CHAPTER – V
SUMMARY
SUMMARY

Even after 56 years of process of expansion of schools with qualitative measures like Mid Day Meal Schemes and incentive measures like Aganwadis and Balwadis, the targets of UEE are still shifting to farther ends. The situation of primary education in India is facing a crisis of crucial significance. The policy planners are still clueless about what lacks in the implementation of UEE. The irony of the situation is that the government wants to reach at the grass root level without touching the grass.

The case of elementary schools is particularly more important, as it is from here the students get ready for their future success and the foundations of their lives are laid. It gains more value when the administration of education adds community as a partner in its system. Since education is to make a useful citizen for the community, so if community holds the reins of administration of primary education, the results can be more effective.

Another rationale for community involvement is that the educational authorities in an increasing number of developing countries have started to recognize that reform measures are not succeeding in achieving desired goals and large number of children are leaving school long before they learn anything worthwhile. They are also realizing that schools can do better when they do not feel imprisoned by national directives.

The uniform application of policy in all schools alike, tends to heighten rather than heal the imbalances between the demands of local communities and manpower products supplied by the school. So there is a need to give a community touch to all the school
planning. For this, the community has to become an active partner at the decision making stage i.e. administration level. Hence School-Community Cooperation is the need of the hour.

5.1 STATEMENT OF THE PROBLEM

“A STUDY OF ADMINISTRATIVE PROBLEMS IN THE SCHOOL-COMMUNITY CO-OPERATION OF RURAL ELEMENTARY SCHOOLS IN PUNJAB.”

5.2 DEFINING THE STATEMENT

There is a need to define various terms used in a statement as WHITNEY (1998) said, “To define a problem means to put a fence around it, to separate by careful distinction.” Various terms used in a statement are defined as follows:

**Administrative Problems** - It includes the problems related to planning, execution and supervision of school programmes.

**Community** - It includes the parents, members of panchayat, various local organizations and significant donors of schools.

**School-Community Cooperation** - The mutual help provided by school to community and vice-versa, for development and improvements.

**Elementary Schools** - The schools where education is imparted from 1st to 8th standard i.e. lower and upper primary schools (according to Punjab Education Act, 2003)

**Rural Schools** - Schools which come under Village panchayat.

5.3 OBJECTIVES OF THE STUDY

1. To know the perceptions of VEDC Heads regarding the decentralization of powers in school administration.
2. To know the perceptions of Headmasters regarding the decentralization of powers in school administration.

3. To know the perceptions of Higher Administrative Authorities regarding the decentralization of powers in school administration.

4. To know the perceptions of VEDC Heads regarding the performance of VEDC working.

5. To know the perceptions of Headmasters regarding the performance of VEDC working.

6. a. To identify the areas of strengths and weaknesses in the performance of VEDC working.
   b. To identify the areas of opportunities and threats in the performance of VEDC working.

7. To compare the perceptions of VEDC Heads and Headmasters regarding the performance of VEDC working.

8. To know the problems faced by VEDC Heads regarding the VEDC working.

9. a. To know the problems faced by VEDC Heads of Doaba regarding the VEDC working.
   b. To know the problems faced by VEDC Heads of Majha regarding the VEDC working.
   c. To know the problems faced by VEDC Heads of Malwa regarding the VEDC working.
   d. To compare the problems faced by VEDC Heads of the three regions regarding the VEDC working.
10. a. To know the problems faced by Headmasters of Doaba regarding the VEDC working.
   b. To know the problems faced by Headmasters of Majha regarding the VEDC working.
   c. To know the problems faced by Headmasters of Malwa regarding the VEDC working.
   d. To compare the problems faced by Headmasters of the three regions regarding the VEDC working.

11. a. To know the problems faced by Higher Administrative Authorities of Doaba regarding the VEDC working.
    b. To know the problems faced by Higher Administrative Authorities of Majha regarding the VEDC working.
    c. To know the problems faced by Higher Administrative Authorities of Malwa regarding the VEDC working.
    d. To compare the problems faced by Higher Administrative Authorities of the three regions regarding the VEDC working.

