

CHAPTER – 4

**DATA ANALYSIS AND
INTERPRETATION**

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4.0.0 INTRODUCTION

Comprehensive account of methodology was presented in the previous chapter. Clear definition of objectives, research method, sample and tools employed, in the present study were discussed at length. Present chapter remains devoted to analysis of data obtained after administering the tools on the identified sample. Further, analysis of data progresses into the interpretation of the results thus emerged. In order to meet this requirement a sequential method, following the order of the objectives of the present study was chosen. This again was found convenient to categorize the data collected to achieve the stated objectives.

4.1.0 Data analysis and Interpretations:

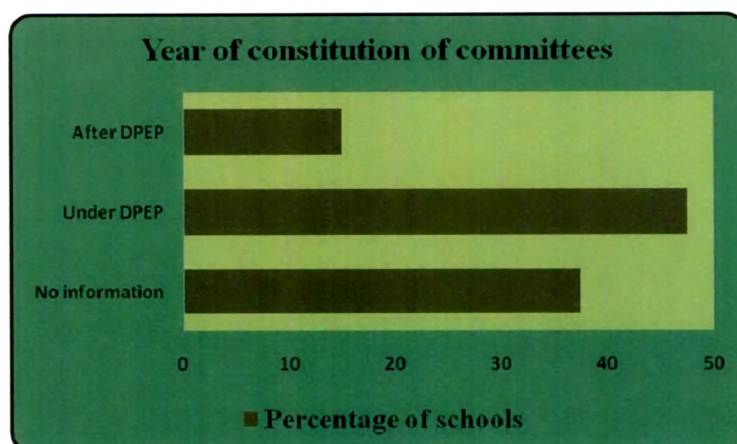
The present study was conducted to investigate the status of participation of tribals of the Dangs in elementary school activities.

4.1.1 Objective one: To study the structure of different committees in the context of community participation in the elementary school activities.

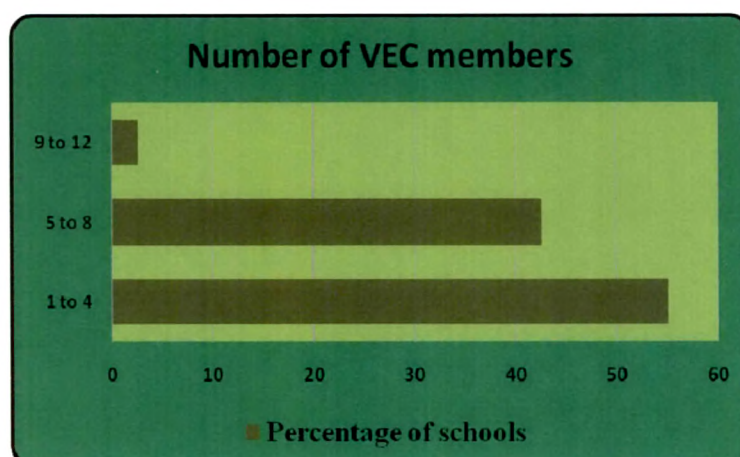
The data analysis is based on information collected through an information schedules, official records, observation schedule, group discussions and interviews of the functionaries and beneficiaries. The group discussion with students was conducted in sampled schools, but only few of them had answered about the benefits accrued from the school.

- ❑ There were total forty sampled schools and each school had constituted the VEC/MTA/PTA and VCWC committees.
- ❑ Of the total schools, twenty two (55.0 %) schools had one to four VEC members, seventeen (42.5 %) schools had five to eight VEC members and one (2.5 %) school had nine to twelve VEC members in village education committee.
- ❑ With regard to constitution of committee in the schools, nineteen (47.50 %) schools committees were constituted under DPEP, six (15.00 %) schools committees were constituted after DPEP and fifteen (37.50 %) schools had no information regarding the year of constitution of the committees.

Graph 4.1 – The year of the constitution of committees in the schools



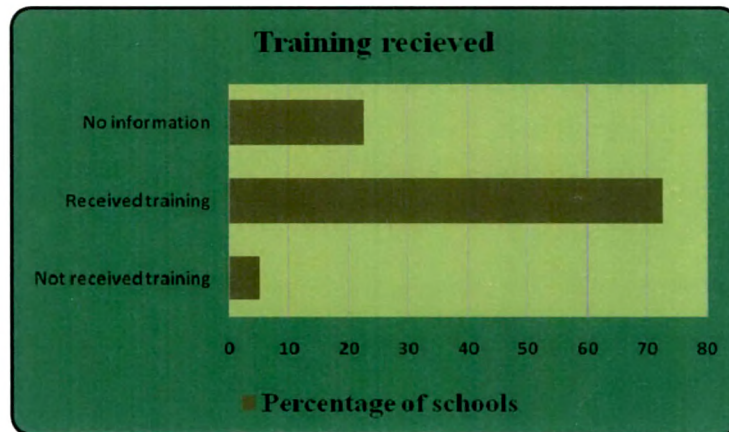
Graph 4.2 – The number of VEC members in Village Education Committee



- ❑ It was observed that six (15.00 %) schools had no VEC agenda book while thirty four (85.00 %) schools had VEC agenda book from that twenty seven (79.41 %) schools had VEC agenda book of year 2008, five (14.70 %) schools had VEC agenda book of year 2007 and two (5.89 %) schools had VEC agenda book of year 2006.
- ❑ The number of committee members present in meetings was ranging from three to forty members. In Five (12.50 %) schools date was not mentioned in the agendas written, two (5.00 %) schools without writing agendas in VEC book signature of committee members was there and one (2.50 %) school in all the meetings same five committee members were present.
- ❑ In twenty nine (72.5 %) schools all the committee members had received training, nine (22.5 %) schools had no information regarding the training of

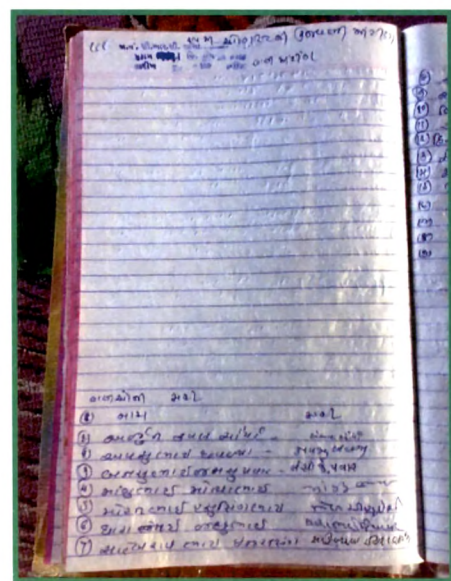
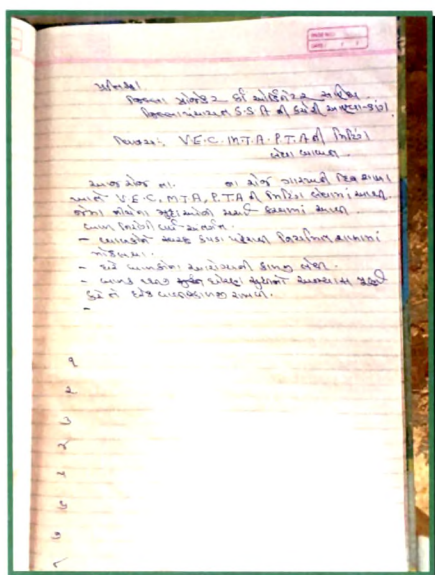
committee members, two (5.0 %) schools the committee members had not received any training, however all most all (92.48 %) of the committee members informed that they have not received any training.

Graph 4.3 – The training received by the committee members



- ❑ It was observed that in most of the schools agendas were not written in detail. In thirty two (80.00 %) schools agendas were written while in two (5.00 %) schools agendas were not written.
- ❑ In four (10.00 %) schools signature of all the committee member present in meeting was there, twenty five (62.50 %) schools signature of all the committee members present in meeting was not there, five (12.50 %) schools agendas were written in VEC book but signature of committee members present in meeting was not there.

Plate 4.1 - VEC agenda books with no signature of members present in meeting and signature without written agenda



With regard to structure of committees, it could be concluded that as per SSA norms committees were constituted on records but the responses of functionaries revealed the agendas made, meetings were conducted on records and grants utilized but still neither the functionaries nor the beneficiaries were aware about the basic philosophy behind community participation. The number of committee members participated in committee meetings was less. The school records showed that most of the committee members had received the training to carry out school work but committee members had reported that fewer of them had received the training. The year of constitution of the committees in sampled schools showed the wide range of differences. The observed VEC agenda books revealed that agendas were not written in detail. There were agenda books in which agendas were written but the signature of committee members were not there while on other side signature of committee members were there but agendas were not written. In most of the schools once the committees were constituted, during consecutive years the same committee kept on functioning and members remained the same. The committee members had reported that they were the members of committee for past years. Even, there were committee members, who did not know the name of committee, of which they were the members. Many functionaries were only worried to fulfill the norms set by the SSA, thus the committees were constituted to fulfill the requirement of objectives set by the SSA and do not provide the scope for involvement of tribals in the school. The constitution of committees was not by choice but by selection of head master or teachers. Group discussion and interviews with tribals revealed that neither functionaries nor the tribals were aware of the basic philosophy behind constitution of committees at the grassroots level and role of community in ensuring quality elementary education wherein community owns the school and takes care of not just the infrastructural development but also the academics of the school which includes the regularity of students as well as teachers and the all round development of the students in most of the schools. The committees were constituted and agenda books were maintained for fulfilling the norms set by the SSA but not gear up the involvement of the tribals in the elementary school activities. Therefore, both functionaries and beneficiaries require orientation, sensitization, motivation, awareness and training to work with dedication.

4.1.2 Objective two: To study the functioning of different committees

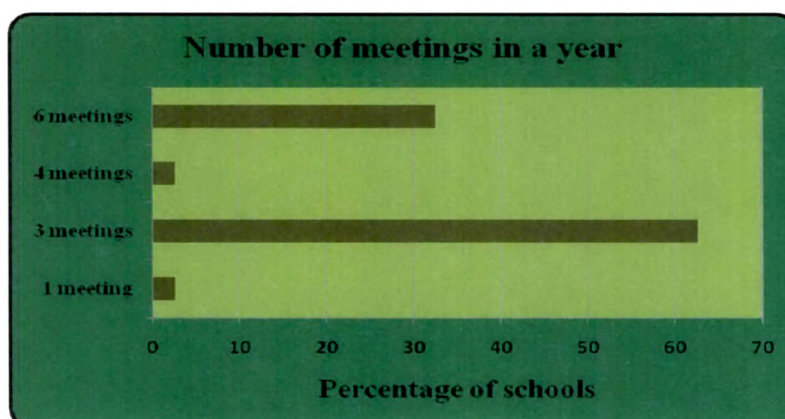
a) Nature and number of meetings held

- ☐ Of the total schools, twenty eight (70.0 %) schools had conducted meetings of all four committees VEC/MTA/PTA and VCWC, eleven (27.5 %) schools had conducted meeting of three committees i.e. VEC/MTA and PTA. In one (2.5 %) school has conducted meeting of only one committee i.e. VEC.
- ☐ DPEO told that meeting of all four committees were conducted. The meetings of BRCC and CRCCs were conducted once in every month. The checking of implementation of resolutions made in the committee meetings were done by head master.
- ☐ BRCC told that meeting of all four committees that VEC/MTA/PTA and VCWC were conducted. The meetings were conducted twice in every month. BRCC had participated in committee meetings. The checking of implementation of resolutions made in the committee meetings were done by the head master.
- ☐ With regard to the committee meetings, thirteen (40.63 %) CRCCs told that meetings of VEC/MTA/PTA and VCWC committees were conducted, eight (25.00 %) CRCCs told that meetings of VEC/MTA/PTA/VCWC and viklang committees were conducted, seven (21.87 %) CRCCs told that meetings of VEC/MTA and PTA committees were conducted, four (12.50 %) CRCCs told that meetings of VEC and VCWC committees were conducted.
- ☐ Of the total head master, one (2.50 %) head master told that committee meetings were not conducted in the school while thirty nine (97.50 %) head master told that committee meetings were conducted in the school. Twenty eight (70.00 %) head masters told that meetings of VEC/MTA/PTA and VCWC committee were conducted, eleven (27.50 %) head masters told that meetings of VEC/MTA and PTA committee were conducted and one (2.5 %) head masters told that meetings of village education committee was conducted.
- ☐ One hundred fifty three (92.17 %) teachers told that committee meetings were conducted while thirteen (7.83 %) teachers told that committee meetings were not conducted. One hundred twenty seven (76.51 %) teachers told that meeting of VEC/MTA/PTA and VCWC committees were conducted, twenty three (13.85 %) teachers told that meetings of VEC/MTA

and PTA committee were conducted, five (3.01 %) teachers told that meetings of VEC committee was conducted while eleven (6.63 %) teachers do not know about the meetings conducted.

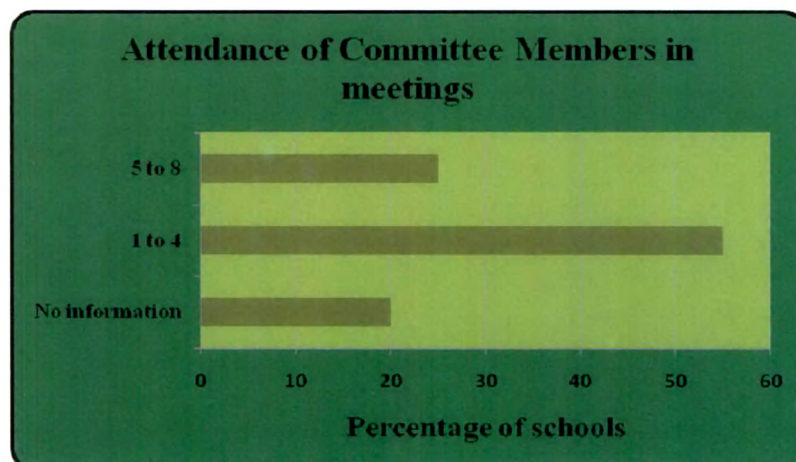
- ❑ The functionaries had reported that meetings of all the four committees were conducted separately but on records and meetings, it was observed that a general meeting of all the committees was conducted.
- ❑ With regard to number of meetings conducted in the schools, twenty five (62.5 %) schools conducted three meetings, thirteen (32.5 %) schools conducted six meetings, one (2.5 %) school conducted four meetings and one (2.5 %) school conducted one meeting.

