

CHAPTER II

REVIEW OF THE RELATED LITERATURE

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 Introduction

2.2 Review of the Research Studies conducted in the area of District Primary Education Programme in India.

2.3 Review of the Research Studies conducted in the area of Decentralised Management in the Developed Countries.

2.4 Research trends and Implications of the Review to the Present Study.

2.5 Conclusion.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 Introduction

A thorough review of the research studies in the area of District Primary Education Programme and the Decentralised Educational Management was done by the researcher and presented in this chapter. This review helped the researcher to identify the research trends in the area and methodologies to conduct the research and thereby helped in identifying the research gaps. Under this review the researcher has taken specifically the research studies conducted on the DPEP Programme.

Prior to 1994, several studies were conducted in the area of Universalisation of Elementary Education by focussing various dimensions. In 1994, when the District Primary Education Programme was launched as a centrally-sponsored scheme to accomplish the target of UEE by adopting the holistic approach with focus on the decentralised educational management system enabling community participation and the quality of education, the research focus has been changed into specific areas of DPEP Programme. The Research, Evaluation and Studies Unit set up as a part of the technical Support Group has been involved in pioneering research work. Apart from

this, the national apex institutions like NCERT and NIEPA have also done evaluative studies in the DPEP districts. The researcher has not come across any study on the DPEP at the doctoral study level.

In this chapter, an attempt has been made to provide a detailed review on the studies conducted on DPEP in various states, which have specific focus of the area of Educational Planning and Management. Since the concept of Decentralised Management of Education has been in operation in the developed countries, it is felt that studies conducted abroad would also provide clarity in conceptual framework. Therefore, a thorough review of the studies conducted in the developed countries is also presented in this chapter. At the end, the researcher has shown the research trends and the critical issues which emerged out of the review and thus justified the need of the present study.

2.2 Review of the Research Studies Conducted in the area of District Primary Education Programme in India

Twenty-two studies have been reviewed and these studies are focussing on the management structures and functions, the functioning of VEC and the impact of DPEP interventions on enrolment, retention and quality achievement. These studies are conducted across the DPEP districts in the country.

Firdausi, A.A; Raju,B Yerram & Reddy, G.Ram. (1999), conducted a study on the District level support for the DPEP in Andhra Pradesh, with an intention to assess the adequacy of the resources of the Education Department at the district level, to explore possibilities of convergence of development schemes in order to facilitate achievement of program goals, and to examine the possibilities of enlarging the role of concerned departments in managing Anganwadis and schools at the village level

The study was conducted in eight mandals of the district. Two mandals each were selected from four quadrants which represented the physical spread of the district. Sarangapur & Kohida (low enrolment & retention), Chandeurthi & Kataram (high enrolment & low retention), Dharmaram & Husnabad (low enrolment & high retention) and Metpally & Peddapally (high enrolment & retention). In each mandal, five villages were selected. The required information was collected from the respective functionaries (such as teachers, VEC members, mandal parishad development officers, mandal education officers, DEO, DPEP staff, project officers and supervisors of NFE, etc) at the school, VEC, mandal and district levels. An interview schedule was administered on the different functionaries.

It was found that teachers were well qualified both academically as well as professionally, teachers had undergone in service training with the support of mandal resource centres, training had brought about an attitudinal change among teachers, school teacher ratio stood at 1 : 3 and teacher pupil

ratio stood at 1.64. All the schools were located near to the habitation, all the schools had their own pucca building, classroom student ratio stood at 1.78, all schools did not have adequate furniture (such as tables, chairs and benches). About 27.5 percent of the schools had common toilet facility, school grants RS 2,000 and teacher grant RS 500 was found to be very useful for school improvement, teacher centers were playing an important role in providing professional input to the teaching staff, guidance provided by mandal resource persons (MRPs), both at mandal and school level, was highly appreciated. There was a need to have four or five MRPs in each mandal.

Rao, P.D.K, et, al.,(1999), conducted a study on the Community participation to strengthen primary education under DPEP, Cheepurupalli (Andhra Pradesh) Soddhana with the objectives - (i) to ascertain the composition of VECs, the educational awareness and training requirements of VEC members, (ii) to understand the role and responsibilities carried out by VEC members, (iii) to understand the problems and difficulties faced by teachers in achieving the goal of UPE, and (iv) to know the understanding of youth and women group of DPEP.

The study was conducted in ten villages – six in Garvidi Mandal and four in Cheepurapalli Mandal – of direct. The required data was collected from ninety VEC members, fifty youth volunteers, teachers and women thrift group members through interviews which were followed by discussions.

Major findings (1) The entire process of the formation of VECs was neither transparent nor democratic as it was seen that the community at large was not aware about its formation. In fact, VEC members selected were not even aware of their selection. (2) The government should initiate discussions and dialogue with the community so that the latter is prepared to own the educational programme. (3) The level of understanding and awareness about DPEP in the community in general and VEC members in particular was observed to be very low. (4) The role of the Government should be very minimum. It should only play a supportive role to enable the community to own the education programme. (5) The method of conducting training programme for VEC members – most of whom are illiterate, semi-literate and mostly aged above 30 years – through lectures by Resource Persons should be replaced with audio visual media and other cultural methods to create interest among the participants. (6) Nearly 67 percent of the VEC members who had been trained on DPEP were not even aware of the objectives of the programme. (7) Only 50 percent of the VEC members were aware of the provision of VEC and teacher grants. (8) It is essential to understand the role of women thrift groups in strengthening primary education, particularly their support in the construction of school buildings. (9) Most of the teachers interviewed, felt that experienced local teachers with a sound understanding of the rural situation should be involved in the preparation of training modules. (10) Volunteer youths expressed the need for a village education fund and village education plan. They felt that the former was necessary for conducting various extra-curricular, academic and cultural

activities to strengthen primary education in the village (11) All those interviewed felt that child abuse and girl child issues needed special attention

Sharma, Debabrata & Sarma Abhijit.(1996), conducted a study entitled ‘An evaluation study on the functioning of village education committees in Assam’, The objectives of the study were to assess (i) the current status of VECs vis-à-vis its role and to offer suggestions, if the need be so, (ii) integration of VECs into the village, (iii) level of awareness about the role & objectives of DPEP and VEC, (iv) expectations and perceptions of DPEP & VEC among local villages and teachers, (v) status of activities undertaken by VEC and its impact thereof, (vi) status of stabilisation of VECs in terms of its co-ordination with other agencies, and (vii) nature and intensity of operational constraints being encountered by VECs

The sample for the study comprised of 213 VECs (about 10 percent of the total number of VECs), 627 VEC members (including 235 female members) in 14 blocks (out of 17) in the three districts The sample of the VECs in each block covered the tribal, Char, tea-estate and General areas Information was collected through interviews and discussions with villagers The tool used for the study included a structured questionnaire

The study revealed that inspite of several environmental constraints relating to primary education in Assam, the performance of DPEP had been credit-worthy since it had generated awareness and interest among the rural

folk about the need and relevance of primary education (2) The level of understanding of the role of VECs was found to be inadequate amongst most of the members (3) In most of the cases, VECs had not yet struck a rapport with the local community on account of which they were yet to be accepted as a community institution (4) The desired integration of VECs with DPO through BRC and CRC had not yet taken place (5) Poor school infrastructure in rural areas and a low teacher-student ratio were a major handicap in the effective implementation of DPEP

Sarma, Jibesh. (1997), conducted a study entitled “A Study on the universalisation of elementary education with special reference to enrolment and retention at Biswanath Chariali block under Sonitpur district, Assam” with the following objectives (i) to assess the present situation of primary education in Biswanath block area, (ii) to study the progress rate of primary education of children in the 6-10 years age group during 1993-96, (iii) to compare the attainment of elementary education among boys and girls during the same period, (iv) to compare the attainment of primary education among the students of backward, Char, tea-garden laborers and General areas during the mentioned period, (v) to find out various problems relating to universalisation of primary education (UPE) with reference to enrolment & retention in the area, and (vi) to suggest remedial measures for further development of UPE programme in the area

The study was conducted in 40 primary – schools (including provincialised, private and venture-stage) of both rural and urban area representing various ethnic groups of people. By administering questionnaires to heads of institutions, teachers, students, guardians and educationists the required data was collected. Information was also collected from journals, books census report etc.

