

# Study of Conditions of Municipal Corporation Schools as Small Schools in the Vadodara City

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## Abstract

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*Primary education occupies an important role in the life of an individual. It is the base on which further educational opportunities of a child depends. The process of primary education is an index of the general, social and economic development of the country as a whole. Primary education plays an important role in laying the proper foundation of child's cultural, emotional, intellectual, moral, physical, social and spiritual development. Primary education contributes to national development also. Various studies have clearly demonstrated that countries which have made proper provision for primary education are far ahead with those of inadequate provision. Taking into consideration the importance of this part of education, Indian government has taken up several projects to achieve the goals of UEE. All of them have their own drawbacks in achieving the goal to full extent. Primary education being the fundamental stage of education is helpful in developing awareness among children about education through proper development of concepts. The aims and objectives are to focus more on joyful learning by developing proper curriculum and competent textbooks. At this juncture, the way teachers adopting the teaching-learning practice to provide the active play-way method of education is crucial to achieve the goals of UEE. The present paper focuses on these aspects in a classroom situation.*

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## Introduction

Primary education is a basic stage of education that forms the part of a longer phase of general education system. According to the Encyclopedia Americana (1988), elementary education has been

defined as the period of formal schooling extending from admission to school in Kindergarten or 1st grade to completion of the 6th, 7th or 8th grade. So it caters to the educational needs of children of age 6-14 years broadly. Indian Constitution,

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Article 45 states a clear responsibility for providing education at this stage by stating "Free and Compulsory education for all children until they complete the age of 14 years". The awareness provided about education and its utility for future life shapes the development of a country. Keeping in view the economic and national developmental needs of India, providing proper education at this level is crucial for social enhancement of our country. For this, the government has established primary schools to fulfill its constitutional obligation under Article 45.

The process of primary education is an index of the general, social and economic development of the country as a whole. Primary education plays an important role in laying the proper foundation of child's cultural, emotional, intellectual, moral, physical, social and spiritual development. Primary education contributes to national development also. Various studies have clearly demonstrated that countries which have made proper provision for primary education are far ahead with those of inadequate provision (Agarwal, 2000). Keeping in view of this, the government of India has taken up Universalisation of Elementary Education shortly after attaining independence. Elementary education has been made a birth right by Article 45 and amendment 92 of Indian constitution. To achieve the goal of UEE, government has undertaken many programmes ranging from Operation Black Board to DPEP. All programmes have their own drawbacks in achieving the goal of UEE. An ambitious project that was taken up to achieve this goal of UEE by the year 2010 is Sarva Siksha

Abhiyan (SSA) to achieve the goals of universal enrolment, universal access and universal retention including measures like MLL (Minimum levels of Learning), establishment of schools within 1 km. range of home, facilities for girls education, giving responsibility for cluster groups for enrolment drives etc. Curriculum design, transaction and textbooks are being prepared as per above emphasis.

Primary education being the fundamental stage of education is helpful in developing awareness among children about education through proper development of concepts. The aims and objectives are to focus more on joyful learning by developing proper curriculum and competent textbooks. At this juncture, the way teachers adopting the teaching-learning practice to provide the active play-way method of education is crucial to achieve the goals of UEE. The present paper focuses on these aspects in a classroom situation.

### **Small Schools Concept**

Small Schools Workshop is group of educators, organisers and researchers based in the College of Education at the University of South Florida (Sarasota). The Small Schools Workshop actively participates in many initiatives to broaden and deepen recognition of the importance of school size to student learning and the role of small schools in furthering positive whole-school and systemic change. According to this group each small school is unique to the community that it serves; however, there are some common features that often characterise good small schools:

- A maximum population of 250-300 students in a heterogeneous mix that represents the local school community.
- A non-exclusive admissions policy.
- A consistent educational experience for students over an extended period of time (more than one year).
- A coherent focus and philosophy of education, and a curriculum that is integrated.
- A cohesive group of teachers that collaborate and discuss the needs of their students.
- A sense of shared leadership and investment among those in the small school.
- Involvement of families in the school community.

