

**Perspectives of Different Stakeholders on Implementation and
Impact of Government Plans and Programmes for Primary
School Children**

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PREFACE

Education forms the basis of any development that takes place in a nation. The term education has a different meaning to different people, while for some it means formal schooling or life-long learning, for others it may mean training for the people's minds in a particular direction in order to bring about desirable changes. Education in India has long been subject to many plans and policies. Free and compulsory education for all children up to the age of fourteen years is the Constitutional commitment in India.

The eve of Indian independence largely presented a picture of an educational fabric that was filled with large gaps and inadequacies in terms of quantity and quality. The quantifiable defects were the low enrolment ratio, low percentage of literacy amongst adults, unequal development of education amongst classes etc. Independent India, therefore, had to make urgent attempts to reconstruct educational system in two ways:

- To expand the existing system of education sufficiently in order to provide free and compulsory education for all children up to the age of 14 to result in expansion
- To reduce some of the loopholes of the educational system and make it a worthy instrument of social and economic reconstruction.

Post-independence, there was a high demand that priority should be given to the objective of universal elementary education in the national development plans and it should be reached through a phased and short-range programme. With this, the following provisions were adopted in the Directive Principle of State Policy of the Constitution of India, adopted in 1950:

Article 45: the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

In 1950's, at the time of framing the Constitution, the aim was to achieve Universalisation of Primary Education, which is mentioned in the Directive Principles of State Policies. Significant efforts have been made in the last few years to universalise primary education.

Since Education falls in the Concurrent List, efforts, both at Central and State levels are made to ensure that each child is in school and learning well. Many plans and policies came and

went. While some could provide significant results, some could not achieve the results which were desired to achieve the national goal of Universalization of Elementary Education.

Except for two or three states, all the Indian states have poor educational statistics. More Indian children are in school than ever before, but the quality of government schools has sunk to spectacularly low levels. The children in these schools come from the poorest of families — those who cannot afford to send away their young to private schools elsewhere, as do most Indian families who have the means.

Out of the many Programs of the Central and State Governments, some which have helped increase enrolment, retention, realized the gender ratio specific enrolment and quality of education in the Government Primary Schools include- The Right to Free and Compulsory Education (RTE) Act, 2009, The Nutritional Support to Primary Education or the Mid- Day Meal Program at the Central Level, the Shala Praveshotsav, KanyaKelavaniRathayatra and Gunotsav in the State of Gujarat.

These programs and policies have helped in achieving the goal of Universal Elementary Education at a manifold level. Despite these many efforts, there seems to be lop-sided development at the educational front in the State of Gujarat.

The present research is an attempt to bring in the conceptual understanding of the perspectives of the beneficiaries of Government Plans and Programmes for Primary Education.

The main aim is to place the study within the larger theoretical framework of the human development approaches and critically analyse the perceptions of stakeholders from the communities encompassing not only the direct beneficiaries i.e the parents of the children studying in the government run schools but also the school administration viz the teachers in the primary education system.

INTRODUCTION

India being a heterogeneous country is home to many cultures, religion, caste, class and race. Over the years, India has been on the global map for several reasons, one reason being that the country is developing at a fast pace. With development comes change and a major change agent in the Indian sub-continent has been the Education system in the country. Education is indeed the barometer of a society's advancement.

A broad, uniform pattern of the education system has been adopted in a vast country like India, which includes – ten years of school education, primary and secondary, two years of higher secondary education eventually leading to the university education.

Education in India has long been a subject of many plans and policies. Free and compulsory education for all children up to the age of fourteen years is the Constitutional commitment in India. In 1950's, at the time of framing the Constitution, the aim was to achieve Universalisation of Primary Education, which is mentioned in the Directive Principles of State Policies. Significant efforts have been made in the last few years to universalise primary education.

Particularly worrying has been the fact that not all the children between the age of 6-14 have got enrolled in schools as envisaged in the Directive Principles of State Policies. The Government is making efforts to make sure that the necessary facilities and infrastructure is being provided to see each child in school and learning well.

India, being a mixed economy, needs government intervention in the area of education because education driven by profit motive cannot benefit the masses. Except for two or three states, all the Indian states have poor educational statistics. More Indian children are in school than ever before, but the quality of government schools has sunk to spectacularly low levels. The children in these schools come from the poorest of families — those who cannot afford to send away their young to private schools elsewhere, as do most Indian families who have the means.

Four features that have characterized India since Independence continue to characterize India's elementary education system: incomplete enrolment, inequalities, poor quality, and ineffective school performance.

