

CHAPTER IV

ANALYSIS AND INTERPRETATION

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CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, the researcher analysed the data that was obtained by the systematic procedure as explained in the previous chapter. Most of the data were collected by the researcher through the field visits, interacting with DPEP officials at various levels. Questionnaires and interview were used, especially designed and developed by the researcher to collect the data from various sources. However, certain quantitative data were also collected representing the quantitative expansion in terms of enrolment, retention and achievement of the students.

The researcher selected the Panchmahal District as a unit of sample for the present study, as it has been one of the DPEP districts in Gujarat State. There were 11 talukas under Panchmahal district out of which two talukas namely, Kalol and Halol were selected for the present study. The researcher visited the villages several times for data collection. The collected data were analyzed objective wise and presented as follows.

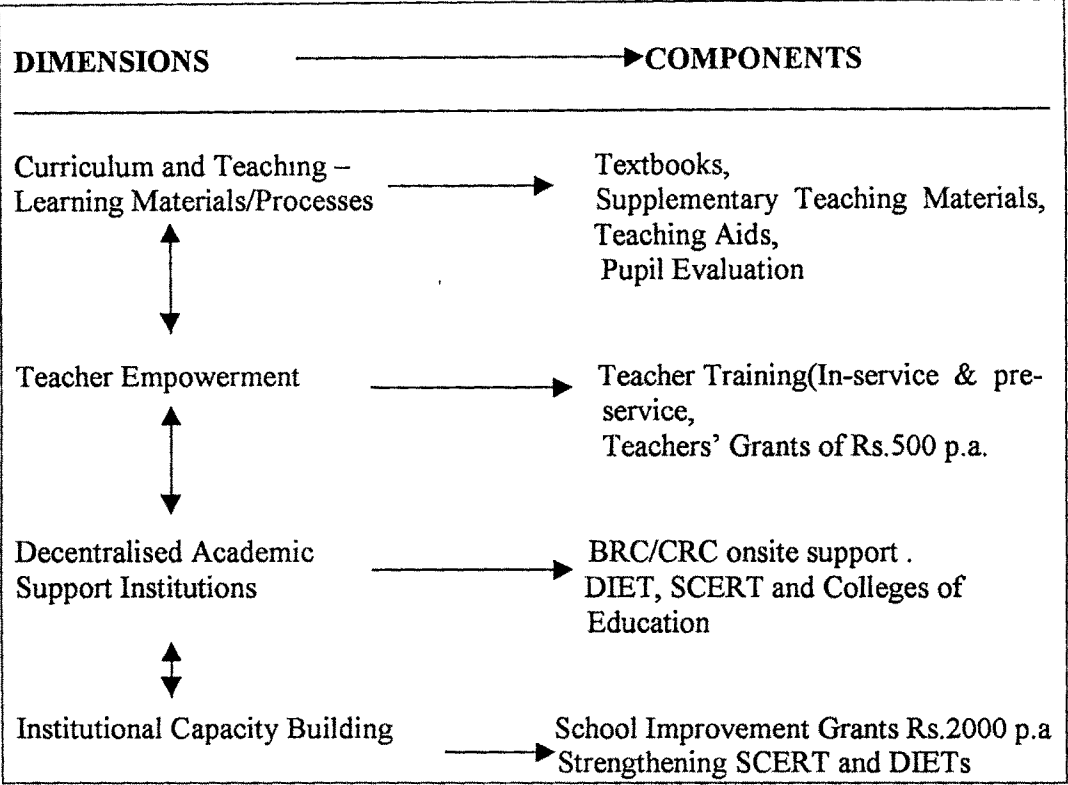
4.2 The Nature of Decentralisation of DPEP in terms of Academic and Administrative Dimensions.

For objective 1, the data were collected from the various sources. The researcher had collected data from the procured documents from the DPEP offices both at the national and state levels. At national level the documents were collected from the Ed.CIL, a technical support group of DPEP in India. At the state level, the documents and reports were collected those were available for the district of Panchmahal submitted by the State DPEP Project Officer and the Director of GCERT. Apart from these documents, the researcher has also collected the data through the questionnaires and unstructured interviews. The collected documents were analysed in terms of the underlying principles of DPEP with respect to the Academic and Administrative Decentralisation.

From the document analysis it was found that quality improvement in Primary Education is one of the fundamental objectives of the DPEP. This was being attempted through renovation of curriculum, improving the standards of teacher training institutions, providing professional development avenues for teachers and strengthening the schools with resource materials.

The diagram 4.1 indicates the different components that have been envisaged in the DPEP proposals as a strategy to achieve the quality improvement in Education.

Diagram 4.1: Academic Decentralisation in DPEP for Quality Education.



From the interview with the state level officials, it was found that about three thousand Vidya Sahayaks (assisting teachers) have been appointed in the three DPEP districts in Gujarat with a consolidated pay of Rs 2,500 p m. A large number of headmasters (5673) and teachers (5245) were trained by the GCERT and the DIETs in the areas like, activity based teaching, teaching learning materials, teaching of Mathematics for standard V, multi-grade teaching and minimum levels of learning etc They were of the opinion that the impact of these training programmes were reflected in the learning achievement of the students and teachers' attitude The academic decentralisation in DPEP set forth the programmes particularly

emphasizing the quality of teaching and making learning a joyful experience for students. These initiatives brought a change in textbook preparation, development of teacher guides, supplementary teaching material and low cost teaching aids.

Participatory and contextual based approaches have been the high point of DPEP in the process of textbook preparation. The decisions were made on the basis of several workshops at local level with the help of teachers, subject experts, artists, illustrators and the personnel from Cluster Resource Centers (CRC), Block Resource Centers (BRC), DIETs and GCERT. The District Project Officer, revealed that textbooks for primary education have been changed on the lines of the “Tarang Ullahs”, a model project based on joyful learning. It was revealed that the Minimum Levels of Learning (MLL) approach have also been highlighted in the textbooks.

The academic nature of decentralisation in the DPEP mainly focuses on the integrated learning approach where the teachers, community and students participate in all the teaching-learning activities. This approach has provided a scope for teachers to use their creativity in preparing innovative teaching aids and for the principals to plan the need based programmes for teachers and for the institutional development. Principals and teachers from the sample group opined that these decentralised initiatives brought a new hope in the teaching profession. They mentioned that the school improvement grants of Rs 2000/- and the teacher grants of Rs.500/- were the supporters for sustaining the academic motivation of teachers, innovation and development of schools. Researcher had visited the selected schools in Halol and Kalol talukas and noted that schools were equipped with some

teaching-learning materials, putting efforts to innovate and integrate the new methods for teaching-learning process

Analyzing the nature of administrative decentralisation, it was found from the document analysis and the review of the existing structures that administrative structures have been evolved after launching the DPEP programme, especially in the Panchmahal district, that a great deal of structural revolution took place to support the DPEP interventions. These structural revolutions were based on the principles of decentralisation. It was also found that the whole DPEP mission has been built upon the decentralised planning, community participation and networking.

