Chapter I

Thematic Framework

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THEMATIC FRAMEWORK

Education, as an important instrument for development, is planned and implemented by the State in India as per the Constitutional philosophy and the overall needs of the society. After independence, Universalization of Elementary Education (UEE) has been one of the important goals of education. As per the Census 2011, the literacy rate is 74.04%, with 82.14% male literacy and 65.46% female literacy. This shows that there has been an improvement in the literacy rate from 1951 (18.33%, male 27.16 and female 8.86%). Though there is a considerable improvement in the literacy rate and it is still short of hundred percent. At the same time, the number of learners continuing their elementary education has increased. On studying the goals of various efforts for UEE made at international and national level, one notices that there has been now a shift of emphasis from enrolment to retention of learners in schools. In the larger framework of development and a sustainable future for all, United Nations has adopted Millennium Development Goals (MDG), 2015 and Sustainable Development Goals (SDGs) to be achieved by 2030. Among various goals under each, education is important as per MDG 2 and 3 and SDG 4. The term used by SDG in this respect is completion of elementary education. It is significant to understand what makes learners to complete elementary education as the learning from this will help to facilitate those learners who are to be helped to complete elementary education by all children of the respective age cohort. Also, as more learners complete elementary education, it will lead to creation of society with more literate adult learners. In an attempt to understand this, it becomes necessary to gain an understanding of learners, the schools where they study and the broader

framework of government policy initiatives for promotion of UEE. A glimpse of these aspects is presented in the following paragraphs.

Learners themselves do not enrol to schools but the efforts of parents make them enter into the other world outside their home, that is, school where they accompany the age cohort and learn. What makes learners enrol in school and continue in school appears to be the result of a combination of situations on the part of learners as well as of the school. The school is the field where policies and programs of the government are implemented. What happens in schools as a part of the policies and programs and to what extent these are able to attract the learners to school is important to understand as it reflects the way policies and programs are implemented and also the way policies and programs are effective at grass root level. This also provides an insight into achievements of objectives each programme at grass root level focuses.

One can note that government has provided support through various implementations of programs to overcome the challenges of equity which is an important barrier to the achievement of goal of UEE. Many of these programs have been formulated under the international policies with respect to Education for All (EFA). It is significant to examine how different sections have and regions in India have responded to it and have participated in it. It is necessary to understand when such efforts under UEE seem to have been successful, what had made it successful? It also needs a focus to understand what made the learners sustain in the school while the result has not been fully achieved in terms of literacy rate? Who are the parents whose children sustain in the school and complete their elementary education while other learners are unable to complete their elementary education? Further, it is also important to understand the school as accessible

learning resource, the kind of facilities provided to learners to make them sustain and complete their elementary education. Or is it formulation of government initiatives as per need of learners which makes learners sustain and complete their elementary education. It is important to understand if these aspects influence the learners' completion of elementary education independently or these aspects co exists in a certain combination. If these aspects influence elementary education in combination, it is necessary to understand the pattern of combination and similarity or differences in different contexts of school education in India. Making these points more precise, is it the profile of learners, is it the profile of school or a certain combinations of the profile of learners and school help the learners to complete elementary education.

To explore this further, learners' profile in terms of income of family, educational background of parents, health of the learners and completion of pre primary education by learners is presented. The school profile in terms of facilities in school, teaching learning and teacher learner relationship is presented.

1.0 Understanding learners in the context of completion of elementary education

Government introduced several programs focusing on the needs of children, each program introduced with certain objective such as enrolment and retention in school so that learners complete their elementary education. Different areas of concern across countries were identified and special focus was provided to ensure each child has free and compulsory education till the age of 14 years. For a broader understanding these can be classified as aspects related to learners and aspects related to school. Though it is difficult to single out one to one correspondence between a specific aspect and its influence on promotion of primary education, it is important to study what promotes and facilitates it.

This is evident, “The impacts of any type of factors cannot exist independently. All family economic resources, family environment and school qualities are important. The issue is that all of them are exogenous factors which only take effect through learners’ behaviors, i.e., through children’s academic achievements” (Li & Qiu, 2018). Hence, in understanding the learners, aspects related to learners refer to income and education of parents, health of learners as well as school readiness in terms of pre primary education of learners.

Income of family

India has made great economic progress and now it is the fourth largest economy. Still there are one third of the world’s poor in India. Poverty affects the focus on education seriously as ultimately child’s education related resources largely dependent on income of the family. Income of the family has direct relation to the education of the child as schooling inputs need initial capital and other indirect expenses that include transportation, textbooks, meals and other classroom fees which make child continue to receive education in school. Free uniform, free textbooks, one time meal and scholarship are provided in municipal/government schools to cater basic needs of learners which perhaps will reduce the hindrances for learners’ sustenance in school. Income of the family is major factor for the child’s education level as family income is the bearer of the resources required for education. “Family income is positively correlated with children’s educational attainment” (Loken, 2007).

A child from well educated and economically sound family is more likely to be successful in school as it gets more support from the home environment. This is reiterated in the study conducted in Ghana (Cochrane, Mehra, & Oshebo, 1986). Low SES (socio

economic status) has been found to have an association with less positive transitions for children (Evangelou et al., 2008). Income plays a major role in continuation of learners' primary education as it deals with direct as well as indirect expenses. The NBI (2010-19) in its report on the impact of family's economic conditions on learners' educational achievements stated that the negative impacts of poverty affects children during the majority of their lives outside of school and the educational attainment of children in poverty is low. Poverty continues to exert a strong influence on nutrition of children, on health seeking behavior of households, and framing access to/experience of education (Ramchandran, 2004). Parents' educational background and economic backgrounds have a significant effect on their children's education (Kainuwa & Yusuf, 2013). According to Azhar et al., (2013) too, learners belonging to strong financial status perform better than those who face problems in finance and Sosnowoski (2015) says that poverty affects learners' brain development, relation with peers and the ability to complete a formal education. It clearly suggests that the learners from high economical background tend to have more benefits as they have less stress, more support, and more resources to attain and to complete their primary education.

Educational background of parent

Education of parents becomes helping tool for children to progress in their life. **"**As family is regarded as "the first classroom" where parents serve as the first teachers to their children, how family education is progressed will be a lifelong issue for them (Lin & Lv, 2017)." Parent's education level has a major influence on child's education as they have high aspirations towards their child's education and assumed to have better understanding of importance of education. "As a basic unit of social system, family with

good education and tradition can be a stimulus for the development of the country and the nation, and social harmony (Lin & Lv, 2017)."

