Chapter - IV
Conclusions and Suggestions
CONCLUSIONS AND SUGGESTIONS

4.1 CONCLUSIONS REGARDING PERCEPTIONS OF STAKEHOLDERS FOR DECENTRALIZATION OF POWERS IN EDUCATIONAL ADMINISTRATION OF RURAL ELEMENTARY SCHOOLS

- Almost 94% of VEDC heads were in favour of decentralization of powers. Moreover, their perceptions as reported in different statements by them prove that they are quite enthusiastic in being a part of school administration.

- Most of them believe that partnership in school administration is their right. So they want to know more, participate actively and even want to control the planning and management functions of school.

- 83% of Headmasters are positive about decentralization of powers. They are accepting the importance of VEDC in school’s development and are ready to share responsibility with VEDC.

- At the same time, Headmasters are little skeptical about giving VEDC the power to control school. The reservation on the part of Headmasters is due to illiteracy, inefficiency and unawareness of VEDC members. They feel that this may lead to undue interference and power tussles. Moreover, there were incidents when VEDC members asked for monetary and personal benefits in return to their role in participation.

- 61% of Higher Administrative Authorities are in favour of decentralization of powers. But they are not enthusiastic enough. It’s just the policy made by centre in which they have to...
believe. Otherwise, most of their statements for decentralization were unfavourable.

- HAA were found to be quite insecure in losing control over school administration. Of course, one of the reasons behind this is illiterate, illefficient, untrained and politically motivated VEDC members, but HAA are also not in the mood to interact with VEDC directly.

4.2 CONCLUSIONS ABOUT PERCEPTION OF STAKEHOLDERS REGARDING PERFORMANCE OF VEDC WORKING IN RURAL ELEMENTARY SCHOOLS

- Higher Administrative Authorities refused to comment on performance of VEDC working. Since they don’t have any direct knowledge, all their perceptions are just the feedbacks provided by the Headmasters. If Headmasters are satisfied, so are the HAAs and vice versa.

- In Doaba region, HAAs are of the view that Headmasters as well as VEDC Heads are working without even consulting them. There are three different groups i.e. HAAs, Headmasters and VEDC Heads who are working independently without mutual consultation. These three stake holders are engaged in power tussle. So here, HAAs refused to comment on working of Headmasters or VEDCs.

- In Other regions, HAAs consider themselves and Headmasters as one party against VEDC. So HAAs are totally biased by the Headmaster’s perceptions regarding the performance of VEDC working.

- There is moderately significant difference in the perceptions of Headmasters and VEDC Heads regarding the performance of
VEDC working. The t-value comes out to be 2.35 which is significant at 0.05 level so hypothesis I is retained.

- Both the VEDC and Headmaster are quite happy with the attitude of local community towards their working. They found local community quite enthusiastic and cooperative as well as encouraging. So they found it an area of opportunity where they can get more benefits.

- Both the VEDC and Headmasters agree that following are the areas of strength in the working VEDC:

  i) Establishment of VEDC – It is based on the constitution provided to them and which is done very enthusiastically by both of them.

  ii) Raising funds – Both are happy and satisfied by the efforts made by VEDC in raising funds for school from NRI and other donors.

  iii) Inspection – Both agree that HAAs are doing regular inspection of their work and these inspections help them to clear their doubts and help them to improve their working.

  iv) Recruitment – Both agree that recruitment procedure is quite democratic and transparent. The recruited part time teachers are working satisfactorily in different schools.

  v) Attitude of Counterparts – Both are satisfied by each others' attitude and agree that their mutual understanding and cooperation is an area of strength.

  vi) Habitual Planning and Management – Both agree that planning management and construction of school building is a joint responsibility and they are quite happy with their efforts.

- Both the VEDC and headmasters agree that following are the areas of weakness in the working of VEDC:

  i) Publicizing Decision – Both are of the view, that they are trying hard to publicise VEDC’s decisions through Bulletin Boards,
Panchayat meetings and PTA meetings. But these efforts are not enough to make people aware about VEDC working.

ii) Financial planning – Both are of the view, that all the financial plans are decided by Higher Authorities without keeping in mind the local demands and local costs. So these plans proved to be big failures.

iii) Financial Management – Most of the financial decisions are taken by the Higher Authorities. There are set rules for financial management which are rigid and can not be modified according to local needs. So both agree this is an area where they are inactive.

iv) Enrolment and retention initiatives – Both accept that they are making efforts but no special initiatives are being taken to increase enrolment and retention in schools. Therefore there efforts are not enough. VEDC is not aware enough to make special efforts and Headmasters are not keen to make any special efforts. Therefore this is also an area of weakness.