It was found that an overall improvement in primary education in the area has taken place during the period of study. (2) General category students had a better rate of enrollment in comparison to the backward class students of the area. (3) Retention rate of female students had been gradually rising though a vast gap existed between students belonging to the Chars, SC, ST and tea labourers and those of the General category. However, the rate of retention was found to be higher in the urban than in rural areas. (4) Problems of enrolment and dropouts still persisted in the area.

Saikia, Tuladhar,(1999), studied the impact of intervention of DPEP on enrolment and attendance. Assam, Basic Training Centre, Dalgaoon, Darrang. The objectives of the study were, to study the progress in enrolment and attendance, following DPEP interventions taking baseline survey as the basis for comparison, to identify the strength and weaknesses of measures already taken for the improvement of enrolment and attendance, to suggest proper follow-up measures for the attainment of UEE on the basis of feedback from the studies.

Major findings (1) The average increase in enrolment between 1995 and 1998 was 13 percent. With an increase of 27 percent, the Char area witnessed the maximum increase in enrolment. Bodo (ST) areas saw a 8 percent increase whereas for the General areas it was 4 percent. Gender-wise, girls with a 14 percent average increase in enrolment had a one percentage point lead over boys. (2) The average attendance in the sampled areas increased by 3 percent. The percentage increase in the other areas was as follows: Chars-5, tea gardens-2, Bodo(ST)-5, SC-8. However in the urban General areas there was a 3 percent decrease in enrolment. (In the urban areas, private English-medium schools were not included in the survey). (3) It was observed that the impact of DPEP interventions had yielded good results in the Char areas whereas its impact in the General areas was extremely poor with regard to enrolment. As far as attendance was concerned, except in urban and general areas, the impact of DPEP interventions was found to be positive and encouraging. (4) Between 1995 and 1998, the rate of retention was 64% and the dropout rate 36 percent. At 49 percent, SC area had the highest rate of retention. The retention rate of girls (64%) was marginally higher than that of boys (63%). (5) From the SFG discussions it was found that the VEC meetings were not held regularly and their efforts for broad-basing primary education were not up to the mark.

Ahmed Ayubuddin & Keot Narendranath.(1999), studied the impact of intervention of DPEP on community participation Assam . DPEP, Morigaon

with a view to examine the role of VEC and its achievement in terms of access, enrolment, retention and achievement of pupils in the respective locality, to examine the procedure of implementing programmes for environment-building, to analyse the role of VECs in environment-building through the new methodology introduced by DPEP, and to examine the sustainability of VEC as an institution on technical, managerial and financial parameters

The sample for the study comprised of 60 schools, 60 teachers, 30 VECs and 20 CRCs. The VECs were selected in equal number from the developed and under-developed pockets in the block and included five each from the Chnar and Tribal areas as well. 15 SFC discussions each took place in the under-developed CRCs & guardians and focus group discussions were the tools used for data collection. A team of 30 trained investigators collected the required field-data in 10 days. The data were analysed using percentages.

The study revealed that (1) the overall average enrolment and attendance of pupils in classes I-IV increased by 1.9% and 2% respectively during 1994-95 to 1998-99 i.e. after the initiation of DPEP. (2) VECs displayed eagerness to work for the educational environment component and nearly 90-95% of the VEC members were engaged in school related activities.

Das, Khanin.(1999), studied the Impact of intervention of DPEP on community participation Assam , Basic – Training Centre, Golokganj

Objectives (i) to overview the status of functioning of VECs on the parameters of nature of its activities, frequency of meetings, participation and involvement of members, etc (ii) to assess the performance of VECs in increasing awareness among people, enhancing enrolment, regular attendance & retention, aswell as achievement of students, (iii) to identify constraints faced by VECs, and (iv) to suggest measures to improve/expand the role of VECs

The data for the study was collected from 36 VECs & all its members and 10 schools (for achievement tests) The VECs represented the following areas Char (5), SC(5), OBC(2), S T (5), rural General (8) and urban General (5), Direct observation guidelines, questionnaires for VEC members, written questionnaires for teachers, discussion points for teachers, questionnaires for CRCs, and points for discussion were the tools used for data collection, the preliminary findings were discussed among the five key resource persons and 32 field investigators involved in data collection The data were analysed using percentages

It was found that (1) nearly 50% of the VECs lacked skills in planning and designing various school activities (2) about 60% of the VECs had established a good rapport with the community including guardians and teachers thereby improving the general education environment (3) the VECs

had more or less been successful in creating awareness about primary education in the villages

Sarma, Minati & Das, Kishorekumar,(1999), studied the impact of intervention of DPEP on enrollment and attendance. Assam , DIET, Morigaon

Objectives (i) To assess the progress in enrolment and attendance following DPEP interventions with baseline survey as the basis, (ii) to identify the strength and weaknesses of measures initiated for improving enrolment and attendance, and (iii) to suggest proper follow-up measures for the attainment of UEE on the basis of feedback from the study

The sample of the study comprised of 57 out of 589 schools, 160 VECs, both selected randomly and 180 teachers Teacher, VEC member & CRC schedules and questionnaires for the local people formed the tools of data collection The preliminary findings were discussed among the five key resource persons and 32 field investigators involved in data collection Baseline data (1996-97 and 1994-95, excepting data on enrollment) formed the secondary source of data for the study The data were analysed using percentages, ratios, bar diagram etc.

It was found that (1) On an average, there was a marginal increase (2%) in the enrolment of class I students in all areas (viz. tribal, SC, Char,

Tea garden & General), (2) DPEP interventions to enhance enrolment and check dropout rates, had yielded positive results to some extent (3) The dropout rate in all areas reduced by 3 percent on an average

Haque, & Sarma, A.C. (1999), studied the impact of intervention of DPEP on community participation Assam District Gyan Vigyan Samiti, Darrang Objectives, (i) to assess the progress in enrolment and attendance following DPEP interventions with baseline survey as the basis, (ii) to identify the strengths and weaknesses of measures initiated for improving enrolment and attendance, and (iii) to collect feedback in order to suggest proper follow-up measures for the attainment of UEE

The sample of the study comprised 36 VECs, 10 percent schools in Sipajhar, Kalaigaon and Dalgaon blocks respectively and 53, 59 and 14 teachers in the blocks respectively. On an average, VECs and CRCCs covered in the study constituted a 10 percent sample While selecting the VECs and schools, adequate representation of the following areas: backward, tea gardens, char and SC/ST were kept in mind Schedules for VEC-members, VECs, teachers and CRCCs were the tools used for data collection The data were analysed using percentages

Major findings (1) Nearly 77% of the male & 98% of female VEC members were literate and had a positive perspective on the role of VECs (2) About 45% of the VEC members had engaged themselves in educational survey

work in their respective villages (3) About 51% of the members attended VEC meetings regularly (4) Nearly 36% and 34% of schools had filtered drinking water and toilet facilities respectively (5) About 41% schools in the sample area had separate classrooms for class I

Sarma, Debabrata & Sharma Abhijit, (1997), conducted a study entitled 'Evaluation of managerial structure and processes under DPEP, Assam,' with the following objectives,

(i) To evaluate the managerial structures and process under DPEP operating at the state and district levels, (ii) to identify strengths and weaknesses of these structures and processes, and (iii) to suggest improvement in management in order to raise the overall programme effectiveness

In the two blocks chosen, Gauripur was a forward block and Bilasipara, a backward block Within the blocks, two clusters each were chosen randomly Within the cluster, three villages were chosen based on high, average and low literacy The following management functions, including in-depth analysis of first and second priority areas, were studied Planning, supervision, coordination, information management, procurement, financial management, personnel management, community participation and training Apart from extensive interaction with DPEP functionaries in the State and district office, the study team also had consultations with personnel of the Executive Committee (EC), District Programme Implementation

Committee (DPIC), SCERT, Textbook Corporation, DIET, Directorate of Elementary Education (Assam), Block Education Office (BEO), VECs etc.

