. There was a significant difference in the perception of responses from The Dangs indicating that the respondents were not of the opinion that the child does not have to work anymore due to MDM scheme. There have been instances where the children were taken away from the school by the parents in order to work in the sugarcane fields as the extra working hands of the child would mean extra income for the family. Thus, respondents from The Dangs district did not think that this was a benefit altogether.

With regard to caste as a variable suggested that the mean scores of the respondents belonging to OBC and General category had equal mean scores while the mean scores of the respondents belonging to the SC/ST category were lower. This indicated that the respondents belonging to the SC/ST category were less satisfied with the child not having to work anymore. According to them, this was less of a benefit to the child as not working was no option for them since they were daily wage earners and the child sometimes did odd jobs to earn some money.

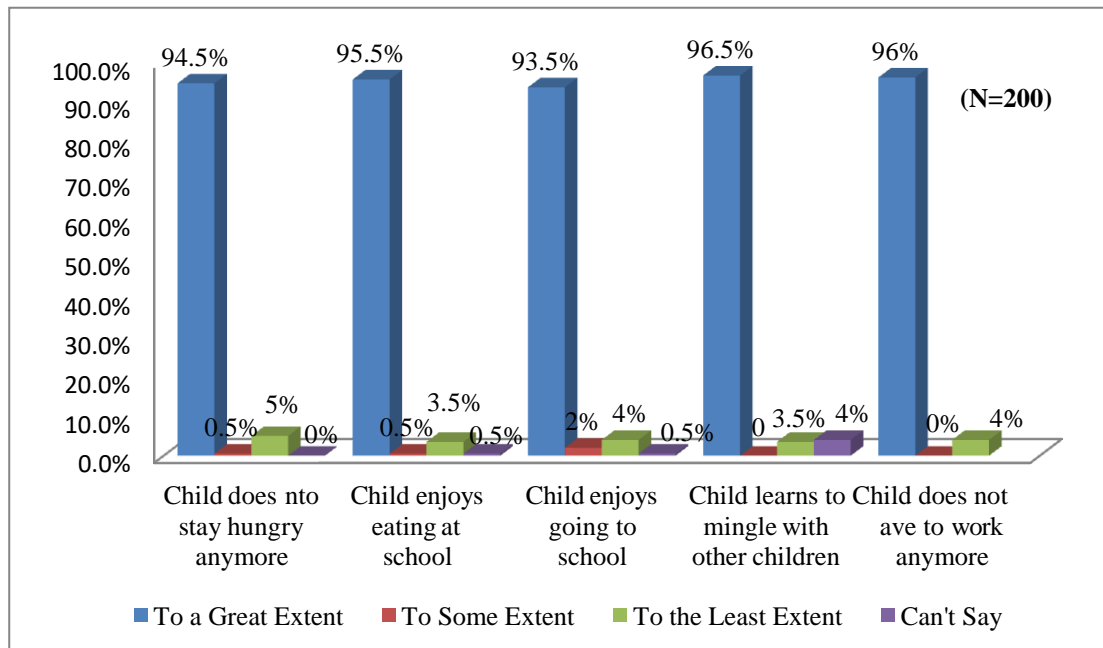
Table 257: Distribution of Parents' perception regarding Satisfaction with Mid Day Meal Programme – At a glance

(N=200)

Benefits	To a Great Extent	To Some Extent	To the Least Extent	Can't Say	Total
Child learns to mingle with children of other social classes	193 (96.5%)	-	7 (3.5%)	-	200 (100%)
Child does not have to work anymore	192 (96%)	-	8 (4%)	-	200 (100%)
Child enjoys eating at school	191 (95.5%)	1 (0.5%)	7 (3.5%)	1 (0.5%)	200 (100%)
Child does not stay hungry anymore	189 (94.5%)	1 (0.5%)	10 (5%)	-	200 (100%)
Child enjoys going to school	187 (93.5%)	4 (2%)	8 (4%)	1 (0.5%)	200 (100%)

Figures in parentheses indicate percentage

Figure 66: Distribution of Parents' perception regarding Satisfaction with Mid Day Meal Programme



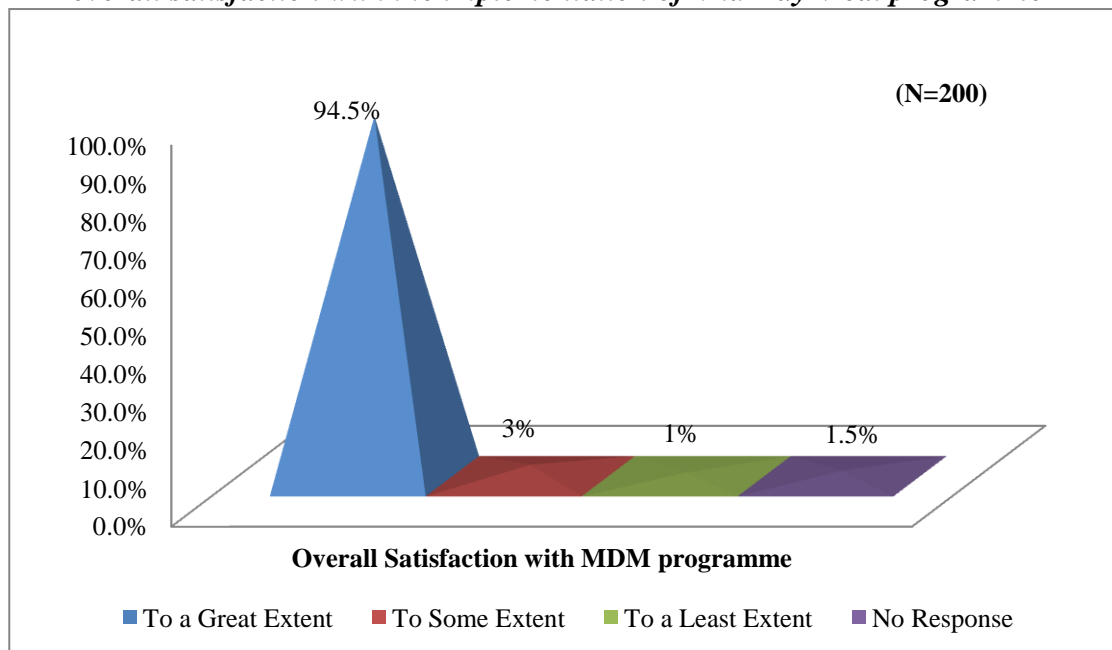
The above table and figure highlights the satisfaction level of the parent respondents with regard to facilities of Mid Day Meal programme. It reveals that the parents were largely satisfied with all the benefits under MDM programme. The largest satisfaction that the parents experience is from the fact that the children learn to mingle with the children from other social classes followed by child not having to work anymore.

A study of “*Relevance of Mid Day Meal Programme with Special Reference to Local Body Schools of Durg and Bhilai Town*” found out that most of the students belonging to low income families come to schools due to MDM, even if the meal wouldn’t be served, they agree to come to school. The study concluded that MDM programme does not motivate children to enroll in schools and also doesn’t ensure their regular attendance (Tiwari, 2017). The current study findings are opposite of this particular finding, the data reveals that 93.5% parents were satisfied with the fact that their children enjoy going to school regularly due to MDM programme. They were happy that their children get good nutritious food in school.

Table 258: Distribution of parents' responses regarding overall satisfaction with the implementation of Mid Day Meal programme (N=200)

Categories	Frequency	Percentage
To a Great Extent	189	94.5
To Some Extent	6	3
To a Least Extent	2	1
No response	3	1.5
	200	100

Figure 67: Distribution of parents' responses regarding overall satisfaction with the implementation of Mid Day Meal programme (N=200)



With regard to overall satisfaction regarding implementation of the MDM programme at the school, 94.5% (189) respondents, said that they were satisfied to a great extent. 3% (6) said that they were satisfied to some extent, 1% (2) respondents said that they were satisfied to the least extent while 1.5% (3) chose not to respond.

The MDM programme has been successful in attracting children into primary schooling. It has also helped the children in inculcation of good habits like washing hands before meals, enhanced social values and equity amongst the children (Malik, Venkatramana, & Baby, A Study on Perception of Parents on Mid Day Meal Scheme Among Slum Communities of Delhi, 2018).

Similar findings emerged in the current study where the parent respondents were satisfied with the overall implementation of the MDM programme. The parents were

happy as their children learnt the habit of inclusion and social cohesion. They were also satisfied that their children get a good meal in school due to which they are happy to attend school in the long run.

Table 259: *t*-test results of perceptions of Male and Female Parents regarding overall satisfaction with the implementation of Mid Day Meal programme
(N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.94	.345	.768	198	.443 (NS)*
Female	134	2.89	.485			

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

The t-test results with regard to overall satisfaction with the implementation of the MDM programme in relation to gender indicated no significant difference in the perception of the male and female respondents suggesting that they were satisfied with the overall implementation of the MDM programme to a great extent.

Table 260: *Analysis of Variance (ANOVA) results for perceptions of Parents regarding overall satisfaction with the implementation of Mid Day Meal programme in relation with selected variables*
(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	1.255	3	.418	2.161	.094 (NS)*
	Within Groups	37.940	196	.194		
Education	Between Groups	.606	4	.151	.765	.549 (NS)*
	Within Groups	38.589	195	.198		
Caste	Between Groups	.033	2	.016	.083	.921 (NS)*
	Within Groups	39.162	197	.199		

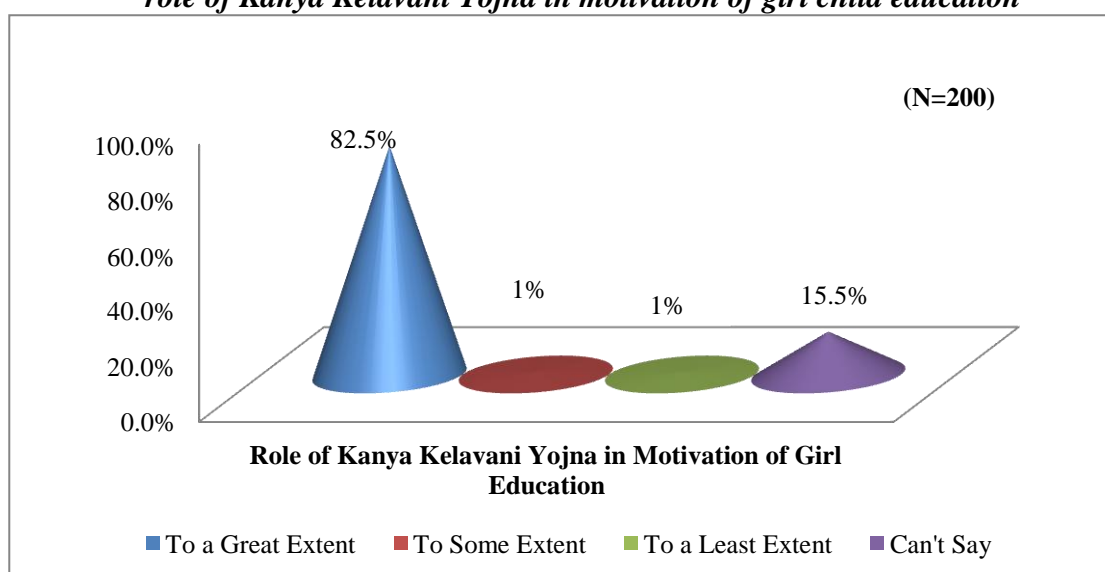
***Result Not Significant (NS) as $p > 0.05$**

The ANOVA results with regard to overall satisfaction with the implementation of the MDM programme indicated no significant difference in the perception of the respondents in relation to District, education and caste of the respondent as variables.

Table 261: Distribution of parents' responses regarding role of Kanya Kelavani Yojna in motivation of girl child education (N=200)

Categories	Frequency	Percentage
To a Great Extent	165	82.5
To Some Extent	2	1
To a Least Extent	2	1
Can't say	31	15.5
	200	100

Figure 68: Distribution of parents' responses regarding role of Kanya Kelavani Yojna in motivation of girl child education (N=200)



With regard to role of Kanya Kelavani Yojna in motivation of girl child education, 82.5% (165) respondents said that it has motivated to a great extent.

Scholarships have made a lot of difference....

“Shishyavrutti medva thi ghano faaydo thayo chhe kemke aaje pan samaj ma chhokri ne bhanavvo ek bhaar ganay chhe.” (Getting a scholarship has made a lot of difference because even today, educating a girl in the society is seen as a burden) – A mother from Dangs

1% (2) respondents said that it has motivated to some extent, 1% (2) respondents said that it has motivated to the least extent. 15.5% (31) respondents couldn't say as they were not aware about the impact of it in their community.

