

Chapter: 1 Conceptual Framework

1.0 Introduction

Education system is an important part of society. The Education system in India has been change with the change in the political governance. In ancient period, gurukul system of education was prevailed, during muslim period, again change was brought in the system of education by separating primary and higher education. The major change in the system of education was brought by the British Raj. The present education system in India is based on the system established by the British Raj before independent. The British Raj has divided education system in the various levels; School and Higher Education. India made a Constitutional commitment to provide free and compulsory education to all children up to the age of 14 nearly sixty years ago. The goal, which was expected to be achieved by 1960, remains elusive, even today. To achieve provide education to the society it is an essential that government should take responsibility of it. Three factors seem to be making a distinct difference in the growth trajectory of elementary education in the country.

The first factor is the increased direct involvement of the central government in strengthening infrastructure and delivery of elementary education. This is an important as historically the state governments has almost complete responsibility for providing elementary education. To provide quality elementary education, state governments continue to provide a major share of recurring financial expenditure. The centre-state framework of action has made the central government the prime mover in designing and implementing developed initiatives in elementary education in many states, although the situation is not uniform across the country. This relationship has become further reshaped as external aid agencies have also claimed an important place in the partnership framework involving the central as well as state governments.

The central government is the adoption of the district level as the base for planning development inputs for elementary education, and the concurrent move to decentralize governance by empowering local self-governance mechanisms through *Panchayati Raj* (local self-government) institutions. This second factor has added a new dimension to the multi-layered planning and implementation framework and created a new dynamic at the grassroots level. The third factor has begun to significantly reshape the elementary education. This has been encouraged over the last

10-15 years within the elementary education sector, under the auspices of the National Literacy Mission. On one hand, it has resulted in increased demand for elementary education and on other hand, whilst substantially enhancing the role of non-state actors in the provision of elementary education and support services in the country.

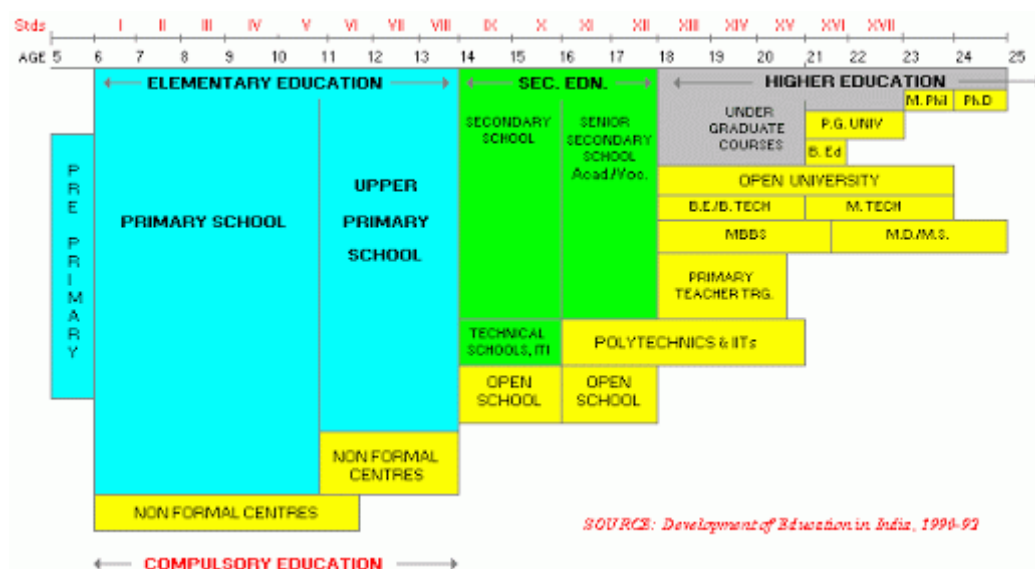
Almost all official documentation and in particular the successive Five Year Plans at national level acknowledge these factors as significantly impacting the progress of elementary education. But what is the nature and extent of impact of these developments on improving access to and participation of children in elementary education across the country? Are more children accessing and completing the elementary education cycle and moving to secondary schools? How different is the scene across different regions and social groups in the country? To what extent has the system overcome social and gender inequities in progressing towards the goal of universalization of elementary education? Which are factor seem to facilitate or hinder the smooth flow of children within the school system? To what extent are school factors responsible for ensuring that children attending schools result into student's learning achievement? These are critical questions that might possibly determine whether India achieves the targets and goals set at the national level under the flagship programme of Sarva Shiksha Abhiyan (SSA).

1.1 Present Education System in India

Education in India is the joint responsibility of the central and state governments, and educational rights are provided for within the Constitution (GoI, 1949). Following the recommendations of the National Policy on Education (NPE) 1968 and subsequently by NPE 1986, attempts are being made to adopt a common structure of schooling across the country. The general pattern adopted at the national level, commonly known as the 10+2+3 pattern, envisages a broad-based general education for all pupils during the first ten years of schooling. Diversification of courses takes place only at the higher secondary level (grades 11 and 12), and is reliant on students successfully completing the secondary school examination at the end of grade 10. Successful completion of the public examination at the end of grade-12 qualifies the student for university entry. Of these twelve years of schooling, the first eight years are termed 'elementary education', and this should broadly correspond to the compulsory education period of 6-14 years of age.

1.1.1 School Education: There are several types of school Education in India. Present system of School Education in India can be divided into segments as presented in following figure.

Figure No. 1.1 Structure of School Education with Age and Standard



(Source: UGC Report-2012-2013)

- ❖ **Pre- Primary:** It consists of children of 3-5 years of age studying in nursery, lower kindergarten and upper kindergarten. At this stage student is given knowledge about school life and is taught to read and write some basic words.
- ❖ **Elementary School Education:** It includes the age group of children of 6-14 years studying in classes from first to eight. It is a beginning stage of school education and it is consisted of two stage of Primary Education. It includes student belong to age group 6 to 14. The beginning 5 year is known as lower primary education and last 3 year called as upper primary education. This is an important stage of education because it creates basic for higher level of education.
- ❖ **Secondary School Education:** It includes students studying in classes ninth and tenth. Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work.
- ❖ **Higher Secondary School Education:** It is last stage of School Education. This stage of school education includes students studying in eleventh and twelfth classes. Students have choice to choose their interest filed to study like Arts, Commerce, and Science.

1.1.2 Higher Education: It is an optional final stage of formal learning that occurs after school education. It is often delivered at universities, academies colleges of higher education where various disciplines course are offered at various levels of higher education. The basic level of higher education is Undergraduate level and higher level is doctorate of philosophy.

- **Undergraduate:** As it is basic stage of higher education, so every discipline offers such degree course. The duration of such course differ as per the requirement of the discipline.
- **Postgraduate:** After completing graduation a student may opt for post graduation to further add to his qualifications. The objectives of such programme are:
 - To receive the highest level of education in his subjects of specialization.
 - To get bachelor's degree in arts, commerce or science, or professional degree programmes such as engineering, law or medicine.
 - To get and more knowledge about his/her specialized subject.

There are other options like vocational and technical education available to students those who don't want to go for higher education.

1.1.3 Vocational and Technical Education: Those students who want to gain vocational skills vocational and technical educational courses are available. These courses are also offered by the universities under various disciplines.

Elementary education is the base for gaining higher or vocational education. Earlier to provide education is solely responsibility of the government in India.

1.2 Elementary School Education System in India

In India, educational institutes are governed by the private and public bodies. The school education system is the base for higher and technical / vocational education. Elementary Education means basic school education provided to children of age group of 6 to 14 years. It is considered as a means for the wholistic development of the individual both at mental and at spiritual levels. According to the Indian Education Commission (1964-66), elementary education should consist of seven to eight years of schooling divided in to two sub stages: a lower primary stage of four to five years and a higher elementary stage of three years. Elementary education is a must for all

children in the age of 6 to 14 years. In the present days of knowledge explosion, no one can afford to be illiterate and ignorant. The government has decided goal of Universalization of Elementary Education (UEE) with motto to strengthen the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. With the formulation of NPE (1986), India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions, such as Operation Black Board, Shiksha Karmi Project, Lok Jumbish Programme, Mahila Samakhya, District Primary Education Programme, SSA, etc. Elementary Education has also been made free for children for 6 to 14 years of age group from class I to class VIII under the Right to Education Act (RTE), 2009. The government has launched various schemes and programmes to achieve universalization of elementary of education.

1.3 Government Efforts for Universalization of Elementary Education

There is continuous assessment of elementary education by various agencies. As per the field requirement the government has launched various schemes and programmes to improve quality of elementary education and achieve objective of UEE. The few schemes and programmes launched by the government are presented as follows.

1.3.1 Operation Black Board

Operation Black Board was a centrally sponsored programme which was started in 1987 immediately after release of NPE (1986) to supply the bare minimum crucial facilities to all primary schools in the country. External evaluation of the scheme has indicated that training of teachers in using the teaching material. The basic aim was to specification of a large number of uniform facilities to be provided without modification according to local needs and lack of provision for breakage of equipment have been some of the draws of implementation of the scheme. In order to operationalize the Revised Policy formulations, the modified Operation Black Board Scheme had contained the following three sub schemes:

- i) Continuation of ongoing Operation Black Board scheme to cover all the remaining primary schools especially those in SC/ST areas;
- ii) Expanding the scope of Operation Black Board scheme to provide three teachers and three rooms to primary schools wherever enrolment warrants them; and
- iii) Expanding Operation Black Board scheme to upper primary schools to provide (a) at least one room for each class/section (b) a Headmaster-cum-office room, (c) separate toilet facilities for girls and boys, (d) essential teaching learning equipment

including a library, (e) at least one teacher for each class/section and (f) a contingency grant for replenishment of items, consumable and minor repairs, etc.

1.3.1 Objectives of the Scheme

- To providing students studying in primary settings with the necessary institutional equipment and instructional material to facilitate their education. There was a provision to provide salary for an additional teacher to those primary schools that have an enrolment of more 100 students or for a consecutive period of two years. In the ninth five year plan the scheme was extended to all upper primary schools as well.
- To see whether the scheme is implemented properly and whether the provided school material is used properly and economically.
- To assess the impact of the scheme on student drop-outs.
- To study the impact of training of teachers, the status of classrooms constructed under the scheme, their use for education and others.
- To find out difficulties, if any of teachers, students and implementing officers.

1.3.2 The District Education Revitalization Programme (DERP)

It was launched in 1994 to universalization of primary education in India. The aim of it is to universalize primary education in India by reforming and vitalizing the exiting primary education system. 85% of the DERP was funded by the central government and the remaining 15% percent was funded by the state. The DERP had opened 160000 new schools including 84000 alternative education schools delivering education to approximately 3.5 million children. It was also supported by UNICEF and other international programmes.

1.3.3 Sarva Shiksha Abhiyan (SSA)

The current scheme for Universalization of Education for All is the *Sarva Shiksha Abhiyan (SSA)* which is one of the largest education initiatives in the World. Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India making free and compulsory Education to the Children of 6-14 years age group, a Fundamental Right. The Sarva Shiksha Abhiyan is an extensive scheme to Universalize Elementary Education through district based, decentralized specific planning and implementation strategy by community ownership of the school system. The scheme is covering the entire country subsuming within itself all other major governmental educational

interventions. Enrollment has been increased, but the level of quality is low. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide. It is started with focused objectives based on requirement of school education.

1.3.3.1 Aims and Objectives of Sarva Shiksha Abhiyan

It is started with the follows aims and objectives.

- The Aim of Sarva Shiksha Abhiyaan was to provide useful and relevant elementary education for all children in the 6 to 14 age group.
- There is also another goal to bridge social, regional and gender gaps, with the active participation of the school.
- Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity.
- It aims are to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially.
- The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.
- Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level.
- All children in school, Education Guarantee Centre, Alternate School, Back-to-School' camp by 2003.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention of children in school education by 2010.

To achieve these aims and objectives of the SSA, certain assistances are provided to elementary schools.

1.3.3.2 School Infrastructure Facilities

India has a large school going population. To accommodate this school going population, it requires a strong educational infrastructure in order to keep pace with the developing economy and provide it with quality manpower. Education can accelerate economic growth and investment is a key indicator to expand and improve quality of education. Under S.S.A to build and or improve elementary school infrastructure facilities various grants provided to schools. To build various infrastructure facilities to achieve aims and objectives of S.S.A., central and state government has provided various types of grants to elementary school and district education offices. List of these grants is presented as follows.

Table No. 1.3.3.2.1 School Infrastructure Facilities

Sr. No.	Infrastructure Facilities
1	BRC construction and augmentation
2	CRC construction and augmentation
3	Composite primary school
4	Composite upper primary school
5	Building Less (PS & UPS)
6	Dilapidated building (PS & UPS)
7	Additional classroom (PS & UPS)
8	Toilet/ Urinals for school in urban areas
9	Separate girls toilet for school for urban and rural area
10	Drinking water for school in urban area
11	Repair/augmentation/retrofitting of existing urinal /toilet / drinking water facility towards functionality and safety for children
12	Boundary wall only where children safety is a concern otherwise green fencing
13	Separation wall
14	Internal electrification
15	Office-cum-store-cum-head teacher's room

16	Child friendly elements
17	Kitchen shed
18	Residential Hostel
19	KGBV construction
20	Major repairs (PS & UPS)
21	Adaptation of existing built environment (indoors/ outdoors) towards new pedagogy
22	Retrofitting the existing building towards hazard resistance, thermal comfort, better light and ventilation
23	Playground and outdoor space development
24	Furniture for government / local body / upper primary schools

(Source: *Developing Education in India- 2013*)

Apart from various schemes related to school infrastructure facilities other schemes are also launched by the government for improving health of children. One of schemes for improving quality of health of children is mid-day meal scheme.