- Both the VEDC and Headmasters declare “Record Maintenance” as the most complicated area of working. The VEDC are not trained therefore they are not able to share this responsibility and headmasters feel that they have too may official records to maintain. So some of the records like “Village Education Register”, “Students Enrolment and Retention Records” and “Social Audit Records” are not maintained at all. Therefore this is an area of threat.

- Micro planning – Both agree that “Micro Planning” is only in the papers. It is not at all functional. The planning regarding “School timing”, “Curriculum to imbibe local needs” and “Use of local dialect as language in classes” etc. are decided by Higher
Therefore, the SWOT (i.e. strengths, weaknesses, opportunities and threats) analysis as done by Headmasters and VEDC members came out to be:

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<th><strong>Opportunities</strong></th>
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<td>• Attitude of local bodies and community</td>
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<td>• Inspection procedure</td>
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<th><strong>Threats</strong></th>
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<td>• Both the Headmasters and VEDC Heads strongly disagree on the following areas of VEDC performance:</td>
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<td>i) <strong>Attracting special children to school – VEDC is satisfied by their own performance in attracting special children (i.e. girls, SC/ST, physically handicapped etc) to school and accept it as their</strong></td>
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strength. But headmasters are not impressed at all by these efforts and view it as an area of weakness.

ii) Social Audit – VEDC is very enthusiastic about the word ‘Social Audit’. According to them, social audit means keeping a check on school staff and they agree that they are doing well in this field, therefore they accept it as an area of strength. Whereas, headmasters are not happy with the undue interference and check on their powers through “social audits”. So they take it as an area of weakness.

4.3 CONCLUSIONS ABOUT THE PERCEPTIONS OF STAKE HOLDERS REGARDING PROBLEMS FACED IN THE VEDC WORKING IN RURAL ELEMENTARY SCHOOLS OF PUNJAB

• Overall, there were eighteen prominent problem areas which came out after extensive interview of stake holders. Out of these 18, HAAs responded on 10 areas only. Since rest of the eight areas were concerned with day to day dealing between VEDC and Headmaster, so HAAs refused to comment on them.

• When the perceptions of stake holders were compared in ten common areas, t-value come out to be 14.04 which is significant at 0.01 level. It means the perceptions of stake holders regarding problems faced in VEDC working came out to be highly significant. Hence, hypothesis II is retained.

• The above Average problems (which need to be tackled urgently) to which all the stake holders agree, are:

i) Training of VEDC members- All stake holders agree, that, there is still no practical provision for training of VEDC members which
is necessary and urgent. This will help VEDC members to understand their roles, duties and powers in a better way. This will also increase their efficiency and enhance their performance.

ii) Political grouping- All stake holders agree, that, political groups in villages are quite strong. Thus, if VEDC members belong to different political parties, they try to create problems to hinder each others’ functions. But all these things lead to hindrance in school’s development.

iii) Demand for more power- All stake holders are not satisfied with the powers they are given. They demand more powers to keep a check on each other.

• The below Average problems (Which can be ignored) to which all the stake holders agree, are:

i) Interference in Work by VEDC- In the working of school Headmasters and HAA agree that, in some areas, VEDC is interfering in the functions of schools by intruding into the powers of headmasters. But overall, they don’t consider it as a major problem. Same is the view of VEDC Heads.

ii) Publicizing decision- Although, the stake holders accept it (i.e. publicizing decision) as a below average performance area. But this is not being perceived as a major problem area by the stake holders. They are of the view that, if given proper training, they can tackle this problem very easily.

iii) Transparency in Financial work- Although, the stake holders accept financial planning and management as a below average performance area. But they are of the view, this is done by higher authorities and they don’t have any major role to play in this so this is not a major problem area.
iv) Recruitment – All the stake holders are quite satisfied with the process of recruitment of part time teachers.

v) Relation with Community- All the stake holders are quite satisfied with the attitude of community. They consider the local community as very enthusiastic and cooperative.

vi) Relation with Headmasters- VEDC heads and HAAs are quite satisfied with the attitude of Headmasters. They consider it very cooperative and positive.

vii) Demand for More Duties- No one is ready to share more duties and responsibilities. So no stake holders are having any problem in this field.

