



# **SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE**

## **Young Scholars' Enrichment Programme**

### **Role and Functioning of Local Self Government on Empowering Primary Level Education in Malappuram District**

**Chithra Gopinath**

Study Report submitted Under the Young Scholars Enrichment  
Programme Jointly conducted by SCERT, Kerala &  
Farook Training College, Kozhikode

**FAROOK TRAINING COLLEGE, KOZHIKODE**  
**2022-2024**

**Dr. Jayaprakash R. K.**

Director,  
SCERT, Kerala

---

## **CERTIFICATE**

I, **Dr. Jayaprakash K**, do hereby certify that this study report entitled **ROLE AND FUNCTIONING OF LOCAL SELF GOVERNMENT ON EMPOWERING PRIMARY LEVEL EDUCATION IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Chithra Gopinath** of M.Ed. Programme (2022 – 2024) under the supervision and guidance of **Mrs. Rajitha K V.**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

Trivandrum

.07.2024

**Dr. Jayaprakash, K.**

(SCERT, Director)

**Prof (Dr.) T. Mohammed Saleem**  
Principal,  
Farook Training College, Kozhikkode

---

## **CERTIFICATE**

I, **Prof (Dr.) T. Mohammed Saleem**, do hereby certify that this study report entitled **ROLE AND FUNCTIONING OF LOCAL SELF GOVERNMENT ON EMPOWERING PRIMARY LEVEL EDUCATION IN MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Chithra Gopinath** of M.Ed. Programme (2022 – 2024) under the supervision and guidance of **Mrs. Rajitha K V.**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by **SCERT, Kerala & Farook Training College, Kozhikode**

Trivandrum  
.07.2024

**Prof (Dr.) T. Mohammed Saleem**  
(Principal)

**Dr. M. JESA**  
**Professor**  
**Department of Education**  
**Farook Training College**  
**Kozhikode**

---

## **CERTIFICATE**

I, Prof. (Dr).M.Jesa, do hereby certify that this study report entitled, **ROLE AND FUNCTIONING OF LOCAL SELF GOVERNMENT ON EMPOWERING PRIMARY LEVEL EDUCATION IN MALAPPURAM DISTRICT** is an authentic record of bonafied study and research carried out by **Ms. CHITHRA GOPINATH** of M.Ed. Programme (2022-2024) under my supervision and guidance, and that it has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

Farook College  
(Supervising Teacher)

**Prof. M. JESA**

## **Panel of Expert**

SCERT, Kerala, and Farook Training College extend their heartfelt gratitude and sincere appreciation to the distinguished experts whose invaluable expertise and guidance significantly contributed to the success of this study. Their dedication and commitment at various stages of the project have been instrumental in achieving its objectives effectively.

- 1. Prof. (Dr.) M. A. Sudhir**  
*UGC Emeritus Professor,  
Gandhigram Rural Institute*
- 2. Prof. (Dr.) Abdul Gafoor K**  
*Department of Education,  
University of Calicut*
- 3. Prof. (Dr.) Noushad P.P**  
*School of Gandhian Thoughts and Developmental Studies,  
Mahatma Gandhi University*
- 4. Prof. (Dr.) Rajeswari K**  
*NVKSD College of Education,  
Attur*
- 5. Dr. Anju I**  
*Associate Professor,  
Government College of Teacher Education,  
Trivandrum*
- 6. Dr. Biju K**  
*Assistant Professor,  
Central University of Tamil Nadu*
- 7. Dr. Shobha Jacob**  
*Academic Coordinator,  
SCERT*

## **DECLARATION**

I, **CHITHRA GOPINATH**, do hereby declare that this study report entitled, **ROLE AND FUNCTIONING OF LOCAL SELF GOVERNMENT ON EMPOWERING PRIMARY LEVEL EDUCATION IN MALAPPURAM DISTRICT** is a genuine record of the research work done by me under the supervision of **Dr. M. JESA**, Professor, Farook Training College, and that no part of the thesis has been presented earlier for the award of any Degree, Diploma, Associateship or other similar title or recognition in any other University.

Farook College

**CHITHRA GOPINATH**

## **ACKNOWLEDGEMENTS**

At the very outset the investigator is greatly indebted to her supervising teacher Dr. M. Jesa, Professor of Education, Farook Training College, for the support, generous help, valuable suggestion and guidance throughout the study.

The investigator expresses her sincere thanks to Prof. Dr. T. Mohammed Saleem, Principal, Farook Training College, for his whole hearted cooperation in extending the facilities and for the encouragement provided to conduct this study.

The investigator is deeply indebted to the Director of SCERT, the Principal of DIET Malappuram, and all the 17 BRC's in Malappuram district for their invaluable support in carrying out a study on the educational problems of Malappuram district. The guidance and support of Prof. (Dr.) M. A. Sudhir, Prof. (Dr.) Abdul Gafoor K., Prof. (Dr.) Naushad P. P., Prof. (Dr.) Rajeswari K., Dr. Anju I., Dr. Biju K., and Dr. Shobha Jacob are also gratefully acknowledged. I express my sincere thanks to Smt. Vineetha, Research Officer, KILA, Thrissur for her co-operation in completing my data collection procedure.

Sincere thanks to the members of the faculty and library staff at Farook Training College for their kind co-operation.

Finally, I would like to extend my love and gratitude to my family and friends for providing whole hearted support and help to complete the task successfully.

Farook College

**CHITHRA GOPINATH**

## LIST OF CONTENT

Chapter	Titles	Page No.
1	INTRODUCTION	1 – 10
2	REVIEW OF RELATED LITERATURE	11 – 45
3	METHODOLOGY	46 – 57
4	ANALYSIS AND DISCUSSION	58 – 122
5	SUMMARY AND CONCLUSIONS	123 – 135
	REFERENCES	136 – 138
	APPENDICES	



## LIST OF TABLES

Table No.	Title	Page No.
1.	Interpretation of data on interview schedule for members of Village Education Committees	61
2.	Case 1: Interpretation of data from Pathiripadam GLP School	64
3.	Case 2: Interpretation of data from Cholamunda GLP School	77
4.	Case 3: Interpretation of data from Pariyambalam GLP School	88
5.	Case 4: Interpretation of data from Tiruvali GLP School	99
6.	Case 5: Interpretation of data from Kaattumunda GLP School	111

## LIST OF APPENDICES

No	Title
I	Interview schedule for Members of Village Education Committee
II	Interview schedule for School Headmasters
III	Translated summary of documents analyzed

# **INTRODUCTION**

- *Need and Significance*
- *Statement of the Problem*
- *Operational Definition of Key Terms*
- *Objectives of the Study*
- *Hypotheses of the Study*
- *Methodology of the Study*
- *Scope and Limitations of the Study*
- *Organization of the Report*

**"Education is the most powerful weapon which you can use to change the world "**

(Nelson Mandela)

Education is a driving force behind a person's whole development. It makes it possible for everybody to understand the way society develops and operates. Education is essential for the advancement of a person's career and personal life. It fosters the rationale and problem solving skills that are essential to every person's success. Students who received education also acquire a sense of civic duty and an appreciation for the value of education in life.

The Right to Education Act of 2009 established education as a child's fundamental right. Every child of age from 6 to 14 years is provided free and compulsory education by RTE and the responsibility is vested with the state and Central Government (RTE Act and Article 21A). The right to education act mandates free and compulsory elementary education entrance, attendance and completion. The Act outlines the obligations of the relevant government, local authority and parents with regard to providing free and compulsory education as well as the distribution of financial and other responsibilities between the federal and state governments. The creation of Panchayati Raj institutions at the village, block and district levels under the terms of the 73rd amendment to the constitution allows for increased public involvement in raising the standard of education. Local Self Government or Panchayati Raj, is a democratic system of government that gives

Three tier panchayat entities the authority and duty to create and organise various departments at the base level. At the three tier level of local government, initiatives to improve the standard of education are developed in collaboration with the state education department and other organisations. The management and control of elementary schools falls within the purview of the Grama Panchayat. A District Panchayat, a Block Panchayat, at the intermediate level, and a Grama Panchayat for each village are all included in the Act.

The National Policy of Education (1986) established objectives for the decentralized administration and planning of elementary education. The majority of individuals are ignorant of the roles that the local community plays. Selvi in her article on —Community owning on elementary schools to ensure quality educationll claims that a large number of Tamil Nadu's local education committees are aware of their responsibilities. The Village Education Committee bears the responsibility of initiating different schools related initiatives, such as student enrollment and retention, as well as facility improvements.

In order to engage the community with instructional challenges, the district primary education programmes were designed. Decentralization of operations, authority transfers, and local self government participation are permissible by the 73rd and 74th amendments to the constitution. The village education committee is responsible for curriculum and pedagogy improvement, school mapping, micro planning, and building development. Shiksha Abhiyan was started with the goal of advancing primary education through community involvement at different levels. In accordance with the RTE act, the local government is required to guarantee the

provision of neighbourhood schools and to provide free and obligatory education to all children as mentioned in section 6. It must be made sure that the child pertaining to disadvantaged social group is unable to finish primary school. All local authorities are required to keep records on youngsters until they become fourteen. Local authorities will oversee and ensure that elementary school students are admitted, attend the classes and complete their education. One of the primary duties of the local government is to supply the necessary infrastructure, which includes educational facilities, faculty and supplies for the classroom. As mentioned in Section 4, special training facilities must be made available. It is the primary responsibility of local governments to provide timely curriculum and course of study as well as high quality primary education. There must be training facilities available for educators. The Act also discusses the school management committee (SMC) which is made up of teachers, parents or guardians and elected local government officials. SMC will keep an eye on how the school is operating and will suggest and create a plan for its development. Here comes the significance of local self-government in the process and product of education.

### **Need and Significance**

According to international standard classification of education, primary education provides learning and educational activities typically designed to provide students with fundamental skills in Reading, Writing and Mathematics and established a solid foundation for learning and understanding core areas of education and personal development, preparing for lower secondary education. It focuses on learning at a basic level of complexity with little, if any, specialisation. Local self-

government involves the conception of a territorial, non- sovereign community processing the local right and the organisation to regulate its on affairs. (Robson,1996).

Infrastructure development, school and preschool education, and other matters fall under the purview of local government. Local government works to involve the public at large in the efficient management of resources, which fosters a feeling of civic duty among adults and students to recognise the value of education in life. From a Panchayat Raj perspective, these institutions are crucial to the advancement of basic education. Panchayati Raj institutions are also beneficial to rural development. The major system of village development through elementary education healthcare, agriculture and women and child development is the function of Panchayati Raj institutions.

Malappuram district in Kerala, has been receiving many programmes to uplift the community in all domains of life. Still more attention is to be paid to the few Panchayats which are educationally backward. The schemes of the government have been focusing on the development of secondary school education. Many schemes and programmes have been initiated in Malabar region for the total uplift of the society. Government of Kerala has been focusing on education sector in Malappuram district. Most of the schemes and the programmes are concentrated at secondary level education. With a futuristic vision, primary level education needs to be revamped.

### **Statement of the Problem**

The present study is entitled Role and Functioning of Local Self Government on Empowering Primary Level Education in Malappuram District. Local Self Government aims to promote the local economic development and infrastructure development. It is the duty of local self-government to promote and develop primary education, health and child development. The aim of primary education is to provide children with a foundation step for leading a successful future life. Local Self Government is expected to play a vital role in eradication of illiteracy and enhancement of primary education to a great extent. The study tries to examine the role and functioning of local self-government in empowering primary level education in Malappuram district.

### **Operational Definition of Key terms Local self-government**

The term local self-government in the study refers to institutions involving locally elected representatives managing the affairs of primary level education.

### **Primary Level Education**

Primary level education refers to elementary education which is divided into two parts namely: lower primary of classes 1 to 5 and upper primary classes of 6 to 8 with children aged 6 to 14 years old.

### **Role and functioning**

The term refers to the stated responsibilities and the strategies of operation to discharge the responsibilities.



### **Objectives of the Study**

- To study the role and functioning of local self-government on empowering primary level education in Malappuram district.
- To analyse the domains, strategies and extent of involvement of local self-government on the functioning of the primary schools in Malappuram district.
- To study the learning environment in selected primary schools functioning under the selected VEC's
- To collect recommendations and suggestions of members of VEC's and heads of schools on future strategies for empowering primary level education in Malappuram district
- To suggest measures for efficient and sustained process of empowering primary level education by local self-government in Malappuram district.

### **Methodology**

#### **Method**

The present study followed qualitative research methodology. Qualitative research emphasizes methods such as interviews, observation and analysis of textual and visual data. Qualitative method is adopted for the present study where the data are gathered through document analysis, discussion with resources and interviews on the cases of members of five Village Education Committees and Heads of five primary schools in Malappuram District.

### **Sample used for the Study**

The cases of the study comprises

- Members of five VEC's in Malappuram district
- Heads of five primary schools under the village education committees

### **Tools and documents**

- Government documents on three tier system
- Discussion points for interaction with the resource person of KILA
- Interview schedule for members of Village education committee
- Interview schedule for heads of primary school.

### **Techniques**

- Document analysis

The technique of methodically examining or assessing both printed and electronic documents is known as document analysis. The present study involves analysing various government documents regarding role of local self government in empowering primary education.

- Qualitative analysis of interview data

The data collected through interview schedule is analysed qualitatively.

### **Data Collection Procedure**

To collect data from the sample, interview schedule for Village Education Committee members was developed. The data collected directly from members were

analysed qualitatively. The educationally backward village was selected by referring to authentic sources. Under each Panchayat, schools which are backward educationally are identified by collecting details from Panchayat education committee members. The role and the functions of LSG's were studied through interactions with officials of KILA and other agencies like BRC.s and also through document analysis. After identifying the schools the investigator conducted interviews with members of VEC's and heads of the schools, using interview schedules on the functioning of concerned LSG.s .

The study is qualitative in nature and therefore for the analysis of data collected was done qualitatively. Recommendations and suggestions were be collected regarding future strategies for empowering primary level education in Malappuram District.