Major findings (1) Though the structures envisaged were in place across various levels, integration of the structures had not yet matured. There was high dependence of the district structure on the state and the district structure was not able to effectively support the block, cluster and village-level structures. The structures, especially at the district-level and below, were yet to internalize the processes like planning, coordination, supervision etc., which were essential for a decentralized project implementation approach/mode. Apparently, there was a follow-the-SPO/SPD tendency.

(2) There was a strong constraint of inadequate support and follow-up from associate department/agencies for inter-linkage /convergence. (3) There was a fairly high degree of awareness of the aims and objectives of DPEP across all levels. However, VEC members were yet to internalize and accept their role in enhancing the status of primary education in the village. (4) Most of the programme functionaries felt overwhelmed by the pace and volume of activities. The immediate concern expressed, under the circumstances, was the inability to plan and organize one's activities. (5) Efforts put in towards capacity building and sensitization of personnel was impressive. (6) An understanding of the scope and utility of MIS as an implementation aid was yet to emerge across most levels. (7) There was need for DPEP, Assam to focus on consolidation of its structures and processes and also to stabilise the

institutions of BRCs, CRCs & VECs and to ensure their recognition & acceptance by the community, especially the teachers

Sharia, Kkamalakanta, (1997), conducted a study entitled, ‘ Appraisal of primary school management in DPEP and non-DPEP districts of Assam ’

Objectives (i) to find out the trend in enrolment of students in primary education (ii) to assess the efficiency of primary education as perceived by educational administrators, teachers, parents, guardians and village leaders, (iii) to evaluate the managerial impact of DPEP on scholastic achievement of the primary-level students And (iv) to delineate the difference between DPEP and non-DPEP districts

The sample for the study included educational administrators, teachers, parents and village leaders (The sample was of a multistage stratified type) Inquiry forms and record analysis for enrolment and academic achievement of outgoing students were the tools used for data collection Scores were assigned to the responses and data were presented in tabular form The data were analysed using the mean, SD, t-test, F-test, correlation and regression

Major findings and implications (1) A minor increase in enrolment in both DPEP & non-DPEP districts (2) Exposure to the media or events among the respondents of DPEP districts had a positive and significant effect on the

efficiency of primary school management (3) The teachers in DPEP districts perceived the efficiency to be higher than that in non-DPEP districts (4) Efforts should be made to get the appraisal of primary school management done by the community, in particular, parents and village leaders (5) Primary schools in the state were poorly staffed (6) No significant difference was found in the mean scholastic achievement of the students in DPEP and non-DPEP districts (7) It was observed that the managerial policies of DPEP were not transparent to the people in general, particularly to parents, guardians and village leaders (8) Parents and guardians were not much concerned with the affairs of primary education in both DPEP and non-DPEP districts

NSDART,(1998), conducted a study on Bihar Education Project An evaluation (Ranchi District) UP NSDART, LBSNAA, Missouri with an intention to study the impact of Bihar Education project on enrolment, retention and achievement, Community involvement and structures and functions involved in the project implementation

Major findings (1) Although the educational status of Ranchi was relatively better in terms of literacy, regional disparities existed The medium of instruction in schools at the primary level was Hindi Since in many blocks a majority of the rural population did not speak Hindi, this issue i e of language was a deterrent factor and adversely affected the quality of primary education (2) Organizational structure and manpower employed for

achieving the goals of the project was found to be inadequate. (3) The project could not utilize the amount sanctioned in the budget due to various reasons. The degree of emphasis has changed since 1995-96 and a greater degree of mobilization activities were undertaken (4) The project had created a higher degree of awareness and expectation amongst the villagers. However, further strengthening of capacity-building and community mobilization activities was needed (5) Periodic organization of balmelas, mukkad, mataks and presence of Mahila Samakhya had generated some amount of enthusiasm amongst the rural masses. Construction of CRCs/BRCs and other participatory exercises on micro-planning had helped in raising peoples' awareness and had motivated them towards attaining a better educational status (6) The gross access rate somewhat improved due to construction of school buildings and conversion of single-room schools into double-room ones during the project period. Still, quite a few number of villages without a school were there (7) Achievement in enrolment showed a high degree of success. It supposedly increased from 64 percent in 1991 to 84 percent in 1998 (8) The study could not record dropout rates, (which was possibly as high as 60% for SC, ST and girl students in remote rural areas (9) There was a shortage of teachers in primary schools. A large number of vacant posts existed as well (10) The low performance of students in terms of MLL results proves that the quality of education had not improved as much as was expected (11) Quite a number of teachers were trained at the DIET (Ujala). Training had created much expectation amongst teachers, this should be sustained by providing periodic and a higher degree of training to them in the

future Teachers' interest in providing joyful learning environment in schools in villages had to be created in order to realize the goal of UEE (12) Provision of TLM and other materials had helped in improving enrolment and basic quality of education (13) Construction and formation of CRCs /BRCs had improved the quality of TLM There was a need for a greater role of VECs in this regard The VEC members needed training (14) The Mahila Samakhya had been doing commendable work in the district However, it was operational in only 237 villages situated in 3 blocks (out of the total of 20 blocks) in the district (15) The PRA of villages showed that very few interactions among various functionaries related to education took place Villagers felt that these functionaries were not doing their job properly (16) Convergence with the socio-economic development activities and sharing of information in the district was needed for the project's success There are many departments like BPDP, tribal welfare, DRDA, PHED etc engaged in similar activities, leading to duplication of efforts (17) Inter-linkages with other related educational departments were not so sound A better co-ordination and higher form of inter-linkage was absolutely necessary for achieving the desired results

Yadav kanta & prabha Sneh,(1996), conducted a study on the role preferences of educational administrators (DPEOs) of Haryana Haryana ; SCERT-DMESIR, Gurgaon

Objectives (i) To study the role preferences of educational administrators in the present educational set-up, (ii) to study the roles expected of administrators in the present educational system, and (iii) to find out the gap between the above two roles

The sample comprised 12 DPEOs in Haryana. Questionnaires developed by the investigators visualizing the roles to be performed by the educational administration (DPEOs) was used. Roles identified for the administrators were those of manager, director, organizers, planner-evaluators, innovators, motivators, teachers and guides.