The planning process in DPEP has been effectively addressing district specific needs and priorities by understanding the contextualities. Gujarat State Project Officer mentioned that the project was initiated in all the three districts with the preparation of perspective plans. These perspective plans were prepared in consensus with the local functionaries and were appraised thoroughly by analysing the qualitative and quantitative aspects in order to arrive at the project costs at the state and district level. Preparation of project plans, annual plans, appraisals and supervision reports was taken care for monitoring the process. The community based structures like, VECs (Village Education Committee), MTA/PTA (Mother-Teacher Associations/ Parent Teacher Association), institutional based structures like, BRCs (Block Resource Centers), CRCs (Cluster Resource Center), DIETs (District Institute of Education and Training), state level support structures like, SCERT (State Council of Educational Research and Training), Text Book Board

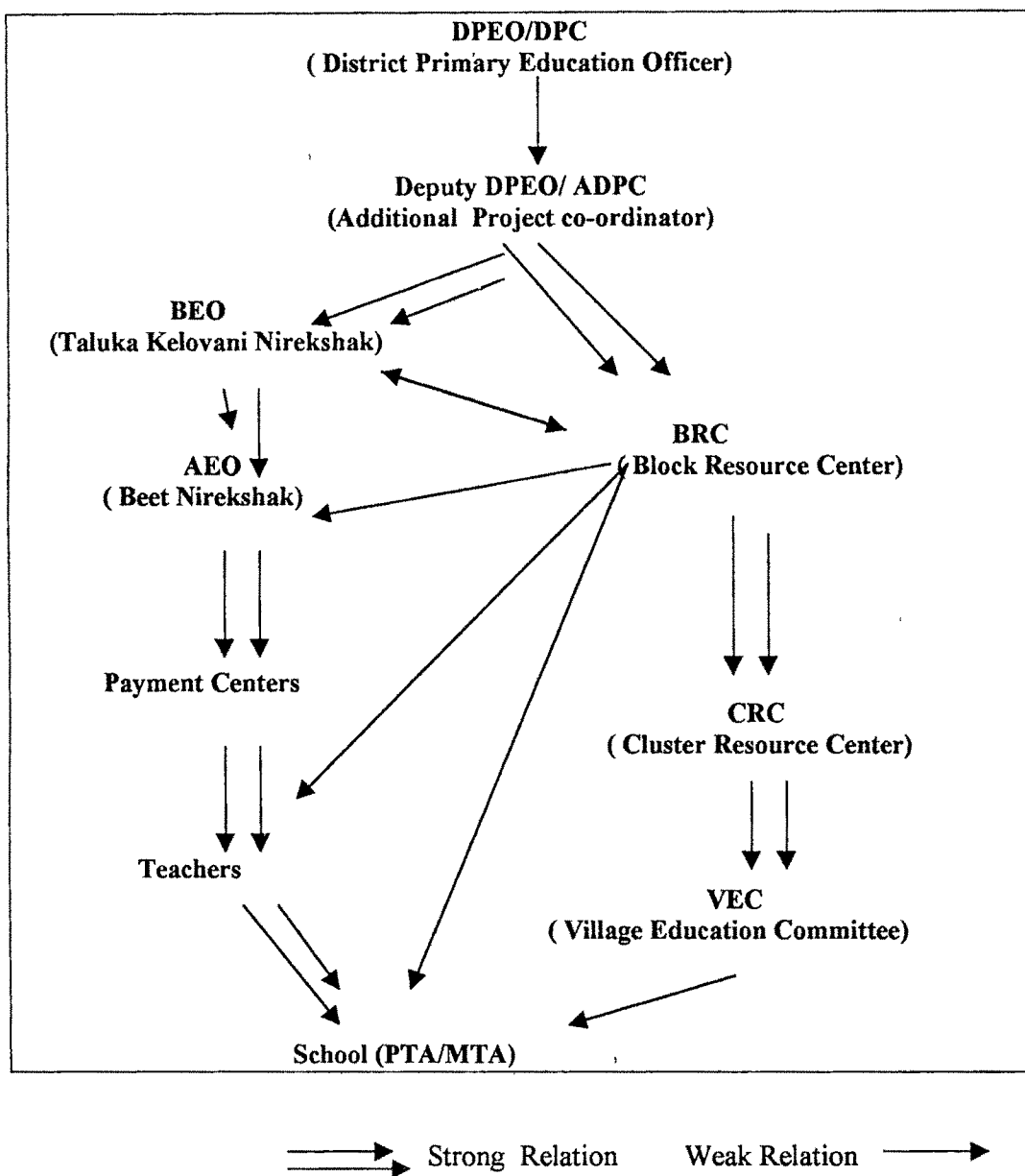
and national support systems like, NCERT (National Council of Educational Research and Training), NIEPA (National Institute of Educational Planning and Administration), Ed.CIL etc , were involved in the management of the programme and were interconnected to reach the grass root level. These management structures clearly showed that the administrative decentralisation was the major parameter of the programme and was a strong support for carrying out the academic programmes in accomplishing the objectives of DPEP. However, the BRC and CRC co-ordinators and the school headmasters revealed that at the functional level, there were some administrative difficulties for effective functioning. These difficulties are found due to the loose relations among different systems and the role clarity of personnel at different levels. These parameters are analysed and discussed in the next section.

4.3 The Management Structures and Processes of DPEP

For objective 2, data were collected from the state, district, block, cluster and village level functionaries through interview and questionnaire. The researcher visited all the three tier levels and interacted with the officials on the DPEP management structures. Apart from the interview, the researcher had analyzed the DPEP project proposal, and the mid-term reports to conceptualize the existing and evolved structures at various levels of management.

From the analysis, the following management structure was observed at the district level with linkages between different components which is presented in diagram 4.2.

Diagram 4.2 : DPEP Management Structure and Linkages of Different Components at Panchmahal District



It was found from the analysis of the documents that the elementary education at the district level was administered by the District Education

Committee headed by the District Primary Education Officer (DPEO) who was responsible to the Department of Education, Government of Gujarat. The Deputy DPEO was responsible for planning, administration and administrative authority under Panchayati Raj was the Taluka Panchayat and the officer in-charge was Taluka Development Officer (TDO). The Block Education Officer looked after the Education matters. There was found a direct flow supervision of programmes in the district. The lowest level functioning of power and hierarchy were found existing in these structures. These structures have been existing in the management system of elementary education.