Graph 4.4 – The number of committee meetings conducted in the schools per year



- ❑ It is significant to note the attendance of committee members in meetings. Twenty two (55.0 %) schools all the members attended one to four meetings, ten (25.0 %) schools all the members attended five to eight meetings and eight (20.0 %) schools had no attendance record of committee members and the committee members were informed regarding meetings through agendas, invitation card and written letter, through teachers and students and by meeting the members.

Graph 4.5 – The attendance of committee members in the committee meetings



- ❑ With regard to month in which meetings were conducted, fourteen (43.75 %) CRCCs told that committee meetings were conducted in March, August and November, ten (31.25 %) CRCCs told that committee meetings were conducted in June, August and September, six (18.75 %) CRCCs told that committee meetings were conducted in April and June and two (6.25 %) CRCCs told that committee meetings were conducted in March, June, September and December.
- ❑ Twelve (30.00 %) head masters told that committee meetings were conducted in June, September and December, nine (22.50 %) head masters told that committee meetings were conducted in January, June and August, six (15.00 %) head masters told that committee meetings were conducted in January, June and September and three (7.50 %) head masters told that committee meetings were conducted in June and September while ten (25.00 %) head masters do not know about the month in which committee meetings were conducted.
- ❑ Of the total teachers, thirty three (19.88 %) teachers told that committee meetings were conducted in June, September and December, thirty three (19.88 %) teachers told that committee meetings were conducted in January, June and August, twenty six (15.66 %) teachers told that committee meetings were conducted in January, March, June, August, October and November, twenty (12.05 %) teachers told that committee meetings were conducted in March, April, June, August and October while fifty four (32.53

% teachers do not know about the month in which committee meetings were conducted.

- ❑ Fifteen (8.67 %) VEC/MTA/PTA and VCWC members told that meetings were conducted in March, April, Jun and July, twelve (6.93 %) members told that meetings were conducted in Jun, July, August and September, four (2.32 %) members told that meetings were conducted in Jan, April, Jun and September, two (1.16 %) members told that meetings were conducted in September and October and one (0.58 %) member told that meetings were conducted in January and February while one hundred thirty nine (80.34 %) members do not know about the month in which meetings were conducted.
- ❑ With regard to month in which committee meetings were conducted wide range of perception of functionaries was there but it was observed that largely committee meetings were conducted in January, July and August in which national festivals were celebrated in the schools.
- ❑ Ninety (54.22 %) teachers told that three committee meetings were conducted, sixty four (38.55 %) teachers told that six committee meetings were conducted, three (1.80 %) teachers told that four committee meetings were conducted while nine (5.42 %) teachers do not know about the number of committee meetings conducted.
- ❑ Eighty eight (50.87 %) committee members told that one to four committee meetings were conducted, forty nine (28.32 %) members told that five to eight committee meetings were conducted, fourteen (8.09 %) members told that nine to twelve committee meetings were conducted while twenty two (12.72 %) members do not know about the number of committee meetings conducted.
- ❑ The head masters told that committee members were informed by agendas, invitation card and written letter but while discussion and interview with functionaries and tribals revealed that they were informed orally through students, other functionaries and tribals.
- ❑ The most of the functionaries and tribals had revealed that the checking of implementation of resolutions made in the committee meetings were done by the head masers.

- ❑ With regard to time duration of their membership in committees, one hundred thirty eight (79.77 %) were members from more than one year and thirty five (20.23 %) were members from more than six month.

In twenty eight (70.0 %) schools meetings of all the four committees VEC/MTA/PTA and VCWC were conducted. In twenty five (62.5 %) schools three committee meetings were conducted per year. The functionaries had reported that meetings of all the four committees were conducted separately but on records and interview with tribals, it was observed that a general meeting of all the committees was conducted. With regard to month in which committee meetings were conducted wide range of perception of functionaries was there but it was observed that largely committee meetings were conducted in January, July and August in which either national festivals or pravesh utsav were celebrated in the schools. The head masters told that committee members were informed by agendas, invitation card and written letter but while group discussion and interview with teachers, committee members and tribals reported that they were informed orally either through students or tribals. The checking of implementation of resolutions made in the committee meetings were done by the head masters. With regard to time duration of their membership in committees, one hundred thirty eight (79.77 %) were members since more than one year.

b) Awareness of tribal with regard to their roles and responsibilities

- ❑ DPEO told that tribals know about their role and responsibilities and its contribution in school development because they send children regularly to the school.
- ❑ BRCC told that tribals do not know about their role and responsibilities and its contribution in school development because every time they require explanation and help some time in school work.
- ❑ Of the total CRCCs, nineteen (59.37 %) CRCCs told that tribals know about their roles and responsibilities and its contribution in school development and thirteen (40.63 %) CRCCs told that tribals do not know about their roles and responsibilities and its contribution in school development.
- ❑ Of the total head masters, thirty five (87.50 %) head masters had told that tribals know about their roles and responsibilities in school development and

five (12.50 %) head masters had told that tribals do not know about their roles and responsibilities in school development.

- ❑ Of the total teachers, one hundred fourteen (68.67 %) teachers told that tribals know about importance of their roles and responsibilities in school development while fifty seven (31.33 %) teachers told that tribals do not know about importance of their roles and responsibilities in school development.
- ❑ Of the total committee members, one hundred sixty (92.48 %) members told that tribals understand their role and responsibility for school development while thirteen (7.52 %) members told that tribals do not understand their role and responsibility for school development.
- ❑ The most of the functionaries reported that tribals know about their roles and responsibilities for school development but in committee meetings participation of tribals was less. The discussion and interview with tribals revealed that tribals were not aware with basic philosophy behind their involvement in school activities and thus most of the time; they followed the instruction given by the head master and teachers.
- ❑ With regard to receptivity of tribals for training and orientation programmes, DPEO told that tribals were curious and participated up to some extent.
- ❑ With regard to receptivity of tribals for training and orientation programmes, twelve (30.00 %) head masters told that tribals had participated in training and orientation programmes, twelve (30.00 %) head masters told that tribals had implemented aspects of training and orientation programmes in their daily life, ten (25.00 %) head masters told that tribals were curious regarding training and orientation programmes and six (15.00 %) head masters told that tribals showed interest in training and orientation programmes.
- ❑ BRCC told that tribals had helped in organization of training and orientation programmes.
- ❑ Twenty two (68.75 %) CRCCs told that tribals had helped in organization of training and orientation programmes and ten (31.25 %) CRCCs told that tribals had not helped in organization of training and orientation programmes.
- ❑ Twenty (62.50 %) CRCCs told that tribals participated in training and orientation programmes, eight (25.00 %) CRCCs told that tribals had

implemented the aspects of training and orientation programmes in their daily life, two (6.25 %) CRCCs told that tribals were interested in training and orientation programmes, two (6.25 %) CRCCs told that tribals were curious for training and orientation programmes.

- ❑ With regard to attitude of tribals towards training and orientation programmes, eleven (34.37 %) CRCCs told that tribals came to attend the training and orientation programmes, nine (28.13 %) CRCCs told that tribals do not come to attend the training and orientation programmes, six (18.75 %) CRCCs told that tribals had helped in organization of training and orientation programmes, six (18.75 %) CRCCs told that tribals had implemented the aspects learned in training and orientation programmes in their daily life.
- ❑ Of the total CRCCs, fourteen (43.75 %) CRCCs had received help and fund from the tribals for school development and eighteen (56.25 %) CRCCs had not received help and fund from the tribals for school development.
- ❑ Twenty nine (90.63 %) CRCCs had participated in collection of fund for the school and three (9.37 %) CRCCs had not participated in collection of fund for the school.
- ❑ Sixteen (40.00 %) head masters told that tribals had came for attending training and orientation programmes, fourteen (35.00 %) head masters told that tribals had helped in the organization of training and orientation programmes, six (15.00 %) head masters had told that tribals had implemented the aspects of training and orientation programmes in their daily life and four (10.00 %) head masters had told that tribals had not came for training and orientation programmes.
- ❑ With regard to attitude of tribals towards training and orientation programmes, forty four (26.50 %) teachers told that tribals came to attend the training and orientation programmes, forty one (24.70 %) teachers told that tribals do not come in the training and orientation programmes, thirty five (21.08 %) teachers told that tribals had helped in organization of training and orientation programmes and thirty two (19.29 %) teachers told that tribals had implemented the things learned in training and orientation programmes in their daily life while fourteen (8.43 %) teachers do not know about the participation of tribals in training and orientation programmes.

- ❑ With regard to attitude of tribals towards training and orientation programmes, twelve (6.94 %) VEC/MTA/PTA and VCWC members told that tribals came in the programme, five (2.89 %) members told that tribals do not came in the programmes while one hundred fifty six (90.17 %) members do not know about the attitude of tribals.
- ❑ All the functionaries had revealed that training and orientation programmes were organized for the tribals but most of the tribals and committee members had reported that training and orientation programmes were not organized for both tribals and committee members.

Most of the functionaries reported that tribals know about their roles and responsibilities for school development but in committee meetings participation of tribals was less. The discussion and interview with tribals revealed that tribals were not aware with basic philosophy behind their involvement in school activities and thus most of the time; they followed the instruction given by the head master and teachers. All the functionaries had revealed that training and orientation programmes were organized for the tribals but most of the tribals and committee members had reported that training and orientation programmes were not organized for both tribals and committee members.

c) Participation of tribal

- ❑ DPEO and BRCC told that tribals had participated in committee meetings.
- ❑ All the CRCCs told that tribals had participated in committee meetings among them eighteen (56.26 %) CRCCs told that tribals had participated in the discussion of committee meetings, seven (21.87 %) CRCCs told that tribals came to attend the committee meetings and seven (21.87 %) CRCCs told that tribals had implemented resolutions made in committee meetings in their daily life.
- ❑ All the head masters had told that tribals had participated in committee meetings among them nineteen (47.50 %) head masters told that tribals had participated in discussion of committee meetings, thirteen (32.50 %) head masters told that tribals had implemented the resolutions made in committee meetings in their daily life, eight (20.00 %) head masters told that tribals were present in the committee meetings.
- ❑ Eighteen (10.84 %) teachers told that tribals had not participated in committee meetings while one hundred forty eight (89.16 %) teachers told

that tribals had participated in committee meetings among them eighty three (50.00 %) teachers told that tribals had participated in discussion of committee meetings, forty three (25.91 %) teachers told that tribals had implemented the resolutions made in committee meetings in their daily life and twenty two (18.07 %) teachers told that tribals came in the committee meetings.

- ❑ According to VEC/MTA/PTA and VCWC members, one hundred sixty eight (97.11 %) members told that tribals had participated in committee meetings while five (2.89 %) members told that tribals had not participated in committee meetings. Of the total members, one hundred fifty two (87.87 %) members told that tribals attended committee meetings, eight (4.62 %) members told that tribals participated in committee meetings and eight (4.62 %) members told that tribals had implemented the things learned from committee meetings in their daily life.
- ❑ It was observed that functionaries and tribals were present in committee meetings but only fewer of them had participated in the discussion.

With regard to participation of tribals in committee meetings, all the functionaries had reported that tribals had participated in committee meetings but it was observed that tribals were present in committee meetings but only few of them had participated in discussion of committee meetings.

With regard to nature and number of committee meetings most of the functionaries reported that meeting of all the committees were conducted separately but on records and meetings, it was observed that a general meeting of all the committees were conducted. In most of the schools three committee meetings were conducted per year. The head masters told that committee members were informed by agendas, invitation card and written letter but while group discussion and interview with teachers, committee members and tribals reported that they were informed orally through students, functionary or community member. The checking of implementation of resolutions made in the committee meetings were done by the head masters. With regard to the month in which committee meetings were conducted wide range of differences were there in the responses of functionaries and tribals but it was observed that largely the committee meetings were conducted in the January, June and August in which national festivals and pravesh utsav were celebrated in the schools. There was very little scope for tribal's involvement in

committee meetings and programmes of the school. Even if they are invited it is for celebration of enrolment drive and national festivals or for seeking their permission for utilization of grants. With regard to participation of tribals in meetings, functionaries and community members told that they had participated in discussion of agendas in meetings and implementation of resolutions made during meetings in the school but it was observed that most of the functionaries and tribals were present in the meeting but fewer of them had participated in meetings. It was observed that wherever tribals were interested but teachers and head masters had indifferent attitude it leads to chaos between functionaries and tribals. Lack of awareness regarding their roles and responsibilities was there among the functionaries and tribals. The functionaries were interested in fulfilling the norms set by the government and thus they do not provide the scope of involvement of tribals in school related affairs and on the other side tribals do not know about their roles and responsibilities and its importance in elementary education thus most of the time they mechanically do whatever was said by the functionaries of the school. The tribals had yet not realized the importance of their involvement and its long range usefulness for community as a large.

All the functionaries had reported that tribals know about their roles and responsibilities and its contribution in school development but group discussion and interview with functionaries and tribals had revealed that as per governmental norms committees were constituted, agendas made, meetings conducted on records, grants utilized but still neither functionaries nor the tribals in any case were aware with the basic philosophy behind community participation where community works with school for providing quality education to the children. The tribals were curious and came to attend training and orientation programmes but very little scope for their participation was there. The most of the training and orientation programmes were organized based on guidelines given by the SSA, thus they fulfill the norms set by the SSA but do not provide opportunity for participation of tribals in trainings and orientation programmes.

The participation of tribals in elementary school activities was very limited. Most of the schools had not received fund and help from the tribals. In few schools tribals had helped in cleaning, organizing tent, arranging instruments and vessels for celebrations, collection of one to ten rupees per house. The financial help received from community members was very less because of their poor economic

background. Most of the tribals in Dangs were struggling for earning day to day meal, thus in terms of financial assistance; they do not help the school much.

The observation of programmes in the school, group discussion and interview with functionaries and tribals revealed that wherever the community participation was there, it was the result of continuous efforts from the head master and teachers, their hundred percent commitment and initiative in involving the tribals in school related tasks, making them aware regarding the importance of education not just as money making tool but also as a man making and character making. Further, making them realize that quality in education is a result of collective effort. Wherever, such a realization was found among the head masters and teachers and through them in the community, the community participation was there in the school activities.

It was also realized that prescriptive policies cannot gear up the tribal community, a scope for more and more participation has to be generated and tribals should be stimulated to realize their role. In almost all the schools the constitution of committees was done and the average of three meetings were conducted but neither the functionaries nor the tribals rose above the mechanical compliance to framework leading to hollowness and low community participation. The dismal socio-economic condition of the tribals, lack of awareness regarding their roles and responsibility in functionaries and tribals and indifferent attitude of the functionaries were the most significantly contributing factors in the low participation of functionaries and tribals in the elementary school activities.