Major findings (1) DPEOs had divergent views on their role preferences (2) They performed their role as planners on a top-priority basis (3) They preferred to perform their role as managers and organizers as their next priority (4) Their preference to perform the role of motivator, guide and director was also nearly of the same level (5) They visualized their roles as evaluators to a lesser degree (6) Their preference for a role as Co-ordinator, supervisor and controller was also of the same degree (7) Their role as a presenter, though of utmost priority, was given the least preference by them (8) Educational administrators were still performing the traditional roles, which hampered the rapid progress in education in the state

Ed.CIL,(1997), conducted a study on community mobilization and participation in DPEP New Delhi

Objectives An assessment of the status, dynamics and potential of community mobilization and participation of VECs in accomplishing the goals of DPEP

The sample for the study comprised 8 VECs from two blocks – Kaithal and Pundri in Kaithal District and 8 VECs spread over five blocks – Hisar I, Hisar II, Fathehabad, Ratia and Siwani in Hisar District. The study process was designed to maximise understanding of the process-based and contextual features of community mobilization and participation of VECs in DPEP. Data collection and analysis was carried out by two teams consisting of two members each, one for each district. Relevant primary and secondary data sources were consulted at state, district, block, cluster and village levels. A combination of semi-structured interviews and group discussions were used for collecting data from primary sources.

Major findings (1) There was a need for ensuring sustained efforts in community mobilization in addition to strengthening of VECs. (2) VECs needed continuous inputs and support to develop the necessary linkages with the community, community groups, panchayat and DPEP staff in order to be effective and sustainable. (3) By and large, most VECs had been constituted according to the state norms and were inclusive of the participation of weaker sections and women. Almost all the VECs had 50 percent women as members but these women by and large fall in the category of teachers, anganwari workers or health workers. (4) VEC membership had been

identified on the basis of high levels of educational qualifications of individuals (5) VECs that were very effective and active had a very higher percentage of educated persons (80-90%) (6) There was a need for creating mechanisms whereby the systems established for functioning of VECs do not become rigid and bureaucratic (7) The community had been contributing to the needs of the schools (8) VECs, which functioned effectively, were also actively involved in a number of initiatives other than those specified in DPEP documents (9) Inadequate attention was paid to capacity building of VECs on the whole and its individual members as well (10) Importance of building linkages between VECs and the villages at large was felt.

GJU, (1997), conducted a study entitled, ‘ A study of the institutional grant of Rs 2,000 in Hisar and Sirsa District Haryana’ Department of Communication and Management Technology Janbeshwar University

Objectives (i) to investigate the utilisation, appropriateness, and effectiveness of teacher grants and school grants in Hisar and Sirsa districts of Haryana, (ii) to understand the process of disbursement of the two grants, (iii) to study the extent of qualitative changes in the school/classroom environment, (iv) to understand the process of decision making and management skills of teacher and the community, and (v) to suggest amendments to DPEP guidelines, if any, on the use of these grants

The study used sample surveys, in-depth interviews, analysis of documents and non-participatory observation The sample of the study

comprised 72 teachers, 38 head teachers and 85 members of the VECs who were interviewed on the basis of a structured questionnaire. In-depth interviews of the SPD, Assistant SPD, District Project Co-ordinators, BRCCs, cluster/resource centre co-ordinators and principals of DIETs were conducted. Researchers observed three actual classroom teaching and interaction of teachers with VEC members. Documents relating to disbursement & guidelines and accounts regarding teachers' grant and school grant were analysed at various levels.

Major findings (1) Grant of Rs 500 per teacher per annum had been provided to schools under DPEP for teaching-learning aids and consumable with a view to make the classroom attractive for children (2) Grant of Rs.2,000 per school per annum had been provided jointly to each school and VEC under DPEP for improving school facilities (3) Channels of disbursement of teacher's grant and school grant were from SPD to DPC to CRC and to the head teacher through draft but to the teachers it was given in cash by the head teachers (4) Both the grants had been disbursed in one installment, except in 1996-97, when Rs 1,500 were given as school grant and books worth Rs 500 were to be obtained for the balance amount. (5) Both teaching aids and teaching-learning aids had been bought or prepared out of the teacher's grant (6) All the teachers had undergone at least one training for preparation of TLM. (7) All the schools now had TLM available with them (8) Use of TLM was irregular, but whenever it was used, students took more interest (9) TLM was more culture-specific, therefore more effective

(10) Teachers who exhibited creative talents in preparation of TLM were engaged for providing training to other teachers (11) Responsibility of some other schemes like mid-day meal had put additional burden on the primary school teachers which resulted in lower motivational levels for preparation and use of TLM (12) Almost all teachers and officials were in favour of continuation of teachers' grant since they felt a perceivable difference in the school environment (13) Most teachers were not sure whether one utilisation certificate would satisfy the administrative staff of DPEP (14) The school grant was mainly handled by the head teacher with a marginal participation of VEC. In fact, most VEC members were unaware of the grant itself (15) The grants had been mainly used to buy tables, chairs, almirahs, mirrors and repair work in school buildings (16) Teachers and villagers were quite appreciative of repair work in school buildings. (16) Teachers and villagers were quite appreciative of the school grants since it helped them in making the school environment better (17) The school grant had marginally succeeded in promoting community involvement in school management.

Dharmadhikari, S & Deshmukh Amita,(1997), conducted a study to evaluate infrastructure grants (Rs.2,000/- a year to primary schools under DPEP, Maharashtra Institute of Relevant Research , Pune.

Objectives As suggested in the title of the study. An annual grant of Rs 2000 is given to each primary school for developing infrastructural facilities which is meant to be utilised not just for need felt by the teachers

but primarily for needs befitting the school viz carrying out minor repairs to increase its present ability and working condition, buying moderately-priced utility items like water tanks, cotton mats for seating students etc This grant is to be utilised as per the budget prepared and sanctioned by the VEC every year

A sample of 363 schools was randomly selected from a total of 6,724 schools in these districts The district-wise breakup for the above was Aurangabad (73 out of 1,224 schools), Latur (65 out of 1,2020), Nanded (83 out of 1654), Osmanabad (52 out of 975) and Parbhani (89 out of 1,669) Each district was divided into approximately three equal areas and one-third sample was drawn for every area A pilot study involving senior research scientists of the Institute, was undertaken in 20 schools of Aurangabad District to test and prove the methodology before attempting the main survey The tools of data collection were actual observations, structured interviews and securing of primary records The data was compiled and appropriately analysed.

Major findings (1) The needs of the school vis-a-their capability to use the grant meaningfully and effectively differed considerably from school to school In the initial phase, almost all the schools were able to utilize their grants well However, after spending nearly Rs 7,500 in the first three years, it was observed that, while the need of the smaller schools had been more or less satisfied, much remained to be done for the larger schools Therefore, the

sanction of grants should correspond to the size of the school. The size of a school could be judged either from the number of classrooms or the number of teachers employed there. Further, a simple formula of Rs 1,000 per classroom, per year was suggested. (2) A precise and simple procedure for the release of grants should be worked out and explained to the headmasters during the field meetings. (3) Painting on the walls was a commonly undertaken activity and observed to be extremely effective in creating an appropriate environment in the classroom. Local painters required dummies from which they could draw pictures on the wall. The existing practice was to reproduce picture from textbooks on the wall. Implementation of the scheme had benefitted more than 90% of the target schools. The expenditure incurred was found to be appropriate for improving the school and its surroundings.