1.3.3.3 Mid-Day Meal Scheme (MDMS)

With a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995.

In 2001, MDMS became a cooked Mid Day Meal scheme under which every child in every government and government aided primary school was to be served a prepared Mid Day Meal with a minimum content of 300 calories of energy and 8-12 grams protein per day for a minimum of 200 days. In September 2004, the scheme was revised to provide for central assistance for cooking cost @ 1/- per child per school day to cover cost of pulses, vegetables cooking oil, condiments, fuel and wages and remuneration payable to agency responsible for cooking. Transport subsidy was also raised from the earlier maximum of 50/- per quintal to 100/- per quintal for special category states and 75/- per quintal for other states. In July 2006, the scheme was further revised to enhance the cooking cost to 1.80/- per child / school day for states in the North Eastern region and 1.50/- per child /school day for other States and Union Territories. The nutritional norms were revised to 450 calories and 12 grams of protein. In order to facilitate construction of kitchen-cum-store and procurement of

kitchen devices in schools provision for central assistance @ 60,000/- per unit and @ 5000/- per school in phased manner were made. In October 2007, the scheme was extended to cover children of upper primary classes (i.e. class VI to VIII) studying in 3,479 Educationally backwards Blocks (EBBs) and the name of the scheme was changed from National Programme of Nutritional Support to Primary Education to National programme of Mid-day Meal in school. The nutritional norm for upper primary stage was fixed at 700 calories and 20 grams of protein. The scheme was extended to all areas across the country from 1.4.2008.

1.3.3.4 Scholarship Grants

To provide financial support to students the government has provided financial support by way of scholarship to them. The school level scholarships, which are also called as the pre-matric scholarships, consist of the primary and secondary school level scholarships, and the high school level scholarships. Consequently, these school level scholarships are obtainable by students studying in classes 1 to 10th or 11th. The main aims of such school level scholarships are to provide essential financial support to students belonging to financially poor and deprived backgrounds, and rural regions of the country.

These school level scholarships are mainly and primarily offered by the Central and State Governments of India, through their diverse departments and ministries. However, some government-funded institutions and private organizations and trusts also offer such scholarships. These school grants scholarships enable students to pursue elementary education smoothly, recognize their inner talents, and hone their specific professional skills, for building a rich career in any field in future. Some school-level scholarships and contests also help school students in building their confidence and social recognition. Some merit-based scholarships also help students in taking admission to prestigious colleges after their school education. Also, the boarding school scholarships are elegant enough to provide a rather constructive learning environment to the students, along with continuation of the school education of high standards.

As result of these schemes, status of elementary education has improved over nation but then also there is variation in level of improvement in state and union territories wise.

1.4 Gujarat State's Profile under S.S.A

As the elementary education forms the base of education pyramid, the government of Gujarat has always gave the top most priority to its development in the state. There is a primary school within a radius of 1 km from every village in the Gujarat. The pupil Teacher Ratio is 29:1 in elementary school (DISE reports, 2012-13). The government of Gujarat has made many initiatives to improve quality of elementary education and achieve objectives of SSA in the state.

Government's efforts have succeeded in increasing school enrollments and bringing down school drop-out ratio. The aim is to ensure that Gujarat should be among the top three states of the country in terms of student learning outcomes over the next 5 years. The Gujarat government has frame many objectives to improve quality of elementary education.

❖ Objectives

Main objective is to ensure quality education for students in Government schools:

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.

To some extent these objectives have achieved and over a period of time, there is an improvement in the elementary education. Compare to other states like Bihar, status of elementary education is better in the Gujarat state.

1.4.1 Present Scenario of Elementary School Education in Gujarat

There are various types of elementary school exist in the Gujarat state. As a result of SSA there is improvement of quality of elementary school education in the state.

There is increment in numbers of elementary schools and enrolment of students in these schools. This is presented as follows.

Table No.: 1.4.1.1

Year	Govt. Schools	Private Aided	Private Unaided	Total	Govt. Enrolment	Private Aided	Private Unaided	Total
2004-05	32258	765	3292	36315	5966913	158823	695356	6821092
2005-06	32318	777	4161	37256	6065451	161194	928355	7155000
2006-07	33061	888	5194	39143	6083903	201410	1255657	7540970
2007-08	33236	852	5477	39565	6031806	212076	1418611	7662493
2008-09	33182	843	5081	39106	6006917	220315	1485112	7712344
2009-10	33429	913	5610	39952	5882109	253373	1683300	7818863
2010-11	33503	788	6403	40728	5904497	225707	2014842	8145045
2011-12	33537	703	6738	40943	5968507	184638	2223822	8376967
2012-13	33619	908	7920	42447	6192645	248685	2735163	9176433

(Source: *SSA Annual Report's of Gujarat State, 2012-13*)

The above table shows that there is a steady increment in enrolment of students in elementary schools over a period of time in the state. From total 36,315 elementary schools in 2004-05, the number has gone up to 42447 in 2012-13. In which 32258 governments, 3292 privately unaided and 765 private aided elementary school in 2004-05 which has increased to 33619 governments, 7920 privately unaided and 908 privately aided elementary school in 2012-13. With increase in number of schools, there is improvement in enrolment of students in elementary schools over period of time. In 2004-05, total students enrolment was 6821092 which have increased and reach to 9176433 numbers of students in 2012-13. This improvement is result of central and Gujarat state government efforts.

The government of Gujarat has launched various schemes for achieving objectives of SSA in the state.

1.4.2 Various Schemes by Gujarat Government

The Gujarat government has announced various schemes to promote girls education,

1.4.2.1 Vidhya Laxmi Yojana

This scheme launched in 2001 for improve girl's education and female literacy rate in the state, the government has launched Vidhya Laxmi Yojana. It is provided to those

villages where female literacy rate is below 35%.The scheme aims to achieve 100% enrolment and retention of girls in elementary schools. Under the scheme, each girl, who enrolls in 1st standard, is given Narmada Bonds worth Rs.1000 which have a maturity period of eight years. The details of number of girls' beneficiaries and total amount distributed by way of Narmada Bonds are as under:

Table No.: 1.4.2.1.1 Girls' beneficated under Vidhya Laxmi Yojana

Year	No. of Girls	Total Amount of Narmada Bonds Distributed (Rs in Lakhs)
2002-03	1,10,828	1108.29
2003-04	1,54,457	1544.57
2004-05	1,30,000	1300.00
2005-06	1,51,000	1510.34
2006-07	1,16,300	1163.00
2007-08	1,47,506	1475.06
2008-09	1,28,757	1287.57
2009-10	1,11,553	1115.53
2010-11	1,04,319	1043.19
2011-12	1,44,491	1144.91
2012-13	1,05,298	2105.96

(Source: *SSA Annual Report's of Gujarat State, 2012-13*)

Above table shows that under this scheme many girls have been benefited over period of time. In 2002-03, 1,10,828 girls were benefited and 1108.29 lakhs amount was Narmada Bonds provided to these girls which has increased. In 2012-13, 1,05,298 girls have taken benefit of this scheme and 2105.96 lakhs amount of Narmada Bonds given to those girls.

A part from this scheme to promote girls education other schemes are also introduced for increasing enrolment ratio in elementary school education.

1.4.2.2 Vidya Deep Yojana

The state Government has introduced the scheme of Vidya Deep to provide insurance coverage to children studying in the schools. Launched in memory of children who lost their lives in the earthquake on 26th January 2001, the scheme seeks to provide benefit to all children in primary, secondary and higher secondary schools. The state Government will pay annual premium under which an amount 25,000 is insured for children in primary school while amount of 50,000 is insured for children in

secondary and higher secondary schools. Insurance company will pay the amount of insurance to the parents of students in any case of accidental death, except suicide and natural death. Insurance company will pay the amount of insurance to the parents of students in any case of accidental death, except suicide and natural death. A certificate in this regard in a prescribed format will be issued by Head Master of the school within a week of the death of the student on the basis of which the insured amount shall be paid by cheque within 15 days. The year wise details claims paid up under Vidya Deep Yojana are as under:

Table No.: 1.4.2.2.1 Benefitters under Vidya Deep Yojana

Year	Claims paid Up	Section
2002-03	436	Primary, Secondary and Higher secondary
2003-04	248	Primary, Secondary and Higher secondary
2004-05	456	Primary, Secondary and Higher secondary
2005-06	153	Primary, Secondary and Higher secondary
2006-07	381	Primary, Secondary and Higher secondary
2007-08	31	Primary
2008-09	382	Primary
2009-10	277	Primary
2010-11	318	Primary
2011-12	184	Primary
2012-13	263	Primary

(Source: SSA Annual Report's of Gujarat State, 2012-13)

The above table shows that for initial years its benefits were provided to all levels of school education but from 2007-08 it was solely for primary education. There is variation in number of benefitters under this scheme over period of time. Highest number of parents had claimed under this scheme in 2008-09 and lowest in 2007-08. Apart from these schemes, to create awareness among community about importance of elementary education various days are celebrated at school level.

1.4.2.3 Celebrations of Various Days

Even to make elementary education more attractive for the society so that enrolment rate of students increase, various Utsave are celebrated at school level.

- ❖ **Shala Praveshotsav** – To overcome this, Gujarat government adopted two separate programmes involving the entire administrative machinery in the State to implement Kanya Kelavani Rathayatra and Shala Praveshotsav, to address low school enrolment and drop out issues, and Gunotsav to improve the quality of education and teachers

The main objective of Shala Praveshotsav is to ensure 100 per cent admission and bring down drop out at the primary levels to zero per cent. Started in 2003, the programme is conducted for three days at the beginning of the new academic session in June every year when the entire State administration including the chief minister, ministers, and all levels of bureaucrats visit the primary schools and participate in the school admission process.

The children taking admission in Class 1 are welcomed in the presence of the village community and the meritorious students of higher classes felicitated. Each child enrolled in a government school automatically comes under the health insurance scheme. The result has been impressive, with the net enrolment ratio rising to 98.8 per cent and substantially bringing down the drop-out ratio of Class 1 to V to 2 per cent in 2009-10 from a high of 17.83 per cent in 2003-04. Similarly, the drop-out ratio in Class 1 to VII which was 33.73 per cent in 2003-04 has been brought down to 7.56 per cent in 2011-12.

❖ **Gunotsav:** Gunotsav is defined as an accountability framework for quality of elementary education which includes learning outcomes of children as well as co-scholastic activities, use of resources and community participation. This programme was started by the state education department during November 2009, with an aim to evaluate elementary education scenario and grade school teachers accordingly.

The government is also providing basic learning materials to students so that their learning doesn't suffer and parents can efforts their child education.

1.4.2.4 Distribution of Free Textbooks

Under 'Free Textbooks Distribution' programme introduced by the government, schools have achieved success in enrolments after the implementation of this scheme. The scheme introduced by the government is very good and helpful because in India the ratio of poor families is huge, and there are people who cannot afford textbooks for their children, and such government schemes in which they are providing free textbooks to the students is very helpful and now with this, people of poor families have started sending their children to school for studies. Many poor families have enrolling their children in the school as the state is offering study materials free of charge. Over 165,000 textbooks have already been distributed to students up till the

8th standard, whereas nearly 15,000 textbooks have been distributed amongst secondary school students. The state government provides free textbooks to children, studying in std I-VII in schools run by District Education Committees and Municipal Schools Boards. Under SSA, free textbooks for std. VIII are provided to all children in Govt. schools and grand In Aid schools of the state. It should be noted that the Govt. of Gujarat publishes and provides textbooks in seven medium of instruction viz. Gujarati, Hindi, English, Marathi, Urdu, Sindhi and Tamil. Even a monthly magazine like '*Balsrushti*' is also published and sent to around 33,619 primary schools, 86 KGBVS, BRCs-CRCs free of cost.

1.5 Rationale of the Study

The education is one of important aspects of the society. Development of society depends on quality of its citizen and role of education is to prepare quality citizens. The Indian education is divided in to various levels and its base is elementary education. The Indian constitution has also considered education as basic fundamental right of all Indians. The government has made many efforts in this line by introducing various educational programmes and schemes in field of education. The one of important and effective programme introduced by the Indian government is SSA for universalization of elementary education. Many schools are constructed under SSA. Apart from construction of infrastructure other resource materials and manpower is also provided to improve quality of elementary education.

The utilization of resources is key aspect to know the actual achievement of SSA. The present study is an attempt to study how these resources are utilized for the achieving objectives of SSA.

There are many grants and schemes provided by government for improving elementary education. Grants like; infrastructure grant, repairing grant, Library grant, handicraft student's grant, sport grant, Maths- science subject grant, Scholarship grant, Prayer instrument grant and Computer grant. Government also provided various schemes like; Uniform scheme, T.L.M scheme, mid day meal scheme, Girl's education scheme, Insurance scheme, Vidhya Laxmi Bond, Vidhya Deep Yojana, Free Text Book and S.S.A resort centre and special training programme.

These types of grants and schemes are utilized by the all elementary schools for improving elementary education. Government facilitated all the things need by the elementary schools but researcher find out there were no proper utilized of all grants and schemes by the elementary schools. Researcher finds out the utilization of grants

and schemes. In the elementary schools there are so many lack of facilities like; toilet block, repairing classroom, students drop out ratio, teacher-students ratio, government facilitated books for library but no proper use of library, government provided T.L.M grants for improving content knowledge but there were no proper use and lack of teacher to utilized this scheme, under SSA resort centre there are special trainings programs for teachers and students. So these aspects researcher conducted present study on utilization of government's all grants and schemes in elementary schools.

1.6 Research Questions

1. Which are grants provided by the government to elementary school?
2. How does elementary school make utilization of such grants provided by the government?
3. Does on regular basis grants provided to elementary schools?
4. How do these grants benefits to school students?
5. How does elementary school make optimum utilization of resources available to it?