An increased level of parent's education leads to better level of pupil attainment (Kainuwa & Yusuf, 2013) and motivation for the child's education as they get motivated by the support and encouragement got by the family (Christiana, 2009). Parent's education is a big help to the child to attain primary education as it forms strong foundation of education in their child. Parental education boosts up their children's performance (Azhar et al., 2013). On the contrary, it was revealed in the study that "… less qualified parents' have high expectations from their children. They show considerable involvement in their children's studies by providing them with facilities for studies and by encouraging them" (Shoukar, Ilyas, Azam, & Ch, n.d). It indicates that parental education in either ways becomes helping tool for children during their education. Low education also affects negatively to children's education which is evident when, "Majority of the parents do not get involved in with school activities because they do not see the importance of taking a keen interest on their children's academic achievement since their level of education is low" (Ngure & Amollo, 2017). Learners' performance level increases motivation and motive for completing primary education which makes the child engaged in the studies to score well.

Health of learners

Health with reference to elementary school children is a broad concept which includes personal hygiene, sanitation at home and at school, not being ill, appropriate physical growth as per age and appropriate nutritional intake. "The precondition for all development is healthy physical growth of all children (NCF, 2005)."The norms for age

appropriate physical growth are provided by Indian Academy of Paediatrics (IAP) whereas World Health Organization (WHO) provided the Body Mass Index (BMI). The BMI is a growth indicator which helps to measure the health status of an individual by height and weight ratio and useful measure obesity, healthy weight and underweight which is very important for learners at elementary level. Therefore, "It is proposed that the midday meal programme and medical check-ups be made a part of the curriculum and education about health be provided that address the age specific concerns at different stages of development" (NCF, 2005).

Poor health may reduce learning for a variety of reasons, including fewer years enrolled, lower daily attendance, and less efficient learning per day spent in school (Glewwe & Miguel, 2008) which also indirectly indicates that good health may also lead to successful learning depending on their individual capabilities. In this connection, UNESCO has made an important statement, "Access to good nutrition holds the key to developing children's immune systems and the cognitive abilities they need in order to learn" (EFA Global monitoring report, 2013/14). Describing the effect of hunger on child's performance, Ramchandraan (2003) states, "Lack of an adequate meal before attending to school, what has usually been referred to as short-term hunger, has an adverse impact on the child's performance in school, ability to concentrate as well as learn new concepts." Healthy body leads to healthy mind and healthy mind leads to successful learning. "If a learner is hungry, sick, or suffering from malnutrition, he or she is much less likely to perform well enough at school to attend school and to avoid grade repetition" (UNESCO EFA, 2011b). Health is thus influenced with the aspects like interest, retaining capacity, motivation which makes learners sustain in education system.

Completion of Pre primary education by learner

Pre primary education lays foundation for the primary education attainment as it enhances learner's readiness before entering primary education (Berlinski, Galiani & Gertler, 2006) which futher concluded as "School readiness is very essential for successful entry to formal primary school and Preschool education is a combo pack for making this transition smooth, easy and long lasting" (Bhise & Sonawat, 2016). A study by Goodman & Sianesi (2005) inidcates that attending pre-primary school had a positive effect on subsequent third grade standardized Spanish and Mathematics test scores and Early education leads to improvements in cognitive tests, including both Maths and reading at age 7; these effects diminish in size but remain significant throughout the schooling years, up to age 16. The importance of pre primary education has been stated by Bibi & Ali (2012) too as they state that children who have gone through the pre primary education take more interest in their studies. Also, it has been revealed in one of the findings that "the learners learning in elementary level receiving Pre-Primary Education do better in their oral and written test in Odia Language subject than the learners receiving no Pre-Primary Education" (Puhan, Ray & Das, 2019). If learners are equipped with a strong preschool and kindergarten education, the solid foundational education is likely to prevent repetition through early primary school (Brophy, 2006) which demonstrates that efforts made in pre primary education has long term benefits to learners' achievements enabling them to complete primary education. It is aptly stated in the NCF, 2005, "The formation of later attitudes and values as well as the desire to learn are also influenced at this stage, while lack of support or neglect can lead to negative consequences, sometimes irreversible." The NPE draft, 2019 also points out, "Universal

access to quality early childhood education is perhaps the best investment that India can make for our children's and our nation's future." This has strengthened the importance of pre primary education before entering in to the formal school education.

Family background is also significant aspect on attainment of children's pre primary education which is concluded as, "Socio-economic statuses of parents (mainly educational level and occupational status) were found to be a determinant factor for sending children to pre-school education" (Eshetu, 2014). It makes evident that pre primary education has positive influence on primary education and also it is affected by the other aspects such as education and occupation of parents. Pre primary education prepares the child to enter into the formal primary education as per Taiwo & Tyolo (2002) and further concluded, "…pre-school education equips children with pre-requisite skills which make learning in grade one easier and faster for children so exposed." It makes pre primary education very important for children to complete pre primary education as it has long lasting effect on their future education.

Thus, the income and education of parents provide learners motivation to sustain in education, to achieve high academic grades, to have high aspiration towards their education. School readiness by completing their pre primary education provides the learners the familiarity with the school and prepares learners to entering formal education from class I. In addition to this, health of learners is equally important to make learners present physically as well as mentally to participate in different activities in school. Learners at home are provided with the basic requirement for entering the formal education. Learners' ability is naturally distributed irrespective of their background. There must be something in school which attracts learners. Provided with the minimum

requirement from home to enter into formal education, school facilitates the environment to learners in which the learners sustain and complete their elementary education. As stated earlier, it is also necessary to understand the aspects related to school in which the learners complete their elementary education.

1.1 Understanding School Profile

The National Curriculum Framework, 2005 (NCF, 2005) has recommended a construct "enabling environment for learning" (EEL) in school. "Such environment should be safe, learners treated fairly by teachers and happy to be in school as well as feel they are a part of the school Odeh, Angelina & Ivagher (2015)."The idea behind enabling environment for learning is that if all learners become EEL, learners will stay in without dropping out. The learners will absorb everything and learn academic and social aspects in order to realize their capability to the fullest. Some components of EEL will be in the form of infrastructure facilities, teacher-pupil relation and teaching-learning processes which constantly interact with each other in school settings determining the learners' performance.