The District Primary Education Programme created new structures based on the principle of decentralisation. They were the Block Resource Centers, Cluster Resource Centers, Village Education Committees etc. At the district level, the distribution of powers and responsibilities were not so clear and were found over lapped. The ex-officio of the DPEP programme was the District Primary Education Officer who primarily reported to the State Department of Education. But at the block level, the diversity between BEO (normal Structure) and BRC (DPEP Structure) seems to be existing. During the interview with the co-coordinator of BRC, it was found that the academic programmes designed by BRCs would be successful only when the BEO supports and allows the teachers to participate in the programmes of BRC and CRC. Another significant point here was that the DIETs were involved directly in DPEP programmes, but the District Education Officer had no direct control or authority over DIETs. Similarly the District Collector, who

was the ex-officio of the DPEP programme at the district level had not any contacts with the state level project board

It was found from the structure that VECs , PTAs and MTAs did not have any link with the formal DPEP structure at the block, district and state levels. These bodies were viewed as the means to reach schools in a more decentralised manner. The roles of these community-based structures were not properly articulated , however the constitution of these bodies were done in almost all the villages of the Panchmahal district

In both Halol and Kalol talukas of Panchmahal district, it was found that the village level structures, although constituted by the government order based on the envisaged DPEP plan, were outside the direct control of the government administration. Therefore, the community participation at village level seemed to be only on the papers and reports, but actually the awareness and participation level in the sample villages were found minimum and not satisfactory. The researcher found that the decentralisation of financial powers was clearly defined at the functional level. This was again a deconcentration approach, where the bureaucratic administrative system moves nearer to the action setting and control the functioning

The overall picture that emerged was that the DPEP management had not put sincere efforts to formalize the community based structures into the developmental process. However, the BRC/CRC coordinators, teachers

and village education committee members opined that there was an improvement of enrolment and retention of the students in the primary schools of both the Halol and Kalol blocks. The analysis of these parameters is presented in the next section.

4.4 The Impact of DPEP on Enrolment, Retention and Achievement

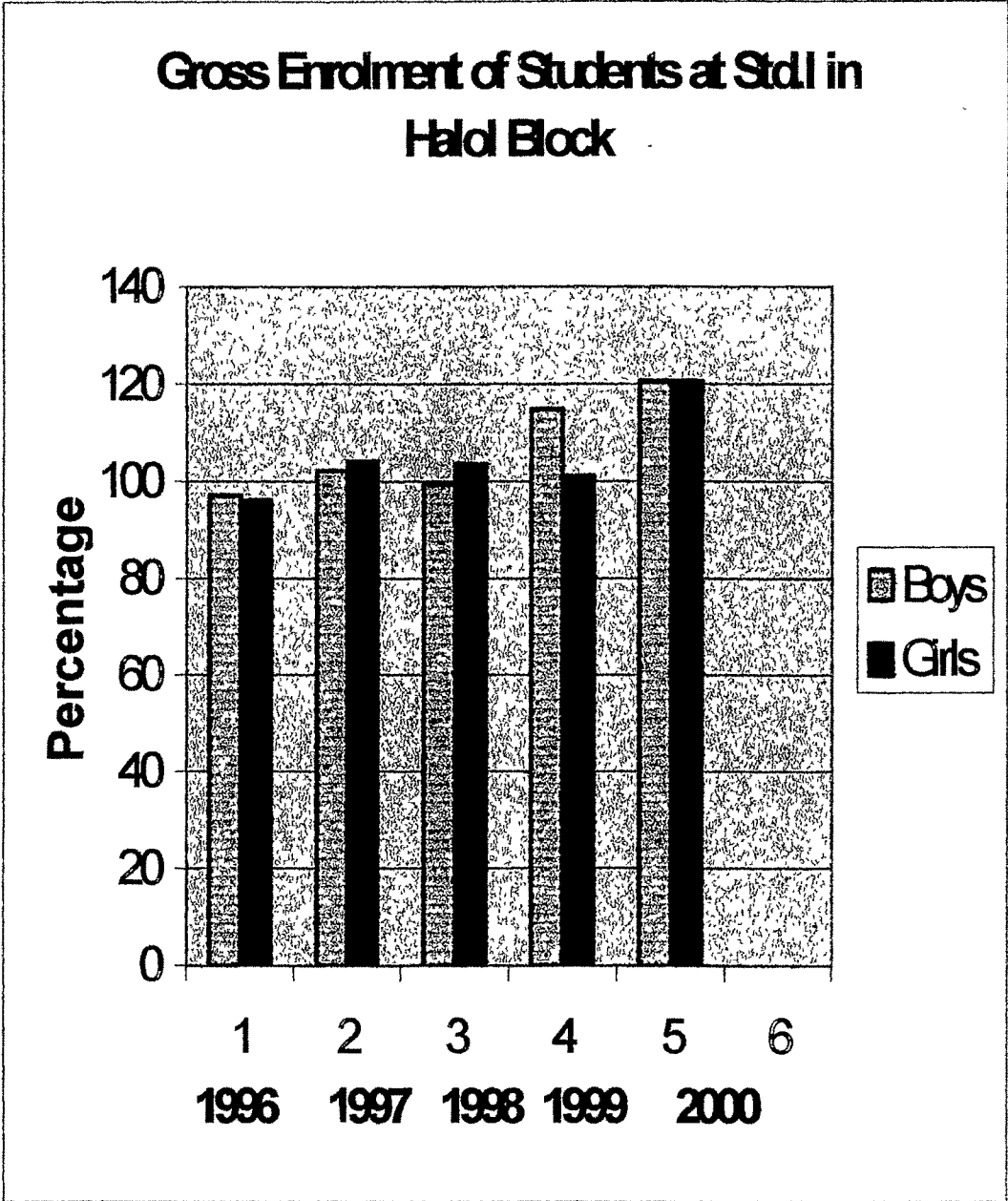
For objective III, the data were collected from the principals and teachers of the sample schools. This data were cross checked with the BRC and CRC co-ordinators. The researcher to get the authentic data also checked official school records. Apart from these sources, the researcher had visited the schools, without prior notice to the school authorities. Thus the data were procured and presented as follows:

Table 4.1: Enrolment of Students in Primary Schools in Halol Block of Panchmahal District.