### **Scope and Limitations**

The study is aimed to investigate the role and functioning of Local Self Government on empowering the primary level education by studying the learning environment of primary schools and analysing the domains, strategies and extent of involvement of Local Self Government in the functioning of primary schools. Initially the investigator analysed the various government documents describing the role and functioning of the local self government. After analysing the documents, the investigator understood the role and functions of local self government in primary schools, then the learning environment of the primary school in selected panchayats was studied to find out whether there is a proper learning environment provided in the schools.

For this study, the investigator prepared an interview schedule for the Village Education Committee and for headmasters of the school and conducted interviews regarding the role and functioning of local self government on empowering the primary level education.

Despite the efforts made to ensure perfection, certain limitations have intervened. Only five villages were considered as the cases for the interview, considering the backwardness in educational processes. The schools which were suggested by the members of VEC alone formed the second set of cases.

### **Organization of the Report**

The report is organized in five chapters. The details included in each chapter are:

#### **Chapter 1**

The chapter provides a brief introduction of the study, including need and significance of the study, statement of the problem, definition of key terms used in stating the problem, objectives of the study, brief outline of methodology used, scope, and limitations of the study, as well as report organization.

#### **Chapter 2**

The chapter deals with the theoretical overview of local self government and primary level education and literature relevant for the study.

### **Chapter 3**

The chapter deals with the methodology of the study, describes the details of interview schedule used for collecting information, selection of sample, data collection procedure, and techniques used for data analysis.

### **Chapter 4**

The chapter describes the methodology of the study in detail, the tool used for the study, sample of the study and data collection procedure.

### **Chapter 5**

The chapter presents the summary of study along with major findings of the study, educational implications of the study and suggestions for further research.

## *Chapter II*

# **REVIEW OF RELATED LITERATURE**

- *Theoretical Overview*
- *Review of Related Studies*

A Literature review is a critical analysis of what is known about the study topic, the themes related to it, and the various properties expressed regarding the topic (Lambert, 2012). A literature review is an extensive examination and assessment of published literature relevant to a certain research issue or topic. A wide range of literary works are examined, such as books, journals ,articles from published conferences, books, magazines and blog posts. One of the foundations of research idea is the literature review, which brings out the need for the study, examining the context, significance and history. A well-written literature review adds to scholarly discussions on the subject; shows that the researcher is knowledgeable about the body of current literature, and sets the stage for the new investigation. A literature review serves the additional goal of assisting researchers in avoiding repetition of prior work and making sure that their work is influenced by and expands upon the corpus of current knowledge. Literature reviews serve a variety of functions.

The most frequent motivation for writing literacy evaluations is to become knowledgeable about a particular subject. One effective method for learning and remembering information about a subject is to review and summarize information from numerous sources. In a similar way, publishing a literature review can instruct readers on the subject. Giving a reader, a summary of multiple sources provides a fundamental understanding of the issue from a variety of perspectives.

The aim of the present study was to study the role and functioning of Local self- government on empowering primary level education in Malappuram district in

Kerala . A brief review of theoretical perspectives and review of related studies are presented under the headings:

### **Theoretical Overview**

#### **Review of Related Studies**

#### **Theoretical Overview Local Self-Government in Kerala: The Origin**

Kerala has 152 Block Panchayats, 14 District Panchayats, 87 Municipalities, 6 Municipal Corporations, and 941 Grama Panchayats as its local government units. Kerala is home to 1200 local self-government organizations in all. Gram Sabhas are a major conduit for the local self- government. In 1957, E.M.S. Namboodiripad established the Administrative Reforms Committee (ARC). In 1958, the Kerala District Council and Panchayat Bills were passed. In 1960, during the Pattom Thanu Pillai ministry, the Kerala Panchayat Act was passed. While the EMS Government was in power in 1967, the Kerala Panchayat Raj Bill was passed. Panchayats would be the fundamental unit and zilla parishads would be the district-level body under the government's proposed two-tiered system. After minor revisions, the 1967 bill's content was taken into consideration and the Kerala District Administration Bill was introduced in 1971. This Bill expired as well. Later in 1978, the Kerala District Administration Bill was discussed. In 1979, it was approved. The inaugural District Council election was conducted on January 29, 1991. The majority of local infrastructure development also occurs in the domain of panchayats and nagarapalikas. Important public sector entities, including care foundations for various underprivileged groups, hospitals, anganwadis, schools, agricultural



institutions, hostels for SC & ST, and hospitals, have been transferred to local governments. Pampakuda panchayat, Ernakulam, is Kerala's first digital panchayat. An association of Grama Panchayats is the Kerala Grama Panchayat Association. The Grama Panchayat Association is a member of every Grama Panchayat.

### **The Kerala Panchayati Raj Act 1994**

On 23<sup>rd</sup> April 1994, the State Legislative Assembly enacted the Kerala Panchayati Raj Act. The Act replaced the District Administration Act of 1979 and the Kerala Panchayati Raj Act of 1960. On 30<sup>th</sup> September 1995, the Kerala Panchayati Raj system was put into place. To establish a standard system of local government throughout India's constituent states, the Government of India passed the 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments in 1994. It instituted a one-tier system in cities and a standard three-tier structure in rural areas. The Panchayati Raj was envisioned by the 73<sup>rd</sup> Amendment as institutions of self-government. The special features of the Act include:

Principal Local Administration Departments

The Commissionerate of Rural Development

The Directorate of Urban Affairs, and the Panchayat Directorate in 1987

The Town and Country Planning Department and the Rural Development Department were initiated.

In 1962, the Department of Municipal Administration now known as the

Directorate of Urban Affairs was founded.

The Department of Local Self Government currently oversees the Directorate of Urban Affairs.

The administration of Kerala's sixty municipalities and five municipal corporations is under the purview of this agency.

### **E-Gram**

E-Gram, a data analytics application that keeps and analyzes all of the personal information about each member of a panchayat, was developed specifically for Gram Panchayats. Real-time analytics on population, literacy rate, sex ratio, poverty threshold, and availability of clean water, energy, healthcare, and other resources are produced by E-Gram.

### **Village Panchayat**

A Village Panchayat is intended for every village under the Kerala Panchayati Raj Act of 1994. Village Panchayats in Kerala are rather large, with an average population of 25,000 people. The Village Panchayats now have significant authority over nearly all local level institutions thanks to the Act.

### **Block Panchayat**

Block Panchayats should have a minimum of eight and a maximum of fifteen members who are directly elected. The Block Panchayat is comprised of two groups:

- (a) Its elected members; and (b) the presidents of the village panchayats within its jurisdiction. From among the members of the Block Panchayat who have

been directly elected, the President and Vice President will be chosen. In both Block and District Panchayats, one-third of the seats are set aside for women.

### **District Panchayat**

Members of the District Panchayat who are directly elected must be at least 15 years old and not more than 25. The Presidents of the district's block panchayats (ex-officio members) and elected members make up the District Panchayat. Block Panchayats and District Panchayats have been kept separate from members of Parliament and the Legislative Assembly.

### **Decentralized planning**

The LSGIs are to establish and carry out programmes for social justice and economic development, according to the Constitution and State Acts . As a result, during Five Year Plan IX, the Planning and Economic Affairs Department decentralized the planning process in the State by executive order, which was introduced in July 1996. The decentralized planning process was created by the government in July 1996 under the banner of the People's Plan Campaign, in which all facets of society actively participated through development seminars, Grama/Ward Sabhas, and working groups. The decentralized programme in the State was reorganized and given the name "Kerala Development Plan" during the X Five Year Plan. Decentralized planning in Kerala has been preparing for the 2007–2008 implementation of the XI Five Year Plan. Empowerment through education was one of the focal areas in the plan. After Five year Plan XII, NITI Ayog also has

been concentrating on the theme of education. Organizational set up of Local self – government, Urban Local Bodies (ULB's) and Panchayat Raj Institutions (PRI's) are the terms used to describe Local Self Government Institutes (LSGIs) that are established in non-rural and rural areas, respectively. In accordance with national and state policies, the government in the Local Self Government Department (LSGD) is authorized to issue general guidelines to the Local Self Government Institutes (LSGIs) regarding finance, account maintenance, office management, scheme formulation, beneficiary and site selection, welfare programmes, and environmental regulations. The LSGI's are required to abide by these directives. Additionally, the government does periodic performance audits regarding the management of the LSGI's. The Directors of Panchayats, the Commissioner of Rural Development, and the Director of Urban Affairs, respectively, are in charge of the Grama Panchayats, Block Panchayats, and Municipalities.

The government has direct authority over both the Municipal Corporations and the District Panchayats. According to the Kerala Municipality (Manner of Inspection and Audit System) Rules, 1997 and Kerala Panchayat Raj (Manner of Inspection and Audit System) Rules, 1997, the State Performance Auditor conducts performance audits of the LSGI's.

The weakest type of decentralization, known as deconcentration, is the division of authority among central authority employees who are dispersed throughout many locations. By virtue of delegation, authority is exercised on behalf of the central authority as it moves from the centre to a lower level that is nonetheless answerable to it. Under devolution, authority is shifted to a lower level

that makes autonomous decisions in the designated domains. In the end, decentralization of education is supposed to position power within the community where learning really occurs, which is typically in educational institutions or, for basic education schools. It would imply giving the community, which gains from schools or is supposed to benefit from them, some degree of control over how the institutions are run. The type or degree of decentralization determines how much authority is shared with the community, which is the school's main stakeholder. When the community at large or the main school stakeholder takes on the authority to make decisions on every aspect of the school's operation, decentralization may reach its peak. The degree and kind of decentralization also vary according to the extent to which power is kept by and shared with middle-level decentralization structures, or channels. In the process of decentralization of elementary education in Kerala some power to run schools is dispersed to different structures in the state. There are two middle level structures in decentralization between the state centre and the grassroots level school. One is the structure of the political system of the elected representatives of people or the local self-government. The other is the structure of the civil society of community representatives of sectional groups and voluntary organizations

These two structures participate in elementary education of Kerala in different degrees. Local self-government participation in elementary education is the outcome of the direct transfer of power from the state centre to the local political system. So far as the state acknowledges and/or supports the efforts of civil society representatives in delivering elementary education—for which the state has taken ultimate responsibility—civil society participation in elementary education can be seen as the outcome of "deemed to be decentralization."

### **Schools coming under local self -government**

According to the decentralization that took effect following the 1994 acts, the local self- governments in Kerala now have authority over all state-run schools. The village panchayat where the state primary schools are located now oversees the schools, which only provide classes I–IV or Lower Primary level. All remaining state school levels, including higher secondary classes XI–XII, are under the district panchayat's control, whether or not they have primary and/or high school portions attached. All public schools, regardless of level, in urban areas are governed by the local self-government of the corresponding corporation or municipality. The money for the upkeep and expansion of the schools under their jurisdiction are provided by the panchayats, municipalities, and corporations that make up their local self-governments. Additionally, they have a standing committee on education that oversees the growth of the educational institutions. One of the factors contributing to Kerala's state sector schools' adequate infrastructure is its decentralized setup. The State Economic Review states that in 2010, almost all (99.93%) of Kerala's state schools were housed in pucca buildings. In 2010, the number of state schools with thatched shelters was limited to three (Government of Kerala 2011b). With an increase of 7% GDP in 2022-23 and 11.7% growth in 2023-2024 is proposed.

### **KEAR Revision Committee**

The separation of responsibilities between the local self-government and the state education department appears to be unclear. It is included in the report of the KEAR Revision Committee, along with recommendations for a distinct division of duties. The committee's recommendations suggest that the local self-government's decentralized powers be restricted to upkeep of school facilities and development

initiatives. It was also suggested that the local self-government have a recommendatory function in other areas (Government of Kerala 2008: 36).

Other functions of the PEC/MEC/CEC mentioned in the report of the KEAR Revision Committee relate to the working of individual schools and overlap with those currently undertaken by the PTA of individual schools. The PEC/MEC/CEC leaves these functions to the school level body of the PTA. It assesses the educational needs of the locality and recommend the opening of new schools or upgrading of existing schools and preparing a perspective plan for educational development in the areas of jurisdiction of the Local Self-Government Institution.

Kerala's SSA has embraced a decentralized structure similar to that of the state education department. The state project office, located in the state capital, the district project office, located in each district, and the block resource centres (BRC's), located beneath the districts, make up the SSA structure. Individual schools are reached by SSA programmes via BRC's. The annual work plan of the SSA in the schools under their jurisdiction is prepared by the education councils of the local self-governments.

The district's BRC's receive funding in accordance with their authorized yearly work plan. The district project office pays advances to the BRCs for the expenses incurred at the BRC/school level. The statement of accounts and utilisation certificate must be used to modify them against actual expenditure. Another example of decentralization in the context of the SSA is when local self-governments give the district project officer of the SSA directly thirty-five percent of the authorized SSA

allocation of the schools under their separate local self-governments (SSA-Kerala 2006).

### **Sarva Shiksha Abhiyan (SSA)**

The Government of India's flagship programmes for achieving Universal Elementary Education (UEE), Sarva Shiksha Abhiyan (SSA), is comprehensive and integrated, spanning the entire nation in a mission mode. SSA was introduced in 2001–2002 in collaboration with local self-governments and state governments. By 2010, all students in the 6–14 age range receive elementary education that is both relevant and helpful thanks to this programme. It is an endeavor to make education more accessible and of higher quality by using process-based, time-bound implementation strategies along with decentralized, context-specific planning. With time-bound goals, the programme emphasizes closing all gender and social category gaps at the elementary school level. While SSA is an umbrella programme that encompasses other programmes like the District Primary Education Programme (DPEP), Lok Jumbish, Operation Blackboard, etc., it is also a programme with its own goals, standards, and procedures.

The programme's enormous scope and the associated financial costs necessitate careful planning and a thorough evaluation. In the past 50 years, India has advanced significantly in the area of education. Achieving the objectives of universal elementary education was likewise given high emphasis in the National Policy on Education of 1986 and the Programme of Action of 1992. Over the past 40 years, a number of initiatives have been introduced to achieve universal elementary education.