Swain Trilochan & Panda Debadatta,(1998), conducted a study of effectiveness of parent-teacher association (PTA) in achieving universalisation of elementary education(UEE) in primary schools Orissa DIET, Keonjhar

Objectives (i) to study the structure and functioning of existing PTAs, (ii) to suggest necessary steps for their reorganisation, (iii) to study the nature and extent of its involvement in affairs of the reorganised schools relating to UEE, and (iv) to suggest measures for their revitalization in order to make them effective instruments for achieving UEE

The study was conducted in 10 schools (5 experimental schools where PTAs had been operating for more than a year and 5 control schools without PTAs from which a sample of 250 parents and 130 students was drawn. Among the tools used were (a) one interview schedule, both different, were administered to members of the existing PTAs and headmasters respectively to collect baseline data on the present status and functioning of PTAs (b) Following the re-activation of PTAs, a school information schedule for headmasters of concerned schools and an interview schedule for PTA members were administered to gather data on their functioning. The above interview and information schedules were developed in a workshop, (c) two tests based on objective-type questions on EVS and mathematics were administered to students of class III to measure their achievements in these subjects after PTAs were activated, and (d) attendance records and the enrolment registers of students served as tools to study the impact of PTAs on their enrolment and regularity of attendance. Baseline data collected from the PTA members and the headmasters of concerned primary schools were tabulated and statistically analysed. The scores of achievement tests of experimental and control schools were compared statistically.

Major findings (1) Most of the schools did not have PTAs as an agency for school-community interaction and better educational standards. (2) Wherever PTAs existed, they existed formally. (3) Schools with PTAs served their students better and were better managed. (4) Schools with functioning PTAs received far better contributions from the community compared to those

where these were non-functional (5) Parent-teacher relations, enrolment, regularity of attendance and achievement of students were better in schools with functional PTAs

Pattanaik Aatulyakumar & Sahu Lipika,(1998), conducted a study on the Community participation in the functioning of the primary school Orissa DIET, Kalahandi, Bhawanipatna

Objectives , (I) To conduct a baseline study or ascertaining the nature and extent of community participation in the following areas . enrolment and retention of students, learning achievement of children and teaching competency, regularity, punctuality and dutifulness of teachers, and (ii) to suggest comprehensive strategies for a broad-based and influential community involvement enabling better functioning of primary schools

The study was carried out in 12 primary schools selected randomly from four different circles in the above block For a representative sample, the further break-up was as follows two schools each from SC-dominated, ST-dominated, high literacy and low literacy areas respectively, and four from the general category The required data was collected through questionnaires administered on 40 primary school teachers and interview schedules for VEC, PTA and PRA members The data was tabulated and various percentages computed

Major findings (1) Nearly 62 per cent of the VEC members were aware of their powers, duties and responsibilities as per the government circular (2) Orientation/training of teachers' on community participation improved their involvement and interaction with the community (3) Involvement of VEC, PTA, PRA members significantly enhanced the attendance and enrolment of primary school children (4) Involvement of VEC, PTA, PRA members in the affairs of school management led to the regularity, punctuality and dutifulness on the part of teachers (5) Teachers' participation in local cultural functions led to better community relations.

Dastgir Ghulam,(1998), studied the role of community and other factors in promoting primary education amongst Muslim girls in the district of Saharanpur (UP New Delhi Institute of Advanced Studies in Education, Faculty of Education, Jamia Millia Islamia

Objectives (i) To ascertain the working status of Operation Blackboard, functioning of ICDS, ECCE, baalwari etc , by using appraisal method, (ii) to investigate the social, economic, cultural, psychological, religious and other forces which play a detrimental rôle in promotion of education in the Muslim minority, in terms of enrolment, retention and dropouts, (iii) to elicit views and opinions of the Muslim minority on conditions under which they would like to promote education of boys and girls from their community, (iv) to analyse and develop culture-friendly strategies in order to reinforce community-based approach for popularising education among Muslim girls,

and (v) to ascertain the role of Dini Madarasas in promoting primary education in general and girls' education in particular

The study was conducted in 11 blocks of the district which happens to be a Muslim-dominated district of western UP. Five mohallas from each block were selected randomly. Data was collected from 200 households. The tools of data collection included a structured questionnaire consisting of 161 variables developed for the purpose of study. It included details about family education, occupation and income of the family, perception of girl's education, reasons for non-enrolment and dropout and strategies to promote girl's education.

Major findings (1) There was absence of NFE educational facilities, anganwari centers, baalwari etc in Muslim dominated areas, there was a need for the same. (2) Nearly 83.5 percent parents favoured religious as well as school education for their children, especially girls. (3) The family size of Muslim households was comparatively large, despite poor economic conditions around 57 percent of the respondents sent the girl child to school. (4) Nearly all acknowledged the positive role of mohalla education committees in motivating parents to send their children, specially girls to schools. It was felt that maulvis should be involved in propagating the promotion of education amongst Muslim girls. (5) The study explains the role of Dini madarasa. It has been reported that religious heads running these

madarsas had shown their willingness to extend their support in running a primary school within the madarsa premises

Singh Shailendra,(1998), conducted an assessment study of the training needs of head teachers for effective primary school management UP Indian Institute of Management, Lucknow

Objectives (I) To study why certain schools are more effective than others, (ii) to identify the basic skills required for being effective head teachers, and (iii) to assess and identify the training needs of primary school head teachers

The sample of the study comprised 100 schools selected in equal number from the two districts, 100 head teachers, 100 VEC members/community members/parents and 2 SDIs The tools of data collection included organisational health description questionnaires, school characteristics and facilities questionnaires, head teacher's interview schedule, head teacher's role questionnaire, head teachers activity questionnaire, headteachers' job satisfaction questionnaire and community/parents' interview schedule

Major findings , (1) Partially effective schools had active and motivated head teachers, active community support, infrastructure facilities and assistant teachers (2) It was found that more the school facilities, the better was the school atmosphere (3) Schools in Saharanpur had better organisational set up than schools in Sitapur (4) Head teachers indicated moderate-high job satisfaction, the overall average being 75% In Saharanpur District, the head

teachers were more satisfied than their counterparts in Sitapur District (5) The head teachers perceived all activities in their domain to be of high importance The area in which more than 80% of them wanted to enhance their proficiency were to evaluate the development of school, to use available opportunities for professional development and successful use of multi-grade teaching

Gautam, R.S., Joshi Sandeep & Singh Yatindra,(1999), studied the role of panchayati raj and teacher accountability in Ujjain (SC), Ratlam (ST) and Shajapur (General) districts of Madhya Pradesh MP Madhya Pradesh Institute of Social Science Research, Ujjain

Objectives , (i) to investigate the role and functions of Panchayati Raj (PR) system in MP in ensuring teacher accountability, (ii) to investigate the role of panchayatiraj institutions (PRIs) in enhancing teacher accountability, motivation, improvement in schools, participation of all sections of the community in schooling etc and to understand the role played and power exercised by different PRIs and VECs on school functioning and management, (iii) to identify the changes that have taken place following introduction of the PR system, to specifically look at the efforts put in by the PRIs for school improvement and for ensuring participation of the weaker sections of population, (iv) to find out the perceptions of teachers, parents and educational administrators on the effectiveness and the changes brought about by the new system, (v) to identify the visible changes in the pattern of

enrolment, retention, dropout and the learning outcome of children in its wake, (vi) to critically analyse the functioning and capacity of the new system, identify its strengths and weaknesses and offer suggestions for changes, if any and (vii) to assess the role of PRIs and DPEP in Ratlam and their impact on community participation

The required data was collected from 60 headmasters, 72 teachers, 315 VEC members, 300 guardians and 60 primary schools selected from 32 gram panchayats in these districts, 9, 10 and 13 respectively from Ujjain, Ratlam and Shajapur districts. From each of these districts, which were basically rural, one block was selected keeping in mind the presence of high percentage of SC (in Ujjain), ST (in Ratlam) and General Category (in Shajapur) population in them. The three respective blocks were Tarana, Sailana and Shajapur. From each block, preferably those gram panchayats, which were headed by women, and 20 primary schools were selected. The tools used for the study were two interview schedules for VEC members and guardians and two questionnaires for headmasters and teachers. These were pre-tested in the area of study and necessary modification were made accordingly. For analysing the data, separate code books were developed for each interview schedule and questionnaires. Besides, a one-day workshop in July this year, attended by officials of education department and PR representative was conducted.