• Problem Areas where the stake holders disagree with each other are:

i) Funds/Grants- VEDC Heads and Headmasters are not at all happy with the process of release of funds and grants. They have major problems regarding ill timed release, delays and release of funds on the basis of previous year’s market cost rates. But HAAs ignore all these problem and have only one answer that “funds can only be provided when budget is available.”

ii) Transparency in Administrative Work- VEDC Heads feel that, they are not allowed in planning and supervision. They are not even allowed the right to information about administrative process. These allegations are totally ignored by Headmasters and HAAs, as the Headmasters and HAAs are of view that every official information can’t be shared. Therefore they do not to accept it as a major problem.

iii) Indiscipline- Headmasters and HAAs are of the view that undue interference and efforts to control staff and students by VEDC
creates indiscipline in the school whereas VEDC disagree with this view.

iv) Illiteracy of VEDC members- Headmasters and HAAs strongly agree that illiteracy of VEDC members is a major reason for low performance of VEDC, whereas VEDC members disagree with this.

v) Consultation Regarding Planning- VEDC members are of the view that their role in planning is quite insignificant whereas Headmasters and HAAs are not in a mood to give them more powers regarding planning. So they don’t accept it as a major problem.

vi) Relations with HAAs- VEDC members are quite dissatisfied by the attitude of HAAs. They found the attitude of HAAs quite insensitive. They are not happy by the fact that HAAs interact with them through headmasters only and there are no direct interactions. But HAAs are not in a mood to accept VEDC as a potential partner. So they don’t feel the need to interact with them directly. But the relation between Headmasters and HAAs are quite satisfactory so Headmasters have no major problem about the attitude of HAAs.

vii) Red Tapism – VEDC is not happy with the way the official work/files move in hierarchy. But the Headmasters and HAAs are used to it. They take this as a part of system so they have no problem with it.

viii) Corruption by VEDC Members – Although VEDC members deny such allegations the Headmasters and HAAs assert that some VEDC members ask for personal benefits and money in return for
their participation, which creates problem in smooth working of schools.

4.4 DEMOGRAPHIC CONCLUSIONS

1. While comparing the perception of stakeholders regarding the problems faced in VEDC working, the value of F (i.e. ANOVA) was found to be 14.04 which is highly significant at 0.01 level of significance. Therefore hypothesis III is retained.

2. While comparing the perception of stakeholders regarding the problems faced in VEDC working in Doaba region, following conclusions came to light:
   - The value of F (i.e. ANOVA) = 7.524, is highly significant at 0.01 level of significance i.e. there is a highly significant difference in the perceptions of stakeholders regarding the problems faced in VEDC working in Doaba region. So, hypothesis IV is retained.
   - VEDC of Doaba region is quite active and aware of its duties and powers.
   - Almost all members of the VEDC of Doaba region are literate, which contributes to its awareness and enthusiasm towards participation.
   - Since the VEDC of Doaba region is quite active, this sometimes creates interference in the powers of Headmaster and HAAs. Hence, there is a power tussel going on between these stakeholders to control the administration of schools.
   - All these power tussels lead to strained relationships between these stakeholders.
• All the stake holders of Doaba region agree that there is an urgent need of training for VEDC members.

• The major problem faced by VEDC Heads in Doaba region are:
  i) Ill planned and delayed funds/grants
  ii) Red Tapism
  iii) Strained and No direct relations with HAAs

• The major problems faced by Headmasters in Doaba region are:
  i) Ill planned and delayed funds/grants
  ii) Interference in work/power by VEDC
  iii) Power Tussel leading to strained relation with VEDC.
  iv) Red Tapism

• The major problems faced by HAAs in Doaba region are:
  i) Interference in work/power by VEDC.
  ii) Power tussel leading to strained relations with VEDC.
  iii) Power tussel leading to strained relations with Headmasters.

3. **While comparing the perceptions of stake holders regarding the problems faced in VEDC working in Majha region, following conclusions came to light:**

• The value of F (i.e. ANOVA) = 6.841 is significant at 0.01 level of significance i.e. there is a highly significant difference in the perceptions of stake holders regarding the problems faced in working of VEDC in Majha region. Hence, hypothesis V is retained.

