

APPENDIX - IIDATA COLLECTION TOOLS ( Nos. 1 to 17 )

## TOOL - 1. BASIC DATA OF A VILLAGE

(Mehsana District)

1. Village (having a Gram Panchayat)

1.1 Name : \_\_\_\_\_

1.2 Taluka : \_\_\_\_\_

2. Population

	Caste	men	women	total
2.1	High caste	_____	_____	_____
2.2	Scheduled castes	_____	_____	_____
2.3	Other (non-Hindu) Communities	_____	_____	_____
	Total:	_____	_____	_____

3. Population of school-going children

	Caste	6-11 <u>Age-group</u>	11-14 <u>Age-group</u>	6-14 <u>Age-group</u>
3.1	High castes	_____	_____	_____
3.2	Scheduled Cates	_____	_____	_____
3.3	Other (non-Hindu) Communities	_____	_____	_____
	Total:	_____	_____	_____

4. School Enrolment

Caste	6-11 Age-group	11-14 Age-group	6-14 Age-group
4.1 High castes	_____	_____	_____
4.2 Scheduled castes	_____	_____	_____
4.3 Other (non-Hindu) Communities	_____	_____	_____
Total:	_____	_____	_____

5. Educational Status of the Village Community

	Men	Women	Total
5.1 Literacy percentage	_____	_____	_____
5.2 Percentage of persons who have completed lower primary education (classes I-IV)	_____	_____	_____
5.3 Percentage of persons who have completed upper pri- mary education(classes- V -VIII)	_____	_____	_____
5.4 Percentage of persons who have completed high school education(classes VIII-XI)	_____	_____	_____
5.5. Percentage of persons who have completed higher edu- cation			
(a) under graduates	_____	_____	_____
(b) Graduates	_____	_____	_____
(c) Post-graduates	_____	_____	_____

6. Economic Status of the Village Community

- 6.1 Higher income group  
(annual income about Rs.8,000) \_\_\_\_\_ p.c.
- 6.2 Middle income group  
(annual income between Rs.  
4000 to 8,000) \_\_\_\_\_ p.c.
- 6.3. Lower income group  
(annual income upto Rs.4,000) \_\_\_\_\_ p.c.

7. Political Affiliation of the Village Community

- 7.1 Whether there is political consciousness  
in the village community? YES \_\_\_\_\_ NO \_\_\_\_\_
- 7.2 If 'yes', state which political party  
has more influence..... \_\_\_\_\_
- 7.3 State if there is a conflict between  
local political parties. .... YES ~~4~~ \_\_\_\_\_ NO \_\_\_\_\_
- 7.4 If 'yes', answer :
- (a) Between which political parties \_\_\_\_\_
- (b) Reflect in which public institutions \_\_\_\_\_
- (c) Whether in local primary school \_\_\_\_\_
- (d) Whether in the transfer of primary  
school teachers ..... \_\_\_\_\_

8. Village Library/ Reading Room

- 8.1 Any village library ? YES \_\_\_\_\_ NO \_\_\_\_\_
- 8.2 Any Reading Room ? YES ~~4~~ \_\_\_\_\_ NO \_\_\_\_\_
- 8.3 If there is a village library/Reading Room state  
who generally uses it :
- (a) (b) (c)
- (d) (e) (f)

9. The Village school

9.1 No. of primary schools..= \_\_\_\_\_

9.2. No. of girls' schools . \_\_\_\_\_

9.3 Whether a single-teacher school: YES \_\_\_\_\_ NO \_\_\_\_\_

9.4 Whether a complete school :

(a) Lower primary : YES \_\_\_\_\_ NO \_\_\_\_\_

(b) Upper primary : YES \_\_\_\_\_ NO \_\_\_\_\_

(c) Full-fledged primary school; YES \_\_\_\_\_ NO \_\_\_\_\_

(d) Strength of the school :

Class	Boys	Girls	Total
I			
II			
III			
IV			
V			
VI			
VII			

(e) Pupil Residence - school distance :

- (i) Within 1 mile \_\_\_\_\_ p.c.  
(ii) Between 1 and 2 miles \_\_\_\_\_ p.c.  
(iii) Between 2 and 3 miles \_\_\_\_\_ p.c.  
(iv) Between 3 and 5 miles \_\_\_\_\_ p.c.  
(v) Above 5 miles \_\_\_\_\_ p.c.