Major findings · These have been listed under the following four headings

(1) Responses of headmasters (a) 56.7 percent of the headmasters included

in the sample had educational qualifications of up to higher secondary level only, (b) following the launch of DPEP in these districts, some positive results such as building an educational environment in the schools, increase in enrolment/admission maintenance rate, conducting short-term training programmes for teachers etc were achieved, (c) construction of school buildings received little attention in Shajapur, which was a General category district, (d) Under the PR regime, as indicated by respondents, the following improvements in schools was observed in terms of availability of the sufficient teaching material, construction/repairs of school buildings, adequacy of teaching staff (e) responsibility factor of the teachers had increased under the new dispensation, though there were some impediments like unnecessary interference of elected representatives, and (f) the new concept of overall monitoring/supervision and management of school functioning by VECs had proved useful and effective. It had fulfilled the need of people's participation in the management and betterment of school administration.

(2) Response of teachers (a) 58.33 percent of the respondents had educational qualification. of upto graduate or post-graduate level, (b) sports and cultural activities were the main extra-curricular activities of teachers, (c) 53 percent of the respondents agreed that VECs under PRIs had played their expected role in the improvement of the school education system, (d) the level of involvement on the part of the sarpanch in the overall development of schools was reported to be normal and workable, as indicated by 58 percent of the respondents, (e) 62.5 percent of the respondents were not satisfied with the empowerment of the panchayats for

schools, and (f) teachers did not have a clear perception of the role of panchayats in the improvement of village education (3) Responses of VEC members (a) 79 percent of them were literate or educated. This percentage was much higher than the rural literacy rate. It was also significant from the point of view of responsibilities given to them, (b) with the formation of VECs the participation of such people had been made possible, unlike earlier, in the management of the school affairs of their villages, (c) the issuance of attendance certificate to teachers was one of the reasons of resentment between PR representatives and teachers, (d) the most preferred role (54%) by VEC members was to contact and motivate the guardians for sending their children to school, (e) even after the formation of VECs, the understanding between teachers and villagers had not improved (17.4%). This was due to almost non-existent participation of the common people in the school management, (f) 69% of the VEC respondents discussed the issue of regular and timely opening and closing of school, and (g) they too had a hazy perception of the role of panchayats for the improvement of village education (4) Responses of guardians (a) About 91% of the guardians had upto four children, which was a healthy and encouraging trend, (b) most of the guardians interacted with teachers on a regular basis to keep track of their progress, (c) 87% of the guardians confirmed that schools in their villages functioned on a regular basis, (d) a high percentage of teachers commuted to their respective schools from outside. This was one of the most important causes for the improper functioning of schools in the rural areas, (e) nearly 55% of respondents observed no significant change in the role, behaviour or

attitude of teachers under the PR system, (f) some guardians in Ujjain and Shajapur did not approve of the efforts made by teachers and VEC members in persuading their children to attend school, however, the positive changes were , regular attendance of teachers, schools opening on time, increase in the enrolment and decrease in dropouts in schools, availability of teaching material etc.

Ed.CIL,(1999), conducted A study on community mobilization and empowerment for universalisation of primary education – A synthesis report
New Delhi Community Mobilization and Vec Unit, TSG, Ed CIL

Objectives (I) To assess the process of community mobilization and participation and the impact of various interventions to promote the same, and (ii) to identify the strengths and weaknesses of the processes in relation to the articulated strategies, implementation and impact

The report synthesizes the findings and trends in the above six states In each state, the study covered two districts which were selected in consultation with the State Project Office In each district, 10 villages were randomly selected in two blocks The study process began with a two-day workshop in Ed CIL, where the tools for data collection were developed and the methodology was discussed in detail A combination of questionnaires, semi-structured interviews, Focus group Discussions (FGDs) and direct observation from the field were used for primary data collection Several

secondary sources such as national/state/district level reports, notifications, past studies. Posters, leaflets, articles published in journals etc were consulted. Major findings

(1) Strategies for mobilization

(a) In order to enhance community mobilization and participation in primary education, states have followed different contextual strategies and methods. Local culture and traditional folk form through institutionalised structure such as NGOs, BRCs and CRCs were used in various forms to optimise the impact,

(b) media campaigns also formed another plank of community mobilization strategy,

(c) in addition, special programmes on radio, production of audio cassettes, printing of newsletters etc was also undertaken,

(d) micro-planning was also undertaken for mobilization as well as for promoting intensive participation on part of the community. Teachers and community members trained for this purpose took up micro-planning activities such as social and resource mapping, identification of out-of-school children, development of a village education register, village education plan etc, and

(e) in states such as HP, other community organisations such as Mahila mandals, PTAs, MTAs etc have been active in contributing to DPEP activities.

(2) Village Education Committee (VEC)

(a) The VEC has been envisaged as a key institution for community mobilization, participation and empowerment under DPEP,

(b) capacity building of existing structures of community organisations has targets mainly the VECs in order to enhance a wider participation and empowerment of the community as a whole,

(c) structured as well as non-structured interventions have been mainly designed in a cascade model involving BRCs, CRCs and VECs. In most states, the BRC

was involved in conducting need-based training of VECs, (d) almost all states focused on sensitising VEC members on primary education, (e) in states such as Karnataka and UP, training is conducted through participatory techniques Training modules have been developed in most states through resource institutions such as DIETs as well as with the help of NGOs and resource groups formed at the district level, (f) the coverage of VECs varied from state to state – from 50% of the VECs in Hardoi (UP; DPEP II district) to 100% in both the sampled phase I and II districts in Assam, (g) feedback from the field shows that while in some states it has been found to be a useful and an essential aspect of the programme, in other states such as Bihar and Assam, the need to have successive rounds of training for better impact was felt, (h) the study brings out that there has been high participation of VEC members including women at VEC meetings. However, the articulation of women at these meetings was limited by the presence of male members, (i) the monitoring of teachers' and students' attendance by the community emerged as a positive area of participation Other areas of participation included micro-planning and use of school improvement grant, and (j) the study indicated the beginning of community awareness and involvement in the teaching-learning process particularly in Assam and Karnataka where integration of local cultural contents in TLM preparations and discussion of academic issues, to some extent, in VEC meetings had begun (3) Linkages – horizontal and vertical (a) While in HP there was an awareness about DPEP amongst the PRI representatives, in other states such as Assam, there was little interface and this required reinforcement In Bihar there was virtually no

interface as the Panchayati Raj system was non-existent, (b) in states such as HP, Bihar and UP, NGOs are involved with community based strategies in the field, (c) instances of VECs networking with other departments/schemes such as social sectors have come in light in the study only in two states namely HP and Assam, (d) a few sampled states have mentioned training of teachers in community participation. In Assam, all the teachers interviewed for the study had undergone training with a module on community participation and the role of VECs. In Gujarat, nearly 50% of the teachers had received this training; in UP, more than half of the headteachers were imparted a 10 day training in the DIETs of the districts concerned, (e) the study showed that efforts have been made to integrate, wherever possible, local, community, cultural and linguistic contexts in school related issues by translating reading materials to local dialects, (f) instances of linkages with schooling by the community have also emerged in the preparation of TLMs using local material, and (g) linkages of VECs have clearly been established with BRCs and CRCs as these institutions are involved particularly in training VEC members across all the states. Institutions at district level such as DIETs and DPOs are involved in areas such as training module development and training of master trainers.