Year	Actual Number of the Children in the Block		Enrolled Figures		Gross Enrolment Ratio	
	Boys	Girls	Boys	Girls	Boys	Girls
1996	2028	1760	2020	1690	97.20	96.02
1997	1968	1704	1987	1571	102	103.9
1998	2141	1795	2128	1861	99.3	103.6
1999	2015	2316	2304	2118	114.9	100.9
2000	1987	1848	2398	2230	120.28	120.67

The above table is presented in the graphic form for more clarity and to show the trends in the enrolment over the years.

Diagram 4.3: Gross Enrolment Ratio in Standard I of Halol Block.



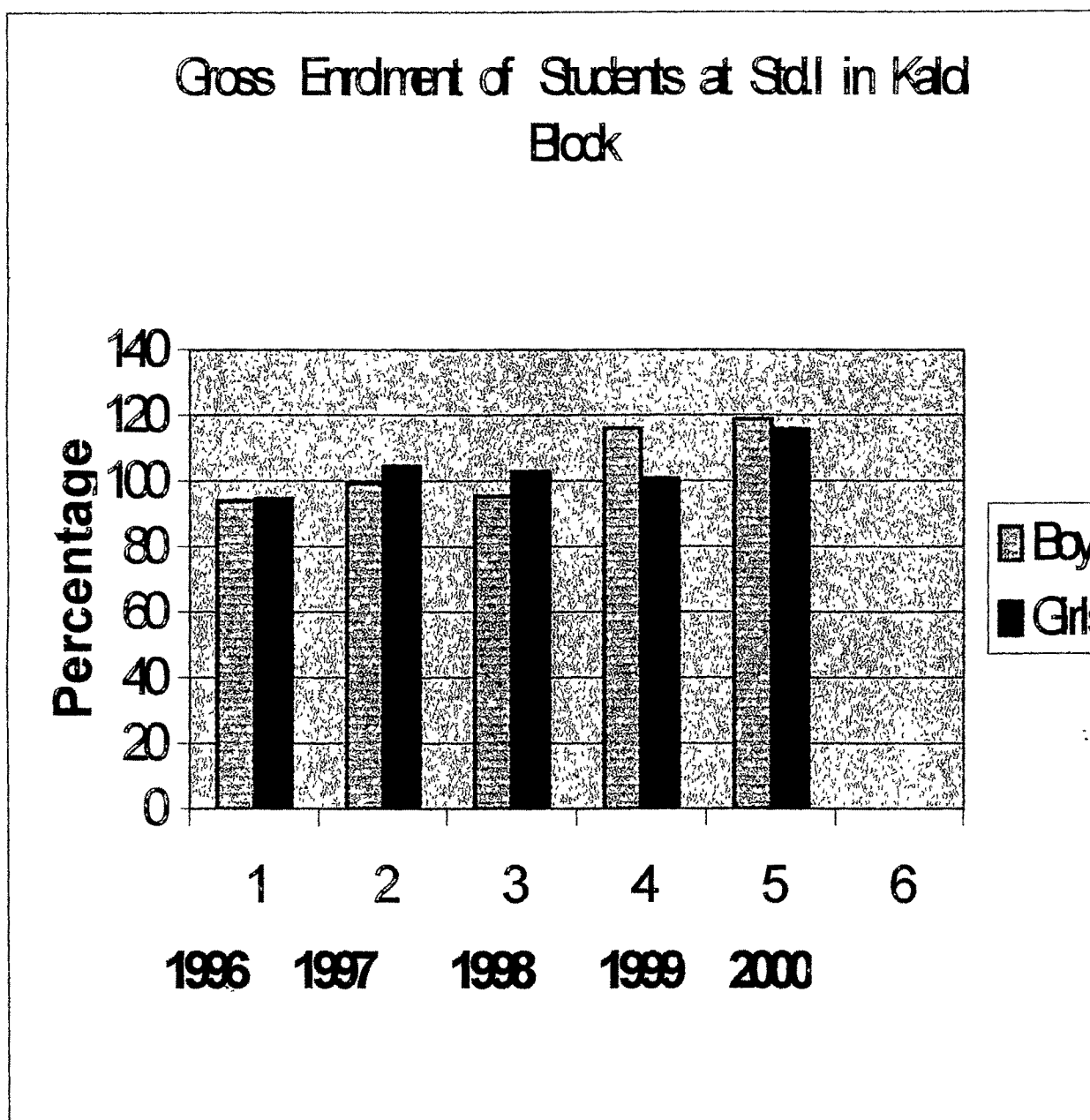
One of the major objective of the DPEP was to improve access to primary education through formal and non-formal modes of education. The aggregate analysis for Halol block indicated that there had been an increase in the gross enrolment of the students at Standard I. From the table 4.1 and diagram 4.3 it is clear that the Gross enrolment ratio over the period of years from 1996 to 2000 had been increased in both the boys and girls category i.e. from 97.2 and 96.02 for boys and girls respectively in the year 1996 to 120.8 and 120.67 for boys and girls respectively in the year 2000. There had not been found much difference in the gross enrolment of boys and girls in the Halol block. The gross enrolment of students at standard I in Gujarat state as a whole was 117.6 where in, the gross enrolment for boys was 119.9 and the gross enrolment for girls was 114.5. The increase in the gross enrolment of the students in the primary schools in the Halol block may be due to the intervention DPEP. The teachers and BRC/CRC co-ordinators also confirmed the same reason for the increase in enrolment. They felt that there was a marginal increase in the enrolment of primary students due to DPEP. The similar analysis is followed for Kalol block and presented as below

Table 4.2: Enrolment of students in Primary schools in Kalol Block of Panchmahal district.

Year	Actual Number of Children in the Block		Enrolled Figures		Gross enrolment Ratio	
	Boys	Girls	Boys	Girls	Boys	Girls
1996	2054	1853	1932	1751	94.06	94.49
1997	2016	1694	2033	1771	99.35	104.5
1998	2235	1812	2128	1861	95.21	102.7
1999	1996	2023	2316	2034	116.03	100.5
2000	2022	1929	2398	2230	118.59	115.6

The figures in the table 4.2 are presented in the graphic form for more clarity and to focus the trends in the enrolment over the years

Diagram 4.4: Gross Enrolment Ratio of Students in Kalol Block



The aggregate analysis for Kalol Block indicated that there had been an increase in the gross enrolment of the students at Standard I. From the table 4.2 and diagram 4.4 it is clear that the gross enrolment ratio over the period of years from 1996 to 2000 had been increased in both the boys and girls category i.e. from 94.06 and 94.49 in the year 1996 to 118.59 and 115.6 in the year 2000 for boys and girls respectively. The increase in the gross enrolment of the students in the primary schools may be due to DPEP intervention. The teachers and BRC/CRC coordinators also confirmed the same. They felt that there was a marginal increase in the enrolment of primary students due to DPEP. The increase in enrolment in both the blocks was found mainly due to the provisions of establishing new schools and following innovative methods of teaching to make schooling joyful.