Through community involvement and a mission-driven approach, Sarva Shiksha Abhiyan aims to equip all children with high-quality education. The main features of SSA are:

- A well-defined plan for universal elementary education
- A reaction to the nationwide need for high-quality basic education
- A chance to advance social justice via basic education
- An attempt to collaborate with Panchayati Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils, and other grassroots structures in the administration of elementary schools.
- A cooperation between the federal, state, and local governments
- A demonstration of political will for universal elementary education nationwide

A chance for the states to create their own basic education policies.

### **Aims and objectives of SSA**

By 2010, all children aged 6 to 14 would have received a relevant and useful basic education thanks to the Sarva Shiksha Abhiyan. Another objective was to close gender, racial, and social divides by actively involving the community in school administration. The primary goals of SSA were:

- By 2003, every child in school, at the Education Guarantee Centre, in an alternate school, and at a "Back-to-School" camp.

- By 2007, every child has finished their five years of primary education.
- By 2010, every child has completed eight years of elementary school.
- Place a strong emphasis on lifelong learning while providing a basic education of adequate quality.
- Close all gender and social class gaps by 2007 at the primary school level and by 2010 at the elementary school level.
- All-encompassing retention by 2010.

### **Samagra Siksha Abhiyan**

The SSA merged with National Education Mission in 2018. The project at the secondary level Rashtriya Madhyamik Shiksha Abhiyan and SSA together came to be known as Samagra Siksha Abhiyan (2018)

### **Kerala Institute of Local Administration**

The state government's One Local Self-Government One Idea (OLOI) project is a workable development strategy for promoting an innovation ecosystem. Finding issues that local government has not yet addressed, categorizing them, and putting solutions in place are the objectives. Through the Local Innovation Programme, creative ideas that are identified are evaluated and developed further.

In order to identify solutions to the development crisis encountered in each sector at the local body level, this project is moving forward through the combined intervention of academic institutions, industry/start-up, and a community of practice (CoP) with 2specialists in the varied subject areas. The Kerala Development and Innovation Strategic Council (K-DISC) is in charge of all of these initiatives.

To move this project ahead, the Kerala Institute for Local Administration (KILA) is in charge of the trainings that are being conducted at the local body and state levels. To that end, at the district level, KILA has trained academic specialists and resource personnel at each local body level. Training was carried out at the block, municipality, and gram panchayat levels with the help of these resource people and an academic expert team. Half-day seminars are being held by the local authority to learn about the issues and innovative solutions faced by all local self-government. Every single one of these initiatives is planned and overseen by KILA. Because this endeavour is new, such preparation is essential.

### **Major functions of KILA**

KILA 's mission is to empower and expedite the state's socio-economic development by building the local self-government institutions. The major functions of KILA are :

#### **Instruction in municipal self-government**

- Collaborative planning
- Encourage decentralized government in both rural and urban areas.
- Provide comprehensive planning, research, capacity building, policy advocacy, and field exposure training to elected and non-elected authorities.
- Institutional management
- Onboarding instruction
- Child-right governance

**Regional centres of KILA**

The regional centres of KILA are :

- i. Centre for Human Resource Development, Kottarakkara, Kollam.
- ii. Centre for Tribal Development and Natural Resource Management, Agali, Palakkad
- iii. Centre for Socio-Economic Development, Kottarakkara, Kollam
- iv. Centre for Good Governance, Mannuthy, Thrissur.
- v. Regional Centre, Thiruvananthapuram
- vi. Centre for Organic Farming and Waste Management, Thaliparamba, Kannur

**National Education Policy 2020**

According to National Education Policy 2020 (NEP) "—an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, thereby making India a global knowledge superpower" will bring about a significant transformation in education. Access, Equity, Quality, Affordability and Accountability are the five guiding pillars upon which NEP 2020 is built. Our youngsters will be better equipped to handle the various domestic and international issues of the modern and future thanks to it (Government of India, 2023)

The National Education Policy 2020 places a strong emphasis on the fundamental values and idea that education should foster not only cognitive abilities, or the "foundational skills" of reading and numeracy as well as "higher-order"

abilities like critical thinking and problem solving, but also social and emotional abilities, or "soft skills," which include empathy and cultural awareness, grit and perseverance, teamwork, leadership, and communication, among other things. The Policy places particular focus on achieving the basics of reading and writing in primary education institutions for all by 2025, with the goal of universalizing pre-primary education. It makes numerous recommendations for changes to the educational system at all levels in order to guarantee the quality of education. These include strengthening teacher preparation programmes, changing the current examination and assessment system, changing the curriculum to include pedagogy with a 5+3+3+4 design for students in the age range of 3 to 18 years, and restructuring the education regulatory framework. It aims to, among other things, boost technology use, boost public funding for education, and put more emphasis on adult and vocational education. It suggests that each subject's curriculum be pared down to its "core essential" information in order to provide room for learning that is comprehensive, analytical, and discussion-based.

In order to develop a new system that is in line with the aspirational aims of 21st-century education as well as India's tradition, culture, and value system, it also suggests revising and overhauling every component of the educational framework, including the regulation and control of schools. A number of current and planned projects, such as question banks focused on learning outcomes, electrified text books, high-quality e-content for teacher and learner capacity building, etc., will integrate technology with education. The strategy also mentions how expanding access to education has been aided by the establishment of elementary schools in

every community around the nation. But it has also resulted in the creation of relatively small schools with few pupils, which makes it difficult to operate instructors and physical resources. (Government of India 20223)

### **NEP about Primary education**

Every school shall strive for a pupil-teacher ratio (PTR) of less than 30:1, with locations with high proportions of socio -economically disadvantaged pupils aiming for a PTR of less than 25:1. To teach fundamental literacy and numeracy, teachers will receive ongoing professional development along with training, encouragement, and support. In order to guarantee that every student is prepared for school, NCERT and SCERT's will create a three-month play-based "school preparation module" for all Grade 1 students. This module will involve working with parents and peers and will include activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers.

The Digital Infrastructure for Knowledge Sharing will host a national collection of excellent materials on basic literacy and numeracy (DIKSHA). Books that are enjoyable and motivational for learners of all skill levels will be created, with the use of technology where necessary, and properly translated into all local and Indian languages. These books will then be widely accessible in public libraries and schools.

When children are malnourished or ill, their learning capacity is reduced. Therefore, the school system will address children's nutrition and health, including their mental health, by implementing community involvement, hiring qualified

social workers and counselors, and serving them healthy meals. Every student in school is required to have routine physical examinations, particularly in order to receive a 100% vaccination record. Health cards will be provided to track these visits. Ensuring that students are enrolled in and attending school must be one of the main objectives of the educational system. India has achieved nearly universal primary school enrollment in recent years because of programmes like the Right to Education Act and the Sarva Shiksha Abhiyan (and Samagra Shiksha Abhiyan). To encourage dropout children to return to school and to stop other youngsters from doing the same, two main measures have been implemented. First and foremost, adequate and efficient infrastructure must be established to ensure that all kids, from pre-kindergarten through Grade 12, have access to a safe and stimulating education. The second is to track pupils' progress in school closely in order to attain universal participation.

To make sure that all school-age children are attending and studying in schools, counselors or trained social workers affiliated with schools/school complexes and instructors will regularly work with students and their parents.

They will also travel through and interact with communities. The Foundational Stage will include the ECCE curriculum and pedagogy along with five years of flexible, multilevel, play- and activity-based learning. Building on the play, exploration, and activity-based pedagogical and curricular style of the Foundational Stage, the Preparatory Stage will consist of three years of instruction. Each subject's curriculum will be pared down to its most necessary components in order to allow

for more critical thinking and learning that is inquiry-, discovery-, discussion-, and analysis-based as well as holistic.

To make sure that all school-age children are attending and studying in schools, counselors or trained social workers affiliated with schools/school complexes and instructors will regularly work with students and their parents. They will also travel through and interact with communities. The Foundational Stage will include the ECCE curriculum and pedagogy along with five years of flexible, multilevel, play- and activity-based learning. Building on the play, exploration, and activity-based pedagogical and curricular style of the Foundational Stage, the Preparatory Stage will consist of three years of instruction. Each subject's curriculum will be pared down to its most necessary components in order to allow for more critical thinking and learning that is inquiry, discovery, discussion, and analysis-based as well as holistic.

The home language, mother tongue, local language, or regional language will serve as the medium of instruction through at least Grade 5, but ideally through Grade 8 and above. To help students at all levels develop these various critical skills, curricular and pedagogical initiatives will be implemented in concert. These initiatives will include the introduction of modern subjects like Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at appropriate stages.

During Grades 6–8, each student will participate in an enjoyable course that provides an overview and practical knowledge of a variety of significant vocational



crafts, including carpentry, electrical work, metal work, gardening, and pottery making. (NEP 2020)

### **Village Education Committee**

Under Sarva Shiksha Abhiyan, Village Education Committees are constituted. A village's Village Education Committee is the school-level regulating organization for the village. Parents are encouraged to take their children to school because VEC ensures that the community is interested in the efficient operation of the school. Universalizing basic education is the primary objective of VEC. The committee is involved in micro-planning, village education planning, teacher effectiveness monitoring, school infrastructure upkeep, and oversight. India's 1986 National Policy on Education, which was revised in 1992, reaffirmed the country's commitment to implementing Universal Elementary Education (UEE). The local community's involvement becomes crucial to achieving this, as it is essential to India's ambition of making elementary education universal. Through VEC, the local community's effective cooperation can be maximized. The Village Education Committee is referred to as VEC. VEC appears to be a vital connection between the local community and the children's primary and secondary schooling. (SSA 2004)

### **Members of Village Education Committee**

- i. The Headmasters of the Lower Primary Schools in the area will elect one member to the Local Education Committee

- ii. The Headmasters of the Upper Primary Schools in the area, and if there are multiple Upper Primary Schools, one of the headmasters elected by them from among themselves
- iii. The Managers of the Aided Primary Schools in the area will elect one member to the Local Education Committee from among themselves
- iv. The Panchayats, Municipal Councils, or Corporation in the area will elect one member
- v. Two members will be nominated by the Government. They must be individuals with prior teaching experience and familiarity with the local educational landscape. One representative from the Scheduled Castes and Tribes and other educationally disadvantaged groups must be one of the members.

The convener of the committee will be the headmaster of the local upper primary school, and the members may choose the president from those chosen or nominated under clauses (iii), (iv), and (v). If a committee member misses two meetings in a row without the president's approval, they will no longer be members of the committee.

### **Role and responsibilities of Village Education Committee under SSA**

In terms of structure, VEC is a school's executive body, with a few members serving as representatives. Since a VEC's membership requirements are state-specific, each state government sets them independently. Some additional

institutions also exist, usually in different circumstances and with functional equivalents to VEC.

- i. Taking receipt of, using, and adhering to regulations for all funds awarded under the SSA, as well as maintaining documentation of all expenses incurred
- ii. Yearly work plan at the residence/school level (referred to as a "micro plan" under SSA) that is prepared and implemented in order to meet SSA objectives.
- iii. Encouragement of community members to provide financial, in-kind, or labor donations for the school's overall growth.
- iv. Building any type of civil project connected to educational institutions authorized by the SSA.
- v. Monitoring children's enrollment, attendance, retention, and learning attainment levels on a regular basis.
- vi. Putting together events including registration drives, public awareness campaigns, and children's fairs (SSA 2004)

### **Sustainable Development Goals**

The sustainable Development Goals also called Global goals, are a set of 17 integrated goals that the United Nations adopted in 2015 as part of a global call to action to end poverty, to protect environment, and guarantee that by 2030 everyone lives in peace and prosperity. Nations have pledged to give least developed nations development the highest priority. The SDGs aim to eradicate discrimination against women and girls, hunger, AIDS and poverty. The SDGs must be accomplished in

every setting with the help of all societal members inventiveness, expertise, technology and financial resources (UNDP 2024).

### **SDG and Goal 4: Quality education**

A great deal of progress has been made toward attaining the goal of universal primary education since 2000. The proportion of children not attending school has decreased by nearly half globally, with the overall enrollment rate in developing nations reaching 91% in 2015. In addition, there has been a significant rise in the percentage of girls enrolled in school than ever before and in literacy. These are all outstanding accomplishments. In several emerging places, advancement has also been difficult because of extreme poverty, armed conflicts, and other crises. GER in India increased to 28.4%(2021-22) and has got reflected in the Kerala State also .

#### **Goal targets:**

- Make sure that all boys and girls receive free, equitable, high-quality primary and secondary education by 2030, resulting in learning outcomes that are pertinent to and effective for Goal 4
- Ensure that all boys and girls have access to high-quality pre-primary education, early childhood development, and care by 2030 so they are prepared for primary education.

Make sure that all men and women have equal access to reasonably priced, high-quality technical, vocational, and postsecondary education by 2030, including university education.

- Increase the proportion of children and people with the necessary skills—technical and vocational—for employment, respectable careers, and entrepreneurship by a significant margin by 2030.
- Construct and renovate educational facilities that include the needs of children, people with disabilities, and women, and that offer a safe, peaceful, welcoming, and productive learning environment for all.

### **Science Technology Engineering and Mathematics Education (STEM)**

STEM education aims to create and offer cutting-edge answers to global problems, especially those that are directly connected to the 2030 SDG (UNESCO,2016)

#### **STEM skills**

- Information processing - Data interpretation and data analysis
- Scientific investigation
- Manipulative and technological skills
- Computational thinking
- Cognitive skills
- Problem solving and engineering thinking

#### **Approaches to STEM education**

There are various approaches to integrating STEM into curricula and instructional strategies.

### ***STEM through discipline specific approach***

The majority of secondary schools take a discipline-specific strategy, with somewhat more integration visible at the primary level. It is usually standard procedure for all pupils to study math and scientific subjects. Design and technology, ICT, computer science, and electrical engineering are examples of technology and engineering-related courses that are frequently given as electives, particularly in secondary education. Secondary schools occasionally provide STEM-related vocational courses.