Facilities in School

Quality of education and its access should be increased to achieve the goal of education. "When children are asked about the kinds of spaces they like, very often they want to be in a place that is colourful, friendly, and peaceful, with lots of open space offering with small nooks and corners, animals, plants, flowers, trees, and toys. In order to attract and retain children, the school environment must have all these elements in and around them (NCF, 2005)."It is the physical environment in which learning takes place and has great impact on outcome of education. Physical environment refers to school

infrastructure which includes building with classrooms, blackboards, chalk, duster, stationery, sanitation facilities, drinking water, electricity, library, laboratory, computer facility and these facilities affects teaching learning processes in the school environment. Bhunia, Shit & Duary (2012) recommend that the availability of toilets, electricity, library, playground, computers, type and condition of classroom are of great significance for improving the learning environment. Infrastructure facilities support the learners, teachers and parents for successful teaching learning processes. "By supplying enough number of chairs, audio visual aids, fans, lighting system, bath rooms ,drinking water, computer facilities, libraries, books and arranging access to basic health facilities in the shape of dispensaries quality education goal can acquired" (Shah, S.U., Khan. I, Khan,D. & Khan, M. F., 2013). "The learning environment criterion is mediating variable, which is likely to influence learners' learning outcomes and the infrastructure facilities help in creating a conductive learning environment" (Nepal, 2016). "School infrastructure is a key base for effective teaching and learning in schools" (Mokaya, 2013). Therefore, "every aspect of the school system including the infrastructural system has to be designed with organizational motivation as the core construct (Roy & Sengupta,2014)."

Barrett et al. (2019) pointed out on requirement of educational infrastructure, "New technologies and emerging pedagogical practices have created new requirements for educational buildings. As a result, new approaches to building learning environments must be developed that both create better spaces for children and increase the efficiency of investments in educational infrastructure." The National Education Policy (NEP draft), 2019, (P5. 2.1.) has laid stress on providing adequate infrastructure, facilities and learning resources, "All schools will be provided with adequate physical infrastructure,

facilities, and learning resources, either individually or within their school complex." Further adding to it, the draft NEP (2019) targeted the availability of sanitation facilities by 2022 and pointed, "The infrastructure and teaching materials necessary to teach learners effectively include functioning classroom boards, vibrant school libraries, equipment for use in science experiments and laboratories, material for arts/crafts and vocational training classes, computer rooms, as well as suitable classrooms with adequate furniture," The significance of such facilities have been brought out by the study of Usaini & Bakar (2015) and Mudassir, Norsuhaily & Ado (2015), "The school enriched with modern equipment such as computer, internet, enriched laboratory and library make learning easier and faster." It is evident here that facilities in school are needed to make teaching learning successful in classroom and also it helps learners as well as teachers to be present in school.

Teaching Learning Process

It is crucial to get the learners engaged and to keep them attended in teaching learning especially at elementary level when they are at the phase of overall development. Teaching learning process involves teacher pupil interaction, use of innovative methods of teaching, learner centric activities and use of teaching aids affects the learning of child. Learner centric activities and active methodology makes the learners centre of the process rather just playing role of passive information receiver. Tikadar (2015) concluded that the nature of teaching learning process plays an important role in primary education and the performance in terms of exams marks is poor in those schools where the teaching learning practice is not innovative. "The teacher tries to present material which he/she understands in a way in which learners will also understand" (Bahar, 2003).

"Transferring knowledge requires teachers to use the appropriately method and pedagogy that best suits the learner and suit the objectives and desired outcomes" (Muema, Mulwa & Mailu, 2018). Activity based learning called as Pragya Approach in Gujarat is introduced to promote learning. There has been a change in the labeling of curricular and co curricular activities and NCF, 2005 considers art, physical education and health is also as significant as curricular activities. Co curricular activities are any activity other than that are not related to teaching learning processes but becomes part of learning unknowingly or knowingly. For example, newspaper reading in classroom, participation in sports, crafts, drawing, singing etc (Dhanmeher, 2014). Paul & Baskey (2012) found out in their study a significant positive association between co-curricular activities and academic achievement of learners and the aim of curricular activities is to make the learners fit for the future time and to develop a sense of competitive spirit, co-operation, leadership, diligence, punctuality and team-spirit as well as to provide a backdrop for the development of their creative talents.

Information and communication technology (ICT) plays a major role in teaching and learning process which enables the teachers and learners to stimulate teaching and learning giving audio and visual appeal. Thus, Muema, Mulwa & Mailu (2018) concluded, "ICT's are powerful tools for improvement of teaching methodology and improvement in performance." Ultimately, the purpose of adopting different methodology in teaching is to improve learning as well as achievement of learners which is indicated by Gupta (2017), "There are many variables that can impact successful learner achievement, but the most critical are classroom instruction and method of teaching." NPE, 2019 stressed on curriculum and pedagogy in schools on a broader

aspect, “Curriculum and pedagogy are transformed by 2022 in order to minimize rote learning and instead encourage holistic development and 21st century skills such as critical thinking, creativity, scientific temper, communication, collaboration, multilingualism, problem solving, ethics, social responsibility, and digital literacy” Existing literature presents the fact that different teaching methodology improves understanding and retention of information. Thus, teaching learning is one of the effective components which determines education attainment of learners and must be taken into consideration. Facilities in school thus are required to provide support to facilitate teachers with required resources needed to make teaching learning more effective.

Apart from facilities in school, teaching learning is influenced by the kind of interaction between teacher and learner and the way both teacher and learner share relationship with each other especially at elementary level. Therefore, it is necessary to understand how the teacher learner relationship affects the teaching learning there by sustaining learners in school and making them complete their elementary education.

Teacher Learner Relationship

Teaching learning is a complex phenomenon that is interconnected with the kind of relationship both teacher and learner share. “Relationships, whether positive or negative in nature, have proven to have profound effects on quality of life (Khaleduzzaman, 2017).” With this apparent necessity, National Curriculum Framework, 2005 states “learning takes place within a web of social relationships as teachers and learners interact both formally and informally.” Therefore the teacher pupil relationship is very important in completion of schooling especially when they spend 5 to 6 hours in school for more

than 200 days in school. This setting cannot exclude the kind of interaction and human factors to exist between learners and teachers which is evident when Jagadambal & Perumal (2015) indicates, “a learner who receive constructive guidance and praise rather than just criticism from teacher, is likely to show more engagement in learning, behave better in class and achieve academically at higher levels”. Further, “Having established a positive relationship with learners will encourage learners to seek education and be enthusiastic and to be able to handle the school work promptly (Be, 2017).”

The foundation of teacher learner relationship should be based on security, support, encouragement and free interaction within and outside the class. “When learners feel a sense of control and security in the classroom, they are more engaged because they approach learning with enthusiasm and vigor” (Varga, 2017). NCF 2005 also indicated, “such teacher pupil relationship facilitate self confidence and self esteem of learners of all ages; it will go a long way in improving the quality of learning itself.” In addition to this, “A good and supportive relationship is needed to create safe environments and give learners confidence to work without pressure and become motivated to learn (da Luz, 2015)” and also effective for their engagement in school as, “emotional engagement, defined as a sense of belonging at school, is an affective component and it can easily be influenced by the interpersonal relationships in the school, especially by the relationships with teachers” (Lee, 2012). “Teachers have to ensure that they are meeting learner needs, both academically and emotionally. Creating classroom environments that promote positive cultures with healthy interactions can motivate learners to channel their energies and desires to reach their goals” (Nugent, 2009). Thus, “the school environment, primarily a social institution, is positively enhanced by the presence of teachers who

demonstrate care, understanding, and sensitivity toward learner needs" (Christiansen, 2002). It is relevant to understand the role of relationship the teacher and learners share being in the school or outside school.