A small school may or may not have classes of small size. However, some of the benefits of small class size (more personalised instruction and more manageable classroom atmosphere) can be achieved in a small school regardless of class size. A small school offers an environment in which students are more visible. In other words, students can be better known by their teachers, allowing teachers to more easily identify individual talents and unique needs of each student and therefore offer a more personalised educational experience. A small school staff size allows more opportunity for teachers to know each other well, more easily share information about their students, collaborate to solve problems, and generally support one another. Small schools are a way of restructuring schools and the human relationships inside them. Thus, small school may be classified differently as per the strength

of students, organisation, planning and management.

Considering the diverse needs of the present Indian education system and to achieve the goals of UEE, the concept of small schools adoption can be fruitful in reaching the un-reached. Indian society is geographically, traditionally and regionally isolated on many bases. These systems, taboos are still preventing all children to mix irrespective of their differences in a particular area to get education. We find various varieties of schools catering to the needs of various groups of society. In this sense, small schools exist for elite and poor in different aspects. There is a need to define the small school concept taking into consideration of all the existing situations in the country. In an urban context, municipal primary schools could be considered under this category. Even though their number is going up more than 500 in some instances, considering the facilities available for urban children to study, and some of features described above, they can be counted under this category. The study focuses on the small schools as managed by the Municipal Corporation, Vadodara District of Gujarat state. The researchers have classified these schools as small schools based on the strength of the students in the school. The average strength of the students in these schools is about 300. These schools satisfy all the characteristic features of the schools as discussed above.

#### **Review of Related literature**

There are several studies conducted at primary stage in Baroda city. Findings

of some of these studies are presented below.

Pillai (1973) and Soni (1976) examined organisational climate, teacher morale and school quality in primary schools of Baroda. The study was carried out with an objective to study relation between school climate and school quality. The tools used were organisational climate description questionnaire. The major findings of the studies were almost similar wherein majority of schools of Baroda city have closed climate and teachers have high disengagement and hindrance; Pupils perform better in open, autonomous high morale and good quality schools; School facilities and services, curricular issues, teacher salary and community pressure influence the innovative ability of schools.

Desai (1979) conducted a study on administrative problems of Municipal primary schools of Baroda city. The findings revealed that majority of the teachers had minimum qualification of SSC and PTC teachers had no freedom to work according to their choice and were entrusted with clerical work. There was no regular refresher training for teachers and there were quite a few untrained teachers. All these affected quality of school.

Kharadi (1983) assessed the perception of community with respect to administrative procedure. Behaviour of teachers in class, facilities provided, home work and other teaching techniques and co-curricular activities in Municipal Corporation primary school in Baroda with the help of questionnaire. It was found that teacher were

overburdened with administrative work which affected quality of education; Mid-day meal was wastage of time; Principal had a check on teachers and tried to improve quality of teaching; Teacher did not use teaching aids, home work was not checked and teachers were not interested in curricular activities. All these collectively hindered quality of education.

Trivedi Pinki (1995) studied developing a strategy for quality improvement of Municipal Corporation primary schools of Baroda. The major findings were: fifty percent of the primary schools have insufficient facilities, about 65 per cent of the schools have insufficient teachers, most of them have minimum required qualifications. All the schools didn't have clerical staff. In all schools the environment was not appealing and motivating, teaching was monotonous and no innovations were incorporated. Teachers were assigned duties other than teaching during the schools hour like election duties, census, and adult education and were not remunerated for extra work which de-motivate them and effected the children education. No regular in-service training was given. Thus, standard of primary school was found to be very low and requires lot of efforts to raise it.

Bhojwani L.S. (2006) studied education in a municipal corporation primary school of Baroda. Study was carried out with an objective to study the structure and functioning of school in terms of infrastructural facilities, human resources, daily routine, organisation of co-curricular activities, performance of

the student. Major findings of the study were: the infrastructure facilities were found inadequate in all four schools which she had studied. In Marathi and Hindi medium schools teachers showed interest in teaching students during curriculum transaction in spite of additional responsibilities. The level of performance of students in all the four schools fluctuated between 30 to 40 per cent and no student had so far done anything remarkable in academic or co-curricular activity.

The above studies reveal that a lot of work needs to be done at primary education level in terms of quality teaching, organisation of co-curricular activities and training of teachers as leaders, a change agent.