1.7 Statement of the Problem

A Study of Utilization of Resources in Elementary Schools of Anand City

1.8 Objectives of the Study

The objectives of the study are presented as follows.

1. To study utilization of grants provided by the government to elementary school students.

1.9 Operationalization of terms

For the present study few terms are used and these terms are operationalized as follows.

- ❖ **Utilization of Infrastructure Facilities:** Infrastructure facilities refers to the school building including ground facility, water facility, sanitation facility, kitchen, computer laboratory, library facility, school administrative office including principal's room and staff room. For the present study how the elementary school's make use of these infrastructure facilities for providing education to students.
- ❖ **Utilization of Learning Materials:** The learning material means the teaching aids and self learning materials prepared by the teachers for teaching various school subjects. It also includes reading materials available in the library. The

utilization of learning materials refers to how teachers and students are making use of such material in learning process.

- ❖ **Utilization of grants provided by the Government:** The Government provides general grants and grants under various schemes to improve quality of elementary school education. For the present study utilization of grants means the way elementary schools make use of various grants provided to them for providing education to students.

1.10 Delimitation of the Study The present study is delimited to Gujarati medium elementary schools of Anand city. The study also delimited to few aspects of elementary school's resources as infrastructure facilities, learning resources and various grants provided by the government.

1.11 Scheme of Chapterization

1. Conceptual Framework

This introductory chapter presents the details of the research survey including the objectives, the procedure, and research design of the survey, the tools to be used for method of data collection analysis and interpretation. This chapter presents an overview of the study and also discusses the significance of the study.

2. Review of Related Literature

This chapter focuses on the theoretical background of the study undertaken. Also this chapter begins with stating the objectives with which review of related literature is done and then presents the different studies reviewed for the present work.

3. Research Methodology

The chapter focuses on the methodology adopted in the present study. It describes in details about the research design selected for the present study, the tools used and the procedure for data collection as well as data analysis.

4. Data Analysis

In this chapter the collected data has been analyzed and presented in a tabular form. Interpretations based on the findings have been presented and discussed in the light of the present study undertaken.

5. Findings, Implications and Conclusion

The last chapter of the dissertation deals with the conclusion drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field. The chapter ends with a reflective note by the researcher on the research undertaken.

1.12 Conclusion

This chapter gives details about the study was conducted to study utilization of resources by elementary schools of Anand city. The study that various kinds of grants provided by the central and state governments to elementary school for achieving universalization of elementary education. These elementary schools are making use of these grants as per the guidelines provided by the government and making efforts to achieve objective of universalization of elementary education. This chapter is followed by next chapter Review of Related literature.

Chapter 2 Review of Related Literature

2.0 Introduction

Review of related literature plays an important role in any research study. As it helps the researcher to find out what has been investigated so far and what are the research gaps. Thus, it helps the investigator in planning the study properly, formulating the objectives, determining the specific areas, its delimitation, the kind of methodology to be employed etc.

The review related literature as well as research implies the reading, surveying and evaluating the written form of literature related to the problem area which is available in libraries from many other sources. Joan beat stated that “the research for reference materials is a time consuming but fruitful phase of the graduate program. A familiarity with the literature in any problem area helps the student to discover what is already known, what others have attempted to find out what methods have been promising or disappointing and what problems remain to be solved.

2.1 Review of Related Literature

Joshi, N. D. (2014) conducted a *study of problems of primary school student*. The objectives of the study were to study academic problems of student to study Socio-economy problems of students and to study infrastructure of the students. To study migration problems of students. To study education problems of students. To study the teaching learning process of government schools. To study the teachers qualification of schools. To study the drop-out ratio of girls from the schools and to study the co-curricular activities organized at schools. The survey method was adopted and it was carried out in the rural area. The study found that the rural area schools have no more number of classroom, no enough computers, and no enough books in library, no more area of playground, no science lab, no musical instrument and no enough sports equipment. Teachers of rural area schools have not more content knowledge, providing less examples while teaching and not use of new methods while teaching. The classroom managed well and classroom interaction is better. The Schools have qualified staff.

Patel, R. (2013) conducted a *study of the community participation in Sarva Shiksha Abhiyan*. The objectives of the study were to study the composition of the school management committee, to study the status of the functioning of the school management committee and to study the involvement of community members in the activities of the primary schools. Researcher selected for the study comprised of the school management committees of all primary schools of Umreth Taluka. The sample in the present study includes school management committee members of 5 villages namely. Random sampling technique was used to select the primary schools of the villages. In all 8 schools were selected from the 5 villages. The findings of the study revealed that 70% SMC members were found to be illiterate and only 30% were found to be literate. There are adequate numbers of teachers in the schools of different villages. Guidelines are followed by the SMC members. At least one meeting of SMC members per month was found to be held in each of the school.

Prajapati, H. (2012) conducted a study of *a comparative study of government school of rural and urban areas of secondary level*. The objectives of the study were to study the infrastructure of government schools rural and urban areas of secondary level. To study the teachers qualifications of government schools rural and urban areas of secondary level. To study the teaching learning process of government schools rural and urban areas of secondary level. To study co-curricular activities organized at rural and urban areas of secondary level, to provide a set of suggestions to government schools at rural and urban areas of secondary level. In the present study the researcher selected three government schools from rural and three government schools from urban area. The researcher selected 30 students from each class 90 from rural & 90 urban area. The findings of the study revealed that there are different between the education system in rural area and urban area. There is limited viability of education in rural compare to urban education. Urban area schools have more class rooms, more computers, more books in library, more area of playground, more science equipments more qualified teachers, more musical instruments and sports instruments. In both rural and urban areas schools don't have language lab. The co-curricular activities are organized in both schools of rural according to government directive. In urban area teachers are more qualified. In the rural areas personal relation between teachers and students is better than in urban area.

Mosdhary, G. (2011) Conducted a study of the *Historical development & problems of primary education in Bodoland (Assam)* (Nagaland university, Kohima, Nagaland). The objectives of the study were to make an in depth study about the historical development of primary education in Bodoland, to study the problem of primary education in Bodoland, to study the role of administration and infrastructure facilities of the primary school of Bodoland, to study the ennoblement and detention of primary school of Bodoland. The findings of the study revealed that Bodoland area community was neglected even though they were the indigenous of Assam. The community was at the point of losing its identity and was about to merge with the large group called Assamese, but all Bodoland student union came at the nick of time to protect their unique language and culture. The Government of Assam introduced the woodland language as a medium of instruction at elementary stage in 1963, in 1968 & at college level in 1997. The primary education in Bodoland was first initiated by the missionaries as well as raise up this down trodden community with the help of education as well as to teach Christian religion. To study of ISO school was drawn from total of 2930 in Bodoland through stratified random sampling from the four district of Bodoland employing stratified random sampling technique. Also purposive sample were drawn from the block elementary education office, Abhiyan and director of school education Inspector of school Bodoland territorial administrative. There questionnaire were constructed by the researcher one for parent and guardians, one for head of the institution and teacher and one for the officers of the education department. Through various avenues are trying different ways & means to increase the enrolment of vernacular primary schools, but parent are in favor of sending their children to private English medium school. Through various avenues are trying different ways & means to increase the enrolment of vernacular primary schools, but the parents are in favor of sending their children to private English medium school.

Govinda, R. (2008) conducted a study of *Access to Elementary Education in India*. The objectives of the study was to analytic review it extensive in scope and comprehensive in ambition as it is an attempt to come to terms with the issues that surround access to basic education in India. The scale of the problem is vast and the diversity inevitable across a population of more than 200 million primary age children. The CREATE team in NUEPA have distilled many of the key issues that pre-occupy policy and practice and have provided a wide ranging view of baseline

data that maps the current status of access. The review has drawn references from a series of analytical papers developed on different themes, including regional disparity in education, social equity and gender equity in education, the problem of drop out, education of the children of migrants, inequity in educational opportunities, health and nutrition .

Awasthi, K. and Patel, R.C. (2008) carried out a study on perception of community members regarding SSA and its implementation. The objectives of the study were – To study the constitution of different committees, viz, VEC, PTA, MTA and others. To study the functioning of VEC, PTA, MTA and others. To study the perception of members towards the conditions of the primary schools. Major findings of the study were with regard to the constitution all the communities. It was found that all the sample schools constituted all the communities. In 76.86% schools, the committees were constituted as per norms in the SSA framework. In 19.64% school members were co-opted in different committees. In 83.28 schools, the members had received community leadership training. In 66.5% schools all the members were literate in 19.58% schools, no official records were found. In 42% school, the members met only to discussed the condition of different festivals like: Pravesh Ustav, 26th January, 15th August and if orders were received from GCTE , Gandhinagar . In 38% schools, the members met only to discuss the utilization of grants. In 29% schools, the members met with a constructive agenda of increasing enrolment, improving retention rates increasing the achievement levels. With regard to the grants except the TLM grant; the members of the different committees and non members shared a similar view that the grant have help to improved the dilapidated conditions of the primary schools as per as the TLM grant are concern, mix the response came from the members as well as on-member. There were very few who enjoyed teaching through TLMs and did not mind maintain the records, largely teacher said that they are burdened with the maintenance of records.

Indian Institute of Education, (2006) investigated the problem of school droop out which has been continually troubling the primary education system not only in India but in other developing countries too were highlighted. Teacher should be made available for teaching in school so as to reduce the problem of teacher absenteeism and improve punctuality, incentives should be provided to encourage women teacher,

and the culture gap between parents and teachers should be bridged through more elaborate form of participation in the school management and control system.

Sundar, I. (2005) carried out a study of community participation in primary education in Rohta district, TN. Objectives of the study were to measure the level of intellectual development of the children with learning difficulties to provide psycho-educational intervention programmes to the children with learning difficulties to enhance their academic performance, to conduct training programmes to the teachers and parents regarding learning difficulties to help the children and to use better techniques for learning. The major findings of the study suggested that the intellectual capacity of the children with learning ability is significantly higher than those with learning disability. Children with learning disability showed better academic performance after remedial programme orientation programmes regarding learning disability may be arranged in collaboration with NGOs for the teachers. Awareness and remedial programme about learning disability to be conducted through print and electronic media periodically. Counseling programmes arranged for teachers and parents in this regard.

Grover, S. and Singh, N. H. (2002) conducted a study of *The Quality of Primary Education*. The major objective of the study was to describe the findings of the pilot study that was conducted in the state of Tamil Nadu in southern India. The objectives of this study were to assess the current status of primary education in 2 sample districts and then analyze the data gathered with a view to identifying areas of weaknesses that may be contributing to the lack of acceptable quality of education in primary schools. The findings of the study were revealed that the teachers are well paid, often trained, empowered but also absent and apathetic.

MHRD (2001) in its document “platform for action five years after an assessment” noted girls’ enrolment has shown significant upward trends in DPEP districts as compared to non DPEP districts. In 20 of the 39 DPEP districts evaluated the index of gender equality has exceeded 95% even in the block with low female literacy. Girl child participation was significant. The share of girls among SC/ST enrollment is nearly 45% indicators are that inter caste difference and inequalities are on a downward curve.

Agarawal, Y. (2001) in the study examined the various dimensions of access and retention in District Primary Education Programme (DPEP) districts, and specifically focused on the structure and trends in enrolment for DPEP districts, and examined trends in districts level performance indicators including retention. Data was collected from the DPEP states using District Information System for Education (DISE) formats. The study found that significant gains in access and retention have been made, both under the formal as well as alternative systems of primary education. Despite considerable progress in enrollment and retention. It is becoming evident that additional efforts would be required before the overall objectives of DPEP can be fully realized. In order to improve the quality of data through scientifically designed sample surveys should be undertaken, and the margin of error should be estimate at the district level.

WEHRDCI (2001) evaluated functional efficiency of DPEP schools in Kerala. The study was conducted to assess the functional efficiency of DPEP schools in Kerala, the exiting physical environment of the school, and to assess the parental awareness and involvement in functioning of the schools, functional efficiency involves physical environment, student's activities, teachers activities, availability of handbooks, learning activities, learners involvement in the learning process role of head teacher, views of parents on DPEP, and opinion of the community. DPEP aims to reduce the learning burden of primary school children by developing comprehensive ability along with personality development of the letter. Study also included suggestions for educational reform, changes in examination system and evaluation method, encouragement in creative thinking and activities, de-liking of lower primary section from high school higher secondary school, and a check on the appointment of teachers to perform other duties like census operation, election work, etc. Academic and administrative freedom to BRC, organized visits of media officers to BRC, collection of material from local source and encouraging democratic behavior between school officials and higher authorities was recommend.

EdCIL (1999) conducted a study on, community mobilization and empowerments for UEE, the objectives of the study were; To access the process of community participation and mobilization and study the impact of intervention to promote the same. To identify the strength weakness in the processes in retention articulated strategies is implementation and impact. The tools used for the study included

questionnaires and semi structured interviews, focus group discussions and direct observations from the field. The major findings of the study reveal that Micro planning should be under taken as a strategies for mobilization and for promoting intensive participation of the community.

Rao, P.D.K.et.al (1999) conducted a study on the community participation to strengthen primary education under DPEP, Cheepurapalli in Andhra Pradesh. The objectives of the study were to understand the role, responsibility and problem of the VEC members in achieving UEE. To understand the problems and the difficulties faced by the teachers in achieving UEE. This study was conducted in ten villages and the required data was collected from 19 VEC members through interview which were followed by discussion. The major findings of the study with respect to enrollment revealed that VEC members who were selected were not aware of their selection and hence did not contribute. Local teachers with sound understanding of the rural situation should be involved in preparation of the training models, creating awareness for enrolment etc. It was felt by the community members that the government should initiated discussion and dialogues with the community, so that; the latter is prepared to own the educational programme.