Thus, teaching learning is supported by facilities provided in school so that the teachers make teaching learning more effective making it interesting and adapting for the learners. Teaching by providing different resources makes the learners curious and stimulates their learning. Moreover, it is supportive and motivated interaction between teacher and learner that facilitates to achieve the motive of teaching learning and providing facilities.

1.2 Understanding the nature of participation of learners in municipal/government elementary schools

Government elementary schools cater to the marginalized sections of society by providing free education. Subsequently, the Right to Education (RTE) further has supported the participation of learners in the elementary schools. The participation of learners in municipal/government elementary education is influenced by the conditions under which learners continue and complete their elementary education. As discussed earlier, profile of learners as well as of their family and; school environment is contributing aspects towards learners' successful participation in elementary education in different situations. Learners' participation in school is influenced by the provision of learning at home such as finance, parental or sibling help for learning or providing learning resources at home. With the existing situation at home learners come to school. The school becomes the facilitator to provide required opportunities to learners by facilities in school and by getting learners engaged in schools specifically to make the

learners participate in elementary education. This is very important for learners when school is the first place for learning outside their home at very young age. The school related aspects such as facilities in school, teaching learning and teacher learners relationship compensate each other to make the learners perform better in school, participate in all activities as per their interest and to motivate learners to complete their elementary education. Not only school but also the situation prevalent at home of learners influences the nature of participation in elementary education. Apart from providing learning support at home and in school, learner himself/herself is at centre in terms of his/her interest, motivation for getting engaged in different activities in classroom and outside classroom. Unless provided with such learning engagement, the learners perhaps tend to participate less or even sometimes fail to cope up especially when supportive learning environment is not provided at home. The aspects related to learners and aspects related to school provide the milieu in which the learners continue and complete their education. Thus, participation of learner in elementary education is multivariate phenomenon in which the learners come to school and continue to be in school for eight years; in their continuation in school they learn. This needs some sort of drive to make it successful especially for the socially and economically weaker section. For successful participation of learners in elementary education, government policies and programmes facilitate learners with free and compulsory education by providing them access to school, facilities in school and learning resources to achieve the larger goal of UEE. Though these are national policies, its influence in different context may be different.

1.3 Policy and Program initiatives to support UEE in India

It is one of the constitutional commitments in India is to provide free and compulsory education to all children up to the age of 14 years. The diversity in India and the regional variations are significant to note when a national level policy and program is launched. With the formulation of National Policy of Education (1968 & 1986) and to support International efforts to Universal Primary Education, India launched a wide range of programmes in the 1980s and 1990s through several schemes and programme interventions. Chief among these are Operation Black Board (1987), Mid Day Meal Scheme(1995), Minimum Levels of Learning (MLL), District Primary Education Programme (1994), Bihar Education Project (1991), U.P Basic Education project, Mahila Samakhya (1991), Strengthening teacher Education , establishment of District Institutes of Education and Training (DIET), up gradation of selected training colleges into Colleges of Teacher Education/ Institutes of Advanced Study, strengthening and establishment of university departments of education and strengthening of State Councils for Educational Research and Training. Finally all the major schemes, policies and programs converged under Sarva Shiksha Abhiyan (SSA) in 2000-01. More focused programs were launched under SSA such as National Programme for Education of Girls at Elementary Level (NPEGEL) in 2003 and the Kasturba Gandhi Balika Vidyalaya (KGBV) in 2004. Each policy or scheme has been launched to achieve specific objective keeping learners and their need in focus.

In the late 1980s and early 1990s, a change in the education seen as the Government of India for the first time decided to receive international assistance for primary as well as elementary education. There were six initiatives which were launched with collaboration

internationally namely: Andhra Pradesh Primary Education Project assisted by the British Overseas Development Aid (ODA); the Rajasthan Shiksha Karmi Project in 1987 supported by the Swedish international Development Corporation Agency (SIDA); Mahila Samakhya in Karnataka, Uttar Pradesh and Gujarat in 1988 aided by the Netherlands Government; the Bihar Education project funded by UNICEF; the Uttar Pradesh Basic Education Project in 1990 supported by the World Bank and the Rajasthan Lok Jumbish in 1992 was supported by SIDA. The Sarva Shiksha Abhiyan (SSA) was strengthened by Right to Education (RTE) act, 2009 and in the same year, Rashtriya Madhymik Shiksha Abhiyan (RMSA) was launched for secondary education. Programs at grass root level were also supported to promote the achievement of goal of UEE.

Recently in the year 2018, Samagra Shiksha Abhiyan was introduced which aimed at treating schools holistically from class I to XII and subsumes three schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE). The draft National Education Policy (NEP), 2019 focus is to "Achieve access and participation in free and compulsory quality school education for all children in the age group of 3-18 years by 2030." These government initiatives have focused initially towards to reducing drop outs of learners and to increase their retention. These now have shifted emphasis on sustaining learners in school and increase completion of elementary education.

In order to respond to the local variations, it is found essential to make the district as a functional head for the implementation of government policies and programs. Programs at grass root level were also supported to promote the achievement of goal of UEE. As government continued to flourish initiatives gradually, it becomes important to observe

the status of policy initiatives functioning in isolation in pre SSA period and also as a mission mode in post SSA period in order to gain knowledge how Samagra Shiksha Abhiyan in future will lead us. This can be observed at national, state as well as district level.

1.4 Understanding variations in achievement of goals of UEE at national, state and district levels

As the policy and programs were initiated over a long period and were subsequently merged under one umbrella of SSA in 2000, it is pertinent to understand if these are effective only in mission mode or these should be the general way of functioning. It is important to understand effectiveness /success of UEE at national, state and local levels and determine if there are variations across and what are the possible causes for these. For this the outcomes of policy initiatives and programs for UEE can be examined at national level, at one of the states – Gujarat and cities in Gujarat. This can be observed in terms of gross enrolment rate (GER) and decrease in dropout rate in pre SSA period (1980 to 2000) and post SSA period (2000 to 2013). A comparative view of policy initiatives and its outcomes in terms of GER in pre SSA period is presented in Table 1. A comparative view of policy initiatives and its outcomes in terms of GER in post SSA period is presented in Table 2.