• The literacy rate of VEDC heads in Majha Region = 75%.
• VEDC in Majha region is getting aware of its duties and is eager to know and participate more in VEDC working.

• Since VEDC in Majha region is trying to know more about the process, this sometimes leads to interference in the work/powers of Headmasters and HAAs. VEDC and HAAs have strained relations due to big communication gap, although both are satisfied with their relation with headmasters.

• All the stake holders of Majha region accept the need for training of VEDC members.

• The major problems faced by VEDC Heads in Majha Region are:
  i) **Ill timed and delayed funds/grants**
  ii) **Red Tapism**
  iii) **Strained and No direct relations with HAAs.**

• The major problems faced by Headmasters in Majha region are:
  i) **Delayed and ill planned funds/grants.**
  ii) **Interference in work/power by VEDC.**
  iii) **Red Tapism**
  iv) **Political Grouping of VEDC members**
  v) **Corruption by VEDC members**

• The major problems faced by HAAs in Majha region are:
  i) **Communication gap leading to strained relations with VEDC.**
  ii) **Political grouping of VEDC members.**
  iii) **Interference in work/powers by VEDC.**
  iv) **Corruption by VEDC members.**
4. While comparing the perceptions of stake holders regarding the problems faced in VEDC working in Malwa region, following conclusions came to light:

- The value of F (i.e. ANOVA) = 5.973 is significant at 0.01 level of significance i.e. there is a highly significant difference in the perceptions of stake holders regarding the problems faced in working of VEDC in Malwa region. Hence, hypothesis VI is retained.

- The literacy rate of VEDC heads in Malwa Region is 63%

- VEDC in Malwa region is not much aware of its duties and powers so it is not as active an agency as is the case which Doaba and Majha regions.

- All the stake holders agree that training of VEDC members is a must to make this agency functional.

- All stake holders agree that political grouping is a big problem in Malwa region which hinders the progress.

- The major problems faced by VEDC Heads in Malwa region are:
  i) Ill planned and delayed funds/grants.
  ii) Red Tapism
  iii) Indirect relations with HAAs.

- The major problems faced by Headmasters in Malwa region are:
  i) Illiteracy of VEDC Heads.
  ii) Corruption by VEDC Heads/members.

- The major problems faced by HAAs in Malwa Region are:
  i) Illiteracy of VEDC Heads.
ii) Corruption by VEDC Heads/members.

5. While comparing the perceptions of VEDC Heads regarding the problems faced in VEDC working in Doaba, Majha and Malwa region, following occlusions came to light:

- The overall value of $F$ was calculated = 1.603 is not significant at any level of significance which means that there is no significant difference in the attitudes of VEDC Heads of three regions. So, Hypothesis VII is not retained.

- The VEDC Heads of the three regions agree that following are the major problems of concern:
  
i) Ill planned and delayed funds/grants.
  
ii) Red Tapism
  
iii) Training of VEDC Heads/members.
  
iv) Indirect relations with HAAs.
  
v) The powers provided are insufficient so they are demanding for more powers.
  
vi) There is lack of transparency in administrative work.
  
vii) Consultation regarding planning are not sufficient.

- But the area specific problems are:
  
i) In Doaba region, VEDC has problems regarding:
    
a. Indiscipline in school staff and students.
    
b. Publicising decisions
    
c. Transparency in financial planning and management

ii) In Majha region, VEDC has problem regarding:
  
a. Indiscipline in school staff.
  
b. Publicising decisions.
c. Minimum consultation regarding recruitment of part time teachers.

iii) In Majha region, VEDC has problems regarding:

a. Political grouping of VEDC members.

b. Corruption by VEDC members.

6. While comparing the perceptions of Headmasters regarding the problems faced in VEDC working in Doaba, Majha and Malwa regions, following conclusions came to light:

- The overall value of F was obtained as = 0.175, is not significant at any level of significance which means that there is no significant difference in the perceptions of Headmasters regarding problems faced in VEDC working of three regions. So, the Hypothesis VII is not retained.

- Headmasters of three regions agree that following are the major problems of concern:

  i) Ill planned and delayed funds/grants.

  ii) Training of VEDC members.

  iii) Powers provided are insufficient so they want more powers.

  iv) Indiscipline in school staff and VEDC members.