Swain (1998) conducted a study of effectiveness of PTA in achieving UEE in primary school in Orissa. The main objectives of the study were; to study the structure and functions of the existing PTA, to study its involvement in the matters of the school relating to UEE and to suggest measure for their revitalization in order to make them effective instruments for achieving UEE. The study conducted in 10 schools from which a sample of 250 parents 150 students was drowned. The tools used were interview schedule and achievement test. The major findings of the study reported that most school did not have PTA as an agency for school community and school interaction and better education standard. The schools with PTAs serve their students better and contribution from community towards enrolment, retention and achievement of students was better.

Nayar, U. (1991) Conducted a study of the *Universal primary education of rural girls in India*. The objectives of the study were to undertake an analytical study of the current situation of primary education for girls in rural areas, identifying issues, problems and viable measure for improving primary education of girls in rural areas.

To develop a policy framework and action plan for promoting primary education of girls in rural areas. The findings were revealed that the first charge of the national exchequer should be to provide five year of primary schooling of it equipment to all children without any further delay. This task should be taken up as a national mission on universal primary education and completed within the eighth five year plan. The need for a comprehensive policy on HRD and more holistic multi-approach to human development is to be emphasized. There is need for reordering national priorities in terms of realistic targets and concrete budgetary provision.

SIE U.P (1986) conducted a study of *a study of dropouts and failure in primary classes, Allahabad.*” The objectives of the study were to study the causes of dropout and failure among 6-14 age group students and also to give suggestion and make recommendation concerning the removal of these causes. The findings of the study were revealed that in all the developed blocks, the development trend showed that from 6-8 class 15% were dropouts and percent were failures. Maximum dropouts were seen among children coming from background classes. No significant difference was note in the successful candidates and those who dropped out in class. The main cause for dropouts were education of the parents, poverty, lack of interest, distance of school from home unattractive environment of teacher, irreverent curricular, lack of physical facilities like water and sanitations etc. in school.

Devi, K.G. (1983) conducted a study of a *Problems of dropouts in primary schools of Manipur with special reference to Imphal town.* The objectives of the study were to ascertain accurately the extent and nature of dropout in the primary stage of education in Manipur. To ascertain accurately incidence of dropout mat the primary stage of education at Imphal town as well as in Manipur. To study variations in magnitude of the problem under various situations. To identify the causes and their relative importance. To suggest feasible remedial measures in light of the findings. The findings of the study were revealed that there was no uniformity in the rate of dropout for the whole primary course at the lower primary course, girl’s dropout more than the boys. In the middle school course the difference was not significant. The four important causes according to the combined result were poverty frequent transfer, repeated failure.

Govind, R. (1980) Conducted the study of *A study of school education in rural area Tumkar district*. The objectives of the study were to examination the distribution of facilities for school education in different part of the district. To appraise the quality of existing schooling terms of physical accommodation playground, science equipment, Library, extra-curricular activities, teacher incentive scheme in operation and extent of wastage. The findings of the study were revealed that almost one out of every sampled village (59/245) did not have even a lower primary school within the habitation. Only one out a of every four villages with a school head facility for a higher primary schooling and one out of every 12 villages with a school had a high numbers of every 12 villages with a school had a high school. More than a 40% of lower primary school was single room unities and large numbers of H.P.S.S were 2 and 3 room unit. Except for few cases there was no playground sport equipment in any of the schools. Many of classrooms were overcrowded and physical accommodations were adjusted to be quit inadequate.

Amarnath, (1980) Conducted the study of *a comparative study of the organization climate of government schools and privately managed secondary school in Jullundur district*. The objectives of the study were there is a global different among the government and private managed secondary schools on each dimension of the organized climate. The organization climate of the two types of schools does not difference significantly. The variables of principles behavior are more dominant than those of the organization climate. There are no significant of principal and teachers working there. The findings of the study were revealed that the government and privately managed schools are as a group, did not differ significant in there organized climate but different from school to school. The principle of both type of school did not differ in their behavior as a leader. The teacher did not differed significantly in their behavior as a group, expire trust. The organization of a school did not the job satisfaction of the teacher.

Ramchandra, (1889) conducted the study of *Educational problem of the kondhs of kashipur block of Orissa*". The objectives of the study were to study the educational problems of the know children arising out of their socio-economic condition. To study the educational facilities provided by the government to the school as well as to the knodh students. To find out the impact of the medium of instruction and their own language on the education attainment of the knodh. To find out the attitude of the

knodh towards girls education. The university comprised 271 villages inhabited by more than 50% of the knodhs. Of them, only four villages having a population of about 178 have been studied. Relevant data were collected from all the families of the sample villages using questionnaire, supplemented with discussion, observation and secondary sources, the collected data were treated with percentage and proportion. The findings of the study were revealed that the knodh were found to be extremely poor with the results that schools for work. The facilities available in the school were very negative and meager. Eight-one percent of the knodh parent had a negative attitude towards oriya the medium of instruction. 76.3% of the children reported their inability to understand Omiya. 79.5% of the children demanded that the medium be their own dialect. 74.6% of the familiar were found to be interested in sending their economic status did not permit them to do so. 78% familiar felt that the vacation period was not convenient for them.

2.2 Research gap

Reviewing the related literature gave the insight to the researcher that different studies have been carried on utilization of grants in elementary schools. There are so many schemes and grants provided by the governments to all the states of country. There are so many differences in a study of utilization of grants in elementary schools from different states. In some state elementary schools there were no SMC members participate in schools management and other states there were no SMC works in elementary schools. In the rural area there were so many problems in elementary schools like; building infrastructure, lack of learning materials, lack of human resources, student's drop-out ratio, lack of library materials, lack of lab materials and lack of modern technology materials. In Gujarat state there were schemes and grants provided for elementary schools by the state government like; vidhya laxmi yojana and vidhya Deep yojana, and celebrate festivals like; pravesotav and gunostav for increasing elementary education.

2.3 Implications of the Studies

Reviewing the related literature gave the insight to the researcher that different studies have been carried on utilization of grants in elementary schools. There are so many schemes and grants provided by the governments to all the states of country. There are so many differences in a study of utilization of grants in elementary schools from

different states. In some state elementary schools there were no SMC members participate in schools management and other states there were no SMC works in elementary schools. In the rural area there were so many problems in elementary schools like; building infrastructure, lack of learning materials, lack of human resources, student's drop-out ratio, lack of library materials, lack of lab materials and lack of modern technology materials. In Gujarat state there were schemes and grants provided for elementary schools by the state government like; vidhya laxmi yojana and vidhya Deep yojana, and celebrate festivals like; pravesotav and gunostav for increasing elementary education.

Reviewing the related literature gave the insight to the researcher that as different studies have been carried out in different states, similar ones can be carried in Gujarat. Also as the first phase of implementation is over and even reports of the progress of SSA are out, and as various grants and schemes provided by the central government and state government for elementary schools. Researcher has not found any study related to utilization of resources provided to elementary schools. It is essential to study utilization of such resources provided to elementary schools.

Chapter - 3

Research Methodology

3.0 Introduction

The present chapter deals with the research methodology used for the research study on hand. It includes research design, population, sample and tools used for the study. This chapter also includes procedure for construction of tools and data collection.

3.1 Research design

The present study is descriptive in nature and survey method is adopted by the researcher for the present study.

3.2 Population

There are ten gujrati medium government funded elementary schools in Anand city. The population of the study comprised of ten elementary schools. For the present study all school of gujarati medium having standards up1 to 8 of Anand City for the academic year 2014-2015 constituted population for the study.

3.2.1 List of schools

Sr. No.	Name of schools
1.	Nagarpalika school no.02
2.	Nagarpalika school no.04
3.	Nagarpalika school no.13
4.	Nagarpalika school no.14
5.	Nagarpalika school no.16
6.	Nagarpalika school no.21
7.	Nagarpalika school no.08
8.	Nagarpalika school no.20
9.	Nagarpalika school no.09
10.	Nagarpalika school no.03

3.3 Sample

Simple random sampling technique was used for selection of gujarati medium elementary schools in Anand city. All school principals, students and teachers were selected by employing cluster sampling technique. So, for the present study selected

school principals, teachers and standard 8th students were comprised sample for the study.

3.3.1 List of schools with teachers and students

Sr. No.	Name of schools	Teachers	Students
1.	Nagarpalika school no.02	10	324
2.	Nagarpalika school no.04	10	350
3.	Nagarpalika school no.13	08	300
4.	Nagarpalika school no.14	07	190
5.	Nagarpalika school no.16	09	309
6.	Nagarpalika school no.21	09	300
7.	Nagarpalika school no.08	08	271
8.	Nagarpalika school no.20	12	324
9.	Nagarpalika school no.09	08	195
10.	Nagarpalika school no.03	06	155
	Total	87	2718

3.3 Tools and Techniques

Tools help the researcher to interact with the subjects and their responses. In the present study, the researcher used a Questionnaire and check list as tools and observation technique to collect the data. The researcher had prepared questionnaire for school principal, school teacher and students to collect data for the study. The detail description about each tool and technique is presented as follow.

- **Questionnaire for School Principals:** This tool was prepared by the researcher to collect information related to resources available to school and its utilization. In this tool, the researcher has included various questions related to types of grants available to the school, utilization of various grants by the school, monitoring procedure, available staff and students' strengths in various classes. In this questionnaire there were forty one of questions were asked in this questionnaire.
- **Questionnaire for School Teachers:** The researcher prepared questionnaire for teacher to know about various grants provided to elementary school for improving quality of education and its utilization by the school. In this tool, the researcher had included few questions related to teaching learning process

in the school and students participation in these activities. There were eighteen of questions in the questionnaire for teachers.

- **Questionnaire for Students:** To collect the data from school students, basic questions related to grants utilization were covered in questionnaire for students. In this researcher prepared questions related to which kind of benefits they receive from the school in terms of scholarship, free textbook, uniform, etc. This questionnaire comprised of twenty three questions in such aspects.
- **Check-list for observation:** The researcher had used observation technique to collect data related to utilization of resources of elementary schools of Anand city. The research had prepared check list for observation. In check list, the researcher had included various resources available in the elementary school.

3.4 Tool Preparation Procedure

Deciding components of Questionnaire

- The researcher had taken a very first step for preparing tool for the study. To construct Questionnaire and check-list, researcher discussed with two experts in education field about various aspects of the tool. The researcher had referred many Education journals, Thesis, Articles, Dissertations and few related books for getting idea about the preparation of Questionnaire.

Preparation of Questionnaire and Check-List

- Based on selected components of the Questionnaire and check-list, the researcher had planned out first draft of tool.
- The questionnaire and check-list was based on the components whole schemes given by the government like; infrastructure grants, repairing grants, scholarship grants, book grants, uniform grants, vidhya deep yojana, maths-science grants, T.L.M grants, how to utilization by the principals, teachers, and students.
- The first draft checked by the expert in education field and as per correction and suggestions, the researcher had made modifications in the questionnaire.

Finalization of Questionnaire

- The researcher had made proper modifications as per guidance of experts. After that the researcher had given the modified questionnaire and check-list to two experts in education field for their suggestion in questionnaire.

- Based on suggestion provided by the experts, the researcher had made modifications in the questionnaire and final questionnaire was prepared by the researcher.

3.5 Data Collection

The data was collected by employing various tools and techniques. The researcher was personally collect data from selected elementary school with prior permission of principals and teachers.

- The researcher went to the ten schools of the Anand City. The researcher selected ten Grant in aid schools for data collection, and got permission from the school principals of all ten schools. After getting permission, the researcher gave the questionnaire to the, teachers and students and told them to fill the questionnaire.
- The researcher also gave questionnaire to the principal. The researcher requested the principal to fill the questionnaire.
- Than the researcher gave the instruction to the students for how to fill the questionnaire and then the researcher observed the session of questionnaire filled by the students.
- The researcher also checked infrastructure of all the ten schools by using check-list.
- The researcher prepared a personal detailed in questionnaire for getting information about teachers and principal's education qualification and experiences in education field.
- The researcher also got information about cultural activities, co-curricular activities, and literary activities and sports activities held in the school through the mock interview with the principals.

3.6 Data Analysis

The data collected from the teachers, students and principals has been analyzed using content analysis.

3.7 Conclusion

Thus, in this chapter the researcher presented how he has planned questionnaire, observation schedule, check- list and personal details and how he collected information from the principals, teachers and students. The next chapter deals with the analysis and the interpretation of data collection through questionnaire.

CHAPTER - 4

Data Analysis and Interpretation

4.0 Introduction

This chapter constitutes the data analysis and interpretation based on data collected by the researcher with the help of various tools. The data were collected with the help of questionnaires from school principals, teachers and students. These data are analyzed by percentage analysis and content analysis technique. The data analysis and interpretation is presented objective wise in this chapter.

The government has provided various kinds of facilities to elementary schools in India. The researcher has visited selected samples ten elementary schools of Anand city and collected data related to infrastructure facilities of the school like resources school building, water room, toilet, play ground, classrooms, office, canteen, library, laboratory facility, computer room, kitchen, etc. and various types of grants provided to the elementary school.

To know utilization of various resources by the elementary schools, the data collected were analyzed and presented as follows.

4.1 Infrastructure Grants Received by Elementary Schools

To achieve objective of universalization of elementary education, government is providing various type of grants to elementary schools. The researcher visited ten elementary schools which receive grants from the government. Based on data collected with the help of various tools, it was found that the elementary school receives various types of grants under different heading.

4.1.1 Infrastructure Grants to Elementary Schools

To get better understanding about the type of grants received by the elementary school, the researcher has first analyzed the data to know how many elementary schools receives such grants. The list of grants received by the elementary school is given as follows.