Since then, many documents including every Five Year Plan, the 1968 National Policy on Education, and the revised 1992 National Policy on Education have attempted to refine India's efforts at Universal Elementary Education (UEE).

Concept of Primary Education System

The term “Primary Education” is understood as a basic stage of education which is either a self-contained phase (of various lengths in various countries) or which forms a part of longer cycle of general education. Primary Education is also known as Elementary Education, for it takes place in the initial or the elementary years of a child’s life. Elementary Education has been described in the Encyclopedia Americana (1988) as the period of formal schooling extending from admission to school- in kindergarten or 1st grade- to completion of the 6th, 7th or 8th grade. It designates the range of schooling for children in many countries from about 6 to 12, 13 or 14 years of age. In India, Elementary Education is for children between the age of 6-14 years (Grade 1 to 8th).

Primary education system lays the foundation stone for the social, moral and political development of an individual. It is the initial years of schooling that helps in shaping the personality, social confidence, habits, moral and social skills of the children regardless of age, gender, caste and class to achieve a balanced cognitive, emotional and psychomotor development. The right kind of outlook towards life and society needs to be cultivated at the initial stages of school life so that children could grow up as productive and socially useful citizens of the country.

Education at this stage moves the children into a coherent moral, intellectual and effective universe creates awareness among them regarding their past and helps in developing a conception of the future. (Faure, 1972)

Further, Schultz points out that primary schooling entails the lowest cost per year of schooling and education at this level has a pervasive value in reducing cost and improving the productivity of the economy of the country. (Schultz, 1963)

Gandhiji’s ideology reflected that the use of primary education should be extended at least to seven years. The Indian Primary Education organisation refers to two stages of education- primary stage of education covering classes I to V (Age group 6 to 11) and upper primary stage of education covering classes VI to VIII (Age group 12-14). Thus, the elementary stage covers eight classes from I to VIII of children between the Age group of 6-14 years.

The eve of Indian independence largely presented a picture of an educational fabric that was filled with large gaps and inadequacies in terms of quantity and quality. The quantifiable

defects were the low enrolment ratio, low percentage of literacy amongst adults, unequal development of education amongst classes etc. Independent India, therefore, had to make urgent attempts to reconstruct educational system in two ways:

- To expand the existing system of education sufficiently in order to provide free and compulsory education for all children up to the age of 14 to result in expansion
- To reduce some of the loopholes of the educational system and make it a worthy instrument of social and economic reconstruction.

The Objectives of Primary Education

According to the National Council for Educational Research and Training (NCERT), the basic features of Primary Education are as follows:

- Equality of sexes
- Removal of social barriers
- Protection and preservation of the environment
- Applicability of the curriculum to all learners
- Provision of essential facilities (drinking water, separate washrooms) in school

Elementary schools are primarily state supported but are administered by local government units. The elementary curriculum includes the mother tongue, arithmetic, history, geography and science. Mostly the curriculum varies from state to state but it mostly includes aspects of health habits and physical fitness. The curriculum also includes cultivation of moral values.

It was found, still is the case that many children leave the school before even completing the primary education. It is estimated that one third of the children who enter first grade, leave before even completing the fifth grade. Hence, a plan which was solid enough to make sure that each child is in school and learning well, the Government of India came up with certain plans and policies for the development of elementary education in the country.

Historical Evaluation of Educational Plans and Policies

Before independence, the Government of India had very little affairs to do with education. There were mainly two broad categories that dealt with educational matters. The first

category was the British Indian provinces and the centrally administered areas. This comprised of about two thirds of the entire country. The second category consisted of the princely states which comprised of one third of India.

Post-independence, there was a high demand that priority should be given to the objective of universal elementary education in the national development plans and it should be reached through a phased and short-range programme. With this, the following provisions were adopted in the Directive Principle of State Policy of the Constitution of India, adopted in 1950:

Article 45: the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

The Centre and the State governments now work in collaboration for the preparation of educational plans. The expansion of elementary education entered the five Year Plans and funds were allocated to achieve this goal. Among significant other developments, by far the most important was the adoption of basic education as the national pattern at the elementary stage. (Aggarwal D. , 2002)

The need for basic services to support primary education like mid-day meals, had been felt for a long time, but hardly any effort had been made in this area. Madras state, now Chennai, made the very first attempt to provide free meals to the school children with the help of the community support and later it was expanded with the help of state support funds, the programme has now spread nation wise.