12. To compare the problems faced by VEDC Heads and Headmasters of the three regions regarding the VEDC working.

13. To compare the problems faced by VEDC Heads, Headmasters and Higher Administrative Authorities of the three regions regarding the VEDC working.

14. To identify the reasons of the common problems faced in the VEDC working.

15. To identify the region specific problems faced in the VEDC working.
To suggest the prospects of mutual cooperation of stakeholders in respect of VEDC performance and solution to problems faced in the VEDC working.

5.4 **HYPOTHESES OF THE STUDY**

1. There is a significant difference in perception of VEDC Heads and Headmasters regarding the performance of VEDC working.

2. There is a significant difference in the perceptions of VEDC Heads and Headmasters regarding the problems faced in the VEDC working.

3. There is a significant difference in the perceptions of stakeholders regarding the problems faced in the VEDC working.

4. There is a significant difference in the perceptions of stakeholders regarding the problems in Doaba region.

5. There is a significant difference in the perceptions of stakeholders regarding the problems faced in VEDC working in Majha region.

6. There is a significant difference in the perceptions of stakeholders regarding the problems faced in VEDC working in Malwa region.

7. There is no significant difference in the attitudes of VEDC Heads of the three areas with regard to the problems faced in VEDC working.

8. There is no significant difference in the attitudes of School Heads of the three areas with regard to the problems faced in VEDC working.

9. There is no significant difference in the perceptions of HAA of the three regions with regard to the problems faced in VEDC working.
5.5 DELIMITATIONS OF THE STUDY

1. The study is delimited to the state of Punjab.

2. The study is delimited to the stakeholders of rural elementary schools of Punjab.

5.6 DESIGN OF STUDY

The present study is a Descriptive Survey type research study. This is a method of collecting and analyzing data obtained from a large number of respondents representing a specific population, collected through highly structured and detailed questionnaires or interviews. It involves interpretations, comparisons, measurements, classifications, evaluations and generalizations; all directed towards a proper understanding and solving of significant educational problems (Sukia et al., 1989).

Moreover, the analytical method is used where we collect the information, break it into small parts to define the variables, determine the evaluation level of comparison and, last but not the least, interpret the information to study the factors affecting the phenomena and point out the causative factors of its regression or progression.

5.7 SELECTION OF THE SAMPLE

In the present study, stratified random sampling technique was used. The strata or subgroups in the present study were defined on the basis of literacy level criteria (i.e. High Literacy Rate Districts and Low Literacy Rate Districts) and demographic classification criteria (i.e. Three regions Doaba, Malwa and Majha of Punjab).

After stratifying the population, the researcher selected one district each randomly from Doaba and Majha and four districts from Malwa.
Further, from every district, 10 villages were randomly selected to make a sample of 60 villages, selected randomly from 6 stratified districts of Punjab.

Hence, the sample consisted of stake holders of these 60 villages i.e.
1. 60 Headmasters of Rural Elementary Schools.
2. 60 Heads of VEDC of these schools.
3. 30 Higher Administrative Authorities related to these schools.

5.8 TOOLS USED

To measure the required dimensions of the study, the researcher herself prepared different types of tools.

So for the tools, the researcher herself prepared Questionnaires for three different stake holders.
1. One questionnaire for Head of the school.
2. One questionnaire for Head of VEDC of the same school.
3. One questionnaire for related Higher Administrative Authorities.

Along with the questionnaires, wherever necessary, interviews were conducted with different categories of the respondents, for clarifying their doubts, for answering their queries, as well as to elicit additional responses. Personal observations were also used at some places while writing the final conclusions.

5.9 STATISTICAL TECHNIQUES

The standard scores were further analyzed by calculating Mean and S.D. Then the researcher used 5th application of Normal Probability Curve i.e. “Separating a given group into subgroup according to the capacity”, thus dividing the curve into 4 categories according to the ability with length 60 and each category as having
\[ 6\sigma \quad \frac{4}{4} = 1.5\sigma \] and the 4 subgroup were categorized from extreme right as “Opportunities”, “Strengths”, “Weaknesses” and “Threats” for SWOT as followed from Aldrich (2007). Moreover the hypotheses were tested through t-test and ANOVA (f-test).