4.1.3 Objective three: To study the perception of functionaries

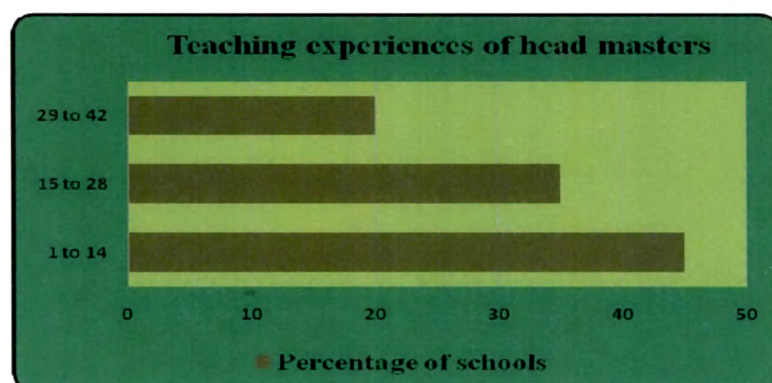
a) Organization of programmes for tribal

- ☐ District primary education officer had experience of two years. DPEO had visited fifty schools out of total three hundred seventy eight schools. The aspects evaluated during school visits were class room activities and maintenance of records.
- ☐ Block resource centre coordinator had experience of nine years. BRCC had visited schools once in six month. The aspects evaluated during school visits were class room activities and maintenance of records.
- ☐ With regard to qualification of CRCCs, sixteen (50.00 %) CRCCs with PTC examination, nine (28.12 %) CRCCs with B. Ed. examination, six (18.76 %)

CRCCs with D. B. Ed., B. P. Ed. and D. P. Ed. examination and one (3.12 %) CRCC with M. Ed. examination were there.

- ❑ Of the total CRCCs, ten (31.25 %) CRCCs had experience of one to five years, twelve (37.50 %) CRCCs had experience of coordinator for six to ten years, eight (25.00 %) CRCCs had experience of eleven to fifteen years and two (6.25 %) CRCCs had experience of sixteen to twenty years.
- ❑ With regard to teaching experience of head masters, eighteen (45.0 %) head masters had one to fourteen years experience, fourteen (35.0 %) school principals had fifteen to twenty eight years experience and eight (20.0 %) head masters had twenty nine to forty two years experience.

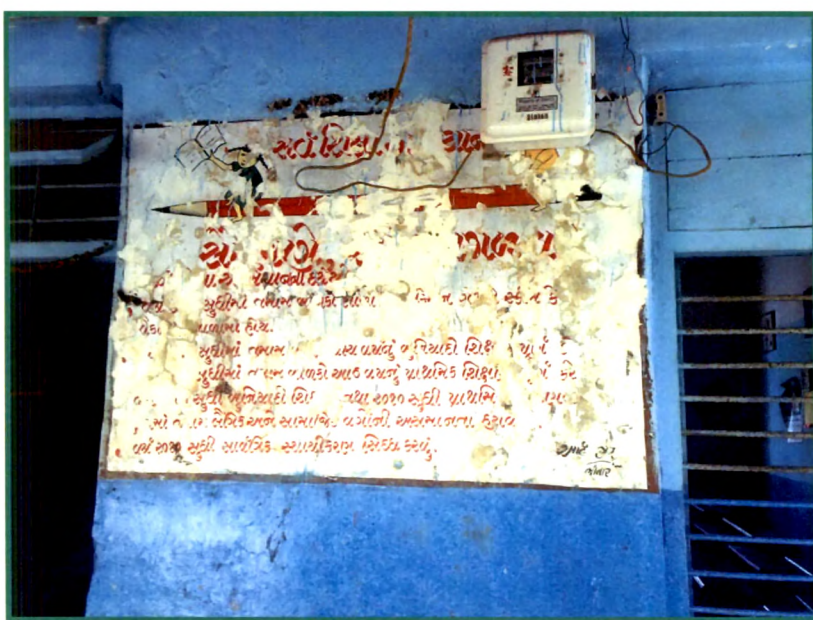
Graph 4.6 - The teaching experience of the head masters of the sampled schools



- ❑ With regard to teaching experience of teachers, one hundred thirty (78.31 %) teachers had one to ten years of teaching experience, sixteen (9.64 %) teachers had eleven to twenty years of teaching experience, fourteen (8.43 %) teachers had twenty one to thirty years of teaching experience and six (3.62 %) teachers had thirty one to forty years of teaching experience.
- ❑ Of the total committee members, ninety (52.02 %) were VEC members, forty seven (27.16 %) were PTA members, thirty two (18.50 %) were MTA members and four (2.32 %) were VCWC members.
- ❑ With regard to qualification of committee members, fifty four (31.21 %) members had studied up to four standard, fifty five (31.79 %) members had studied up to eight standard, fifty one (29.49 %) members had studied up to twelve standard while thirteen (7.51 %) members were illiterate.

- ❑ Of the total head master, thirty six (90.00 %) head masters told that SSA logo was properly placed in the school and four (10.00 %) head masters told that SSA logo was not properly placed in the school.
- ❑ Of the total teachers, one hundred fifty three (92.17 %) teachers told that SSA logo was properly placed in the school and thirteen (7.83 %) teachers told that SSA logo was not properly placed in the school.
- ❑ It was observed that in twelve (30.00 %) schools SSA logo was properly placed while in twenty eight (70.00 %) schools SSA logo was not there or not properly placed.

Plate 4.2 - The inappropriate SSA logo in the school



- ❑ It was observed that in all the schools toilet facility was there. In twenty nine (72.50 %) schools toilets were clean while in eleven (27.50 %) schools toilets were not clean.
- ❑ With regard to garden, thirty four (85.00 %) schools garden was clean while sixteen 15.00 %) schools garden was not clean. Twenty two (55.00 %) schools had flower garden, twelve (30.00 %) schools had medicinal garden and six (15.00 %) schools had kitchen garden. Twenty seven (67.50 %) schools had garden with proper layout while thirteen (32.50 %) schools had garden without proper layout. With regard to maintenance of garden, in

twenty nine (72.50 %) schools garden was maintained properly while in eleven (27.50 %) schools garden was not maintained properly.

- ❑ With regard to school play ground, twenty two (55.00 %) schools had no play ground, eighteen (45.00 %) schools had play ground. Thirteen (32.50 %) schools had properly maintained play ground while five (12.50 %) schools had not properly maintained play ground.
- ❑ Of the total schools, twenty five (62.50 %) schools had clean classrooms while fifteen (37.50 %) schools had no clean classrooms. Twenty one (52.50 %) schools had clean school building while nineteen (47.50 %) schools had no clean school buildings.
- ❑ Of the total schools, ten (25.00 %) schools had got science kit while thirty (75.00 %) schools had not got science kit. Sixteen (40.00 %) schools had got mathematics kit while twenty four (60.00 %) schools had not got mathematics kit. Fourteen (35.00 %) schools had got music kit while twenty six (65.00 %) schools had not got music kit. Thirty four (85.00 %) schools had got sports kit while six (15.00 %) schools had not got sports kit.
- ❑ With regard to computer, eighteen (45.00 %) schools had no computer while twenty two (55.00 %) schools had computer. The eleven (27.50 %) schools had computer in working condition while eleven (27.50 %) schools had computer not in working condition.
- ❑ With regard to maintenance of school infrastructure, twenty five (62.50 %) school had properly maintained infrastructure while fifteen (37.50 %) schools had not properly maintained infrastructure.
- ❑ With regard to kitchen, twenty six (65.00 %) schools had kitchen at proper location while fourteen (35.00 %) schools had kitchen not at proper location. Twenty one (52.50 %) schools had clean kitchen while nineteen (47.50 %) schools had not clean kitchen.
- ❑ In all the schools mid day meal was given from that thirty two (80.00 %) schools had properly cooked meal while eight (20.00 %) schools had not properly cooked meal.

Plate 4.3 – The mid day meal worker preparing mid day meal for the students



Plate 4.4 – The students taking mid day meal in the schools



- ❑ With regard to VEC/MTA/PTA display board, twenty nine (72.50 %) schools had no VEC/MTA/PTA display board while eleven (27.50 %) schools had VEC/MTA/PTA display board in the school. The five (12.50 %) schools had properly maintained VEC/MTA/PTA display board while six

(15.00 %) schools had not properly maintained VEC/MTA/PTA display board.

Plate 4.5 - The unused VEC/MTA/PTA display board in the school



- ❑ All the schools had bore well pump and tank for drinking water from that fifteen (37.50 %) schools had clean bore well pump and tank while twenty five (62.50 %) schools had no clean bore well pump and tank.

Plate 4.6 – The improperly maintained bore well in the school



Plate 4.7 – The improper use of water available in the school



- ❑ It was observed that ten (25.00 %) schools had students with clean dress while thirty (75.00 %) schools had students with no clean dress.
- ❑ Of the total head masters, twenty two (55.00 %) head masters had told that 1-10,000 Rs. were received from the government, seven (17.50 %) head masters had told that 10,001-20,000 Rs. were received from the government, seven (17.50 %) head masters had told that 20,001-30,000 Rs. were received from the government and four (10.00 %) head masters had told that 30,001-40,000 Rs. were received from the government.
- ❑ Of the total head masters, seventeen (42.50 %) head masters had received fund from government for school construction, school repairing, teaching learning material and school development, eleven (27.50 %) head masters had received fund from government for school repairing, teaching learning material and school development, eight (20.00 %) head masters had received fund from government for teaching learning material and four (10.00 %) head masters had received fund from government for school construction, school repairing and teaching learning material.
- ❑ Of the total teachers, fifty five (33.13 %) teachers had received 1-10,000 Rs. from government for school work, twenty nine (17.47 %) teachers had received 10,001-20,000 Rs. from government for school work and seventeen

(10.24 %) teachers had received 20,001-30,000 Rs. from government for school work. The fund received was utilized for different school work, seventy six (45.78 %) teachers told that fund was utilized for school repairing and teaching learning, thirty three (19.88 %) teachers told that fund was utilized for school construction, school repairing, teaching learning material and school development, twenty six (15.67 %) teachers told that fund was utilized for school repairing, teaching learning material and school development, twenty four (14.47 %) teachers told that fund was utilized for school construction, school repairing and teaching learning material and seven (4.20 %) teachers told that fund was utilized for school repairing and teaching learning material.

- ❑ Of the total committee members, one hundred thirty seven (79.19 %) members told that they do not had information of school fund while thirty six (20.81 %) members told that they had information of school fund. With regard to the use of school fund, twenty eight (16.19 %) members told that school fund was used for purchasing school infrastructure, school repair work and mid day meal and eight (4.62 %) members told that school fund was used for purchasing school infrastructure and school repair work.
- ❑ With regard to the fund received from the government, head masters and teachers had timely received it and (79.19 %) committee members do not know about the fund received from the government.
- ❑ With regard to programmes and activities conducted in the schools, DPEO told that pravesh utsav, bal mela, cultural programme, meena campaign, mahila sammelan and prabhat pheri were conducted.
- ❑ BRCC told that pravesh utsav, jagruti Abhiyan, bal mela, cultural programme, meena campaign, mahila sammelan, kishori mela and prabhat pheri were conducted.
- ❑ Fourteen (43.75 %) CRCCs told that pravesh utsav, jagruti Abhiyan, bal mela, cultural programme, maa beti mela and prabhat pheri were conducted, eight (25.00 %) CRCCs told that that pravesh utsav, jagruti Abhiyan, bal mela, cultural programme, meena campain, mahila sammelan and prabhat pheri were conducted, six (18.75 %) CRCCs told that pravesh utsav, jagruti Abhiyan, bal mela, cultural programme, maa beti mela, meena campain, mahila sammelan and prabhat pheri were conducted and four (12.50 %)

CRCCs told that pravesh utsav, jagruti Abhiyan, bal mela, cultural programme, maa beti mela, meena campaign, mahila sammelan, shishu mela and prabhat pheri were conducted.

- All the head masters had told that programmes and specific activities were conducted in the school among them eleven (27.50 %) head masters had told that pravesh utsav, jagruti Abhiyan, bal mela, cultural programme, meena campaign, mahila sammelan and prabhat pheri were conducted, nine (22.50 %) head masters had told that pravesh utsav, jagruti Abhiyan, bal mela, cultural programme, meena campaign, maa beti mela, mahila sammelan and prabhat pheri were conducted, nine (22.50 %) head masters had told that pravesh utsav, jagruti Abhiyan, bal mela, cultural programme, meena campaign and prabhat pheri were conducted, six (15.00 %) head masters had told that pravesh utsav, jagruti Abhiyan, bal mela, cultural programme, meena campaign, maa beti mela, mahila sammelan, kishori mela, shishu mela and prabhat pheri were conducted and five (12.50 %) head masters had told that pravesh utsav, jagruti Abhiyan, bal mela, cultural programme and prabhat pheri were conducted.
- All the teachers told that programmes and specific activities organized in the school. One hundred nine (65.66 %) teachers told that pravesh utsav, jagruti abhiyan, bal mela, cultural programme, meena campaign and prabhat pheri were organized, twenty three (13.85 %) teachers told that pravesh utsav, jagruti abhiyan, bal mela, cultural programme, meena campaign, mahila sammelan and prabhat pheri were organized, twenty two (13.26 %) teachers told that pravesh utsav, jagruti abhiyan, bal mela, cultural programme, maa beti mela, mahila sammelan, kishori mela and prabhat pheri was organized and twelve (7.23 %) teachers told that that pravesh utsav, bal mela, cultural programme and prabhat pheri was organized.
- With regard to programmes and specific activities, fifty six (32.38 %) members told that pravesh utsav was conducted, thirty three (19.07 %) members told that pravesh utsav, jagruti abhiyan, bal mela, cultural programme, meena campaign, maa beti mela, mahila sammelan, kishori mela, shishu mela and prabhat pheri were conducted, twenty four (13.87 %) members told that pravesh utsav, bal mela, cultural programme, and shishu mela were conducted, fourteen (8.09 %) members told that pravesh utsav,

jagruti abhiyan, bal mela, cultural programme, mahila sammelan, kishori mela, and prabhat pheri were conducted, eleven (6.36 %) members told that pravesh utsav, bal mela, cultural programme, meena campaign, and prabhat pheri were conducted and eight (4.62 %) members told that pravesh utsav, jagruti abhiyan, bal mela, cultural programme, mahila sammelan, kishori mela, and prabhat pheri were conducted while twenty seven (15.06 %) members do not know about the programmes and specific activities conducted in the school.