### ***STEM through Integrated Approaches***

Interdisciplinary education, often known as integrated STEM education, combines four academic fields with the goal of solving real-world problems rather than teaching a single subject on its own; a multidisciplinary strategy that connects topics by using a theme that appears in all STEM and core courses at the same time. Through teacher-student reflection, linkages are formed between the subjects that are taught individually. By concentrating on a common idea like cause and effect, for instance, an interdisciplinary approach attains a higher degree of integration across subjects. Transdisciplinary approaches surpass multidisciplinary approaches in that they aim to completely eliminate borders between traditional fields and structure education around the creation of meaning within real-world challenges. (UNESCO,2016)

### **Prabudhata: A Touchstone for role LSG in Education**

The Kerala state Higher education council has developed a special project known as Prabudhata which is currently being activity tested in Karakulam

Grama panchayath, Thiruvananthapuram district. Prabudhata seeks to take advantages of local self-government and potential of Kudumbasree CBOs (Community Based Organization) to provide the community with access to higher Knowledge. The people of Karakulam now have the authority to formulate and submit knowledge queries based on further knowledge according to the Kerala State Higher Education Council .A team of voluntaries has been assembled to promote the projects goals and objectives in the community. In addition to the facilitator that the council hired, there are grama panchayat representatives, Kudumbasree CBO's, representatives of NGO's, PTA and NSS student Volunteers Council in Kudumbasree mission has provided training to the group of Volunteers.

The other activities which are included in this area are social rooting of higher knowledge centres and academic pilgrimage to Karakulam. Social rooting of higher knowledge centers are meant for forming a linkage between community and institutions. Academic pilgrimage to Karakulam which is for providing knowledge centers.. The communication strategy of the Prabudhata project includes some of the components such as Malayalam handbook on Prabudhata training purpose, prabudhata installation —street plays conducted by Grameena Kala kendram, Karakulamll, Prabudhata Ayalsabhas and Gramasabha, coordinated by karakulam Grama panchayth.

**The outcomes of the project were:**

A renewed consciousness within the community of its entitlement to the benefits of enhanced understanding.

- A shift in attitudes within the scientific and intellectual communities.

- Improvement of regular men's lives and occupations through information sharing.
- The establishment of a new, democratic knowledge culture is a social audit of higher education institutions.
- A fresh push for knowledge production focused on the community.
- The creation of tools and resources for information sharing.
- Publication created by universities to acquaint the public with themselves, such as books, booklets, and brochures.
- Institution starting new extension programmes.
- The development of a more straight-forward language to impart advanced knowledge to ordinary people.
- The social angle in research and knowledge production (SARK) is a novel parameter designed to evaluate the effectiveness, significance, value and practicality of research and studies.
- Knowledge dissemination responsibility (KDR) is a novel criterion intended to measure the social responsibilities and higher education establishments.
- SARK and KDR were adopted by SAAC as metrics to evaluate the effectiveness of universities.
- The concept of Knowledge Assimilation and Disseminations (KAD) evolved as a result of Prabudhata.

The universities of Kerala have chosen to replicate Prabudhata by implementing model project at one panchayat each in the district of Kollam



and Alappuzha. In December 2018, special Prabudhata sessions were held at more than a thousand NSS camps.

- As part of the Prabudhata projects, Geology Department in the University of Kerala investigated the quantity and quality of ground water in Karakulam.
- The central and northern panchayat in Kerala will each have one panchayath dedicated to the Prabudhata model projects, according to the Kerala State Higher Education Council.
- Every one of the state districts will have a Government college where the KAD projects is to be executed.

. In terms of socializing higher knowledge, nevertheless, it is unquestionably a significant step forward. The SKOC awards of 2018 have named the late Prabudhata as a nominee. Such innovative attempts for institutions community interaction programs at primary level of education through VECs could be thought about

### **Review of Related Studies**

A review of all the papers related to specific research subject is called as a review of related studies. A review of related studies aids in defining the initial justification for the investigation. Studies may involve doing real experiments or gathering and analyzing data. As a result a review of studies contains research findings experiments and empirical investigations.

Nouskit and Rajput (2021) conducted a case study on Village Education Committee for quality education in a case study of Ladakh. The major objective of the study was to make a lasting positive impact on the performance of Ladakh

elementary school village education committees. The sample comprised of 104 village education committees' members from different villages of Ladakh. The purposive sampling was utilised to choose the villages.

Kholia (2021) conducted a study on communitization of elementary education in Nagaland: role of Village Education Committee. The objective of the study was to investigate how village education committee members view their role in school administration in terms of raising the standard of elementary education and to evaluate the development of high-quality education and compare the outcomes before and after communitization. The sample comprised of 50 government elementary schools and two schools were selected from 5 rural development blocks, 101 VECs were also selected as sample. Data were analyzed by using percentage analysis. The findings revealed that majority of village education committees do an excellent job supporting the overall growth of primary schools remarkably, one of the effects of the programme was that teachers were more consistent when it is put into place. According to the study, there had been a notable improvement in the performance of students and increase in the member of female students and a more regular attendance rate for teachers. These findings indicated that the VEC's are currently handling the management of elementary education, demonstrating that the community has benefited greatly from communitization

Kumar (2021) conducted a study on role and importance of village education committee: analysis, drawbacks and suggestions. In two blocks of Gaya district, Bihar. The objective of the study was to investigate the social economic status of VEC members and the reason behind their in effectiveness. The sample comprised

of 50 people, eight schools from two blocks five from VEC's eight principals and two education officers. The method adopted was pilot study. The technique employed for the study was interview. The major finding showed that teachers do not believe that VEC are necessary in the classroom, they were still very important for schools and other suggestions were that all non-teaching task, aside from instruction, should be assigned to the VECs so that teachers are free to work and instruct.

Sinha (2020) conducted a study on community involvement in elementary education in Jharkhand. The objective of the study was to bring down the gaps between social and gender groups enrollment, drop out rates and learning attainment to less than 5 percent. The sample comprised of 17 blocks and 131 schools, 131 headmasters and 573 VEC members. Data were analyzed using percentage. The findings revealed that in order to improve children's access, retention and achievement particularly for girls, SC & ST and children with special needs, one of the primary goals of SSA interventions is community participation through the VEC.

Kumar and Mohalik (2017) conducted a study on the role of Panchayati Raj institution members in managing elementary education in Bihar. The major objective of the study was to examine the role of Panchayat Raj institution members in providing the infrastructure facilities, teaching learning material and monitoring the functioning of school. The sample comprised of 27 PRI members and 8 head teachers of 2 blocks of Patna district Bihar. The tool employed for the study was self-developed interview schedule. The technique used was multi stages sampling.

The findings showed that the development of separate restroom for boys and girls as well as hand pumps for enough clean drinking water are the primary tasks for less than one fifth of PRI members who are involved in school infrastructure development.

Tyagi (2016) carried out a study on decentralized management of elementary education and role of local self-governance institutions in Gujarat and Madhya Pradesh. The objective of the study was to examine the power of educational planning and management of elementary education which was mentioned in the 73<sup>rd</sup> constitution. The sample of the study comprised of the school administration and teachers, presidents, members of grama Panchayat, block and district Panchayat and members of Madhya Pradesh and Gujarat. The tool employed for the study was interview schedule. The finding showed that the decentralization was first anticipated to result in increased economic efficiency, more accountability, greater resource mobilization, decreased service delivery cost and greater satisfaction of local preferences with the establishment of Panchayat Raj institutions.

Nagarajan (2016) conducted a study on the role of village education committee (VEC) in achieving Universalization of Elementary Education. The objective of the study was to investigate the types of studies that are being conducted and made available in the area of elementary education, universalization and to draw attention to the inadequacies in the current programme . The secondary data used in the study were listed in several print and online data bases. The finding showed that VEC's were critical to the full enrollment, retention and effective operation of primary schools as well as the delivery of high quality instruction.

Adinarayana and Uma (2015) carried out a study on community participation in improving enrollment retention and quality of elementary education: a case study of Andhra Pradesh. The sample comprised of 4 school Headmasters, academic monitoring committee members, community leader and educator. The major objective of the study was to find out the role played by the community on enrollment retention and re-enrollment of the dropouts. The tools employed for the study were interview schedule for the school teachers, and headmasters, AMC members, and community. The collected primary and secondary information were analyzed both qualitatively and quantitatively. The finding showed that in the case of enrollment of children boys outnumber girls between the age group 11 to 12 years.

Panda (2015) carried out a study on role of village education committee in development of elementary education in Haryana. The objective was to study the process of formation of VEC's in the selected localities and to examine the activities undertaken by VEC's and to determine the differences in the role perceived and role performed by VECs. The sample comprised of 6 VECs of Kaithal district in first phase and second phase 48 members of these 6 VEC. The tool employed for the study was self-developed non directive interview schedule. The major findings of the study were less than half of VEC members were doing sincere sincere to understand the needs of girl child and the role of VECs contribute significantly to the goal of the making primary education universal.

Attiri (2014) conducted a study on role of Panchayati Raj Institution in early childhood care education in Himachal Pradesh An appraisal. The objective of the

study was to find out the role of panchayati Raj institutions in enrollment, staff recruitment, study/play materials, infrastructure facilities, monetary reporting and financial assistance of early childhood care education in Himachal Pradesh. The sample comprised of 6 districts, 180 Anganwadi workers, 120 Members of Panchayat Samiti. Multi-stage and simple random sampling technique was used to collect the data. The findings of the study enrollment providing infrastructure facilities, monitoring reporting and financial assistance were not satisfactory.

Suchala and Jaggar (2014) conducted a study on functioning of Village Educational Management; an analytical study of selected village of Punjab. The objective of the study was to analyze the functioning of village education committee in educational management. The sample comprised of 20 head teachers, 40 VEC members and 40 parents from 2 blocks of Sangrur district of Punjab. The tool adapted for the study was self-developed interview schedule for VEC members, head masters and parents. Purposive sampling technique was used to draw the required sample. Survey method was employed for the study. The finding showed VECs contributed positively to the schools general operation, but the attendance policies regarding teacher and student still need to be reinforced.

Misha & Gartia (2013) carried out a study on administration of elementary Education in Odisha: role of village education committees. The objective of the study was to examine how village education committee member perceived their role in relation to their preparation, attitude and involvement in promoting the quality of education. The sample comprised of 1120 VEC members of 4 districts in the state of Odisha. Multi-stage sampling was used to choose members of VECs. The tools

employed for the study were semi structured interview and observation schedule. The major findings showed that there was a notable disparity in the role and performance of VEC members with regarded to school building upkeep, government programme execution, the utilization of parent- teacher contact as a critical component of the teaching process and administrative duties of the schools. However, the majority of VEC members agreed that training was necessary for task related to school administration.

Tyagi (2012) Conducted a study on management of school education: role of Panchayati Raj Institutions in Madhya Pradesh. The objective of the study was to investigate closely the connections and cooperation between the Panchayati Raj department and development administration. The sample comprised of 2 districts of Madhya Pradesh, VEC members. The study employed a survey research technique, gathering primary and secondary data through interviews and document analysis. The finding showed that Panchayat Raj institution had a role in recruitment, transfer and decision making and there was a little to no interaction between Panchayat Raj Institutions and PTA at the school.

Tiwari and Kumar (2009) conducted a study on the role of Panchayati Raj System in quality enhancement of Primary Education in Madhya Pradesh. The objective of the study was to investigate effort of state and Central Government to raise the status of primary education through Panchayati Raj Institutions towards the effective implementation of education programmes and schemes. The tool employed for the study was interview schedule. The method adopted for the study was survey

method. The findings of the study revealed that the panchayat representatives least interfered in the school matters after the constitution of PTA.

Dash and Panda (2009) conducted a case study on effectiveness of Village Education Committees on promoting universalisation on elementary education in Orissa. The objective of the study was to examine in the functioning of village education committee set up by the government for improving quality of elementary education. The sample comprised of headmasters and Village Education Committee members. The findings showed that Village Education Committee was efficiently operating in the district.

Vinayak (2004) carried out a study on the role of Village Education Committee in School management. The objective of the study was to evaluate the performance of VECs in relation to role, level of participation of members, the relationship between VEC and head teachers, and hindrance that the VEC faced in carrying out its expected role. The sample comprised of 16 VEC members in 3 districts of Uttaranchal. The sample was selected randomly. The finding showed that parents and VEC members acknowledged the importance of organizations work in coordinating environment building efforts that resulted in a marked rise in the demand for education, the construction of school facilities, an increase in student enrollment and a higher degree of student retention and attendance.

## **Discussion**

The review of studies showed that the role of village education committee on education, to be more specific, primary or elementary level education has been



thrust area of research in education. Multi-level samples and data could improve the quality of such research. The review helped the researcher choose the most appropriate strategies also. in Kerala, where local self-government play a very significant role in the state's education system, the study on role and functioning of local self-government on empowering primary level education in Malappuram district was undertaken.

## **METHODOLOGY**

- *Objectives of the Study*
- *Research Design of the Study*
- *Tools Employed for the Study*
- *Sample for the Study*
- *Construction of Tools*
- *Data Collection Procedure*
- *Analysis of Data*

The process and techniques used to carry out a study are covered under methodology. Methodology is crucial for any task that is undertaken. The appropriateness of the methods, instruments, and procedures used by the researcher to gather and process data is a major factor in any research project. Methodology. It describes the broad approach taken in gathering and examining the data required to carry out the investigation. A significant study is conducted using appropriate methods. The sort of data needed and the nature of the investigation will determine the approach to be followed. The chapter presents details on:

1. Objectives of the study
2. Research design of the study
3. Tools employed for the study
4. Sample for the study
5. Construction of tools
6. Data collection procedure
7. Analysis of Data

### **Objectives of the Study**

1. To study the role and functioning of local self-government on empowering primary level education in Malappuram district.
2. To analyse the domains, strategies and extend of involvement of local self-government on the functioning of primary schools in Malappuram district.
3. To study the learning environment in selected Primary School functioning under the selected VEC's

4. To collect recommendation and suggestions of members of VEC's and heads of schools on future strategies for empowering primary level education in Malappuram district.
5. To suggest measures for efficient and sustained process of empowering primary level education by local self-government in Malappuram district.

