

**Study of the Role of VEC/PTAs/SMDCs/Urban  
Local Bodies in School Management and  
Supervision in the Context of SSA**

**Research Proposal**

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### **1. Background**

People's involvement and participation at grassroot level is essential for successful implementation of the programme of universalization of elementary education, which is the major goal of SSA. Under SSA, concerted efforts have been made to mobilize the community to promote education, to help in development of educational facilities and to oversee the functioning of schools and EGS/AIE centres in every state. For that, institutions such as, Village Education Committee/School Management and Development Committee/urban slum level education committees/Parents Teacher Associations, etc. have been set up at village or school level in most of the states. Their roles and functions are defined clearly and efforts have been made for effectively involving them and other grass root level structures in the management of elementary education as delineated under the framework of SSA. The SSA framework has been amended in July 2006 to ensure centrality of Panchayats in supervision and monitoring of the Elementary Education/SSA programme through the following arrangements:

- School/Village-wise Committee to be linked with Standing/Sub-Committee of Gram Panchayat to ensure overall supervision of Gram Panchayats.
- All tiers of PRIs to be given role of supervision of elementary education/SSA.

The states have been instructed to initiate suitable action in this regard. SSA provides for training/capacity building of members of Village Education Committees, School Management Committees, Parent Teacher Associations, etc. The norms provide for training of four persons in a village plus two persons per school for two days in a year-preferably women at the rate of Rs. 30 per day per person. The Project Approval Board of SSA has approved a target of training 4584716 community members in 2007-08.

The National Programme for Education of Girls at Elementary Level (NPEGEL) also provides funds for intense community mobilization in over 3000 educationally backward blocks and urban slums or bringing the out of school girls into school. Community ownership is a major strategy central to SSA programme. States have been working in this direction for the last few years. But it is not known how efficiently and effectively such institutions are functioning and to what extent they have achieved the objectives for which they were created. The main purpose of the present study, is to make an assessment of their role in school management and supervision, and to find out to what extent they have achieved their objectives and what kind of problems or difficulties they have been experiencing in their work.

## **2. Objectives of the Study**

The following are the objectives of the study:

- I. To provide information on the roles, functions, rules, regulations and power delegated to VECs.
- II. To gather and provide information on the policy of formation of VECs, their tenure and composition and linkages with PRI and other such bodies.
- III. To find out the VEC members' awareness of their role, functions and responsibilities and the extent to which they actually perform the functions expected of them.
- IV. To evaluate the content and methodology of training programmes for VECs and to assess participation rate in training and effectiveness of the training programmes.
- V. To find out how frequently and for how long VECs meet, agenda and attendance and the issues discussed in these meetings.
- VI. To assess the contribution made by the community and VEC members in cash or kind for improvement of educational facilities.
- VII. To study the problems and constraints encountered by VECs in general and in the flow of funds, in particular.
- VIII. To provide information on the activities organized by VECs for community mobilisation (e.g Bal Mela and enrolment drives) and to assess the impact of such activities.
- IX. To find out how Village Education Registers and other records are maintained by VECs.
- X. To assess how the concerns of CWSN are taken care of by VECs.
- XI. To assess VEC's involvement in school activities and management of the affairs of the school, and whether and how they oversee the academic programmes, teacher attendance, etc. in schools.

- XII. To assess their role in management and supervision of civil work, maintenance and repair of school buildings/classroom and use of school grant.
- XIII. To assess their role in management and control of AIE centres and recruitment of para teachers.
- XIV. To find out whether measures for transparency and accountability are taken (e.g. by displaying information on use of funds for various activities).
- XV. To find out if any monitoring mechanism for VECs is in place and how the work and accountability of VECs is assessed.
- XVI. To suggest measures for more effective functioning of VECs/SMDCs/PTAs on the basis of study findings.

### **3. Coverage: States and areas**

The following 14 states will be covered in this study : Kerala, Madhya Pradesh, Karantaka, Rajsathan, Maharashtra, Nagaland, Mizoram, West Bengal (Kalkota & Rural), Bihar, Uttarkhand, Punjab, Haryana, Jharkhand, Delhi. The role of agency (VEC/SDMC/PTA) that plays a more prominent role in providing academic support and supervision to schools in a given state will be studied in detail. However if two or more agencies exist (e.g. if a state has both SDMCs and VECs), some assessment of other agencies will also be made. The sample schools/villages selected for the study should be drawn from different parts of the state. The teams constituted to interview various functionaries and to examine VEC records will collect information on the following items:

- Composition of VEC, SDMC frequency of meetings, attendance in the meetings, participation of women and other focus groups, issues discussed in the meetings;
- Maintenance of Village Education Registers, states of accounts, income and expenditure.
- Awareness of their role and functions.
- Community mobilization activities organized by VEC/SDMC.
- Participation in training programmes; perceived benefits from training, suggestions for improvement of training.
- Involvement in school activities, management and supervision of schools, monitoring of teachers and students' attendance and students' performance in school and help given to CWSN.
- Linkage with PRI, BRC, CRC, NGOs and functionaries of other departments (e.g. health, rural development).
- Mechanism of flow of funds, use of funds, activities related to civil work.