### **Rationale**

Educational aims represent in a broad sense contemporary and contextual articulation of human aspirations and values. An educational aim helps the teacher connect present classroom activity to a cherished future outcome without making it instrumental, and therefore gives it a direction without divorcing it from current concerns. An understanding of learners, educational aims, the nature of knowledge, and the nature of the school as a social space can help one arrive at principles to guide classroom practices. The curriculum should provide adequate experience and space for dialogue and discourse in the school to build a commitment to democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights.

'Child-centred' pedagogy means giving primacy to children's experiences, their voices and their active participation. This kind of pedagogy requires one to plan learning in keeping with children's psychological development and interests. The learning plans therefore, must respond to physical, cultural and social preferences within the wide diversity of characteristics and needs. Our school pedagogic practices, learning tasks and the texts create for learners to focus on the socialisation of children and on the 'receptive' features of children's learning. There is a need to nurture, build on their active and creative capabilities – their inherent interest in making meaning relating to the world and to other at large.

Children learn in a variety of ways – through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting and expressing oneself in speech, movement or writing—both individually and with others. They require opportunities of all these kinds in the course of their development. Learning must be paced so that it allows learners to engage with concepts and deepen understanding, rather than remembering only to forget after examinations. At the same time learning must provide variety of challenges, should be interesting and engaging. Boredom is a sign that the task may have become mechanically repetitive for the child and of little cognitive value. It is high time to tune our teaching learning practices to the needs of the students. The curriculum framework

2005 focuses on the child centered learning and learning for construction to improve learning. The focus of SSA also is to improve upon the quality of education and with regard to various measures taken by the government in terms of providing physical facilities, training of teachers for competency building, modernising teaching- learning practices. The study was designed to know the gap between what is plan and recommended by the government and the existing scenario at school level. In order to improve quality education it is imperative to study the condition of such school managed by the government in terms of various resources and facilities, teaching learning practices adopted by school teacher and the problems faced by the teachers.

#### **Statement of the Problem**

Study of Conditions of Municipal Corporation Schools as Small Schools in the Vadodara City.

#### **Objectives**

1. To study the infrastructure, resources (material and personnel) facilities in Municipal Schools of Baroda City.
2. To study the teaching learning processes adopted in Municipal Schools of Baroda City.
3. To study the problems faced by the teachers concerning the aspects of pedagogy in Municipal Schools of Baroda City.

#### **Population**

The population for the present study constituted all the Municipal Primary schools of Baroda city.

#### **Sample**

All the municipal schools were broadly classified into three zones area wise in Baroda City. Two schools from each zone were selected randomly.

#### **Delimitation**

The present study was delimited to Municipal Schools offering instruction through Gujarati Language. Teaching learning observation was delimited to the standard IV in respective schools.

#### **Tools**

An Observation Schedule was prepared for collecting information on teaching learning practices adopted to teach various subjects in the classroom. An information schedule was prepared to collect information on different facilities available for teaching learning. An information schedule was used to collect information from respective class teachers of selected schools regarding various problems faced during teaching learning process.

#### **Techniques**

Observation technique was used for observing the class transaction.

#### **Data Collection**

Data was collected from six randomly selected schools. Two schools were selected from each zone of Baroda City Corporation. Data regarding each objective was collected personally by the investigators. Teaching learning process was observed for different subjects for two periods per each subject. Data related to information schedule was collected through principals of respective schools. Questionnaire was

provided for teachers to collect information regarding problems faced during teaching learning.

### Data Analysis

Data collected for achieving various objectives set for the study was analysed objective wise and was presented here. Since data was descriptive a content analysis was done to analyse and represent the findings.

**As per objective One** i.e., to study the infrastructure, resources (material and personnel) facilities in Municipal Schools of Baroda City, the data were collected from each selected schools with the help of observation schedule.

The schools were selected from each three zones, as there are total of 124

primary municipal schools in Vadodara city as indicated in the table 1.

Table 1  
**Zone-wise distribution of Municipal Primary Schools of Baroda Cit**

Sr. No.	Zones	No. of Schools in each zone
1.	One	46
2.	Two	39
3.	Three	39
4.	Total	124

Since the schools were further differentiated based on the medium of instruction the schools chosen for the study were restricted to the Gujarati medium schools and schools run in morning shifts were taken. The tables 2 and 3 indicate the classification of schools on the basis of medium and timings.

