

APPENDIX -2

Evaluation of Gram Panchayats
for Classifying them into three Categories "Most Effective",
"Average", and "Below Average"

Evaluative Criteria	Rating Scale				
1. Quality of Leadership of the Sarpanch	1	2	3	4	5
2. Enrolment of Children in the Age-group 6-11	1	2	3	4	5
3. Enrolment of Children in the Age-group 11-14	1	2	3	4	5
4. Literacy percentage in the village or group-villages	1	2	3	4	5
5. Own Building School Building : Adequacy, Quality and Specially constructed for School	1	2	3	4	5
6. School Furniture, equipment, etc.	1	2	3	4	5
7. School Play-ground and School Garden	1	2	3	4	5
8. Trained Teaching Staff	1	2	3	4	5
9. Matriculate Teachers	1	2	3	4	5
10. Provision of Free Mid-day Meals	1	2	3	4	5
11. Free supply of School Uniform and Instructional Materials to Poor Children	1	2	3	4	5
12. Closeness of the School to the Local Community and the extent of the School being community-centred	1	2	3	4	5
13. Celebration of social and cultural events in the school and social education programmes	1	2	3	4	5
14. Efficiency of craft-teaching in the school	1	2	3	4	5
15. Provision of work experience in the school	1	2	3	4	5

(contd...)

- | | | | | | |
|------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 16. Rate of wastage in the school | 1 | 2 | 3 | 4 | 5 |
| 17. Rate of stagnation in the school | 1 | 2 | 3 | 4 | 5 |
| 18. Harmonious relations between the Principal
and the Teachers | 1 | 2 | 3 | 4 | 5 |
| 19. Interest of the Gram Panchayat
Members in the school as well as in
the local schools | 1 | 2 | 3 | 4 | 5 |
| 20. Adequacy of Education Budget of the
Gram Panchayat | 1 | 2 | 3 | 4 | 5 |
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TOOL 1

Basic Data of a Village
(Panchmahals District)

1. Village (having a Gram Panchayat)

1.1 Name : _____

1.2 Taluka : _____

2. Population

	Caste	Men	Women	Total
2.1	High Caste	_____	_____	_____
2.2	Scheduled Caste	_____	_____	_____
2.3	Scheduled Tribe	_____	_____	_____
2.4	Other (Non-Hindus) communities	_____	_____	_____
	Total	_____	_____	_____

3. Population of School-going Children

	Caste	Age-group 6-11	Age-group 11-14	Age-group 6-14
3.1	High Caste	_____	_____	_____
3.2	Scheduled Caste	_____	_____	_____
3.3	Scheduled Tribe	_____	_____	_____
3.4	Other (Non-Hindu) communities	_____	_____	_____
	Total	_____	_____	_____

4. School Enrolment

4.1	High Caste	_____	_____	_____
4.2	Scheduled Caste	_____	_____	_____

Tool 1 contd....

4. School Enrolment

	Caste	Age-group 6-11	Age-group 11-14	Age-group 6-14
4.1	High Caste	_____	_____	_____
4.2	Scheduled Caste	_____	_____	_____
4.3	Scheduled Tribe	_____	_____	_____
4.4	Other (Non-Hindu) communities	_____	_____	_____
	Total	_____	_____	_____

5. Educational Status of the Village Community

		Men	Women	Total
5.1	Literacy Percentage	_____	_____	_____
5.2	Percentage of Persons who have completed Lower Primary Education (Classes I-IV)	_____	_____	_____
5.3	Percentage of Persons who have completed Upper Primary Education (Classes V-VII)	_____	_____	_____
5.4	Percentage of Persons who have completed High School Education (Classes VIII-XI)	_____	_____	_____
5.5	Percentage of Persons who have completed Higher Education			
	(a) Under-graduates	_____	_____	_____
	(b) Graduates	_____	_____	_____
	(c) Post-graduates	_____	_____	_____

Tool 1 contd....