The Government came up with several programmes to encourage a higher enrolment ratio in the primary education system. Some of the successful ones include:

The Right to Education Act

Keeping the above results in mind, the Government of India in the year 2009 passed the Right to Education Act to meet the educational needs of the children and to encourage enrolment in the schools; After the delays in operationalising the 86th Constitutional Amendment Act 2002, the Central Government finally introduced the 'Right of Children to Free and Compulsory Education' bill in the Rajya Sabha on 15th December, 2008. It was passed by both houses of Parliament and became a law after the assent of the President. The

law came into effect all over the country, except in the state of Jammu and Kashmir on 1st April, 2010. The Act received huge acclaim, and experts said it would change the education system in India.

The special provisions of the Act include:

- Every child between the age of six to fourteen years, shall have the right to free and compulsory education in a neighborhood school, till completion of elementary education.
- For this purpose, no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- Where a child above six years of age has not been admitted to any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.
- For carrying out the provisions of this Act, the appropriate government and local authority shall establish a school, if it is not established, within the given area, within a period of three years, from the commencement of this Act.
- The Central and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

This Act is an essential step towards improving each child's accessibility to secondary and higher education. The Act also contains specific provisions for disadvantaged groups, such as child labourers, migrant children, children with special needs, or those who have a disadvantage owing to social, cultural, economic, geographical, linguistic, gender or any such factor. With the implementation of this Act, it is also expected that issues of school dropout, out-of-school children, quality of education and availability of trained teachers would be addressed in the short to medium term plans.

National Programme of Nutritional Support to Primary Education

A National programme of Nutritional Support to primary Education commonly called the Midday Meals Scheme Launched on 15 August 1995 is aimed at improving enrolment, attendance and retention while simultaneously impacting on the nutrition status of students in primary classes. The programme envisages provision of cooked meals/ progressed food for

children studying in classes I-V in all government, local body and government aided primary, schools.

The programme intended to give a boost to universalisation of primary education by increasing enrolment, retention and attendance, and simultaneously improving up on nutritional levels of students in primary classes (I-V). The ultimate aim under the programme is to provide wholesome cooked / processed food having a calorific value equivalent to 100gm of wheat / rice per student. Food grains (wheat / rice) at the rate of 3kgs per student per month were being given initially linked to attendance of 80% and community participation was sought. People's participation is ensured at every level like school location, micro-planning and training of core teams.

Some independent research findings on the Mid Day Meal Scheme conducted by independent agencies reported that MDM programme has indeed helped in increasing the attendance and enrolment, retention and learning ability and achievement of children, particularly girls. The main research findings include:

- Unlike many other Government programmes, implementation of MDM has been a success throughout the country.
- One study indicated that 84% of the households reported that the children get cooked mid day meal in schools and children enjoy the menu. Incentives like MDM have contributed to improving enrolment rates.
- Cooked Mid-day meals are reported to have created a platform for children of all social and economic backgrounds to take meals together, thereby facilitating achieving the objective of social equity.
- While cooked mid-day meal scheme seems to have contributed to an increase in the attendance in schools across the country, it does not seem to have any significant impact on fresh enrolments in sample schools.

Shala Praveshotsav

The 'Shala Praveshotsav' or the 'School Admission Festival' is a programme under SarvaShikshaAbhiyaan to ensure hundred percent enrolments in primary schools across the State. The objectives of the Programme are as follows:

- 100% enrolment in the 1st Standard

- 100% Literacy to the children between the age group of 6 to 14
- Encouraging Girl Education
- To obtain the awareness and cooperation from the society for the government schools
- To make the education as a responsibility of the society
- To make the school as a place of learning with joy
- To reduce the school dropout ratio and ensure that the child enrolled in standard 1st will complete the education up to standard 8th with utmost quality

Kanya Kelavani Rath-

The Kanya Kelavani focuses on the educated girl child initiative with an emphasis on formal education. The program was conceived due to the ranking of Gujarat state as 20th in terms of Literacy rate amongst the Female children with a meagre rate of 48.1% in the year 2001. The then Chief Minister of state Shri Narendra Modi joined hands with all Government officers- IAS, IPS and other bureaucrats to turn this into a massive movement to combat the low literacy levels among the girl children in Gujarat in 2009.

Under this scheme, Gujarat Government had a vision to enroll maximum female children in the formal schooling system. It foresees a vision that there is literally no drop-out rate in Gujarat. The girl child education initiative is initiated across Gujarat. It covers almost 18,000 villages esp. where the literacy rate is below 20 percent and focus on identified suburbs of the urban areas to spread the message of education.