- ❑ Of the total committee members, one hundred fifty one (87.28 %) members had not participated by in organization of programmes and specific activities while twenty two (12.72 %) members had participated by in organization of programmes and specific activities.
- ❑ The programmes and activities organized in the schools were pravesh utsav, prabhat peheri, celebration of independence and republic day, cultural programme, science fair and environment day. The organization of the programmes and activities was done by the head master and teachers. The participation of (87.28 %) committee members and tribals in organization of programmes and activities were very less.
- ❑ DPEO told that for school development training and orientation programmes were organized for teachers, committee members, tribals and village leaders. The aspects of training and orientation programmes were quality school education, pravesh utsav, kanya kelavni, decreasing dropout rate. The time duration of training and orientation programmes was twenty days for teachers and one day for VEC members and leaders. The training and orientation programmes were given by lecturer of district institutions of educational training, BRCC, CRCC and expert teachers, which were organized in June.
- ❑ BRCC told that for school development training and orientation programmes were organized for teachers, committee members, tribals and village leaders. The aspects of training and orientation programmes were aspects of classroom difficulties, gender and VEC. The time duration of training and orientation programmes was one to two days. The training and orientation programmes were given by lecturer of district institutions of educational training, BRCC, CRCC and expert teachers, which were organized in June.

- ❑ All the CRCCs had organized training and orientation programmes for school development. Eighteen (56.25 %) CRCCs had organized training and orientation programmes for teachers and committee members, four (12.50 %) CRCCs had organized training and orientation programmes for teachers, committee members and village leaders, four (12.50 %) CRCCs had organized training and orientation programmes for teachers, committee members, tribals and village leaders, four (12.50 %) CRCCs had organized training and orientation programmes for teachers and two (6.25 %) CRCCs had organized training and orientation programmes for teachers, committee members and tribals.
- ❑ With regard to time duration of training and orientation programmes organized, thirteen (40.63 %) CRCCs had organized training and orientation programmes for two days, ten (31.25 %) CRCCs had organized training and orientation programmes for one day, five (15.62 %) CRCCs had organized training and orientation programmes for five hours and four (12.50 %) CRCCs had organized training and orientation programmes for three days.
- ❑ Of the total CRCCs, twelve (37.50 %) CRCCs told that training and orientation programmes were given by themselves, ten (31.25 %) CRCCs told that training and orientation programmes were given by district institute of educational training and ten (31.25 %) CRCCs told that training and orientation programmes were given by SSA.
- ❑ Of the total CRCCs, ten (31.25 %) CRCCs told that training and orientation programmes were organized in March and November, eight (25.00 %) CRCCs told that training and orientation programmes were organized in June and July, seven (21.87 %) CRCCs told that training and orientation programmes were organized in August and September, four (12.50 %) CRCCs told that training and orientation programmes were organized in January, February, November and April, three (9.37 %) CRCCs told that training and orientation programmes were organized in April, June and November.
- ❑ All the head masters had told that training and orientation programmes were organized in their school for its development. Sixteen (40.00 %) head masters told that training and orientation programmes were organized for teachers and committee members, twelve (30.00 %) head masters told that training and orientation programmes were organized for teachers, nine

(22.50 %) head masters told that training and orientation programmes were organized for teachers, committee members and villagers and three (7.50 %) head masters told that training and orientation programmes were organized for committee members, tribals and villagers.

- ❑ With regard to time duration of training and orientation programmes, thirty (75.00 %) head masters told that training and orientation programmes were organized for one week and ten (25.00 %) head masters told that training and orientation programmes were organized for two days. Thirty seven (92.50 %) head masters told that training and orientation programmes were beneficial and three (7.50 %) head masters told that training and orientation programmes were not beneficial.
- ❑ Fourteen (8.43 %) teachers told that training and orientation programmes were not organized while one hundred fifty two (91.57 %) teachers told that training and orientation programmes were organized. Seventy (42.17 %) teachers told that training and orientation programmes were organized for teachers, fifty three (31.93 %) teachers told that training and orientation programmes were organized for teachers and committee members, twenty four (14.46 %) teachers told that training and orientation programmes were organized for teachers, committee members, tribals and villagers, five (3.01 %) teachers told that training and orientation programmes were organized for teachers and tribals.
- ❑ With regard to the time duration of training and orientation programme organized in the school, seventy eight (46.99 %) teachers told that training and orientation programme were organized for one week, twenty eight (16.87 %) teachers told that training and orientation programme were organized for one day, twenty seven (16.26 %) teachers told that training and orientation programme were organized for two weeks, nine (5.42 %) teachers told that training and orientation programme were organized for one month while twenty four (14.46 %) teachers do not know about the time duration of training and orientation programme organized.
- ❑ Of the total teachers, one hundred nine (65.67 %) teachers told that training and orientation programme were organized by District Institute of educational Training and Sarva Shiksha Abhiyan, ten (6.04 %) teachers told that training and orientation programme were organized by cluster resource

center coordinator and eight (4.81 %) teachers told that training and orientation programme were organized by head master while thirty nine (23.49 %) teachers do not know about who organize the training and orientation programme.

- ❑ With regard to the month in which training and orientation programmes organized, thirty five (21.08 %) teachers told that training and orientation programmes were organized in April and October, sixty one (36.74 %) teachers told that training and orientation programmes were organized in April, May, October and November, ten (6.04 %) teachers told that training and orientation programmes were organized in June, August, September and November while thirty nine (23.49 %) teachers do not know about the month in which training and orientation programmes were organized.
- ❑ Of the total committee members, one hundred sixty (92.48 %) members had not received training to carry out school work while thirteen (7.52 %) members had received training to carry out school work. Twelve (6.94 %) members do not know about the time duration of training received while one (0.59 %) member had received one day training, which was beneficial. With regard to training, eight (4.62 %) members received training from head master, four (2.32 %) members received training from block resource centre coordinator and cluster resource centre coordinator and one (0.59 %) member received training from cluster resource coordinator. Twelve (6.94 %) members received training by calling meetings while one (0.59 %) member received training by discussion method using black board.
- ❑ The functionaries had reported that trainings were organized for teachers, committee members, tribals and village leaders but in interviews and discussion conducted with them, most of them were not clear regarding the content and purpose of the training provided.
- ❑ DPEO told that training and orientation programmes for tribals were organized. The beneficiaries of training and orientation programmes were villagers. The training and orientation programmes were given by employment officer and experts on quality school education, higher education, technical education and training related to competitive exams.
- ❑ BRCC told that training and orientation programmes for tribals were organized. The beneficiaries of training and orientation programmes were

mothers, girls, disabled students and villagers. The training and orientation programmes were given by CRCC and experts on quality school education and role of community in school education.

- ❑ With regard to training and orientation programmes for tribals, nine (28.13 %) CRCCs told that training and orientation programmes for tribals were not organized and twenty three (71.87 %) CRCCs told that training and orientation programmes for tribals were organized. Twenty one (65.63 %) CRCCs told that training and orientation programmes were organized for parents and two (6.25 %) CRCCs told that training and orientation programmes were organized for village leaders.
- ❑ With regard to organization of training and orientation programmes for tribals, twelve (37.50 %) CRCCs told that training and orientation programmes for tribals were organized by SSA and district institute of educational trainings, ten (31.24 %) CRCCs told that training and orientation programmes for tribals were organized by SSA, seven (21.87 %) CRCCs told that training and orientation programmes for tribals were organized by BRCC and CRCCs and three (9.38 %) CRCCs told that training and orientation programmes for tribals were organized by experts.
- ❑ Seventeen (42.50 %) head masters told that training and orientation programmes for tribals were organized and twenty three (57.50 %) head masters told that training and orientation programmes for tribals were not organized. Of the total head masters, eleven (27.50 %) head masters told that tribals were the beneficiaries of training and orientation programmes and two (5.00 %) head masters told that committee members were the beneficiaries of training and orientation programmes while twenty seven (67.50 %) head masters do not know about the beneficiaries of training and orientation programmes.
- ❑ Of the total head masters, eleven (27.50 %) head masters told that training and orientation programmes were given by themselves and five (12.50 %) head masters told that training and orientation programmes were given by cluster resource centre coordinator while twenty four (60.00 %) head masters do not know about who gives the training and orientation programmes.
- ❑ With regard to training and orientation programmes for tribals, ninety nine (59.64 %) teachers told that training and orientation programmes were not

organized for tribals while sixty seven (40.36 %) teachers told that training and orientation programmes were organized for tribals. Forty one (24.70 %) teachers told that beneficiaries of training and orientation programmes were tribals, sixteen (9.64 %) teachers told that beneficiaries of training and orientation programmes were students, six (3.62 %) teachers told that beneficiaries of training and orientation programmes were VEC/MTA/PTA and VCWC members and four (2.40 %) teachers told that beneficiaries of training and orientation programmes were tribals and students.

- ❑ Seventy seven (46.38 %) teachers told that training and orientation programmes for tribals were given by head master and sixty seven (40.36 %) teachers told that training and orientation programmes for tribals were given by cluster resource centre coordinator while twenty two (13.26 %) teachers do not know about who give the training and orientation programmes to tribals.
- ❑ With regard to training and orientation programmes for tribals in the school according to committee members, one hundred sixty six (95.95 %) members told that training and orientation programmes for tribals were not conducted in the school while seven (4.05 %) members told that training and orientation programmes were conducted in the school by head master and they had not faced problems in conducting it. All the committee members do not know about the beneficiaries of training and orientation programmes for tribals.
- ❑ With regard to training and orientation programmes for tribals, DPEO, BRCC, CRCCs and head masters had reported that training and orientation programmes for tribals were organized however (59.64 %) teachers and (95.95 %) committee members had reported that training and orientation programmes for tribals were not organized.
- ❑ DPEO and BRCC told that in schools infrastructure survey, training for school development, micro planning and school mapping was conducted.
- ❑ Thirteen (40.63 %) CRCCs told that infrastructure survey, training for school development, micro planning and school mapping were conducted, eleven (34.37 %) CRCCs told that training for school development, micro planning and school mapping were conducted, four (12.50 %) CRCCs told that training for school development and school mapping were conducted

and four (12.50 %) told that micro planning and school mapping were conducted.

- ❑ Thirteen (32.50 %) head masters told that training for school development, micro planning and school mapping were conducted in the school, ten (25.00 %) head masters told that training for school development was conducted in the school, seven (17.50 %) head masters told that infrastructure survey, training for school development and school mapping were conducted, seven (17.00 %) head masters told that school mapping was conducted in the school and three (7.50 %) head masters told that infrastructure survey, training for school development, micro planning and school mapping were conducted in the school.
- ❑ Fifty (30.12 %) teachers told that infrastructure survey, training for school development, micro planning and school mapping were conducted, thirty one (18.67 %) teachers told that training for school development, micro planning and school mapping were conducted, thirty (18.08 %) teachers told that school mapping was conducted and twenty (12.05 %) teachers told that training for school development was conducted while seventeen (10.24 %) teachers do not know about the activities conducted in the school.
- ❑ The functionaries had reported that micro planning, school mapping, infrastructure survey and training for school development were organized in the school but discussion and interviews with functionaries revealed that they do not know the purpose of conducting these activities.
- ❑ DPEO told that in one hundred thirty schools library facility was there.
- ❑ BRCC told that in three hundred seventy eight schools library facility was there and they consisted of 300-1000 books. The beneficiaries of library were teachers, students and villagers.
- ❑ With regard to library the school, twenty one (65.63 %) CRCCs told that their one to ten schools had library facility, ten (31.25 %) CRCCs told that their eleven to twenty schools had library facility and one (3.12 %) CRCC told that their twenty one to thirty schools had library facility.
- ❑ With regard to books in the library, twenty one (65.63 %) CRCCs told that 1-2000 books were there, five (15.62 %) CRCCs told that 2001-4000 books were there, four (12.50 %) CRCCs told that 4001-6000 books were there and two (6.25 %) CRCCs told that 6001-8000 books were there.

- ❑ With regard to beneficiaries of the library, twenty one (65.62 %) CRCCs told that beneficiaries of library were teachers and students, five (15.63 %) CRCCs told that beneficiaries of library were teachers, four (12.50 %) CRCCs told that beneficiaries of library were teachers, students and villagers and two (6.25 %) CRCCs told that beneficiaries of library were students.
- ❑ All the head masters told that library was there in their school. Twenty seven (67.50 %) head masters told that 1-500 books were there, ten (25.00 %) head masters told that 501-1000 books were there and three (7.50 %) head masters told that 1001-1500 books were there.
- ❑ With regard to beneficiaries of the library, twenty two (55.00 %) head masters told that beneficiaries of the library were teachers and students, fifteen (37.50 %) head masters told that beneficiaries of the library were teachers, students and three (7.50 %) head masters told that beneficiaries of the library were teachers.
- ❑ Of the total head masters, twenty one (52.50 %) head masters told that there was need to improve library conditions and nineteen (47.50 %) head masters told that there was no need to improve library conditions.
- ❑ Of the total teachers, thirteen (7.83 %) teachers told that library was not there in the school and one hundred fifty three (92.17 %) teachers told that library was there in the school.
- ❑ One hundred four (62.65 %) teachers told that 1- 500 books were there, forty three (25.90 %) teachers told that 501 – 1000 books were there, fourteen (8.43 %) teachers told that 1001- 1500 books were there and five (3.02 %) teachers told that 1501 – 2000 books were there.
- ❑ One hundred twenty (72.29 %) teachers told that teachers and students were the beneficiaries of the school, thirty five (21.08 %) teachers told that teachers, students and villagers were the beneficiaries of the school and eleven (6.63 %) teachers told that students were the beneficiaries of the school.
- ❑ Of the total committee members, one hundred sixty one (93.06 %) members do not know about library in the school while twelve (6.94 %) members told that library is there in the school. The beneficiaries of the library were teachers and students. The committee members told that there was need to improve library facilities.