Table 2  
**Zone-wise distribution of Schools basing on number of classes and Medium of instruction**

Sr. No.	Zone	Medium of Instruction				No. of Classes		
		Gujarati	Hindi	Marathi	Sindhi	1-7	1-5	1-4
1.	One	36	8	2	—	42	—	4
2.	Two	36	1	1	1	37	—	2
3.	Three	35	2	2	—	36	1	2

Table 3  
**Zone-wise distribution of schools basing on school timings and Gender**

Sr. No.	Zone	School Timings			Gender Distinction		
		Morning	Afternoon	Mixed	Girls	Boys	Co-Ed.
1.	One	21	15	10	7	7	32
2.	Two	17	17	5	4	3	32
3.	Three	16	16	6	4	4	30+1Spl.Sch.

Table 4  
**No. of Teachers and Students on the Caste-basis**

Sr. No.		SC	ST	OBC	General	Total
1.	Teachers	157	124	209	627	1117
2.	Students	6038	4818	14206	17460	42522

Table 5  
Number wise distribution of classes in  
municipal schools of Baroda City

1st	2nd	3rd	4th	5th	6th	7th	Total
163	159	157	151	149	157	148	1084

The table 3, 4 indicates the strength of students and teachers in different categories, it was seen that almost equal strength of general and sum of all categories of students were present and same was true for teachers' strength. Table 5 shows that the number of classes was around 150 for each standard.

The Municipal Corporation Schools were found having student strength ranging from 100 to about 500 as per table 6. This strength of students was inclusive of the entire standard in the schools (i.e., from I to VIII). Hence, these schools were taken under the concept of small schools as per the definition of small schools in the introduction part.

Table 6  
Number of schools with  
specific number of students

Sr.No.	Number of Students	Number of Schools with the specific number
1.	100	4
2.	200	15
3.	300	33
4.	400	34
5.	500	15
6.	More than 500	22
	Total	123

As per the objective, the data was collected using observation schedule for the required facilities of resources and infrastructure in the six selected schools, the data collected is classified and presented below under different heading (Tables 7, 8)

As it can be seen from the table 7 that almost all the schools have infrastructure facility except two schools lack in terms of facility of play ground.

Table 7  
Infrastructural Facilities, No. of Classes and rooms for selected schools

Sr. No.	Name of the School	Infrastructural Facilities					No. of Classes	No. of Classes Running	No. of Rooms	
		*1	*2	*3	*4	*5			Own	Other
1.	Zone 1 (1)	Y	Y	Y	Y	Y	1 to 7	7	9	0
2.	Zone 1 (2)	Y	Y	Y	Y	Y	1 to 7	7	7	0
3.	Zone 2 (1)	Y	Y	Y	Y	N	1 to 7, 8	8	16	0
4.	Zone 2 (2)	Y	Y	Y	Y	Y	1 to 7	9	13	7
5.	Zone 3 (1)	Y	Y	Y	Y	Y	1 to 7	7	11	0
6.	Zone 3 (2)	Y	Y	Y	Y	N	1 to 7	5	0	0

\*1. Electricity; 2.Sanitary; 3.Drinking Water; 4. Compound Wall; 5. Playground

As per divisions of classes the no of classes running are different, they seem to have sufficient number of classrooms. Infrastructure wise schools seem to be

sound. As per personnel resource in terms of teachers the data represented in table 8 indicates sufficient number of teachers as per the number of classes.



Table 8  
Number of Teachers Class-wise

Sr. No.	Name of School	No. of Teachers Class-wise					No. of Teachers Approved	No. the Teachers Working
		1+2	3+4	5	6	7		
1.	Zone 1 (1)	2	2	1	1	1	8	8
2.	Zone 1 (2)	1	1	1	1	1	6	6
3.	Zone 2 (1)	3	2	1	1	1	9	9
4.	Zone 2 (2)	4	2	1	1	1	10	10
5.	Zone 3 (1)	2	2	1	1	2	9	8
6.	Zone 3 (2)	1	1	1	1	1	6	6