After 8th standard girls are not sent to school....

“Kasu kehvay nahi kemke aam pan mafat shikshan na lidhe chhokariyo ne schoole mokalvama aave chhe pan 8ma dhoran pachhi to nathij mokalta.” (Can’t say anything about it because due to free education, girls are sent to school but after the 8th standard they don’t send only) – A mother from Banaskantha

Table 262: *t*-test results of perceptions of Male and Female Parents regarding role of Kanya Kelavani Yojna in motivation of girl child education

(N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.67	.934	1.465	198	.144 (NS)*
Female	134	2.43	1.166			

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

The t-test results of perception of the respondents regarding role of Kanya Kelavani Yojna in motivation of girl child education indicated no significant difference in the perception of male and female respondents. This suggested that they both felt that Kanya Kelavani Yojna has indeed motivated education of the female children to a great extent.

Table 263: Analysis of Variance (ANOVA) results for perceptions of Male and Female Parents regarding role of Kanya Kelavani Yojna in motivation of girl child education in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	31.455	3	10.485	9.855	.000 (Sig.)**
	Within Groups	208.540	196	1.064		
Education	Between Groups	3.843	4	.961	.793	.531 (NS)*
	Within Groups	236.152	195	1.211		
Caste	Between Groups	6.152	2	3.076	2.591	.077 (NS)*
	Within Groups	233.843	197	1.187		

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

The ANOVA results of perceptions of parent respondents regarding role of Kanya Kelavani Yojna in motivation of girl child education indicated no significant

difference in the perception of the respondents in relation to Education and Casts of the respondents as variables. A significant difference was found in the perception of the respondents with regard to District as a variable. Post hoc analysis was used to identify which group of respondents differed in their perception.

Table 264: Post Hoc Test result of perceptions of Parents regarding role of Kanya Kelavani Yojna in motivation of girl child education in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Vadodara	2.86	Banaskantha	2.58	.280	.206	.607 (NS)*
			The Dangs	1.84	1.020	.206	.000 (Sig.)**
			Surat	2.74	.120	.206	.953 (NS)*

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

The post hoc results with regard to perception of parents regarding role of Kanya Kelavani Yojna in motivation of girl child education, with District as a variable indicated no significant difference in the perception of the respondents belonging to Vadodara, Banaskantha and Surat. A significant difference was however noted in the perception of respondents from Dangs, where the mean score was low indicating that the respondents from Dangs did not think that Kanya Kelavani Yojna has motivated girl child education to a great extent. The only boon is free admission because of which the girls are studying till 8th standard, but otherwise, girl child education stands negligible.

Table 265: Distribution of parents' responses regarding satisfaction with provision of remedial classes at school

(N=200)

Categories	Frequency	Percentage
To a Great Extent	136	68
To Some Extent	11	5.5
To a Least Extent	7	3.5
Can't say	46	23
	200	100

Most of the parents were not aware about remedial classes being conducted under the Gunotsav programme but they were aware about some extra classes being conducted for children who were weak. The parents had no idea about what goes into teaching in these remedial classes. With regard to satisfaction of the respondents with the remedial classes provided at the school, 68% (136) respondents said that they were satisfied to a great extent.

It is good that the child is kept extra in school...

“Saaru ne chhokrao ne vadhare school ma rakhine bhanavva ma aave chhe, chhokra gaam ma farine aala taala to na kare.” (It’s good that the child is kept extra to be taught, atleast the child won’t roam around in the village doing nothing) – A mother from Vadodara

5.5% (11) respondents were satisfied to some extent, 3.5% (7) respondents were satisfied to the least extent.

If they would teach well in school, what’s the need of extra class?

“School maaj barobar bhanave to aavi rite school na time baad chhokraone rokavvani shu jarur?” (If the child is taught well in the school itself, then what is the need to hold the child back after school?) – A mother from Banaskantha

23% (46) respondents couldn’t say as they were not aware about the remedial classes being conducted in their children’s school.

We don’t know...

“Aa to khabar nai shu hoy and shu thaay chhe, ame kyarey puchva gaya nai.” (Don’t know what it is and what happens, we never went to ask) – A mother from Dangs

Table 266: t-test results of perceptions of Male and Female Parents regarding satisfaction with provision of remedial classes at school

(N=200)

t-test for Equality of Means					
n		Mean	Std. Deviation	t	Sig. (2 tailed)
Male	66	2.29	1.237	.804	.422 (NS)*
Female	134	2.13	1.285		

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

The t-test results for perception of the parent respondents in relation to gender as a variable indicated no significant difference regarding satisfaction with provision of remedial classes at school between mean scores of male and female respondents. This suggested that both, male and female respondents were satisfied with the provision of remedial classes at school to a great extent.

Table 267: Analysis of Variance (ANOVA) results for perceptions of Parents regarding satisfaction with provision of remedial classes at school in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	38.735	3	12.912	8.993	.000 (Sig.)**
	Within Groups	281.420	196	1.436		
Education	Between Groups	25.894	4	6.473	4.290	.002 (Sig.)**
	Within Groups	294.261	195	1.509		
Caste	Between Groups	7.828	2	3.914	2.469	.087 (NS)*
	Within Groups	312.327	197	1.585		

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

The ANOVA results for perception of the parent respondents regarding satisfaction with provision of remedial classes indicated no significant difference in the perception of the respondents in relation Caste of the respondents as a variable. A significant difference was however found in relation to District and Education of the respondents as variables. Post hoc analysis was used to identify which groups differed in their perception.

Table 268: Post Hoc Test result of perceptions of Parents regarding satisfaction with provision of remedial classes at school in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	2.82	The Dangs	1.58	1.240	.240	.000 (Sig.)**
			Surat	2.22	.600	.240	.103 (NS)*
			Vadodara	2.12	.700*	.240	.039 (Sig.)**
Education	Senior Secondary Education (11-12)	2.94	Primary (1-8)	2.01	.935	.312	.066 (NS)*
			Secondary (9-10)	2.57	.373	.346	.884 (NS)*
			Graduation	2.50	.444	.679	.980 (NS)*
			Illiterate	1.72	1.224	.380	.037 (Sig.)**

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

The post hoc results of the perception of parents regarding satisfaction with provision of remedial classes at school in relation to District as a variable the results indicated that respondents from Banaskantha were satisfied to a great extent with the extra classes (as they know it) held in the children's schools. There was no significant difference in the perception of the respondents belonging to Banaskantha, Surat and Vadodara districts.

A significant difference was however found in responses of parents belonging to Dangs district indicating that the respondents were least satisfied with the extra classes. The reason cited that most of the schools have a very poor student teacher ratio and the teachers sometimes teach two three classes together in the same room.

With regard to education as a variable, the mean score of the respondents who had completed their senior secondary education was higher as compared to the ones belonging to the other categories. While there was no significant difference in the perception of respondents who had completed their senior secondary education and the ones who had completed their primary, secondary and graduation levels, a significant difference was noted between the respondents who had completed their senior secondary education and those who were illiterate.

The respondents who were illiterate were least satisfied with the provision of remedial classes at school. The reason cited by them was the fact that the children do not know how to read and write despite schooling and remedial classes too.

Despite this, the children can't read and write....

“Aam pan amara parivaar ma thi aa balako pehli vakhat nishaade gaya chhe ane to pan lakhta, ganta nathi aavadtu, pachi nishaad pati gaya oachhi pan besaade chhe, lakhta, ganta aave to samajiye,”(As such these children are the first ones to go to school and despite that they don't know how to read and write and then after school they are held back, if they knew how to read and write then we understand) – A mother from Surat

Table 269: Distribution of parents' responses regarding benefits of Kanya Kelavani Yojna- Has paved a way to motivate female children to go to school (N=200)

Categories	Frequency	Percentage
To a Great Extent	180	90
To Some Extent	5	2.5
To a Least Extent	1	0.5
Can't say	13	6.5
No Response	1	0.5
	200	100

90% (180) parents responded that Kanya Kelavani Yojna has paved a way to motivate female children to go to school as it ensures economic benefit and motivates the parents to break the taboo of not educating their girl children.

Even today, educating a girl child is taken to be a burden....

“Shishyavrutti medva thi ghano faaydo thayo chhe kemke aaje pan samaj ma chhokri ne bhanavvo ek bhaar ganay chhe.” (Getting a scholarship has made a lot of difference because even today, educating a girl in the society is seen as a burden) – A mother from Surat

2.5% (5) thought that it benefitted to some extent as there are people who have not benefitted through its claims. Also, since it is an incentive based scheme, people are motivated enough but the reason is just the incentive and not the overall objective of getting the girl child educated. 0.5% (1) respondent said that it has paved a way for girl child education to the least extent. 6.5% (13) respondents couldn't comment on it

as they had not seen concrete results in their community atleast. 0.5% (1) respondent chose not to respond.

Table 270: *t*-test results of perceptions of Male and Female Parents regarding benefits of Kanya Kelavani Yojna- Has paved a way to motivate female children to go to school (N=200)

t-test for Equality of Means					
n		Mean	Std. Deviation	t	Sig. (2 tailed)
Male	66	2.76	.805	.032	.974 (NS)*
Female	134	2.75	.780		

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

The t-test results of perception regarding Kanya Kelavani Yojna paving a way to motivate the female children to go to school as a benefit in relation to gender as a variable indicated no significant difference in the perception of the male and female respondents. This suggested that the male and female respondents thought alike that Kanya Kelavani Yojna has paved a way to motivate education of the female children to a great extent.

Table 271: *Analysis of Variance (ANOVA) results for perceptions of Parents regarding benefits of Kanya Kelavani Yojna- Has paved a way to motivate female children to go to school in relation with selected variables (N=200)*

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	9.495	3	3.165	5.466	.001 (Sig.)**
	Within Groups	113.500	196	.579		
Education	Between Groups	1.250	4	.312	.500	.735 (NS)*
	Within Groups	121.745	195	.624		
Caste	Between Groups	4.144	2	2.072	3.435	.034 (Sig.)**
	Within Groups	118.851	197	.603		

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

The ANOVA results of perception of parents regarding Kanya Kelavani Yojna paving a way for girl child education indicated no significant difference in the perception of the respondents in relation to Education as a variable. A significant difference was however found in the perception of the respondents in relation to District and Caste of

the respondents as variables. Post hoc analysis was used to identify which groups differed in their perception.

Table 272: Post Hoc Test result of perceptions of Parents regarding benefits of Kanya Kelavani Yojna- Has paved a way to motivate female children to go to school in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Vadodara	2.92	Banaskantha	2.86	.060	.152	.984 (NS)*
			The Dangs	2.38	.540	.152	.007 (Sig.)**
			Surat	2.86	.060	.152	.984 (NS)*
Caste	OBC	3.00	General	2.91	.091	.456	.980 (NS)*
			SC/ST	2.62	.376	.455	.711 (NS)*

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

The post hoc results of perception of the parent respondents regarding Kanya Kelavani Yojna paving a way to motivate girl child education in relation to District as a variable indicated no significant difference in the perception of the respondents of Vadodara, Banaskantha and Surat districts. This was suggestive that the respondents in these districts were satisfied to a great extent regarding Kanya Kelavani Yojna paving a way to motivate female children to go to school. Surat and Banaskantha have a considerable amount of tribal population who believe that this Yojna has been very instrumental in motivating them as parents to send their children to school.

Respondents from Dangs on the other hand significantly differed in their perception and were of the opinion that Kanya Kelavani Yojna has not been too instrumental in paving a way to motivate the girl children to go to school. Their perception was more towards creation of supplementing livelihoods so that the children can be left back in school while the parents can go for their seasonal labour work.

With regard to caste as a variable, the results suggested that the respondents belonging to the OBC category had a higher mean score as compared to the respondents belonging to the general and the SC/ST categories. More than the economic burden,

the social taboo of not educating the girls was broken due to such initiatives. There was no significant difference in the perception of the respondents belonging to all the three categories.

Table 273: Distribution of parents' responses regarding benefits of Kanya Kelavani Yojna- Scholarships help reduce the economic burden (N=200)

Categories	Frequency	Percentage
To a Great Extent	130	65
To Some Extent	20	10
To a Least Extent	5	2.5
Can't say	43	21.5
No Response	2	1
	200	100

With regard to perception of the respondents regarding Kanya Kelavani Yojna helping to reduce the economic burden, 65% (130) respondents were of the opinion that it has helped reduce economic burden to a great extent.

People who have girl children can benefit from this...

“Amara to chhokrao chhe, etle amne shishyavrutti na male pan jeni chhokariyo chhe, emne khasu faaydo thaay.” (We have male children so we won't get scholarship but those who have female children, they get good benefits) – *A mother from Surat*

Daughters have started going to school...