### **Research Design of the Study**

Research Design is the plan, structure and strategy and investigation concaved so as to offer research questions and control variance (Borneankar,1995). The blueprint or framework used to carry out a research study is called a research design. In order to find answers to research question or test hypothesis, it entails laying out the general strategy and procedures that will be employed for data collection and analysis. Well-designed research project should include a strategy for data collection, a method for analysis and interpretation of the findings, and a precise and well-defined research question.

Qualitative research has gained significant relevance, especially in the last decades of the 20th century and at the initials of 21st century. The goal of qualitative research is to collect and evaluate non - numerical(descriptive) data in order to comprehend people's attitudes, beliefs and motivation in relation to their social reality. In-depth interviews, focus groups or observations are frequently used in the kind of study to gather information that is rich in context and detail. Qualitative research is frequently utilised to investigate intricate occurrences or to get understanding of individuals points of view and experiences regarding a specific subject. It is especially helpful when researchers are trying to figure out what

significance people place on their experience or when they are trying to figure out the fundamental causes of peoples' actions.

### **Method**

For the present study, the researcher followed qualitative approach and employed qualitative research design. The cases included six primary schools in five villages in Malappuram district. Data Collection was through interviews with five members of village education committee and heads of the 5 identified primary schools.

### **Tools Employed for the Study**

Choosing the right tool is essential to conducting a successful study since a legitimate study requires accurate and trustworthy data, which can only be obtained through the usage of that instrument.

The present study was aimed at analysing the role and functioning of local self-government on empowering the primary level education in Malappuram district. The investigator analysed the various documents regarding the role and functioning of the local self-governments, to study the role of LSG's.

For the present study the researcher prepared an open semi structured interview schedule to collect the information regarding the role and functioning of local self-governments on empowering the primary level education. In essence, an interview schedule is a list of pre-planned, organised questions designed to help researchers, investigators and interviewers to gather information or data about a certain subject or problem. An interview schedule is within the category of

individual data gathering procedures using the self-reporting approach. The interviewee is required to respond to multiple questions during the interviews that are focused on a particular face to face scenario.

The tool included open ended questions formulated on the basis of the researcher's understanding of the theoretical and the conceptual components related to the role and functioning of LSG's in Kerala. Village Education Committees of five panchayat in Malappuram were identified. For these 5 VEC members, Interview schedules were developed. The fundamental items being the same, questions were adapted to suit the contexts of the five VEC's, on time. The set of second tools was prepared for the heads of the low performing schools, as proposed by the concerned VEC's. The interview schedules based on the components, were adapted contextually. Thus the tools are: Interview schedule on the role and functioning of VEC's for members of village education committees and a set of interview schedules contextually adapted for interview schedule on the functioning of schools.

### **Sample for the Study**

- Five cases of Village education committee members of Malappuram district.
- Heads of 5 primary schools under the village education communities selected.

## **Construction of Tools:**

### ***Interview schedule for VEC's***

An interview for a qualitative study aims to cover both factual and interpretive ground. An interview schedule was prepared for the VEC's where 14 components were included in the schedule. The VEC members formed the cases. The components for the interview schedule includes: construction of school building, midday meals programmes, schemes or programmes for improving quality of primary education, initiatives to improve the learning environment, community resources, school travel facility for scheduled tribe students, uplift differently abled students, scholarship and grants, computer and smart classrooms, health and hygiene activities, promotion of artistic talents, training for teachers and preparation of learning materials.

These components were identified by referring to various documents and theory related to the study. The components were identified in order to prepare the interview schedule for five VEC'S and headmasters of the school. The first component represents the construction of school building and class rooms. Funds for the renovation are separated by the VEC itself and are decided according to needs of school. These things let to know that VEC is working to upgrade the basic facilities needed for the school. The second component represents the arrangement of mid-day meals programmes. Funding and implementation of mid-day meal programmes are assessed here. The schemes and programmes for improving the quality of primary education is determined by the third component. The implementation and development of this scheme are checked here by analysing the improvements made

in the scheme. The fourth component indicates the initiatives for the betterment of learning environment. Various initiatives made by the government are assessed under the component. Component five relates to utilization of community resources by the panchayat and schools. This component is included to check the extend of utilization of the community resources such as awareness class regarding agriculture, usage of agriculture land etc. The sixth component is intended to understand the transportation facilities provided to tribal students. It is determined to check whether students are getting these facilities to the utmost and whether the monitoring of this scheme is effective or not. Component seven assesses the facilities arranged for differently abled students. Various equipment and construction of ramp available in the school are checked under this.

Scholarships and grants provided to students are examined by the component number 8: whether those scholarships and grants were made available to the students or not were assessed under this item. The ninth component is on whether village library is utilised by the school. The tenth component is about the smart classroom and computer facilities in the school. It is important for every school in order to develop the knowledge of primary students regarding information technology. The availability of computers and smart classroom can be understood under this item. The 11<sup>th</sup> component addresses the hygiene and health activities in the school. It is important to know whether health and hygiene related activities are conducted in the school or whether it is available for the students. The 12<sup>th</sup> component seeks to find out the provision for sports and artistic talents of the students. This component is to identify whether such arrangements were made by the panchayat. Component



number 13 is to know whether any training facilities are provided to teachers via panchayats. Item 14 was on teaching learning material development.

**Tool construction: Interview schedule for Heads of schools.**

As per the information from the VEC, the second tool: Interview schedule for headmasters was constructed after analysing the response from VEC's. An interview schedule was prepared for the headmasters with 13 components related to the school infrastructure and other facilities. The schedule consisted of 13 components which are systematically arranged to gather the data from school headmasters. The components in the interview schedule includes: construction of school building, mid-day meal programmes, schemes or programmes for improving primary education, initiatives to improve the learning environment, community resources, school travel facility for scheduled tribe students, uplift of differently abled students, scholarship and grants, computer and smart classrooms, health and hygiene activities, activities to promote artistic talents, training for teachers, preparation of learning materials.

The schedule for school headmasters were prepared on the basis of responses of VEC's. The components related to the roles and functions of LSG's on education collected from document analysis and discussions formed the base for developing items for the sets of interview schedules for five members of VEC's in the concerned primary schools were analysed. From the data an interview schedule for members of VEC's in Malappuram district. contextual adaptation was done for each school based on objective 2.

## **Data Collection Procedure**

### **Objective 1:**

To study the role and functioning of local self-government on empowering primary level education in Malappuram district.

### **Procedure**

Document analysis and discussion with the resource persons was the technique followed to study the role and the functioning of local self-government on empowering primary level education. The main document was Directive on Preparation of Annual Programmes at Gramma, Block and Zilla panchayath (No. 84/2022 Dated 19/04/2022) published by Department of Local Self Government, Thiruvananthapuram.

The second main document was the publication of Kerala Institute of Local Administration *on Pothuvidyabyasa Samrakshana Yajnavum Thaddesa Swayambarana Sthapanangalum* Published in 2018. Preliminary discussion with the resource person with KILA, Thrissur was a source for listing the role and functioning of LSG's on primary level education in Kerala context and especially in the context of Malappuram district. The major themes and areas in role and functions of LSG were listed. This served as the components for developing the tools: Interview schedule for the samples identified for the cases of members of 5 village education committees and that for the 5 cases of primary schools in Malappuram district. The identification of cases of schools was based on the

suggestions from the concerned VEC Members. Comparatively low level of performance was the criterion for such identification.

The components identified, based on analysis of document 1 are:

1. Construction of school building and classroom renovation
2. Mid-day meal programme
3. Schemes and programmes for improving quality of primary education
4. Community resources
5. Transportation facilities for scheduled tribe students
6. Uplift of differently abled students
7. Village Libraries
8. Computer and smart classrooms
9. Initiatives for learning environment
10. Health and hygiene activities
11. Promotion of artistic talents
12. Academic materials
13. Teacher training programme

The original source for preparation of the components based items in the tool was section 8.6 of *Pathinatam Panchavalsara Padhathi* published by KILA. The comprehensive summary of the content prepared by the investigator is appended (Appendix III).

## **Objective 2**

To analyse the domain, strategies and extend of involvement of local self government on the functioning of the primary schools in Malappuram district.

### **Procedure**

The components related to the role and the functioning of LSG's on education collected from document analysis and discussions formed the base for developing items for the sets of interviews schedule for 5 members of VEC's in Malappuram district. Interviews were conducted with each member. The same structured open ended interview schedule was used to collect in depth data related to the objective. The VEC's which formed the cases are : Moothedam grama panchayat, Eddakara grama panchayath, Amarambalam grama panjayath, Pookotumpadam grama panchayath and Thiruvalli Grama Panchayat, Mampad grama panchayath.

## **Objective 3**

To study the learning environment in selected Primary School functioning under the selected VEC's.

### **Procedure**

The domains and strategies of involvement of VEC's in the concerned primary schools were analysed from the data on interview schedule for members of the VEC in Malappuram district. For the identified schools falling under each VEC, interview schedule for head of the institution, to collect data for the objective 3,

where developed. Contextual adaptation was done for each school, based on objectives 2. The schools were Pathiripadam GLP School of Edakkara panchayat, Cholamunda GLP school of Moothedam Panchayat, Payimpadam GLP school of Amarambalam Panchayath, Thiruvalli GLP school of Thiruvalli Grama panchayath and Kaatumunda GLPS of Mambad Grama panchayath.

#### **Objective 4**

To collect the recommendations and suggestions of members of VEC's and heads of school on future strategies for empowering primary level education in Malappuram District.

#### **Procedures**

The data for the objective were collected through items in the interview schedule for the members of VEC's and for the heads of the primary school. A thorough analysis of the response could bring to light the future strategy for empowering primary level education in Malappuram District

#### **Objective 5**

To suggest measures for efficient and sustainable process of empowering primary level education by local self government in Malappuram district

#### **Procedure**

The document analysis ,preliminary discussion with the resource of KILA, and the analysed data received from the five members of selected VEC's, Heads of 5 identified primary schools served as data for the objective. The felt gaps in the

functioning could be located and based on the recommendations, the study could propose measures for efficient and sustainable process of empowering primary level education through LSG's in Malappuram district.

## **ANALYSIS AND INTERPRETATION OF DATA**

- *Statement of the Problem*
- *Objectives of the Study*
- *Analysis and Interpretation of Data  
based on objectives 1 to 5*
- *Analysis of Data on Interview Schedule  
for members of Village Education  
Committees*

## **Analysis of Data on Interview Schedule for Heads of Primary schools**

The Chapter provides an analysis and interpretation of the data gathered regarding the role and functioning of Local Self Government on empowering primary level education in Malappuram district.

## **Statement of the Problem**

The present study is entitled Role and Functioning of Local Self Government on Empowering Primary Level Education in Malappuram District. Local Self Government aims to promote the local economic development and infrastructure development. It is the duty of local self government to promote and develop primary education, health and child development. The aim of primary education is to provide children with a foundation step for leading a successful future life. Local Self Government is expected to play a vital role in eradication of illiteracy and enhancement of primary education to a great extent. The study was to examine the role and functioning of local self government in empowering primary level education in Malappuram district.

## **Objectives of the Study**

- i) To study the role and functioning of local self government on empowering primary level education in Malappuram district.
- ii) To analyse the domains, strategies and extent of involvement of local self government on the functioning of the primary schools in Malappuram district.



- iii) To study the learning environment in selected primary schools functioning under the selected VEC's
- iv) To collect recommendations and suggestions of members of VEC's and heads of schools on future strategies for empowering primary level education in Malappuram district
- v) To suggest measures for efficient and sustained process of empowering primary level education by local self government in Malappuram district.

#### **Analysis of Data on interview Schedule for members of village Education Committee**

The Interview schedule for VEC members was developed with the 14 Components based on the role and functions of VEC's at primary Education level. The open ended Semi Structured interview Schedule was contextually adapted for the cases of 5 different VEC's .Details of the responses along with the interpretations are presented for each VEC.

#### **Objective I**

The components on the role of LSG's, based on the study of government documents.

- (i) *Pothuvidyabhyasa Samrakshana Yajnavum Thadessa Swayambharana Sthapanangalum* Published by KILA
- (ii) *Pathinalam Panchavalsara Padhathi, Navakeralathinu Janakeeyasuthranam* Published by KILA

The role of VEC's was studied based on discussion with resource person of KILA Thrissur. The components formed the base for development of interview schedule for members of five VEC's in Malappuram District.

## **Objective 2**

Analysis of Data on interview Schedule for members of Village Education Committee. The interview schedule for VEC members was developed with the 14 components based on the role and functions of VEC's at primary education level. The open-ended semi structured interview schedule was contextually adapted for the case of five different VEC's. Details of the responses along with the interpretations are consolidated as Table.

