

APPENDIX - TWO

RESEARCH TOOLS

Tool -1 : Gram Panchayats

(For the Village or Groups of Villages having
a Gram Panchayat)

(Note:- This proforma is for collecting basic information
about a village or a group of villages constituting
a Gram Panchayat. If more than one village is
under the Gram Panchayat, consolidated data for
the group of villages should go into this proforma)

1. Name of the Village : _____
2. Taluka : _____: District : _____
3. Distance from a big town or a city : _____kms.

COMPOSITION OF THE GRAM PANCHAYAT

4.1 No. of members : _____

4.2 Sex : (i) men members _____

(ii) women members _____

4.3 Communities (population figures)

(i) advanced : _____

(ii) backward : _____

(iii) scheduled castes : _____

(iv) scheduled tribes : _____

4.4 Educational background of members (population figures)

- (i) illiterate _____
- (ii) 1-4 Stds. _____
- (iii) 1-7 Stds. _____
- (iv) S.S.C. Passed _____
- (v) Graduates _____
- (vi) Post-graduates _____

4.5 Political affiliation

- (i) Ruling Congress _____
- (ii) Organisational Congress _____
- (iii) Swatantra Party _____
- (iv) Jansangh Party _____
- (v) Communist Party _____
- (vi) Any other political party (specify) _____

4.6 Background Information :

<u>Sarpanch</u>	<u>Up-Sarpanch</u>
(i) Age _____	_____
(ii) Sex _____	_____
(iii) Community _____	_____
(iv) Education _____	_____
(v) Political Party _____	_____
(vi) Standing in public life (No. of years) _____	_____

5. Functions

Which of the following functions are performed by the Gram Panchayat? (Put / if performed and x if not performed.)

- 5.1. Local planning for expansion of primary Education. _____
- 5.2. Local planning for improving the quality of the education imparted in the local school. _____
- 5.3. Assisting the Taluka Panchayat in the preparation of plans of expansion and development of primary education in their areas. _____
- 5.4. Providing adequate accommodation for local primary schools. _____
- 5.5. Providing equipment for local primary schools. _____
- 5.6. Providing for the welfare of the children attending local schools. _____
- 5.7. Carrying out the current repairs of the local school building. _____
- 5.8. Carrying out special repairs of the local school building if directed by the Taluka Panchayat. _____
- 5.9. Carrying out the responsibility for the enforcement of compulsory attendance of local school children of the compulsory age: _____
- 5.10. Providing local children free of cost -
 - (a) slates : _____
 - (b) textbooks : _____
 - (c) uniforms _____
 - (d) Clothes to the poor children: _____
 - (e) other writing materials: _____

5.11 Responsibility for the proper management
of the school Fund : _____

5.12 Providing for local school children: _____

(a) playground _____

(b) school garden _____

(c) Maintaining them with the
assistance of the pupils and the
staff of the school. _____

5.13 Providing for _____

(a) drinking water _____

(b) other necessary amenities
required by school children: _____

(Name these amenities, if any) _____

5.14 Providing mid-day meals to poor and
under nourished children . _____

5.15 Organising _____

(a) school functions: _____

(b) school excursions _____

(c) social service programmes _____

(d) cultural programmes _____

(e) literacy campaigns _____

(f) programmes for disseminating
knowledge that would result in
safeguarding the health of
school children. _____

6.1 Whether Gram Panchayats each has its
Education Committee : (check)

YES/NO

6.2 (i) If yes, total members

(ii) Educational Qualifications of
members:

...

**Tool -2 : Rating of the Sarpanch and
Upa-Sarpanch.**

(Note: The persons to rate the Sarpanch and Upa-Sarpanch should be the members of the Gram Panchayat, local school Principal, Beat Supervisors and other local leaders who know the Sarpanch at work).

Rate (by encircling the appropriate letter) the Sarpanch on each of the following five point-scale where A means 'excellent', B means 'good', C means 'average', D means 'below the average', E means 'none at all'.

- | | | | | | |
|---|---|---|---|---|---|
| 1.1 Leadership ability and skills | A | B | C | D | E |
| 1.2 Knowledge of village needs and problems | A | B | C | D | E |
| 1.3 Sincerity of purpose in serving the village (for welfare and development) | A | B | C | D | E |
| 1.4 Has enough time and leisure to devote to the problems of village affairs of welfare and development. | A | B | C | D | E |
| 1.5 Has faith in making adults of the village literate | A | B | C | D | E |
| 1.6 Has led the Gram Panchayat to spread literacy among the local adults. | A | B | C | D | E |
| 1.7 Is seized with the problems of development of primary education in the local village. | A | B | C | D | E |
| 1.8 Has faith in compulsory primary education. | A | B | C | D | E |
| 1.9 Uses his leadership and influence in persuading local parents to enrol and send their children to school regularly. | A | B | C | D | E |
| 1.10 Is prepared to suggest prosecution to defaulting parents. | A | B | C | D | E |