9.5 School size :

(i) Classes taught : \_\_\_\_\_

(ii) Average number of pupils in

(a) Classes I - IV &amp; \_\_\_\_\_

&amp; (b) Classes V -VII \_\_\_\_\_

## 9.6 School facilities (check)

- (i) School playground \_\_\_\_\_
- (ii) School garden \_\_\_\_\_
- (iii) School library \_\_\_\_\_
- (iv) School reading room \_\_\_\_\_
- (v) Craft room \_\_\_\_\_
- (vi) School farm \_\_\_\_\_
- (vii) Pukka school building \_\_\_\_\_
- (viii) School's own building \_\_\_\_\_

## 9.7 Welfare services (check)

- (i) Free supply of mid-day meals \_\_\_\_\_
- (ii) Free supply of instructional material \_\_\_\_\_
- (iii) Free supply of school uniforms \_\_\_\_\_
- (iv) First aid services \_\_\_\_\_
- (v) Supply of pure drinking water \_\_\_\_\_
- (vi) Medical inspection \_\_\_\_\_
- (vii) School Co-operative stores ~~xxx~~ \_\_\_\_\_
- (viii) Any other (mention) \_\_\_\_\_

10. Primary School Teachers :

10.1 No of teachers : \_\_\_\_\_ men \_\_\_\_\_ women ✓

10.2 No of Harijan teachers \_\_\_\_\_ men \_\_\_\_\_ women ✓

10.3 Qualification of teachers :

(a) Academic :

(i) P.S.C. Passed : \_\_\_\_\_

(ii) S.S.C. Passed : \_\_\_\_\_

(iii) Under-graduates : \_\_\_\_\_

(iv) Graduates : \_\_\_\_\_

(v) Others \_\_\_\_\_

(b) Trained : Men \_\_\_\_\_ Women \_\_\_\_\_ Total \_\_\_\_\_

## 11. Leadership and Membership of the Gram Panchayat

Members	Sex	Caste	Age	Education	Occupation	Economic status	Political affiliation	Political: Social worker
						'rich, average, poor)	tion,	(very active, less active, inactive)

1. Sarpanch

2. Upa-Sarpanch

3.

4.

5.

6.

7.

8.

9.

10.

etc.

Note: Please encircle the serial number denoting the Sarpanch and the Upa Sarpanch of the Gram Panchayat.

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TOOL - 2 : EVALUATION OF THE LEADERSHIP OF GRAM  
PANCHAYATS - SARPANCH

(Pooled rating on a five-point scale to be done by the members of the Gram Panchayats, Government officers, closely associated with the functioning of Gram Panchayats, teachers and head masters of local primary schools. The five point rating would be (highest '(A), 'high'(B), 'Average'(C), 'Below Average'(D) and 'Poor' (E) )

Characteristics of Leadership	Rating
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PART - A

1. Sentiment of community service and sincerity.	A	B	C	D	E
2. Honesty of purpose and Action	A	B	C	D	E
3. Understanding of the needs of the village community.	A	B	C	D	E
4. Readiness to sacrifice for the village	A	B	C	D	E
5. Interest of the village above political party interest.	A	B	C	D	E
6. Impervious by pressure from caste or community.	A	B	C	D	E
7. Uninfluenced by village internal conflicts.	A	B	C	D	E
8. Budgeting adequate time for community service.	A	B	C	D	E
9. Physical ability and dynamism	A	B	C	D	E
10. Mentally alert and able	AB	B	C	D	E
11. Cheerful, loving and helpful by nature	A	B	C	D	E

Characteristics of Leadership	Rating				
12. Skill and tact to find a way out of difficulties	A	B	C	D	E
13. Democratic attitude	A	B	C	D	E
14. Ability to take quick decisions	A	B	C	D	E

PART - B

15. Grasp of issues and problems of primary education.	A	B	C	D	E
16. Faith in compulsory education	A	B	C	D	E
17. Ability to raise fund for local school	A	B	C	D	E
18. Commitment to make the local community literate.	A	B	C	D	E
19. Persuading local parents to enrol their children of school going age.	A	B	C	D	E
20. Striving to ensure regularity <del>to ensure regularity</del> of children's attendance in school	A	B	C	D	E
21. Making efforts to reduce wastage in school	A	B	C	D	E
22. Making efforts to expand resources of the local school	A	B	C	D	E
23. Keeping contact with school to know its need and meet it.	A	B	C	D	E
24. Making efforts to bring the local community nearer to school.	A	B	C	D	E
25. Discussing problems of the local school with officers of Education Department.	A	B	C	D	E
26. Impartial and just attitude in dealing with primary teachers.	A	B	C	D	E