Table No. 4.1.1 Infrastructure Grants Received by the Elementary Schools

Sr. No.	Name of Grants	No. of Schools
1.	Building infrastructure grant	10
2.	Repairing grant	10
3.	Library grant	10

4.	Handicapped students grant	10
5.	Maths- science subject grant	04
6.	Scholarship grant	10
7.	Computer grant	10
8.	Uniform scheme	10
9.	T.L.M scheme	10
10.	Mid day meal scheme	10
11.	Girl's education scheme	08
12.	Insurance scheme	10
13.	Vidhya Laxmi Bond	10
14.	Vidhya Deep Yojana	10
15.	Free Text Book	10
16.	S.S.A resort centre and special training programme	10

The above table shows that various types of grants provided to elementary schools. The grants received by the elementary schools are building infrastructure grant, repairing grant, library grant, Handicapped students grant, mathematics- science subject grant, scholarship grant, computer grant, uniform scheme, T.L.M. scheme, mid-day meal scheme, girl's education scheme, insurance scheme, Vidhya Laxmi Bond, Vidhya Deep Yojana, free text book and S.S.A resort centre and special training programme. Out of these grants only mathematics-science subject grant is received by only four elementary schools and girl's education scheme is received by eight elementary schools with other grants.

4.1.2 Types of Infrastructure Grants Received by Elementary Schools

The grants received by the elementary schools can be classified in to two categories based on its purpose and under which it is introduced. The researcher has classified grants received by elementary schools as general grants and grants under scheme. The grants received under category of general grants are presented as follows.

Table No. 4.1.2 General Infrastructure Grants Received by Elementary Schools

Sr. No.	Name of Grants	No. of Schools
1.	Building infrastructure grant	10
2.	Repairing grant	10
3.	Library grant	10

4.	Handicapped students grant	10
5.	Maths- science subject grant	04
6.	Scholarship grant	10
7.	Computer grant	10

The table of general grants shows that the elementary schools receive building infrastructure grant, repairing grant, library grant, Handicapped students grant, mathematics- science subject grant, scholarship grant, prayer instrument grant and computer grant as general grants except maths- science subject grant all others grants receive by all schools. Maths-science subject grant is available to only four elementary schools.

The grants are usually related to infrastructure and other educational supportive grants which are general in nature. The purpose of such grants is to improve quality of education and provide basic facilities to achieve objectives. As per the data collected from the school principals, teachers and students, it was found that basically 7 types of grants provided to elementary school. It was found that

- ◆ Building infrastructure grant is provided for sitting arrangement for students and teachers, annual day celebration, prizes, sports day, transportation service, construction of a security wall.
- ◆ Repairing grant is provided for the classroom repairing, laboratory repairing and water room repairing.
- ◆ Library grant provided for use of projects works, reading interesting story, biography, and using for references book.
- ◆ Handicapped students grant provided for making ramp, improving education for Handicapped students encourages Handicapped students and arrange special teacher for Handicapped students.
- ◆ Mathematics-science subject grant is to promote mathematics and science education, grant related to Mathematics-science subject grant is provided to only four schools,
- ◆ Computer grant is provided for use of technology, internet, making CD and uses for typing, painting, file saving.
- ◆ Scholarship grant is provided for improving socio economic status of the parents and its using for more study, prayer Instrument grant.

To achieve aim of universalization of elementary school education, the government has launched various schemes as per requirements. Under various schemes, government has provided grants to elementary schools. The purpose of each scheme is to promote elementary school education with quality education. With change in time certain schemes were closed by the government but still few schemes are functioning in elementary schools. Under those schemes elementary schools receive grants. Here, the researcher has categories those grants under heading of grants receive by elementary school under special schemes. The list of such grants receive by elementary schools of Anand city is given below

Table No. 4.1.3 Infrastructure Grants Received by Elementary Schools under Special Schemes

Sr. No.	Name of schemes	No. of Schools
1.	Uniform scheme	10
2.	T.L.M scheme	10
3.	Mid day meal scheme	10
4.	Girl's education scheme	08
5.	Insurance scheme	10
6.	Vidhya Laxmi Bond	10
7.	Vidhya Deep Yojana	10
8.	Free Text Book	10
9.	S.S.A resort centre and special training programme	10

The table shows that various type of schemes provided to elementary schools of Anand city to achieve universalization of elementary school education are uniform scheme, T.L.M. scheme, mid-day meal scheme, girl's education scheme, insurance scheme, Vidhya Laxmi Bond, Vidhya Deep Yojana, free text book and S.S.A resort centre and special training programme. Each scheme has its own objectives and except girl's education scheme grants all other grants are received by all elementary schools. Girl's education scheme grant is available to only eight elementary schools of Anand city.

The schemes are usually related to uniform and other educational supportive schemes to improve the educational system. It benefits to school principals, teachers, and

students to improve education system. As per the data collected from the school principals, teachers and students, it was found that basically 9 types of schemes provided to elementary school. It was found that

- ◆ Uniform scheme for making a discipline and equality in the elementary schools.
- ◆ T.L.M scheme to help teachers to design the course content, the methods, and the assessment. To communicate the educational intent of the course to students and to colleagues, to help identify the resources needed to undertake the teaching.
- ◆ Mid day meal scheme is started aiming to enhance enrolment of children in schools, retention and increased attendance while also improving nutritional level among children, this include various aspects related to child health and growth like the quantity of calories and proteins required for children from specific age group, the quantity of grains that can be allotted to each child and so on.
- ◆ Insurance scheme and Vidhya Deep Yojana provided for safety of students,
- ◆ Vidhya Laxmi Bond scheme's purpose is to encourage the girls education this scheme attract girl students to enroll and stay in the school, the main purpose of the scheme is increased the literacy rate of women education,
- ◆ Free Text Book is the scheme that the state government provides free textbooks to children, studying in std. I-VIII in schools run by district Education Committees and Municipal schools boards. Under SSA, free textbooks for std. VIII are provided to all children in government schools and grand in aid schools of the state.
- ◆ S.S.A resort centre and special training programme provided to special training for teacher to improve their quality.

4.2 Amount of Infrastructure Grants Receive by Elementary School

Under various schemes and heading elementary schools are receiving different grants to achieve universalization of elementary school education. The amount of grants receives under each heading of grants different. The researcher has presented it as general grants and grants under various schemes it is presented as follows in tabular form.

➤ Amount of General Infrastructure Grants

Table No. 4.2.1 Amount of General grants Receive by Elementary Schools

Sr. No.	Name of Grants	Amount(Rs.)	Duration	No. of Schools
1.	Building Infrastructure Grant	12,000	1 year	All

2.	Repairing Grant	15,000	1 year	All
3.	Library Grant	2000	1 year	All
4.	Handicapped Students Grant	1000	1 year	All
5.	Maths- Science Subject Grant	5000	1 year	Four
6.	Scholarship Grant	As per student's category	1 year	All

The above table shows that various types of grants provided to elementary schools for a year. The amount of each grant is different and there is variation in its sanction procedure. All elementary schools of Anand city receive 12,000/- as building infrastructure grant, 15,000/- as repairing grant, 800/- as library grant, 2000/- as Handicapped students, 500 /- for one year duration. Only maths-science subject grant is 5000/- available to only four elementary schools. To SC, ST and SEBC (OBC) students, government provide scholarship grant to elementary school. Scholarship as per the caste schedule is provided. It is 550/- for the S.E.B.C (OBC) students, 1750/- for S.C students, 1100/- for S.T students. The total amount of such grant varies from school to school as it depends of number of reserve categories students.

➤ **Amount of Grants under Schemes**

Table No. 4.2.2 Amount of Grants Receive by Elementary Schools under Special Schemes

Sr. No.	Name of Grants	Amount (Rs.)	Duration	No. of Schools
1.	Uniform scheme	350	1 year	All
2.	T.L.M scheme	500	1 year	All
3.	Mid day meal scheme	-	1 year	All
4.	Vidhya Laxmi Bond	1000	1 year	All
5.	Girl's Education Scheme	1000	1 year	Eight
6.	Vidhya Deep Yojana	25000	1 year	All
7.	Free Text Book	-	1 year	All

The above table shows list of grants received by elementary schools of Anand city under various schemes to promote universalization of elementary school education. The elementary schools are receiving various types of grants under various schemes. The major grants received by all elementary schools are uniform scheme, T.L.M

scheme, Vidhya Laxmi Bond, Vidhya Deep Yojana. Only for two schemes money is not provided directly to the schools but they are getting benefit of it as form of service. All elementary schools are receiving benefits of mid day meal scheme and free textbooks which is directly provided to the students. Only girl's education scheme grant is received by only eight elementary schools. These all schemes grants are provided for a year. Per student 350 /- under uniform scheme is provided to elementary schools. 500 /- per teacher is provided for T.L.M scheme. Under mid day meal scheme all materials directly sent to all elementary schools. 1000 /- per girl student is provided directly to girl student's account under Vidhya Laxmi Bond scheme. 1000/- for girl's education scheme is received by only eight schools of Anand city. Under Vidhya Deep Yojana 25000/- p.m. is received by the elementary school as accidentally insurance for all students. Apart from financial assistance to elementary schools, government provides free of cost textbook to all standard students in elementary schools.

4.3 Utilization of Infrastructure Grants by Elementary Schools

Government provides various types of grant to elementary schools to achieve objective of universalization of elementary school education. The school has to make use of such grants with in time limit. At the time of allocating grant, its utilization criteria are also given by the government as guideline. The elementary schools have made utilization of these grants as per their requirement. There is few common way of making utilization of these grants which are presented as follows as utilization of general grants and utilization of grants under special schemes.

➤ Utilization of General Infrastructure Grants

Majority of general grants are received by all elementary schools and there is similarities in their utilization by the elementary schools.

- ◆ Infrastructure Grant is utilized by the elementary schools as per their need in one year. It is used for creating facilities for teachers and students in the school. It is used for improving sitting arrangement for students and teachers, construction of a security wall around the school and transportation service for students.
- ◆ Repairing Grant is provided to school for any repairing works in the school. The elementary schools utilize the grants as per their needs. Mostly it is used

for classroom repairing, lab repairing, water room repairing, principal office repairing and teachers office repairing.

- ◆ Library Grant is provided for making school learning resourceful. This grant is used for purchase of reference books, and other supportive facilities like library cupboards, lights, fans, and stationary to make library more functional.
- ◆ Maths-science subject is given to provide quality mathematics and science education in the elementary school. The utilization of grant is basically for various activities related to mathematics and science education. The elementary schools make use of such grants for purchasing materials and equipments for science laboratory, preparing projects and teaching aids, etc.
- ◆ Handicapped student Grant utilized by the teachers for making a ramp, arrange a special teacher for handicapped students, and make resort centre for the Handicapped students.
- ◆ Computer Grants is used for making education technology based. For providing computer knowledge to students, computer laboratory is established in the school. The school has used this grant for purchasing computers and other technological equipments, internet facility and maintaining computer laboratory.

➤ **Utilization of Infrastructure Grants under various Scheme**

Elementary schools receive grants under various schemes with various objectives. The school has to make use of these grants as per guidelines provided for its use. As a result there is similarity in utilization of these grants by all elementary schools. The utilization of these grants is mention as follow.

- ◆ Uniform Grants is used to provide uniform to all students.
- ◆ T.L.M Grant is provided to all teachers. The teacher prepares various teaching aids and other learning materials by making use of this grant every year.
- ◆ Vidhya Laxmi Bond Grant is used to promote girl's education. It is used to provide bond to all girls who takes admission in first standard.
- ◆ Vidhya Deep Yojana to use at the time of student's parents died in accidentally in natural events.
- ◆ S.S.A Resort Centre and Special Training Programme Grant is provided to improve the teaching method and quality of teachers. It is used for training for teachers, trainings for students, medical kit, etc.

4.4 Utilization of Infrastructure Grants: School wise

There is similarity in few ways to make use of grants provided to all elementary school. To know how these grants are utilized by the elementary schools, researcher has analyzed data school wise. The researcher has collected data from ten elementary schools of Anand city and its analysis is presented as below.

❖ Nagarpalika School No.13

This school receives various general grants and grants under various schemes provided by the government. The school is having 08 teachers and 300 boy students. The student teacher ratio is 40:1 in the school. The quality of food is ensured by teacher before serving to students. In the school there are many games played by the teachers and boy students on the playground like; Kho-Kho, Kabbd, Cricket, Football, phoolracket, etc.

◆ Utilization of General Infrastructure Grants

Table No. 4.3.1 Utilization of General Grants by Nagarpalika School No. 13

Sr. No.	Name of Grant	Utilization
1.	Building Infrastructure Grant	Eco club, toilet block
2.	Repairing Grant	Classroom repairing
3.	Library Grant	Purchase new books, table, chair, stationary
4.	Handicapped Students Grant	Make a ramp, arrange special teacher
5.	Maths- science subject Grant	Make experiments, teaching aids
6.	Scholarship Grant	For economic status and help of poor students
7.	Computer Grant	Making projects, drawings, paintings

The above table shows that Nagarpalika School No. 13 has utilized all general grants as per their need provided by the governments.

- **Building Infrastructure Grant:** The Government provides 12000/- for infrastructure grants. This grant utilized by this school is for make a toilet blocks and for eco club.
- **Repairing Grant:** The Government provides 15000/- for repairing grant and this grant is utilized by this school for repairing classroom.

- **Library Grant** 2000/- is provided by the government for library grant. It is utilized by this school for purchase new books, table, and chair and stationary for library work.
- **Handicapped Students Grant:** The Government provides 1000/- for Handicapped students grant. This grant is used for constructing ramp and arrange special teacher for students.
- **Maths-science subject Grant:** this school is receiving maths-science subject grant to provide quality mathematics and science subject in the school. The school has received 5000/- for maths-science subject grant. It is used for purchasing science-maths laboratory instruments and other materials required for science experiments and preparing projects for science fair.
- **Scholarship:** The Government provides scholarship to all reserve categories students during their education period. It is provided to support their study. It is provided to all reserve categories students of this school.
- **Computer Grant:** The Government provides computer facility for all the elementary schools. This school has utilized computer grant for using internet, making projects, typing, and painting work.