Singh, N. & Bala, S,(1996), conducted a Study of role of perception of VEC members of DPEP district in Haryana Rajasthan Regional Institute of Education (NCERT, Ajmer)

Objectives (i) To identify the role of VEC members for community participation in generating awareness and environment building for promoting UEE in DPEP districts in Haryana, (ii) to ascertain the role perception of VEC members in the study area, and (ii) to identify the nature of contribution of VEC members in community participation in various activities in schools

The ex-post facto research design and stratified purposive method was used in the study. The sample was drawn from two blocks randomly selected from the district, of which eight clusters were randomly selected. Sixteen VECs of these clusters that is two VECs from each cluster were selected. In all, 192 VEC members belonging to 10 different categories constituted the sample of the study. Role perception inventory (RPI) consisting of 54 statements based on expected roles of VEC and interview schedule consisting of 27 main questions followed by sub-questions related to retention and achievement were used for data collection. Frequency count, percentage and chi-square were computed for analysis of data.

Major findings (1) Constitutional structure. Difference was found in proposed and actual number of VEC members. (2) Findings pertaining to role perception. (a) Category wise. A significant difference was found in the expected and perceived role of VEC by the members of all 10 categories. Members from, Mahila Mandal and health workers perceived these role to be performed by gram panchayat followed by VEC. The perception of expected

role of VEC was found to be less than 45 percent in general, and (b) Dimension-wise (i) social function of VEC towards villagers in general Roles of VEC related to this dimension were perceived more than 50 percent and above by members belonging to six categories that is by Gram Panchayat (SC), Headteacher, Female Teacher, PTA, Social Worker and Gram Panchayat (g), Mahila Mandal, Health Worker and Anganwadi Worker, (ii) mobility community participation for UPE: The role of VEC related to this dimension were perceived by more than 50 percent and above by the members belonging to two categories, namely social worker and gram sachiv/sevika and less than 50 percent by the members belonging to other eight categories, (iii) Providing facilities to school/NFE centres Roles related to this dimension were not perceived as roles of VEC, by members of all categories Roles related to this dimension were perceived by more than 50 percent and above to be performed by gram panchayat, (iv) participation in programmes/activities organised by the school/NFE centres Role related to this dimension were perceived to be less than 50 percent in case of members belonging to all categories, and (v) day-to-day tasks of VEC The expected roles of VEC related to this dimension were found to be perceived less than 40 percent by the members belonging to all categories (3) Education level , members having qualification ranging from classes VI-VIII had greater perception about the expected roles of VEC. It was lowest in the case of post-graduates. (4) Occupation Members owning agricultural land had greater perception about expected roles of VEC than members belonging to other occupational groups like agricultural labour, government servant,

businessman etc (5) Family size : Members belonging to joint family had greater perception about expected roles of VEC than members belonging to nuclear family. However, this difference was not significant (6) Age : A greater perception was found to be in case of members below 30 years of age and lowest in case of 51 years & above. It was interesting to note that with the increase in age, the perception about expected roles of VEC shifted from VEC to school (7) Type of school in which wards were studying : The members whose wards were studying in government schools had greater perception about expected roles of VEC than those wards were studying in other type of schools like private, missionaries etc (8) Village-wise : VEC members of Daulatpur and Salamkhera Village perceived the expected roles of VEC more than 50 percent and above. In case of other 14 villages it was found to be less than 40 percent or between 40-50 percent. (9) Block-wise : VEC members of Fatehabad block had greater perception about expected roles of VEC than members of Hissar II block (10) Item wise ; The item-wise analysis revealed that in general, all the nine expected roles under the dimension of social functions of VEC towards villagers in general were perceived as role of VEC than other agencies by the members belonging to all categories. The perception was found to be 50 percent and above in case of only three roles i.e. (a) overcoming social and family obstacles in vogue towards girls' education in the village, (ii) identifying problems/causes of community causing hindrance in primary education and overcoming them, (iii) from strategy of eradicating superstitions and disinterest towards education in the village. (11) It was found less than 50 percent in case of

other roles of VEC, that is to eradicate prevailing feeling of observing difference between boys and girls in the village, generating feeling of equality towards SC/ST among villagers, organising meeting for educational development of the village, identifying causes of such boys and girls who never attended school, publicising and organising supporting programmes for women empowerment and girls education and developing public consciousness for girls education (12) In case of 14 enlisted role of VEC in mobilising community participation for UEE, it was found 50 percent and above in case of only three roles : (a) motivating villagers to send all the children of 6-11 yrs age-group to school , (ii) keeping continuous contact with community for achieving the target of UEE, and (iii) contacting parents of dropouts to regularise them (13) The perception was found to be less than 50% in case of the expected roles of VEC such as informing villagers about facilities being offered under DPEP, motivating villagers to cooperate in the activities of the programme, contact the parents of non-school going boys and girls for their enrolment etc (14) Roles like acquainting villagers with functions of VEC developed a sense of belongingness among villagers towards school Providing opportunities to villagers for participation in school programmes/activities were perceived more to be performances by school than VEC. And roles like organising community meetings to publicise the expansion of primary education and informing parents regarding NFE/balwari/anganwari centres were perceived as the roles of gram panchayat than VEC (15) Perception regarding 13 enlisted roles of VEC with regard to providing facilities in schools/NFE centres, it was found 50



percent and above to be performed by gram panchayat than VEC. The roles perceived to be of the former are , arranging for the construction of new school buildings, provision of drinking water facilities etc (16) It was also found that the roles – providing materials useful in teaching and all other activities in school, etc , were perceived to be performed more by the BEO than VEC With regard to the perception about the day-to-day tasks of VEC it was found to be 50 percent and above only in case of one role i.e assisting head teacher and teachers in preparing plan for school activities (17) It was less than 50 percent in case of other expected role i.e evaluation and review of the academic achievement of boys and girls time and again, evaluate and review the achievement of NFE balwari/anganwari centres

2.3 Review of the Research Studies Conducted in the area of Decentralisation of Educational Management in the Developed Countries

The concept of decentralisation has been in its operational form in most of the developed countries Several evaluative studies have been conducted in this area with specific reference to school governance and management The researcher has reviewed some important studies which have relevance for the present study and has presented the same in this chapter. This review is basically done with a view to understand the model of operand of the concept of decentralisation of management and its consequent effects on the education system

Rogers and David, (1981) studied the school decentralisation in Newyork city They developed case studies of eight Newyork city decentralised school districts by focussing on the context of decentralisation, relationships between school boards and superintendents and between district officers and school professional staff and the community, emergent management styles and the effect of decentralisation on students performance It was found that even with limited decentralistion, significant improvement are evident, students performance improved, the number of curriculum innovations, staff training programmes and the programmes to link schools and community increased markedly and more positive changes were seen in the administrative processes

Meals, Donald, (1974) studied the process approach to the development of regional educational delivery systems in Massachuseth The study investigated two different responses to the need to develop effective means to mobilise and improve the delivery of educational resources The top-down approach is an effort to replace the centralised state department of education with a decentralised network of regional centres The bottom-up approach is a grassroot movement by some school districts to join in voluntary collaboration to share resources and work co-operatively toward common goals. The study concluded that both the approaches are valuable for the concurrent development

Velayutham, (1980) studied the issues in the practice of educational administration in the Srilankan Context. It has been suggested that principals ought to be able to delegate more responsibility to deputy principals along with the powers. Decentralisation and democratisation are considered to be the key elements of any developmental strategy.