- ❑ It was observed that all the schools had library from that twenty two (55.00 %) schools had properly maintained library while eighteen (45.00 %) schools had not properly maintained library and (93.06 %) members do not know about library in the school
- ❑ DPEO, BRCC, CRCCs and head masters told that in all the schools village education register was there, which was regularly checked by the head master and teachers.
- ❑ Of the total teachers, one hundred fifty four (92.77 %) teachers told that VER was there in the school and twelve (7.23 %) teachers do not know about the VER in the school.
- ❑ One hundred seven (64.46 %) teachers told that VER was maintained by teachers, fifteen (9.04 %) teaches told that VER was maintained by head master and teachers, fifteen (9.04 %) teaches told that VER was maintained by head master and committee members, nine (5.42 %) teaches told that VER was maintained by head master, teachers and committee members and eight (4.81 %) teaches told that VER was maintained by head master.
- ❑ According to committee members, thirty (17.34 %) members had told that VER was there in the school while one hundred forty two (82. 66 %) members had told that they do not know about the VER in the school.
- ❑ The functionaries had reported that village education register was maintained by the head master or teachers and (82. 66 %) committee members had reported that they do not know about the village education register in the school.
- ❑ With regard to school evaluation, DPEO told that it was done by government officers and head master and the aspects evaluated were school infrastructure and classroom activities.
- ❑ BRCC and CRCCs told that school evaluation was done by government officers, BRCC, CRCC and committee members and the aspects evaluated were school infrastructure and classroom activities.
- ❑ With regard to the aspects of evaluation, fifteen (46.87 %) CRCCs told that school infrastructure and classroom activities were evaluated, twelve (37.50 %) CRCCs told that classroom activities was evaluated and five (15.63 %) CRCCs told that school infrastructure was evaluated. All the CRCCs told that school evaluation was beneficial.

Plate 4.8 – The investigator in discussion with head master and teachers of the school



Plate 4.9 – The investigator conducting interview of the committee members



- Of the total head masters, thirteen (32.50 %) head masters told that school evaluation was done by government officers, block resource centre coordinator, cluster resource centre coordinator and committee members, ten

(25.00 %) head masters told that school evaluation was done by cluster resource centre coordinator and head master, nine (22.50 %) head masters told that school evaluation was done by government officers, block resource centre coordinator, cluster resource centre coordinator, villagers and committee members, eight (20.00 %) head masters told that school evaluation was done by government officers, block resource centre coordinator and cluster resource centre coordinator.

- ❑ With regard to aspects evaluated in the school, eighteen (45.00 %) head masters told that class room activities were evaluated, seventeen (42.50 %) head masters told that school infrastructure and class room activities were evaluated and five (12.50 %) head masters had told that school infrastructure was evaluated. Thirty seven (92.50 %) head masters had told that school evaluation was beneficial and one (2.50 %) head masters had told that school evaluation was not beneficial.
- ❑ With regard to evaluation of the school, fifty eight (34.94 %) teachers told that school evaluation was done by government officers, block resource center coordinator, cluster resource centre coordinator, head master and committee members, forty eight (28.92 %) teachers told that school evaluation was done by government officers, block resource center coordinator, cluster resource centre coordinator, head master, villagers and committee members, forty two (25.30 %) teachers told that school evaluation was done by cluster resource centre coordinator while eighteen (10.84 %) teachers do not know about the school evaluation.
- ❑ Ninety one (54.83 %) teachers told that school aspects evaluated were school infrastructure and class room activities, fifty three (31.93 %) teachers told that school aspects evaluated were class room activities and four (2.40 %) teachers told that school aspects evaluated were school infrastructure while eighteen (10.84 %) teachers do not know about aspects evaluated.
- ❑ According to committee members, fourteen (8.09 %) members told that committee members had participated in school evaluation, nine (5.20 %) members told that government officers, block resource centre coordinator, cluster resource centre coordinator and committee members had participated, eight (4.63 %) members told that government officers and cluster resource centre coordinator had participated, four (2.31 %) members told that

government officers, block resource centre coordinator, cluster resource centre coordinator and head master had participated and one (0.58 %) member told that government officers, block resource centre coordinator, cluster resource centre coordinator, head master, villagers and committee members had participated while one hundred thirty seven (79.19 %) members do not know about the school evaluation.

- ❑ With regard to the school evaluation functionaries had reported that it was done by the government officers, BRCC, CRCC and committee members and (79.19 %) committee members do not know about the school evaluation.
- ❑ DPEO told that school repair work was done by VCWC members.
- ❑ BRCC told that school repair work was done by VEC members.
- ❑ With regard to school repair work, fourteen (43.75 %) CRCCs told that school repair work was done by VCWC members, seven (21.87 %) CRCCs told that school repair work was done by VEC members, six (18.75 %) CRCCs told that school repair work was done by head masters and five (15.63 %) CRCCs told that school repair work was done by teachers.
- ❑ Fifteen (37.50 %) head masters had told that school repair work was done by VCWC members, thirteen (32.50 %) head masters had told that school repair work was done by VEC members and twelve (30.00 %) head masters had told that school repair work was done by themselves.
- ❑ Seventy six (45.78 %) teachers told that school repair work was done by head master, thirty eight (22.89 %) teachers told that school repair work was done by VCWC members, twenty six (15.67 %) teachers told that school repair work was done by head master and VEC members, eleven (6.63 %) teachers told that school repair work was done by SSA and six (3.61 %) teachers told that school repair work was done by VEC members while nine (5.42 %) teachers do not know about the school repair work.
- ❑ One hundred twenty (69.36 %) members told that school repair work was done by teachers, nineteen (10.98 %) members told that school repair work was done by teachers, VCWC members, committee and villagers, thirteen (7.52 %) members told that school repair work was done by village panchayat, twelve (6.94 %) members told that school repair work was done by teachers and VEC/MTA/PTA members and one (0.58 %) member told

that school repair work was done by VCWC members while eight (4.62 %) members do not know about the school repair work.

- ❑ With regard to school repair work the functionaries had different opinions but in discussion functionaries and tribals had revealed that it was done by the head master or teachers.
- ❑ DPEO told that pravesh utsav, door to door survey of 6-14 years children, convincing parents who not send their children to the school, kanya kelavani, convincing parents who do not send girls to the school, parents of regularly absent students, making environment convenient for children, checking teachers attendance, participating in celebrations and competition, making balmitra class, working with committee members for school development and making quality education were conducted in the school.
- ❑ BRCC told that pravesh utsav, door to door survey of 6-14 years children, convincing parents who not send their children to the school, kanya kelavani, convincing parents who do not send girls to the school, parents of regularly absent students, making environment convenient for children, checking teachers attendance, participating in celebrations and competition, making balmitra class, working with committee members for school development and making quality education were conducted in the school.
- ❑ All the CRCCs told that pravesh utsav, door to door survey of 6-14 years children, convincing parents who not send their children to the school, kanya kelavani, convincing parents who do not send girls to the school, parents of regularly absent students, making environment convenient for children, checking teachers attendance, collection of fund, participating in celebrations and competition, making balmitra class, working with committee members for school development and making quality education were conducted in the school.
- ❑ All the head masters had participated in pravesh utsav, door to door survey of 6-14 years children, convincing parents who not send their children to the school, kanya kelavani, convincing parents who do not send girls to the school, parents of regularly absent students, making environment convenient for children, checking teachers attendance, collection of fund, participating in celebrations and competition, making balmitra class, working with committee members for school development and making quality education.

- Of the total teachers, eighty three (50.00 %) teachers told that pravesh utsav, door to door survey of 6-14 years children, convincing parents who do not send their children to school, kanya kelavani, convincing parents who do not send their girls to the school, convincing parents of regularly absent students in the school, making school environment comfortable for the student to study, checking regularity of the teachers, collection of fund from the school, participation in school activities and competition, making bal mitra class, working with committee members for school development and making quality education the school were conducted, forty seven (28.31 %) teachers told that pravesh utsav, door to door survey of 6-14 years children, convincing parents who do not send their children to school, kanya kelavani, convincing parents who do not send their girls to the school, convincing parents of regularly absent students in the school, making school environment comfortable for the student to study, checking regularity of the teachers, participation in school activities and competition and making quality education the school were conducted, twenty six (15.67 %) teachers told that pravesh utsav, door to door survey of 6-14 years children, convincing parents who do not send their children to school, convincing parents of regularly absent students in the school, making school environment comfortable for the student to study, checking regularity of the teachers, participation in school activities and competition, making bal mitra class, working with committee members for school development and making quality education the school were conducted and ten (6.02 %) teachers told that pravesh utsav, door to door survey of 6-14 years children, convincing parents who do not send their children to school, kanya kelavani, convincing parents who do not send their girls to the school, convincing parents of regularly absent students in the school, making school environment comfortable for the student to study, checking regularity of the teachers, participation in school activities and competition, making bal mitra class and making quality education the school were conducted.
- With regard to activities conducted in school related to education according to committee members, seventy (40.46 %) told that pravesh utsav, door to door survey of children, convincing parents who do not send their children to school, kanya kelavani, convincing parents who do not send their girls to

school, convincing parents of irregular children, working with teachers to built learning environment in the school, checking regularity of teachers, collection of fund, organization of school competitions, making balmitra class, helping school with other committee members, making quality school education were conducted, forty two (24.28 %) members told that pravesh utsav was conducted, twenty (11.56 %) members told that pravesh utsav, convincing parents of irregular children and organization of school competitions, five (2.89 %) members told that pravesh utsav, door to door survey of children, convincing parents who do not send their children to school, kanya kelavani, convincing parents who do not send their girls to school, convincing parents of irregular children, organization of school competitions, making balmitra class, helping school with other committee members, making quality school education were conducted, four (2.31 %) told that pravesh utsav, door to door survey of children, convincing parents who do not send their children to school, kanya kelavani, convincing parents who do not send their girls to school were conducted while thirty two (18.50 %) members do not know about the activities conducted in the school.

- ❑ The functionaries had reported that pravesh utsav, door to door survey of 6-14 years children, convincing parents who do not not send their children to school, kanya kelavani, convincing parents who do not send their girls to the school, convincing parents of regularly absent students in the school, making school environment comfortable for the student to study, checking regularity of the teachers, collection of fund from the school, participation n school activities and competition, making bal mitra class, working with committee members for school development and making quality education the school were conducted in the school but discussion and interview with functionaries revealed that they had no clarity regarding these activities conducted in the schools.
- ❑ With regard to migration card, thirty (75.00 %) head masters had told that migration cards were not given from their school and ten (25.00 %) head masters had told that migration cards were given from their school. Seven (17.50 %) head masters had told that one to twenty five migration cards were given, three (7.50 %) head masters had told that twenty six to fifty migration

cards were given, one (2.50 %) head masters had told that fifty one to seventy five migration cards were given.

- ❑ One hundred nineteen (71.69 %) teachers told that need of providing migration cards were not there in the school and forty seven (28.31 %) teachers told that need of providing migration cards were there in the school. Twenty three (13.85 %) teachers told that one to twenty five migration cards were provided from the school, fourteen (8.43 %) teachers told that twenty six to fifty migration cards were provided from the school, five (3.01 %) teachers told that fifty one to seventy migration cards were provided from the school and five (3.01 %) teachers told that seventy five to hundred migration cards were provided from the school.
- ❑ The functionaries had reported that in most of the problem of students absenteeism was there because of family migration but (75.00 %) head masters and (71.69 %) teachers had reported that there was no need of providing migration card from the school.
- ❑ BRCC had participated in making village education plan, deciding school timings and school improvement plan along with teachers, committee members, tribals and village leaders.
- ❑ Of the total CRCCs, eighteen (56.26 %) CRCCs had participated in preparation of village education plan and school improvement plan, five (15.62 %) CRCCs had participated in appointment of teachers, five (15.62 %) CRCCs had participated in appointment of teachers and preparation of village education plan and four (12.50 %) CRCCs had participated in sanctioning leave for teachers and preparation of village education plan.
- ❑ Of the total head masters, eleven (27.50 %) head masters had participated in sanctioning leave of teachers, making village education plan, making school improvement plan and deciding school timing, seven (17.50 %) head masters had participated in teachers appointment and sanctioning leave of teachers, six (15.00 %) head masters had participated in sanctioning leave of teachers, making village education plan and making school improvement plan, six (15.00 %) head masters had participated in sanctioning leave of teachers, five (12.50 %) head masters had participated in making village education plan and making school improvement plan, five (12.50 %) head masters had participated in making village education plan.

- ❑ Of the total teachers, sixty four (38.55 %) teachers had participated in preparation of village education plan for school development, sixty three (37.95 %) teachers had participated in preparation of school improvement plan and village education plan for school development and twenty (12.05 %) teachers had participated in preparation of village education plan for school development while nineteen (11.45 %) teachers do not know about school development activities.
- ❑ According to VEC/MTA/PTA and VCWC members, one hundred seventy one (98.84 %) members had participated in making of village education plan and school improvement plan with the help of teachers while two (1.16 %) members had participated in village education plan, school improvement plan and deciding school timing with other committee members.
- ❑ The functionaries had reported that village education plan, deciding school timings and school improvement plan, appointment of teachers but interviews and discussion with functionaries had revealed that they had no clarity regarding these activities conducted in the school.

The analysis of qualification of committee members revealed that most of them had studied up to some level and fewer of them were illiterates. The (90.00 %) head masters and (92.17 %) teachers had reported that SSA logo was properly placed in the schools but observation of schools revealed that (70.00 %) schools had no SSA logo or not properly placed SSA logo. The (55.00 %) schools had flower garden in the schools and (45.00 %) schools had proper play ground in the schools. The (25.00 %) schools had got the science kit, (40.00 %) schools had got the mathematics kit, (35.00 %) schools had got the music kit. With regard to computer facility, (55.00 %) schools had computer facility. In all the schools mid day meal was provided to the students. The (72.50 %) schools had no VEC/MTA/PTA display board in the school. It was observed that all the schools had library from that only twenty two (55.00 %) schools had properly maintained library and (93.06 %) members do not know about library in the school. The (62.50 %) schools had no clean bore well pump and tank. The (75.00 %) schools had students with no clean dress. The head masters and teachers had timely received the fund from the government while (79.19 %) committee members do not know about the fund received from the government.

The programmes and activities organized in the schools were pravesh utsav, prabhat peheri, celebration of independence and republic day, cultural programme, science fair and environment day. The organization of the programmes and activities was done by the head master and teachers. The involvement of committee members and tribals in organization of programmes and activities was very less. The functionaries had reported that trainings were organized for teachers, committee members, tribals and village leaders but in interviews and discussion conducted with them, most of them were not clear regarding the content and purpose of the training provided. With regard to training and orientation programmes for tribals, DPEO, BRCC, CRCCs and head masters had reported that training and orientation programmes for tribals were organized but (59.64 %) teachers and (95.95 %) committee members had reported that training and orientation programmes for tribals were not organized.