The benefits of Kanya Kelavani Yojna include:

- Intensive focus on Girl Child Education in Gujarat State
- Government bears the expenses of girls education in the state
- The scheme provides fund to foster women education
- This is to increase female participation in the field of education
- To reduce drop-out ratio among women

Gunotsav

Gujarat is doing better compared to it's own self over the years in terms of enrolment of the children at the primary level. The focus shifted from quantity to quality which was addressed by various enhancement programs to improve learning milestones. "Gunotsav" or "celebrating quality" is therefore defined as an accountability framework for quality of

primary education as well as co-scholastic activities, use of resources and community participation.

This was started in 2009, to assess the primary education scenario with an aim to ensure that Gujarat should be among the top three states of the country in terms of student learning outcomes over the next five years. The objectives of Gunotsav include:

1. To bring awareness among teachers, students, administrators, communities & stakeholders for quality education.
2. To ensure the enhancement of reading, writing and numerical skills for all children studying in primary schools (Std 2 to 5).
3. To ensure the enhancement of subject knowledge for all children studying in upper primary sections (Std 6 to 8).
4. To assess quality based classroom teaching learning processes followed in schools.
5. To address gaps in achieving learning outcomes and to acknowledge achievement.
6. To track the children based on learning outcome levels and identify focus areas for remedial action.
7. To build an environment of accountability - for an outcome oriented performance at all levels across scholastic, co-scholastic outcomes and stakeholder participation.

Rationale of the study

Article 45 of the constitution states that,

"The State shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children till they attain the age of fourteen years."

As the responsibilities of different agencies in the development of education as a whole are delineated, it is made clear that the States should take under their wings the free and universal primary education. India entered the planning era in 1951, with the First Five Year Plan (1951-56) getting launched soon after the adoption of the Constitution. As a result, programmes to investigate, develop and improve teaching and learning process were taken up. The second Plan (1956-61) realized the need for larger resources for the continuation and expansion of schemes already taken up during the First Plan period.

The general causes which have impeded the progress of primary education have been diagnosed from time to time by different commissions and researchers. These causes include

the unprecedented growth of population, the inability to raise the financial resources needed to support the massive programme, the apathy of the illiterate masses towards education, the traditional resistance to education of girls, poverty of the parents which compels them to use the labour of children at home or outside, existence of small and scattered habitations, existence of large forests and inaccessible areas, and absence of a suitable machinery to enforce compulsory attendance.

With the efforts of the authorities there has been an increase in the enrolment of out of school children, the imbalances have not yet been removed and the enrolment has been upset with a high rate of drop-outs

Various developmental programmes have been launched in the State to universalize primary education, to arrest dropout and stagnation, and to attract children to attend school at the primary level. These programmes are being launched in a way to bring in quantitative as well as qualitative development of education. An increase in the enrolment has been sought, however, the problem of drop-outs still prevail. It is with this view that this study is being undertaken taking into consideration the above mentioned programmes by the Government for increasing the enrolment in the Primary education system.

The following research gaps were identified:

1. No study on identifying the perspectives of beneficiary population regarding the programmes on primary education.
2. There are common programmes that have been implemented, but no studies reflect any special programmes that would help the government primary schools in the rural areas to improvise.
3. No studies indicate the perception of parents and the school administration on the efforts put in by the government in order to generate enough quality in primary schooling.
4. No cross sectional studies have been carried out to identify the impact of National and State level programmes from different stakeholders.
5. Studies till date have not found any significant positive relationship between large amount of spending and improved learning outcomes in different belts of the city.

OBJECTIVES OF THE RESEARCH

The following are the objectives of the Research:

- (1) To study the **Educational developmental plans and programmes** launched by the Central and State Government for the promotion of primary education.
- (2) To find out the **present position of the implementation** of the Educational plans and programmes in Schools of various districts of Gujarat in terms of the objectives sought.
- (3) To understand the **perspectives of different stakeholders** from the Rural and Tribal belts, on the impact of Educational Developmental Plans for promotion of Primary Education.
- (4) To find out the **problems encountered in the implementation** from each of the stakeholders perspective.
- (5) To give **suggestions** for the problems encountered in implementation.