- But the area specific problems are:

  i) In Doaba region, Headmasters have problems regarding:

    a. Interference by VEDC members.

    b. Publicising relations with VEDC.

    c. Strained relations with VEDC.

    d. Red Tapism.

  ii) In Majha region, Headmasters have problems regarding:
a. Publicising Decisions

b. Political grouping of VEDC members.

c. Interference by VEDC heads in works/powers.

d. Red Tapism.

iii) In Malwa region, Headmasters have problems regarding:

a. Illiteracy of VEDC members

b. Corruption by VEDC members

c. Political grouping by VEDC members

d. All the above reasons lead to strained relations with VEDC.

- In overall the Headmasters are of the view that:

  i) The VEDC in Doaba, is overactive and had created power tussel which hinders speedy development.

  ii) The VEDC in Majha, in getting active and trying to control the power. They are heading towards the same situation as of Doaba.

  iii) But, the VEDC in Malwa in basically inactive. It is not much functional due to illiteracy and unawareness. So it is not of much help.

  iv) The role of HAAs is satisfactory here.

7. While comparing the perceptions of HAA regarding the problems faced in VEDC working in Doaba, Majha and Malwa region, following conclusions came to light:

- The value of F (i.e. ANOVA) was calculated as 1.051 is not significant at any level. i.e. there is no significant difference in perceptions of HAAs of these regions with regard. So hypothesis IX is not retained.
HAAs of three regions agree that following are the major problems of concern:

i) **Training of VEDC members**

ii) **Strained relations with VEDC due to communication gap between VEDC and HAAs.**

The area specific problems as perceived by HAAs are:

i) In Doaba region, HAAs have problems regarding:
   
a. **Power tussel, leading to strained relations with headmaster.**

b. **Interference in work/powers by VEDC.**

ii) In Majha region, HAAs have problems regarding:
   
a. **Strained relations with Headmasters because they always take side with VEDC members.**

b. **Illiteracy of VEDC members/Heads.**

c. **Political grouping by VEDC members.**

d. **Corruption by VEDC members.**

iii) In Malwa region, HAAs have problems regarding:
   
a. **Illiteracy of VEDC Heads/members.**

b. **Political grouping by VEDC Heads/members.**

c. **Corruption by VEDC Heads/members.**

Overall, the HAAs are of the view that:

i) **Both the VEDC and Headmasters of Doaba are engaged in power tussel, which is creating indiscipline.**

ii) **In Majha, the Headmasters are taking the side of VEDC members, who are illiterate, political motivated and corrupt, so it is degrading the situation more.**
iii) In Malwa, they have no problem with Headmaster but there are problems with VEDC, which is not only illiterate, politically motivated and corrupt, but also is functionally inactive. So it is of not of much use for the development of education.

4.5 RESEARCHER’S OBSERVATIONS

A. General Observations Regarding VEDC members

- All the VEDC Heads were ready to respond.
- They were enthusiastic to talk about schools and educational development.
- They were quite cooperative in responding to the researcher’s questions.
- Their knowledge and awareness about VEDC working was directly proportional to the level of their literacy and experience. More the literacy level and experience of VEDC Head, the more aware he/she is and vice versa.
- VEDC members in Doaba are mostly literate. They are quite active and vocal about the problems. They are in constant conflict with Headmasters and HAAs. VEDC in Doaba is keen to take over the full control of schools. They are in favour of privatization of Government schools.

The reasons, which can be attributed to the present situation in Doaba, are:

i) VEDC members/Heads are quite aware of their powers and duties.

ii) They are raising almost 90% of funds from NRIs and donors for school development. So they ignore the funds/grants provided by the Government.
iii) They feel that they can make the schoolwork efficiently without Government’s help. So they want more powers in planning, management and supervision.

iv) They are not satisfied with the school staff and HAAs, since they are of the view that Government servants are neither motivated nor devoted enough to run the schools for universalization of quality education.

v) They want to take over as new school administrators and for that, they are quite eager to get trained for the purpose.

- VEDC members in Majha, are keen to participate and they want to know about their powers and duties.

- Researcher found them very active and quick to learn. They very enthusiastically asked the researcher about some of their doubts regarding VEDC working. They want regular interactions and training sessions to know the process. Though their awareness level is less than Doaba region, they are at constant conflict with HAAs due to following reasons:

i) They are of the view that HAAs are insensitive and disrespectful to them. HAAs are not ready to interact with them directly.

ii) They are not provided with any rules\regulation book which can guide them about VEDC working. All their knowledge is based on the information provided by the Headmasters.

iii) They are quite vocal about their problems but don’t know whom to address these problems.