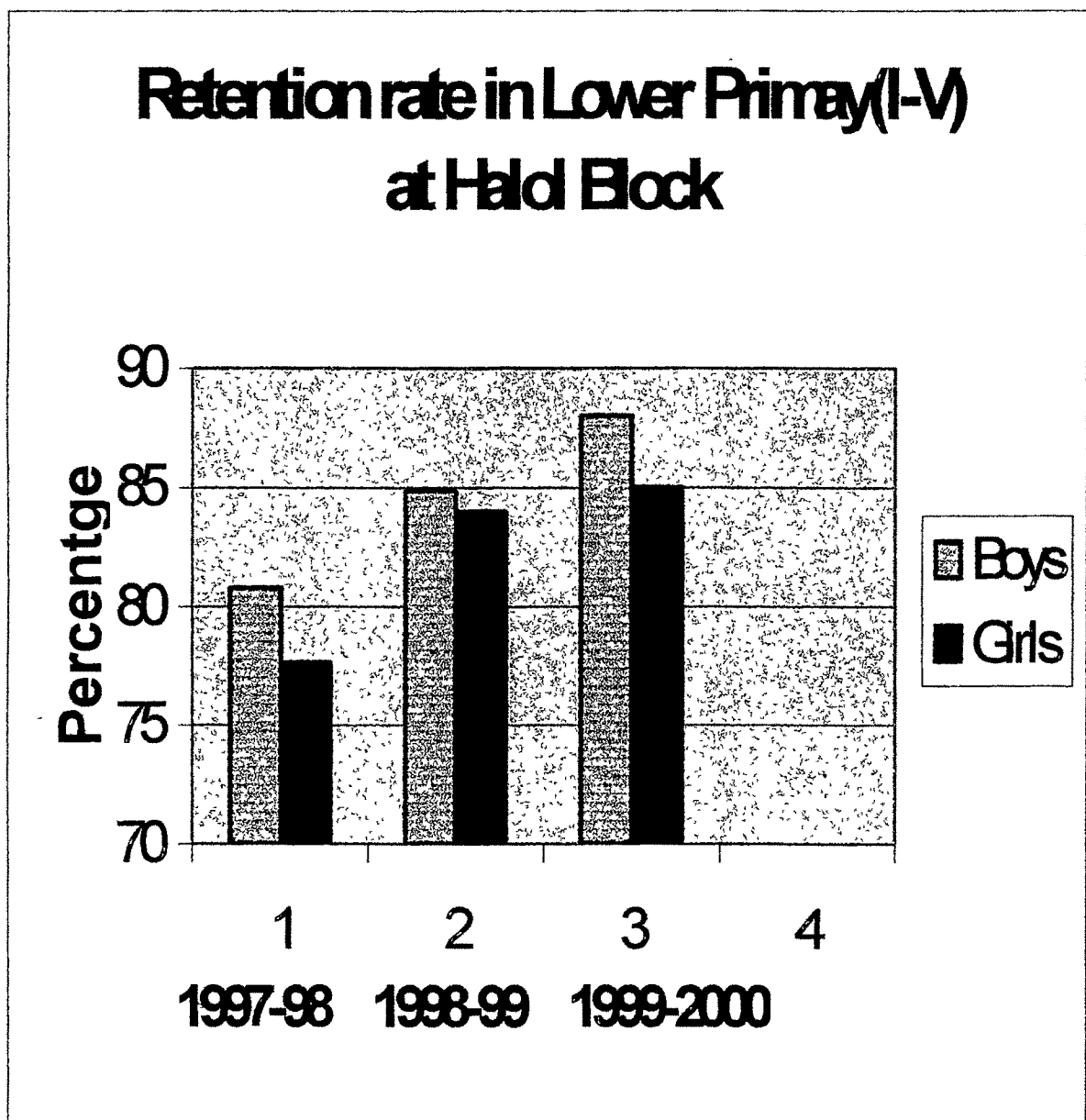
It is well known that mere provision of access and enrolment of children in the school are not enough for achieving the goal of Universalisation of Elementary Education. These should be coupled with the suitable measures to ensure that children stay in the schools to complete their primary education which is known as retention. With respect to the retention rates in both the blocks, the data were collected and presented in table 4.3 and diagram 4.5.

Table 4.3 : Retention Rate in Lower Primary (Standards I-V) in Halol Block.

Year	Registered Students		Given Year End Examination		Retention Rate	
	Boys	Girls	Boys	Girls	Boys	Girls
1997-98	10,035	8,500	8,107	6,430	80.75	75.64
1998-99	11,060	9,578	9,385	8,041	84.85	83.95
1999-2000	11,630	10,224	10,254	8,643	88	85

The above figures in table 4.3 are presented in the graphic form for more clarity and to focus the trend of retention over the years