6. Economic Status of the Village Community

Percentage

- 6.1 High Income Group
(Annual income of
about Rs. 8000/-) _____
- 6.2 Middle Income Group
(Annual income between
Rs. 5000/- to 8000/-) _____
- 6.3 Lower Income Group
(Annual Income upto Rs. 4000/-) _____

7. Political Affiliation of the Village Community

- 7.1 Whether there is political consciousness
in the village community ? Yes _____
No. _____
- 7.2 If, yes, state which political
party has more influence. _____
- 7.3 State if there is a conflict
between local political parties. Yes _____
No _____
- 7.4 If yes, answer -
- (a) Between which political parties _____
- (b) Reflected in which public institutions _____
- (c) Whether in local primary school _____
- (d) Whether in the transfer of
primary school teachers _____

8. Village Library / Reading Room

- 8.1 Any village Library ? Yes _____ No _____
- 8.2 Any Reading Room ? Yes _____ No _____
- 8.3 If there is a Village Library/Reading Room,
state who generally uses it.
- (a) _____ (d) _____
- (b) _____ (e) _____
- (c) _____ (f) _____

Tool 1 contd....

9. The Village School

9.1 Number of Primary Schools _____

9.2 Number of Girls' Schools _____

9.3 Whether a single-teacher school : Yes _____ No _____

9.4 Whether a complete school :

(a) Lower Primary : Yes _____ No _____

(b) Upper Primary : Yes _____ No _____

(c) Full-fledged Primary School Yes _____ No _____

(d) Strength of the School

Class	Boys	Girls	Total
-------	------	-------	-------

I

II

III

IV

V

VI

VII

VIII

(e) Pupil Residence - School Distance

(i) Within one mile _____ p.c.

(ii) Between one and two miles _____ p.c.

(iii) Between two and three miles _____ p.c.

(iv) Between three and five miles & _____ p.c.

(v) Above five miles _____ p.c.

Tool 1 contd...

9.5 School Size

- (a) Classes taught _____
- (b) Average number of pupils
in Classes I - IV _____
- (c) -do- in Classes VI - VII _____

9.6 School Facilities (Check)

- (a) School Play-ground _____
- (b) School Garden _____
- (c) School Library _____
- (d) School Reading Room _____
- (e) Craft Room _____
- (f) School Farm _____
- (g) Pucca School Building _____
- (h) School's Own Building _____

9.7 Welfare Services (Check)

- (a) Free supply of Mid-day Meals _____
- (b) Free supply of Instructional Materials _____
- (c) Free supply of School Uniforms _____
- (d) First-aid services _____
- (e) Supply of pure drinking water _____
- (f) Medical Inspection _____
- (g) School Co-operative Store _____
- (h) Any other (Mention) _____

Tool 1 contd...

10. Primary School Teachers

10.1 Number of Teachers : Men _____

Women _____

10.2 Number of Harijan Teachers : Men _____

Women _____

10.3 Qualification of Teachers :

(a) Academic

(i) P.S.C. Passed _____

(ii) S.S.C. Passed _____

(iii) Under-graduates _____

(iv) Graduates _____

(v) Others _____

(b) Trained

(i) Men _____

(ii) Women _____

Total _____

11. Members of Gram Panchayat

11.1 Members of Gram Panchayat _____

11.2 Sex : Male _____
Female _____

11.3 Caste : _____

11.4 Age : _____

11.5 Education : _____

11.6 Profession : _____

Tool 1 contd

- 11.7 Economic status : Very rich _____
 Rich _____
 Poor _____
- 11.8 Affiliation to which political party : _____
- 11.9 Political worker : Very active _____
 Active _____
 Not active _____
- 11.10 Social Worker : Very active _____
 Active _____
 Not active _____
- 11.11 Specific contribution of the members _____
- 11.12 Experience as a Member of Gram Panchayat _____
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TOOL 2

Evaluation of the Leadership of Gram Panchayat

Sarpanch

(Pooled rating on a five-point scale to be done by the members of Gram Panchayats, Government Officers closely associated with the functioning of Gram Panchayats, Teachers and Head Masters of local primary schools)

The five-point rating would be 'Highest'(A), 'High'(B), 'Average'(C), 'Below Average'(D), and 'Poor'(E)

Characteristics of Leadership	Rating
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PART A

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

Tool 2 contd...