- 1.11 Secure or tries to secure the assistance of the local village community in
- (a) giving land for primary school A B C D E
 - (b) enriching school equipment A B C D E
 - (c) finding houses for local school teachers, especially Harijan teachers. A B C D E
 - (d) setting up a local Balmandir A B C D E
 - (e) keeping up the interest of the local parents in the education of their children. A B C D E
- 1.12 He is active and dynamic A B C D E
2. Rate the Up-Sarpanch on each of the following five point-scale where A means 'excellent', B means 'good', C means 'average', D means 'below the average', E means 'none at all'.
- 2.1 Leadership ability and skills A B C D E
 - 2.2 Knowledge of village needs and problems. A B C D E
 - 2.3 Sincerity of purpose in serving the village (for welfare and development) A B C D E
 - 2.4 Has enough time and leisure to devote to the problems of village-welfare and development. A B C D E
 - 2.5 Has faith in making adults of the village-welfare literate. A B C D E
 - 2.6 Has led the gram panchayat to spread literacy among the local adults. A B C D E
 - 2.7 Is seized with the problems of development of primary education in the local village. A B C D E
 - 2.8 Has faith in compulsory primary education. A B C D E
 - 2.9 Uses his leadership and influence in persuading local parents to enrol and send their children to school regularly. A B C D E

- 2.10 Is prepared to suggest prosecution to defaulting parents. A B C D E
- 2.11 Secures or tries to secure the assistance of the local village community in -
- (a) giving land for primary school A B C D E
 - (b) enriching school equipment A B C D E
 - (c) finding houses for local school teachers, especially Harijan teachers. A B C D E
 - (d) setting a local Balmandir A B C D E
 - (e) Keeping up the interest of the local parents in the education of their children. A B C D E
- 2.12 He is active and dynamic. A B C D E
- 2.13 There is complete harmony and understanding between him and the Sarpanch. A B C D E
- 3.1 Rate the personality characteristics of Sarpanchs and Upa-Sarpanch, (A - Very much, B-Much, C-soso, D-not at all).
1. Places his own interest above everything.
 2. Places the interest of his caste above everything else.
 3. Places the interest of his political party above every thing else.
 4. Interest in retaining his seat than serving community interest.
 5. Belief in forcing parents to enrol their children of compulsory age in schools.
 6. Faith in prosecuting defaulting parents.
 7. Active work for collecting funds from the community to support local primary school.
 8. Active work for spreading adult literacy.

Tool-3Ratings of the Performance of Gram Panchayats

(To be done by government officers connected with the work of Gram Panchayat; Local Primary School principal and Knowledgeable local leaders).

- | | | | | | |
|------|---|---|---|---|---|
| 1 | To what extent the Gram Panchayat has succeeded in creating interest in the local community in Universal, Compulsory primary education. (Encircle A if fully, B if partially, C none at all). | A | B | C | |
| 2.1 | Rate the performance of the Gram Panchayat in the following, by encircling A if you think that it is being done excellently, B if being done quite and effectively well, C if half-heartedly attempted and hence not quite effective, D if not done at all. | A | B | C | D |
| 2.2 | Projecting population growth in the village in the next five years or so. | A | B | C | D |
| 2.3 | Estimating the rise of pupil enrolment in (a) classes I to IV | A | B | C | D |
| | (b) classes V to VII | A | B | C | D |
| 2.4 | Estimating additional classrooms required. | A | B | C | D |
| 2.5 | Efforts to secure ing a playground for the local school. | A | B | C | D |
| 2.6 | Efforts to procure ade additional land if the school play-ground is not adequate. | A | B | C | D |
| 2.7 | Efforts to procure additional land for school building or its expansion. | A | B | C | D |
| 2.8 | Providing money for repairs, white washing etc., of local school building. | A | B | C | D |
| 2.9 | Providing money for equipments and educational aids. | A | B | C | D |
| 2.10 | Providing money for setting up a Bal-
mandir or a play centre as an aid to
improve enrolment in class I. | A | B | C | D |

- 2.11 Making the list of illiterate adults and taking steps to eradicate illiteracy. A B C D
- 2.12 Persuading local community to provide residence to teachers, especially women teachers and Harijan teachers. A B C D
- 2.13 Providing a farm to the local primary school. A B C D
- 2.14 Making arrangement for the raw material of the Crafts taught in the local primary school. A B C D
- 2.15 Providing land, money and material for the school garden of the local primary school. A B C D
- 2.16 Organising enrolment drives for children of (a) the age-group 6-11 A B C D
(b) the age-group 11-14 A B C D
- 2.17 Organising campaigns for regular attendance of non-attending children. A B C D
- 2.18 Enlisting the support of the local community for the following :
- (a) uniform for school children. A B C D
 - (b) mid-day meals. A B C D
 - (c) prizes for bright children. A B C D
 - (d) supply of free writing materials and textbooks to poor children. A B C D
 - (e) medical inspection of school children and the follow-up work. A B C D
 - (f) starting book-banks for school children. A B C D
 - (g) making arrangements for safe drinking water for school children. A B C D
- 3.1. How far is the local primary school brought closer to the local ~~school~~ ^{community?} A B C D
- 3.2 How far is the local community brought closer to the local school? A B C D