Diagram 4.5: Retention Rate in Lower Primary (Standards I-V) at Halol Block



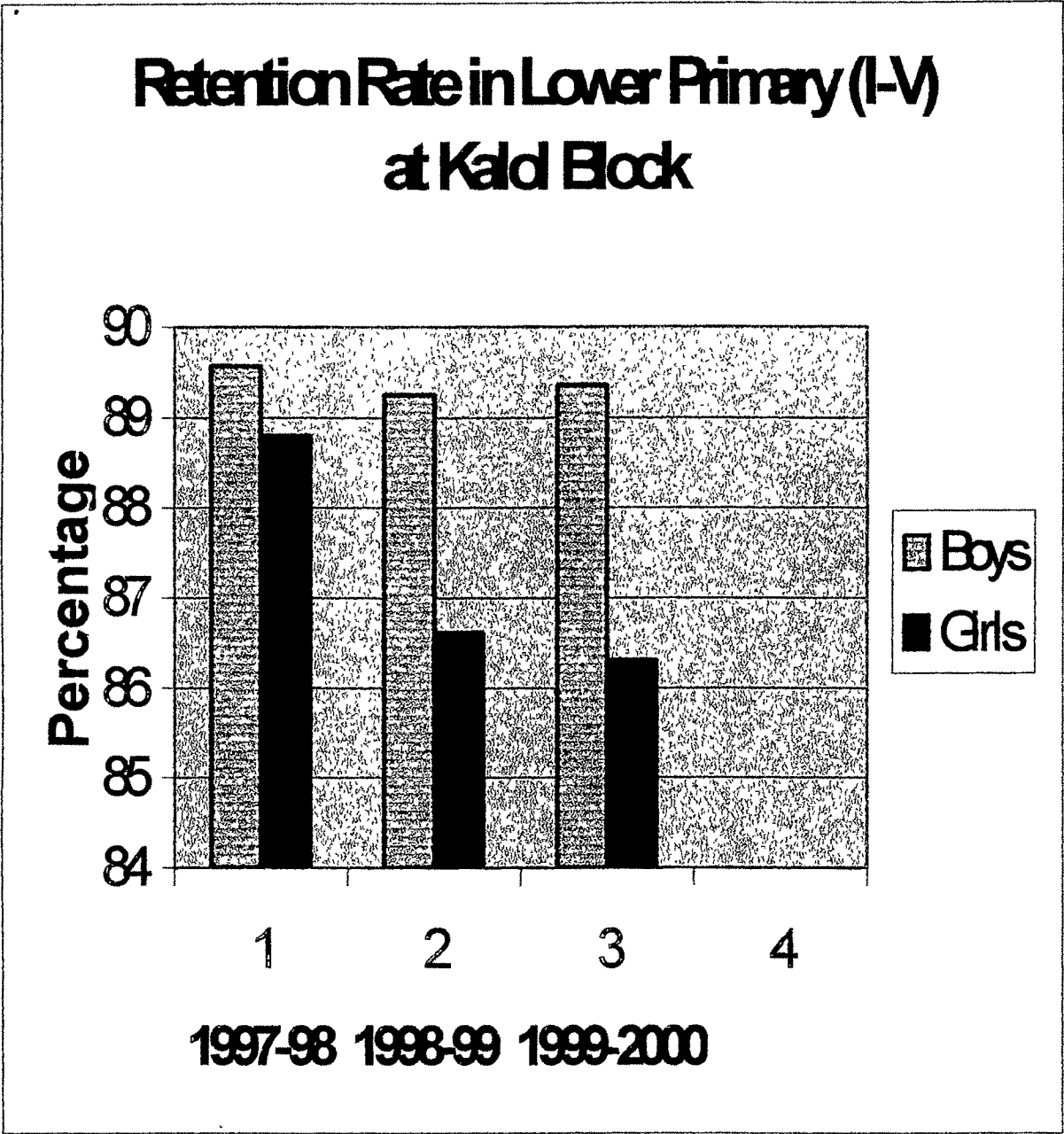
The analysis from the table 4 3 and the diagram 4 5 indicated that the retention rate had been increased both in the cases of boys and girls over the period from 1997 to 2000 , i e from 80 75 and 75 64 percent to 88 percent and 85 percent for boys and girls respectively This increase was mainly, as mentioned by the principals of the sample schools due to the joyful learning, and other community awareness programmes that have been implemented under the DPEP The overall retention rate in Gujarat was 81 9 percent wherein it was 81 2 percent for boys and 82.8 percent for girls The retention rate among students in the Primary School in the Kalol block is presented below

Table 4.4: Retention Rate in Lower Primary (Standards I-V) at Kalol Block.

Year	Registered Students		Given Year End Examinations		Retention Rate	
	Boys	Girls	Boys	Girls	Boys	Girls
1997-98	11,372	9,880	10,186	8,703	89.57	88.80
1998-99	11,520	10,159	10,281	8,798	89.24	86.6
1999-2000	11,731	10,604	10,483	9,1213	89.36	86.3

The above figures in table 4 4 are presented in the graphic form as follow for more clarity and to focus the trend retention rate over the years.

Diagram 4.6: Retention Rate in Lower Primary (Standards I-V) at Kalol Block.



The analysis from table 4 4 and the diagram 4 6 indicates that the retention rate has been increased in the case of boys and a slight decline in case of girls in the

Kalol block This increase in the retention of boys was mainly, as mentioned by the principals and teachers of the sample schools due to the joyful learning, and other community awareness programmes implemented under the DPEP The reason for the decline in girls retention rate, as mentioned by the teachers and the principals of the selected sample schools that the socio-cultural practices forced the girls to drop-out from the schools. This was found more in standard V It was mentioned that the girls in villages of Kalol block used to get married when they are at 11-12 years of age From the interviews with the BRC/CRC co-ordinators, it was found that the increase in retention rate in both the blocks was due to the teaching approaches in the schools They opined that the DPEP had provided a scope for strengthening schools and developing skills among teachers through regular training programmes

Enrolment and retention rates in the primary schools in India show a positive picture of increase by six times between 1951-1997 while the enrolment in upper primary level increased by about eleven times during the same period The increase in the case of girls had been nine times in primary level and twenty four times in upper primary levels (Growth of School Enrolment, Government of India,2000). More or less similar increases were seen in all the DPEP districts in the country in terms of enrolment and retention With regard to Gujarat state, the progress made in the provision of schooling facilities during the last four decades has been impressive Different alternative schooling modes are also well thought of due to which children of migratory population as well as other disadvantaged could enroll and benefit of the schooling facilities

Regarding the academic achievement, the researcher had not conducted any test to the students to know the level of their achievement. However, the interviews of the teachers, principals, BRC coordinators and CRC coordinators regarding the academic progress of the students after the implementation of the DPEP programme were taken into consideration. It was found from the interviews that there had been a significant increase in the academic achievement of the students over a period of time. Both the Halol and Kalol Blocks of Panchmahal districts had crossed an average of 53 percent of marks in student achievement both in Language and Mathematics cutting across all the levels. From the school records, it was found that students' achievement in classes III and IV varies from an approximate low of 22 percent to a high of 64 percent in both the subjects. A near absence of gender based inequalities amongst the students of Standard I was recorded. However, the gender differences were seen in Standard III and IV, but found only 8 percent difference between the mean achievement of boys and girls in both the blocks. It was noted from the reactions of the teachers in the selected schools that the in-service programmes organised by the CRCs and DIETs for teachers were useful in creating interest among students in academics and these programmes were caused for the increase of academic achievement of the students.

Even the teacher student ratio in the selected schools indicates a positive picture and suitable classroom climate for effective teaching. The teacher student ratio in the selected schools is presented in table 4.5

Table 4.5 : Teacher –Student Ration in the Selected DPEP Schools.