Characteristics of Leadership	Ratings
27. Interest in the safeguarding of educational interest of children of the backward classes	A B C D E
28. Inspired by ideas of social welfare	A B C D E
29. Active for the betterment of the village	A B C D E
30. Helping economically backward children with instructional materials	A B C D E
31. Frequent discussions held with local primary school headmaster about its needs	A B C D E
32. Encouraging efforts to organise cultural programmes in the local school	A B C D E

## TOOL - 3 : MEETINGS AND PROCEEDING OF GRAM PANCHAYATS

Part - A

1. Name of the Gram Panchayat : \_\_\_\_\_
2. Number of meetings held in a year : \_\_\_\_\_  

Year	No. of Meetings.	No. of Members Present.	Average Attendance per meeting.
1969			
1970			
1971			
1972			
1973			
3. (a) Total no. of items on the agenda (1972-73): \_\_\_\_\_  
 (b) Percentage of the items on education in the agenda : \_\_\_\_\_
4. A short note on who prepares the agenda and how it is prepared : \_\_\_\_\_
5. A short note on who prepares items on primary education and how they are prepared : \_\_\_\_\_
6. (a) Is the written agenda circulated among the Panchayat members ? : \_\_\_\_\_  
 (b) If the agenda is circulated, state before how many days prior to the meeting the agenda is circulated : \_\_\_\_\_  
 (c) State who writes the minutes and indicate whether the minutes are approved at the meeting after it being discussed duly : \_\_\_\_\_

7. Are the meetings of the Panchayat held on any holiday or on a working day ? : \_\_\_\_\_
8. What Government Officers are present ordinarily at the meetings of the Gram Panchayat? : \_\_\_\_\_
9. What are the functions as well as contributions of Govt. Officers in the Panchayat meetings? : \_\_\_\_\_
10. How long ordinarily a Panchayat meeting lasts ? : \_\_\_\_\_

Part - B

Pooled Rating of the Proceeding of the Meetings  
of Gram Panchayats

Meeting Behaviour	Rating
1. Authoritarian and Centralised power-Centred leadership of the Sarpanch.	A B C D E
2. Activeness of the Members	A B C D E
3. Activeness of the Harijan Members	A B C D E
4. Activeness of the woman members	A B C D E
5. Activeness of Government Members	A B C D E
6. Activeness of Nominated Members.	A B C D E
7. Climate conducive for free expansion.	A B C D E
8. Hot argumentation and conflicts.	A B C D E
9. Walk-outs staged.	A B C D E
10. Noisy proceedings	A B C D E
11. Democratic decision-making	A B C D E
12. Political influences in discussions and decision-making	A, B, C, D, E,
13. Influence of caste in discussions and decision-making	A B C D E
14. All members participating in the proceedings.	A B C D E

TOOL - 4 : EVALUATION OF THE FUNCTIONS OF GRAM  
PANCHAYAT IN THE DEVELOPMENT OF PRIMARY EDUCATION

(Rating to be done on a five-point scale of each function by Members of the Gram Panchayat, Government Officers, associated with Gram Panchayat, Principals of the Primary schools and other non-government community leaders)

Functions	Rating
1. Acquisition of adequate land for the school	A B C D E
2. Pakka school Building	A B C D E
3. Regular repairs of the school building	A B C D E
4. Adequate school equipment	A B C D E
5. Adequate school playground	A B C D E
6. Adequate land for school garden	A B C D E
7. Residential quarters for teachers	A B C D E
8. Residential quarters for the Harijan teachers.	A B C D E
9. Provision for mid-day meals.	A B C D E
10. Provision for free school uniform for the poor children.	A B C D E
11. Provision for free reading and writing materials for poor school children.	A B C D E
12. Census of the children of the compulsory school age.	A B C D E
13. Drive for enrolment in the age-group 6-14	A B C D E
14. Drive for regular school attendance	A B C D E
15. Persuasion of the defaulting guardians to send their children to school.	A B C D E