3.3 In 3.1 and 3.2 to what extent have the following factors helped?

- | | | | | |
|--|---|---|---|---|
| (a) Leadership of the Sarpanch/Upa-sarpanch | A | B | C | D |
| (b) Initiative of the members of the local Gram Panchayat | A | B | C | D |
| (c) Initiative of the school headmaster and teachers. | A | B | C | D |
| (d) Initiative of other local village leaders. | A | B | C | D |
| (e) Awakening among the local masses. | A | B | C | D |
| (f) efforts of the local political parties. | | | | |
| (i) New Congress | A | B | C | D |
| (ii) Old Congress | A | B | C | D |
| (iii) Communist Party | A | B | C | D |
| (iv) Jansangh | A | B | C | D |
| (v) Any other (specify) | A | B | C | D |
| (g) The generally high educational level of the local community. | A | B | C | D |
| (h) The efforts of the Extension Services in | | | | |
| (i) neighbouring primary training college. | A | B | C | D |
| (ii) Neighbouring secondary Teachers' college. | A | B | C | D |

3.4. In 3.1 and 3.2 , to what extent the following factors were responsible for the failure of the development of close school-community relationship?

- | | | | | |
|--|---|---|---|---|
| (a) High degree of illiteracy in the local community. | A | B | C | D |
| (b) Lack of interest on the part of the Gram Panchayat. | A | B | C | D |
| (c) Ignorance about the advantages of close school-community relationship. | A | B | C | D |
| (d) Indifference on the part of local school headmaster and teachers. | A | B | C | D |
| (e) No guidance or direction by school Inspector. | A | B | C | D |

(f) No guidance or direction by village level works.

A B C D

(g) any other (specify)

4.1 Should there be a Gram Panchayat Shikshan Samiti for planning and managing primary education in a village.

Yes__ No__

4.2 If yes, how would you support the following arguments? (use four-point A, B, C, D, scale as before).

(a) Development of primary education needs special care, attention and efforts.

A B C D

(b) Education Committee can better impress the local people.

A B C D

(c) It can organise much better

(i) literacy drive

A B C D

(ii) enrolment drives

A B C D

(iii) attendance drives

A B C D

(d) Provide personal approach to persuade defaulting parents.

A B C D

(e) Can attend much better to the needs of the local primary school.

A B C D

(f) Can collect much better funds to provide additional educational and welfare services to local primary school.

A B C D

(g) Can reduce wastage through personal interest and efforts by its members.

A B C D

(h) Can reduce stagnation by working with school and the parents.

A B C D

(i) Can plan school improvement and enrichment programmes.

A B C D

4.3 If no, give reasons :

(i) _____

(ii) _____

(iii) _____

4.4 If a Gram Shikshan Samiti is to be set up in a village, how would you rate the following for its composition from the point of universalising primary education in the village in the age-group 6-14?

Encircle A if very much necessary, B necessary, C not much necessary, D not necessary at all.

- | | | | | |
|--|---|---|---|---|
| (a) Inclusion of at least three influential members of the Gram Panchayat. | A | B | C | D |
| (b) Inclusion of the headmaster of the local primary school | A | B | C | D |
| (c) Inclusion of the headmaster of the local school if any. | A | B | C | D |
| (d) Nomination of educated person, local or from neighbourhood, who has experience and knowledge of universalising of primary education and adult literacy | A | B | C | D |
| (e) A woman guardian from local community | A | B | C | D |
| (f) A literate guardian from local backward community. | A | B | C | D |

4.5 If a Gram Shikshan Samiti is to be set up in a village, which of the following functions will you recommend for it?
A if you fully support it, B if you do it partially, C if you are doubtful and D if you do not support it at all.

- | | | | | |
|--|---|---|---|---|
| (a) To prepare project for additional children to be brought to school in the age-group 6-11 and 11-14 | A | B | C | D |
| (b) teachers in preparing annual census of school-going children. | A | B | C | D |
| (c) To hold discussions with local school headmaster about various needs of the school. | A | B | C | D |
| (d) To approach the local community and procure from it the funds for meeting school needs. | A | B | C | D |

- | | |
|---|---------|
| (e) To organise literacy campaigns. | A B C D |
| (f) To organise school enrolment drives. | A B C D |
| (g) To organise regular school attendance drives. | A B C D |
| (h) To contact parents who are withdrawing their children from school. | A B C D |
| (i) To meet visiting school inspecting officers and seek guidance from them how to effect improvement in schools suggested by them. | A B C D |
| (j) To refrain from interfering in any academic aspect of work in the local school. | A B C D |

5. Evaluation of the functioning of the Gram Panchayat.

- A - Complete agreement
 B - Partial agreement
 C - serious doubts of the truth
 D - complete disagreement.

- | | |
|--|---------|
| (1) The gram panchayat is well known among the local people. | A B C D |
| (2) The gram sabha quite often meets to discuss local needs and problems. | A B C D |
| (3) The local community has identified with the administration of the village. | A B C D |
| (4) The problems of the local community are very well explained to it by the gram panchayat. | A B C D |
| (5) Regular annual census of school children are taken with the help of the Gram Panchayat | A B C D |
| (6) Compulsory Primary Education is effectively enforced in the village. | A B C D |