Operational Definition of Variables

- **Present position of implementation** according to this study is defined as the current status of the ways in which the deliverables according to the educational development plans are made available to the children.
- **Educational Plans and Programmes** in this study are defined as the policies and the actions undertaken by the Central and the State Governments for the promotion of elementary education to ensure that each child is in school and learning well.
- **Schools** according to this study have been identified as Government run primary education institutions that are fully funded by the State Government that impart elementary education upto eight standard, free of cost, according to the free and compulsory education act (RTE 2009).
- **Perspective** is a psychological term which is defined as a mental view or prospect of an individual. The present study aims to understand the views of different stakeholders regarding the educational development plans and programmes for primary school children.
- The **stakeholders** for the present study are defined as the people who are affecting or are affected by the Government Plans and Programmes for primary school children. The

stakeholders for the present study include the implementers of the plans and programme viz. the Teachers at Government primary Schools and the parents of the children who study in the Government primary schools.

The researcher through the study aims to throw light upon the issues and loopholes encountered during the implementation from the perspectives of the school teachers and the perspective of the parents of the children as to the problems they encounter.

RESEARCH METHODOLOGY

The basic thrust of the study is to understand the perspectives of the parents of the children studying in Government Primary schools and that of teachers who are the implementers of those programs and policies at the grass root level regarding the goal achievement of the programs and the impact at the local community level.

Title of the Study

Perspectives of different Stakeholders on the implementation and impact of Government Plans and Programmes for Primary School Children.

Research Design

The Research Design undertaken for the present study is Exploratory and Descriptive study design. Exploratory Design is the primary design as the study aims to explore into the perceptions of different stakeholders- the implementers and the beneficiaries regarding the educational development plans and programmes by the Central and the State Government for children in Government run primary schools.

The Descriptive design is the secondary design for the study as the perceptions of different stakeholders would be described in terms of the variance despite the programmes being one and the same for all. Description from the viewpoint of implementation in different areas would be required so as to find out the variance in perceptions to bring about a common understanding regarding effective implementations of the government plans and programmes for educational development.

Universe

Universe of the present study includes all the Government run primary schools in the State of Gujarat and the teachers working in those schools.

Sample and Sampling Procedure

Stage 1- Selection of Districts on the basis of Purposive Sampling Method

The selected districts included, Banaskantha, The Dangs, Surat and Vadodara.

The inclusion criteria demanded the overall literacy and drop out rates in these districts and more or less similarities in terms of the socio-economic and cultural parameters of the residing population.

Stage 2- Selection of Block on the basis of Lottery Method

The blocks were selected using the Lottery method and included:

| Sr. No | District | Block |
|--------|-------------|------------------|
| 1 | Banaskantha | Palanpur |
| 2 | The Dangs | Ahwa |
| 3 | Surat | Umarpada |
| 4 | Vadodara | Vadodara (Rural) |

Stage 3- Selection of Schools on the basis of Lottery Method

A list of schools was procured from the District Education Office Website of each district and schools were selected on a random basis through the lottery method.

The following schools were selected:

| Name of District | Name of Block | Name of Village |
|------------------|---------------|-----------------|
| Banaskantha | Palanpur | 1.Bhagal |
| | | 2.Chadotar |
| | | 3.Chandisar |
| | | 4.Gadh |
| | | 5.Kanodar |
| The Dangs | Ahwa | 1.Bhavandagad |
| | | 2.Davdahad |
| | | 3.Gondalvahir |
| | | 4.Mahal |
| | | 5.Nadagkhadi |
| Surat | Umarpada | 1.Chitalda |
| | | 2.Vahar |
| | | 3.Govat |

| | | |
|----------|------------------|----------------|
| | | 4.Chokhwada |
| | | 5.Darda |
| Vadodara | Vadodara (Rural) | 1. Sankarda |
| | | 2. Bajwa |
| | | 3. Shankarpura |
| | | 4. Padamla |
| | | 5. Nandesari |

Stage 4- Selection of Respondents

Teachers: The Teachers were selected using the Census method where each teacher from the selected schools was required to participate in the research.

Parents: The parents were selected using snowball sampling where only those parents were included in the study whose children were studying between first to eighth standard in the Primary Government Schools.

Tools and Methods of Data Collection

| Target Group | Tools and Methods of Data Collection | Sampling Design |
|--------------|--------------------------------------|--|
| Parents | Interview Schedule | Quota of 10 Parents per school was decided and parent respondents were selected using Snowball Sampling 10 parents*20 schools Total 200 Parents |
| Teachers | Interview Schedule | All Teachers present in the selected schools were taken as a part of the study using Census Method On an average 5 Teachers were selected from each school Total 112 Teachers were interviewed |

Researcher has used self-designed interview schedule that consisted of closed ended questions. The tools were sent to various experts for content validation and changes as per their suggestions and expertise were made to the tools.