Functions	Ratings
16. Proceedings against the hard boiled defaulting parents for not sending their children to school.	A B C D E
17. Assistance in recovering fines from guardians found guilty in breaking the compulsory Education Law.	A B C D E
18. Drive for abolition of illiteracy in the village.	A B C D E
19. Drive for the spread of girls' education in the village.	A B C D E
20. Drive for the spread of education among Harijan children.	A B C D E
21. Procurement of land for the school farm.	A B C D E
22. Provision of health services in the village school.	A B C D E
23. Provision of first aid services in the village school.	A B C D E
24. Procurement of raw material for the crafts taught in the village school.	A, B, C, D, E,
25. Preparation for additional school provision in light of the projected population growth.	A, B, C, D, E,
26. Beautification of the village school	A B C D E
27. Drive for the reduction of stagnation in the school.	A B C D E
28. Drive for the reduction of school drop-outs.	A B C D E

TOOL - 5 : EVALUATION OF STIPULATED ACCOMPLISHMENTS OF  
GRAM PANCHAYATS IN MAKING THEM DECENTRALISED  
UNITS OF ADMINISTRATION OF PRIMARY EDUCATION

(Rating to be done on a five-point scale of each accomplishment by the teachers and head masters of primary schools, members of the Gram Panchayats, social workers, political workers, Government officers associated with Gram Panchayats and leading members of the community)

Accomplishments	Ratings
1. The enrolment of Harijan Children in primary school increased.	A B C D E
2. The number of girls( schools expanded.	A B C D E
3. The understanding about and contact with the school of the local community increased	A B C D E
4. The school building improved	A B C D E
5. School equipment both increased and improved.	A B C D E
6. The community provided for teachers' residential quarters.	A B C D E
7. The community collaborated with the school in celebrating cultural events.	A B C D E
8. The standards of primary education improved .	A B C D E
9. The village literacy increased.	A B C D E
10. The health service for the school children expanded.	A B C D E
11. Red tape and unnecessary delay in the administration of primary education were cut down.	A B C D E
12. The quality of school inspection went up.	A B C D E
13. Provision of work-experiences for school children was made.	A B C D E
14. Programmes of social services for school children began to be organised.	A B C D E
15. Public annual sports and competitions in the village began to be organised.	A B C D E
16. The utilisation of the village library and the village reading room increased.	A B C D E

TOOL - 6 : AN OPINION SURVEY ABOUT THE DESIRABILITY OR OTHERWISE FOR THE GRAM PANCHAYAT TO HAVE AN EDUCATION COMMITTEE

1. Is there a separate Education Committee in the Panchayat of your village ? \_\_\_\_\_

2. If there is one, fill in the following table :

Name of the Member	Sex	Age	Education	Occupation	Experience in primary education
1					
2					
3					
4					
5					
6					
7					

3. If there is none, then state whether a Gram Panchayat should have an Education Committee : \_\_\_\_\_

4.1 If you are of the opinion that every Gram Panchayat should have an Education Committee, then give three important reasons in support :

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

4.2 Indicate whom you will like to give membership by / your choice in the following list :

(a) Sarpanch or Upa-sarpanch of the Panchayat : \_\_\_\_\_

(b) Any woman members of the Panchayat : \_\_\_\_\_

- (c) Any Harijan member of the Panchayat : \_\_\_\_\_
- (d) Principal of the local or neighbouring high school; : \_\_\_\_\_
- (e) Any local donar : \_\_\_\_\_
- (f) Any Panchayat member well-versed with primary education: : \_\_\_\_\_
- (g) Any expert of primary education who is not a Panchayat member : : \_\_\_\_\_
- (h) Any other (suggest): : \_\_\_\_\_
- 4.3 The strength of its membership : \_\_\_\_\_
- 4.4 Should the Education Committees have powers to co-opt more members? : \_\_\_\_\_
- 4.5 How often in a year should the Education Committee meet ? : \_\_\_\_\_
- 4.6 Below six areas of power for Education Committee of the Gram Panchayat are suggested. Against each one of them A, B, C, D, E letters are placed. Encircle A if you are in complete agreement, B if partially agree, C if you are undecided, D if you are not in agreement and E, if you have no opinion.