- VEDC members in Malwa are not very literate and they are not ready to participate much. Malwa is politically very active region. Here, being a office bearer is a matter of pride. So most of the VEDC Heads are there just to get some office. Mostly
Sarpanchs hold the office of VEDC Head and they are too busy in other duties.

- Quite vocal about problems in school development but that is mostly lip service to show that they are concerned about local community.
- They ask for some monetary or other benefits in return to the time they will spend in VEDC working.
- They neither demand more powers nor more duties. They are ready to be the rubber stamps of Headmaster and HAA.

**Hence VEDC in Doaba is overactive, in Majha is trying to gain an upper hand and in Malwa is under active.**

**B. General Observations regarding Headmasters**

- Initially, the Headmasters were not ready to respond, specially to talk about HAAs and problem areas but later they agreed.
- They were enthusiastic to talk about school’s progress and role of VEDC.
- They were quite cooperative in responding to the questions of the researcher.
- Their attitude towards VEDC Heads was directly proportional to the literacy level and experience of VEDC Heads.
- They were strictly in favour of some training for VEDC members.
- Headmasters in Doaba, are in constant conflict with HAAs and VEDC for following reasons:
  i) *VEDC is overactive and is always demanding more powers, which are not in the hands of Headmaster. So they feel helpless.*
  ii) *HAAs expect the Headmasters to control VEDC Heads. Thus they are getting thrashed from both sides.*
iii) **VEDC is interfering and causing indiscipline for which they have to answer before HAAs.**

iv) **Moreover they are complaining of increased burden of handling VEDC along with overall school administration.**

- Headmasters in Majha, complained about the interference caused by VEDC. They have no problems with HAAs but definitely have problems with VEDC due to following reasons:
  
i) **They found it quite time consuming and consider it an extra burden on their part to make illiterate and politically motivated VEDC members understand the process of VEDC working.**

  ii) **They complained about the monetary and personal benefits asked by VEDC members.**

  iii) **They are not at all happy with the efforts made by VEDC in raising funds for school development.**

- Headmasters in Malwa region found the VEDC a non functional body. They are of the view that VEDCs in Malwa are still on papers and are practically doing nothing concrete. They don’t even expect much from the VEDC members, whom they consider illiterate, corrupt, politically motivated and undue burden.

C. **General Observations Regarding Higher Administrative Authorities**

- HAAs were not at all ready to respond. The researcher had to wait 2 to 3 hrs sometimes outside their office even after prior appointments.

- They were not enthusiastic at all in the first instance but later on agreed to cooperate and showed interest in responding to the questions of the researcher.
• They did not possess complete information regarding the working of VEDC and most of the information which they had was based on the feedbacks from their respective office clerks who maintain the records of VEDC. These clerks in turn, were replying from the feedbacks obtained from headmasters’ reports. So, direct knowledge of the field work was very less.

• Their attitudes toward VEDCs were directly proportional to the level of their literacy and experience. Their attitudes towards Headmasters were directly proportional to the extent their orders were being complied with, and the extent of obedience Headmasters showed to them.

• HAAs in Doaba are irritated with the interference by VEDC. They are quite insecure in loosing control over school administration. They are also not happy with Headmasters.

• HAAs in Majha are not happy with the efforts of VEDC to get more powers.

• HAAs in Malwa are indifferent toward VEDC.

• HAAs are not in a mood to be relieved of any power, as they fear loosing control.

• They are not in a mood to interact directly with VEDC, which they feel is working against their position.

D. General Observations Regarding VEDC Working

• Most of the stake holders can’t define ‘Microplaning’, ‘Social Audits’ and ‘Publicising Decision’ in the first instance. They needed tips from the researcher to dwell in these fields.

• Most of them have never heard of ‘Village Education Register’ and were not aware of its purpose. So, no chance of its maintainance.
• VEDC members were of the opinion that record maintenance is the duty of the Headmaster only. But if it is their duty, they must be provided with some assistance to do this duty.

• The information bulletin boards were present in every school, but researcher did not find a single case where they were filled. When asked about it everyone had his own excuse.