Sr. No	Name of the School	Total No of Teachers			Total No of Students	Student-Teacher ratio
		M	F	T		
1	Moghasar (I-VII)	2	5	7	195	1 29
2	Gayatri Nagar (I-VI)	4	4	8	301	1.38
3	Duniya (I-VII)	3	9	12	503	1.42
4	Dharma Puri (I-IV)	1	1	2	26	1.13
5	Panchmudi (I-VI)	2	0	2	113	1 57
6	Derol Gam Kanya (I-VII)	0	8	8	227	1 28
7	Jeli (I-V)	2	1	3	45	1 15
8	Golibar (I-IV)	1	1	2	44	1 22
9	Madhavas (I-VII)	3	9	12	289	1.24
10	Derol Kumar (I-VII)	0	8	8	286	1.36
	Total	18	46	64	1929	1 30

From table 4 5, it was found that the average teacher-student ratio was 1:30. In come cases it was found that the teacher-students ratio is nearly 1: 20 or even below In few case it was found more than 1 50 due to the vacant post of teachers.

In the Panchmahal district, teachers were employed under the “Vidhya Sahayak” and thus the single teacher schools were being provided with one more teacher to carryout the teaching learning process effectively It was found that the state government was constantly providing training programmes for teachers through GCERT and DIETs From the interviews and questionnaire survey, it was found that most of the teachers in the Panchmahal district were training on different teaching skills and on preparation of teaching aids. Some teachers in the schools were identified as master trainers and were trained at DIETs and GCERT These master trainers later on took the responsibility of training of teachers in their own clusters During the field visits the researcher observed that the walls of the classrooms were

neatly decorated with the educational pictures. Schools also preserved the teaching aids prepared by the teachers under the DPEP grants. This may be due to the effect of training programmes of the teachers.

4.5 The Perception of the Teachers and Village Education Committee Members on DPEP.

Apart from the enrolment, retention and the achievement of the students, it was also necessary to know the perception of the teachers, principals and the members of Village Education Committee (VEC) on the DPEP. For obtaining the data for this purpose, the researcher had used a questionnaire for teachers and the members of VECs in the Halol and Kalol blocks. Apart from the data collected through the questionnaires, the researcher had interviewed them and recorded the information. Thus the obtained data were analysed and presented in table 4.6, and table 4.7.

Table 4.6: Respondents' Perception at School Level on the DPEP.

Component	Very much Increased %	Increased %	Did not increased %
• School Resource	68	22	10
• Enrolment	64	36	-
• Retention	59	35	6
• Students' Achievement	33	52	15
• Community Involvement	26	49	25
• Decentralisation	55	33	12

Table 4 6 indicates the perception of the teachers and the principals of the selected schools on DPEP. They felt that the programme strengthened the school resources and increased the enrolment. However the other components like, achievement of the students and community participation were not seen as significant contributions of the DPEP. Teachers felt that there was the components of decentralization in the DPEP and it is needed to be implemented systematically at the grass root levels than what is existing at present. Regarding the decentralisation, the respondents opined that the management structures like, VEC, PTA, MTA etc, were evolved in almost all the villages, but their integration and involvement in the developmental process were not satisfactory. When probed into this matter with members of VEC, it was revealed that they did not question the teachers and the principals on any academic matters, as they felt that they were not competent in this matter. This requires a thorough analysis of the situations.

From the analysis of the data collected from the members of the Village Education Committees regarding their awareness on the DPEP, it was found that there was a dire need to empower the community and to educate them on the DPEP objectives and processes. The table 4 7 elaborated the respondents' awareness on DPEP on certain important components of the programmes. As DPEP was a step to involve the community in the education process, it was necessary to know their level of understanding on the ongoing activities in the school.



Table 4.7: Respondents’ Awareness at Village Level on DPEP

DPEP Components	Percentage of Respondents Aware
• Strategy for Achieving UEE	53
• Objectives of the DPEP	41
• Roles and Responsibilities of Community	45
• Funding Procedures	43
• VEC Grants of Rs 2000 for school development	76
• Constitution of BRC and CRC	70
• School Programmes like Shala Praveshostav, Bal Mela etc	61
• Enrolment and Retention	58
• Quality Education	49
• Non-formal Education Centers	71
• Decentralisation of Management	45

From the table 4 7, it is clear that a majority of VEC members knew about the grants of Rs 2000 for school development under DPEP (76%), the arrangement of the non-formal education centres (71%), constitution of the BRC and CRC (70%) and the school programmes like, Shala Praveshostav and Bal mela etc (61%). However, the objectives of the programme, their roles and responsibilities, quality education and the decentralised management were not clear to the respondents as a low percentage of respondents (nearly 41%) were aware about these components. This showed that the community awareness, which was the main factor of decentralised management of the programme needs more focus for the effectiveness of the project.

4.6 Major Difficulties faced by the Functionaries of DPEP in Panchmahal District

To find out the major difficulties faced by the functionaries of DPEP in Panchmahal district, the data were collected from the functionaries at block, cluster, school and village levels. The data were analysed and presented in table 4.8.

There were various difficulties faced by the functionaries during the implementation of the DPEP in Panchmahal district. These difficulties were epitomized into two broad categories, viz., academic and financial. Regarding the academic dimension, the difficulties of teachers in the schools and in the training programmes were highlighted. The problems faced by the BRC/CRC were also analysed and presented. Regarding the administrative dimension, the difficulties at local level were focused in terms of management structures and functions. Table 4.8 indicates the common difficulties faced by the functionaries at Halol and Kalol blocks of Panchmahal district.

Table 4.8: Details of the Academic and Administrative Difficulties faced by the Functionaries of DPEP.

Sr. No.	Academic and Administrative Difficulties	Percentage of Responses %
1	Lack of facilities in the training programme	68
2	Difficulty in Getting School Grants	54
3	Difficulty in getting Teacher Grants	56
4	Undue interference of VEC Members	62
5	Politicization	69
6	Non-cooperation of Block level Administrators	63
7	Repetition of the Training Programmes by DIETs, GCERT and BRC/CRC	78
8	Difficulty in Utilising the Finance procured under DPEP	54
9	Difficulty in Frequently changing text books	75
10	Difficulty in changing methods of teaching	82
11	Lack of co-ordination between BRC and the School	61
12	Lack of Proper supervision and guidance on the part of BRC/CRC	52
13	Lack of community awareness and Participation	86
14	Lack of infra-structural resources in schools	32
15	Lack of co-ordination between CRC and the School	47

The table 4.8 indicates major difficulties faced by the functionaries of DPEP. It was found that the facilities provided in the training programmes for teachers are not satisfactory (68%). The teachers also expressed this at the time of interviews. They opined that the residential arrangements need to be improved and also the length of training programmes is needed to be reduced. It was observed that there were repetition of the training programmes by various training institutes (78%). Another major difficulty faced by the teachers was the frequent changing of text books at the primary level (75%) and as a result the changing methods of teaching (85%). They expressed that due to the change of the text books within a short time, the efforts made by the teachers in making teaching aids and other lesson formats were in vain. These changes were also caused the teachers to attend various training programmes.