A pilot study was conducted in Vadodara city for the purpose of finalizing the Interview Schedule. The interview schedule was pre-tested before execution.

Criteria for Sampling:

Inclusion criteria for selection of the respondents were as follows:

- Only the Government primary schools having I to VIII grades were considered.
- The teachers teaching in the primary schools were included in the data collection process.
- Only those parents were taken into the purview of study whose children were studying in 1st to 8th standards in the Government Primary Schools.

Tools for Data Collection

For the *primary data*, Researcher has used self-designed Interview Schedule. The interview schedule was prepared on the basis on literature review and was later modified on the basis of expert validation and pilot testing.

The *secondary data* was obtained in the form of published journals and annual reports, which was found to be authentic to a certain extent. The secondary data included from the historical and current data collected from books, reports, newspapers, journals, magazines and other published and unpublished sources in this field.

Time Period

Time Period for the data collection was from August 2018 to January 2019.

Limitations

Initially, the District Education Officers were also to be undertaken as one of the stakeholders for the study, however, due to election duties and duties related to Praveshotsav, getting appointments was proving to be quite difficult, keeping in mind the time frame of the research study, the DEO as one of the stakeholder had to be dropped from the purview of the study.

Data Analysis

The important variables were formulated and the relevant data collected from the field was coded and analyzed using SPSS (Statistical Package for Social Sciences) software.

MAJOR FINDINGS

FINDINGS RELATED TO TEACHERS

Four Districts viz. Banaskantha, Surat, The Dangs and Vadodara were selected for the study. Under these Districts, blocks were selected on random basis which included Palanpur, Umarpada, Ahwa and Vadodara Rural respectively.

Fifty (50) parents from each block were selected, which in total constituted 200 parents from all the four districts and teachers were selected on a census basis which came up to a hundred and twelve (112) in total of four Districts.

Profile of Respondents: (Teachers)

1. Socio-Demographic Profile of the Teacher Respondents:

- Out of all the respondents, 51 (45.5%) were males and 61 (54.5%) were females.
- Only 39 (34.8%) of the total teachers had passed their Teacher Eligibility Test (TET) while only 3 (2.7%) had passed their Head Teacher Eligibility Test (HTET).
- Majority of the Teachers (60.7%) had been associated with the school since more than 5 years.
- 96 (85.7%) have undergone training which was held 1-2 years ago.
- 94 schools (83.9%) were schools with primary, middle primary and upper primary classes, 13 (11.6%) were only primary (I to V) while 4 (3.6%) were Primary with Middle Primary (I-VI).

2. Implementation of Government Plans and Programs

- According to 99.1 percent (111) of the respondents, their schools implement Right to Education of 2010 (RTE), Mid-Day meal scheme, Shala Praveshotsav and Gunotsav Programmes.
- 92.8% (104) of the teachers respondents said that Kanya Kelavani Yojna was implemented in their schools.
- 94.6% (106) teachers said that their schools conduct door-to-door campaigns to ensure that each child in their community is enrolled.
- 84.8% (95) of the teacher respondents said that they conduct awareness campaigns to ensure that the parents in their communities know about the several

programmes by the Government and thus ensure that they send their children to schools.

- All the teacher respondents said that their schools conduct co-curricular and extra-curricular activities like prayer and yoga, cultural events and games in their schools while only 95.5% (107) teacher respondents said that their schools conduct science and mathematics exhibitions in schools where parents are invited to see the progress of their children.
- Very high majority of the teachers respondents 96.4% (108) claimed that they hold regular meetings with the parents of the children to disseminate information about the Government efforts regarding primary education.
- Involvement of community leaders is crucial in ensuring increase in the participation of the community members in the school activities. The data revealed that only 47.3% (53) teacher respondents said that they involve community leaders in ensuring participation of the community members in the school activities. 52.7% (59) teachers said that they don't involve community members at all.

3. Perceptions regarding Government Plans and Programs

- **Perception related to Right to Education Act 2009:** According to the perception of 88.4% (99) teachers, RTE has been successful to a great extent in ensuring hundred percent enrolment.
- **Perception related to No Detention Policy:** According to the recent Gazette published by Ministry of Law and Justice on January 11th 2019, it is stated that there shall be regular examination in the fifth and the eighth grade at the end of every academic year. it is also stated that the appropriate Government may allow the schools to hold back the child in these classes if the child fails in the re-examination aswell. However, no child shall be expelled from school till the completion of elementary education.