“Paisa malva thi faaydo to thayoj chhe kemke ghani badhi dikariyo nishaade java maandi chhe.” (There has been a benefit due to getting money as more daughters are going to school now)– *A father from Banaskantha*

10% (20) respondents said that it was a benefit to some extent as it the amount is not too sufficient. 2.5% (5) respondents said that it was a benefit to the least extent. 21.5% (43) respondents could not say as they had not availed the facility as yet. 1% (2) respondents chose not to respond.

Table 274: *t*-test results of perceptions of Male and Female Parents regarding benefits of Kanya Kelavani Yojna- Scholarships help reduce the economic burden (N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.05	1.282	-1.032	198	.303 (NS)*
Female	134	2.24	1.227			

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

The t-test results of perception of respondents in relation to benefit of Kanya Kelavani Yojna scholarships helping to reduce economic burden with regard to gender as a variable suggested no significant difference in the mean scores of male and female respondents suggesting that they feel scholarships are a benefit which reduces the economic burden of the family to a great extent. The mean score of the female respondents was higher as compared to the male respondents.

Table 275: *Analysis of Variance (ANOVA) results for perceptions of Parents regarding benefits of Kanya Kelavani Yojna- Scholarships help reduce the economic burden in relation with selected variables (N=200)*

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	25.935	3	8.645	5.989	.001 (Sig.)**
	Within Groups	282.940	196	1.444		
Education	Between Groups	7.387	4	1.847	1.194	.315 (NS)*
	Within Groups	301.488	195	1.546		
Caste	Between Groups	18.996	2	9.498	6.455	.002 (Sig.)**
	Within Groups	289.879	197	1.471		

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

The ANOVA results of perception of respondents regarding benefits of Kanya Kelavani Yojna scholarships helping to reduce economic burden indicated no significant difference in the perception of the respondents with regard to Education of the respondents as a variable. A significant difference was found in the perception of the respondents with regard to District and Caste of the respondents as variables. Post hoc analysis was used to know which groups differed significantly.

Table 276: Post Hoc Test result of perceptions of Parents regarding benefits of Kanya Kelavani Yojna- Scholarships help reduce the economic burden in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Vadodara	2.56	Banaskantha	2.46	.100	.240	.982 (NS)*
			The Dangs	2.02	.540	.240	.172 (NS)*
			Surat	1.66	.900	.240	.004 (Sig.)**
Caste	OBC	3.00	General	2.49	.511	.712	.773 (NS)*
			SC/ST	1.90	1.101	.710	.303 (NS)*

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

The post hoc analysis of perception of the parents regarding benefits of Kanya Kelavani Yojna scholarships helping to reduce the economic burden in relation to district suggested that there was no significant difference in the mean scores of respondents belonging to Vadodara, Banaskantha and Dangs districts suggesting that the respondents in these districts were of the opinion that the scholarships helped a great deal in reducing the economic burden which otherwise could have been incurred for the education of the girls.

Respondents from Surat were of a different opinion indicating that the scholarships did not help in reducing the economic burden. Since many respondents were small and marginal farmers or were agricultural labourers who had to travel for work, a lot of cost was incurred for work itself. The parents claimed that the scholarship amount received was too meagre and education after the primary level does require a lot of money and with the schools being far away, this much amount is not a motivation to send the girls to school.

Thousand rupees is a meager amount....

“Hajaar rupya to occha pade kemke bijo kharcho an kharo ne jemke ganvesh, na pan hoy to ghar na kapda pan vyavasthit hova joiye ne, pachhi pencil ne chopadiyo no kharcho.” (Thousand rupees prove less because there are other expenditures also like uniform, even if the uniform is not there, the civic clothes must be proper, then expenditure on pencil and books) – *A mother from Vadodara*

With regard to caste as a variable, the results suggested that the respondents belonging to the OBC category were the most satisfied with this benefit and thought that the money received is a strong support to families of daily wage labourers and paves a way to ensure that the child is getting basic minimum education.

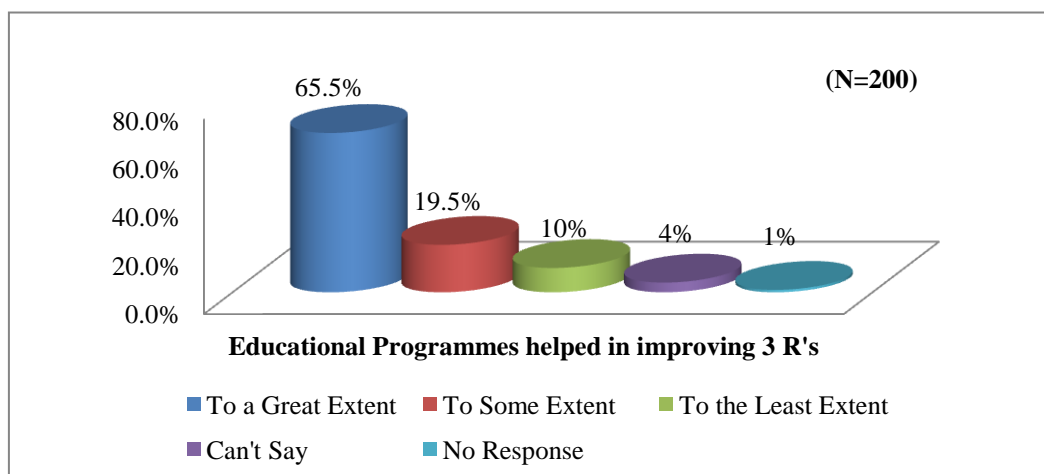
For us, our daughter getting to go to school itself is a big thing...

“Amara maate to amari dikri ne schoole javani tak male ej moti vaat chhe.” (For us, our daughter getting a chance to go to school is a big thing) – A father from Dang

Table 277: Distribution of parents’ responses regarding benefits of Education programmes- Helped in improvement of three R’s (N=200)

Categories	Frequency	Percentage
To a Great Extent	131	65.5
To Some Extent	39	19.5
To a Least Extent	20	10
Can’t say	8	4
No Response	2	1
	200	100

Figure 69: Distribution of parents’ responses regarding benefits of Education programmes- Helped in improvement of three R’s



With regard to the Education programmes helping in improvement of the three R’s (Reading, wRiting and aRithmetic), 65.5% (131) respondents said that the education programmes have helped to a great extent. 19.5% (39) parents were satisfied to some extent while 10% (20) respondents were satisfied to the least extent citing reasons that

the child can barely read a sentence fluently and can write the name with difficulty and not with ease.

My son is in 7th grade, cannot even read a newspaper yet....

“Saatma dhoran ma chhe maro dikro, amna sudhi lakhta nathi aavadtu, chhapo pan na vaachi shake sarkhi rite.” (My son is in seventh grade, till now he cannot write, cannot even read a newspaper fluently) – A mother from Vadodara

4% (8) respondents couldn't say much as they felt that there was no significant difference in the improvement of their child's skills of reading and writing atleast. 1% (2) respondents chose not to respond.

A Systematic Review Summary was published in September 2016 entitled “*The Impact of Education Programmes on Learning and School Participation in Low and Middle Income Countries*” which appraised and synthesized high-quality evidence on the effectiveness of social and economic development interventions. The results of the systematic review concluded that educational programs can improve school participation and learning outcomes in Middle and Low Income Countries. With a few exceptions, these educational programmes either improve school participation or learning, but not both. The exceptions are school-feeding and community based monitoring. The results also highlighted that cash transfer programmes have relatively positive effects on school participation outcomes. (Snilstveit, et al., 2016)

Similar findings emerged from the current study indicating that the parents were happy with the plans and programmes. While they were largely satisfied with programmes like Mid Day Meal and Kanya Kelavani Yojna which were largely incentive based schemes and have helped in motivating the parents to send their children to school, programmes like Gunotsav and Praveshotsav were not too good according to their perception, one which aims to improve quality of education and other aiming to bring about community participation.

Table 278: *t*-test results of perceptions of Male and Female parents regarding benefits of Education Programmes- Helped in improving three R's

(N=200)

t-test for Equality of Means					
n		Mean	Std. Deviation	t	Sig. (2 tailed)
Male	66	2.39	.839	-.698	.486 (NS)*
Female	134	2.49	.882		

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

The t-test results of perception of parents regarding benefits of Education programmes helping in improvement of three R's indicated no significant difference in the mean scores in relation to gender. The mean scores of respondents from both the categories were higher, suggesting that the male and female respondents thought that the education programmes have helped in improving the three R's of learning to a great extent.

Table 279: *Analysis of Variance (ANOVA) results for perceptions of Parents regarding benefits of Education Programmes- Helped in improving three R's in relation with selected variables*

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	19.735	3	6.578	9.929	.000 (Sig.)**
	Within Groups	129.860	196	.663		
Education	Between Groups	5.475	4	1.369	1.852	.121 (NS)*
	Within Groups	144.120	195	.739		
Caste	Between Groups	5.961	2	2.980	4.088	.018 (Sig.)**
	Within Groups	143.634	197	.729		

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

The ANOVA results of perception of parents regarding benefits of Education programmes helping in improvement of three R's indicated no significant difference in the perception of the respondents with regard to Education of the respondents. A significant difference in the perception of the respondents was however found with regard to variables like District and Caste of the respondents. Post hoc analysis was used to identify which groups differed in their perception.

Table 280: Post Hoc Test result of perceptions of Parents regarding benefits of Education Programmes- Helped in improving three R's in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	2.92	The Dangs	2.38	.540	.163	.013 (Sig.)**
			Surat	2.04	.880	.163	.000 (Sig.)**
			Vadodara	2.48	.440	.163	.066 (NS)*
Caste	OBC	3.00	General	2.63	.375	.501	.756 (NS)*
			SC/ST	2.30	.697	.500	.380 (NS)*

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

The post hoc results in relation to District as a variable indicated no significant difference in the perception of the respondents from Banaskantha and Vadodara districts. The respondents in these two districts were satisfied that the educational programmes have helped their children in basic reading, writing and arithmetic abilities.

The perception of respondents from Dangs and Surat districts differed significantly. This was suggestive that the respondents from these districts felt that the educational programmes have not helped in improvising the three R's of learning. Surat had a lot of group schools with massive number of children, as against this; there was an even greater lack of teacher recruitment due to which one teacher catered to three classes at the same time. Thus, equal attention not being paid to quality teaching, with the major emphasis being laid to completion of the course. With regard to Dangs, high rate of absenteeism was one major factor apart from the teachers not being in a balanced ratio to the number of children.

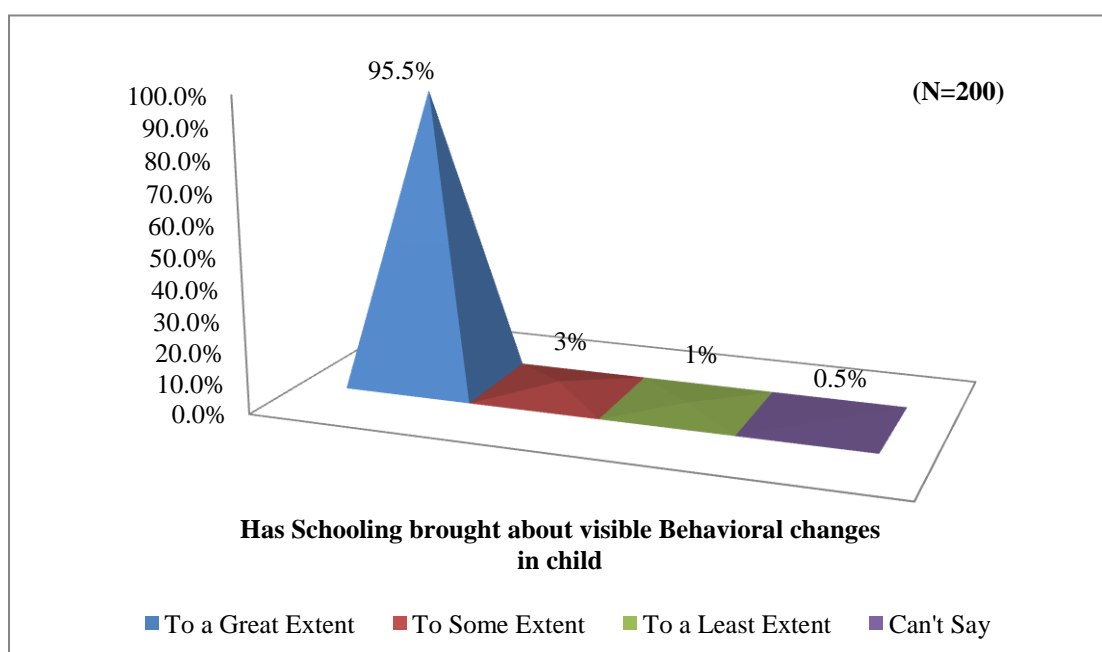
The post hoc analysis of perception of parent respondents with regard to caste as a variable indicated no significant difference in the perception of the respondents belonging to all the three categories. This suggested that the respondents belonging to the OBC category had a higher mean score as compared to the ones belonging to the other two categories. These respondents believed that for them, schooling forms a

privilege that not many people can afford and even the basic education is helping their children read and write which otherwise would not have been possible.