Table 9  
Number of Students gender-wise, Class-wise for selected schools

Sr. No.	Name of the School	No. of Students in each school		No. of Students in Each Class									
		Boys	Girls	1	2	1+2	3	4	3+4	5	6	7	
				1.	Zone 1 (1)	0	304	51	39	90	45	45	90
2.	Zone 1 (2)	0	184	31	25	56	32	21	53	31	23	21	
3.	Zone 2 (1)	224	134	54	75	121	53	50	103	46	50	30	
4.	Zone 2 (2)	200	183	76	93	169	61	40	101	36	37	40	
5.	Zone 3 (1)	159	140	34	54	88	41	40	81	34	36	60	
6.	Zone 3 (2)	69	102	27	23	50	23	20	43	32	21	25	

The above table 9 indicates the classification of students gender wise in the selected schools except two schools rest were co-educational schools with strength of girl students little less than 50 per cent of that of boys. If we see the class wise strength of students per class the strength is around 50 except two schools where strength was either more than 50 or less than 50. The general trend was as the classes goes higher the strength of students decreases i.e., students dropout of school due to various reasons in spite of the various provisions of the government.

Table 10  
Facilities available for organising classroom teaching effectively for selected schools

Facilities	Available	Not Available	Remarks
Black Board	✓	--	--
Chalk	✓	--	--
Duster	✓	--	--
Table	✓	--	--
Chair	✓	--	--
Maps/globe	--	✓	--
Cupboards	--	✓	--
Bookshelves	--	✓	--
Lighting	✓	--	--
Proper Ventilation	✓	--	--
Any Other	--	--	Playground

Table 11

**Facilities Available to Students in selected schools**

<i>Facilities</i>	<i>Available</i>	<i>Not Available</i>	<i>Remarks</i>
Desk	--	✓	--
Students Chair or Bench	--	✓	--
Students Mats	✓	--	--
Electricity	✓	--	--
Fan	✓	--	--
Proper Ventilation	✓	--	--
Adequate Natural	✓	--	--
Light	--	--	--
Adequate Sitting Space	✓	--	--
Any Other	--	--	Seepage of rain water during rainy season

Table 12

**Availability of Materials with Children in selected schools**

<i>Materials</i>	<i>All</i>	<i>More than 70%</i>	<i>60-70%</i>	<i>50-60%</i>	<i>Less than 50%</i>
Textbooks	✓	--	--	--	--
Notebooks	--	--	✓	--	--
Pen	✓	--	--	--	--
Pencil	✓	--	--	--	--
Colors	--	--	✓	--	--
Scale	✓	--	--	--	--
Eraser	✓	--	--	--	--
Slate	--	--	✓	--	--
Water Bottle	--	--	--	--	✓
School Bag	✓	--	--	--	--
Proper Uniform	--	--	--	✓	--
Any Other	--	--	--	--	--

Tables 10, 11, 12 were showing data regarding various facilities provided for classroom learning in the schools. In the classrooms minimum facilities were there, but absence of bookshelves, cupboards in individual classrooms was reported. In the classroom students were provided with mats to sit. During rainy season there was seepage of roof obstructing class teaching. Provision of benches was desirable during rainy season. Even though uniform was supplied, most of the

students did not wear even though uniform was compulsory to wear from 5th standard onwards. Most of the students did not bring water bottles with them. Notebooks, slate and colors were also not available with 50 per cent of the students.

Thus, from above observations the following points can be summarised as follows:

- Majority of the students coming to these schools belong to lower income group families.