Part - A : PowersRating

- |  |           |
|--|-----------|
| (i) To advise the Gram Panchayat on all matters relating to primary education.                                       | A B C D E |
| (ii) To prepare education budgets of the Panchayat from year to year   | A B C D E |
| (iii) To function as the standing committee of the Gram Panchayat.   | A B C D E |
| (iv) To ensure that its decisions are not repelled but referred back in event of disagreement by the Gram Panchayat. | A B C D E |
| (v) To take up the responsibility for enforcement of compulsory education.   | A B C D E |
| (vi) To obtain advice from Government officers for the development of primary education in village.                  | A B C D E |



4.7 Rate, as in item 4.6, the functions suggested below for the Education Committee of a Gram Panchayat

Part- B : Functions

- |  |           |
|--|-----------|
| 1. Planning and executing enrolment drives                                     | A B C D E |
| 2. Launching drives for enrolment in age-group 11-14.                          | A B C D E |
| 3. Improvement of school building.   | A B C D E |
| 4. Making efforts to make school equipment adequate ..                         | A B C D E |
| 5. Making efforts to expand the school playground                              | A B C D E |
| 6. Making efforts to procure more land and material for school garden.         | A B C D E |
| 7. Providing free mid-day meal   | A B C D E |
| 8. Providing free supply of school uniform to children.                        | A B C D E |
| 9. Striving to reduce the rate of stagnation                                   | A B C D E |
| 10. Striving to reduce the rate of wastage                                     | A B C D E |
| 11. Creating favourable climate for primary education in the village.          | A B C D E |
| 12. Striving to bring the school and the local community closer to each other. | A B C D E |
| 13. Assisting in organising work-experiences for school children.              | A B C D E |
| 14. Organising programmes of eradication of illiteracy.                        | A B C D E |
| 15. Organising celebration of cultural events and festivals.                   | A B C D E |
| 16. Organising annual sports and competitions                                  | A B C D E |
| 17. Providing land for school building   | A B C D E |

- |   |           |
|---|-----------|
| 18. Organising youth and wamen clubs.   | A B C D E |
| 19. Providing and running village library   | A B C D E |
| 20. Creating a climate and motivation in<br>the village to improve school standards | A B C D E |

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TOOL - 7 : DATA ABOUT STAGNATION AND WASTAGE  
IN THE PRIMARY SCHOOLS

1. State the number of boys and girls who left their studies during the year 1972 from each one of the seven classes of the primary school: \_\_\_\_\_
2. State and Classify the number of students who failed in the examination in classes I to VII in the year 1972: \_\_\_\_\_
  - (a) High caste : \_\_\_\_\_
  - (b) Harijan : \_\_\_\_\_
  - (c) Others (Parsis, Muslims, Christians) : \_\_\_\_\_
  - (d) Other low caste among the Hindus : \_\_\_\_\_
3. Classify the number of students who dropped down from classes I to VII in the year 1972 : \_\_\_\_\_
 

Given the same classification as indicated in item No.2

  - (a) High caste : \_\_\_\_\_
  - (b) Harijan : \_\_\_\_\_
  - (c) Others (Parsis, Muslims, Christians) : \_\_\_\_\_
  - (d) Other low caste among the Hindus : \_\_\_\_\_
4. Give five reasons for stagnation occurring in the village primary school. Indicate the importance of each by giving weightage in percentage.
  - (i) \_\_\_\_\_
  - (ii) \_\_\_\_\_
  - (iii) \_\_\_\_\_
  - (iv) \_\_\_\_\_
  - (v) \_\_\_\_\_

5. Give ~~the~~ five suggestions to reduce the rate of stagnation in village primary schools.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

6. Give main causes of wastage occurring at Junior Primary Stage (classes I to IV) as well as the Senior Primary Stage (classes V to VII). If possible give weightage in terms of percentages to indicate the degree of seriousness for each cause of wastage.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

(v) \_\_\_\_\_

7. Offer five major suggestions to reduce the rate of wastage in rural primary schools.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(i{iv) \_\_\_\_\_

(v) \_\_\_\_\_

## TOOL - 8 : EDUCATION COMMITTEE OF TALUKA PANCHAYAT

(To be filled in by the members of Taluka Panchayats, Taluka Development Officers, Officers of the State Education Department associated with the Panchayati Raj and Educational Experts).