Table 281: Distribution of parents' responses regarding whether schooling has brought about any visible behavioral changes in their child (N=200)

Categories	Frequency	Percentage
To a Great Extent	191	95.5
To Some Extent	6	3.0
To a Least Extent	2	1.0
Can't say	1	0.5
	200	100

Figure 70: Distribution of parents' responses regarding whether schooling has brought about any visible behavioral changes in their child



The findings with regard to perception of parents in relation to whether schooling has brought about any visible behavioral changes in their child, 95.5% (191) respondents, felt that schooling has brought about positive changes in their children to a great extent. Children now enjoy going to school due to various reasons and most of all, the children have learnt the habit of community integration and responsibility.

They have learnt how to maintain cleanliness....

“Swachhata kevi rite jadavvu, ae schoole thi shikhya.” (They have learnt from the school regarding how to maintain cleanliness) – A mother from Surat

Learnt to wash hands before and after meals....

“Jamta pehla athwa jamya pachhi have haath dhuve chhe.” (Washes hands before and after eating meals) – A mother from Dangs

How to care for community property.....

“Samajik milkat ni sachavni kevi rite karvi, ae school thi sikhya.” (How to care for community property, they have learnt from the school) – A father from Vadodara

3% (6) were of the opinion that schooling has brought about behavioral changes to some extent while 1% (2) respondents were of the opinion that they have seen visible behavioral changes to the least extent in their children. 0.5% (1) respondent couldn't say much about this.

Table 282: *t*-test results of perceptions of Male and Female Parents regarding whether schooling has brought about any visible behavioral changes in their child (N=200)

(N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.92	.404	-.319	198	.750 (NS)*
Female	134	2.94	.294			

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

The *t*-test results of perception of respondents regarding whether schooling had brought about visible behavioral changes in their child indicated no significant difference in the mean scores of male and female respondents. The mean scores of both the categories of respondents were high, suggesting that the male and female respondents were of the opinion that the schooling has indeed brought about visible behavioral changes in their children.

Table 283: Analysis of Variance (ANOVA) results for perceptions of Parents regarding whether schooling has brought about any visible behavioral changes in their child in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	1.255	3	.418	3.293	.009 (Sig.)**
	Within Groups	20.900	196	.107		
Education	Between Groups	.395	4	.099	.886	.473 (NS)*
	Within Groups	21.760	195	.112		
Caste	Between Groups	.175	2	.087	.783	.458 (NS)*
	Within Groups	21.980	197	.112		

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

The ANOVA results of perception of parent respondents regarding whether the schooling has brought about any visible behavioral changes in their children suggested no significant difference in the perception of the respondents in relation to Education and Caste of the respondents as variables. A significant difference was however noted in the perception of the respondents with regard to district as a variable. Post hoc analysis was undertaken to identify which groups differed.

Table 284: Post Hoc Test result of perceptions of Parents regarding whether schooling has brought about any visible behavioral changes in their child in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Banaskantha	3.00	The Dangs	2.80	.200	.065	.027 (Sig.)**
			Surat	2.98	.020	.065	.993 (NS)*
			Vadodara	2.96	.040	.065	.945 (NS)*

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

The post hoc results regarding perception of parents regarding whether schooling has brought about any visible behavioral changes in their child in relation to District as a variable indicated no significant difference in the mean scores of responses from Banaskantha, Surat and Vadodara districts. The parents in these districts were

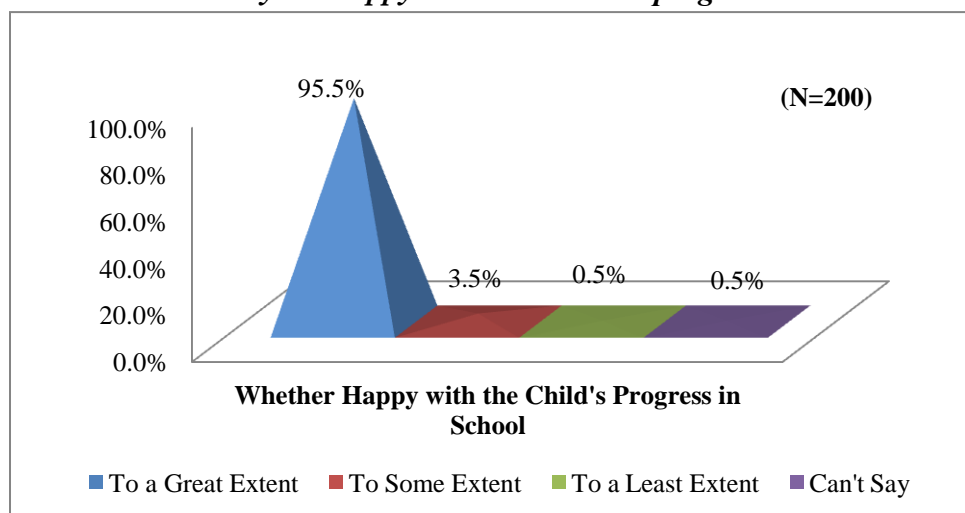
satisfied to a great extent regarding schooling bringing about visible behavior changes in their children like mingling with other children, sanitation and hygiene, sharing, moral and civic values and more over the feeling of community asset management and care.

Responses of parents in Dangs district differed significantly from those of the other districts indicating that they were not too happy regarding positive changes in their children due to schooling. The parents felt that schooling did not help much in building the capacities of the children and thus, no visible changes were seen as such.

Table 285: Distribution of parents' responses regarding whether they are happy with their child's progress in school (N=200)

Categories	Frequency	Percentage
To a Great Extent	191	95.5
To Some Extent	7	3.5
To a Least Extent	1	0.5
Can't say	1	0.5
	200	100

Figure 71: Distribution of parents' responses regarding whether they are happy with their child's progress in school



With regard to whether the parents were happy with their child's progress in school, 95.5% (191) respondents said that they were happy to a great extent as they see a positive change in their child in terms of aspiration to study, improved behavioral changes and a passion to go to school.

Children now go neat and clean to school...

“Ghano fer aavyo chhe, bol chaal ma, vartan ma, saaf suthra reh chhe badako.” (A lot of difference has been seen in the children, the way they speak, behavioral changes and they stay neat and clean) – *A father from Dangs*

3.5% (7) respondents were satisfied to some extent as they believed that schooling is free which is a bonus to many people around the country but at the same time, they were not too satisfied as the child could not read and write fluently even after that.

It is free that is why we send, but the child doesn't know how to read...

“Ae to have mafat chhe shikshan to mokalye, pan aam kai vaanchta, lakhta ke ganta aavadtu nathi.” (Education is free that is why we sent them to school but as such they don't know how to read, write and count). – *A father from Surat*

0.5% (1) respondent was happy to the least extent while 0.5% (1) respondent couldn't say much about it.

Table 286: *t*-test results of perceptions of Male and Female Parents regarding whether they are happy with their child's progress in school

(N=200)

t-test for Equality of Means					Sig. (2 tailed)
N		Mean	Std. Deviation	t	
Male	66	2.92	.404	-.502	.617 (NS)*
Female	134	2.95	.255		

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

The *t*-test results, of perception of male and female respondents regarding whether they are happy with their child's progress in school in relation to gender as a variable indicated no significant difference in the perception of respondents from both the categories. The mean scores for both were high indicating that the male and female parents were more or less equally happy with the progress of the child in school.

Table 287: Analysis of Variance (ANOVA) results for perceptions of Parents regarding whether they are happy with their child's progress in school in relation with selected variables

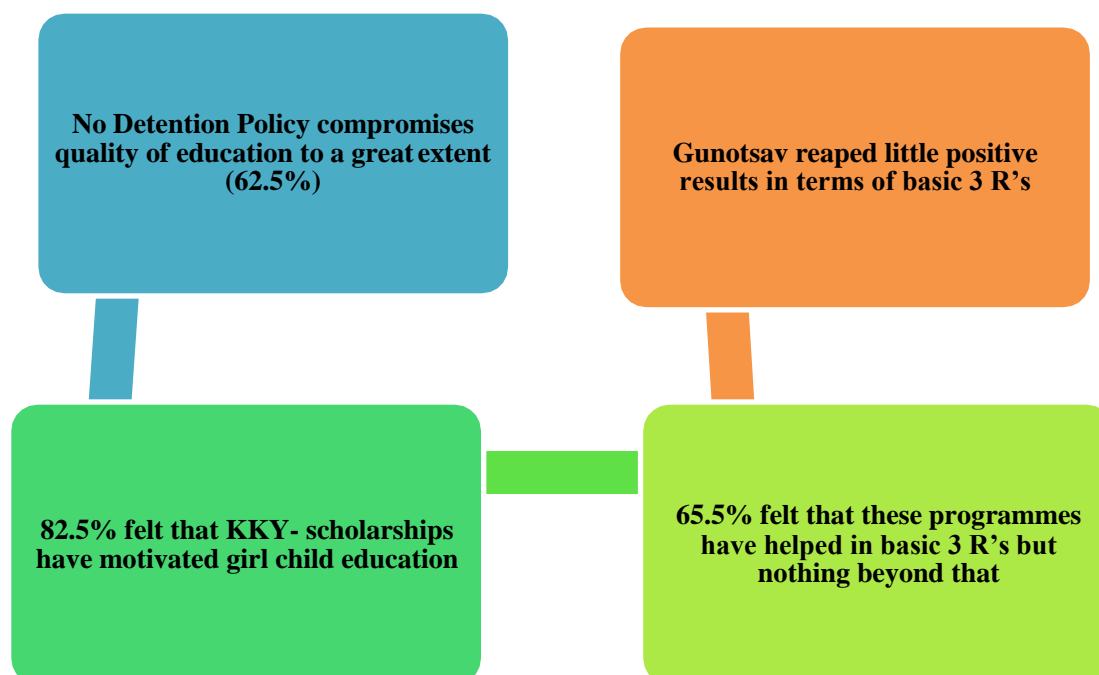
(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	.520	3	.173	1.811	.146 (NS)*
	Within Groups	18.760	196	.096		
Education	Between Groups	.596	4	.149	1.556	.188 (NS)*
	Within Groups	18.684	195	.096		
Caste	Between Groups	.014	2	.007	.070	.933 (NS)*
	Within Groups	19.266	197	.098		

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

The ANOVA results of perception of parents regarding whether they are happy with the progress of the child at school suggested no significant difference in the perception of the parent respondents with regard to District, Education and Caste of the respondents as variables.

Figure 72: Section II- Major findings regarding perception regarding satisfaction and impact of Government plans and programmes- At a glance



Section III

Problems Experienced

Table 288: *Distribution of parents' responses regarding discrimination faced at school – the child is isolated from other children during Mid Day Meal*

(N=200)

Categories	Frequency	Percentage
To a Great Extent	1	0.5
To Some Extent	0	0
To a Least Extent	198	99
Can't say	1	0.5
	200	100

(Dreze & Goyal, 2003), (Khera, 2006) and (Thorat & Lee, 2006) in their studies have highlighted that discrimination exists in various parts of the country and they pointed out discrimination in mid day meals takes form in two ways- “segregation of children during meals and opposition of appointment of Dalit as cooks. As opposed to these findings, the current study revealed discrimination in the form of making their child sit in isolation was experienced to the least extent, 99% (198). Only 0.5% (1) said that their child was made to sit in isolation sometimes. 0.5% (1) respondent couldn't say about that as he wasn't really aware about it.

Table 289: *Distribution of parents' responses regarding discrimination faced at school – the child is given a small portion of the meal*

(N=200)

Categories	Frequency	Percentage
To a Great Extent	1	0.5
To Some Extent	3	1.5
To a Least Extent	195	97.5
Can't say	1	0.5
	200	100

The issue of the child being provided with smaller portion of meals, specifically when the child is made to sit separately or served smaller portions of the meals or provided different plates altogether has also been mentioned in the Seventh Report of the Commissioners of the Supreme Court. (Government of India , 2007). However, the current study did not reveal much of such discrimination prevalent among the selected districts. Perception of the parents regarding the child being given a small portion of the meal during MDM at school as a form of discrimination revealed that 97.5% (195)

parents felt that their children faced such discrimination to the least extent. 1.5% (3) respondents felt that their children faced this form of discrimination to some extent, 0.5% (1) respondent said that their children faced this at school to a great extent while 0.5% (1) respondent couldn't say anything about it.