The findings revealed that 92% (103) teachers said that their schools follow the no-detention policy while other 6.3% (7) said that their schools do not follow the no-detention policy.

Majority of the teachers during discussion also revealed that the no detention policy is doing more harm than good as the minimum levels of learning of the children are seldom achieved.

- **Perception regarding No Detention Policy and Quality of Education:** 58% (65) teachers were of the opinion that the quality of education has been compromised to a great extent due to the no detention policy. Many teachers during the discussion revealed that the major reason behind the children not being able to achieve the learning milestones is because they cannot be detained.
- **Perception related to Mid-Day Meal Programme:** The perception of 94.6% (106) teachers showed that MDM scheme was the most successful initiative to ensure hundred percent enrolment in the schools.
- **Perception related to Kanya Kelavani Yojna:** 92% (103) teachers felt that Kanya Kelavani Yojna was very successful in terms of ensuring that the girl children attend schools which have also benefitted the parents at the economic front. 5.4% (6) teachers felt that Kanya Kelavani Yojna was successful but it's nothing compared to the Mid Day Meal scheme which provides maximum motivation to the children to come to school.
- **Perception related to Shala Praveshotsav:** 92% (103) teacher respondents said that this programme is successful to a great extent.
- **Perception related to Gunotsav:** Only 77.7% (87) respondents said that Gunotsav programme was successful to a great extent. the remaining were of the perception that quality of education cannot be sought in a time bound manner, it's a slow and gradual process which needs to be implemented in such a manner that it actually brings the desired change.

4. Problems faced in implementation

- **Sufficiency of the funds received by the Government:** 66% (74) teachers felt that the funds received under various programs were not that sufficient as the demand for primary education is growing and the funds received are not too sufficient to meet the growing learning demands.
- Teachers discussed lack of academic resources like books, stationery, desks etc. The school arranges the resources during inspections for a short time span but otherwise the scenario is not so good.

- **Training of Teachers:** Another issue that the teachers face is that the training for proper implementation to the teachers is not provided enough due to which many teachers face the issue of role and responsibility ambiguity in conducting the activities under the schemes.

5. Suggestions

- 58.9% (66) teachers suggested that the awareness campaigns regarding the Government Plans and Programmes should be conducted to a great extent as this is the most popular way through which people can understand and get awareness about the Government efforts for primary education.
- 41% (46) teachers also felt that role specific training should be provided to all the teachers as everybody's job becomes nobody's job and at times it is only one or two teachers who do the major tasks. Recruitment of teachers is another issue faced as most of the blocks face a massive crunch of teachers. Due to shortage of teachers, the appointed teachers cannot focus on the teaching aspect as they are heavily burdened with the tasks of fulfilling other non-academic Government duties.
- 77.7% (87) of the teachers said that it is very important to establish a transparent system of communication with the parents to ensure that they stay abreast with the latest developments of their children and the school environment. according to them, if the parents do not come to school, an alternative mechanism to communicate with them should be devised so that some interest regarding the school environment can be created in their minds.
- 48.2% (54) teachers also said that teacher training needs to be regularized to a great extent as it can have a direct effect on the quality of teaching and learning at the primary level.

FINDINGS RELATED TO PARENTS

Profile of Respondents: (Parents)

1. Socio-Demographic Profile of the Parent Respondents

- A large part of the parent respondents 55.5% (111) had completed only the basic primary level of education (I to VIII).
- 54.5% (109) respondents belonged to the SC/ST category, 44% (88) belonged to the general category while 1.5% (3) belonged to the OBC category.

2. Awareness regarding Government Plans and Programmes for Primary Education

- 61% (122) respondents were aware of the Right to Education Act (2009).
- Only 54.5% (109) were aware of the Kanya Kelavani Yojna.
- Only 47.5% (95) parent respondents were aware about Gunotsav and its activities.
- Mid Day Meal scheme was the most popular among all the other programmes as 97% (194) parent respondents were aware about the scheme as well as the deliverables under it.
- 78.5% (157) parent respondents were aware about Praveshotsav.