**Table 1**

*Table Interpretation of Data on interview Schedule for members of Village Education Committee*

<b>Village Education Committee</b>						
<b>Committee No.</b>	<b>Item</b>	<b>Edakkara</b>	<b>Moothedam</b>	<b>Amarambalam</b>	<b>Thiruvali</b>	<b>Mampad</b>
1.	Construction of School building	Fund utilised except for one school	Fund utilised based on requirements insufficient fund	As per Government norms	Additional fund for maintenance from KIIFB	As per government norms
2.	Mid-day meal programme	When fund is not received on times own fund is provided. Fund is insufficient	No issues of insufficiency	Insufficiency of fund	Inadequate fund	Breakfast also supplied insufficient fund
3.	Initiatives on quality education	PTA meeting review meeting Haritha Vidyalaya plastic waste management NSS	PTA meeting attention to student needs greenery award as part of Haritha Vidyalaya	Successfully implemented Haritha Vidyalaya Vijayasparrsh	Monthly review PTA meeting Haritha Vidyalaya Plastic Waste Management	Monthly review NSS Scouts and guides plastic waste management
4.	Community resources	Awareness class, agricultural land Resources are not properly used	Use of agriculture land, field visit not properly utilised	Use of agriculture land paddy cultivation classes by resource persons more project needed	Awareness classes agriculture land crops cultivation not effectively utilised	Awareness classes
5.	Travel facility for ST students	Gothrasarathi not functioning as students locality is wide spread	Gothrasarathi Monitoring by ITDP	Gothrasarathi functioning	Gothrasarathi project implemented	Facility not required as there are no needy students
6	Uplift of differently abled	Medical equipment's help based on degree of disability	Ramp facility	Medical camp scholarship	Medical equipment's	

<b>Village Education Committee</b>						
<b>Committee No.</b>	<b>Item</b>	<b>Edakkara</b>	<b>Moothedam</b>	<b>Amarambalam</b>	<b>Thiruvalli</b>	<b>Mampad</b>
7.	School grant and scholarships	For MR and autism students based an degree of disability	For physiotherapy vocational training	For MR and autism	For MR and Autism	For Mr students
8.	Village library	Samagra Scheme reading corner, 'Pecquer committee' to monitor	Samagra Scheme no special rooms lack of fund	Reading corner, Reading room	Reading corner, Reading room	Reading corner, Reading room
9	Computer & Smart class	Functioning power failure affects functioning	Smart class	Smart classroom is functioning poser failure affects use	Computer and smart class available power failure causes difficulties	Computers and smart room available power failure affects functioning
10	Health and hygiene	Medical camps, vaccination service of medical officer	Medical check up counselling club awareness class first aid no health cards service of PHC	Medical camp vaccination Health cards Medical Inspection	Medical camp vaccination Health card	Medical camp Vaccination
11	Artistic talents	Fund is raised	Important Day celebrations only	No fund	No schemes or fund	No programmes
12	Sports	Fund for sports equipment's	Equipment's and kit provided	Football coaching sports kit insufficient fund	Sports equipment's	Sports equipment's provided
13	Teacher training	By SSK only No training provided	No training for teachers	By SSK only no training	By SSK only No training	No training
14	Learning material preparation	No provision	No provision	No provision	No provision	No provision

The table shows that the programmes and schemes are implemented through the VEC's as envisaged by the LSG's. Specific components of timely release of adequate fund for construction purposes, utilization of community resources, village library, promotion of artistic talent and sports activities need further attention from the authorities. Teacher training with regard to these programmes as well as preparation of learning resources at local level are the areas to be seriously considered.

### **Objective 3**

The interview schedule for Heads of Schools under the VEC's collected data on the role played by VEC's and the extent of functioning in each school. The tool was developed based on the analysis of data on objectives 1 and 2. The items were contextually adapted for each school.

### **Analysis of Data on Interview Schedule for Heads of Primary Schools**

Interview Schedule for the heads of the schools was developed based on the criteria identified on the role of VEC's at primary education. The other factor considered for the tool for each of the five schools, was the responses of the concerned members of VEC's. Thus the schedule was contextually adapted to suit the differences with respect to the VEC and thus adapted. The data were separately analysed for each case.

Details of the responses are summarized as tables based on the components for each school. The tables are followed by the interpretation.

### Case 1: Interpretation of Data from Pathiripadam GLP School

**Table 2**

*Responses on the Components of School building and Classroom Renovation and Mid-day Meal*

Components	Item	Response
1. Construction of school building and classroom renovation	1. Has the Panchayat used the amount allotted to your school for building construction and class room renovation	Fund utilized for construction of school building
	2. How much of the funds available from the Panchayat have been utilized?	Utilized complete fund
	3. How have you utilized the amount received from the Panchayat?	Used for construction of school building
	4. What are the difficulties faced at various stages starting from building construction to classroom renovation?	No difficulties
	5. What suggestion can you give to avoid such difficulties	No suggestions
2. Mid-day meal program	6. What is the role of Kudumbashree in providing government funds to schools through Panchayat s for lunch and breakfast schemes?	Implementation of midday meal scheme is not by Kudumbashree. Food is cooked in the school kitchen.
	7. Is the amount allocated by the Panchayat for mid-day meal	No breakfast program in the school. But

Components	Item	Response
	and breakfast schemes adequate?	the amount for this is adequate. No role for Panchayat
	8. When the amount allocated by the Panchayat is insufficient, what other sources are found?	Amount is sufficient
	9. Is the amount allocated by the Panchayat for these projects used for other essentials?	Not used
	10. Is the amount allocated by the Panchayat not received on time? What adjustments are made at this time?	Received on time
	11. What suggestions can you give to avoid such difficulties?	No difficulties and suggestions

There are no problem in funding of construction of school building and classroom renovation. The funds has been released and completely utilized for the purpose. For mid-day meals, cooking done in the school kitchen itself. Provisions for breakfast is not there at present. The amount has been realized on time and is sufficient .

Components	Item	Response
3. Schemes and programs for improving quality of primary education	12. Can you please explain the implementation of Vijay Sparsham, Vijayabheri, Haritha Vidyalayam, Motivation and Awareness Class to improve the quality of primary education?	Vijay Sparsham, a successful project is being implemented for the children who are backward in learning. The method is to conduct a pre-test on all the children and find out the children who are backward from it and check how much the child has achieved by conducting a post test.
	13. Is the amount required for the projects planned to improve the learning standards of the students adequate?	The amount received from the local body is sufficient and the children who have done the post test are known as dearest students.
	14. What are the difficulties faced at various stages to implement these projects?	Time constraints
	15. What suggestions can you give to avoid such difficulties?	Conduct classroom PTA meeting ,parents meeting and learning materials available to children
	16. Can you explain the implementation of the computer training program and its funding?	Teacher training is provided through SSK and computer classes are provided through Kite project without financial assistance



*Responses on the Components of Quality Improvement and Utilizations of Community Resources.*

Components	Item	Response
4. Community resources	17. In what ways can cooperation be obtained from the Panchayat to utilize community resources?	No help from the Panchayat to utilize the community resources
	18. In what other ways can the community be involved in school functions?	No answer

Varies schemes and programs like vijayasparsam, teacher training and development through SSK and KITE, regular PTA meeting and provision of learning materials ensure the quality of education. There is no assistance from the Panchayath in utilizing community resources for the school.

*Responses on Transaction facility for ST students and uplift Program for the Differently abled students*

Components	Item	Response
5. Transportation facilities for scheduled tribe students	19. How much money has been utilized for travel facilities for Scheduled Tribe students?	At present the school has no Scheduled Caste students but provides free travel facility
	20. What are the practical constraints to effectively carry out the objective of the Gothra Sarathi scheme? Are all children able to access this facility?	No practical constraints
	21. What are the other difficulties faced in implementing these projects?	No difficulties
	22. What are your suggestions to avoid such difficulties?	No suggestions
6. Upliftment of differently abled students	23. What are the facilities provided by VEC for each section for the betterment of differently abled students?	A teacher from SSK conduct classes for them
	24. Funds available from the Panchayat are mainly allocated to which categories?	No answer
	25. When the amount allocated by the Panchayat is insufficient, what other sources are found?	If the amount is not enough, if you give a request, it will be upgraded
	26. Is the amount allocated by the Panchayat not being allocated on time? What adjustments are made during this	Amount allocated on time

Components	Item	Response
	time?	
	27. Is there a situation where student data cannot be made available from the school on time? What is the reason for that?	Available on time
	28. What are your suggestions to avoid such difficulties?	No applicable

The school has no scheduled tribe students at present but the school provides free travel facility for them. Fund for differently abled students has been released on time, and more funds if necessary. For the betterment of differently abled students, conduct classes by the teachers from SSK.

*Response on the Components of village library, Smart rooms and Learning Environment*

Components	Item	Response
7. Village Libraries	29. What kind of things does the school do to make the children use the village library effectively?	Utilised village library facility. Conducts reading week
	30. Are the village library facilities properly utilized?	Properly utilized
	31. Can you explain the implementation of the comprehensive education plan? What are the suggestions for its successful implementation?	No answer
	32. Are some of the practical difficulties pointed out by the VEC such as availability of funds and lack of dedicated rooms for this program resolved?	No difficulties
8. Computer and smart classrooms	33. Has the amount allocated by the Panchayat been utilized for building computer smart classrooms?	A smart class room ,projector ,and multimedia facilities are made available
	34. Are these facilities made useful for children and teachers? What are the disadvantages now?	Useful for teachers and students
	35. Is the amount allocated by the Panchayat for these projects used for other essentials?	Not used for other essentials

Components	Item	Response
	36. Is the amount allocated by the Panchayat not received on time? What adjustment is made at this time?	Amount received on time
	37. Are the funds provided by the Panchayat utilized in a time bound manner?	Utilised in time bound manner.
	38. What suggestions can you give to avoid such difficulties?	No difficulties suggestions
9. Initiatives for learning environment	39. Can you explain about the initiatives to improve the learning environment of the students?	Conducts class PTA, made classes attractive.
	40. How is the method of checking the academic performance of students through parents meeting and PEC meeting?	Call the class PTA and tell the parents issues and get it resolved there and then.

The village library functions are satisfactory and there are two no issues. Computer and smart classroom facilities are made available with projector and multimedia facilities and there are no issues regarding this. Regular meeting and discussion of issues in class PTA ensure good learning environment.

*Response on Health and Hygiene Activities*

<b>Components</b>	<b>Item</b>	<b>Response</b>
10. Health and hygiene activities	41. Is the amount required for health and hygiene activities adequate? Are the suggested programs useful?	Adequate
	42. In what manner does the Panchayat Education Committee intervene in the implementation of health and hygiene programs?	Conducts Medical camp under Panchayat
	43. Does the Panchayat provide special assistance or other interventions for these projects during emergency times? Does government orders have to be waited on such occasions?	No need to wait for government orders
	44. Is it implemented in collaboration with any other organizations like NGO s related to health?	No collaboration with health organizations
	45. Can you explain what programs are implemented as part of health and hygiene management?	Arogya club, awareness programme
	46. Is the counseling program conducted in collaboration with the primary health center? Is the funding	Conducts counseling programs in collaboration with primary health center

Components	Item	Response
	available from the Panchayat Education Committee?	
	47. Is first aid readily available?	Available
	48. How are the activities of Hygiene Club Arogya Club and Arogya Camp implemented?	No Answer
	49. What are the criteria for enrolling children in these programs? What are the conditions for children to get this kind of benefit?	No Answer
	50. It has been pointed out that there have been lapses in the implementation of this scheme, such as distribution of health cards. What measures have been taken to overcome such difficulties?	No health cards
	51. Is monitoring of these systems effective? What suggestions do you have for the complete success of this project?	Monitoring is done by PEC.

Health and hygiene activities such as Arogya club, awareness programs and medical camp are organized. Conduct counselling programs in collaboration with PHC. Health cards have not been distributed yet. Effective monitoring by PEC helps in ensuring the benefits of the programs.

Components	Item	Response
11. Promotion of artistic talents	52. What other sources do Panchayat s rely on when the amount allocated by the Panchayat is insufficient for activities to promote artistic talent?	Provide equipment's for promotion of artistic talents
	53. What activities are being implemented to promote agriculture?	No answer

Artistic talents promoted by providing equipment



*Response on the Criteria of Academic Environment and Teachers Training.*

Components	Item	Response
12. Academic environment	54. Can you explain something about whether you are getting effective support from the Panchayat Education Committee to improve the learning environment of the children?	Conducting mid term meeting Presenting the merits and demerits of each school Providing text book uniforms through SSK
	55. Many factors are important in improving the learning environment. For example, how should the Panchayat Education Committee support the factors like teaching materials, the relationship between the teacher and the children?	No Answer

Components	Item	Response
13. Teacher training program	56. Are the teachers in charge of the projects implemented under the leadership of the Panchayat Education Committee? Is there a need to conduct training for them to create awareness about this and to familiarize them with working methods? What are your suggestions for such a program?	Teacher's meeting and motivational class are conducted. Training is provided through SSK.
	57. Can you explain your opinion about the availability of teaching materials through the Panchayat Education Committee?	Instructional materials should be made available as per guidelines.

### Interpretation of data from Cholamunda GLP school

**Table 3**

*Responses on the components of school building and classroom renovation mid-day meal programme*

Components	Item	Response
1. Construction of school building and classroom renovation	1. Has the Panchayat h used the amount allotted to your school for building construction and class room renovation	Fund has been utilized for construction of school building
	2. How much of the funds available from the Panchayat h have been utilized?	Fund is used to maximum
	3. How have you utilized the amount received from the Panchayat ?	Fund used for construction of school building
	4. What are the difficulties faced at various stages starting from building construction to classroom renovation?	No difficulties
	5. What suggestion can you give to avoid such difficulties	No suggestions
2. Mid-day meal program	6. What is the role of Kudumbashree in providing government funds to schools through Panchayat s for lunch and breakfast schemes?	Implementation of midday meal scheme is not by Kudumbashree. Food is cooked in the school kitchen.
	7. Is the amount allocated by the Panchayat for mid-day meal and breakfast schemes	There is no breakfast program in the school. But

Components	Item	Response
	adequate?	the amount for this is adequate.
	8. When the amount allocated by the Panchayat is insufficient, what other sources are found?	Amount is sufficient
	9. Is the amount allocated by the Panchayat for these projects used for other essentials?	Not used
	10. 10. Is the amount allocated by the Panchayat not received on time? What adjustments are made at this time?	Fund received on time
	11. What suggestions can you give to avoid such difficulties?	No difficulties and suggestions

Regarding school building construction and renovation fund has been released and these are to problem is funding, for mid-day meals, cooking in done is the school kitchen and the around has been released on time.

*Response on the Components of Quality Improvement and Utilizations of Community Resources*

Components	Item	Response
3. Schemes and programs for improving quality of primary education	12. Can you please explain the implementation of Vijaya Sparsham, Vijayabheri, Harita Vidyalayam, Motivation and Awareness Class to improve the quality of primary education?	Vijayasparasam, a successful project is being implemented for the children who are backward in learning. The method is to conduct a pre-test on all the children and find out the children who are backward from it and check how much the child has achieved by conducting a post test.
	13. Is the amount required for the projects planned to improve the learning standards of the students adequate?	The amount received from the local body is sufficient.
	14. What are the difficulties faced at various stages to implement these projects?	No difficulties
	15. What suggestions can you give to avoid such difficulties?	Make classroom PTA meeting, parents meeting and learning materials available to children
	16. Can you explain the implementation of the computer training program and its funding?	Teacher training is provided through SSK and computer classes are provided through Kite project without financial assistance
4. Community resources	17. In what ways can cooperation be obtained from the Panchayat to utilize community resources?	Awareness class for parents, ground construction for school, awareness class about agriculture
	18. In what other ways can the community be involved in school functions?	No answer

Various scheme and program like vijayasparasam, teacher training and development though SSK and KITE, regular PTA meeting and

provision of learning materials ensure the quality of education, Awareness class for parents , shares for promotions of agriculture and involvement in ground construction are out as evidence of utilization of community resources.