- | | |
|------------------------------------------------------|-----------|
| 11. Cheerful, loving and helpful by nature | A B C D E |
| 12. Skill and tact to find a way out of difficulties | A B C D E |
| 13. Democratic attitude | A B C D E |
| 14. Ability to take quick decisions | A B C D E |

PART B

- | | |
|--------------------------------------------------------------------------------------------|-----------|
| 15. Grasp of issues and problems of primary education | A B C D E |
| 16. Faith in compulsory education | A B C D E |
| 17. Ability to raise fund for local school | A B C D E |
| 18. Commitment to make local community literate | A B C D E |
| 19. Persuading local parents to enrol their children of school-going age | A B C D E |
| 20. Striving to ensure regularity of children's attendance in school | A B C D E |
| 21. Making efforts to reduce wastage in school | A B C D E |
| 22. Making efforts to expand the resources of the local school | A B C D E |
| 23. Keeping contact with school to know its need and meet it | A B C D E |
| 24. Making efforts to bring the local community nearer to school | A B C D E |
| 25. Discussing problems of the local school with officers of education department | A B C D E |
| 26. Impartial and just attitude in dealing with primary teachers | A B C D E |
| 27. Interest in the safe-guarding of educational interests of children of backward classes | A B C D E |
| 28. Inspired by ideas of social welfare | A B C D E |
| 29. Active for the betterment of the village | A B C D E |

Tool 2 contd....

- | | |
|---------------------------------------------------------------------------------------------------------|-----------|
| 30. Helping economically backward children
with instructional material | A B C D E |
| 31. Frequent discussions held with local
primary school head-masters about its
needs and problems | A B C D E |
| 32. Encouraging efforts to organise cultural
programmes in the local schools | A B C D E |
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TOOL 3

Meetings and Proceedings of Gram Panchayat

PART A

1. Name of the Gram Panchayat : _____

2. Number of meetings held in a year :

Year	Number of		Average Attendance per Meeting
	Meetings	Members Present	
1969			
1970			
1971			
1972			
1973			

3. (a) Total number of items on Agenda (1973-74) : _____

(b) Percentage of items on Agenda : _____

4. A short note on who prepares the agenda and how it is prepared.

5. A short note on who prepares the items on primary education and how they are prepared.

6.(a) Is the written agenda circulated among the

Tool 3 contd....

- 6.(a) Is the written agenda circulated among the Panchayat members ? _____
- (b) If the agenda is circulated, state before how many days prior to the meeting. _____
- (c) State who writes the minutes and indicate whether the minutes are approved at the meeting after it being discussed duly. _____
7. Are the meetings of the Panchayat held on any holiday or on a working day ? _____
8. What government officers are present ordinarily at the meetings of the Gram Panchayat ? _____
9. What are the functions as well as contributions of government officers in Panchayat meetings ? _____
10. How long ordinarily a Panchayat Meeting lasts ? _____

----- PART B -----

Pooled Rating of the Proceedings of the Meetings of Gram Panchayats

<u>Meetings Behaviours</u>	<u>Rating</u>
1. Authoritarian and Centralised power-centred Leadership of the Sarpanch	A B C D E
2. Activeness of the members	A B C D E
3. Activeness of the Harijan Members	A B C D E
4. Activeness of the women Members	A B C D E
5. Activeness of Government Members	A B C D E
6. Activeness of Nominated Members	A B C D E

Tool 3 contd....

- | | |
|-------------------------------------------------------------|-----------|
| 7. Climate conducive for free expression | A B C D E |
| 8. Most argumentation and conflicts | A B C D E |
| 9. Walk-outs staged | A B C D E |
| 10. Noisy Proceedings | A B C D E |
| 11. Democratic Decision-making | A B C D E |
| 12. Political influences in discussions and decision-making | A B C D E |
| 13. Influence of caste in discussions and decision-making | A B C D E |
| 14. All members participating in the proceedings | A B C D E |

TOOL 4

Evaluation of the Functions of Gram Panchayats in the
Development of Primary Education

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

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

Tool 4 contd....

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

TOOL 5

Evaluation of stipulated accomplishments of Gram Panchayats
in making them decentralised units of administration
of primary education

(Rating to be done on a five-point scale of accomplishments
by the members of Gram Panchayats, Government Officers
associated with Gram Panchayat, Principals of Primary Schools
and other non-Government community leaders.)

<u>Accomplishments</u>	<u>Rating</u>
1. The enrolment of Harijan Children in primary school increased	A B C D E
2. The number of girls' schools expanded	A B C D E
3. The understanding about and contact with the school of the local community increased	A B C D E
4. The school building improved	A B C D E
5. School equipment both increased and improved	A B C D E
6. The community provided for teachers' residential quarters	A B C D E
7. The community collaborated with the school in celebrating cultural events	A B C D E
8. The standards of primary education improved	A B C D E
9. The village literacy increased	A B C D E
10. The health service for the school children expanded	A B C D E
11. Red tap and unnecessary delay in the administration of primary education were cut down	A B C D E
12. The quality of school inspection went up	A B C D E
13. Provision of work experiences for school children was made	A B C D E

Tool 5 contd....