- Schools were provided with pucca buildings to conduct teaching-learning.
- All the minimum facilities regarding infrastructure and resources needed were present in all the schools. In one school poor facilities for toilet was reported.
- Drinking water was made available in each and every school.
- All the classes were provided with a separate classroom and number of teachers was sufficient enough to deal with each class.
- All the students were provided with proper facilities to carry on with teaching and learning. Textbooks and uniform were provided from schools. Students had all required writing and drawing materials.
- All the schools had computer facility. Computers were not optimally used for teaching learning as no trained teachers were available to teach.
- As Students were from lower income groups, not much assistance from parents for learning the content. So during exam times students were provided with extra coaching after school hours.
- No proper arrangements for T.V./ Radio lessons in any school were found.
- Weak students were offered special help by providing more home work, peer help, special care etc.
- Medical examination of each student was done once in a year. Defects pointed out by doctors were informed to parents and students were referred to other hospitals if necessary.
- Co-curricular activities were planned, adequate for the entire year. Different activities planned were-rangoli competitions, sports day, garba day, drawing competitions, debates etc.
- Schools generally record average attendance per day. Children come to school in time and they stay in slums that are located one to one and half kilometers away from the school.
- Almost all the students were promoted to next class annually. Those who fail or remain absent in the exams were provided with training in summer and were promoted to next class after successful completion of the training.
- Everyday 8 periods were arranged to carry out all activities. Each period was of 35 minutes. In a day almost 4 hours of time was allotted for teaching - learning and remaining time was devoted to carry out activities like sports and other co-curricular activities etc.
- Inspection of school was done once in a year by officer from School Board Office.

These observations indicate that there was improvement in terms of the infrastructure facility available. Although schools have computer facility no effort was made to make use of this facility, even other audio-visual aids like TV/RADIO programmes were not organised for students, teaching was done in mundane and routine way. There was no innovation practiced to make teaching learning an interesting and activity centered. Still teachers are to be trained to use computers for teaching learning. Though, the government has given enough

incentives which are able to capture students' attraction for studies. The students do not find their interest in learning although enough average attendance was found to be present in the schools. But such practices would not go in a long run. There has to be something done in respect of ways of teaching learning practices, evaluation that was practiced. This has just helped to have data in terms of retention of students in the classes but qualitatively speaking there was no much significant gain in terms of students' achievement as the practice that was followed was to promote students to higher classes.

**As per objective Two** i.e., to study the teaching learning process adopted in Municipal Schools of Baroda City, the data collected through observing the classes was analysed and is presented below.

Classroom observation is conducted to know the various aspects of teaching learning revealed the following points:

- Lecture method was used for teaching in almost all subjects.
- Except for subjects like Science and Social Science teaching aid were used sometimes depending on availability.
- Content was taught directly without proper introduction and testing the previous knowledge of the students.
- Questions were mostly asked from teacher's side. Although the frequency of the question was less. Students never asked any questions regarding content. Questioning skill was properly used to teach mathematics. Overall the classroom interaction was less.

- Involvement of students in the teaching learning was not there. It was limited to questions and answers.
- Most of the teaching learning was found to be in a mechanical way. In language teaching lesson was read line by line to explain the content.
- Use of Black Board was done appropriately like to note down important points in all subjects, in mathematics to draw diagrams, to solve problems and to note down important points.
- Recapitulation was not practiced towards the end of the class. Drill and exercise was not practiced with students.
- No assignments or home work was allotted in any subject.
- Teacher behaviour with the students was appropriate.
- Classroom was managed properly. Arrangements for teaching learning were made properly. Students were calm while attending to the teaching.
- Content points were logically arranged, sequenced while teaching the lesson.

These facts revealed that there is a need to have workshops for teachers in pedagogy and making them understand the use of different media, techniques as per subject requirement. The number of in-service courses attended had no change in the teaching-learning process. As teaching was done in routine and mundane way it indicated the low level of interest of teachers in the teaching profession. Though facilities were there but they were hardly used for teaching learning. These findings were very much similar to the

finding of Trivedi Pinki (1995), a study which was done eleven years back. It can be said that after a decade also there was not much change in terms of the teaching learning process adopted by the teachers. This requires a deep thinking regarding bringing attitudinal change among teachers for making them receptive to the change.

**For objective three** viz. to study the problems faced by the teachers concerning the aspects of pedagogy in Municipal Schools of Baroda City. Teachers were provided with the unstructured questionnaire. The data collected revealed the following.