According to the respondents lack of community participation (86%) and undue interference of Village Education Committee members (62%) were major difficulties. They expressed that community awareness on the District Primary Education Programmes was not up to the mark and as a result their involvement in the educational programmes were negligible and meaningless. This caused the functionaries to a great extent to work with the local people. Regarding the management structures and functions, it was found that the co-ordination between the various bodies at district, block and village levels needed to be strengthened. The BRC's and CRC's co-ordination with the schools was felt to be improved (61%). They expressed that the powers with the BRC and CRC co-ordinators were limited and as a result they need to take permission from the block level authorities for

conducting any type of programme. However, they mentioned that they had not yet come across any such problem. But they preferred to have administrative autonomy to organise the programmes for teachers at various levels. From the given analysis of the data according to the objectives of the study, the researcher has derived the following major findings of the present study.

4.7. Major Findings of the Study

From the overall analysis of the data, it was clearly seen that there had been a clear evidence of the DPEP interventions for accomplishing the Universalisation of Elementary Education in India. However, achieving the goals of the programme remains a challenging proposition. The study had clearly shown that the initial steps taken under DPEP had shown encouraging results in Panchmahal District with a spurt in enrolment, retention and achievement of the students. It was also seen that DPEP had made a significant effort in eliciting community participation in the primary education through the establishment of the village level structures in almost all the villages of the Panchmahal district. However, these community level structures need to be rooted into the system and move from people's participation to the people's ownership. This would enable the system to ensure the sustainability of the programme development. It was found from the study that the management structures and functions under the DPEP decentralised management system had specific gaps, which hinder the programme operation and function. Therefore, there is a need to redefine the roles of different functionaries at all levels of programme management. It was found in Panchmahal district that the inter alien of the District

and block level structures in terms of co-ordination and collaboration on various programmes has not been satisfactorily reported. Synthesizing the above-presented analysis of the data collected through various sources in Panchmahal district, the major findings of the study are arrived at and are presented as follows

- 1 The DPEP has made an impact on the academic decentralisation by linking institutional resources and teacher training with classroom processes. This approach created learning resources in terms of teaching learning materials that envisages joyful learning in the schools.
- 2 The teachers' grants and school improvement grants were found as motivational approaches in strengthening and sustaining the institutional and individual commitment on the achievement of DPEP goals.
- 3 The DPEP had also made an impact on the administrative decentralisation by creating district, village and community level structures. There had been a great deal of structural revolution that took place under DPEP. Planning process, execution and appraisal of the programme gave a scope for participatory approach.
- 4 However, there were certain principle areas identified, which require more concern in visualizing the administrative decentralisation as envisaged in the DPEP. These areas for concern were the functional effectiveness of administrative structures, moribund nature of village level administrative

structures, autonomy and accountability conflicts, limited levels of co-ordination among various personnel and the low participation of community in the school programmes

- 5 The existing structures for the management of primary education and the evolved structures for the management of District Primary Education Programme were found working as parallel structures and in some cases the vertical and horizontal working relationships were not clear
- 6 Block Resource Centers were established in almost all the blocks of Panchmahal district by creating a full-fledged functional building. The BRC co-ordinators were appointed on deputation and most of them were teachers in primary schools. Each BRC was having around 15 clusters.
7. Cluster Resource Centers were attached to pay center schools and the headmaster of the school was considered to be the co-ordinator of the CRC. There was no full-fledged functional building for CRC. Each cluster looked after 10 to 12 schools and was providing guidance to the teachers.
8. Master trainers were identified by the BRC and were trained by the DIET and the GCERT. These trainers trained the teachers in their clusters on various themes. These master trainers did not take regular classes in their respective schools and continued to be the trainers through out the tenure.

- 9 Village Education Committees were established in almost all the villages of the Panchmahal District and it was found that their participation in school programmes and their level of awareness on the DPEP was not satisfactory. The VEC meets once in three months and the discussion in the meeting usually around the Rs 2000/- of school grants
- 10 Parent Teacher Associations and Mother Teacher Associations were found in most of the schools of the Panchmahal district and their functional utility was found not satisfactory.
- 11 The members of the village level and community level management structures were found to be remained as members for long time It was felt that there should a rotation among the parents and community to be the members of such bodies to provide equal opportunity to all to take part in the school programmes
- 12 The Gross Enrolment Rate of the students at Standard I was found increased over the years after the implementation of the DPEP in the Panchmahal District
13. The retention rate in lower primary school was also found increased over the years after the implementation of the DPEP.

14. In both the enrolment and retention rates, the figures of boys were found more than that of girls. It was found that these gender differences were mostly due to the socio-economic and cultural issues in the society.
15. There had been a significant increase in the academic achievement of the students after the implementation of the DPEP. It was found that there is a near absence of gender based inequality in the lower standards.
16. Sixty Eight percent of the respondents opined that there had been a significant increase of the school resources in terms of teaching learning materials and other equipment.
17. Twenty Six percent of respondents opined that the community involvement was very much increased and whereas Twenty Five percent of respondents opined that community involvement was not at all increased due to the DPEP.
18. Fifty Five percent of respondents opined that there had been a decentralisation of management right from the programme planning to programme implementation.
19. At the Village level, it was found that the level of awareness on DPEP was low especially in the components like, roles and responsibilities of the

community, funding procedures, the nature of decentralisation of management and quality education

20 The level of awareness on the DPEP components at village level was seen more on the school development grants, school programmes like, Shala Praveshostav, Bala mela and the constitution of VEC, BRC and CRC

21. Lack of community participation and awareness was found to be the most acute difficulty faced by the functionaries of the DPEP. Politicization was also considered as one of the difficulties faced at the village level.

22. Repetition of the training programmes by various bodies at state, district and block levels for teachers, lack of facilities in the training programmes and the frequently changing text books and methods of teaching were found to be difficulties faced by the teachers in the DPEP Schools.

23 It was found that there was a need to have a well organized monitoring and evaluating system by specifying roles at district, block and village levels for the sustainability of the programme in an integrated manner.

4.9 Conclusion

It is clearly evident from the analysis and the major findings of the study that the DPEP initiatives have brought changes in enrolment, retention and achievement. However, the approach of decentralisation of management focussing the participation of the community at the school level needs to be realised in a realistic terms. The study throws light on certain unfulfilled agenda and the same has been presented in the next chapter.