Components	Item	Response
5. Transportation facilities for scheduled tribe students	19. How much money has been utilized for travel facilities for Scheduled Tribe students?	No travel facility for SC /ST students
	20. What are the practical constraints to effectively carry out the objective of the Gotra Sarathi scheme? Are all children able to access this facility?	No practical constraints
	21. What are the other difficulties faced in implementing these projects?	No difficulties
	22. What are your suggestions to avoid such difficulties?	No suggestions

*Responses on Transportation facilities for ST students and Uplift Programme for the Differently Abled Students.*

Components	Item	Response
6. Upliftment of differently abled students	23. What are the facilities provided by VEC for each section for the betterment of differently abled students?	Scholarship for differently abled students
	24. Funds available from the Panchayat are mainly allocated to which categories?	Scholarships for MR children
	25. When the amount allocated by the Panchayat is insufficient, what other sources are found?	If the amount is not enough, will give a request, it will be upgraded
	26. Is the amount allocated by the Panchayat not being allocated on time? What adjustments are made during this time?	Amount allocated on time
	27. Is there a situation where student data cannot be made available from the school on time? What is the reason for that?	No delay
	28. What are your suggestions to avoid such difficulties?	No suggestions
7. Village Libraries	29. What kind of things does the school do to make the children use the village library effectively?	The village library facility is utilized. Reading corner established. Provide newspapers and magazines
	30. Are the village library facilities properly utilized?	Properly utilized
	31. Can you explain the implementation of the comprehensive education plan? What are the	No answer

Components	Item	Response
	suggestions for its successful implementation?	
	32. Are some of the practical difficulties pointed out by the VEC such as availability of funds and lack of dedicated rooms for this program resolved?	No difficulties

No demands for travel facility has been noted and there are no delays in official communications in this regard. Fund for differently abled students has been released on time, even sectioning more amount is required.

*Responses on the components of village library, smart classroom and learning environment*

Components	Item	Response
8. Computer and smart classrooms	33. Has the amount allocated by the Panchayat been utilized for building computer smart classrooms?	A smart class room ,projector ,and multimedia facilities are made available
	34. Are these facilities made useful for children and teachers? What are the disadvantages now?	Useful for teachers and students
	35. Is the amount allocated by the Panchayat for these projects used for other essentials?	Not used for other essentials
	36. Is the amount allocated by the Panchayat not received on time? What adjustment is made at this time?	Amount received on time



Components	Item	Response
	37. Are the funds provided by the Panchayat utilized in a time bound manner?	Fund utilized in time bound manner
	38. What suggestions can you give to avoid such difficulties?	No difficulties suggestions
9. Initiatives for learning environment	39. Can you explain about the initiatives to improve the learning environment of the students?	Constructed reading rooms, conduct PTA meeting
	40. How is the method of checking the academic performance of students through parents meeting and PEC meeting?	Conducts parents and PEC meeting and discuss the issues

The village, library function are up to the mark with reading corner, newspaper, magazines and there are no issues. Smart classroom, projector, multi-media facilities are made available and no-problem related to this has been pointed out. Regular meeting and discussion of issues good learning environment.

*Response on Health and hygiene activities*

<b>Components</b>	<b>Item</b>	<b>Response</b>
10. Health and hygiene activities	41. Is the amount required for health and hygiene activities adequate? Are the suggested programs useful?	Conducts Medical camp, Hygiene club
	42. In what manner does the Panchayat Education Committee intervene in the implementation of health and hygiene programs?	Awareness class is organized by Primary Health Center and well cleaning health class is organized
	43. Does the Panchayat provide special assistance or other interventions for these projects during emergency times? Does government orders have to be waited on such occasions?	No need to wait for government orders
	44. Is it implemented in collaboration with any other organizations like NGO s related to health?	No collaboration with health organizations
	45. Can you explain what programs are implemented as part of health and hygiene management?	Medical camp , Hygiene club
	46. Is the counseling program conducted in collaboration with the primary health center? Is the funding available from the Panchayat Education Committee?	No counseling programs
	47. Is first aid readily available?	Available

Components	Item	Response
	48. How are the activities of Hygiene Club Arogya Club and Arogya Camp implemented?	No Answer
	49. What are the criteria for enrolling children in these programs? What are the conditions for children to get this kind of benefit?	No Answer
	50. It has been pointed out that there have been lapses in the implementation of this scheme, such as distribution of health cards. What measures have been taken to overcome such difficulties?	No health cards
	51. Is monitoring of these systems effective? What suggestions do you have for the complete success of this project?	Effective monitoring

Health and hygiene activities are organized: awareness classroom by PHCs, medical Camp, Hygiene club. School itself taken the initiatives in such programmer. Effective monitoring helps in ensuring the benefits of the programme. Health cards have not been distributed yet.

*Response on promotions of artistic talent*

Components	Item	Response
11. Promotion of artistic talents	52. What other sources do Panchayat s rely on when the amount allocated by the Panchayat is insufficient for activities to promote artistic talent?	No fund allocated for promotion of artistic talents
	53. What activities are being implemented to promote agriculture?	No answer

Artistic talent is not found to be promoted.

*Response on the criteria of academic environment and teacher training.*

Components	Item	Response
12.Academic materials	54. Can you explain something about whether you are getting effective support from the Panchayat Education Committee to improve the learning environment of the children?	Conducting mid-term meeting Presenting the merits and demerits of each school Providing text book uniforms through SSK
	55. Many factors are important in improving the learning environment. For example, how should the Panchayat Education Committee support the factors like teaching materials, the relationship between the teacher and the children?	No Answer
13. Teacher training program	56. Are the teachers in charge of the projects implemented under the leadership of the Panchayat	Teacher's meeting and motivational class are conducted. Training is provided through ssk

Components	Item	Response
	Education Committee? Is there a need to conduct training for them to create awareness about this and to familiarize them with working methods? What are your suggestions for such a program?	
	57. Can you explain your opinion about the availability of teaching materials through the Panchayat Education Committee?	Instructional materials should be made available as per guidelines

The involvement of SSK helps in keeping the academic environment. Teacher meeting and motivation classes helps a lot. Provision of instructional materials is a demand from the social.

### Analysis and Interpretation of Data from Heads of Payimpadam GLPS

**Table 4**

*Responses on the Components of Construction of school Building and Classroom Renovation and Mid day Meal Programme*

Components	Item	Response
1. Construction of school building and classroom renovation	1. Has the Panchayat h used the amount allotted to your school for building construction and class room renovation	Done in the current year 2017-18
	2. How much of the funds available from the Panchayat h have been utilized?	100% of the fund utilized
	3. How have you utilized the amount received from the Panchayat ?	For construction of school building
	4. What are the difficulties faced at various stages starting from building construction to classroom renovation?	No difficulties
	5. What suggestion can you give to avoid such difficulties	No suggestions
2. Mid-day meal program	6. What is the role of Kudumbashree in providing government funds to schools through Panchayat s for lunch and breakfast schemes?	Implementation of midday meal scheme is not by Kudumbashree .
	7. Is the amount allocated by the Panchayat for mid-day meal and breakfast schemes adequate?	There is no breakfast program in the school. No fund available for mid-day meal from Panchayat .Fund is available

Components	Item	Response
		from government
	8. When the amount allocated by the Panchayat is insufficient, what other sources are found?	Amount is insufficient. When the fund is insufficient, the amount is taken from the headmaster. Because only four children study in the school. Sometimes they buy rice and supplies from other schools
	9. Is the amount allocated by the Panchayat for these projects used for other essentials?	Not Used
	10. Is the amount allocated by the Panchayat not received on time? What adjustments are made at this time?	Fund is not available from Panchayat .But fund is available on time from government and fund is inadequate
	11. What suggestions can you give to avoid such difficulties?	If the availability of government funds increases, there will be more convenience

The response on the creations of construction of school building show that the project is running smooth in the institutions. Regarding mid-day meal on programmer, the fund form government suffers inadequacy and irregularly.

*Responses on the Components of Quality Improvement and Utilizations of Community Resources.*

Components	Item	Response
3. Schemes and programs for improving quality of primary education	12. Can you please explain the implementation of Vijaya Sparsham, Vijayabheri, Haritha Vidyalayam, Motivation and Awareness Class to improve the quality of primary education?	Vijayabheri project is not showing much results, not effective at all, Green Vidyalaya has built a vegetable garden under the project.
	13. Is the amount required for the projects planned to improve the learning standards of the students adequate?	The fund is adequate
	14. What are the difficulties faced at various stages to implement these projects?	Haritha Vidyalayam project is difficult to implement. Vegetable garden is destroyed due to elephants disturbance. School is close to forest because of elephants disturbance. Some days children are absent in the school because Vijayabheri project is not effective and no support from parents and students.
	15. What suggestions can you give to avoid such difficulties?	It is desirable to get more attention from the government
	16. Can you explain the implementation of the computer training program and its funding?	Computer training programs are provided for teachers and computer classes are provided for children



Components	Item	Response
4. Community resources	17. In what ways can cooperation be obtained from the Panchayat to utilize community resources?	Support of parents is obtained to utilize community resources and various types of day celebrations are organized
	18. In what other ways can the community be involved in school functions?	No Answer

The projects on vijayabheri and green Vidyalaya are not functioning effectively. Compact training programme is effective. Parental support is available for school collaboraton.

*Responses on Transportation facility for ST Students and Uplift programs for the Differently Abled Students.*

Components	Item	Response
5. Transportation facilities for scheduled tribe students	19. How much money has been utilized for travel facilities for Scheduled Tribe students?	No amount is required for travel facility expenses for Scheduled Tribe students
	20. What are the practical constraints to effectively carry out the objective of the Gotra Sarathi scheme? Are all children able to access this facility?	No practical constraints
	21. What are the other difficulties faced in implementing these projects?	No difficulties
	22. What are your suggestions to avoid such difficulties?	No suggestions

The programme for ST students run smooth and there is no differently abled students at present in the school.

Components	Item	Response
6. Upliftment of differently abled students	23. What are the facilities provided by VEC for each section for the betterment of differently abled students?	No students with disabilities
	24. Funds available from the Panchayat are mainly allocated to which categories?	School renovation, renovation, wall construction and to make the school more attractive
	25. When the amount allocated by the Panchayat is insufficient, what other sources are found?	No answer
	26. Is the amount allocated by the Panchayat not being allocated on time? What adjustments are made during this time?	No answer
	27. Is there a situation where student data cannot be made available from the school on time? What is the reason for that?	No such situations
	28. What are your suggestions to avoid such difficulties?	No suggestions

*Responses on the components of village library, smart rooms and learning environment*

Components	Item	Response
7. Village Libraries	29. What kind of things does the school do to make the children use the village library effectively?	No village library. Had school library
	30. Are the village library facilities properly utilized?	No village library
	31. Can you explain the implementation of the comprehensive education plan? What are the suggestions for its successful implementation?	As part of the comprehensive education program, study materials are provided and LSS exams are conducted.
	32. Are some of the practical difficulties pointed out by the VEC such as availability of funds and lack of dedicated rooms for this program resolved?	No difficulties because the strength of students is 5
8. Computer and smart classrooms	33. Has the amount allocated by the Panchayat been utilized for building computer smart classrooms?	The use of smart classrooms is not required. There is a teacher to teach computer in the school
	34. Are these facilities made useful for children and teachers? What are the disadvantages now?	Useful for teachers and students
	35. Is the amount allocated by the Panchayat for these projects used for other essentials?	Not used for other essentials

Components	Item	Response
	36. Is the amount allocated by the Panchayat not received on time? What adjustment is made at this time?	Amount received on time
	37. Are the funds provided by the Panchayat utilized in a time bound manner?	Fund utilized in time bound manner
	38. What suggestions can you give to avoid such difficulties?	No difficulties suggestions
9. Initiatives for learning environment	39. Can you explain about the initiatives to improve the learning environment of the students?	Conducts parents meeting and check the progress of students
	40. How is the method of checking the academic performance of students through parents meeting and PEC meeting?	Conducts PEC meeting and parents meeting bimonthly according to need based, camp and awareness class for parents

No village library is available for the school, but the school provides study materials to students. IT facilities and services of computer teach are available. PTA and PEC involve actively in the initiatives for enacting learning environment.

*Responses on Health and hygiene activities*

<b>Components</b>	<b>Item</b>	<b>Response</b>
10. Health and hygiene activities	41. Is the amount required for health and hygiene activities adequate? Are the suggested programs useful?	Adequate
	42. In what manner does the Panchayat Education Committee intervene in the implementation of health and hygiene programs?	The camp is organized by colonizing health and hygiene programs
	43. Does the Panchayat provide special assistance or other interventions for these projects during emergency times? Does government orders have to be waited on such occasions?	No need to wait for government orders
	44. Is it implemented in collaboration with any other organizations like NGO s related to health?	No collaboration with health organizations
	45. Can you explain what programs are implemented as part of health and hygiene management?	The camp is organized by colonizing health and hygiene programs
	46. Is the counseling program conducted in collaboration with the primary health center? Is the funding available from the Panchayat Education Committee?	Conducts counseling programs in collaboration with primary health center
	47. Is first aid readily available?	Available

Components	Item	Response
	48. How are the activities of Hygiene Club Arogya Club and Arogya Camp implemented?	No Answer
	49. What are the criteria for enrolling children in these programs? What are the conditions for children to get this kind of benefit?	No Answer
	50. It has been pointed out that there have been lapses in the implementation of this scheme, such as distribution of health cards. What measures have been taken to overcome such difficulties?	No health cards
	51. Is monitoring of these systems effective? What suggestions do you have for the complete success of this project?	Monitoring is done by PEC .PEC and Education Standing Committee Chairman check the level and quality of learning.