Table 1

Policy initiatives and their outcomes pre SSA period

Name of the scheme	**Year**	**Enrolment**				**Dropout**			
		All	SC	ST	Girls	All	SC	ST	Girls
	1980	67.5	NA	NA	52.1	NA	NA	NA	72.7
Operation	1987	NA	78.3	75	NA	NA	NA	NA	NA

Blackboard									
	1988	NA	80.3	77.9	NA	NA	NA	NA	NA
Mahila Samakhya	1989	NA	80.8	79.5	NA	NA	NA	NA	NA
	1990	86.0	82.5	80.4	70.8	NA	67.8	78.6	60.9
	1991	87.7	84.8	81.6	73.2	NA	NA	NA	NA
	1992	77.2	92.1	85.4	65.7	NA	NA	NA	NA
	1993	72.3	90.5	85.6	63.7	NA	NA	NA	NA
District Primary Education Programme	1994	78.4	91.1	88.5	68.8	NA	68.7	76.7	NA
National Programme of Nutritional Support to Primary Education	1995	78.5	94.3	90.9	69.4	NA	67.0	66.0	NA
	1996	80.7	77.1	74.8	71.0	NA	64.5	75.2	NA
	1997	78.6	76.2	73.9	70.0	NA	63.3	73.0	NA
	1998	79.4	79.7	74.9	70.6	NA	62.2	72.4	NA
	1999	81.3	83.0	85.2	72.0	NA	NA		NA

Sources: Selected Educational Statistics: MHRD (year 2000-14)

The data presented in Table 1 indicates that there has been improvement in terms of enrolment and dropout rates as overall enrolment in 1980 was 67.5% and it reached to 86.0% in 1990. However, it has not been consistent. In 1987, launch of Operation Blackboard shows initial improvement in enrolment which weakens after 1991. While enrolment rate of ST are quiet impressive as it consistently improved after Operation Blackboard in 1987(75%) to 1995(90.3%), the year in which National Programme Nutritional Support to primary education was launched. Between these two interventions District Primary Education Programme was launched too in 1994, which shows a slight

improvement in enrolment (from 78.4% in 1994 to 78.5% in 1995). But again after 1995, enrolment decreased in 1996 and 1997 and again increased in 1999. Thus, the overall outcome of the initiatives shows the mixed picture as the GER and dropout rates fluctuate irrespective of intervention. It is important to see the status of GER and dropout rates when all the interventions merged under the SSA and how these interventions in more focused objectives have impact on it.

Table 2

Policy initiatives and their outcomes post SSA

Name of the scheme	Year	Enrolment				Dropout			
		All	SC	ST	Girls	All	SC	ST	Girls
Sarva Shiksha Abhiyan	2000	81.6	86.8	88	72.4	53.7	NA	NA	57.7
	2001	NA	NA	NA	NA	NA	60.7	68.7	NA
Mid Day Meal	2002	82.5	81.1	80.5	79.3	52.8	59.9	68.7	53.5
National Programme for Education of Girls for Elementary Level (NPEGEL)	2003	84.8	83.4	86.1	81.4	52.3	59.4	70.1	52.9
Kasturba Gandhi Bal Vidhyalaya	2004	93.5	98.8	102.4	89.9	50.8	57.3	65.9	51.3
	2005	94.9	102.0	106.7	91.0	48.8	55.2	62.9	49.0
	2010	104.3	117.1	119.7	103.7	40.8	43.4	55.0	41.2
	2013	97.0	109.7	105.4	99.1	36.3	38.8	48.2	32.9
	2015	96.9	110.8	103.1	99.6	NA	NA	NA	NA

Sources: Selected Educational Statistics: MHRD (year 2000-18)

It is observed from the data presented in Table 2 that there is improvement in enrolment as well as decrease in dropouts after 2000 when Sarva Shiksha Abhiyan was launched. Operation Blackboard and District Primary Education Programme too were integrated under the umbrella of SSA. Data presented in Table 2 shows that overall enrolment in 2000 was 81.6% which increased to 97.0% in 2013%. Girls' participation also was quite impressive improvement as enrolment of girls reached to 99.1`% in 2013 from 72.4% in 2000. Overall dropouts decreased to 36.3% in 2013 from 53.7% in 2000. After launch of SSA, two focused interventions for girls –National Programme for Education of Girls at Elementary Education Level (NPEGEL) 2003 and Kasturba Gandhi Balika Vidhyalaya (KGBV) (2004) were launched. Considerable improvement is observed in enrolment, particularly among SC/ST category. Enrolment of SC was 81.1% in 2002 which reached to 83.4% in 2003 and 98.8% in 2004. Overall girls' enrolment increased to 81.4% in 2003 and 89.9% in 2004 from 79.3% in 2002. It is a quiet big leap from 79.3% to 89.9% within three years. The dropouts of girls decreased to from 52.9% in 2003 to 51.3% in 2004 from 53.5% in 2002 which shows that number of girls' participation is also increasing. Focused interventions for girls were assumed to be effective in terms of enrolment and dropouts.

A comparative view of the outcomes of policy initiatives in pre and post SSA period indicates that in the pre SSA period there has been a fluctuation in terms of increase in GER and decrease in dropout. However, in post SSA period there is a steady increase in GER, except in the year 2013and a steady decrease in dropout. Thus apparently, the outcomes of policy initiatives appear to be bearing positive outcomes in the mission mode period, that is, post SSA period. In this context, the fact of out of school children

also needs attention. Census 2001 and 2011 shows the number of out of school children are 28.50% and 18.29% respectively. There is significance decrease in out of school children which indicates that number of learners are in the school and continuing in elementary education. This leads to another question that whether outcomes of policy initiatives/ programs/interventions in different states of India is similar and how does it compare with the national level success.

Data presented in Table 2 shows the positive outcome of the policies initiatives but a major number of learners still dropout that means though the data shows success, something else is lacking. Who are those children who dropout in spite of various benefits from the government and who are those children who do not dropout assuming to be having the same background and same benefits from the governments? The answers may vary state to state and even within state. Gujarat is one of the educationally advanced state in India with its literacy rate 79.31% which is higher than the national literacy rate (74.04%, Census 2011) and ranked 18 among 36 states of India. In terms of ranking, Gujarat is somewhere in mid way where some state level initiatives have also been launched.