- | | |
|-----------------------------------------------------------------------------------|-----------|
| 14. Programmes of social services for school began to be organised | A B C D E |
| 15. Public Annual Sports and competitions in the village began to be organised | A B C D E |
| 16. The utilisation of the village library and the village reading room increased | A B C D E |
| 17. In the village Youth Clubs and Mahila Clubs came to be set up | A B C D E |
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TOOL 6

An Opinion Survey about the Desirability or otherwise for the Gram Panchayat to have an Education Committee

1. Is there a separate Education Committee in the Panchayat of your village ? Yes_____ No_____

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

Name of the Member	Sex	Age	Educa- tion	Occu- pation	Experience in Primary Education
1.					
2.					
3.					
4.					
5.					
6.					
7.					

3. If there be none, then state whether a Gram Panchayat should have an Education Committee.

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

- 1.
- 2.
- 3.

Tool 6 contd....

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

- (a) Sarpanch or Up-sarpanch of Panchayat _____
- (b) Any woman member of Panchayat _____
- (c) Any Harijan member of Panchayat _____
- (d) Any scheduled tribe member of Panchayat _____
- (e) Principal of local or the neighbouring high school _____
- (f) Any local donor _____
- (g) Any Panchayat member well-versed with primary education _____
- (h) Any expert of primary education who is not a Panchayat member _____
- (i) Any other (Suggest) _____

4.3 The strength of its membership _____

4.4 Should the Education Committee have power to co-opt more members ? _____

4.5 How often in a year should Education Committee meet ? _____

4.6 Below six areas of power for the Education Committee of Gram Panchayat are suggested. Against each one of them A, B, C, D, E letters are placed.

Encircle A if you are in complete agreement, B if you partially agree, C if you are undecided, D if you are not in agreement, and E if you have no opinion.

<u>Powers</u>	<u>Rating</u>
(i) To advise the Gram Panchayat on all matters relating to primary education	A B C D E
(ii) To prepare education budget of Gram Panchayats from year to year	A B C D E

Tool 6 contd....

- | | | |
|-------|----------------------------------------------------------------------------------------------------------------|-----------|
| (iii) | To function as the Standing Committee of the Gram Panchayat | A B C D E |
| (iv) | To ensure that its decisions are not repelled but referred back in event of disagreement by the Gram Panchayat | A B C D E |
| (v) | To take up the responsibility of enforcement of compulsory education | A B C D E |
| (vi) | To obtain advice from Government officers for the development of primary education in the village | A B C D E |

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

Part B : Functions

- | | | |
|--------|---------------------------------------------------------------------------|-----------|
| (i) | Planning and executing enrolment drives | A B C D E |
| (ii) | Launching drives for enrolment in age-group 11-14 | A B C D E |
| (iii) | Improvement of school building | A B C D E |
| (iv) | Making efforts to make school equipment adequate | A B C D E |
| (v) | Making efforts to expand the school play-ground | A B C D E |
| (vi) | Making efforts to procure more land and material for school garden | A B C D E |
| (vii) | Providing free mid-day meals | A B C D E |
| (viii) | Providing free supply of school uniform to poor children | A B C D E |
| (ix) | Striving to reduce the rate of wastage | A B C D E |
| (x) | Striving to reduce the rate of stagnation | A B C D E |
| (xi) | Creating favourable climate for primary education in the village | A B C D E |
| (xii) | Striving to bring the school and the local community closer to each other | A B C D E |

Tool 6 contd....

- | | | |
|---------|------------------------------------------------------------------------------|-----------|
| (xiii) | Assisting in organising work experiences for school children | A B C D E |
| (xiv) | Organising programmes of eradication of illiteracy | A B C D E |
| (xv) | Organising celebrations of cultural events and festivals | A B C D E |
| (xiv) | Organising annual sports and competitions | A B C D E |
| (xvii) | Providing land for school building | A B C D E |
| (xviii) | Orgainsing Woemen and Youth Clubs | A B C D E |
| (xix) | Providing and running village library | A B C D E |
| (xx) | Creating a climate and motivation in the village to improve school standards | A B C D E |
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TOOL 7

Data about Stagnation and Wastage in the Primary Schools

1. State the number of boys and girls who left their studies during 1972 from each one of the seven classes of the primary school of your village.
2. State and classify the number of students who failed in examination in classes 1 to 7 in the year 1972.
 - (a) High Caste
 - (b) Harijan
 - (c) Scheduled Tribes
 - (d) Other low castes among the Hindus
3. Classify the number of students who dropped down from the classes 1 to 7 in the year 1972. Use the same classification as indicated in item 2 above.
 - (a) High Caste
 - (b) Harijan
 - (c) Scheduled Tribes
 - (d) Other low castes among the Hindus
4. Give five reasons for stagnation occurring in the village primary school. Indicate the importance of each by giving weightage in percentage.
 - (1)
 - (2)
 - (3)
 - (4)
 - (5)

Tool 7 contd....