1. When the Gujarat Panchayats Act came into operation in Gujarat in 1963, there was a provision in the Panchayat Act to constitute a Statutory Education Committee at the Taluka level. But the Panchayat Act was amended and the Education Committee of the Taluka Panchayat came to be abolished later on. Do you think that this was a proper step? : \_\_\_\_\_
2. If your reply is in affirmative give five major reasons in support -
  - (i)
  - (ii)
  - (iii)
  - (iv)
  - (v)
3. If your answer is in negative, then also offer five major reasons in support.
  - (i)
  - (ii)
  - (iii)
  - (iv)
  - (v)
4. Today some duties and responsibilities are assigned to the Taluka Panchayat. Rate on a five point scale each of the following items in respect of its effectiveness.

Statements relating to administration of primary education at the Taluka level.	Rating
1. Arranging mid-day meals in the schools.	A B C D E
2. Providing text-books and writing materials	A B C D E
3. Providing uniform free of cost to school children.	A B C D E
4. Repairing school building	A B C D E
5. Making local school community-centred	A B C D E
6. Conducting classes for adult literacy.	A B C D E
7. Awakenning educational interest among backward class communities.	A B C D E
8. Recommending transfer of teachers.	A B C D E
9. Procuring land for school garden.	A B C D E
10. Undertaking programme for improving the quality of education.	A B C D E
11. Campaign for enrolling the children of compulsory age-group.	A B C D E
12. Campaign for regular attendance of children of compulsory age-group.	A B C D E
13. Census of children of compulsory age- group.	A B C D E
14. Providing raw materials for craft to schools.	A B C D E
15. Undertaking a plan for staff accommoda- tion.	A B C D E
16. Effective implementation of the programme of social education.	A B C D E

TOOL - 9 : LEADERSHIP AND MEMBERSHIP OF THE TA LUKA PANCHAYATS

Members	Sex	Caste	Age	Education	Occupation	Economic status (rich, average, poor)	Political affiliation. (very active, less active, inactive)	Social worker (very active, less active, inactive)
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M. S. UNIVERSITY OF BARODA

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1. President
2. Vice-President
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- etc.

## TOOL-10 : MEETINGS OF TALUKA PANCHAYATS

Meetings characteristics.

Years

1972:1972:1974:1970

1. Total meetings held.
2. No. of meetings where there was no quorum.
3. No. of meetings where the President was present.
4. No. of meetings where the Vice-President was present.
5. No. of meetings where the T.D.O.'s was present.
6. Average attendance per meeting per member.
7. No. of resolutions passed.
8. No. of resolutions passed on primary education.
9. Resolutions passed unanimously.
10. No. of cases of walk-outs by members,
11. No. of meetings postponed(general)
12. No. of meetings postponed by the President, on account of lack of proper preparation.
13. No. of cases of suspension of the proceedings of the meetings.
14. No. of cancellation of membership on account of continued absence of members.
15. No. of cases of the stay orders of the court on any resolution of the Panchayats.
16. No. of cases of vote of non-confidence against the President.



TOOL - 11 : EVALUATION OF THE PROCEEDINGS OF TALUKA  
PANCHAYAT MEETINGS

(Rating of democratic leadership and involvement of members in the decision-making process done by members of the Taluka Panchayats, Government officers associated with the Panchayat at the Taluka level and by those who have functioned as Recorders at the meetings. The five-point rating would be highest (A), high (B), Average (C), Below average (D), and poor (E).).

<u>A. Leadership Role</u>	<u>Rating</u>
1. Dominating and bureaucratic (President)	A B C D E
2. Dominating and bureaucratic (vide T.D.O.)	A B C D E
3. Guiding and persuading (President)	A B C D E
4. Hard pushing and domineering (some members or some groups)	A B C D E
5. Decision-dictating attitude of Ex-officio Govt. officers.	A B C D E
x6.	
<u>B. Participation of Members</u>	
6. Passivity of majority of members	A B C D E
7. Non-participation-passivity of women members	A B C D E
8. Non participation-passivity of Harijan members.	A B C D E
9. Domination of higher caste members in decision making.	A B C D E
10. Participation of members guided by political considerations.	A B C D E
11. Frank, fearless and free democratic participation by members.	A B C D E
12. Proceedings peaceful and free from tension.	A B C D E
13. Proceedings full of noise and conflict.	A B C D E

## TOOL -12 : BASIC DATA REGARDING MEHSANA DISTRICT

1. District :
2. The Talukas in the District : \_\_\_\_\_
3. Ranking the talukas on the basis of the size of the population slab : \_\_\_\_\_
4. Classification of the Talukas