The functionaries had reported that village education register was regularly checked by the head master or teachers however (82.66 %) committee members had reported that they do not know about the village education register in the school. With regard to the school evaluation functionaries had reported that it was done by the government officers, BRCC, CRCC and committee members however (79.19 %) committee members do not know about the school evaluation. The functionaries and tribals had revealed that school work was done by the head master or teachers. The functionaries had reported that pravesh utsav, door to door survey of 6-14 years children, convincing parents who do not send their children to school, kanya kelavani, convincing parents who do not send their girls to the school, convincing parents of regularly absent students in the school, making school environment comfortable for the student to study, checking regularity of the teachers, collection of fund for the school, participation in school activities and competition, making bal mitra class, working with committee members for school development and making quality education in the school were conducted but discussion and interview with the same functionaries revealed that they had no clarity regarding these activities conducted in the schools. The functionaries had reported that in most of schools the problem of students absenteeism was there because of family migration however (75.00 %) head masters and (71.69 %) teachers had reported that there was no need of providing migration card from the school. The functionaries had reported that they were involved in village education

plan, deciding school timings and school improvement plan, appointment of teachers in the school but interviews and discussion with functionaries had revealed that they had no clarity regarding these activities conducted in the school.

b) Involvement of tribal in programmes

- ☐ BRCC told that tribals had given prizes in various competitions organized in the school for motivation of children.
- ☐ Of the total head masters, eleven (27.50 %) head masters had received fund from the tribals and twenty nine (72.50 %) head masters had not received fund from the tribals.
- ☐ Twenty six (15.67 %) teachers told that they received help and fund from tribals for school while one hundred forty (84.33 %) teachers told that they had not received help and fund from tribals for school.
- ☐ Seventy six (43.93 %) members told that tribals had helped and given fund for the school while ninety seven (56.07 %) members told that tribals had not helped and given fund for the school.
- ☐ Of the total committee members, forty five (26.01 %) members had participated in collection of fund for the school while one hundred thirty eight (73.99 %) members had not participated in collection of fund for the school.
- ☐ The (72.50 %) head masters, (84.33 %) teachers and (56.07 %) committee members had reported that they had not got the fund from the tribals. The most of the functionaries had not participated in collection of fund for the school. The functionaries had reported that tribals had not helped school much in terms of funds because of their poor economic condition. The participation of tribals in programmes and activities, collection of fund and school development activities was observed to be very limited. Even, (83.50 %) parents had reported that they not participated in generation of fund for the school
- ☐ Twenty four (60.00 %) head masters had told that tribals had helped in the organization of training and orientation programmes and sixteen (40.00 %) head masters had told that tribals had not helped in the organization of training and orientation programmes.
- ☐ Seventy four (38.55 %) teachers told that tribals had helped in organization of training and orientation programmes and ninety one hundred two (61.45

%) teachers told that tribals had not helped in training and orientation programmes.

- ❑ According to committee members, eight (4.63 %) members told that tribals had helped in organization while one hundred sixty five (95.37 %) members told that tribals had not helped in organization of training and orientation programmes.
- ❑ With regard to participation of tribals in training and orientation programmes, (61.45 %) teachers and (95.37 %) committee members had reported that tribals had not helped in training and orientation programmes. The functionaries had reported that training and orientation programmes were organized for the tribals but tribals had reported that most of them had not received any training and orientation programme related to school work.
- ❑ DPEO and BRCC told that tribals had helped in school repair work.
- ❑ Nineteen (59.37 %) CRCCs told that tribals had helped in school repair work and thirteen (40.63 %) CRCCs told that tribals had not helped in school repair work.
- ❑ Twenty three (57.50 %) head masters told that tribals had helped in school repair work and seventeen (42.50 %) head masters had told that tribals had not helped in school repair work.
- ❑ Fifty eight (34.94 %) teachers told that tribals had helped them in school repair work and one hundred four (62.66 %) teachers told that tribals had not helped them in school repair work while four (2.40 %) teachers do not know about the school repair work.
- ❑ Fifty eight (33.53 %) committee members told that tribals had helped in school repair work while one hundred fifteen (66.47 %) members told that tribals had not helped in school repair work.
- ❑ With regard to participation of tribals in school repair work, DPEO, BRCCs, (59.37 %) CRCCs and (57.50 %) head masters had reported that tribals had helped in school work but (62.66 %) teachers and (66.47 %) committee members told that tribals had not helped in school repair work. The functionaries and tribals had reported that school repair work was done by the head masters and teachers of the school.

The economic condition of the tribals of the Dangs is poor thus they were not in position to help the school in terms of financial assistance. The (72.50 %) head masters, (84.33 %) teachers and (56.07 %) committee members had reported that they had not received the financial help from the tribals. With regard to participation of tribals in training and orientation programmes, (61.45 %) teachers and (95.37 %) committee members had reported that tribals involvement in organization of training and orientation programmes was less. The functionaries had reported that training and orientation programmes were organized for the tribals but tribals had reported that most of them had not received any training and orientation programme related to school work. The tribal's participation in programmes and school activities was less because most of the time they were busy in earning day to day meal, programmes and activities organized in the school had not provided the scope for the participation of tribals and lack of awareness regarding importance of their involvement and its long range usefulness for their children and community at large. The tribals had reported that all school related programmes and activities were organized by the head master and teachers. The tribals generally remained present in the schools for celebrations of festivals in the school but they had not participated in it. With regard to participation of tribals in school repair work, DPEO, BRCCs, (59.37 %) CRCCs and (57.50 %) head masters had reported that tribals had helped in school work, however (62.66 %) teachers and (66.47 %) committee members told that tribals had not helped in school repair work. The functionaries and tribals had reported that school repair work was done by the head masters and teachers of the school.

c) Problems faced

- ❑ DPEO had faced problem in organizing meetings for the functionaries, family migration for earning in grape gardens and sugarcane cutting and involving tribals, members of village panchayat, village leaders and teachers in activities conducted for school development.
- ❑ BRCC had faced problem of transfer of teachers and visiting schools because of hilly regions.
- ❑ All the CRCCs had faced problems in coordination of different departments of SSA, arranging meetings for functionaries, lack of time with functionaries, involving functionaries due to their busy schedule, giving

orientation to tribals, not getting enough resources and making coordination between district level, block level and village level people.

- ❑ The head masters had faced problems in organization of training and orientation programmes for functionaries and tribals, not getting enough resources, involving tribals, members of village panchayat and involving village workers in school activities, making coordination between district level, block level and village level people and not getting cooperation from teachers.
- ❑ The teachers had faced problems in organization of programmes and specific activities, not getting enough resources, involving tribals, members of village panchayat and village workers in school activities and involving tribals in school activities.
- ❑ The committee members had faced problems in formulation and functioning of committee, not invited in the organization of programmes and specific activities and not getting cooperation from teachers, student absenteeism due to lack of students interest, parents poor condition, students involvement in household work, earning need of students, family migration and parents disinterest in students education, not getting cooperation from the parents who do not send their children to the school and not getting cooperation from teachers and head master of the school.
- ❑ With regard to problems faced in conducting special training and awareness programme, in five (12.5 %) schools had not faced the problems while thirty five (87.5 %) schools had faced problem.

The problems faced by functionaries were organization of meetings, transfer of teachers, visiting schools due to geographical locale, coordination of different departments of SSA, involving functionaries in programmes and activities due to their busy schedule, giving orientation to tribals, not getting enough resources, coordination between district level, block level and village level people, formulation and functioning of committee, subsequently not involved in the organization of programmes and specific activities, not getting cooperation from teachers, student absenteeism due to lack of students interest, parents poor condition, students involvement in household work, earning need of students, family migration and parents disinterest in students education, not getting

cooperation from the parents who do not send their children to the school and not getting cooperation from teachers and head master of the school. It was observed that most of the schools had faced the problem of student's absenteeism due to family migration, scarcity of water, indifferent attitude of teachers, involving tribals in school activities due to their ignorance about the long range usefulness of education for their children and community at large.

d) Needed improvements

- ☐ DPEO told that there was need of organizing teacher trainings, decreasing family migration and creating opportunities for tribals to earn day to day meal.
- ☐ BRCC told that teachers should stay in villages and make relations with the tribals so that teachers should know parents and conduct more meetings.
- ☐ All the CRCCs told that there was need to improve library facilities.
- ☐ All the teachers told that there was need to improve library facility, more fund was needed and more resources were required in the school.
- ☐ All the committee members and tribals told that more fund and resources were required in the school.

The functionaries had suggested improvement in library facilities, more fund and resources for school, teachers should stay in villages, organization of teacher trainings, decreasing students absenteeism and creating opportunities for tribals to earn day to day meal. It was observed that functionaries and tribals had not properly utilized the available resources, scope of involvement of functionaries and tribals in school activities was less, lack of understanding regarding their roles and responsibilities among the tribals demands the need of orientation and training programmes for them.

Most of the committee members were literate up to the some level. All the CRCCs and BRCC had faced the problems in visiting the school due to the geographical locale of the Dangs district consisting of hilly region. All the functionaries had discussed the school related problems with the teachers. Most of the functionaries told that SSA logo was properly placed in the school but it was observed that in many schools SSA logo was improperly placed or not there. Most of the functionaries had told that VEC account was there in the bank and VEC annual budget was declared but the tribals and committee members had reported that they

do not know about the annual budget it was managed by either head master or the teachers in the schools.

All the schools had toilet facility in the school. With regard to garden in most of the schools flower garden was there while in few schools medicinal and kitchen garden was there. In some of the school they faced the problem of maintaining toilets and garden because tribals use toilets in improper way and damage the plants of the garden. Most of the schools had faced problem of scarcity of water during summer season. In most of the schools a sufficient amount of infrastructure was not there according to the total students in the school. It was observed that in most of the schools, students were not in the school uniform and clean cloths. All the schools had kitchen facility and they had provided the mid day meal to the students every day. The mid day meal observed was of poor quality and not properly cooked. The majority of the schools had no VEC/MTA/PTA board in the schools and those having, had not properly maintained it. In most of the school's classrooms and school building was clean. In many schools computer facility was not there and in those schools computer facility was there, they had faced the problem of maintaining computers because computer repair facility was not available. In many schools science kit, mathematics kit, music kit and sports kit were provided under the scheme of SSA, but in most of the schools they were used for display and not used in the teaching learning process.

The schools had timely received the fund from SSA every year. The fund was provided for the construction and repair of school building, school development and teaching learning material. The majority of the committee members had reported that the school fund was managed either by head master or the teachers, they do not know about the utilization of fund received from the SSA for school every year. The programmes and activities organized in the schools were pravesh utsav, prabhat peheri, celebration of independence and republic day, cultural programme, science fair and environment day. The organization of the programmes and activities was done by the head master and teachers. The participation of committee members in organization of programmes and activities was very less. The programmes and activities were organized to fulfill the norms set by SSA and it does not provide the opportunity for participation of committee members and parents in the programmes and activities of the school. Thus, it reveals that both functionaries and tribals were not aware with purpose of

organization of programmes and activities in the schools although they fulfill the requirements of norms set by the SSA. The participation of tribals in programmes and activities was limited. The tribals had helped in providing tent, utensils, cleaning ground and maintaining garden in vacation. Tribals do not have basic understanding regarding the importance of their participation in programmes and school related activities. The group discussion and interview with tribals revealed that tribals do not know their role and responsibilities in programmers and school related activities.

DPEO, BRCC, CRCCs and head master told that training and orientation programmes were organized for the tribals but most of the committee members and tribals had reported that trainings and orientation programmes were not organized for them. The few committee members and tribals had received training for one to three days. The functionaries had reported that infrastructure survey, training for school development, micro planning and school mapping were conducted in the schools and they had participated in it but group discussion and interview of them revealed that they had not understanding regarding the infrastructure survey, training for school development, micro planning and school mapping. The most of the schools had library facility in the schools but it was observed that in most of the schools books were not used by teachers, students and tribals. The village education register was there in all the schools, which was maintained by either head master or teachers. Most of the functionaries had reported that school evaluation was done by government officers, DPEO, BRCC, CRCCs, head masters and committee members but discussion with committee members revealed that the school evaluation was done by the government officers and they had not participated in it. The aspects evaluated in the schools were maintenance of records, infrastructure and classroom activities. All the schools had worked with SSA and few schools had worked with the tribal welfare department and non-governmental organization. The functionaries had reported that school repair work was done by VCWC members but most of the committee members had revealed that school repair work was done by the head masters and teachers. The most of the head masters and teachers reported that migration cards were not given from the schools but during discussion they told problem of family migration for sugarcane cutting and grape garden was there in most of the schools. The functionaries had also reported that migration cards were not utilized by the

parents for the purpose for which they were given. The most of the functionaries had not participated in collection of fund for the school. The functionaries had reported that tribals had not helped school much in terms of funds because of their poor economic condition. The participation of tribals in programmes and activities, collection of fund and school development activities was observed to be very limited. The problems faced by functionaries were organization of meetings for functionaries, transfer of teachers, visiting villages, lack of resources, organization of training and orientation for tribals, family migration, giving orientation to tribals, involving tribals in school activities, involving panchayat members in school activities, formulation and functioning of committee meetings and students absenteeism. The problem of student absenteeism was largely due to the family migration and indifferent attitude of parents towards education. The functionaries had reported that improvements were required in the training conducted for teachers; teachers should stay in the respective villages, library facility and requirement of more funds.

It was observed that wherever head masters and teachers with positive attitude, dedicated, committed and visionary would certainly improve the state of elementary education and these need to be motivated and rewarded for their stupendous task while others need to be exposed to such schools and communities for sensitization and may be replication of such positivism. The government's awareness programme, orientation, motivation and trainings are needed to make functionaries and tribals understand the importance of community participation in elementary education.

With regard to participation of functionaries in school related affairs, it could be said that their participation in schools was limited to following the guidelines of government, maintaining the records in case of inspections, utilization of grants, organization of programmes and activities, conduction of committee meetings so that at the end of the year the accounts are settled and for such purposes committees were constituted, agendas made, meetings conducted, signatures or thumb impressions taken for records and grants utilized.

The most of the functionaries were interested in fulfilling the prescribed norms and thus programmes and activities were organized in the mechanical way and thus it does not provide the scope of involvement of both functionaries and tribals. The functionaries were also not interested in involving the tribals in committee

meeting, programmes, activities and school affairs. The tribals were not aware with their roles and responsibilities and thus they came to school only on celebrations and call by the head master or teachers. The most of the functionaries and tribals were interested in getting more funds and facilities from the government but on the other side they were not in a position to utilize the facilities given to them in the school.

The most of the prescribed programmes and activities were conducted and records were maintained but it does not serve the purpose of involvement of tribals in it. The group discussion and interview showed that programmes and activities were organized by the head master and teachers and very less scope of participation of functionaries and tribals was there. Unless, the functionaries and tribals were aware with their roles and responsibility, the involvement of tribals in elementary schools could not possible and therefore awareness and orientation programmes and trainings were required for both functionaries and tribals.