Table 290: Distribution of parents' responses regarding discrimination faced at school – the child is made to wash other children's plates
(N=200)

Categories	Frequency	Percentage
To a Great Extent	1	0.5
To Some Extent	0	0
To a Least Extent	199	99.5
	200	100

With regard to perception of the parents regarding the child made to wash other children's plates as a form of discrimination revealed that 99.5% (199) parents said that their children face such discrimination at school to the least extent. 0.5% (1) respondents said that their child faces such discrimination to a great extent.

My daughter was asked to wash dishes of other children...

“Ek be vakhat thayu chhe ke maari chhokri ne kehva ma aavyu ke bija badako ni thaliyo dhuve” (Once or twice it happened that my daughter was told to wash plates of other children) – A mother from Banaskantha

Table 291: Distribution of parents' responses regarding discrimination faced at school- the child is not given books
(N=200)

Categories	Frequency	Percentage
To a Great Extent	2	1
To Some Extent	0	0
To a Least Extent	198	99
	200	100

With regard to the child not being given any books as a form of discrimination, majority of the parents, 99% (198) said that their child faces such discrimination to the least extent. 1% (2) respondents said that their children face such discrimination at school to a great extent. They reported that sometimes, the child gets old and torn books from school.

Table 292: Distribution of parents' responses regarding discrimination faced at school- the child is made to sit on the last bench (N=200)

Categories	Frequency	Percentage
To a Great Extent	1	0.5
To Some Extent	1	0.5
To a Least Extent	195	97.5
Can't say	2	1
No response	1	0.5
	200	100

With regard to the child being made to sit on the last bench at school as a form of discrimination, 97.5% (195) parents responded that this happened with their children to the least extent. 0.5% (1) respondent said that it happens to a great extent while 0.5% (1) respondent claimed that this happens with the child to some extent. 1% (2) respondents couldn't say about this and 0.5% (1) respondent chose not to respond.

Table 293: Distribution of parents' responses regarding extent of difficulties faced during admission of the child (N=200)

Categories	Frequency	Percentage
To a Great Extent	3	1.5
To Some Extent	1	0.5
To a Least Extent	194	97
Can't say	2	1.0
	200	100

Certain documents are required as a proof to declare that the child is 5 or above 5 years of age at the time of admission. The basic documents include Hospital/Auxiliary Nurse and Midwife (ANM) register record, Anganwadi record or declaration through affidavit stating the age of the child by parent or guardian. The responses regarding perception of the parents with regard to extent of difficulties faced during the admission of the child revealed that 97% (194) respondents said that they faced problems to the least extent. 1.5% (3) respondents faced problems regarding admission to a great extent. According to them, they had absolutely no idea about what documents were required for admission. Some of the parents had no ration card or aadhar card due to which they faced some difficulties initially.

Where do we go if they ask for documents?

“Aam to keh chhe dastavej ni jarur nathi daakhla maate pan pachad thi mangave chhe, ration card nathi, adhaar card nathi kyan javanu?” (They say that no documents are required for admission but then they ask us to get it later. We don’t have ration card, adhaar card, where do we go?) – A mother from Dangs

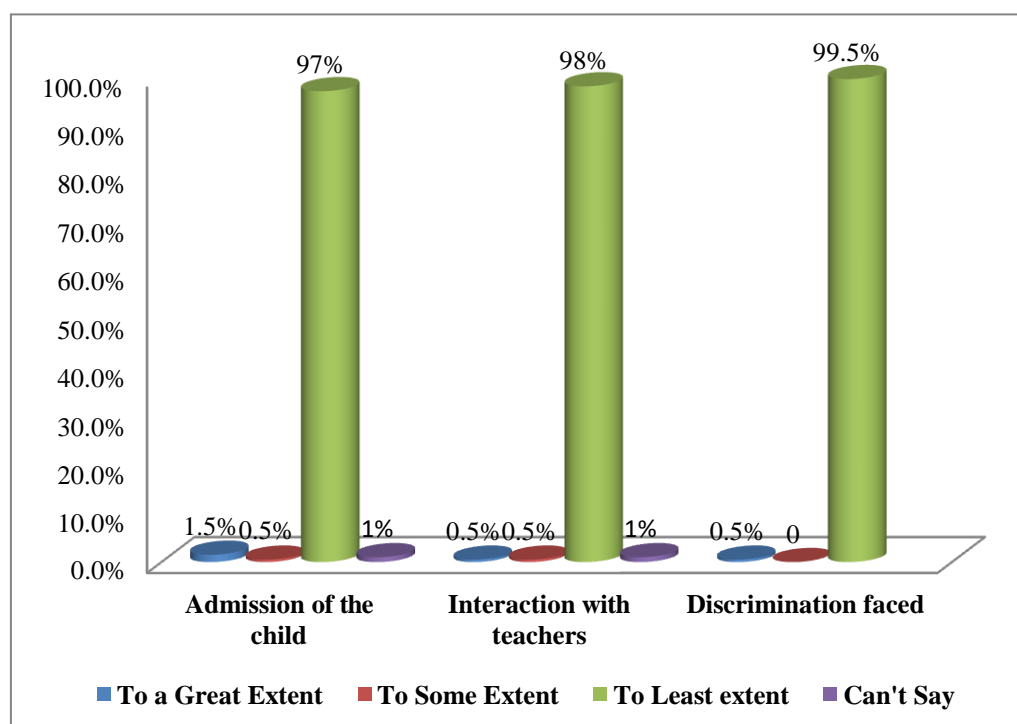
0.5% (1) respondent faced difficulties to some extent while 1% (2) couldn’t comment about it as they were not involved in the admission procedure of the child.

Table 294: Distribution of parents’ responses regarding extent of difficulties faced while interacting with the teachers of the school (N=200)

Categories	Frequency	Percentage
To a Great Extent	1	0.5
To Some Extent	1	0.5
To a Least Extent	196	98
Can’t say	2	1
	200	100

With regard to extent of difficulties faced by the parents while interacting with the teachers of the school, 98% (196) parent respondents felt that they faced such difficulties to the least extent as the teachers were quite approachable and helpful. 0.5% (1) respondent said that difficulty was faced to a great extent as the teachers were rarely cooperative. 1% (2) respondents couldn’t say about it as they had never tried to interact with the teachers at their child’s school.

Figure 73: Section III – Major findings regarding problems faced - At a glance



The above graph gives a highlight of the problems faced by the parents in availing the facilities in the schools. It was found that the parents faced difficulties to the least extent. This was a good sign indicating that the parents have lesser difficulties in availing the facilities. Yes, it cannot be negated that they have loads of complaints regarding teachers not being available to solve their queries but that was majorly because teachers were busy with other government activities, computers not being operational and the like, but all in all, no major difficulties or discrimination was faced as such. Cases of discrimination, as reported by the parents were the least in the selected villages, which again is a good indicator that there were little or few cases of discrimination being faced in the schools.

Section IV

Suggestions

Table 295: Distribution of parents' responses regarding holding campaigns on how to avail the facilities under the programmes (N=200)

Categories	Frequency	Percentage
To a Great Extent	183	91.5
To Some Extent	10	5
To a Least Extent	0	0
Can't say	7	3.5
	200	100

Public information campaigns form a strategic means of delivering information of services or driving awareness to a certain phenomena. It can by and large create awareness regarding any government initiative.

91.5% (183) parent respondents suggested that campaigns should be held regarding how to avail the facilities under the programmes to a great extent as many parents had no idea about the deliverables that are available under various schemes and programmes and often, this leads to them not being able to avail the facilities at times. 5% (10) respondents said campaigns should be held to some extent while 3.5% (7) respondents couldn't say much about it.

Table 296: t-test results of perceptions of Male and Female Parents regarding holding campaigns on how to avail the facilities under the programmes (N=200)

t-test for Equality of Means					
n	Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.86	.315	198	.753 (NS)*
Female	134	2.84			

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

The t-test results of perception of male and female respondents suggesting holding campaigns on how to avail the facilities under the programmes in relation to gender as a variable indicted no significant difference in the responses of male and female parent respondents. This suggested that both, male and female respondents felt that campaigns should be held to spread more awareness regarding how the people should avail the facilities under government programmes.

Table 297: Analysis of Variance (ANOVA) results for perceptions of Parents regarding holding campaigns on how to avail the facilities under the programmes in relation with selected variables

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	2.935	3	.978	2.938	.034 (Sig.)**
	Within Groups	65.260	196	.333		
Education	Between Groups	.309	4	.077	.222	.926 (NS)*
	Within Groups	67.886	195	.348		
Caste	Between Groups	1.438	2	.719	2.122	.123 (NS)*
	Within Groups	66.757	197	.339		

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

The ANOVA results of perception of parent respondents regarding holding campaigns on how to avail the facilities under the programmes indicated no significant difference in the perception of the responses in relation to Education and Caste of the respondents. A significant difference was however found with regard to District as a variable. Post hoc analysis was used to identify which groups differed significantly.

Table 298: Post Hoc Test result of perceptions of Parents regarding holding campaigns on how to avail the facilities under the programmes in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Surat	3.00	Banskantha	2.66	.340	.115	.036 (Sig.)**
			The Dangs	2.86	.140	.115	.689 (NS)*
			Vadodara	2.86	.140	.115	.689 (NS)*

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

The post hoc results regarding perception of parents regarding holding campaigns on how to avail the facilities under the programmes in relation to district as a variable indicated that the mean score of the responses from Surat district were the highest and there was no significant difference from the scores of the respondents belonging to Dangs and Vadodara district. This suggested that the respondents belonging to these three districts were of the highest opinion that campaigns should be held regularly in

order to spread awareness regarding the facilities under each programmes and how the parents should avail them.

There was a significant difference in the mean scores of the responses from Banaskantha district indicating that the parents were lesser of the opinion that campaigns should be held regarding availing the facilities under the programmes. The parents believed that only campaigns will not help, assistive procedures which can direct action towards effective schooling of the children should be undertaken.

Table 299: Distribution of parents' responses regarding setting up facilitation centre for parents who have no idea about admission procedures (N=200)

Categories	Frequency	Percentage
To a Great Extent	180	90
To Some Extent	8	4
To a Least Extent	4	2
Can't say	8	4
	200	100

With regard to setting up a facilitation centre for parents who have no idea about the admission procedures, 90% (180) respondents suggested that this should be done to a great extent as there are many families who are migrants and have no idea about the general schooling of the child.

In situations where parents are not available, this can be helpful....

“Gaamdao ma valiyo kheti kaam maate jata reh chhe, kai bhaan nathi chhokrao ne nishaade mokalvani, kaam n ahoy to biju kai vichar ma aave pan nai, aava sanjogo ma aavi sagvad kaam laage” (Parents in the villages go away for agricultural labor work, they have no sense regarding sending their children to school, when there is no work, no other thing can be thought of, in such a situation, such facilities can be helpful) – *A father from Dangs*

4% (8) respondents suggested that this can be done to some extent as a supplementary way to support other efforts of the government otherwise the parents can get totally dependent on the government for provision of all the things. 2% (4) respondents suggested this be done to the least extent. 4% (8) respondents couldn't say anything about it.

Table 300: *t*-test results of perceptions of Male and Female Parents regarding setting up facilitation centre for parents who have no idea about admission procedures

(N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.88	.481	1.177	198	.241 (NS)*
Female	134	2.76	.738			

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

The t-test results of perception of parent respondents regarding setting up of facilitation centre for parents who have no idea about admission procedures in relation to gender as a variable indicated no significant difference in the perception of male and female respondents. This suggested that both male and female respondents were of the opinion that a facilitation centre should be put up for the parents who have no idea about the admission procedures to a great extent.

Table 301: *Analysis of Variance (ANOVA) results for perceptions of Parents regarding setting up facilitation centre for parents who have no idea about admission procedures in relation with selected variables*

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	4.200	3	1.400	3.274	.022 (Sig.)**
	Within Groups	83.800	196	.428		
Education	Between Groups	4.408	4	1.102	2.571	.039 (Sig.)**
	Within Groups	83.592	195	.429		
Caste	Between Groups	1.737	2	.868	1.983	.140 (NS)*
	Within Groups	86.263	197	.438		

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

The ANOVA results of perception of parent respondents regarding setting up of facilitation centre for parents who have no idea about the admission procedures indicated no significant difference in the perception in relation to caste of the respondents as a variable. A significant difference was however noted in relation to variables like district and education of the respondents as variables. Post hoc analysis was used to identify which group differed in their perception.