Advanced      Average Backward

- (a) Socially
- (b) Economically
- (c) Educationally

5. Primary Schools and Enrolment

Primary schools ✓	Boys schools	Girls schools	Mixed schools	Total

- (a) Junior primary
- (b) Senior primary
- (c) Full fledged primary
- (d) Incomplete primary
- (e) Single-teacher schools,

Total:

6. School Buildings

Number

- (a) Own Building(s)
- (b) Rented Buildings
- (c) Rent free Buildings

Total:

- 7.1 Total Number of Educational Inspectors for primary schools. : \_\_\_\_\_
- 7.2 Average number of Beat supervisors for a taluka. : \_\_\_\_\_
- 7.3 The average number of schools allotted to each Beat supervisor for inspection/supervision: \_\_\_\_\_
- 7.4 The number of group-schools per taluka : \_\_\_\_\_

## TOOL - 13 : LEADERSHIP AND MEMBERSHIP OF THE DISTRICT EDUCATION COMMITTEE

Members	Sex:	Caste:	Age:	Education:	Occupation:	Economic status (rich, average, poor)	Political affiliation.	Worker (very active, less active, inactive)	Social Worker (very active, less active, inactive)
1. Chairman									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
etc.									

TOOL - 14 : RATING OF LEADERSHIP CHARACTERISTICS OF THE  
CHAIRMAN OF DISTRICT EDUCATION COMMITTEE

(To be rated on the criterion of effectiveness on a five-point scale by the Jilla Panchayat, President, Members of the District Education Committee, the District Educational Officer, District Education Inspector, Administrative Officer and by five Headmasters and 15 school teachers from each of the talukas. The rating should be done, where possible, by 10 to 20 prominent leaders of the district who had good opportunity to see the functioning of the District Education Committee.)

Part- A

(Leadership characteristics)	<u>Ratings</u>
1. Sentiment of community service and sincerity	A B C D E
2. Honesty of purpose and action	A B C D E
3. Understanding of the needs of the <sup>district</sup> community	A B C D E
4. Readiness to sacrifice for the District	A B C D E
5. Interest of the District above political party interest.	A B C D E
6. Impervious by pressure from caste or community.	A B C D E
7. Uninfluenced by district internal conflicts	A B C D E
8. Budgeting adequate time for community service.	A B C D E
9. Physical ability and dynamism	A B C D E
10. Mentally alert and able.	A B C D E
11. Cheerful, loving and helpful by nature	A B C D E
12. Skill and tact to find a way out of difficulties.	A B C D E
13. Democratic attitude	A B C D E
14. Ability to take quick decisions	A B C D E

Part - B

15. Grasp of issues and problems of primary education. A B C D E
16. Faith in compulsory education. A B C D E
17. Ability to raise fund for schools of district A B C D E
18. Commitment to make the local community literate. A B C D E
19. Persuading local parents to enrol their children of school-going age. A B C D E
20. Striving to ensure regularity of children's attendance in schools. A B C D E
21. Making efforts to reduce wastage in schools A B C D E
22. Making efforts to expand resources of the local schools. A B C D E
23. Keeping contact with schools to know their needs and meet them. A B C D E
24. Making efforts to bring the local community nearer to schools. A B C D E
25. Discussing problems of the local schools with officers of Education Department. A B C D E
26. Impartial and just attitude in dealing with primary teachers. A B C D E
27. Interest in the safeguarding of the educational interest of children of the backward classes. A B C D E
28. Inspired by ideas of social welfare A B C D E
29. Active for the betterment of the district. A B C D E
30. Helping economically backward children with instructional materials. A B C D E
31. Frequent discussions held with local primary school head masters about their needs and problems. A B C D E
32. Encouraging efforts to organise cultural programmes in the local schools. A B C D E

## TOOL - 15 : MEETINGS OF THE DISTRICT EDUCATION COMMITTEE

Meeting characteristics

Years  
1973 1972:1971:2970

1. No. of meetings held
2. No. of meetings without quorum.
3. No. of meetings where the Chairman was present.
4. Total attendance of members
5. Average attendance of members in percentage
6. Total number of resolutions passed .
7. No. of causes of walk-outs by members.
8. No. of meetings postponed.
9. No. of meetings postponed by the Chairman on account of lack of proper preparation.
10. No. of cancellation of membership on account of continued absence of members.