Silberman & Harry F., (1977) conducted an evaluation of decentralisation in a large school districts in Los Angeles. They found that decentralisation of the school district has progressed toward the goals. Analyses revealed that decentralisation has increased equality of authority and accountability in the system and however the power has not been significantly redistributed by decentralisation.

Coleman & Peter, (1975) conducted an evaluation on the performance of school district administrators for developing a Management by Objectives scheme. The study attempted to solve three important personal problems in the school district administration. The study scheme depended on careful delineation of system goals, and on the annual development of written statements of personal goals by administrators. These are guided by agreement on major functions and by system goals. The initial implementation revealed some practical difficulties, more importantly suggested that theories that define organisations as goal oriented systems are incomplete. Exchange and co-operation based theories seem to be adjuncts

Hanson , Mark(1974) conducted a study entitled “ Decentralisation and Regionalisation in the Ministry of Education the case of Venezuela” The study took effort to analyse the process of organisational change as it takes place within one segment of the public administration The thrust of the reform calls for a reallocation of power in the ministry with the intended purpose of establishing a regionalised education system supported by decentralised decision making process The primary resistance factors identified during first four year experience of the reform were out of power political parties, informal vested interest groups and individuals who would really loose their influence However a measure of progress has been recorded

Rawitsch & Don(1974) conducted a study of participation in government by representative groups in Minneapolis public schools Major findings indicate that decentralisation of the governance in the program has been accomplished through the establishment of representative advisory/governance groups The groups have brought more and different people close to the governance procedure The groups have included a variety of roles and organisational patterns, and these groups generally have not remained static and spent more time in planning programs and developing procedures for implementing these programs

2.4 Research Trends and Implications of the Review to the

Present Study

From the review, it was found that in the area of Planning and Management of DPEP programme very few studies were conducted. The studies which were conducted are in the areas of State finance, institutional grants to schools, communication strategy, motivational strategy for enrolment and retention, functioning of VEC, evaluation of managerial structures and functions, appraisal of school management and school efficiency.

From the above review, one can find the needed areas of research in DPEP, especially in the management perspective. Most of the studies are limited to the functioning of VEC,s and BRC,s/CRC,s at the village level (Rao 1999, Sharma 1996, Ashmed 1999, Haque 1999, Edcil 1997). These studies focussed the composition of these decentralised local support structures and the extent of participation of the members of these committees in the DPEP activities. Studies showed positive impact of VEC and other bodies in achieving the Universalisation of Elementary Education objectives. However, these studies pointed that the lack of role clarity of the members of VEC and the lack of awareness of community on VEC activities. Haque and Sharma (1999) study revealed that the decentralised management structures as envisaged in the DPEP guidelines were in place across various levels but the integration of the structures had not yet matured. It was found that there

was high dependence of the district structure on the state and the district structure was not able to effectively support the block, cluster and village level structures. The structures at the district levels and below were yet to internalise the processes like planning, co-ordination, supervision etc, which were the essential components of Decentralisation. Some studies revealed that a minor increase in the enrolment and no significant difference in mean scholastic achievement of the students in DPEP districts. When comparing these parameters with the non DPEP districts, the scenario seems to be more or less similar (Sharia, Kamalakanta (1997), Sharma & Kishore Kumar (1997)). Studies conducted on the institutional grants of Rs. 2000 under DPEP found that the school grants were mainly handled by the head teacher with a marginal participation of VEC members. In fact, most VEC members are unaware of the grant itself (DCT, 1997). The above studies show a different picture of community participation in the DPEP. The studies also projected different findings in terms of the increase in enrolment and increase in retention rates in the primary schools. The findings also raise differences in the level of awareness of community based structures on the DPEP .

Most of the studies are context based and evaluative type. Studies have evaluated specific parameters of DPEP in the specific contexts. Most of the researchers have used qualitative methods to collect and interpret the data. Tools used for the study were questionnaires and interviews. Very few have done intensive field visits to know the execution of the different parameters of the DPEP which are framed on the lines of decentralised management.

The review of the related literature provided the researcher to conceptualise the research problem and to select the suitable research techniques. The review also generated the critical ideas that gave a sound base for the present study such as the DPEP planning and operational difference in terms of the autonomy, accountability and professionalism of the personnel in the different management structures, the effectiveness of the programme on the achievement of the defined goals, the level of awareness of the local functionaries and the perception of the teachers and school principals on the process of decentralisation. These ideas prompted the researcher to take up this research in one geographical area and study the decentralised management the DPEP

Studied also focussed the nature of contextuality in the District Primary Education Programme. One could identify the differences in terms of enrolment, retention and academic achievement of the students in various geographic regions. The reasons for these differences were socio-cultural specific issues. Since the District Primary Education Programme has a scope for community participation and involvement right from the programme planning to programme implementation, the concept of community participation through different formal structures have been focussed in many studies. The findings on this aspect were also not consistent in all the DPEP districts. However, the fact remains and almost all the studies revealed that the decentralisation and community participation in the school programmes have positive effect on the accomplishment of District Primary Education

Programme, but studies focussed the importance of the management processes. The studies conducted in the developed countries clearly indicated the effect of decentralised management. The great changes that have taken place in educational system demanded two main changes in the administration. The first concern the structure of central administration which adopts a functional structure that usually includes divisions for planning and management of curriculum, resources and budget. The second big change is decentralisation of authority. Most of the studies revealed that the effective decentralisation requires autonomy, accountability and quality concern among the personnel who are involved in the actual process (Hanson 1974 and Don 1974). International studies mainly provided the researcher to understand the nature of decentralisation in the education system, the barriers for change and coping mechanism to sustain educational reforms.

2.5. Conclusion

The main concerns of research in education are to develop understanding of various conditions and their interrelationships that go to make educational process. (Yadav M.S.1989). These interrelationships are so complex because they mostly depend on several variables. Usually researcher selects few variables in a such a way that they provide meaning and enable the researcher to conduct a systematic study. The above reviewed studies selected few aspects of DPEP programmes in specific contexts and tried to understand the social phenomena. One can not go directly for generalisations,

but can derive some implications based on the findings, which suits to the similar situations. There are few methodological issues related to the nature of educational data, the referents and constructs that generate them and their measurement. The way the social reality is perceived in a social situation largely depends on the observations recorded by the researcher and the interpretations derived. Here the important thing is that the process through which the researcher forms the perceptions and even define the reality and understand its interrelatedness. Most of the studies reviewed above followed qualitative analysis techniques and there by understanding the social constructs was depended the way they perceived and experienced. The framework of qualitative research, the nature of educational phenomena and the social reality were clearly understood by the researcher through the review of related literature. The review also helped in designing the methodologies, constructing the tools and conducting the field visits and interviews. Apart from these, the review helped the researcher to formulate the research problem and the associated objectives of the study.

In the light of the studies reviewed and the trend evolved from it, the researcher has undertaken the present study in the context of Gujarat attempting to study the nature and function of decentralised management of District Primary Education Programme. Since the DPEP has been in operation right from 1994, the researcher has interested to study decentralised academic and administrative processes, issues and challenges in the Panchmahal District. The detailed description of the Methodology adopted

for the present study is highlighted in the chapter III To make the contexts in which the present study is designed clearer, the researcher has also presented the profiles of Gujarat State and also the Sample field Panchmahal District. Thus the chapter III is a detailed outline of the methodology of the present study