Table 302: Post Hoc Test result of perceptions of Parents regarding setting up facilitation centre for parents who have no idea about admission procedures in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Surat	2.94	Banaskantha	2.88	.060	.131	.976 (NS)*
			The Dangs	2.56	.380	.131	.040 (Sig.)**
			Vadodara	2.82	.120	.131	.839 (NS)*
Education	Graduation	3.00	Primary (I-VIII)	2.81	.189	.333	.988 (NS)*
			Secondary (IX-X)	2.95	.048	.343	1.000 (NS)*
			Higher Secondary (XI-XII)	2.83	.167	.362	.995 (NS)*
			Illiterate	2.44	.560	.353	.641 (NS)*

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

The post hoc results of perception of parents regarding setting up facilitation centres for parents who have no idea about the admission procedures in relation to district as a variable indicated no significant difference in the mean scores of the responses from Surat, Banaskantha and Vadodara districts, suggesting that the respondents were of the highest opinion that a facilitation centre must be set up to assist the parents regarding admission procedures.

In Vadodara, parents had access to medium like whatsapp where the messages regarding admission and schooling are sent on groups. Despite this, the parents were of the opinion that a facilitation centre can be more of a physical centre where solution to the queries can be sought.

On the contrary, the mean scores of the respondents from Dangs were significantly differing from those of the other three districts which was indicative of the fact that they felt that a facilitation centre can be helpful to some extent. The primary reason being that the parents are seasonal labourers and the time when admission is sought is the peak time for harvest due to which the facilitation centre would lie unutilized.

With regard to level of education of the respondents, the results indicated that the respondents who had done their graduation, which was apparently the highest level of education amongst the respondents, had the highest mean score as compared to the respondents who had completed other levels of education. This suggested that the people who were graduates understood the importance of being aware about the procedures in order to avail the facilities that their children were entitled to. They were of the opinion that a well informed parent is more responsible in ensuring that the child gets all that he deserves for his growth and development in schooling. There was no significant difference in the perception of the respondents belonging to each of the categories.

Table 303: Distribution of parents' responses regarding need for a facilitator to take care of queries

(N=200)

Categories	Frequency	Percentage
To a Great Extent	171	85.5
To Some Extent	14	7
To a Least Extent	6	3
Can't say	9	4.5
	200	100

85.5% (171) respondents were of the opinion that a facilitator can be provided at the village level to take care of queries that the parents have with regard to schooling of the child. The facilitator can be from the same community as the rapport is already established.

Some individual from the village who is educated should be appointed....

“Koi gaam ma thij bhanelo manas hoy je mahiti aapi shake, aeva kok ni nimnuk karvani”(Some educated person from the village who can give information can be appointed) – A father from Dangs

7% (14) respondents were of the opinion that provision of a facilitator can be undertaken at the local level to some extent as there are already Cluster Resource Coordinators (CRC's) available to take care of the queries related to schooling of the children.

Makes no sense to appoint someone when CRC sir is there....

“CRC saheb chhej, je mahiti joiye ae aapi de chhe, to bija ne nimnuk karvanu aatlu koi matlab nathi” (CRC sir is there who provides with all the information, so makes no point if we appoint anyone else) – A father from Dang

Just like Bal Mitr in schools, there can be a Vali Mitr in community...

“Jeva ke nishaad ma bal mitr chhe, gaam ma vali mitr hoi shake je valiyo ni mushkeliyo nu ukkel kare” (Just like there are Bal Mitr in schools, there can be a parents’ friend in the village who can ring about solutions to problems of parents (with regard to schooling)) – A father from Dang

3% (6) respondents were of the opinion that provision of facilitator can be done to the least extent. 4.5% (9) respondents couldn’t say anything about it.

Table 304: t-test results of perceptions of Male and Female Parents regarding need for a facilitator to take care of queries

(N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.73	.795	-.105	198	.916 (NS)*
Female	134	2.74	.693			

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

The t-test results of perception of parents regarding need for a facilitator to take care of queries regarding admission in relation to gender revealed no significant difference in the mean scores of male and female respondents indicating that both male and female respondents were of the opinion that a facilitator must be provided at the local level to a great extent.

Table 305: Analysis of Variance (ANOVA) results for perceptions of Parents regarding need for a facilitator to take care of queries

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	7.935	3	2.645	5.343	.001 (Sig.)**
	Within Groups	97.020	196	.495		
Education	Between Groups	4.851	4	1.213	2.362	.055 (NS)*
	Within Groups	100.104	195	.513		
Caste	Between Groups	.875	2	.438	.828	.438 (NS)*
	Within Groups	104.080	197	.528		

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

The ANOVA results of perception of parents regarding need for a facilitator to take care of queries regarding admission indicated no significant difference in the perception of parent respondents in relation to Education and Caste of the respondents as variables.

Table 306: Post Hoc Test result of perceptions of Parents regarding need for a facilitator to take care of queries in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Surat	3.00	Banaskantha	2.82	.180	.141	.652 (NS)*
			The Dangs	2.46	.540	.141	.003 (Sig.)**
			Vadodara	2.66	.340	.141	.123 (NS)*

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

The post hoc results regarding perception of parents regarding need for a facilitator to take care of queries in relation to district as a variable indicated no significant difference between the mean scores of respondents belonging to Banaskantha, Surat and Vadodara districts. The scoring of these responses was towards the fact that they felt to a great extent that a facilitator must be provided to take care of queries related to admission as the teachers are seldom available. Also the fact that the teachers are too burdened with the Government work makes them unavailable to sort queries of the parents who have little or no idea about the admission procedures and thereafter.

A significant difference was however found in the mean scores of respondents belonging to Dangs. The respondents were not too much of the opinion to provide a facilitator to take care of queries. In their opinion, teachers should primarily be responsible to take care of queries rather than appointing someone else to do their job.

Table 307: Distribution of parents' responses regarding distribution of brochures and pamphlets

(N=200)

Categories	Frequency	Percentage
To a Great Extent	57	28.5
To Some Extent	44	22
To a Least Extent	70	35
Can't say	29	14.5
	200	100

Distribution of pamphlets and brochures in the form of info-graphics, make it a point that the parents have some take away material for future referral when required. 28.5% (57) parents were of the opinion that posters and pamphlets of specific programmes and its deliverables should be distributed at the time of campaigns so that it is easier for the parents to retain them and use them when required.

People keep pamphlets safely and get it read from someone...

"Kagadiya jema mahiti hoy, ena thi ghano fark pade, kem ke loko sanchvine muke ane jyare jarur pade tyare koi ni paase vanchai le" (Pamphlets which have all the information, makes a lot of difference because people keep it safely and then they need it they get it read from someone) – A father from Surat

22% (44) parents suggested that this can be done to some extent while 35% (70) respondents were of the opinion that this is required to the least extent. The reason cited for this was that most of the parents cannot read well and thus this will only be a waste of resources.

People can't read and write, what's the use....

"Vannchta lakhta to aavadtu nathi loko ne, to aapi ne shu faaydo?" (People cannot read and write so what is the use of giving?) – A mother from Banaskantha

Table 308: *t*-test results of perceptions of Male and Female Parents regarding distribution of brochures and pamphlets

(N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	1.58	1.039	-.656	198	.513 (NS)*
Female	134	1.68	1.052			

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

The t-test results of perception of parent respondents regarding distribution of brochures and pamphlets of specific programmes and its deliverables revealed no significant difference in the mean scores of male and female respondents. This indicated that both, male and female respondents were of the opinion that pamphlets and posters should be distributed at the community level for ease of access of the information to some extent.

Table 309: *Analysis of Variance (ANOVA) results for perceptions of Parents regarding distribution of brochures and pamphlets in relation with selected variables*

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	3.375	3	1.125	1.028	.381 (NS)*
	Within Groups	214.420	196	1.094		
Education	Between Groups	8.124	4	2.031	1.889	.114 (NS)*
	Within Groups	209.671	195	1.075		
Caste	Between Groups	3.093	2	1.546	1.419	.244 (NS)*
	Within Groups	214.702	197	1.090		

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

The ANOVA results of the perception of parent respondents regarding distribution of brochures and pamphlets of specific programmes and its deliverables revealed no significant difference in the responses of the in relation to District, Education and Caste of the respondents as variables.

Table 310: Distribution of parents' responses regarding establishment of a transparent communication channel between the school and the community
(N=200)

Categories	Frequency	Percentage
To a Great Extent	57	28.5
To Some Extent	44	22
To a Least Extent	70	35
Can't say	29	14.5
	200	100

With regard to establishment of a transparent communication channel between the school and the community, 28.5% (57) respondents suggested that this be done to a great extent as many a times what happens at the school is not communicated to the parents and hence the parents are not abreast with the latest developments at the school.

Teachers feel parents are not interested in the education of the children...

“Shikshako ne aavu laage chhe ke valiyo ne koi ras nathi, pan jyare amne nishad vishe kasu khabar pade to ame pan ras laiye” (Teachers think that parents have no interest but when we learn something about the school then we will also take interest) – A father from Dangs

22% (44) parents suggested that a transparent communication channel should be established to some extent. 35% (70) respondents felt that establishing a transparent communication channel would help in the least extent as then it would just be a formality which would be done by the school officials. Even if the communication is transparent, the chances of community engagement would be negligible.

Inclusion of parents is just in words...

“Kai bhatiya nu nathi, vaat chit karse to pan aa badhu fakt dekhavva maate hoy chhe, koi nishaad ni vaato ma nai le valiyo ne” (It's of no use, even if school talks, it is of no use, its all show off, no one will include parents in the school affairs) – A father from Vadodara

14.5% (29) respondents couldn't say anything about this.

Table 311: *t*-test results of perceptions of Male and Female Parents regarding establishment of a transparent communication channel between the school and the community

(N=200)

t-test for Equality of Means						
n		Mean	Std. Deviation	t	df	Sig. (2 tailed)
Male	66	2.71	.873	.552	198	.582 (NS)*
Female	134	2.64	.835			

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

The t-test results of perception of parent respondents regarding establishment of a transparent communication channel between the school and the community in relation to gender as a variable indicated no significant difference in the perception of male and female respondents. This showed that both male and female respondents were of the opinion to establish transparent communication channel between the school and the community to a great extent.

Table 312: *Analysis of Variance (ANOVA) results for perceptions of Parents regarding establishment of a transparent communication channel between the school and the community in relation with selected variables*

(N=200)

Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
District	Between Groups	30.135	3	10.045	17.513	.000 (Sig.)**
	Within Groups	112.420	196	.574		
Education	Between Groups	1.141	4	.285	.394	.813 (NS)*
	Within Groups	141.414	195	.725		
Caste	Between Groups	4.326	2	2.163	3.083	.048 (Sig.)**
	Within Groups	138.229	197	.702		

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

The ANOVA results of perception of parent respondents regarding establishment of transparent communication channel between the school and the community revealed no significant difference in the responses with regard to Education of the respondents as a variable. There was a significant difference in the perception of respondents with regard to District and Caste of the respondents as variables.

Table 313: Post Hoc Test result of perceptions of Parents regarding establishment of a transparent communication channel between the school and the community in relation with selected variables

(N=200)

Variables	(I) Variable	(I) Mean	(J) Variable	(J) Mean	Mean Difference (I-J)	Std. Error	Sig.
District	Surat	2.98	Banaskantha	2.84	.140	.151	.836 (NS)*
			The Dangs	2.00	.980	.151	.000 (Sig.)**
			Vadodara	2.84	.140	.151	.836 (NS)*
Caste	OBC	3.00	General	2.82	.182	.492	.934 (NS)*
			SC/ST	2.53	.468	.490	.635 (NS)*

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

The post hoc results of perception of parents respondents regarding establishment of a transparent communication channel between the school and the community in relation to district as a variable indicated no significant difference in the mean scores of the responses of respondents from Surat, Banaskantha and Vadodara districts indicating that they were of a higher opinion to establish a transparent communication channel between the school and the community members. They believed that more the communication, apart from the meetings which generally have nothing concrete to discuss about, can be beneficial in raising awareness about things happening at school.

The mean score of responses from Dangs were significantly different from those of the other three districts indicating that they felt that communication channel should be established to some extent. Since the population of this district primarily consists of migrant and seasonal laborers, they believe that it may not be of too much help per se.