- (7) Primary education in age-group 11-14 is rapidly expanding due to the efforts of the village panchayat. A B C D
- (8) Wastage in local primary school is being reduced due to the efforts of the village panchayat. A B C D
- (9) Stagnation in the local primary school is being reduced with the assistance of the village panchayat. A B C D
- (10) Physical facilities in the local primary school are improved with the help of the Gram Panchayat. A B C D
- (11) Programmes of welfare for school children are undertaken by the Gram Panchayat.
- (a) medical inspection and follow-up work. A B C D
- (b) mid-day school meals. A B C D
- (c) writing materials and books to poor school children. A B C D
- (d) free supply of clothes to poor school children. A B C D
- (12) Teachers are helped to find residential quarters. A B C D
- (13) Funds are collected for additional support of local primary schools. A B C D
- (14) Any other observation regarding the role of the Gram Panchayat in Universalising primary education in the village. A B C D

Tool - 4 :

Gram Shikshan SamitiBasic Information about subordinate Units at Panchayat;Gram Shikshan Committee

1. Name of the Committee :

2. Members

(a) Caste-composition,

No. of members

(b) Educational Background .

No. of members

Primary I-IV

Primary I-VII

Upto S.S.C.

S.S.C. Passed.

College graduates.

Post-Graduate.

3. To what extent the cause of primary education is served by the Committee: Use (by enclosing an appropriate letter) a five point scale-
A-fully, B- fairly good, C-soso, D-Not at all.
E-Not applicable.

3.1. Planning from bottom.

A B C D E

3.2. Student enrolment in the age group 6-11

A B C D E

3.3. Student enrolment in the age group 11-14

A B C D E

3.4. Provision of adequate classrooms.

A B C D E

3.5. Provision of mid-day meals.

A B C D E

3.6. Provision of free writing materials

and textbooks to poor school children

A B C D E

3.7. Provision of clothes to poor school children.

A B C D E

4. Providing a playground to the school or expanding it :

A B C D E

5. Supply of essential school equipment.

A B C D E

- | | | | | | |
|--------------------------------------|---|---|---|---|---|
| 6. Modernising school teaching aids. | A | B | C | D | E |
| 7. Building repairs. | A | B | C | D | E |
| 8. Any other (specify) | A | B | C | D | E |

Tool - 5Participation in meetings of Gram Panchayat Level

1971 1970 1969

1. Number of meetings held.
2. Number of meetings where there was no quorum.
3. Number of meetings attended by Sarpanch.
4. Number of meetings attended by the Upa-sarpanch.
5. Number of meetings attended by the members other than Sarpanch and Upa-sarpanch.

Attendance Percentage of members
Percentage. falling in the range.

100 p.c.
99-75 p.c.
74-50 p.c.
49-25 p.c.
Below 25 p.c.

6. Who prepares the agenda
7. Percentage of education items in the agenda
8. Rating of the role of the Sarpanch in conducting the meetings.
 - A - Democratic, informative, guiding, explaining and sharing views.
 - B - Authoritative not very much informative, absence of guidance, unwilling to explain, and not sharing views.
 - C - Neither democratic, nor authoratative, lacking any focus, carried away by the pressure of the members.
9. Participation of the members
(overall assessment by rating : A - completely true
B- partially true, C-some times true, D-not true at all.)
 - 9.1. Passive listening
 - 9.2. Toeing the line of the Sarpanch
 - 9.3. Well informed discussion
 - 9.4. Intelligent discussion
 - 9.5. Frank expression of views by members.

- 9.6 Part in the decision making process.
 - 9.7 Pre-designed opposition
 - 9.8 Forcing decisions to benefit certain caste-communal groups.
 - 9.9 Political affiliation finding expression.
 - 9.10 Result in factions and divisions.
 - 9.11 Protest by some member by walking out of the house.
10. Description of the functioning of the meeting.
- 10.1 Quiet and smooth (percentage) and productive.
 - 10.2 Partly quiet and smooth (percentage) and partially productive.
 - 10.3 Turbulent and hardly productive (Percentage).
 - 10.4 Routine, mechanical^{and} not productive (percentage).

...

TOOL- 6

Functioning of Gram Panchayats

Verify how far the following are true :
(Collect facts, opinions, examples - everything that gives more or less convincing evidence).

Gram Panchayat

1. Members of the G.P. are not interested and^{are} the least articulate.
2. The local rural people lack all initiative.
3. Most G.P. are economically not viable-they are weak in resources.
4. The office of the Sarpanch has assumed around it so much of weight.
5. The sarpanchs are more interested in concentrating all powers in their hands rather than sharing them with their fellow-panchs.
6. In the election of the members of G.P. Caste is an important factor.
7. Higher Castes securing a larger number of offices at the level of Sarpanchship than at the level of panchship.
8. There is a positive tendency to elect younger people belonging to the age of 30-40.
9. Members of the G.P. belong to all occupational groups.
10. A certain level of political maturity on the part of the rural population is, at present, lacking.
11. The story of election of the Sarpanch is a tale of unseemingly manipulation for power alliance and groupism.

Tool - 7

Opinion Survey regarding the Powers that should be
Possessed by the Gram Panchayat

1. Name of the Respondent :
2. Sex :
3. Age in complete years .
- (Check)
4. Membership : Gram Panchayat____, Taluka Panchayat____
 Taluka Panchayat Education Committee____
 Jilla Parishad _____, Jilla Parishad Education Committee____
 A.O. /Assistant A.O.____, Officer of the Education Dept.____
 Taluka Development Officer _____ Dist.Dev. Officer____:
 Any other (specify)
5. Educational Background (Check)

(i) Primary classes	I-IV	_____
(ii) Primary Classes	I-VII	_____
(iii) Upto S.S.C.		_____
(iv) S.S.C. Passed		_____
(v) Graduates		_____
(vi) Post-Graduate		_____
6. Experience in field of Panchayati Raj:___ Yrs.
 in the field of administration of primary education ___yrs.