5.10 SCOPE AND COVERAGE OF STUDY

The domain and time frame for the data collection of the study was the VEDCs, Headmasters and related HAAs of Punjab, operating during the period from March, 2006 to November, 2006.

5.11 CONCLUSIONS AND SUGGESTIONS

5.11.1 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. 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 Headmaster are positive about decentralization of powers. 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.

- 61% of Higher Administrative Authorities are in favour of decentralization of powers. But they are not enthusiastic enough. HAA were found to be quite insecure in losing control over school administration. Ofcourse, 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.

5.11.2 CONCLUSIONS ABOUT PERCEPTION OF STAKE HOLDERS 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.

- 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 Establishment of VEDC, Raising funds, Inspection, Recruitment, Attitude of Counterparts and Habitional Planning and Management, are the areas of strength in the working VEDC.

- Both the VEDC and headmasters agree that Publicizing Decision, Financial planning, Financial Management, Enrolment and retention initiatives, are the areas of weakness in the working of VEDC:

- Both the VEDC and Headmasters declare Record Maintenance and Micro Planning as an area of threat.
Therefore, the SWOT (i.e. strengths, weaknesses, opportunities and threats) analysis as done by Headmasters and VEDC members came out to be:

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Strengths</th>
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<tbody>
<tr>
<td>• Attitude of local bodies and community</td>
<td>• Establishment of VEDC</td>
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<td></td>
<td>• Attitude of VEDC</td>
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<td></td>
<td>• Attitude of Headmaster</td>
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<td></td>
<td>• Habitional planning and management</td>
</tr>
<tr>
<td></td>
<td>• Raising funds for schools.</td>
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<td></td>
<td>• Recruitment of part time teachers</td>
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<td></td>
<td>• Inspection procedure</td>
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<tr>
<td>• Record maintenance</td>
<td>• Publicizing decisions of VEDC</td>
</tr>
<tr>
<td>• Micro planning</td>
<td>• Financial planning and management</td>
</tr>
<tr>
<td></td>
<td>• Enrolment and retention initiatives</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Threats</th>
<th>Weaknesses</th>
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</table>

5.11.3 CONCLUSIONS ABOUT THE PERCEPTIONS OF STAKEHOLDERS 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 Training of VEDC members, Political grouping and Demand for more power.

• The below Average problems (Which can be ignored) to which all the stake holders agree, are Interference in Work by VEDC, Publicizing decision- Transparency in Financial work, Recruitment, Relation with Community, Relation with Headmasters and Demand for More Duties.

• Problem Areas where the stake holders disagree with each other are Funds/Grants, Transparency in Administrative Work, Indiscipline, Illiteracy of VEDC members, Consultation Regarding Planning, Relations with HAAs, Red Tapism and Corruption by VEDC Members.

5.11.4 DEMOGRAPHIC CONCLUSIONS

1. While comparing the perception of stake holders 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 stake holders regarding the problems faced in VEDC working in Doaba region, 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 stake holders regarding the problems faced in VEDC working in Doaba region. So, hypothesis IV is retained.
• 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 stake holders to control the administration of schools.

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

• The major problems faced by Headmasters in Doaba region are Ill planned and delayed funds/grants, Interference in work/power by VEDC, Power Tussels leading to strained relation with VEDC and Red Tapism.

• The major problems faced by HAAs in Doaba region are Interference in work/power by VEDC, Power tussel leading to strained relations with VEDC and 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, 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.

• 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.

• The major problems faced by VEDC Heads in Majha Region are Ill timed and delayed funds/grants, Red Tapism and Strained and No direct relations with HAAs.
• The major problems faced by Headmasters in Majha region are Delayed and ill planned funds/grants, Interference in work/power by VEDC, Red Tapism, Political Grouping of VEDC members and Corruption by VEDC members.

• The major problems faced by HAAs in Majha region are Communication gap leading to strained relations with VEDC, Political grouping of VEDC members, Interference in work/powers by VEDC and Corruption by VEDC members.

4. While comparing the perceptions of stake holders regarding the problems faced in VEDC working in Malwa region, 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.

• 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.