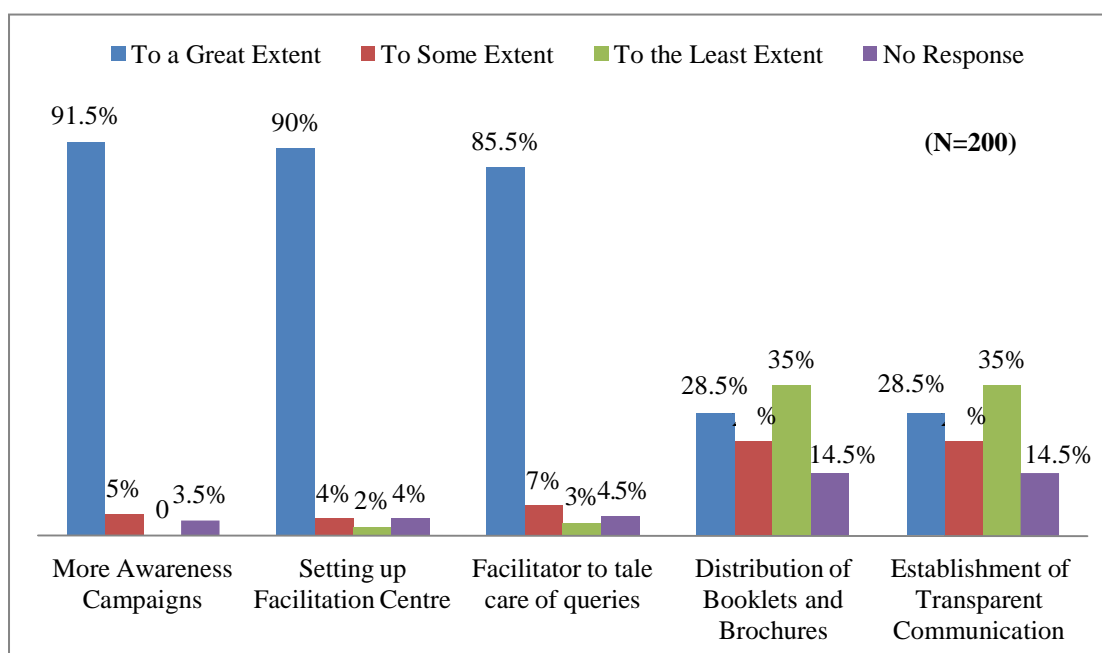
With regard to caste as a variable, the results revealed that the respondents belonging to the OBC category had a higher mean score as compared to the respondents belonging to other categories indicating that the former were more of the opinion to establish a transparent communication channel between school and the community. The reason being that mostly these set of respondents have little or no contact with the school administration due to which they are not aware about the things at school.

Table 314: Section IV - Distribution of parents' responses regarding suggestions to Improve Implementation of Plans and Programmes – At a glance
(N=200)

Programme	To a Great Extent	To Some Extent	To the Least Extent	No Response	Total
More Awareness Campaigns	183 (91.5%)	10 (5%)	-	7 (3.5%)	200 (100%)
Setting up Facilitation Centre	180 (90%)	8 (4%)	4 (2%)	8 (4%)	200 (100%)
Facilitator to take care of queries	171 (85.5%)	14 (7%)	6 (3%)	9 (4.5%)	200 (100%)
Distribution of Booklets and Brochures	57 (28.5%)	44 (22%)	70 (35%)	29 (14.5%)	200 (100%)
Establishment of Transparent Communication	57 (28.5%)	44 (22%)	70 (35%)	29 (14.5%)	200 (100%)

Figures in parentheses indicate percentages

Figure 74: Section IV - Distribution of parents' responses regarding suggestions to Improve Implementation of Plans and Programmes- At a glance



The above table and graph gives the suggestions of the parent respondents at a glance regarding effective implementation of Government Plans and Programmes for primary education. Amongst all other suggestions, the parent respondents were of the opinion that more awareness campaigns must be organized for the community

members at the local level by the local people so that people are more aware regarding the programmes that the Government has for the upliftment of the education of their children. Parents complain that their children go to school but don't learn anything or they don't know how to read and write, but only 47.5% (95) are aware about the Gunotsav programme which talks of quality of education in the primary schools. Moreover, if the parents are not aware about the efforts of the school, how can they question or hold the school accountable if something is going wrong?

Parents were also of the opinion that facilitation should be put up at the community with a local facilitator who would take care of the queries that the parents have regarding admission and schooling of the children. During informal conversations with the parents, it was revealed that many a times, parents went to the school but they were not greeted well by the teachers and often teachers being busy, they would not entertain the parents regarding certain queries.

Teachers are always busy with Government work....

“Amuk vaar nishaade jaoye pan shikshako kaam ma vyast reh ane amne koi sahkaar madto nathi.” (At times when we go to school, teachers are busy with their work and we get no cooperation) – ***A father from Vadodara***

“Ame shikshako upar aarop nathi lagavta kemke amne pan khabar chhe ke emna par sarkari kaam kaaj no bhaar hoye chhe ane ae loko pan pohochi vali shakta nathi.” (We don't blame the teachers because even we know that they are burdened with Government work and they also cannot complete all the work) – ***A father from Surat***

With regard to distribution of booklets and brochures, parents were not too sure regarding its effectiveness as the population was largely illiterate or partially literate who had the ability to just write their names. While 28.5% (57) parents were of the opinion that they must be distributed to a great extent, 35% (70) of the respondents were not of the opinion regarding distribution of brochures and booklets as they believed that it would be a waste of resources.

Summing up the Chapter

The perception of the parents regarding implementation and impact of various plans and programmes of the Government for primary education revealed that while awareness regarding Mid Day Meal programme was the highest amongst the parents followed by Shala Praveshotsav and RTE Act. Amongst all, the awareness regarding Gunotsav was the lowest. The parents were the happiest with the implementation of the MDM programme in their communities as the children did not stay hungry anymore. No discrimination in any form was recorded in the selected schools. While community members were involved in the school programmes, their participation was limited to interaction with the teachers in relation to cleanliness and regularity of the children in schools or invited for the celebrations of national holidays. Gunotsav being a programme for inculcating quality in education, only 56.5% (113) parent respondents were aware regarding the remedial classes provided under the same. The only woes of the parents remained that despite schooling, their children couldn't read and write properly. MDM programme was the most popular amongst the parents and they were satisfied to a great extent with the overall implementation of the programme in the schools. The No Detention Policy under RTE Act according to the parents jeopardized the quality of education to a great extent as the children do not learn anything concrete as such. The parents were not too happy with regard to Computer and library as facilities in the school citing reasons like these facilities were important but there were no teachers to teach the children. With regard to Kanya Kelavani Yojna, specifically the scholarships under the programme have boosted the enrolment of the girls in the primary education. Overall, the parents were happy and satisfied with the plans and programmes for primary education but they suggested that more awareness campaigns must be organized to ensure that the community members know what the Government is doing for the benefit of the children at the schools.

Figure 75: Findings at a glance – Perspectives of Parents

Awareness & Implementation

1. Awareness regarding Gunotsav Programme was the least with only 47.5% (95) of the total parent respondents knowing about it.
2. Parents are happiest with the implementation of Mid Day Meal programme in the schools.
3. According to them, MDM programme has reduced hunger and child labour to a great extent.
4. According to 28.5% (57) and 20.5% (41) respondents, Library and Computer facilities were not provided in the schools respectively.
5. Even when the facilities were available, they were not fit to use or were not in working condition.
6. Community members are involved in the school programmes but their participation is limited to celebration of National holidays in the school only.
7. Though programmes like RTE, MDM and Praveshotsav talk of community involvement, it was negligible in the academic matters.

Impact and Satisfaction regarding Government Plans and Programmes

1. Parents were satisfied to a great extent with RTE, Kanya Kelavani Yojna, MDM and Shala Praveshotsav but not with Gunotsav Programme.
2. Kanya Kelavani Yojna has had a positive impact on motivating parents to enroll their female children in school.
3. The plans and programmes for education have helped in basic 3 R's (Reading, wRiting and aRithmetic) of learning to a great extent according to 65.5% (131) parents.
4. Schooling has brought about visible behavioral changes in the children according to parents.
5. 95.5% (191) parents were happy with the child's progress in the school.
6. Gunotsav had no impact on quality of learning amongst the children. Children can't read and write beyond basics.
7. Parents expressed dissatisfaction with the No Detention Policy, 62.5 % (125) felt it is jeopardizing the future of children.

Problems Experienced

1. No discrimination against the children in any form was reported as such.
2. No difficulties regarding admission or interaction with the teachers were faced.

Suggestions

1. 91.5% (183) parents suggested conducting more awareness campaigns regarding various plans and programmes.
2. Campaigns to be conducted locally by the local people so as to ensure participation.
3. 90% (180) respondents suggested setting up facilitation centres to help in spreading awareness of the plans and programmes and also catering to the difficulties that the parents face.
4. 85.5% (171) suggested appointing a facilitator from the local community to solve queries of parents and assist them.

Parents Perspectives

Table 315: *t*-test results of Prents' perceptions at a glance

Male (n=66)		N= 200		Female (n=134)	
Sr. No	Item	Mean	t-test Result	Significance	
Section I Parents' Views on Benefits of Mid Day Meal Programme					
1.	Benefits of Mid Day Meal Programme- Child does not stay hungry anymore	Male 2.85	-.322	.748 (NS)*	
		Female 2.87			
2.	Benefits of Mid Day Meal Programme- Child gets food regularly on time	Male 2.82	-1.237	.218 (NS)*	
		Female 2.91			
3.	Benefits of Mid Day Meal Programme- Child is motivated to go to school	Male 2.76	-1.435	.153 (NS)*	
		Female 2.87			
4.	Benefits of Mid Day Meal Programme- Child does not have to work anymore	Male 2.86	-.571	.568 (NS)*	
		Female 2.90			
Section II Perspectives regarding Satisfaction and Impact of Government Plans and Programmes for Primary School Children					
5.	Satisfaction of facilities under Right To Education (RTE) Act – Free Admission	Male 2.94	-2.036	.043 (Sig.)*	
		Female 3.00			
6.	Satisfaction of RTE facilities – Free Books	Male 2.95	-1.469	.143 (NS)*	
		Female 2.99			
** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05					

7.	Satisfaction of facilities under Right To Education (RTE) Act - Free Uniform	Male 2.86	.256	.798 (NS)*
		Female 2.84		
8.	Satisfaction of facilities under Right To Education (RTE) Act - Proper Learning Environment	Male 2.95	-.628	.530 (NS)*
		Female 2.98		
9.	Satisfaction of facilities under Right To Education (RTE) Act – Separate Toilets for Boys and Girls	Male 2.88	-1.149	.252 (NS)*
		Female 2.96		
10.	Satisfaction of facilities under Right To Education (RTE) Act –Library	Male 1.48	-1.149	.057 (NS)*
		Female 1.87		
11.	Satisfaction of facilities under Right To Education (RTE) Act – Computer Lab	Male 1.70	-.136	.892 (NS)*
		Female 1.72		
12.	No Detention Policy compromising the quality of education	Male 2.26	-.121	.904(NS)*
		Female 2.28		
13.	Implementation of Right To Education Act by the school	Male 2.70	-.744	.458 (NS)*
		Female 2.78		
14.	Satisfaction with Mid Day Meal programme- Child does not stay hungry anymore	Male 2.88	-.364	.717 (NS)*
		Female 2.90		
15.	Satisfaction with Mid Day Meal programme- Child enjoys eating at school	Male 2.85	-1.432	.154 (NS)*
		Female 2.94		
16.	Satisfaction with Mid Day Meal programme- Child enjoys going to school	Male 2.86	-.459	.647 (NS)*
		Female 2.90		
** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05				

17.	Satisfaction with Mid Day Meal programme- Child learns to mingle with children of other social classes	Male 2.91	-.562	.575 (NS)*
		Female 2.94		
18.	Satisfaction with Mid Day Meal programme- Child does not have to work anymore	Male 2.91	-.275	.784 (NS)*
		Female 2.93		
19.	Overall satisfaction with the implementation of Mid Day Meal programme	Male 2.94	.768	.443 (NS)*
		Female 2.89		
20.	Role of Kanya Kelavani Yojna in motivation of girl child education	Male 2.67	1.465	.144 (NS)*
		Female 2.43		
21.	Satisfaction with provision of remedial classes at school	Male 2.29	.804	.422 (NS)*
		Female 2.13		
22.	Benefits of Kanya Kelavani Yojna- Has paved a way to motivate female children to go to school	Male 2.76	.032	.974 (NS)*
		Female 2.75		
23.	Benefits of Kanya Kelavani Yojna- Scholarships help reduce the economic burden	Male 2.05	-1.032	.303 (NS)*
		Female 2.24		
24.	Benefits of Education Programmes- Helped in improving three R's	Male 2.39	-.698	.486 (NS)*
		Female 2.49		
25.	Whether schooling has brought about any visible behavioral changes in their child	Male 2.92	-.319	.750 (NS)*
		Female 2.94		
26.	Whether they are happy with their child's progress in school	Male 2.92	-.502	.617 (NS)*
		Female 2.95		
** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05				