♦ **Utilization of Infrastructure Grants under various Schemes**

Table No. 4.3.2 Utilization of Grants under various Schemes by Nagarpalika

School No. 13

Sr. No.	Name of Schemes	Utilization
1.	Uniform Scheme	Using for school dress
2.	T.L.M Scheme	Make a teaching aid materials for various subjects
3.	Mid day Meal Scheme	Giving lunch for all students, by testing food
4.	Vidhya Laxmi Bond	Give money those girls who enter into 1 st standard
5.	Vidhya Deep Yojana	Insurance for the all students
6.	Free Text Book	To all students

The above table shows the schemes and its utilization by the Nagarpalika school no. 13 elementary school of Anand city.

- **Uniform Grant:** The Government provides every year 350 /- per student as uniform grants. This school also gets grant under this scheme. It is provided to students for school uniform.

- **TLM Grant:** 500/- to each teacher is provided by the government for development of teaching learning materials every year. This school has utilized this grant by preparing various teaching learning materials for various subjects. These teaching learning materials are mostly teaching aids.
- **Mid Day Meal Scheme:** The Government provides food materials for mid day meal scheme. Quality food is provided to all students of the school and it is supplied from Kendria Vidyalaya School situated at Anand.
- **Vidhya Laxmi Bond Scheme:** Under Vidhya Laxmi Bond Scheme, the government provides 1000/- for those girls who take admission into 1st standard. This school provides its benefit to all girls of 1st standard.
- **Vidhya Deep Yojana Scheme:** Under Vidhya Deep Yojana schme, the government provides insurance to all students and this school also gets the scheme.
- **Free Textbook Scheme:** Under free textbook scheme, the government provides textbooks to all students. The benefit of this scheme is provided to all students of this school.

❖ **Nagarpalika School No. 02**

This school receives various general grants and grants under various schemes provided by the government. The school is having 10 teachers and 324 girl students. The student teacher ratio is 55:1 in the school. The quality of food is ensured by teacher before serving to students. In the school there are many games played by the teachers and girl students on the playground like; Kho-Kho, Kabbd, Cricket, Football, phoolracket, etc.

Utilization of General Infrastructure Grants

Table No. 4.3.3 Utilization of General Grants by Nagarpalika School No. 02

Sr. No.	Name of Grant	Utilization
1.	Building Infrastructure Grant	Annual day celebration, sitting arrangement, prizes
2.	Repairing Grant	Classroom repairing
3.	Library Grant	Purchase new books, table, chair, stationary
4.	Maths- science subject Grant	Make experiments, teaching aids
5.	Scholarship	For economic status and help of poor students

6.	Computer Grant	Making projects, drawings, paintings
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The above table shows the grants and its utilization by the Nagarpalika school no.2 of Anand city. The description about each grant's utilization is presented as follows.

- **Building Infrastructure Grant:** The Government provides 12000/- building infrastructure grant to the school. This school has used this grant improving classroom sitting arrangement facility, celebration of Annual day function and prizes.
- **Repairing Grant:** 15000/- repairing grant is received by the school. It is utilized for classroom repairing and water room repairing.
- **Library Grant:** The Government provides 2000/- as library grant. It is utilized by this school for purchase new references books, arrange fans and tube lights in the library.
- **Maths- science subject Grant:** 500/- as maths-science grant provided to the school. This grant is used for making projects in science fair and use of lab works by this school.
- **Scholarship:** The Government provides scholarship to all reserve categories students during their education period. It is provided to support their study. It is provided to all reserve categories students of this school.
- **Computer Grant:** The Government provides computer technology system to the school. This grant is utilized for internet facilities and making available other technology with the help of which students can prepare projects.

♦ **Utilization of Infrastructure Grants under various Schemes**

**Table No. 4.3.4 Utilization of Grants under various Schemes by Nagarpalika
School No. 02**

Sr. No.	Name of Schemes	Utilization
1.	Uniform Scheme	Using for school dress
2.	T.L.M Scheme	Preparing teaching aids and learning materials for various subjects
3.	Mid day Meal Scheme	Giving lunch to all students
4.	Vidhya Laxmi Bond	Give money those girls who take admission into 1 st standard
5.	Vidhya Deep Yojana	Insurance for the all students

6.	Free Text Book	To all students
7.	S.S.A Resort Centre and Special Training Programme	Training for teachers, Trainings for students, Reading day celebration, Observation of the school, Medical kit

The above table shows the utilization of grants under schemes by the Nagarpalika school no. 02 of Anand city. Its description is presented as below.

- **Uniform Grant:** Every year 350 /- per student grant is received by the school as uniform grants. It is utilized by providing it to schools for school uniform.
- **TLM Grant:** The Government provides 500/- per teacher every year to the school. It is used for preparing various teaching learning materials in different subjects by the teacher.
- **Mid day Meal Scheme:** Food is provided to students as lunch and its quality is ensured by teacher before serving to the students.
- **Vidhya Laxmi Bond:** Under Vidhya Laxmi Bond, the government provides 1000/- for those girls who take admission into 1st standard. In this school it is provided to all girl students of 1st standard.
- **Vidhya Deep Yojana:** Under Vidhya Deep Yojana, the government provides insurance to all the students and this school also gets the scheme.
- **Free Textbook Scheme:** Free textbooks of all standard are provided by the government to the school. The school provides it to all standard students as free of cost which facilities their learning.
- **S.S.A Resort Centre and Special Training Programme:** Grant is provided to improve the teaching method and quality of teachers. It is used for training for teachers, trainings for students, medical kit, Reading day celebration, Observation of the school.

❖ Nagarpalika School No. 20

This school receives various grants provided by the government. There are 12 teachers and 324 girl students. The student teacher ratio is 35:1 in the school. In the school there are many games played by the teachers and girl students on the playground like; Kho-Kho, Kabbdi, Football, phoolracket, etc.

Utilization of Infrastructure General Grants

Table No. 4.3.5 Utilization of General Grants by Nagarpalika School No. 20

Sr. No	Name of Grants	Utilization
1.	Building Infrastructure Grant	Annual day celebration, sitting arrangement
2.	Repairing Grant	Classroom repairing
3.	Library Grant	Purchase new books, table, chair, stationary
4.	Scholarship	For economic status and help of poor students
5.	Computer Grant	Making projects, drawings, paintings

The above table shows the grants and its utilization by the Nagarpalika school no.20 of Anand city. These grants utilization is given as follows.

- **Building Infrastructure Grant:** 12000/- building infrastructure grant is received by the school. It utilizes for Annual day celebration, improving sitting arrangement in the classroom and staff room.
- **Repairing Grant:** 15000/- repairing grant received by the school every year and this grant utilized for classroom repairing and water room repairing.
- **Library Grant:** 2000/- for library grant provided to the school. This grant is used for purchasing new references books, arrangement of fans and tube lights in the library.
- **Scholarship:** The Government provides scholarship to all reserve categories students during their education period. It is provided to support their study. It is provided to all reserve categories students of this school.
- **Computer Grant:** It is used for maintaining computer laboratory and internet facility in the school.

♦ **Utilization of Infrastructure Grants under various Schemes**

**Table No. 4.3.6 Utilization of Grants under various Schemes by Nagarpalika
School No. 20**

Sr. No.	Name of Schemes	Utilization
1.	Uniform Scheme	Using for school dress
2.	T.L.M Scheme	Make a teaching aid materials for various subjects
3.	Mid day meal Scheme	Giving lunch for all students, by testing food
4.	Vidhya Laxmi Bond	Give money those girls who enter into 1 st standard
5.	Vidhya Deep Yojana	Insurance for the all students
6.	Free TextBook	To all students
7.	S.S.A Resort Centre	Training for teachers, Trainings for students,

	and Special Training Programme	Reading day celebration, Observation of the school, and Medical kit
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The above table shows the schemes and its utilization by the Nagarpalika school no. 20 of Anand city.

- **Uniform Grant:** The Government provides every year 350 /- for uniform grants for all the elementary schools and this school also gets benefit of this scheme. This grant is utilized by providing school uniform to students.
- **TLM Grant:** The Government provides 500/- for preparing teaching learning materials to elementary school. It is utilized by this school teacher by preparing various teaching aids and learning materials for various subjects.
- **Mid day Meal Scheme:** In the school, lunch is provided to all students under this scheme.
- **Vidhya Laxmi Bond:** Under Vidhya Laxmi Bond government provided 1000/- for those girls who enter into 1st standard. Every girl student of 1st standard gets benefit of this scheme in the school.
- **Vidhya Deep Yojana:** Under Vidhya Deep Yojana, the government provides insurance for all the students.
- **Free Textbook:** Under free text book scheme government provides free of cost textbooks for all students. In this school, all standard students receives free textbooks.
- **S.S.A Resort Centre and Special Training Programme:** Grant is provided to improve the teaching method and quality of teachers. It is used for training for teachers, trainings for students, medical kit, Reading day celebration, Observation of the school.

❖ Nagarpalika School No. 16

In this school there are various grants and schemes provided by the government. There are 09 teachers and 309 boy students in the school. The student teacher ratio is 35:1 in this school.

Utilization of General Infrastructure Grants

Table No. 4.3.7 Utilization of General Grants by Nagarpalika School No. 16

Sr. No	Name of Grants	Utilization
1.	Building Infrastructure Grant	Sitting arrangement for students and

		teachers, Annual day celebration, sports day, transportation service and constructing a security wall
2.	Repairing Grant	Classroom repairing
3.	Library Grant	Purchase new books, table, chair, stationary
4.	Handicapped Students Grant	Make a ramp, arrange special teacher
5.	Maths- science subject Grant	Purchasing materials for experiments, teaching aids
6.	Scholarship	For economic status and help of poor students
7.	Computer Grant	Making projects, drawings, paintings

The above table shows the grants and its utilization by the Nagarpalika school no.16 of Anand city.

- **Building Infrastructure Grant:** The Government provides 12000/- building infrastructure grant and this grant utilized by the school for sitting arrangement for students and teachers, Annual day celebration, sports day, transportation service and construction of a security wall.
- **Repairing Grant:** 15000/- repairing grant is received by the school. This grant is utilized by the school for classroom repairing and water room repairing.
- **Library Grant:** The Government provides 2000/- for library grant and this grant utilized by this school for purchase new references books, creating other facilities like fans and tube lights in the library.
- **Handcapped Students Grant:** 1000/- for **handicapped** students grant is received by the school. This grant utilized by this school for making ramp and arrange special teacher for students.
- **Maths- science subject Grant:** 5000/- for maths-science grants given to the school and this grant utilized by this school for purchasing various materials required for science experiments, projects in science fair and purchasing science laboratory instruments.

- **Scholarship:** The Government provides scholarship to all reserve categories students during their education period. It is provided to support their study. It is provided to all reserve categories students of this school.
- **Computer Grant:** Government provided computer technology system and this technology utilized by this school for projects works and uses of internet.
- ◆ **Utilization of Grants under various Schemes**

**Table No. 4.3.8 Utilization of Grants under various Schemes by Nagarpalika
School No. 16**

Sr. No.	Name of Schemes	Utilization
1.	Uniform Scheme	Using for school dress
2.	T.L.M Scheme	Make a teaching aid materials for various subjects
3.	Mid day meal Scheme	Giving lunch for all students
4.	Vidhya Laxmi Bond	Give money those girls who enter into 1 st standard
5.	Vidhya Deep Yojana	Insurance for the all students
6.	Free TextBook	To all students

The above table shows the schemes and its utilization by the Nagarpalika school no. 16 elementary school of Anand city.

- **Uniform Scheme:** The Government provides every year 350 /- for uniform grants for all elementary school. It is utilized for providing school uniform to students.
- **T.L.M Scheme:** The Government provides 500/- per teacher to the school for preparing various teaching learning materials. It is utilized by preparing various teaching aids and other learning materials related to various school subjects.
- **Mid day meal Scheme:** Under this scheme, free lunch is provided to students in the school.
- **Vidhya Laxmi Bond:** Under Vidhya Laxmi Bond government provided 1000/- for those girls who enter into 1st standard. All girl student of standard 1st of the school gets benefit of this scheme.

- **Vidhya Deep Yojana:** Under Vidhya Deep Yojana government provided insurance for all the students and this school also get the scheme.
- **Free Textbook Scheme:** Under free textbook scheme all students of the school get textbooks free of cost.

❖ **Nagarpalika School No. 14**

In this school there are various grants and schemes provided by the government. 07 teachers are working and 190 girl students are studying in this school. The student teacher ratio is 30:1 in this school.

Utilization of General Infrastructure Grants

Table No. 4.3.9 Utilization of General Grants by Nagarpalika School No. 14

Sr. No	Name of Grants	Utilization
1.	Building Infrastructure Grant	Annual day celebration, sitting arrangement
2.	Repairing Grant	Classroom repairing
3.	Library Grant	Purchase new books, table, chair, stationary
4.	Handicapped Students Grant	Make a ramp, arrange special teacher
5.	Scholarship	For economic status and help of poor students
6.	Computer Grant	Making projects, drawings, paintings

The above table shows the grants and its utilization by the Nagarpalika school no.14 of Anand city.