• School buildings in Doaba were like that of model private schools, totally furnished with extra rooms prepared from funds raised from NRIs. But NRI money is not available in Majha and Malwa regions. So in these two regions, the construction is based on Government funds/grants so their conditions is not very impressive.

• In most of the villages, Sarpanches are the VEDC Heads and they select members from their own political groups to be the elected members of VEDC. This results in political polarization and conflicts with opposite political parties.

4.6 MAJOR FINDINGS AND SUGGESTIONS

1. The identified stake holders in decentralization of educational administration are a) Higher Administrative Authorities, b) Headmasters of the schools and c) Village Education Development Committee (VEDC) Heads. But another partner i.e. Teacher was totally ignored by the policy planners. If powers have to be decentralized and the community participation is desired then teachers’ participation is a must. This will lead to healthy interaction between the teachers and the taught. Therefore teachers should be involved as a necessary stake holder in decentralisation.
2. All the stakeholders agree that "Decentralization is must". But most of the VEDC members and even Headmasters could not define this word. For them it is 'sharing of powers' but not the duties, responsibilities and accountability. Hence, there is an urgent need to make them understand the real process, its internal motives and the importance of "Decentralization".

3. VEDCs were found to be over enthusiastic, Headmasters to be positive and HAAs were indifferent toward the concept and process of 'Decentralization of Powers'. Hence, there is a need to draw a functional balance in their attitudes. So their doubts regarding role identification, role division and insecurities regarding loosing control need attention. So there is an urgent requirement for organizing conferences, workshops and discussion forums for stakeholders as well as local community to make them aware of the real facts.

4. The establishment of VEDC is the another area of concern. The rules say. "elect members of VEDC as per regulations and then the elected members will select their head from within the members". But in practice, the Sarpanch or Head of the Panchayat is accepted as Head of the VEDC and then he/she selects members from the community as per regulations.

5. Most of the times, these Sarpanches select members from their own favorites which results in political polarization and also in political rivalry and power tussles within the VEDC. Hence, selecting Sarpanch as the head of VEDC should be strictly avoided.

6. There is no selection criteria at present for VEDC members, as well as for VEDC Heads, on the basis of education, experience
and social status. But these should become important criteria for active and useful participation by VEDC.

7. With regard to the performance of VEDC, it was found that the areas where the roles, activities and expectations were clearly mentioned/clarified, the performance was high and vice versa. Hence, roles, activities and expectations must be clearly demarcated and mentioned in rules/regulation books. Moreover, the stake holders should be aware of it.

8. The conflicts in the perceptions of the three stake holders regarding performance of VEDC were due to confusions in role identification, role expectations and the communication gap. So, a regular and direct interaction between stake holders through meetings, inspections and combined workshops/discussion forums is a must.

9. Most of the problem areas emerging in the field of VEDC working were due to the fact that out of the three stake holders, two (i.e. Headmasters and HAAs) are highly educated, skilled, trained and experienced for the field of educational administration, but the third stake holder (i.e. VEDC Head) does not possess such qualities. He may be enthusiastic enough to participate, but is neither skilled nor trained. So, the need to create balance in the capabilities of all stake holders, is a must. For this, training of VEDC members needs to be given special attention.

10. By maintaining balance in the abilities of stake holders, we can maintain equal status for all and this will help in improving their mutual relationships.

11. Since the VEDC and HAAs have no direct interactions, the Headmasters can serve as a useful link between the two. Thus, contributing to improvement in their relations with each other.
12. The region specific problems need to be tackled regionally. The plans applied in one situation/region can't yield same results in different situations/regions. So, plans, schemes and decisions should be flexible enough to be changed to fit to the local needs and demands.

13. Moreover, the three CEOs of Punjab can also regularly check and compare the situations/progress/development of their own circles with each other to understand local problems and needs.

- HAAs have to be compassionate enough to accept the new partners i.e. VEDC in administration. For this, there is a need to assure them that their control will not be lost.

- Providing education to students is Government’s responsibility. By giving public institutions in private hands, we are allowing monopolizing of powers and educational facilities in private hands. This is against our constitutional provisions of providing equal opportunities of education to all irrespective of caste, colour, creed, sect, sex, and religion. So, overall control needs to be in the hands of government. But community should be a necessary partner, since ours is democratic country (i.e. people’s rule) and communitization of education is the need of the hour.

So, all the stake holders need to understand the above points to be functional and useful partners of educational administration.