From BRCs and CRCs, information would be collected on what they do for monitoring the performance of VECs and for organization of training programmes for them. From the organizers of training programmes and resource persons, information would be collected on the content of training modules, participation rate of VEC members, location of training workshops, problems encountered, suggestions for modification in training and feedback on training from participants.

#### **4. Methodology**

The methodology of the study is based on collection and analysis of both primary and secondary data. While the primary data would be collected through schedules designed specially for the study, the secondary data would be collected from the office records, plan documents, progress reports etc. Use of structured schedules will be limited to collect information holding quantitative implications and providing background to the issues emerging from qualitative data. Documents such as State Panchayat Acts, policy reforms on decentralization of educational administration, VEC Guidelines and/or leaflets, Training Modules and SSA Progress Reports of the districts and states would be examined to access information on planning and implementation of the community participation related activities under SSA in the selected districts/states. Information on the policy, rules and regulations and roles and functions of VECs will be collected from state and district level offices. A set of structured schedules would be designed to collect specific information relating to objectives of the study.

Furthermore, checklists for seeking information from education functionaries such as State level Functionaries (SPD and concerned Component In-Charge, District level Functionaries (DPC and Component In-Charge) Block Level Functionaries (BEOs and BRCCs BRPs, etc) CRC Co-ordinators and CRPs/Master Trainers etc would be prepared to gather information on different aspects of functioning of the school/VEC/SMC. Focused Group Discussions (FGDs) will be conducted to elicit information on perceptions of the community members, parents on the functioning of VECs/SMCs. and to prioritize the problems faced by the community in managing the schools.

Altogether 1000 villages/wards spread over 80 blocks and 40 districts would be selected (see Table 1). The districts and blocks will be selected giving due representation to the regions (cultural zones) of the state. The villages will be selected keeping in mind the size and composition of the block. Care would be taken that the local-specificities are reflected while sampling the blocks and the villages. Minimum 50 sample villages/wards in small states and maximum of 100 villages/wards in large states would be selected. Keeping in mind the representation of the regions and social groups, the villages/wards will be selected in consultation with the state SSA officials and local experts:

**Table 1. No of Sample Districts, Blocks and Villages/Wards**

<b>States</b>	<b>Districts</b>	<b>Blocks</b>	<b>Villages</b>	<b>Villages+ Wards</b>
1. Maharashtra,	1X4 = 4	4X2 = 8	8X10 = 80	80+20 = 100
2. Madhya Pradesh	1X4 = 4	4X2 = 8	8X10 = 80	80+20 = 100
3. Rajasthan	1X4 = 4	4X2 = 8	8X10 = 80	80+20 = 100
4. Delhi	1X2 = 2	2X2 = 4	4X10 = 40	40+10=50
5. Haryana	1X2 = 2	2X2 = 4	4X10 = 40	40+10=50
6. Punjab	1X2 = 2	2X2 = 4	4X10 = 40	40+10=50
7. Uttarakhand	1X2 = 2	2X2 = 4	4X10 = 40	40+10=50
8. West Bengal	1X4 = 4	4X2 = 8	8X10 = 80	80+20 = 100
9. Bihar	1X4 = 4	4X2 = 8	8X10 = 80	80+20 = 100
10. Jharkhand	1X2 = 2	2X2 = 4	4X10 = 40	40+10=50
11. Kerala	1X2 = 2	2X2 = 4	4X10 = 40	40+10=50
12. Karnataka	1X4 = 4	4X2 = 8	8X10 = 80	80+20 = 100
13. Nagaland	1X2 = 2	2X2 = 4	4X10 = 40	40+10=50
14. Mizoram	1X2 = 2	2X2 = 4	4X10 = 40	40+10=50
<b>TOTAL(14 States)</b>	<b>40 Districts</b>	<b>80 Blocks</b>	<b>800 Villages</b>	<b>1000 Villages/Wards</b>

The required data will be collected from the concerned officers at state, district, block, cluster and VECs/SDMCs/PTAs/Urban bodies at village/town level. The teams will interview the selected officers and will also examine various records/registers maintained by these bodies.

**Data Analysis:** Primary and secondary data collected through various schedules and documents would be analysed with the help of specifically designed computer programmes. The data generated through schedules with implication for quantification would be analysed and presented in tabular form. The qualitative data in the form of narratives of unstructured interviews, the observation records and notes would be analysed intensively to inform further in providing holistic view of the community participation under SSA.

#### **4. Time Frame**

The study would be completed in 10 months as per the following time plan.