- **Building Infrastructure Grant:** 12000/- building infrastructure grant is received by the school and this grant utilized for Annual day celebration, sitting arrangement and prizes for students.
- **Repairing Grant:** 15000/- repairing grant is provided by the government. This grant utilized by the school for classroom repairing and water room repairing.
- **Library Grant:** The Government provides 2000/- for library grant. It is utilized by this school for purchasing new references books, creating other facilities in the library like fans and tube lights.
- **Handicapped Students Grant:** 1000/- for handicapped students grant is received by the school. This grant utilized by this school for making ramp and arrange special teacher for students.

- **Scholarship:** The Government provides scholarship to all reserve categories students during their education period. It is provided to support their study. It is provided to all reserve categories students of this school.
- **Computer Grant:** The Government provided computer technology system and this technology utilized by this school for projects works and uses of internet.

♦ **Utilization of Infrastructure Grants under various Schemes**

Table No. 4.3.10 Utilization of Grants under various Schemes by Nagarpalika

School No. 14

Sr. No.	Name of Schemes	Utilization
1.	Uniform Scheme	Using for school dress
2.	T.L.M Scheme	preparing teaching aids and materials for various subjects
3.	Mid day meal Scheme	Giving lunch for all students, by testing food
4.	Vidhya Laxmi Bond	Give money those girls who enter into 1 st standard
5.	Vidhya Deep Yojana	Insurance for the all students
6.	Free TextBook	To all students

The above table shows the schemes and its utilization by the Nagarpalika school no. 14 of Anand city.

- **Uniform Scheme:** Every year 350 /- per student is received by the school as uniform grants. It is provided to students for school.
- **TLM Scheme:** 500/- per teacher is received by the school. It is utilized by preparing various teaching learning materials for various subjects by respective teachers.
- **Mid day meal Scheme:** In the school lunch is provided to all students which are tested by the teacher before it served to students.
- **Vidhya Laxmi Bond:** Under Vidhya Laxmi Bond government provides 1000/- for those girls who enter into 1st standard. All girl student of standard 1st of the school gets benefit of this scheme.
- **Vidhya Deep Yojana:** Under Vidhya Deep Yojana government provided insurance for all the students and this school also get the scheme.
- **Free TextBook Scheme:** Under free text book scheme government provides free of cost textbooks to all elementary school students. This school's students also get benefit of this scheme.

❖ Nagarpalika School No. 09

Various general grants and grants under various schemes are received by the school. There are 08 teachers and 195 students in the school and student teacher ratio is 30:1 in this school.

◆ Utilization of General Infrastructure Grants

Table No. 4.3.11 Utilization of General Grants by Nagarpalika School No. 09

Sr. No	Name of Grants	Utilization
1.	Building Infrastructure Grant	Annual day celebration, sitting arrangement, prizes
2.	Repairing Grant	Classroom repairing
3.	Library Grant	Purchase new books, table, chair, stationary
4.	Scholarship	For economic status and help of poor students
5.	Computer Grant	Making projects, internet facilities
6.	Handicapped Students Grant	Make a ramp, arrange special teacher
7.	Maths-sceince subject Grant	Purchasing materials for science fair, experiments laboratory instrument

The above table shows the grants and its utilization by the Nagarpalika school no.09 of Anand city.

- **Building Infrastructure Grant:** 12000/- building infrastructure grant is received by the school. This grant utilized by this school for improving sitting arrangement facilities for students and teachers, Annual day celebration and prizes, sports day, transportation service and constructing a security wall
- **Repairing Grant:** The Government provides 15000/- repairing grant to the school and this grant utilized by the school for classroom repairing and water room repairing.
- **Library Grant:** 2000/- for library grant is received by the school. It is utilized by this school for purchase new references books and other facilities like fans and tube lights in the library.

- **Scholarship:** The Government provides scholarship to all reserve categories students during their education period. It is provided to support their study. It is provided to all reserve categories students of this school.
- **Handicapped Students Grant:** The Government provides 1000/- for handicapped students grant and this grant utilized by this school for making ramp and arrange special teacher for students. In this school, there are five handicapped students.
- **Maths-science subject Grant:** 5000/- for maths-science grants received by the school. This grant utilized by this school for purchasing materials require for science experiments, projects in science fair and purchasing laboratory instruments.
- **Computer Grant:** this grant is utilized by the school for preparing various projects and internet facilities in the school.

♦ **Utilization of Infrastructure Grants under various Schemes**

**Table No. 4.3.12 Utilization of Grants under various Schemes by Nagarpalika
School No. 09**

Sr. No.	Name of Schemes	Utilization
1.	Uniform Scheme	Using for school dress
2.	T.L.M Scheme	Make a teaching aid materials for various subjects
3.	Mid day meal Scheme	Giving lunch for all students, by testing food
4.	Vidhya Laxmi Bond	Give money those girls who enter into 1 st standard
5.	Vidhya Deep Yojana	Insurance for the all students
6.	Free Textbook	To all students
7.	S.S.A Resort Centre and Special Training Programme	Training for teachers, Observation of the school and Medical kit

The above table shows the schemes and its utilization by the Nagarpalika school no. 09 of Anand city.

- **Uniform Grant:** 350 /- per student as uniform grants to the school. Under this grant students of this school get school uniform.

- **T.L.M Scheme:** The Government provides 500/- per teacher for developing teaching learning material and this scheme utilized by the school by preparing various subject related teaching aids and other learning materials by the teacher.
- **Mid day meal Scheme:** Free lunch is provided to all students of the school.
- **Vidhya Laxmi Bond:** Under Vidhya Laxmi Bond government provided 1000/- for those girls who enter into 1st standard. All 1st standard girls get benefit of this scheme.
- **Vidhya Deep Yojana:** Under Vidhya Deep Yojana government provided insurance for all the students and this school also get the scheme.
- **Free Textbook Scheme:** free textbooks are provided to all standard students of this school.
- **S.S.A Resort Centre and Special Training Programme:** Grant is provided to improve the teaching method and quality of teachers. It is used for training for teachers, trainings for students, medical kit, Reading day celebration, Observation of the school.

❖ **Nagarpalika School No. 21**

Various general grants and grants under various schemes are received by the school. 09 teachers and 300 girl students are there in the school. The student teacher ratio is 40:1 in this school.

◆ **Utilization of General Infrastructure Grants**

Table No. 4.3.13 Utilization of General Grants by Nagarpalika School No. 21

Sr. No	Name of Grants	Utilization
1.	Building Infrastructure Grant	Annual day celebration, sitting arrangement
2.	Repairing Grant	Classroom repairing
3.	Library Grant	Purchase new books, table, chair, stationary
4.	Scholarship	For economic status and help of poor students
5.	Computer Grant	Making projects, internet facility
6.	Handicapped Students Grant	Make a ramp, arrange special teacher

The above table shows the grants and its utilization by the Nagarpalika school no.21 of Anand city.

- **Building Infrastructure Grant:** 12000/- building infrastructure grant is received by the school and this grant utilized by this school for improving sitting arrangement facilities for students and teachers, Annual day celebration.
- **Repairing Grant:** 15000/- repairing grant provided to the school and this grant utilized by the school for classroom repairing and water room repairing.
- **Library Grant:** Government provides 2000/- as library grant and this grant utilized by this school for purchasing new books, table, chairs, stationary for the library.
- **Scholarship:** The Government provides scholarship to all reserve categories students during their education period. It is provided to support their study. It is provided to all reserve categories students of this school.
- **Computer Grant:** It is utilized for making school more technology based which facilitates to carry out various project works. It is also used for internet facilities in the school.
- **Handicapped Students Grant:** 1000/- for handicraft students grant is received by the school and this grant utilized by this school for making ramp, arrange special teacher for students.

Utilization of Infrastructure Grants under various Schemes

**Table No. 4.3.14 Utilization of Grants under various Schemes by Nagarpalika
School No. 21**

Sr. No.	Name of Schemes	Utilization
1.	Uniform scheme	Using for school dress
2.	T.L.M scheme	Preparing teaching aids and other learning materials for various subjects
3.	Mid day meal scheme	Giving lunch for all students, by testing food
4.	Vidhya Laxmi Bond	Give money those girls who enter into 1 st standard
5.	Vidhya Deep Yojana	Insurance for the all students
6.	Free Textbook	To all students

- **Uniform Grant:** 350 /- per student as uniform grants to the school. Under this grant students of this school get school uniform.

- **T.L.M Scheme:** The Government provides 500/- per teacher for developing teaching learning material and this scheme utilized by the school by preparing various subject related teaching aids and other learning materials by the teacher.
- **Mid day meal Scheme:** Free lunch is provided to all students of the school.
- **Vidhya Laxmi Bond:** Under Vidhya Laxmi Bond government provided 1000/- for those girls who enter into 1st standard. All 1st standard girls get benefit of this scheme.
- **Vidhya Deep Yojana:** Under Vidhya Deep Yojana government provided insurance for all the students and this school also get the scheme.
- **Free Textbook Scheme:** free textbooks are provided to all standard students of this school.

❖ **Nagarpalika School No. 04**

This school receives various grants provided by the government. There are 10 teachers and 350 boy students in the school. The student teacher ratio is 35/40:1 in this school.

◆ **Utilization of General Infrastructure Grants**

Table No. 4.3.15 Utilization of General Grants by Nagarpalika School No. 04

Sr. No	Name of Grants	Utilization
1.	Building Infrastructure Grant	Eco club, toilet block, prizes, sports day, transportation service
2.	Repairing Grant	Classroom repairing, R.O system purification
3.	Library Grant	Purchase new books, table, chair, stationary
4.	Scholarship	For economic status and help of poor students
5.	Computer Grant	Making projects, internet facility

The above table shows the grants and its utilization by the Nagarpalika school no.04 of Anand city.

- **Building Infrastructure Grant:** 12000/- building infrastructure grant provided to school and this grant utilized by this school for Eco club, toilet block, prizes, sports day, transportation service.
- **Repairing Grant:** 15000/- repairing grant is received by the school and this grant utilized by the school for classroom repairing and water room repairing.

- **Library Grant:** Government provided 2000/- for library grant to the school and this grant utilized by this school for purchase new references books, tables, chairs and stationary for the library.
- **Scholarship:** The Government provides scholarship to all reserve categories students during their education period. It is provided to support their study. It is provided to all reserve categories students of this school.
- **Computer Grant:** This grant is used for making school more techno-based. It is used for internet facilities and other project works.

◆ **Utilization of Infrastructure Grants under various Schemes**

**Table No. 4.3.16 Utilization of Grants under various Schemes by Nagarpalika
School No. 04**

Sr. No.	Name of Schemes	Utilization
1.	Uniform Scheme	Using for school dress
2.	T.L.M Scheme	Preparing teaching aids and other learning materials for various subjects
3.	Mid day meal Scheme	Giving lunch for all students, by testing food
4.	Vidhya Laxmi Bond	Give money those girls who enter into 1 st standard
5.	Vidhya Deep Yojana	Insurance for the all students
6.	Free Textbooks	To all students

The above table shows the schemes and its utilization by the Nagarpalika school no. 04 of Anand city.

- **Uniform Scheme:** The Government provides every year 350 /- per students as uniform grants to the school. It is utilized by providing it to students for school uniform.
- **T.L.M Scheme:** The Government provides 500/- per teacher as TLM grant to the school. It is utilized by preparing various teaching learning materials and teaching aids related to various school subjects.
- **Mid day meal Scheme:** Free lunch provided to school students under this scheme by the school.
- **Vidhya Laxmi Bond:** Under Vidhya Laxmi Bond government provided 1000/- for those girls who enter into 1st standard. All girls of 1st standard of the school get benefit of this scheme.

- **Vidhya Deep Yojana:** Under Vidhya Deep Yojana government provides insurance for all the students and this school also gets the scheme.
- **Free Textbooks Scheme:** Under free text book scheme, free textbook is provided to all standard's students of the school.

❖ **Nagarpalika School No. 08**

There are various grants provided by the government to the school. 08 teachers and 271 students are there in the school. The student teacher ratio is 25/45:1 in this school.

◆ **Utilization of General Infrastructure Grants**

Table No. 4.3.17 Utilization of General Grants by Nagarpalika School No. 08

Sr. No	Name of Grants	Utilization
1.	Building Infrastructure Grant	Eco club, toilet block, prizes, sports day, transportation service, make a security wall
2.	Repairing Grant	Classroom repairing, R.O system purification
3.	Library Grant	Purchase new books, table, chair, stationary
4.	Scholarship	For economic status and help of poor students
5.	Computer Grant	Making projects, drawings, paintings

The above table shows the grants and its utilization by the Nagarpalika school no.08 of Anand city.

- **Building Infrastructure Grant:** 12000/- building infrastructure grant received by the school. This grant is utilized by Eco club, toilet block, prizes, sports day, transportation service and make a security wall.
- **Repairing Grant:** Government provided 15000/- repairing grant and this grant utilized by the school for classroom repairing and R.O system purification
- **Library Grant:** Government provided 2000/- for library grant and this grant utilized by this school for purchase new references books, arrange fans and tube lights for the library.
- **Scholarship:** The Government provides scholarship to all reserve categories students during their education period. It is provided to support their study. It is provided to all reserve categories students of this school.
- **Computer Grant:** Government provided computer technology system and this technology utilized by this school for projects works and uses of internet.

♦ **Utilization of Infrastructure Grants under various Schemes**

Table No. 4.3.18 Utilization of Grants under various Schemes by Nagarpalika School No. 08

Sr. No.	Name of schemes	Utilization
1.	Uniform scheme	- Using for school dress
2.	T.L.M scheme	- Make a teaching aid materials for various subjects
3.	Mid day meal scheme	- Giving lunch for all students, by testing food
4.	Vidhya Laxmi Bond	- Give money those girls who enter into 1 st standard
5.	Vidhya Deep Yojana	- Insurance for the all students
6.	Free Text Book	- Exam preparation, references, stationary, subject knowledge

The above table shows the grants and its utilization by the Nagarpalika school no.08 of Anand city.