TOOL - 16 : EVALUATION OF THE PROCEEDINGS OF THE  
DISTRICT EDUCATION COMMITTEE

(Rating of democratic leadership and involvement of members in the decision-making process done by the members of the District Education Committee, Government Officers and by those who have functioned as recorders at the meetings. The five-point rating would be highest (A), high(B), Average (C), Below average (D), and poor (E) )

A. <u>Leadership Role</u>	Rating
1. Dominating and bureaucratic ( <sup>chairman</sup> <del>president</del> )	A B C D E
2. Dominating and bureaucratic ( <del>P.A.O.</del> )	A B C D E
3. Guiding and persuading ( <sup>chairman</sup> <del>President</del> )	A B C D E
4. Hard pushing and domineering (some members or some groups)	A B C D E
5. Decision-dictating attitude of Ex-officio Government officers.	A B C D E
6.	
B. <u>Participation of Members</u>	
6. Passivity of majority of members	A B C D E
7. Non-participation-passivity of women members	A B C D E
8. Non-participation-passivity of Harijan members.	A B C D E
9. Domination of higher caste members in decision-making.	A B C D E
10. Participation of members guided by political considerations.	A B C D E
11. Frank, fearless and free democratic participation by members.	A B C D E
12. Proceedings peaceful and free from tension	A B C D E
13. Proceedings full of noise and conflict.	A B C D E

TOOL - 17 : EVALUATION BY EXPERTS OF THE CONTRIBUTION OF  
THE PANCHAYATI RAJ INSTITUTIONS IN MAKING  
ADMINISTRATION OF PRIMARY EDUCATION EFFECTIVE  
AND EFFICIENT,

1. Age : \_\_\_\_\_
2. Professional Status : \_\_\_\_\_
3. Experience of Panchayati Raj Administration :
  - (i) Theoretical : \_\_\_\_\_
  - (ii) Direct : \_\_\_\_\_
  - (iii) Indirect : \_\_\_\_\_
  - (iv) Not at all : \_\_\_\_\_
4. Below are given some statements about the extent of success or otherwise of the Panchayati Raj in the administration of Primary Education. Evaluate each statement by encircling the proper letter on the following basis.

<u>Statements</u>	<u>Rating</u>
1. The village people's interest and enthusiasm in educating their children increased.	A B C D E
2. Community's and Government's intensity of seriousness to universalise primary education increased.	A B C D E
3. Primary education became free for children of the age-group 11-14.	A B C D E
4. Primary <del>education</del> was made compulsory for children in the age-group 11-14.	A B C D E
5. The percentage of single-teacher schools in the district decreased.	A B C D E
6. The quality of school buildings became satisfactory .	A B C D E
7. The primary schools got their school playgrounds adequately.	A B C D E
8. The primary schools got their school gardens.	A B C D E



9. The provision of raw materials for teaching crafts in schools became adequate and regular. A B C D E
10. The facilities for inservice training of teachers to be able to teach the New Curriculum became enlarged and effective. A B C D E
11. The school environment became~~sex~~ attractive and stimulating. A B C D E
12. Provision for mid-day meals was made in primary schools. A B C D E
13. Provision for free supply of school uniform to poor children was made. A B C D E
14. The health services for school children became~~sex~~ effective. A B C D E
15. Sport~~s~~-competitions for school children and adults became~~sex~~ more organised and regular A B C D E
16. A library sprang up in every village having a primary school. A B C D E
17. The local community has begun to ~~came~~ forward to assist the local primary school. A B C D E
18. The regularity of school attendance improved. A B C D E
19. The local community evidenced interest in reducing the wast~~ge~~<sup>age</sup> in the primary school A B C D E
20. The rate of stagnation in the local primary school decreased. A B C D E
21. Conscious and resolute efforts have begun to be made to improve school quality. A B C D E
22. Unnecessary delays in the administration of primary education are now cut~~down~~. A B C D E
23. The school improvement has become effective. A B C D E
24. Primary school teachers' status and security of service increased A B C D E

25. Direct or indirect difficulties of primary school teachers decreased. A B C D E
26. Administration of primary education became ~~dece~~tralisised and was brought closer to the community. A B C D E
27. Equality of educational opportunity for the scheduled castes increased. A B C D E
28. The bureaucratic arrogance and red tape in the administration of primary education disappeared. A B C D E
29. The primary schools became community-centred schools. A B C D E
30. Government, community and the primary school came closer to one another. A B C D E