1.5 State initiatives and their outcomes in Gujarat

The policy initiatives for UEE in Gujarat which are in addition to the national policy initiatives are: school entrance celebration programme known as '*Praveshotsav'*, girls' education rathyatra, the Vidyalaxmi bond scheme, Vidyadeep scheme and construction of classrooms. The outcome of these policy initiatives in addition to the national policy initiatives in Gujarat is as follows:

Table 3

Year wise gross enrolment rate of standard I-V and VI-VIII (Gujarat)

Year	I-V (%)	VI-VIII(%)
2005-06	100.3	49.9
2006-07	105.4	54.2
2007-08	107.2	55.9
2008-09	107.7	57.7
2009-10	109.0	59.8
2010-11	110.2	69.2
2011-12	Not available at DISE	Not available at DISE
2012-13	102.3	88.7
2013-14	101.1	90.9
2014-15	98.7	93.6
2015-16	97.2	95.7

Sources: DISE (2005-2015)

From Table 3 it can be seen that year wise enrolment of class I-V indicates constant increase in enrolment from 100.3% in 2005-06 to 110.2% in 2011-12 and decrease after 2012-13 from 102.3% to 97.2% in 2015-16. Sudden decrease in enrolment rate is observed from 110.2% in 2011 to 102.3.5 in 2012-13. The enrolment of class VI-VIII shows constant increase from 49.9% in 2005-06 to 93.6% in 2014-15. The numbers shows satisfactorily high rates both in primary and upper primary sections assuming to be having the effects of national as well state initiatives. The enrolment rate in primary section is high though it fluctuates over period of time but improvement is more on the part of upper primary section as the enrolment rate indicates a constant increase. The gap between enrolment in lower primary and upper primary has constantly decreased which shows that learners continued after lower primary has increased over period of time. The

learners who continue in schools are needed a special focus as to know where the learners are continuing their elementary education. The private schools now a day cater to lower income class in terms of the fees structure. Biased attitude towards private schools attract the parents to admit their child least thinking about the quality aspects of schooling. On the contrary, the municipal/government schools offer different incentives as well as provide facilities in schools to attract learners focusing especially on lower income class. Hence, it is important to gain an insight about where the learners are continuing their education.

Table 4

Percentage enrolments in government schools and private schools (Gujarat)

STD	Government Schools			Private Schools		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
I-V	64.17	62.77	61.27	33.00	34.48	35.73
VI-VIII	59.40	58.43	58.10	38.91	38.46	40.09
I-VIII	62.62	61.32	60.19	34.92	35.81	37.21

Source: DISE (2014-15)

It can be seen from Table 4 that percentage of enrolment in Government as well as private schools of Gujarat. Enrolment in Government schools in primary, upper primary and elementary sections shows slight decrease every year from 2012-13 to 2014-15 up till when a large number learner had already been in Government schools. Primary section enrolment from 64.17% in 2012-13 decreased to 62.77% in 2013-14 and 61.27% in 2014-15. Difference of 2.90% is seen the three years. On the contrary looking at enrolment in private schools is increasing from 33.00% in 2012-13 to 35.73% in 2014-15. It may be assumed that many learners are shifting to private schools than municipal/government

schools though municipal/government schools providing facilities catering to learners' need. Overall the enrolment in government school is still higher than private schools. Considerable number of learners still continues in government schools. The question is who are the learners who continue in municipal/government schools having benefits provided by government comparing to other learners who move to private schools? The variations within state level in terms of enrolment need to be examined as to know if the benefits of government have been distributed uniformly. To address these questions, one should dwell into the demographic makeup of the region or one particular site as to understand what aspects make the learners to complete their elementary education.

Table 5

GER and transition rate in districts of Gujarat

Cities	**GER**		**Transition Rate**
	Primary	**Upper Primary**	
Gandhinagar	119.54	129.75	-
The Dangs	117.40	109.05	84.6
Bharuch	102.30	101.76	98.0
Ahmedabad	100.63	98.85	98.4
Valsad	100.32	95.71	97.6
Surat	99.49	94.93	98.5
Anand	98.96	105.26	98.5
Navsari	97.20	102.21	98.1
Mehasana	96.97	111.28	99.7
Kutch	96.11	100.67	95.8
Tapi	96.44	100.48	99.0
Porbandar	96.04	97.24	97.1
Banaskantha	93.77	99.64	96.4
Patan	91.75	106.14	98.6

Amreli	91.0	92.62	96.2
Narmada	90.05	90.11	96.7
Dahod	86.48	82.39	92.6
Rajkot	83.15	80.14	98.1
Kheda	83.01	88.29	99.8
Surendranagar	82.78	89.49	97.9
Bhavnagar	78.90	83.96	-
Vadodara	69.93	72.93	98.5
Panchmahal	60.57	68.59	98.3
Jamnagar	58.94	56.26	96.8
Sabarkantha	55.63	58.47	96.7
Junagadh	47.35	49.83	99.3
Chhota Udepur	-	-	88.2
Aravalli	-	-	99.1
Mahisagar	-	-	96.1
Morbi	-	-	99.0
GirSomanath	-	-	97.7
Devbhumi Dwarka	-	-	97.1
Botad	-	-	97.6

Source: DISE (2016-17)

From the above data shown in Table 5, it can be observed that the GER and Transition Rate differ across all the districts of Gujarat.

Within Gujarat too there is diversification in respect of language and culture. Based on culture and language Gujarat State can be broadly differentiated in the three regions that are (i) South, Central and North Gujarat comprising Ahmadabad, Anand, Aravalli, Banaskantha, Bharuch, Chhotaudepur, Dahod, Gandhinagar, Kheda, Mahesana, Mahisagar, Narmada, Navsari, Panch Mahal, Patan, Sabarkantha, Surat, Tapi, The Dangs, Vadodara and Valsad (ii) Saurashtra comprising Amreli, Bhavnagar, Botad,

DevbhumiDwarka, Girsomnath, Jamnagar, Junagadh, Morbi, Porbandar, Rajkot and Surendranagar and (iii)Kutch comprising Bhuj, Mundra, Anjar, Gandhidham, Bhachau talukas. The dang district having social tribe population more, is higher in terms of GER than advances districts such as Ahmedabad, Vadodara and Rajkot. Does the regional difference affect the improvements in education? Though overall literacy rate of Gujarat state is higher than the national literacy rate, it is not uniform across different regions within Gujarat state and the distribution of benefits of education varies within the state as illustrated in Table 6. It is important to understand how the regional differences affect the improvements in education.

Table 6

Region wise statistics of GER for primary education in Gujarat

Regions	**Cities**	**GER**		**Transition Rate**
		Primary	**Upper Primary**	
North, Central and South Gujarat	Gandhinagar	119.54	129.75	-
	The Dangs	117.40	109.05	84.6
	Sabarkantha	55.63	58.47	96.7
Saurashtra	Porbandar	96.04	97.24	97.1
	Junagadh	47.35	49.83	99.3
Kutch	Kutch	96.11	100.67	95.8

Source: DISE (2016-17)

The Table 6 shows the regional level differences in GER and Transition Rate of the cities belong to South, Central and North Gujarat, Saurashtra and Kutch region. In Gujarat region, Gandhinagar is highest with GER in lower primary and upper primary with 119.54% and 129.75% respectively while Mehasana is highest with 99.7% only in transition rate. Sabarkantha is lowest among the cities of Gujarat region with GER in

primary (55.63%) and upper primary section (58.47%). Porbandar in Saurashtra region is highest with GER 96.04% in primary section and 97.24% in upper primary section having 97.1% transition rate. Kutch is a region and a district itself which covers talukas having Bhuj as its administrative town. Kutch has GER 96.11% in primary section, 100.67% in upper primary section and transition rate (95.8%). The above Table shows ununiform distribution in terms of GER and transition rate within Gujarat state within its regions. This un uniform distribution of benefits within one region of Gujarat state, namely Saurashtra region is also observed. Focusing on the cities of Saurashtra region, comparison is made in terms of GER and transition rate (2016-17) which is presented in Table 7.