- **Uniform Scheme:** The Government provides every year 350 /- per students as uniform grants to the school. It is utilized by providing it to students for school uniform.
- **T.L.M Scheme:** The Government provides 500/- per teacher as TLM grant to the school. It is utilized by preparing various teaching learning materials and teaching aids related to various school subjects.
- **Mid day meal Scheme:** Free lunch provided to school students under this scheme by the school.
- **Vidhya Laxmi Bond:** Under Vidhya Laxmi Bond government provided 1000/- for those girls who enter into 1st standard. All girls of 1st standard of the school get benefit of this scheme.
- **Vidhya Deep Yojana:** Under Vidhya Deep Yojana government provides insurance for all the students and this school also gets the scheme.
- **Free Textbooks Scheme:** Under free text book scheme, free textbook is provided to all standard's students of the school.

❖ **Nagarpalika School No. 03**

In this school there are various grants and schemes provided by the government. In this school researcher found out there are 06 teachers working and 155 students study. The teacher students ratio is 45:1 in this school.

♦ **Utilization of General Infrastructure Grants**

Table No. 4.3.19 Utilization of General Grants by Nagarpalika School No. 03

Sr. No	Name of Grants	Utilization
1.	Building infrastructure grant	Eco club, toilet block, prizes, sports day, transportation service
2.	Repairing grant	Classroom repairing, R.O system purification
3.	Library grant	Purchase new books, table, chair, stationary
4.	Scholarship grant	For economic status and help of poor students
5.	Computer grant	Making projects, drawings, paintings

The above table shows the grants and its utilization by the Nagarpalika school no.03 of Anand city.

- **Building Infrastructure Grant:** 12000/- building infrastructure grant provided to school and this grant utilized by this school for Eco club, toilet block, prizes, sports day, transportation service.
- **Repairing Grant:** 15000/- repairing grant is received by the school and this grant utilized by the school for classroom repairing and R.O system purification.
- **Library Grant:** Government provided 2000/- for library grant to the school and this grant utilized by this school for purchase new references books, tables, chairs and stationary for the library.
- **Scholarship:** The Government provides scholarship to all reserve categories students during their education period. It is provided to support their study. It is provided to all reserve categories students of this school.
- **Computer Grant:** This grant is used for making school more techno-based. It is used for internet facilities and other project works.

♦ **Utilization of Infrastructure Grants under various Schemes**

Table No. 4.3.20 Utilization of Grants under various Schemes by Nagarpalika School No. 03

Sr. No.	Name of schemes	Utilization
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1.	Uniform scheme	- Using for school dress
2.	T.L.M scheme	- Make a teaching aid materials for various subjects
3.	Mid day meal scheme	- Giving lunch for all students, by testing food
4.	Vidhya Laxmi Bond	- Give money those girls who enter into 1 st standard
5.	Vidhya Deep Yojana	- Insurance for the all students
6.	Free Text Book	- Exam preparation, references, stationary, subject knowledge

The above table shows the grants and its utilization by the Nagarpalika school no.03 of Anand city.

- **Uniform Scheme:** The Government provides every year 350 /- per students as uniform grants to the school. It is utilized by providing it to students for school uniform.
- **T.L.M Scheme:** The Government provides 500/- per teacher as TLM grant to the school. It is utilized by preparing various teaching learning materials and teaching aids related to various school subjects.
- **Mid day meal Scheme:** Free lunch provided to school students under this scheme by the school.
- **Vidhya Laxmi Bond:** Under Vidhya Laxmi Bond government provided 1000/- for those girls who enter into 1st standard. All girls of 1st standard of the school get benefit of this scheme.
- **Vidhya Deep Yojana:** Under Vidhya Deep Yojana government provides insurance for all the students and this school also gets the scheme.
- **Free Textbooks Scheme:** Under free text book scheme, free textbook is provided to all standard's students of the school.

Chapter 5 Findings and Implications

5.0 Introduction

The researcher had conducted the study of utilization of resources in elementary schools of Anand city. This chapter includes major findings of the research and its implications. A few areas of study have been suggested for further research. In this chapter summary of the research work is presented.

5.1 Research design

The present study is descriptive in nature and survey method is adopted for the present study.

5.2 Population

There are ten gujrati medium government funded elementary schools in Anand city. The population of the study comprised of ten elementary schools. For the present study, all gujarati medium government elementary school having standards 1 to 8 of Anand City for the academic year 2014-2015 constituted population for the study.

5.3 Sample

All gujarati medium government funded elementary schools of Anand city was taken for the study. All school principals and teachers were selected as sample. The students of standard 8 were selected by employing cluster sampling techniques. So, for the present study selected school principals, teachers and standard 8th students were comprised sample for the study.

5.4 Tools and Techniques

Tools help the researcher to interact with the subjects and their responses. In the present study, the researcher used a Questionnaire and check list as tools and observation technique to collect the data. The researcher had prepared questionnaire for school principal, school teacher and students to collect data for the study. The detail description about each tool and technique is presented as follow.

- **Questionnaire for School Principals:** This tool was prepared by the researcher to collect information related to resources available to school and its utilization. In this tool, the researcher has included various questions related to types of grants available to the school, utilization of various grants by the school, monitoring procedure, available staff and students' strengths in

various classes. In this questionnaire there were forty one of questions were asked in this questionnaire.

- **Questionnaire for School Teachers:** The researcher prepared questionnaire for teacher to know about various grants provided to elementary school for improving quality of education and its utilization by the school. In this tool, the researcher had included few questions related to teaching learning process in the school and students participation in these activities. There were eighteen of questions in the questionnaire for teachers.
- **Questionnaire for Students:** To collect the data from school students, basic questions related to grants utilization were covered in questionnaire for students. In this researcher prepared questions related to which kind of benefits they receive from the school in terms of scholarship, free textbook, uniform, etc. This questionnaire comprised of twenty three questions in such aspects.
- **Check-list for observation:** The researcher had used observation technique to collect data related to utilization of resources of elementary schools of Anand city. The research had prepared check list for observation. In check list, the researcher had included various resources available in the elementary school.

5.5 Major Findings

Based on data analysis, the researcher arrived at few major findings of the study. These major findings are presented as below.

- The student teacher ratio is different in all elementary schools. It usually vary from 35/1, 45/1, 55/1 in different elementary schools.
- The grants receive by the elementary schools of Aanad city are Infrastructure grants, Repairing grants, Mid Day Meal Scheme, library grant, computer grant, Handicapped students grant, Sports grant, Maths- science subject grant, Prayer instrument grant, scholarship grant, uniform grant, free text book scheme, vidhya laxmi yojana and vidhya deep yojana.
- Certain grants are provided as general grants to elementary schools and it's available to all elementary schools. These grants are Infrastructure grants, Repairing grants, library grant, computer grant, Handicapped students grant, Sports grant, Prayer instrument grant and scholarship to reserve categories

students. Only Maths- science subject grant is available to four schools in Anand city.

- Government has provided certain grants under various schemes to promote universalization of elementary education. The benefit of such schemes is received by elementary schools of Anand city. The grants received under various schemes are Mid Day Meal Scheme, uniform grant, girl's education scheme, free text book scheme, vidhya laxmi yojana and vidhya deep yojana. Girl's education scheme grant is received by only eight elementary schools of Anand city.
- Free of cost textbooks are provided to all standard students of the elementary schools.
- Government provides 12,000 /- as grants for **Building Infrastructure Grant** which is utilized to the elementary schools as per their requirement. Majority of elementary schools have utilized this grants for construction of a security wall, creating facilities for teachers and students in the school, transportation service for students.
- 15,000/- is provided as **Repairing Grant** to all elementary schools of Anand city. It is utilized for repairing work in the elementary schools. Mostly it is used for classroom repairing, lab repairing, water room repairing, principal office repairing and teachers office repairing.
- Government provides various **scholarships** to reserve categories students as economic support to them. All elementary schools receive benefit of this and it is provided to different categories students of these schools. Per student 550 /- to S.E.B.C students, 1750 /- to S.C students, 1100 /- to S.T students provided by the government.
- Only four elementary schools of Anand city get 5000/- as **maths-science subject grant** to promote mathematics and science education. The elementary schools make use of such grants for purchasing materials and equipments for science laboratory, preparing projects and teaching aids, etc.
- 1000/- as **handicapped student Grant** received by all elementary schools and it is utilized for constructing ramp, appointing special teacher and sent those students to resort centre.

- Government provides 2000/- as **library grant** to elementary. This grant is used for purchase of reference books, and other supportive facilities like library cupboards, lights, fans, and stationary to make library more functional.
- **Computer Grants** is used for making education technology based. For providing computer knowledge to students, computer laboratory is established in the school. The school has used this grant for purchasing computers and other technological equipments, internet facility and maintaining computer laboratory.
- The government provided **transportation service** for those students who come to school from the far area.
- **Uniform Grants** is used to provide uniform to all students.
- **T.L.M Grant** is provided to all teachers. The teacher prepares various teaching aids and other learning materials by making use of this grant every year.
- **Vidhya Laxmi Bond** Grant is used to promote girl's education. It is used to provide bond to all girls who takes admission in first standard.
- **Under Vidhya Deep Yojana** 25000/- p.m. is received by the elementary school as accidentally insurance for all students.
- **S.S.A Resort Centre and Special Training Programme** Grant is provided to improve the teaching method and quality of teachers. It is used for training for teachers, trainings for students, medical kit, etc.
- There are so many programmes taken in elementary schools under the sarva shiksha abhiyaan Resorts centre like; teacher training, grant utilize, dropout ration of girls and boys, sports events etc.
- There is two or three meeting arranging in grant in aid schools by the SMC member and the academic staff in one month.
- There is one or two time class observation and school observation taken by the B.R.C and C.R.C teachers in one year.
- Every year the health programme organized by the government for all elementary schools.
- In the school of Nagarpalika No. 13 Government provided benches for 300 boy students for sitting arrangement and two students sitting as per one bench.
- In the school of Nagarpalika No. 02 government provided benches for 324 girl students for sitting arrangement and two students sitting as per one bench.

- In the school of Nagarpalika No. 20 Government provided benches for 377 students for sitting and two students sitting as per one bench. The food given to girl students under tested by the teachers. Every year the health programme organized by the government for all the elementary schools.
- In this school government facilitate library for teachers and students. Girl Students uses library at the time of recess and students read interesting story, biography, Balchadi, Rani Laxmibai, Mahatma Ghandhiji, etc. and this library information collected by issue book and general issue book in the library. And this school is working under the SSA resort centre.
- In the school of Nagarpalika No. 16 Government provided benches for 309 boy students for sitting and two students sitting as per one bench. The food given to boy students under tested by the teachers.
- In this school Boy Students uses library at the time of recess and students read interesting story, biography, Balchadi, Rani Laxmibai, Mahatma Ghandhiji, etc.
- In the Nagarpalika School No. 14 Government provided benches for 190 girl students for sitting and two students sitting as per one bench. The food given to girl students under tested by the teachers.
- In the school there are many games played by the teachers and girl students on the playground like; Kho-Kho, Kabddi, Football, phoolracket, etc.
- In the school of Nagrapalika No. 09 Government provided benches for 195 students for sitting and two students sitting as per one bench. The food given to students under tested by the teachers.
- And this school library information collected by issue book and general issue book in the library. And this school is working under the SSA resort centre.
- In the Nagarpalika School No.21 Government provided benches for 300 girl students for sitting and two girl students sitting as per one bench. The food given to girl students under tested by the teachers.
- In this school there are many games played by the teachers and girl students on the playground like; Kho-Kho, Kabddi, Football, cricket, phoolracket, etc. in this school government facilitate library for teachers and students.
- In the Nagarpalika School No. 04 Government provided benches for 350 boy students for sitting and two students sitting as per one bench. The food given to boy students under tested by the teachers. In the school there are many games

played by the teachers and boy students on the playground like; Kho-Kho, Kabbdi, Cricket, Football, phoolracket, etc. and this school working under SSA resort centre.

- In the Nagarpalika School No.08 Government provided benches for 271 students for sitting and two students sitting as per one bench. The food given to students under tested by the teachers. Every year the health programme organized by the government for this elementary school.
- In the Nagarpalika School No.03 Government provided benches for 155 students for sitting and two students sitting as per one bench.
- The food given to students under tested by the teachers. Every year the health programme organized by the government for all the elementary schools.
- In the school there are many games played by the teachers students on the playground like; Kho-Kho, Kabbdi, Football, cricket, phoolracket, etc.
- In this school government facilitate library for teachers and students. Students uses library at the time of recess and students read interesting story, biography, Balchadi, Rani Laxmibai, Mahatma Ghandhiji, etc.

5.6 Implications of the Study

Such survey studies as the one taken up by the researcher help to know the present status or ground reality of the grants provided by the government to improve the status of the elementary schools.

1. A study regarding to know the proper utilization of the resources for the benefits of students education.
2. Various schemes benefits for teachers, students and parents like; Scholarship, Vidhya Deep Yojana, Vidhya laxmi Bond, T.L.M schemes etc.
3. A study on utilization of resources useful to know the improving and quality of the elementary education.

5.7 Suggestion for Further Study

Few suggestions regarding future studies are provided as follow.

1. A study can be conducted on utilization of infrastructure grants in elementary schools.
2. A study regarding which kind of benefits received to elementary school students of rural area.

3. A study can be conducted on funds utilization by the elementary schools.

5.8 Conclusion

The study was conducted to study utilization of resources by elementary schools of Anand city. The study that various kinds of grants provided by the central and state governments to elementary school for achieving universalization of elementary education. These elementary schools are making use of these grants as per the guidelines provided by the government and making efforts to achieve objective of universalization of elementary education.

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