The response to the Statements below is to be made from the point of the role that the Village panchayat should and can play in Universalising primary education.

(Encircle A if complete agreement with the statement,
 B if partial agreement, C if doubtful or
 uncertain, D if in complete disagreement and
 E if it might cause harm to the cause of
 Universal Compulsory Primary Education).

- 6.1 The initiative in respect of hiring buildings for the local schools, be left to the Gram Panchayat. A B C D E
- 6.2 The initiative and a larger responsibility with regard to the purchase of equipment for local primary school be left to the Gram Panchayat. A B C D E
- 6.3 In the case of No.1 above, the final authority be left to the Taluka Panchayat Samiti to which the Gram Panchayat would submit its recommendation. A B C D E
- 6.4 In the case of No.2, above, the purchase of school equipment should be the joint responsibility of the Gram Panchayat and the Taluka Panchayat Samiti. A B C D E
- 6.5 The purchase of school equipment should be the responsibility of the District Education officer. = A B C D E
- 6.6 The purchase of school equipment should be left to individual schools. A B C D E
- 6.7 The Gram Panchayat should have the responsibility to carry out current repairs in the primary school building also. A B C D E
- 6.8 The Gram Panchayat should have the responsibility even for the construction/expansion of local primary school building. A B C D E
- 6.9 The Gram Panchayat should be entrusted with the work of special repairs in the primary school building also. A B C D E
- 6.10 The Village School Committee^{should} visit all schools placed within its supervision at least once a month. A B C D E
- 6.11 The Village School Committee should report to the Administrative Officer any irregularity in the school Register. A B C D E

- 6.12 The village school committee should report to the A.O. any irregularity or unpunctuality in the matter of opening and closing the school and the teachers' attendance. A B C D E
- 6.13 The Village School Committee should ensure that the school premises are in good repairs and kept in a sanitary conditions. A B C D E
- 6.14 The Village School Committee ^{should} supervise the expenditure of grant placed at the disposal of the Head Master. A B C D E
- 6.15 The Village School Committee should be present at the school at the time of the visit of any officer of the Education or other Department. A B C D E
- 6.16 The Gram Panchayat should assume exclusive responsibility for the enforcement of Compulsory School Attendance at all stages. A B C D E
- 6.17 The Gram Panchayat should be made responsible for
- (a) free supply of writing materials and books to poor children. A B C D E
 - (b) free supply of clothes to poor children. B C D E
 - (c) The Taluka Panchayat Samiti Should give Gram Panchayats suitable grant-in-aid for this. A B C D E
 - (d) The gram Panchayat should also collect funds for this. A B C D E
- 6.18 Every Gram Panchayat should have a separate school fund. A B C D E
- 6.19 Every Gram Panchayat should organise a voluntary movement for Annadan for school children. A B C D E
- 6.20 The Gram Panchayat be made responsible for providing play-grounds and school gardens. A B C D E
- 6.21 The Gram Panchayat be made responsible for the supply of pure water for drinking and other amenities ~~by~~ school children. A B C D E

1. Nature of membership (check) Elected _____, Ex-officio _____
Co-opted _____ Associate _____
2. Sex _____
3. Caste : _____
4. (Check) Higher caste _____
Intermediate or middle caste _____
Lower Caste _____
Other Muslim _____
Parsi _____
Christian _____
Other (specify) _____
5. Age (in complete years) _____
6. Education : _____
7. Occupation _____
8. Economic Position (Check)
Very rich _____
Rich _____
Middle Class _____
Poor _____
Very poor _____
9. Political party to which he/she belongs _____
or has leaning towards it _____
10. Belongs to no political party (check) _____
11. Knowledge of problems of Universal Compulsory
and Free Primary Education. (Grade it on this basis :)
A - Excellent knowledge and understanding.
B - Fairly good knowledge and understanding.
C - Superficial knowledge and understanding.
D - Does not understand at all.

12. Previous experience in serving on a Panchayat Raj Body,
if any, _____ yrs.

13. His record of work in public service

A - very good

C - soso

B - good

D - Not at all

14. Rate his personality characteristics

(A - very much, B-much, C-soso, D-not at all)

1. Places his own interest above everything.
2. Places the interest of his caste above everything else.
3. Places the interest of his political party above everything else.
4. Interest in retaining his seat than serving community interest.
5. Belief in forcing parents to enrol their children of compulsory age in schools.
6. Faith in prosecuting defaulting parents.
7. Active work for collecting funds from the community to support local primary school.
8. Active work for spreading adult literacy.

Tool -9-Participation in meetings at Jilla Education Committee

1971 1970 1969

1. Number of meetings held.
2. Number of meetings where there was no quorum.
3. Number of meetings attended by President
4. Number of meetings attended by the Vice-President.
5. Number of meetings attended by the members other than the President and Vice-President.