Section IV Suggestions				
27.	Holding campaigns on how to avail the facilities under the programmes	Male 2.86	.315	.753 (NS)*
		Female 2.84		
28.	Setting up facilitation centre for parents who have no idea about admission procedures	Male 2.88	1.177	.241 (NS)*
		Female 2.76		
29.	Need for a facilitator to take care of queries	Male 2.73	-.105	.916 (NS)*
		Female 2.74		
30.	Distribution of brochures and pamphlets	Male 1.58	-.656	.513 (NS)*
		Female 1.68		
31.	Establishment of a transparent communication channel between the school and the community	Male 2.71	.552	.582 (NS)*
		Female 2.64		
** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05				

Parents Perspectives

Table 316: ANOVA and Post Hoc results of Parents' perception at a glance

N= 200

Sr. No	Item	Variable	F-test Result	Significance
Section – II				
Perspectives regarding Satisfaction and Impact of Government Plans and Programmes for Primary School Children				
1.	Satisfaction with Free Admission as a facility under RTE Act	District	2.042	.109 (NS)*
		Education	.398	.810 (NS)*
		Caste	.027	.974 (NS)*
2.	Satisfaction with Free Books as a facility under RTE Act	District	1.352	.259 (NS)*
		Education	.534	.711 (NS)*
		Caste	.232	.793 (NS.)*
3.	Satisfaction with Free Uniform as a facility under RTE Act	District	1.352	.093 (NS)*
		Education	.928	.449 (NS)*
		Caste	.135	.874 (NS.)*
4.	Satisfaction with Proper Learning Environment as a facility under RTE Act	District	1.239	.297 (NS)*
		Education	1.974	.100 (NS)*
		Caste	1.268	.284 (NS.)*
5.	Satisfaction with Separate toilets for boys and girls as a facility under RTE Act	District	3.492	.017 (Sig.)**
		Education	.409	.802 (NS)*
		Caste	.986	.375 (NS)*
** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05				

1. Post Hoc results					
District	Banaskantha	3.00	The Dangs	2.76	.058 (NS)*
			Surat	3.00	1.000 (NS)*
			Vadodara	2.96	.976 (NS)*
6.	Satisfaction with Library as a facility under RTE Act		District	69.400	.000 (Sig.)**
			Education	1.304	.270 (NS)*
			Caste	30.189	.000 (Sig.)**
2. Post Hoc results					
District	Banaskantha	3.00	The Dangs	1.34	.000 (Sig.)**
			Surat	.44	.000 (Sig.)**
			Vadodara	2.18	.000 (Sig.)**
Caste	OBC	3.00	General	2.42	.701 (NS)*
			SC/ST	1.16	.028 (Sig.)**
7.	Satisfaction with Computer Lab as a facility under RTE Act		District	34.853	.000 (Sig.)**
			Education	.488	.745 (NS)*
			Caste	12.836	.000 (Sig.)**
3. Post Hoc results					
District	Banaskantha	3.00	The Dangs	1.18	.000 (Sig.)**
			Surat	1.04	.000 (Sig.)**
			Vadodara	1.64	.000 (Sig.)**
Caste	General	2.22	SC/ST	1.33	.000 (Sig.)**
			OBC	1.00	.253 (NS)*
** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05					

8.	Perception regarding whether No Detention Policy compromises quality of education	District		8.326	.000 (Sig.)**
		Education		.600	.663 (NS)*
		Caste		2.703	.070 (Sig.)**
4. Post Hoc results					
District	Vadodara	2.64	Banaskantha	2.48	.876 (NS)*
			The Dangs	1.74	.000 (Sig.)**
			Surat	2.22	.195 (NS)*
Caste	General	2.45	SC/ST	2.12	.070 (NS)*
			OBC	2.33	.979 (NS)*
9.	Satisfaction with implementation of RTE Act by the schools	District		10.361	.000 (Sig.)**
		Education		1.879	.116 (NS)*
		Caste		2.883	.058 (NS)*
5. Post Hoc results					
District	Banaskantha	2.94	The Dangs	2.30	.000 (Sig.)**
			Surat	2.88	.977 (NS)*
			Vadodara	2.88	.977 (NS)*
10.	Satisfaction with MDM programme- Child does not stay hungry anymore	District		11.520	.000 (Sig.)**
		Education		.936	.444 (NS)*
		Caste		3.896	.022 (Sig.)**
** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05					

6. Post Hoc results					
District	Banaskantha	3.00	The Dangs	2.60	.000 (Sig.)**
			Surat	3.00	1.000 (NS)*
			Vadodara	2.98	.966 (NS)*
Caste	OBC	3.00	General	2.99	.999 (NS)*
			SC/ST	2.82	.772 (NS)*

11.	Satisfaction with MDM programme- Child enjoys eating at school	District	8.481	.000 (Sig.)**
		Education	1.176	.323 (NS)*
		Caste	2.907	.057 (NS)*

7. Post Hoc results					
District	Banaskantha	3.00	The Dangs	2.66	.001 (Sig.)**
Surat	3.00	1.000 (NS)*			
Vadodara	.020	.996 (NS)*			

12.	Satisfaction with MDM programme – Child enjoys going to school	District	8.301	.000 (Sig.)**
		Education	.804	.524 (NS)*
		Caste	2.014	.0136 (NS)*

8. Post Hoc results					
District	Surat	3.00	Banaskantha	2.94	.925 (NS)*
The Dangs	2.62	.000 (Sig.)**			
Vadodara	2.98	.997 (NS)*			

13.	Satisfaction with MDM programme – Child learns to mingle with children of other social classes	District	7.977	.000 (Sig.)**
		Education	1.845	.122 (NS)*
		Caste	3.076	.048 (Sig.)**

** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05					
9. Post Hoc results					
District	Banaskantha	3.00	The Dangs	2.72	.002 (Sig.)**
			Surat	3.00	1.000 (NS)*
			Vadodara	3.00	1.000 (NS)*
Caste	OBC	3.00	General	3.00	1.000 (NS)*
			SC/ST	.128	.835 (NS)*
14.	Satisfaction with MDM programme – Child does not have to work anymore		District	9.333	.000 (Sig.)**
			Education	1.357	.250 (NS)*
			Caste	3.550	.031 (Sig.)**
10. Post Hoc results					
District	Banaskantha	3.00	The Dangs	2.68	.000 (Sig.)**
			Surat	3.00	1.000 (NS)*
			Vadodara	3.00	1.000 (NS)*
Caste	OBC	3.00	General	3.00	1.000 (NS)*
			SC/ST	2.85	.812 (NS)*
15.	Satisfaction with overall implementation of MDM		District	2.161	.094 (NS)*
			Education	.765	.549 (NS)*
			Caste	.083	.921 (NS)*
16.	Perception regarding role of Kelavani Yojna in motivation of girl child education		District	9.855	.000 (Sig.)**
			Education	.793	.531 (NS)*
			Caste	2.591	.077 (NS)*
** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05					

11. Post Hoc results					
District	Vadodara	2.86	Banaskantha	2.58	.607 (NS)*
			The Dangs	1.84	.000 (Sig.)**
			Surat	2.74	.953 (NS)*
17.	Satisfaction with provision of remedial classes at school	District	8.993	.000 (Sig.)**	
		Education	4.290	.002 (Sig.)**	
		Caste	2.469	.087 (NS)*	
12. Post Hoc results					
District	Banaskantha	2.82	The Dangs	1.58	.000 (Sig.)**
			Surat	2.22	.103 (NS)*
			Vadodara	2.12	.039 (Sig.)**
Education	Senior Secondary Education (11-12)	2.94	Primary (1-8)	2.01	.066 (NS)*
			Secondary (9-10)	2.57	.884 (NS)*
			Graduation	2.50	.980 (NS)*
			Illiterate	1.72	.037 (Sig.)**
18.	Benefits of Kanya Kelavani Yojna – Has paved a way to motivate female children to go to school	District	5.466	.001 (Sig.)**	
		Education	.500	.735 (NS)*	
		Caste	3.435	.034 (Sig.)**	
** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05					

13. Post Hoc results					
District	Vadodara	2.92	Banaskantha	2.86	.984 (NS)*
			The Dangs	2.38	.007 (Sig.)**
			Surat	2.86	.984 (NS)*
Caste	OBC	3.00	General	2.91	.980 (NS)*
			SC/ST	2.62	.711 (NS)*

19.	Benefits of Kanya Kelavani Yojna – Scholarships help reduce economic burden	District		5.989	.001 (Sig.)**
		Education		1.194	.315 (NS)*
		Caste		6.455	.002 (Sig.)**

14. Post Hoc results					
District	Vadodara	2.56	Banaskantha	2.46	.000 (Sig.)**
The Dangs	2.02	.172 (NS)*			
Surat	1.66	.004 (Sig.)**			
Caste	OBC	3.00	General	2.49	.773 (NS)*
SC/ST	1.90	.303 (NS)*			

20.	Benefits of Education Programmes –Helped in three R’s	District		9.929	.000 (Sig.)**
		Education		1.852	.121 (NS)*
		Caste		4.088	.018 (Sig.)**

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

15. Post Hoc results					
District	Banaskantha	2.92	The Dangs	2.38	.013 (Sig.)**
			Surat	2.04	.000 (Sig.)**
			Vadodara	2.48	.066 (NS)*
Caste	OBC	3.00	General	2.63	.756 (NS)*
			SC/ST	2.30	.380 (NS)*

21.	Perception regarding whether schooling has brought about any visible behavioral changes in their child	District	3.293	.009 (Sig.)**
		Education	.886	.473 (NS)*
		Caste	.783	.458 (NS)*

16. Post Hoc results					
District	Banaskantha	3.00	The Dangs	2.80	.027 (Sig.)**
Surat	2.98	.993 (NS)*			
Vadodara	2.96	.945 (NS)*			

22.	Perceptions regarding whether parents are happy with the progress of the child at school or not	District	1.811	.146 (NS)*
		Education	1.556	.188 (NS)*
		Caste	.070	.933 (NS)*

Section IV Suggestions					
23.	Perceptions regarding holding campaigns on how to avail the facilities under the programmes	District	2.938	.034 (Sig.)**	
Education	.222	.926 (NS)*			
Caste	2.122	.123 (NS)*			
** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05					

17. Post Hoc results					
District	Surat	3.00	Banaskantha	2.66	.036 (Sig.)**
			The Dangs	2.86	.689 (NS)*
			Vadodara	2.86	.689 (NS)*
24.	Perceptions regarding setting up of facilitation centre for parents who have no idea about admission procedures	District	3.274	.022 (Sig.)**	
		Education	2.571	.039 (Sig.)**	
		Caste	1.983	.140 (NS)*	
18. Post Hoc results					
District	Surat	2.94	Banaskantha	2.88	.976 (NS)*
			The Dangs	2.56	.040 (Sig.)**
			Vadodara	2.82	.839 (NS)*
Education	Graduation	3.00	Primary (I-VIII)	2.81	.988 (NS)*
			Secondary (IX-X)	2.95	1.000 (NS)*
			Higher Secondary (XI-XII)	2.83	.995 (NS)*
			Illiterate	2.44	.641 (NS)*
25.	Perceptions regarding need for a facilitator to take care of queries	District	5.343	.001 (Sig.)**	
		Education	2.362	.055 (NS)*	
		Caste	.828	.438 (NS)*	
19. Post Hoc results					
District	Surat	3.00	Banaskantha	2.82	.652 (NS)*
			The Dangs	2.46	.003 (Sig.)**
			Vadodara	2.66	.123 (NS)*
** Result Significant (Sig) as p<0.05, *Result Not Significant (NS) as p>0.05					

26.	Perceptions regarding distribution of brochures and pamphlets	District	1.028	.381 (NS)*
		Education	1.889	.114 (NS)*
		Caste	1.419	.244 (NS)*
27.	Perceptions regarding establishing transparent communication channel between school and the community	District	17.513	.000 (Sig.)**
		Education	.394	.813 (NS)*
		Caste	3.083	.048 (Sig.)**

15. Post Hoc results

District	Surat	2.98	Banaskantha	2.84	.836 (NS)*
			The Dangs	2.00	.000 (Sig.)**
			Vadodara	2.84	.836 (NS)*
Caste	OBC	3.00	General	2.82	.934 (NS)*
			SC/ST	2.53	.635 (NS)*

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