A questionnaire was provided to individual teacher to record various problems faced by teachers in carrying out teaching- learning process. Various findings were:

- Teachers were occupied with the teaching for the entire school hours. However, they have to teach different subjects for different classes or deal with teaching entire subjects of a single class and assigned with management of a single class as class teacher.
- In addition to teaching work they were provided with administrative work and other government related duties like Census work, Voter list preparation etc. This causes problems in carrying out academic work.
- Home work given was not done at home due to lack of support from parents. So time management to carry out teaching according to schedule is a problem as time needs to be given for completion of home work in class on next day.
- Parents were provided with information about students' progress during (Partents Teachers Association (PTA), Mother Teachers Association (MTA) meetings. But parents most of the times remain absent due to their occupation with livelihood and lack of interest. Therefore, the achievement of students is not taking place up to the maximum level.
- When one teacher was absent for any reason or take leave on some grounds, immediate allotment of new teacher was not done. So, classes were to be combined and teaching was conducted for both classes by a single teacher. This also happens when teachers are involved with administrative and other works assigned to them by government order. This causes disturbance to teaching learning and normal maintenance of classes.
- In-service training was provided to teacher at least two times a year. The various components of training were related to content enhancement and new teaching methods adopted to teach the content. Computer know-how was not there and training programmes regarding this aspect will be shortly offered to teachers.
- Teachers prepare their daily lessons by referring textbooks and handbooks, but do not refer to other books. Government provide contingency to make teaching aids and provide readymade material too. These aids were shown when required by teacher to the whole class but individual student did not

get an opportunity to use the aid due to scanty resources.

- However, students show high motivation to learn when teaching aids were made involving their active participation. Teachers quoted that when this activity was announced before hand in the class, next day attendance was good and students were involved in teaching learning.
- Teachers felt that incentives provided by government are not able to sustain the interest of student to come to school for the whole year. But when opportunities are provided for participatory learning, their attendance was good.
- Community participation was there in all the related functions and meetings. PTA, MTA are conducted regularly to inform about students' progress to parents. Parents are also invited to participate in 'Pravesh Mahotsav', annual functions, sports day, prize distribution ceremonies etc. However, the attendance of parents was not up to the mark.
- Students were taken out of school on picnics, field trips, excursion etc. according to the schedule. Learning difficulties were tried to be solved by providing extra home work, peer assistance etc. No special efforts are done from teachers' side like involving special teaching methods etc. regarding this matter.

When asked to provide their suggestions for improving the quality of education in municipal schools within the constraints being faced various opinions expressed were as follows -

- Teacher has to take special interest in teaching-learning by spending time with children after school, providing time for children with learning difficulties, trying to implement new teaching methods to motivate students.
- No doubt limited resources are causing constraints in achieving the goal to the maximum extent. They are trying their level best to improve the situation.
- Government related delays are not to be there. Whenever a request is made for some repair, replacement of teacher and any other related thing it takes long to solve the problem.
- Applications have to pass through many channels before any final decision is taken on the problem. This cause obstruction in achieving the goal.
- Government rules and regulations need to be flexible in this matter to solve problems immediately.
- As teachers and administrators they have nothing to do on their own, but to implement the orders provided by authorities. Flexibility should be there according to local needs to achieve things.
- Syllabus has to be change once at all levels, and then teacher will feel it easy to handle all the classes with changing teaching methods.

The above scenario indicates that efforts need to be made in terms of interactive teaching learning practice and maximising the use of teaching aids, thus making teaching interesting and activity oriented where students would be involved at their level. Such learning

would be meaningful for students and help in retention of learning.

All facilities for carrying out teaching learning according to set plan are provided by government. But maintenance of the resources is not properly done. Once the equipment or building is gone to repair, it takes lots of time to get it done. This affects the academic environment. Observation of teaching learning process for different subjects is showing mechanical way of teaching. Even though provisions for teaching aids are made by government, training is given to teachers to use them, adequate and optimum use of these aids is not seen in the teaching process. This affects the quality of teaching. Students are not getting proper opportunities to go through active learning approaches as planned. Lack of awareness in parents, students not interested in studies due to their lower

social status is affecting the morale of teachers in teaching. Incentives even though provided are not able to sustain their interest. Only way to keep them motivated is involving them in participatory learning. Involvement of teachers in duties other than teaching learning is also causing disturbance in normal academic environment. Lack of decision making at local level is causing delay in solving problems related to teaching learning and school functioning, thus rules and regulations need to be flexible.

In order to attain the literacy in real sense and bring qualitative improvement in teaching-learning it would require measures in terms of innovative practices. It would require involvement of teachers in their profession which is found to be lacking. Teachers will have to make efforts to improve and sharpen their skills.

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