Attendance
Percentage.

Percentage of members
falling in the range.

100 p.c.

99 - 75 p.c.

74 - 50 p.c.

49 - 25 p.c.

Below 25 p.c.

6. Who prepares the agenda?
7. Percentage of education items in the agenda.
8. Rating of the role of the President in conducting the meetings.
 - A - Democratic, informative, guiding, explaining and sharing views.
 - B - Authoritative not very much informative, absence of guidance, unwilling to explain and not sharing views.
 - C - Neither democratic, nor authoritative, lacking any focus, carried away by the pressure of the members.

9. Participation of the members

(overall Assessment by rating : A - completely true,
B - partially true, C - some times true,
D - not true at all).

- 9.1 Passive listening
- 9.2 Toeing the line of the Sarpanch
- 9.3 Well informed discussion
- 9.4 Intelligent discussion
- 9.5 Frank expression of views by members.
- 9.6 Part in the decision making process.
- 9.7 Pre-designed opposition
- 9.8 Forcing decisions to benefit certain caste-communal groups.
- 9.9 Political affiliation finding expression.
- 9.10 Result in factions and divisions.
- 9.11 Protest by some member by walking out of the house.

10. Description of the functioning of the meeting.

- 10.1 quiet and smooth (percentage) and productive
- 10.2 partly quiet and smooth (percentage) and partially productive.
- 10.3 turbulent and hardly productive (Percentage) .
- 10.4 routine, mechanical not productive (percentage) .

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Tool - 10

Progress of Compulsory Primary Education (Taluka)

1. Total Population of the Taluka _____
2. Total number of villages. _____
3. Percentage of literacy _____
 - (a) Men _____
 - (b) Women _____
4. Population of children (6-11) _____
5. Enrolment of children (6-11) _____
6. P.C. of 5 to 4 _____
7. Population of children 11-14 _____
8. Enrolment of children 11-14 _____
9. P.C. of 8 to 7 _____
10. Number of lower primary schools. _____
11. Total Number of school-less villages in the Taluka _____
12. Number of villages that do not have a school
within a radius of one mile. _____
13. No. of single teacher schools. _____
14. No. of children studying in single teacher schools. _____
15. Number of incomplete schools. _____
16. Number of children studying in incomplete schools. _____
17. Number of children studying in different classes.

Std.	Stagnation in each class.	Std.	Stagnation in each class.
I _____	_____	IV _____	_____
II _____	_____	V _____	_____
III _____	_____	VI _____	_____

18. Wastage figures : Lower primary _____ p.c.
Upper Primary _____ p.c.
19. Number of primary teachers _____
Male _____
Female _____
20. Number of trained primary teachers : _____
Male _____
Female _____
21. No. of villages backward in primary education : _____
22. Number of villages where compulsory education
succeeded: _____
23. Number of villages where quality of primary
education needs to be materially improved. _____

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Tool - 11

Progress of Compulsory Primary Education (District)

Name of the Taluka	No. of villages in the Taluka	No. of villages where compulsory education introduced.	Total population of children in the age group-6-11	Total children in the age group 6-11 enrolled.	No. of attendances orders served.	No. of prosecutions launched on defaulters guardians.	Fine realised.	Total population of school children in the age-group 11-14	Total children in age group 11-14 enrolled.	No. and percentage of trained teachers.
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Tool - 32

Opinion Survey of the Effectiveness of the
Role of the Panchayati Raj Bodies in Uni-
versalising Primary Education

1. Age _____ years.
2. Professional Status : (Check)
 - 2.1. Members of a Panchayati Raj Body : _____
 - 2.2. Chief Executive Officer of Taluka/District Panchayat : _____
 - 2.3. Officer of the Education Department _____
 - 2.4. Development officers (at various levels) _____
 - 2.5. Member of the State Legislative Assembly _____
 - 2.6. College/University teacher of Administration _____
 - 2.7. Research worker _____
 - 2.8. Village level worker _____
 - 2.9. Rural community leader(non panchayat member) _____
 - 2.10 Any other (specify) _____
3. Acquaintance with the working of the Panchayati Raj Bodies in the State. _____ years.
4. Some statements about the possible reasons for entrusting the administration of primary education to Panchayati Raj Bodies at three tiers are given below. Please encircle A- if you agree with the Statement, B- if you disagree, C - if you are uncertain or undecided.
 - 4.1 To bring to bear upon the administration of primary education. A B C
 - 4.2 To create local initiative and local knowledge and local enthusiasm for enrolling children of compulsory age into schools. A B C
 - 4.3 To tap increased local resources in kind and money to supplement financial support for primary education. A B C