4.1.4 Objective four: To study the perception of beneficiaries with regard to elementary education

a) Benefit accrued

- ☐ With regard to grants from government, it was found that in thirteen (32.5 %) of schools had no information regarding grants while nine (67.5 %) schools had timely received the grants from the government.
- ☐ The grant received from government was for different work. Seventeen (42.5 %) schools received grant for construction of school, school repairing, preparation of TLM and school improvement, eleven (27.5 %) schools received grants for school repairing, preparation of TLM and school improvement, four (10.0 %) schools received grant for construction of school, school repairing and preparation of TLM, three (7.5 %) schools received grant for preparation of TLM, two (5.0 %) schools received grant for school repairing, preparation of TLM, one (2.5 %) school received grant for construction of school, school repairing and school improvement, one (2.5 %) school received grant for construction of school, school repairing, preparation of TLM and other grant, one (2.5 %) school received grant for construction of school, school repairing, preparation of TLM, school improvement and other grant.

- ❑ Thirty four (85.0 %) schools received the school development grant while six (15.0 %) schools had no information regarding school development grant. Thirty five (82.5 %) schools received the TLM grant while five (12.5 %) schools had no information regarding TLM grant. Thirty five (82.5 %) schools received the school repair grant while five (12.5 %) schools had no information regarding school repair grant. However seven (17.5 %) schools had received grants like sanitation and meena grants and utilized the entire grant.
- ❑ With regard to activities carried out in the school for its development, one hundred six (51.45 %) schools had carried out training, micro planning and school mapping, seventy (33.98 %) schools had carried out infrastructure survey, training, micro planning and school mapping, and thirty (7.5 %) schools had carried out infrastructure survey.
- ❑ With regard to organization of special training and awareness programmes for tribals, it was found that only sixteen (40.00 %) of schools had organized it while twenty six (57.5 %) of the schools did not organized it and one (2.5 %) schools did not have any information.
- ❑ With regard to beneficiaries of the special training and awareness programme, eleven (27.5 %) schools beneficiaries were tribals, two (5.0 %) schools beneficiaries were committee members and twenty seven (67.5%) schools had no information regarding beneficiaries.
- ❑ In five (12.5 %) schools special training and awareness programme were given by Coordinator of Cluster Resource Center, in five (12.5 %) schools special training and awareness programme were given by Head Master, in one (2.5 %) schools special training and awareness programme were given by District Institute of Educational Training, in one (2.5 %) schools special training and awareness programme were given by Head Master and Coordinator of Cluster Resource Center, in one (2.5 %) schools special training and awareness programme were given teachers, in one (2.5 %) schools special training and awareness programme were given by Sarva Shiksha Abhiyan, in one (2.5 %) schools special training and awareness programme were given by Women Group, Sarpanch and Talati and in twenty four (60.0 %) schools had no information.

- ❑ With regard to education of parents, thirty three (16.02 %) parents were illiterate, one hundred fifty one (73.30 %) parents had studied up to tenth standard, ten (4.85 %) parents had studied up to twelve standard, eleven (5.33 %) parents had studied up to graduation and one (0.49 %) parent had studied up to post graduation level.
- ❑ With regard to occupation of parents, one hundred ninety two (93.20 %) parents were farmers, five (2.42 %) parents were anganwadi worker, five (2.43 %) parents were midday meal worker, two (0.97 %) parents were balmitra, one (0.49 %) parent was water supplier and one (0.49 %) parent was driver.
- ❑ Among the total two hundred six parents, seventy nine (38.35 %) parents had one to five members in family, one hundred thirteen (54.86 %) parents had six to ten members in the family and fourteen (6.79 %) parents had eleven to fifteen members in the family.
- ❑ Among the total parents, sixty one (29.61 %) parents were not informed regarding school meetings while one hundred forty five (70.39 %) parents were informed regarding school meetings. Fifty seven (27.67 %) parents were informed regarding school meeting by teachers, forty five (21.84 %) parents were informed regarding school meetings by head master and teachers, thirty eight (18.45 %) parents were informed regarding school meetings by head master and five (2.43 %) parents were informed regarding school meetings through message given by children.
- ❑ Of the total parents, eighty (38.84 %) parents felt that in school meetings importance was not given on the views presented by them while one hundred twenty six (61.16 %) parents felt that in school meetings importance was given on the views presented by them. One hundred six (51.45 %) parents felt that the views presented in school meetings by them was listened, eleven (5.34 %) parents felt that the views presented in school meetings by them was discussed, seven (3.40 %) parents felt that the views presented in school meetings by them was implemented and eleven (5.34 %) parents were not clear regarding the views presented by them in school meetings.
- ❑ Of the total parents, ten (4.85 %) parents had village education register in their school while one hundred ninety six (95.15 %) parents had no idea regarding village education register in the school.

- ❑ With regard to programmes and special activities conducted in school, one hundred twenty one (58.74 %) parents told that pravesh utsav and bal mela were conducted in their school, fifty six (27.18 %) parents told that pravesh utsav, bal mela and cultural programmes were conducted in their school, eleven (5.34 %) parents told that pravesh utsav, bal mela, cultural programme, meena campaign, maa beti mela, mahila sammelan, shishu mela and prabhat pheri were conducted in their school, four (1.94 %) parents told that pravesh utsav, jagruti abhiyan, bal mela, cultural programme, maa beti mela, mahila sammelan, kishori mela and prabhat pheri were conducted in their school while fourteen (6.80 %) parents had no idea regarding programmes and specific activities conducted in the school.
- ❑ Of the total parents, one hundred fifty (72.82 %) parents told that library was not there in the school, seventeen (8.25 %) parents do not know about status of the library in the school while thirty nine (18.93 %) parents told that the library was there in the school.
- ❑ With regard to beneficiaries of the library, twenty six (12.61 %) parents told that beneficiaries were students, seven (3.40 %) parents told that beneficiaries were students and villagers, three (1.46 %) parents told that beneficiaries were teachers, students and villagers and three (1.46 %) parents told that beneficiaries were teachers and students.
- ❑ With regard to the fund, one hundred ninety nine (96.60 %) parents do not know about fund while seven (3.40 %) parents know about the fund. Only seven of who know about fund (3.40 %) told that fund was used for the school repair work.
- ❑ Of the total parents, one hundred seventy two (83.50 %) parents had not participated in generation of fund for the school while thirty four (16.50 %) parents had participated in generation of fund for the school. Twenty three (11.16 %) parents participated in generation of fund by convincing people from the community, nine (4.37 %) parents participated in generation fund by giving fund themselves and by convincing villagers to give fund, one (0.49 %) parent had participated in generation of fund by convincing villagers and one (0.49 %) parent had participated in generation of fund by giving fund themselves.

- With regard to repair work of the school, one hundred fifty five (75.24 %) parents told that school repair work was done by the teachers, twenty three (11.16 %) parents told that school repair work was done by the members of village civil work committee, twenty one (10.19 %) parents told that school repair work was done by the teachers and committee members, three (1.46 %) parents told that school repair work was done by the teachers and villagers, one (0.49 %) parents told that school repair work was done by the committee members while three (1.46 %) parents do not know about the school repair work. Of the total parents, one hundred seventy five (84.95 %) parents told that school repair work was done by using school grant while thirty one (15.05 %) parents do not know about the source of fund for school repair work.

The (67.5 %) parents had reported that schools had timely received the grants for civil work of school, school repairing, teaching learning material and school improvement, however a few schools had received other grants like sanitation and meena grants. The activities carried out in the most of the schools were training, micro planning and school mapping but discussion with them revealed that they did not know about these activities. The majority of the schools had no information regarding the utilization of grants in the schools. With regard to training and awareness programmes for the tribals, (57.5 %) schools had not organized any special training and awareness programme for tribals. The parents who are expected to be beneficiaries of such training programme do not know about the beneficiaries of the training and awareness programmes. With regard to the qualification of parents, (94.98 %) parents were literate and only few parents were illiterate. The (93.20 %) parents were farmers. The parents were informed regarding the committee meetings and they remained present in committee meetings. The parents were present in committee meetings but their participation was very less. The (95.15 %) parents did not know about the village education register in the school and its use. With regard to the programmes and special activities conducted in the school, (58.74 %) parents told that pravesh utsav and bal mela were conducted in the school. The (72.82 %) parents do not know about the library in the schools. Almost, all (96.60 %) parents do not know about the fund received and utilized by the schools from the SSA. With regard to the school repair

work, (75.24 %) parents had reported that school repair work was done by the teachers.

b) Problems faced in adopting the benefits

- ❑ Of the total parents, hundred (44.17 %) parents told that problem of students absenteeism was not there in their school while one hundred six (51.46 %) parents told that problem of students absenteeism was there in their school from that fifty two (49.05 %) parents told that problem of students absenteeism was there because of parents poor condition and family migration to other places, thirty three (31.13 %) parents told that problem of students absenteeism was there because of children's lack of interest in education, working for necessities or helping in farming and family migration to other places and twenty one (19.81 %) parents told that problem of students absenteeism was there because children were involved in household works.
- ❑ With regard to the training, one hundred ninety seven (95.63 %) parents had not received training for school work while nine (4.35 %) parents had received three days training for school work, given by head master, which was beneficial for them.
- ❑ In summer season all the schools had faced problem of scarcity of water. The parents told that family migration was there for sugarcane cutting and grape gardens, due to it many parents do not send their children to the schools. The student's absenteeism was highest during harvesting season.
- ❑ With regard to school activities like micro planning, school mapping, core team plan and other activities, of the total parents, one hundred ninety four (94.17 %) parents do not know about above activities while eight (3.88 %) parents had participated in micro planning and school mapping, three (1.46 %) parents had participated in school mapping and one (0.49 %) parent had participated in micro planning, school mapping and core team plan. Twelve (5.83 %) parents told that head master, teachers and committee members had participated in micro planning, school mapping, core team plan and other activities and parents felt that these school activities were beneficial for the school.
- ❑ One hundred twenty four (60.19 %) parents do not know the benefits of school committees for village, school and children while eighty (39.81 %)

parents felt that school committees were beneficial for village, school and children.

Most of the parents had reported that because they have to migrate to earn for their livelihood, they required taking their children with them, thus the education of their child suffers. Most of the parents had not received any training related to school work. With regard to training, (95.63 %) parents had not received any training related to school work. The problem of student's absenteeism, scarcity of water was there in the schools. The (60.19 %) parents did not know about the benefits of school committees for village, school and children. The (94.17 %) parents do not know about the micro planning, school mapping and core team plan conducted in the school. The parents had reported that during harvesting season the student's absenteeism was more. The (87.5 %) schools had faced problems in conducting special training and awareness programmes for tribals.

c) Perceived long range usefulness

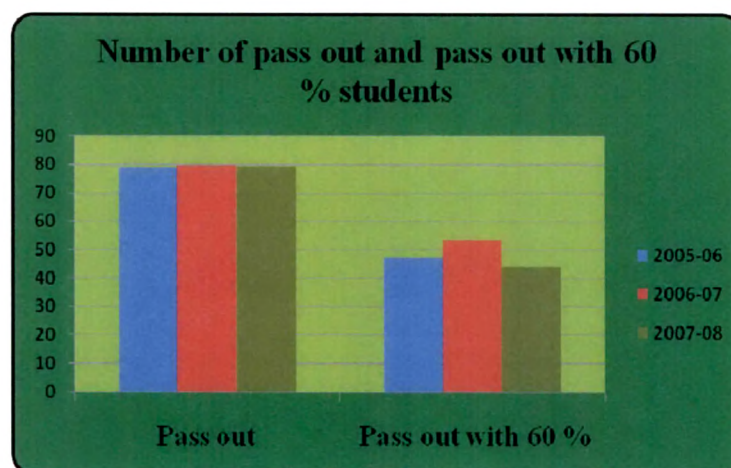
- ❑ Of the total forty sample schools, the total number of students, number of pass out, pass out with 60 %, failure and drop out students during the three consecutive years i.e. 2005-2006, 2006-2007 and 2007-2008.

Table 4.1 – The number of pass out, pass out with 60 %, failure and dropout rate of the students of the sampled schools

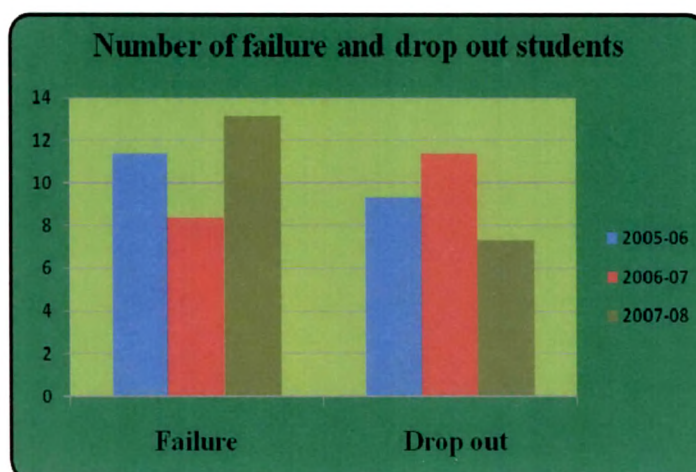
Year	Total number of students	Pass out	Pass out with 60 %	Failure	Dropout rate
2005 – 2006	1244	986 (79.26%)	593 (47.63%)	142 (11.41%)	116 (9.32%)
2006 – 2007	1328	1065 (80.19%)	713 (53.68%)	112 (8.43%)	151 (11.37%)
2007 – 2008	1611	1282 (79.57%)	719 (44.63%)	212 (13.15%)	118 (7.32%)

- ❑ With regard to achievement of students, dropout rate of students and failure students, there was not remarkable difference since three consecutive years in sample schools.

Graph 4.7 – The percentage of pass out and pass out with 60 % students of the schools



Graph 4.8 – The percentage of failure and drop out students of the schools



- ❑ With regard to participation of people in micro planning, school mapping and infrastructure survey, in fifteen (37.5 %) schools school head master and committee members had participated, in ten (25.0 %) schools head master, teacher, committee members and villagers had participated, in seven (17.5 %) schools head master, and teacher had participated, in four (10.0 %) schools head master and committee members had participated and in two (2.5 %) schools head master had participated.
- ❑ Among the total parents, one (0.49 %) parent had no clarity regarding sending their children to school while one hundred ninety seven (95.63 %)

send their children to school with the intention that they will get jobs in future, four (1.94 %) send their children to school with the intention that their children will get good social status, three (1.46 %) send their children to school with the intention that they will be saved from exploitation and one (0.49 %) send their children to school with the intention that they will help the society.