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

(1)

(2)

(3)

(4)

(5)

6. Give main causes of wastage occurring at junior primary stage (Classes 1-4) as well as senior primary stage (classes 5-7).

If possible, give weightage in terms of percentage to indicate the degree of seriousness for each cause of wastage.

7. Offer five main suggestions to reduce the rate of stagnation in rural primary school

(1)

(2)

(3)

(4)

(5)

TOOL 8

Education Committee of Taluka Panchayat

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

1. When the Gujarat Panchayat Act came into operation in Gujarat in 1963, there was a provision in the Panchayat Act to constitute a statutory Education Committee at Taluka level. But the Panchayat Act was amended and the Education Committee of the Taluka Panchayat came to be abolished later on. Do you think that this was a proper step ?
2. If your reply is affirmative, give five major reasons in support.
 - (a)
 - (b)
 - (c)
 - (d)
 - (e)
3. If your answer is negative, then also offer five major reasons in support.
 - (a)
 - (b)
 - (c)
 - (d)
 - (e)

Tool 8 contd....

4. Today some duties and responsibilities are assigned to the Taluka Panchayat. Rate on a five-point scale each of the following items in respect of its effectiveness :

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

Leadership and Membership of Taluka Panchayat

Members	Sex	Caste	Age	Education	Occupation	Economic Status	Political Affiliation	Social Worker
						Rich	Very Act-ive	Very Act-ive
						Poor	Act-ive	Act-ive
						Average	Act-ive	Act-ive

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

TOOL 10

Meetings of Taluka Panchayats

Meeting Characteristics	Y e a r s				
	1973	1972	1971	1970	1969
1. Total meetings held					
2. Number of meetings where there was no quorum					
3. Number of meetings where the Presidents were present					
4. Number of meetings where the Vice Presidents were present					
5. Number of meetings where T.D.O.s were present					
6. Average attendance per meeting per member					
7. Number of resolution passed					
8. Number of resolutions passed on primary education					
9. Resolutions passed unanimously					
10. Number of cases of walk-outs by members					
11. Number of meetings postponed (General)					
12. Number of meetings postponed by the President on account of lack of proper preparation					

Tool 10 contd.....

	Meeting Characteristics	Y e a r s				
		1978	1972	1971	1970	1969
13.	Number of cases of suspensions of the proceedings of the meetings					
14.	Number of cancellation of member- ships on account of continued absence of members					
15.	Number of cases of the stay orders of the court on any resolution of the Panchayats					
16.	Number of cases of vote of 'No Confidence' against the President					

TOOL 11

Evaluation of the Proceedings of the Taluka Panchayat Meetings

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

Meeting Characteristics	Rating
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Items 1 to 14 same as Tool 3 - Part B

TOOL 12

Basic Data Regarding Panchmahals District

1. District : _____
2. Talukas in the District : _____
3. Ranking the Talukas on the basis of the size of the population slab.
4. Classification of the Talukas :

	Advanced	Average	Backward
(a) Socially			
(b) Economically			
(c) Educationally			
5. Primary schools and enrolment :

	Primary Schools	Boys' Schools	Girls' Schools	Mixed Schools	Total
(a) Junior Primary					
(b) Senior Primary					
(c) Full-fledged Primary School					
(d) Incomplete Primary Schools					
(e) Single Teacher School					

Total

Tool 12 contd....

6. School Buildings

Number

(a) Own Buildings

(b) Rented Buildings

(c) Rent-free Buildings

Total

7.1 Total number of Educational Inspectors
for Primary Schools

7.2 Number of beat supervisor for a beat

7.3 Average number of schools allotted
to each beat supervisor for
inspection - supervision

7.4 Number of group schools per Taluka

TOOL 13

Leadership and Membership of the District Education Committee

Members	Sex	Caste	Age	Educa- tion	Profe- ssion	Economic Status	Affili- ation to which political party	Political Worker	Social Worker	Spe- cific con- trib- ution of the members	Exp- eri- ence
						Very rich		Very Act- ive	Very Act- ive	Not Act- ive	as a Mem- ber
					Poor			Not Act- ive			
					Rich						

1. Chairman

2.