- 4.4 To bring primary school facilities within one mile distance from the residence of most of the children of compulsory age. A B C
- 4.5 To recruit women teachers for rural schools in an increasing number. A B C
- 4.6 To be able to contact personally and persuade parents to enrol their children of compulsory age in schools. A B C
- 4.7. To improve and make regular attendance of children in school. A B C
- 4.8 To reduce wastage. A B C
- 4.9 To reduce stagnation. A B C
- 4.10 To be able to raise the upper limit of compulsion by stages. A B C
- 4.11 To make available to school children mid-day meals. A B C
- 4.12 To be able to provide to poor children free-dress, free writing materials & Books. A B C
- 4.13 To improve and enrich equipment, aids, etc. in rural primary schools. A B C
5. Indicate to what extent the Panchayati Raj has succeeded in accelerating the pace of Universal, compulsory primary education. Some statements to this effect are given below. Encircle A- if you are in complete agreement with the observation, B- if in partial agreement, C - if doubtful or uncertain and D - if in complete disagreement.
- 5.1 Plans of educational expansion and improvement are prepared from the bottom. A B C D
- 5.2 Smaller school districts are now units of administration of primary education. A B C D
- 5.3 Effective drives for adult literacy are frequently organised in all parts of the district. A B C D

- 5.4 Effective drives for enrolment are frequently organised in all parts of the district. A B C D
- 5.5. The machinery of enforcement of compulsory education is brought nearer to the rural people. A B C D
- 5.6 Personal approach of persuasion to defaulting parents is on increase. A B C D
- 5.7 Defaulting parents and employers are firmly dealt with and prosecuted. A B C D
- 5.8. More classrooms are provided with full or partial financial support from the local rural community. A B C D
- 5.9 Mastage has appreciably gone down. A B C D
- 5.10 The rate of stagnation has appreciably gone down. A B C D
- 5.11 The construction of primary school buildings is better organised from the taluka than from the district level. A B C D
- 5.12 The functions of supervision of primary schools and supply of equipment are more conveniently assigned to taluka or block level. A B C D
- 5.13 Selection and control of primary teachers at the district level has proved beneficial. A B C D
- 5.14 Necessary contact with other Departments of Government could be better maintained at the district level. A B C D
- 5.15 Previous excessive centralisation of powers and functions at the District level is considerably reduced. A B C D
- 5.16 The decentralisation of executive authority in respect of primary education has expediated administrative decisions. A B C D
- 5.17 The primary school is made the centre for local community. A B C D

- 5.18 Association of the village school with village community has resulted in the social education of village adults. A B C D
- 5.19 Several opportunities for citizenship training have resulted. A B C D
6. If you think that the administration of primary education was mostly a success, what factors played their part in it? Encircle 4- if it contributed to its success very largely, 3 - in a small measure and C - not at all.
- 6.1 Decentralisation of educational planning. A B C
- 6.2 Decentralisation of executive authority A B C
- 6.3 Association of the Local Community with the local school. A B C
- 6.4 Availability of local knowledge, local enthusiasm, local interest. A B C
- 6.5 Emergence of local initiative A B C
- 6.6 Establishment of close relationship between the school and home. A B C
- 6.7 Additional financial resources became available. A B C
- 6.8 Social education of increased rural adults. A B C
- 6.9 Sumptuous grants from the Government A B C
- 6.10 Continuous evaluation and feedback. A B C
- 6.11 Effective training of leadership at village level. A B C
- 6.12 Leadership exercised by the District education officer. A B C
- 6.13 The skills, tact and competence of (school) Administrative officers. A B C

- 6.14 Least interference by the political parties. A B C
- 6.15 Improvement of the Panchayat Act by frequent amendments ~~omit~~. A B C
- 6.16 Larger responsibility being left at the village. A B C
- 6.17 Centralisation of some important powers at the district level. A B C
- 6.18 Association of Development officers at all the levels. A B C
- 6.19 Improvement in the economic condition in State Budgets. A B C
- 6.20 Larger funds provided for primary education in State Budgets. A B C
7. If you think that the administration of primary education by the Panchayati Raj Bodies is largely a failure to what factors would you attribute this failure - ~~Encircle~~
 A- if contributed to its failure largely,
 B- if in small measure and C- not at all.
- 7.1 The feudal heritage A B C
- 7.2 The powerful hold of old social hierarchy on the mind of the people. A B C
- 7.3 The village leadership ascribed rather than achieved. A B C
- 7.4 The age-long authoritarian tradition which has sapped the rural people of all its initiative. A B C
- 7.5 The process of activating the members of Panchayati Raj Bodies is a slow process. A B C
- 7.6 The closely linked up overall phenomenon of the regeneration of villages in India has not rapidly taken place. A B C

- 7.7 Educated and enlightened membership of different panchayati Raj Bodies has not taken place in adequate measure. A B C
- 7.8 The Panchayats are weak in resources. A B C
- 7.9 The Gram Panchayats have limited functions. A B C
- 7.10 Powers are concentrated in the hands of the Heads of Panchayati Raj Bodies. A B C
- 7.11 There is poor interaction between the head and members and among the members of the Panchayat bodies. A B C
- 7.12 There is too much interference by the political parties. A B C
- 7.13 Caste, and not ability constitutes an important element in panchayat elections. A B C
- 7.14 Higher castes monopolise headships of the panchayat bodies. A B C
- 7.15 Older, conservative and inactive people sit on Panchayati Raj Bodies. A B C
- 7.16 Educational experts or knowledgeable persons on the Panchayat bodies constitute in-effective minority. A B C
- 7.17 Women and backward classes are not adequately represented on panchayat bodies. A B C
- 7.18 Considerable groupism (lower segments) nepotism and scheming operate in the functioning of Panchayat bodies. A B C
- 7.19 The prevalence of divisive tendencies in rural communities. A B C
- 7.20 Cooperation of members has assumed political overtones. A B C
- 7.21 Though development of associate organisations as youth clubs, mahila mandals, etc. has not taken place. A B C