3. Perceptions regarding Government Plans and Programs

- 92.5% (185) parent respondents perceived MDM to be the most beneficial scheme to them and their children as now they claim that their children do not stay hungry anymore.
- Another major benefit of the MDM scheme as recorded by majority of the parent respondents, 94% (188), is that the children do not have to go to work anymore. The children attend schools and they get to eat, so atleast they don't have to stay hungry.
- Parent teacher meetings are a regular feature in the Government schools as per the mandate, however, only 8.5% (17) respondents said that they have attended more than 4 meetings in the past year. 45% (90) of the parent respondents said that they have attended only 1-2 meetings in the past year. the reason sighted for

not attending the meetings regularly varied from teachers not letting the community members know about the meetings to the fact that they were agricultural wage laborers who had to give up on their daily wages in order to attend the meetings.

- A lot of discussion regarding the no-detention policy compromising the quality of education or not took place. 62.5% (125) parent respondents were of the opinion that the no detention policy compromises the quality of education to a great extent. They felt that the only reason their children are in Government schools is because they cannot afford private schooling and not failing the child would mean that the child is making no effort to learn as he/she is already aware that he/she will not be detained. This way, the system is jeopardizing their future education where they don't know anything in the 9th grade and they eventually drop-out.
- 82.5% (165) parent respondents were of the opinion that Kanya Kelavani Yojna has been very instrumental in motivating the parents of the girl children towards education as the burden of schooling in terms of economic factor is taken care of by the Government.
- Majority of the parents felt that there was discrimination of any sort in their child's school and that they were satisfied with the way the school functions by and large.

4. Suggestions

- To a large extent, majority of the parent respondents, 91.5% (183) felt that the Government should organize campaigns regarding how the parents can avail the facilities under the Government Plans and Programmes for education of their children as a large part of them are not ware and thus they lose out on those opportunities and benefits.
- 85.5% (171) respondents felt that there should be availability of a facilitator to take care of the queries that the parents have regarding the schooling of their child. Majority of the parents also said that they have no idea regarding further schooling of their children as something for guidance regarding that should be done as well.

- 83.5% (176) respondents felt that transparent communication between the school and the community members should take place so that the community members can understand and know the activities that are undertaken in the schools.
- Many parents complained about the availability of computers in the schools but lack of computer education. they believe that basic computer education provided at the right time can help the children get atleast basic job in the future, a full time computer teacher must be there and Government must ensure that computer literacy is made mandatory in all the schools.

CONCLUSIONS

- By and large, the Government plans and programmes for primary education have been successful in achieving the quantifiable results however, the qualitative in-depth ones still need to be worked upon. The impacts of these interventions on learning outcomes have not been evaluated yet.
- Most of the parent respondents were not ware about Programmes like Gunotsav, which stresses on the aspect of quality education.
- The participation of the community members was negligible in implementation of activities at the school level.
- The interaction between the schools and the community members was quite low and infrequent.
- Teachers reported that they couldn't focus on majority of the academic activities as they are stuck with many other non-academic activities. Also, due to the inadequacy of the teachers in the schools, the burden of responsibilities on the individual teachers is quite high.
- Training of teachers is quite infrequent.
- Most of the parents think that despite schooling, the ability to read and write in their children is not upto the mark.
- The problem of over burdening of the students in classes is a major issue. This increases the ratio of students over teachers. Too many students and fewer teachers create difficulty in teaching.
- The biggest challenge in primary education we face is that lack of community participation, severe shortage of teachers, poor quality of institutional support for teacher's professional development and lack of focus on quality education.

- However, the biggest challenge we face today is not of quantity but to face the fact of lack of quality. Both parents and teachers alike think that the children are in school, but are not learning.

RECOMMENDATIONS

It is evident that we are achieving the quantifiable results as per the universal goal of achieving hundred percent enrolment through our primary education interventions. The focus now must not be on quantity but focusing more on quality.

Gunotav programme can ensure that the three basic R's (Reading, wRiting and aRithmetic) in children is achieved. For that, effective training of the teachers needs to take place.

We need to move from a system of policy making to a more robust action oriented system where there is a strategic communication and clear cut mention of roles and responsibilities of each one involved in the implementation.

A radical measure to undertake a major reading mission needs to be established. If it is ensured that majority of the children can read, we can solve a major chunk of our educational problems. The idea is not to only focus on new children getting admitted, but now to focus on the one's already admitted.

We need a massive investment in technology for education and even more massive on incorporating the necessary skills in our teachers to deliver content through ICT.

School based practices for learning improvement should be established where regular assessment of the progress of the child's academic activities can be measured and necessary steps can be taken to ensure that the child is learning and learning well.

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