Table 7

GER and transition rate of cities of Saurashtra region (2014-15)

	Cities in Saurashtra Region	**GER**		**Transition Rate from Primary(I-V) to Upper Primary(VI-VIII) section**
		Primary section	**Upper Primary section**	
Municipality cities	Porbandar	96.04	97.24	97.1
	Amreli	91.0	92.62	96.2
	Surendranagar	82.78	89.49	97.9
Municipal Corporation cities	Rajkot	83.15	80.14	98.1
	Bhavnagar	78.90	83.96	-
	Jamnagar	58.94	56.26	96.8
	Junagadh	47.35	49.83	99.3

Source: DISE (2016-17)

Within Saurashtra region Porbandar, Amreli and Surendranagar have the status of Municipality while Bhavnagar, Rajkot, Jamnagar and Junagadh have the status of corporation. Porbandar is highest in GER while Surendranagar is lowest in GER when compared within Municipality cities. Among Municipal Corporation cities Rajkot is highest and Junagadh is lowest in terms of GER whereas, Junagadh is highest and Jamnagar is the lowest in respect of the transition rate. Generally cities under Municipal Corporation are developed cities as compared to cities under Municipality. But in the case of Saurashtra Region, cities under Municipality are performing better than cities under Municipal Corporation. GER in cities under Municipal Corporation is low but transition rate in higher than cities under Municipality.

Local context is very important for implementation of government policies. Each district becomes a unit due to decentralization of education in India. Each local context has unique success and unique failure of a system. Thus, initiatives of government need to be seen in a local context. So, one city can logically present conditions that will be similar to various schools in a city. Socio economic context as well as initiatives in municipal elementary school is similar in one city. There are 22 municipal elementary schools in Surendranagar which will provide large variety and present composite view of situations.

Among the cities under Municipality in Saurashtra region, Surendranagar is the lowest in GER but higher than Municipal Corporation cities. Surendranagar literacy rate is 74.90% which is slightly above national level (74.04%) and closer to Gujarat state level (79.31%). The performance of Surendranagar in elementary education thus presents an interesting case for study. The aspect which needs understanding is the relationship

between demography of a region and the achievement of goal of UEE. More specifically, what is the contribution of a particular demographic makeup of a region which influences the achievement of goal of UEE.

1.6 Status of UEE in Surendranagar

Surendranagar is an administrative district in the state of Gujarat situated around 22" 43' N latitude and 71" 43' E longitude containing the district headquarters. Surendranagar is also known as Zalawad, as the city of Surendranagar was ruled by Zala Rajputs. According to the 2011 census Surendranagar district has a population of 1,756,268. Out of total population SC population is 10.2% and ST population is 1.2%.

Literacy rate of Surendranagar is 73.19% according to Census 2011. This means 73.19 out of 100 persons of age more than 6 years are literate. Male literacy rate is 83.5% and Female literacy rate is 62.2%. It is ranked 21 in terms of literacy rate out of total 26 districts of Gujarat. Enrolment rate in Surendranagar is 99.54% in 2015 and dropout rate in Surendranagar is 3.78% in 2015. There are 25 municipal schools in Surendranagar which are run by Zilla Panchayat out of which 22 schools have Class VIII in elementary schools. A sizeable section of population is Jains. Other residents include Brahmins, Kshatriya, Patels, Vankar as well as significant numbers of Bharvad, Rabari and Kansara. Many small and medium enterprises and industries are present, including ceramics, pharmaceuticals, engineering plastics and salt productions. Surendranagar is a hub of cotton and ginning activities in India, with large number of ginning and pressing units. There are 41.20% are workers and 58.80% are non workers residing in Surendranagar. Among workers, there are 25.60% cultivators, 37.44% agricultural laborers, 1.32% workers in household industries and 35.64% other workers.

The aspect which needs understanding is the relationship between demography of a region and the achievement of goal of UEE. More specifically, it is necessary to understand a particular demographic makeup of a region which influences the achievement of goal of UEE and the extent to which the goal of equalization of educational opportunity achieved in Surendranagar. In addition to this, the learners who are in municipal schools of Surendranagar city till class VIII will provide the insight into their experience during their elementary education. It will also help to help to understand the initiatives taken at local level and to understand the kind of aspects promotes continuation of primary schooling till class VIII in Surendranagar city. Finally, municipal elementary school will provide three dimensional view which contributed in the completion of primary schooling of learners in Surendranagar city.

Broad research questions are raised at conceptual level which can be answered by the study of particular aspect with specific local context.

Broad questions

On the basis of the above discussion, some questions are raised which are presented below.

- ✓ Have the program of SSA and UEE succeeded in bringing all kinds of children into the school and in holding them in the school for eight years? How SSA and UEE helped to improve gender and social equity in terms of enrolment and participation in school?
- ✓ Who are those children that continue to be in the school having various benefits from the government policy/intervention/programs and reach to the eighth year of schooling?
- ✓ Who are the learners that continue in government schools having benefits provided by government compared to other learners who move to private schools? What are the

reasons for this? If learners do not move to upper Primary section what do they do? Do they dropout and never attend school again or move to another city and /or move to private schools?

- ✓ Is the school environment helping the school in becoming the enabling learning environment? Is enabling environment being provided in school?
- ✓ Which kind of people/learners participated willingly and which type of people/learners participated unwillingly in schooling? Are there any patterns being observed in the nature of participation in primary school?
- ✓ Why is there any difference in GER and Transition rate between states and within one state?

1.7 Rationale

The enrolment rate and dropout rate focus on quantitative outcome of efforts made in making the UEE successful at national, state and district level. It can be assumed that these quantitative outcomes to a large extent are due to the policy initiatives taken to achieve the larger goal of UEE. The success of UEE is not uniformly distributed across different states of India and in case of within one it is not uniform across different districts. When the data across states and across one particular state is observed, it is indicated that the outcomes are not uniformly distributed among different states even within one state. In order to understand the success or otherwise of UEE in a particular context, it will be helpful to study it in a district.