- ❑ Of the total parents, thirty six (17.47 %) parents send their children to school forcefully and they just tell them to go to the school while one hundred seventy (82.53 %) parents do not force their children. Children of one hundred eighty seven (90.78 %) parents do not waste time in roaming while children of nineteen (9.22 %) parents waste their time by roaming here and there from these twelve (63.16 %) parents ensure attendance of their children by visiting school and seven (36.84 %) parents ensure attendance of their children by consulting teachers. Two hundred two (98.06 %) parents had not faced problem in sending their children to school while four (1.94 %) parents had faced problem of giving cloths to their children for going school.
- ❑ With regard to consulting teachers, forty five (21.85 %) parents had not consulted teachers while one hundred sixty one (78.15 %) parents consulted teachers for education of their children in school from these one hundred forty nine (72.33 %) parents consulted teachers some time while twelve (5.82 %) patents consulted teachers many time. All the parents felt that teachers were helpful and sensitive for their children because
- ❑ Of the total parents, one hundred sixty six (80.58 %) parents had not received any complain from the teachers for their children while forty (19.42 %) parents had got complain from teachers for their children. Regarding complain, thirty two (15.53 %) parents got complain of students absenteeism in school while eight (3.88 %) parents got complain regarding inattentive behavior of their children in classroom.
- ❑ Of the total parents, one hundred sixty eight (81.55 %) parents want to educate their children up to the level they wish to study, twenty (9.71 %) parents want to educate their children up to college level, two (0.98 %) parents want to educate their children up to tenth standard and sixteen (7.77 %) parents had no clarity regarding the level of the education to be provided to their children.

- ❑ With regard to the problems faced in educating their children, one hundred eighty two (88.35 %) parents not faced problems in providing education to their children while twenty four (11.65 %) parents faced problems in providing education to their children. Eighteen (8.74 %) parents felt that they were not in a position to provide necessary things required for educating their children and six (2.91 %) parents felt that they had no time to check that what their children were doing.
- ❑ With regard to receptivity of tribals for special training and awareness programme, in fifteen (37.5 %) schools tribals had participated up to some extent in special training and awareness programme, in ten (25.0 %) schools tribals had shown eagerness for special training and awareness programme, in nine (22.5 %) schools tribals had utilized the knowledge from special training and awareness programme, in four (10.0 %) schools tribals had exhibited interest in special training and awareness programme and in two (5.0 %) schools had no information.
- ❑ With regard to participation of tribals in the special training and awareness programme, in seventeen (42.5 %) schools tribals helped in organization of special training and awareness programme, in fourteen (35.0 %) schools tribals had participated up to some extent in special training and awareness programme, in six (15.0 %) schools tribals had utilized the knowledge of special training and awareness programme in their daily life, in three (7.5 %) schools tribals did not come for special training and awareness programme and one (2.5 %) school had no information.
- ❑ With regard to organization of special training and awareness programme in the schools, seventeen (42.5 %) schools tribals had helped in organization of special training and awareness programme while twenty two (57.5 %) schools tribals had not helped in organization of special training and awareness programme.
- ❑ Among the total parents, one hundred seventy nine (86.89 %) parents were sending their children regularly in the school while twenty seven (13.11 %) parents were irregular in sending their children in the school.
- ❑ Of the total parents, twenty seven (13.11 %) parents do not know why they are sending their children to school while one hundred sixty six (80.58 %)

parents send their children so that they learn reading and writing and thirteen (6.31 %) parents send their children because school was there in the village.

- ❑ All the parents remained present in programmes of the school, one hundred seven (51.94 %) parents had no clarity regarding the programmes attended in school, ninety six (46.60 %) parents had attended Independence and Republic day celebrations and pravesh utsav and three (1.46 %) parents attended pravesh utsav.
- ❑ With regard to participation of parents in school meetings, forty four (21.36 %) parents were not present in committee meetings while one hundred sixty two (78.64 %) parents were present in committee meetings. One hundred three (50.00 %) parents were present in the meetings, thirty six (17.48 %) parents had participated in discussion of meeting, fifteen (7.28 %) parents had participated in ensuring the implementation of resolutions made in the meetings and eight (3.88 %) parents had presented views based on their observations in the meetings.
- ❑ Thirty eight (18.45 %) parents had not participated in lessening students absenteeism in school while one hundred sixty eight (81.55 %) parents had participated in lessening students absenteeism in school. One hundred fifty six (75.73 %) parents had participated in convincing those parents who do not send their children to school, nine (4.37 %) parents had participated in convincing those parents who do not send their children to school as well as children to take education and three (1.44 %) parents had participated in convincing children to take education.
- ❑ Eighty (38.85 %) parents had participated in decreasing students absenteeism with head master, teachers and villagers, seventy (33.98 %) parents had participated in decreasing students absenteeism with head master, teachers, committee members and village leaders, twenty one (10.19 %) parents had participated in decreasing students absenteeism with teachers, six (2.91 %) parents had participated in decreasing students absenteeism with head master and committee members, three (1.46 %) parents had participated in decreasing students absenteeism with head master, teachers, committee member, village leaders and villagers while twenty six (12.61 %) parents do not know about the people involved in decreasing students absenteeism. In this kind of efforts one hundred thirty three (64.56 %) parents had not faced

problem in decreasing students absenteeism while seventy three (35.44 %) parents had faced problem of convincing parents to send their children to school. One hundred fifty seven (76.21 %) parents felt that efforts made for decreasing student's absenteeism were beneficial for village, school and children.

The parents had reported that micro planning, school mapping, infrastructure survey in the school was done either by head master or teachers and they had not participated in these activities. Majority of the (95.63 %) parents send their children to the school so that they will get job in future but they do not know about the other benefits and long range usefulness of the education for their children. The (98.06 %) parents had not faced problem in sending their children to school. The (80.58 %) parents had not received any complain from teachers for their children. The (81.55 %) parents want to educate their children up to the level they wish to study. The parents were more interested in short term benefits such as getting more funds and facilities for their children but at the same time they had not properly utilized the benefits provided to them in the schools. Only few parents were interested in sending their children to schools so that children will get social status, they will be saved from the exploitation and they help the society. The (57.5 %) schools tribals had not helped in organization of training and awareness programmes. With regard to participation of parents in committee meetings, (78.64 %) parents were present in committee meetings of the schools. The (81.55 %) parents had participated in lessening students absenteeism in the school. With regard to the achievement of the students, dropout rate of students and failure students, there was not remarkable difference since last three consecutive years.

d) Needed improvements

- ❑ Of the total schools, in twenty one (52.5 %) schools there was need to improve library while in nineteen (47.5 %) school there was no need to improve the library.
- ❑ With regard to needed improvements parents told that more amount of grants was required for improvement in the schools in terms of construction of more class rooms, providing computers, books, cloths, water facility and toilet facility. The teachers should stay in the villages so that they establish relations with students and parents. Only women teachers should not be there

in the school one male teacher should be appointed so that he helps in outdoor programmes of the schools.

With regard to needed improvements, (52.5 %) parents had suggested that improvement was required in library. Most of the parents had reported that more amounts of fund and facility were required in the schools, teachers should stay in the villages and along with women teachers at least one male teacher should be there in the schools.

The activities carried out in the most of the schools were training, micro planning and school mapping but discussion with functionaries and community members revealed that they do not know about these activities. Most of the schools had received grants from SSA for construction of schools, school repairing, preparation of teaching learning material and school improvement. The majority of the schools had no information regarding the utilization of grants in the schools. With regard to training and awareness programmes for the tribals, most of the tribals had not received the training and awareness programmes related to school. The parents do not know about the beneficiaries of the training and awareness programmes. With regard to the qualification of parents, the majority of the parents were literate and only few parents were illiterate. Most of the parents were farmers. The parents were informed regarding the committee meetings and they remained present in committee meetings. The parents were present in committee meetings but their participation was very less. Most of the parents do not know about the village education register in the school and its use. With regard to the programmes and special activities conducted in the school, most of the parents told that pravesha utsav and bal mela were conducted in the school. The most of the parents had reported that library was not there in the schools. Almost, all the parents do not know about the fund received and utilized by the schools from the SSA. With regard to the school repair work, parents had reported that school repair work was done by the teachers. Most of the parents had reported that problem of students absenteeism was there in the school because of family migration, poor socio-economic condition, children helping parents in household work and children's lack of interest in education. Most of the parents had not received training related to school work. Most of the parents had reported that they do not know about the micro planning, core team plan, school mapping conducted in the school.

With regard to the achievement of the students, dropout students and failure students, there was not remarkable difference since three consecutive years. The micro planning, school mapping, infrastructure survey in the school was done by the head master and teachers, parents had not participated in these activities. Majority of the parents send their children to the school so that they will get job in future but they do not know about the other benefits and long range usefulness of the education for their children. The parents were more interested in short term benefits such as getting more funds and facilities for their children but at the same time they had not properly utilized the benefits provided to them in the schools. Only few parents were interested in sending their children to schools so that children will get social status, they will be saved from the exploitation and they help the society. Unless the communities will rise from the short term benefits that they seek from education, they will always see education as a money minting machine, which is not the case and hence will withdraw from it. Certainly developing self reliance is the prime objective of education but not the only objective. It would also keep them away from vices and blind beliefs, develop in them health and hygiene related habits and give them insight in different economic activities. Most of the parents had reported that in summer season most of the schools had faced the problem of water scarcity in the school. The parents had reported that during harvesting season the student's absenteeism was more. Most of the parents had not consulted the teachers for the education of their children because they were busy in earning and household work so they do not get time to meet the teachers but they had all trust on teachers that they will take care of their children. The most of the parents wants to educate their children up to which their children want to study. The most of the parents had not faced problems in sending their children to the school because in most of the villages school was there. With regard to participation of tribals in special training and awareness programmes, the parents remained present but their participation was very less. With regard to programmes conducted in the schools, most of the parents had no clarity regarding the programmes conducted and purpose of the programmes. The parents had helped the schools in convincing the parents of who do not send their children to the school, arranging vessels, mandap and cleaning. Most of the parents came to attend meetings and programmes but their participation was less, largely they listen to functionaries. Most of the parents had participated in lessening student's

absenteeism along with head master, teachers, committee members, sarpanch and village leaders.

With regard to needed improvements, most of the parents had reported that more amounts of fund and facility were required in the schools, teachers should stay in the villages and along with women teachers at least one male teacher should be there in the schools.

Lack of awareness regarding their role and responsibility was there among the tribals. Tribals were more interested in getting more and more benefits from the government. Many tribals do not send their children to the school during harvesting season. With regard to participation of tribals in meetings, it was observed that most of them remained present in the meetings and do the things as said by head master, teachers because in Indian cultural context the teachers are respected and worshipped. This practice is still intact and irrespective of their knowledge and character the tribals feel that when their children are sent to school and teachers take care of them and they cannot be questioned. There is also one more feeling that their duty is to sent children to school after which teacher has to take care of the children.

The parents remained present in the programmes and activities but they had not participated in the organization of it. They helped the school in arranging things like cleaning ground, arranging musical instruments, sitting arrangement etc. Some time they helped the school by collection of small amount of fund as per ability per house but most of the time they were not in a position to help the school by giving more funds because of their poor condition. Those parents, whose financial condition is well, help some time by giving chocolate, pen, pencil and books to children in the celebrations. The organization of programmes and activities was done by the head master and teachers. While group discussion and interview parents revealed that the school work related to mid day meal, organization of programmes and activities, management of library, construction of new rooms for school and repair work of school were managed by head master and teachers. There is very little scope for community members' involvement. Even, if they are invited it is for celebration of enrolment of enrolment drive and national festivals or for seeking their permission for utilization of grants. Hence communities never felt the importance of being involved or never realized their role and it was like

doing a favor for teachers by coming to school but could never realize its importance to the education of their children.

The parents largely came to school for attending pravesh utsav, Independence Day and Republic day celebrations; otherwise they came only on calling by head master or teachers. The parents were more interested in short term benefits of education and lack of awareness regarding long range usefulness of education was there because the communities were never made to feel the importance of their role in schools development and subsequently their children's growth and development. Most of the parents had very narrow understanding regarding education and due to low socio-economic status most of the time they were engaged in earning for day to day meal. The celebration of national festivals, enrolment drive, committee meetings and school activities being ritualistic to meet the requirements of the authorities provided very little scope for the participation of community in the schools. It was observed that there was very little scope for the committee members to participate and whatever occasions were provided, actually served little to increase participation. As a result the committee members had not gathered a feeling that school belong to them and that they were not invited for the teachers cause but for their children hence a feeling of ownership was not developed. Moreover the tribals were not clear of their roles and the importance in the child's achievement and schools development. They also could not visualize their contribution to the cause of education. Unless, the communities realize the importance of their participation and contribution they would be making to their wards future, they would not participate.

The analysis of information schedules, group discussion, interview and observation could be summed up as following lines:

1. Lack of awareness regarding their roles and responsibilities related to school was there among the functionaries and beneficiaries.
2. The functionaries and beneficiaries were interested in more benefits in terms of fund and facilities in the schools but at the same time they were not in a position to utilize the full benefit of the facility available in the schools.
3. The committees were constituted, agendas made, grants utilized and meetings were conducted but neither functionaries nor the beneficiaries

were aware with the basic philosophy behind the community participation and its role in elementary education.

4. The problems faced by most of the schools were family migration and indifferent attitude of functionaries and beneficiaries.
5. The participation of functionaries and beneficiaries in committee meetings, programmes, training and other school activities was very less.
6. Wherever the head masters and teachers were committed, visionary, working with positive attitude and dedicated, they could mobilize the staff and community leading to quality education.
7. Where the functionaries and beneficiaries were not bothered the state of education was miserable.
8. The meetings, training, orientation programmes and activities were organized based on guidelines given by the SSA, thus they fulfill the norms set by the SSA but do not provide opportunity for participation of functionaries and beneficiaries.
9. Wherever the functionaries and beneficiaries worked as per the government's direction without actually feeling the need of it had mechanized the entire implementation of programmes and schemes and functioning of the school leading to quality education.
10. The most of the functionaries were worried about the prescribed norms and thus conceal the realities of the schools.
11. Wherever the beneficiaries were concerned of education and head master and teachers were indifferent, leads to clashes between them since community does not have any regulatory power.
12. The dismal socio-economic condition of the tribals, lack of awareness regarding their roles and responsibility in functionaries and tribals and indifferent attitude of the functionaries were the most significantly contributing factors behind the low participation of tribal's in school activities.
13. The most of the teachers and head masters organized prescribed programmes and activities in the school but provide very less scope of involvement of committee and community members in it.