3.

4.

5.

6.

7.

8.

9.

TOOL 14

Rating of Leadership Characteristics of the Chairman of
District Education Committee

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

Part - A

Leadership Characteristics

Rating

Items 1 to 14 same as in Tool 2 - Part A

Part - B

Action Pattern

Rating

Items 15 to 32 same as in Tool 2 - Part B

TOOL 15

Meetings of the District Education Committee

Items	Y e a r s				
	1973	1972	1971	1970	1969
1. Total number of meetings held					
2. Number of meetings where there was no quorum					
3. Number of meetings where the Chairman was present					
4. Number of meetings where the Vice-president was present					
5. Number of meetings where A.O. was present					
6. Average attendance per meeting per member					
7. Number of resolutions passed					

TOOL 16

Evaluation of the Proceedings of the District Education
Committee

(Rating of democratic leadership and involvement of members in the decision-making process done by the members of the Education Committee, Administrative Officer, and by those who attended the meetings or functioned as recorders at the meeting. The five-point rating would be 'highest'(A), 'high'(B), 'average'(C), 'below average'(D), and 'poor'(E).)

Meeting Characteristics

Rating

Items 1 to 14 same as in

Tool 3 - Part B

TOOL 17

Evaluation by Experts of the contribution of the Panchayati Raj institutions in making administration of primary education effective and efficient

1. Age : _____
2. Professional status : _____
3. Experience of Panchayati Raj Administration :
 - (a) Theoretical _____
 - (b) Direct _____
 - (c) Indirect _____
 - (d) Not at all _____
4. Below are given some statements about the extent of success or otherwise of the Panchayati Raj in the administration of primary education. Evaluate each statement by encircling the proper letter on the following basis :

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

Tool 17 contd....

- | | |
|----------------------------------------------------------------------------------------------------------------------------|-----------|
| 8. The primary schools got their school gardens | A B C D E |
| 9. The provision of raw materials for teaching crafts in schools became adequate and regular | A B C D E |
| 10. The facilities for inservice training of teachers to be able to teach the new curriculum became enlarged and effective | A B C D E |
| 11. The school environment became attractive and stimulating | A B C D E |
| 12. Provision for mid-day means was made in primary schools | A B C D E |
| 13. Provision for free supply of school uniforms to poor children became effective | A B C D E |
| 14. The health services for school children became effective | A B C D E |
| 15. Sports competition for school children and adults became more organised and regular | A B C D E |
| 16. A library sprang up in every village having a primary school | A B C D E |
| 17. The local community has begun to come forward to assist the local primary school | A B C D E |
| 18. The regularity of school attendance improved | A B C D E |
| 19. The local community widened their interest in reducing the wastage in the primary schools | A B C D E |
| 20. The rate of stagnation in the local primary school decreased | A B C D E |
| 21. Cautious and resolute efforts have begun to be made to improve school quality | A B C D E |
| 22. Unnecessary delay in the administration of primary education is now cut down | A B C D E |

Tool 17 contd....

- | | |
|------------------------------------------------------------------------------------------------------|-----------|
| 23. The school improvement has become effective | A B C D E |
| 24. Primary school teachers' status and security of service increased | A B C D E |
| 25. Direct or indirect difficulties of primary school teachers decreased | A B C D E |
| 26. Administration of primary education became decentralised and was brought closer to the community | A B C D E |
| 27. Equality of educational opportunities for the scheduled castes increased | A B C D E |
| 28. The bureaucratic arrogance and red tap in the administration of primary education disappeared | A B C D E |
| 29. The primary schools became community-centred schools | A B C D E |
| 30. Government, community and the primary school came closer to one another | A B C D E |

TOOL 18

Evaluation of the Leadership of Taluka Panchayat -
President

(Pooled rating on a five-point scale to be done by the members of Taluka Panchayat, Government Officers closely associated with the functioning of Taluka Panchayats, teachers and headmasters of primary schools. The five-point rating would be 'highest'(A), 'high'(B), 'average'(C), 'below average'(D), and 'poor'(E).)

Characteristics of LeadershipRatingPart - A

Items 1 to 14 same as in Tool 2 - Part A

Part - B

Items 15 to 32 same as in Tool 2 - Part B