Focusing on Gujarat state which has literacy rate of 79.31%, it will be worthwhile to study success of UEE. Within Gujarat, across North Gujarat, South Gujarat, Central Gujarat, Saurashtra and Kutch regions, the success of UEE is varied. Within Saurashtra

region there are eleven districts and the success of UEE is varied within this too. District becomes unit as education is decentralized and government resources as well as socio economic context is similar in city. Thus, one city can logically present conditions that will be similar in various schools in it. Taking Surendranagar city as a unit, the kind of aspects for the learners who completed elementary education in Surendranagar city will provide some understanding for completion of elementary education of learners. There are 25 municipal elementary schools in Surendranagar city out of which 22 schools have class VIII in schools. Therefore, all the 22 schools were selected as sample for the study as large variety present composite view of situations.

Quantitative indicators such as GER, transition and dropout rates do not provide an understanding of success of UEE. It is necessary to understand the circumstances under which UEE have been successfully achieved. The qualitative aspects focusing on learners in school provide the understanding of learners and their participation in completion of their elementary education. Key aspects of the situation in which learners complete elementary education are the learners and their background, the school and its environment and the larger context of government initiatives in which the learners study in school. The participation of learners in elementary education perhaps is influenced by the conditions or situations under which learners complete their elementary education. In addition to this, the data of Table 4 (Page no. 26) show that majority of learners are in municipal schools having benefited by the government initiatives. This is suggestive of the situations or condition in which learners completed their elementary education. As a result, the learners who have completed their elementary education have been taken as sample for the study. These learners have been benefited by government policies

consistently for eight years. Insight into this kind of experience can be gained when one studies the learners who sustain in one school consistently and environment under which learners have completed their elementary education. Thus, the learners who have completed their elementary education in same school for eight continuous years without dropping out have been selected as sample.

Government initiatives have influenced learners and have been helpful for learners to continue their education in terms of increasing enrolment, attendance, retention, academic achievement, providing motivation, for improving personality development, for improvement in health of the learners, providing access to school, providing infrastructure facilities in school as well as providing incentives to learners. Government initiatives have had a positive influence on learners' continuation in elementary education. This is supported by the findings of the following studies of Josephine, (1998); Kaushal (2009); Raj (2011); Paul & Mondal (2012); Hedwig Acham et al. (2012); Augustine, Dasgupta & Menon (2012); Manimangala (2012); Chaudhary (2012); Baruah (2013); Uma, Kavitha & Prashanti (2014); Antony & David (2014) and; Bisht (2016). Thus, the government policies have positive influence on education of learners which seem to have provided a assistance to learners to come to school. But, it is important to understand the conditions in which these policy initiatives influenced and have been facilitators to learners to sustain and to complete their elementary education. The condition under which learners complete their elementary education is multivariate as it is difficult to single out any one variable for learners' completion of elementary education. Hence, the phenomena of learners' completion of elementary education provide composite view of different aspects which contributed to the completion of elementary education of learners.

Several studies identified several aspects which act as an influence towards continuation and completion of schooling. These are broadly focused as economic condition of learners, distance between school and home, gender biasness, learning resources in school, teaching learning and infrastructure facilities in the studies of Singh & Mukherjee (2015); Kanyora (2014); Muli (2014); Charles (2014); Adams, Lemaire & Prah (2013); Mbolela (2010) and; Ramchandran (2004). Thus, proving to have positive influence for learners, the lack of such similar aspects also may result into non completion which has been confirmed with several studies of non completion of education among learners, that is, drop out of learners. These studies found aspects related to non completion of education among learners such as low socio-economic condition, poor health, lack of interest, learning problem, absenteeism, failing in examination, teacher's competencies, parent's low motivation, family size, perception and education, academic achievements, child labor, family instability, initiation and traditions, low level of parental education, lack of infrastructure in school and gender biasness of parents in the studies of Shahidul & Zehadul Karim (2015); Gouda & Sekher (2014); Muthaa, M'muyuri, Bururia & Mwenda (2013); EDSIL (2013); Baruah & Goswami (2012); Kishore & Shaji (2012); Joubish & Khurram (2011) and; Shah, Amir, Akhtar & Naseer Ud Din (2011). The aspects commonly emerged from the studies reviewed for completion and non completion of elementary education among learners are broadly related to learners as well as related to schools. These aspects as earlier discussed have been influenced by government initiatives. Hence, it is necessary to focus on multiple aspects towards the completion of elementary education among learners. Is school solely responsible for completion of elementary education or it works in combination with background of

family? If yes, what is the combination in which it influences completion of elementary education?

All these aspects discussed above independently are important but it is more important to know the interplay of these aspects that influences the learners to complete their elementary education. These aspects can be examined by studying those learners who have completed the elementary education. Being an interesting case in terms of enrolment and transition rate, Surendranagar district is lowest in term of enrolment in primary and upper primary while highest in terms of transition rate among districts having municipalities as per data presented in Table 7. It indicates that though the enrolment of learners is low, majority of them are moving forward to complete their upper primary education. Thus, Surendranagar as an interesting case, the sample was identified from those learners who have attended school continuously and reached to class VIII in elementary schools of Surendranagar city. There are 22 elementary schools in Surendranagar. Though largely similar, the profile of each school is different and also the profile of the group of learners attending the school. The teachers who have taught to learners who have completed their elementary education continuously were selected as sample.

1.8 Observing the above things in the field some specific questions come to focus.

- What makes learners sustain in elementary school till compeletion?
- Though the three cities in Saurashtra region have a high literacy rate, it is not similar in all the three cities. What are those conditions which have facilitated completion of elementary education in Surendranagar city?

- How are the various stakeholders - parents, schools, learners in Surendranagar city have participated in the completion of elementary education?
- Within the school which processes contribute to successful completion of elementary education?

1.9 In view of research questions above, the present study has been titled as.

Understanding the nature of participation of learners in elementary education in Municipal schools of Surendranagar

As the title of the study states the study is in Surendranagar and in order to study the participation of learners, the objectives are stated as follows.

Objectives of study

- To study the background of learners who have completed primary education in municipal schools of Surendranagar city in terms of:
    - Growth indicators of learners
    - Profile of learners
    - Family profile of learners
    - House profile of learners
- To study the school profile of municipal schools of Surendranagar city in terms of:
    - Facilities in school
    - Learning engagement with respect to
        - Teaching learning
        - Teacher learner relationship

- Discerning participation of learners in elementary education as an interplay of; background of learners - growth indicators of learners, profile of learners, family, house and school profile

The study is delimited to one system of schooling which is municipal schools. Eight years of elementary education is available in municipal schools in Surendranagar city of Gujarat state. The study is delimited to only those aspects which are relevant for the participation and are considered for the present study. The present study is only about nature of participation in elementary school which enabled learners to complete eight years of elementary education. The necessary details based on the thoretical framework are presented in the subsequent chapters – review of related literature in chapter II and details of methodology in chapter III.