- 7.22 Cooperative and panchayat^{bodies} often
act as rival institutions. A B C
- 7.23 Little efforts are made to associate
coopted knowledgeable members with
subordinate communities. A B C
- 7.24 The involvement of members and their
identification with the programme
of the panchayat is very little. A B C
- 7.25 The utility of panchayat Raj Institu-
tions is not understood and appreciated
by the rural community. A B C
- 7.26 The prevalence of large scale adult
illiteracy in villages. A B C

7.27

8. Below are noted some observations for improving
the working of the Panchayati Raj Bodies in
respect of Primary education. Encircle A- if you
are fully in agreement with it, B- if in partially
agreement, C- if uncertain or doubtful and
D - if in complete disagreement.

- 8.1 Administration of primary education
should be withdrawn from the Pancha-
yati Raj Bodies and the prior to
1963 administrative arrangements
be restored. A B C D
- 8.2 As is the case at the Jilla and
Taluka levels, there should be a
statutory village school committee
at the gram level. A B C D
- 8.3 The Education Committees at all the
three levels be organically linked up. A B C D
- 8.4 A seven year school education be pres-
cribed as a minimum educational
qualification for the membership of
Jilla and Taluka education Committees. A B C D

- 8.5 A four year school education be prescribed as a minimum educational qualification for the members of Gram Shala Samiti. A B C D
- 8.6 Election of members of Jilla Education Committee should not be limited to members of the Jilla Panchayat only- the field should be broader. A B C D
- 8.7 On the Jilla Education Committee, there should be at least one member from each taluka in the district. A B C D
- 8.8 The president of the Jilla Panchayat should be disqualified to be the chairman of the Jilla school committee. A B C D
- 8.9 The Chairman of the Jilla Education Committee be made a member of the Jilla Panchayat Executive Committee and he should be an additional member of the Jilla Panchayat if he is not one. A B C D
- 8.10 The members of the Jilla Education Committee from different Talukas should be ex-officio members of their respective Taluka Education Committees. A B C D
- 8.11 The President of the Taluka Panchayat should not be entitled to be the Chairman of the Taluka Education Committee. A B C D
- 8.12 The Chairman of the Taluka Education Committee should be a member of the Taluka Panchayat Executive Committee and an additional member of the Panchayat if he is not one. A B C D
- 8.13 The method of election by proportional representation by single transferable vote be used. A B C D

9. Rate the following functions to be prescribed Statutorily for Gram Shikshan Samiti :

- | | | | | | |
|------|--|---|---|---|---|
| 9.1 | To maintain upto date records of birth-death and the population increase in the village. | A | B | C | D |
| 9.2 | To arrange to take annual census of Children of compulsory age. | A | B | C | D |
| 9.3 | To prepare projection of additional enrolment that might take place, five years ahead and, consequently, additional classrooms, teachers, equipment etc. needed. | A | B | C | D |
| 9.4 | To plan <u>and provide for</u> expansion of the Local school's playground. | A | B | C | D |
| 9.5 | To share responsibility with the Taluka Panchayat in the construction of new school building and undertaking major repairs in them. | A | B | C | D |
| 9.6 | To plan, and collect funds, to set up a Balmandir or a play-centre as a part of the local primary school. | A | B | C | D |
| 9.7 | To prepare the list of illiterate local adults and to organise literacy work for them. | A | B | C | D |
| 9.8 | To collect funds to provide additional welfare services in the local primary schools. | A | B | C | D |
| 9.9 | To enforce the provision of the compulsory Education Act vigorously. | A | B | C | D |
| 9.10 | To provide for raw material for the crafts taught in the primary school. | A | B | C | D |
| 9.11 | To provide local schools land for garden etc. | A | B | C | D |
| 9.12 | To provide for a farm for the local primary school. | A | B | C | D |

- 9.13 To maintain contact with the local school, but to leave all academic matters to school headmasters. A B C D
- 9.14 The Taluka Development Office should delegate certain powers to Taluka Extension Officer (education) in day-to-day administration. A B C D
- 9.15 The taluka extension Officers (education) should be under the technical control of the Jilla Administrative officer. A B C D
- 9.16 The taluka Extension Officer (education) should be empowered to send confidential report on educational matters to the Jilla administrative officer. A B C D
- 9.17 Separate Education Funds should be maintained at all the three levels. A B C D
- 9.18 The Government Datum Capitation Grant for meeting expenditure on non-teaching staff, contingency expenses, etc. should be extended from the present 66.6 percent to 100 percent. A B C D
- 9.19 The payment of 3 paise in every 100 paise collected as local fund cess to Jilla Education Committee be made a Statutory obligation. A B C D
- 9.20 Arrangements should be made to leave at the disposal of the Education Committee at all the three levels some cushion like funds over and above the Government grants to spend on development of primary education. A B C D
- 9.21 Out of the income from government grant on land revenue by Taluka Panchayat and Gram Panchayats, at least 5 p.c. should go into their education Funds. A B C D
10. Any observations that you would like to make about the effectiveness or otherwise of the functioning of the Panchayat Raj in Primary education.

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