• The major problems faced by VEDC Heads in Malwa region are, Ill planned and delayed funds/grants, Red Tapism and Indirect relations with HAAs.

• The major problems faced by Headmasters in Malwa region are Illiteracy of VEDC Heads and Corruption by VEDC Heads/members.

• The major problems faced by HAAs in Malwa Region are Illiteracy of VEDC Heads and 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, 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 ill-planned and delayed funds/grants, Red Tapism, Training of VEDC Heads/members, Indirect relations with HAAs, The powers provided are insufficient so they are demanding for more powers, There is lack of transparency in administrative work and Consultation regarding planning are not sufficient are the major problems of concern.

- But the area specific problems in Doaba region are Indiscipline in school staff and students, Publicising decisions and Transparency in financial planning and management. In Majha region are Indiscipline in school staff, Publicising decisions and Minimum consultation regarding recruitment of part time teachers and in Malwa region, VEDC has problems regarding, Political grouping of VEDC members and Corruption by VEDC members; as perceived by VEDC.

6. While comparing the perceptions of Headmasters regarding the problems faced in VEDC working in Doaba, Majha and Malwa regions, 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 ill-planned and delayed funds/grants, Training of VEDC members, Powers provided are insufficient so they want more powers and Indiscipline in school staff and VEDC members are the major problems of concern.

- But the area specific problems in Doaba region are Interference by VEDC members, Publicising relations with VEDC, Strained relations with VEDC and Red Tapism. In Majha region are
Publicising Decisions, Political grouping of VEDC members, Interference by VEDC heads in works/powers and Red Tapism and in Malwa region are Illiteracy of VEDC members, Corruption by VEDC members, Political grouping by VEDC members and all the above reasons lead to strained relations with VEDC; as perceived by Headmasters.

7. While comparing the perceptions of HAA regarding the problems faced in VEDC working in Doaba, Majha and Malwa region, 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 Training of VEDC members and Strained relations with VEDC due to communication gap between VEDC and HAAs are the major problems of concern.

- The area specific problems as perceived by HAAs in Doaba Region are Power tussel, leading to strained relations with headmaster and Interference in work/powers by VEDC. In Majha region are Strained relations with Headmasters because they always take side with VEDC members, Illiteracy of VEDC members/Heads, Political grouping by VEDC members and Corruption by VEDC members and In Malwa region are Illiteracy of VEDC Heads/members, Political grouping by VEDC Heads/members and Corruption by VEDC Heads/members.

5.12 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 losing 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 losing 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 stakeholders 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 that record maintainance 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.

5.13 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 stake holders 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 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.

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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 stakeholders need to understand the above points to be functional and useful partners of educational administration.

### 5.14 Educational Implications of the Study

The study aimed at a single motive of finding the problems hindering smooth and useful functioning of School Community Cooperation. The conclusions and findings drawn from the study pointed towards following points for the betterment of the educational situations/environment in rural schools.

- **i)** Skill and knowledge about work
- **ii)** Attitude towards work.
- **iii)** Motivation to work
- **iv)** Dedication towards work

Skills and knowledge can be attained, which lead to self realization and self confidence, which in turn, can improve the attitudes, motivation and dedication in work for betterment. Thus the study inspires the planners, experts and government officials to provide the stakeholders with knowledge and skill.

The study will also highlight the importance of participation and cooperation as the key words to attain the long desired motive of Universalization of Elementary Education. It will further strengthen the ideas of mutual cooperation, flexible planning and decentralization of powers.
5.15 SUGGESTIONS FOR FURTHER STUDY

This study tried to throw light on some of the practical aspects that hinder Universalization of Elementary Education. It tried to answer some doubts regarding the practical situations of School Community Relationship. But it also opened new areas of investigation. This study revealed the fact that India needs a lot of research work on the administrative processes and communatization of school education. This study encourages (initiates) research in following components:

1) A study of selection criteria for members of VEDC.
2) A study of administrative problems in School Community Cooperation of urban elementary schools.
3) A comparison in evaluation of Education Development Communities working in rural and urban elementary schools.
4) SWOT and Force Field Analysis of VEDCs of India.
5) A comparative analysis of the functions of VEDCs, PTAs and other NGO organizations in the educational development.