The activities on health and hygiene include camp, counseling programmer and the fund is adequate. Monitoring is done by VEC. Health cards are not being issued.

*Responses on promotions of artistic talents*

Components	Item	Response
11. Promotion of artistic talents	52. What other sources do Panchayat s rely on when the amount allocated by the Panchayat is insufficient for activities to promote artistic talent?	No fund allocated for promotion of artistic talents
	53. What activities are being implemented to promote agriculture?	Made a Vegetable garden

The responses shows that no fund is available separately for promotions of artistic talent.

*Responses on the Criteria of academic Environment and Teacher Training*

Components	Item	Response
12.Academic materials	54. Can you explain something about whether you are getting effective support from the Panchayat Education Committee to improve the learning environment of the children?	Funds have been allocated to improve the learning environment of children and make classrooms attractive

Components	Item	Response
	55. Many factors are important in improving the learning environment. For example, how should the Panchayat Education Committee support the factors like teaching materials, the relationship between the teacher and the children?	Workshop on learning materials provides math flashcards, reading flashcards and workshops and funds have been allocated to make classrooms attractive.

Academic environment is improved through funds on decoding classroom and workshops on learning materials. Teacher training related to all the programmers' and workshop are organized.

Components	Item	Response
13. Teacher training program	56. Are the teachers in charge of the projects implemented under the leadership of the Panchayat Education Committee? Is there a need to conduct training for them to create awareness about this and to familiarize them with working methods? What are your suggestions for such a program?	Training is provided through ssk
	57. Can you explain your opinion about the availability of teaching materials through the Panchayat Education Committee?	Project regarding preparation of teaching materials is to be implemented



### Interpretation of Thiruvalli GLP School

**Table 5**

*Responses on the components of construction of school building and classroom renovation, and mid day meal programme.*

Components	Item	Response
1. Construction of school building and classroom renovation	1. Has the Panchayat h used the amount allotted to your school for building construction and class room renovation	No fund available in the current year 2023-24.Received contingency fund of 1 lakh from Panchayat
	2. How much of the funds available from the Panchayat h have been utilized?	Majority of the fund utilized
	3. How have you utilized the amount received from the Panchayat?	Fund used as part of contingency needs of school
	4. What are the difficulties faced at various stages starting from building construction to classroom renovation?	Demolition of the existing school building has been a difficult due to space constraints.
	5. What suggestion can you give to avoid such difficulties	Provide adequate financial assistance from the Panchayat and provide temporary classrooms with the cooperation of madrasa and church
2. Mid-day meal program	6. What is the role of Kudumbashree in providing government funds to schools through Panchayat s for lunch and breakfast schemes?	Implementation of midday meal scheme is not by Kudumbashree .A proposal for implementation of midday meal scheme has been put forward . Food is cooked in the school kitchen.

Components	Item	Response
	7. Is the amount allocated by the Panchayat for mid-day meal and breakfast schemes adequate?	No breakfast program in the school. But the amount for this is adequate. No role for Panchayat
	8. When the amount allocated by the Panchayat is insufficient, what other sources are found?	Amount is sufficient
	9. Is the amount allocated by the Panchayat for these projects used for other essentials?	Not used
	10. Is the amount allocated by the Panchayat not received on time? What adjustments are made at this time?	Fund received on time
	11. What suggestions can you give to avoid such difficulties?	No difficulties and suggestions

The responses of the component construction of school building and classroom renovation shows that the school received only contingency fund of 1 lakh. The school faced difficulties due to space constraints and demand adequate financial assistance from the Panchayat along with temporary classroom. For mid-day meals, cooking is done in the school kitchen itself. Provisions for breakfast is not therefore at sufficient amount has been released on time

Components	Item	Response
3. Schemes and programs for improving quality of primary education	12. Can you please explain the implementation of Vijaya Sparsham, Vijayabheri, Harita Vidyalayam, Motivation and Awareness Class to improve the quality of primary education?	Vijayasparasam ,a successful project is being implemented for the children who are backward in learning. The method is to conduct a pre-test on all the children and find out the children who are backward from it and check how much the child has achieved by conducting a post test.
	13. Is the amount required for the projects planned to improve the learning standards of the students adequate?	The amount received from the local body is sufficient and the children who have done the post test are known as dearest students.
	14. What are the difficulties faced at various stages to implement these projects?	Time constraints  Teachers doesn't get enough time to teach classes to such children and no support from parents
	15. What suggestions can you give to avoid such difficulties?	Conduct classroom PTA meeting ,parents meeting and learning materials available to children
	16. Can you explain the implementation of the computer training program and its funding?	Teacher training is provided through SSK and computer classes .
	17. In what ways can cooperation be obtained from the Panchayat to utilize community resources?	No help from the Panchayat to utilize the community resources

Components	Item	Response
4. Community resources	18. In what other ways can the community be involved in school functions?	No answer

Vijayaspasham is one of the successful project implemented for improving the quality of education. Fund received from the local body is sufficient but there are time constraints and have no support from parents. There is no assistance from the panchayat in utilising community resources for the school

Components	Item	Response
5. Transportation facilities for scheduled tribe	19. How much money has been utilized for travel facilities for Scheduled Tribe students?	The school has no Scheduled Caste students but provides free travel facility
	20. What are the practical constraints to effectively carry out the objective of the Gotra Sarathi scheme? Are all children able to access this facility?	No practical constraints
	21. What are the other difficulties faced in implementing these projects?	No difficulties

Components	Item	Response
students	22. What are your suggestions to avoid such difficulties?	No suggestions

*Responses on transportation facility for students and uplift programme for differently abled students*

Components	Item	Response
	23. What are the facilities provided by VEC for each section for the betterment of differently abled students?	Medical camp for the students ,
	24. Funds available from the Panchayat are mainly allocated to which categories?	Contingency fund, current bill payment, computer maintenance, office stationery.
6. Upliftment of differently abled students	25. When the amount allocated by the Panchayat is insufficient, what other sources are found?	No answer
	26. Is the amount allocated by the Panchayat not being allocated on time? What adjustments are made during this time?	Amount available on time
	27. Is there a situation where student data cannot be made available from the school on time? What is the reason for that?	Delay in caste certificate

Components	Item	Response
	28. What are your suggestions to avoid such difficulties?	No suggestions

The school has no scheduled tribe students at present but the school provides free travel facility for them Funds for differently abled students has been released on time. Medical camp for the students conducted for the betterment of differently abled students

*Responses on the components of computer and smart classroom and initiatives for learning environment*

Components	Item	Response
	29. What kind of things does the school do to make the children use the village library effectively?	The village library facility is utilized. Conducts reading week.
	30. Are the village library facilities properly utilized?	Properly utilized
7. Village Libraries	31. Can you explain the implementation of the comprehensive education plan? What are the suggestions for its successful implementation?	No answer

Components	Item	Response
8. Computer and smart classrooms	32. Are some of the practical difficulties pointed out by the VEC such as availability of funds and lack of dedicated rooms for this program resolved?	No difficulties
	33. Has the amount allocated by the Panchayat been utilized for building computer smart classrooms?	A smart class room, projector, and multimedia facilities are made available
	34. Are these facilities made useful for children and teachers? What are the disadvantages now?	Useful
	35. Is the amount allocated by the Panchayat for these projects used for other essentials?	Not used
	36. Is the amount allocated by the Panchayat not received on time? What adjustment is made at this time?	Amount received on time
	37. Are the funds provided by the Panchayat utilized in a time bound manner?	Utilized in time bound manner
	38. What suggestions can you give to avoid such difficulties?	No difficulties suggestions

Components	Item	Response
9. Initiatives for learning environment	39. Can you explain about the initiatives to improve the learning environment of the students?	Tried to reduce the strength of the children.Out of the total 60 students 46 are English medium.Strength can be reduced in separating like this
	40. How is the method of checking the academic performance of students through parents meeting and PEC meeting?	Conducts Parents meeting and discuss the issues of the students and then get resolved

The village library functions are satisfactory and there are no issues. Computer room, smartclass room projector and the multimedia facilities and there are no issues regarding regarding this. Reading rooms, PTA meeting PTA meeting ensure good learning environment.



Components	Item	Response
10. Health and hygiene activities	41. Is the amount required for health and hygiene activities adequate? Are the suggested programs useful?	Not adequate
	42. In what manner does the Panchayat Education Committee intervene in the implementation of health and hygiene programs?	Awareness class is organized by Primary Health Center and well cleaning health class is organized
	43. Does the Panchayat provide special assistance or other interventions for these projects during emergency times? Does government orders have to be waited on such occasions?	No need to wait for government orders
	44. Is it implemented in collaboration with any other organizations like NGO s related to health?	No collaboration with health organizations
	45. Can you explain what programs are implemented as part of health and hygiene management?	Cleaning the well, cleaning the bathroom, giving awareness class in the daily assembly
	46. Is the counseling program conducted in collaboration with the primary health center? Is the funding available from the Panchayat Education Committee?	No counseling programs
	47. Is first aid readily available?	A proposal has been made to bring a new project in connection with Panchayat for first aid upgradation
	48. How are the activities of Hygiene Club Arogya Club and Arogya Camp implemented?	No Answer

Components	Item	Response
	49. What are the criteria for enrolling children in these programs? What are the conditions for children to get this kind of benefit?	No Answer
	50. It has been pointed out that there have been lapses in the implementation of this scheme, such as distribution of health cards. What measures have been taken to overcome such difficulties?	No health cards
	51. Is monitoring of these systems effective? What suggestions do you have for the complete success of this project?	Effective monitoring

*Responses on promotion of artistic talents*

Components	Item	Response
11. Promotion of artistic talents	52. What other sources do Panchayat s rely on when the amount allocated by the Panchayat is insufficient for activities to promote artistic talent?	No fund allocated for promotion of artistic talents
	53. What activities are being implemented to promote agriculture?	No answer

Artistic talents are not found to be promoted.

Components	Item	Response
12.Academic materials	54. Can you explain something about whether you are getting effective support from the Panchayat Education Committee to improve the learning environment of the children?	Conducting mid term meeting Presenting the merits and demerits of each school Providing text book uniforms through SSK
	55. Many factors are important in improving the learning environment. For example, how should the Panchayat Education Committee support the factors like teaching materials, the relationship between the teacher and the children?	No answer

The involvement of SSK help in keeping the academic environment of instructional material if a demand from the school

*Responses on the components of academic environment and teacher training program*

Components	Item	Response
13. Teacher training program	56. Are the teachers in charge of the projects implemented under the leadership of the Panchayat Education Committee? Is there a need to conduct training for them to create awareness about this and to familiarize them with working methods? What are your suggestions for such a program?	Teacher's meeting and motivational class are conducted. Training is provided through ssk
	57. Can you explain your opinion about the availability of teaching materials through the Panchayat Education Committee?	Instructional materials should be made available as per guidelines

### Interpretation of Kaattumunda GLP School

**Table 6**

*Responses on the components of construction of school building, classroom renovation and mid-day meal programme*

Components	Item	Response
1. Construction of school building and classroom renovation	1. Has the Panchayat h used the amount allotted to your school for building construction and class room renovation	YES
	2. How much of the funds available from the Panchayat h have been utilized?	Utilized complete fund
	3. how have you utilized the amount received from the Panchayat ?	Improvements in physical facilities classroom
	4. what are the difficulties faced at various stages starting from building construction to classroom renovation?	There was no difficulty
	5. What suggestion can you give to avoid such difficulties	No difficulties and no suggestion
2. Mid-day meal program	6. What is the role of Kudumbashree in providing government funds to schools through Panchayat s for lunch and breakfast schemes?	Fund for breakfast is provided by Panchayat and kudumbasree make arrangements for mid-day meal in

Components	Item	Response
		collaboration with state and central government
	7. Is the amount allocated by the Panchayat for mid-day meal and breakfast schemes adequate?	Fund for mid-day meal is not adequate but fund for breakfast is sufficient
	8. When the amount allocated by the Panchayat is insufficient, what other sources are found?	Finding sponsors when funds fall short
	9. Is the amount allocated by the Panchayat for these projects used for other essentials?	The amount allocated by the Panchayat for these projects is not used for other essentials
	10. Is the amount allocated by the Panchayat not received on time? What adjustments are made at this time?	When the amount allocated by the Panchayat is not allocated on time, it is found from other sources
	11. What suggestions can you give to avoid such difficulties?	No difficulties yet and no suggestions

Funding for construction of school building is on time and adequate. Mid day meal program fund is not a ticket and other sources are identified.

*Initiatives for quality improvement suffer from lack of sufficient fund but teachers do co operate*

Components	Item	Response
3. Schemes and programs for improving quality of primary education	12. Can you please explain the implementation of Vijaya Sparsham, Vijayabheri, Haritha Vidyalayam, Motivation and Awareness Class to improve the quality of primary education?	Under Vijayaspash scheme pre test is conducted after preparing module. Vijabheri scheme is provided to highschool students. Motivation classes for parents and under Haritha vidhyalayam scheme, Haritha sabha was formed .
	13. Is the amount required for the projects planned to improve the learning standards of the students adequate?	Fund is not sufficient
	14. What are the difficulties faced at various stages to implement these projects?	Insufficiency of fund
	15. What suggestions can you give to avoid such difficulties?	Local Self-Government should be more involved and raise funds
	16. Can you explain the implementation of the computer training program and its funding?	A computer training program is conducted for school teachers and the class is managed by the class teachers

*Response on transportation facility for ST students and uplift program for the differently abled student*

Components	Item	Response
4. Community resources	17. In what ways can cooperation be obtained from the Panchayat to utilize community resources?	No answer
	18. In what other ways can the community be involved in school functions?	No specific funds have been allocated to utilize community resources

*Response on transportation facility for ST students and uplift program for the differently abled student*

Components	Item	Response
5. Transportation facilities for scheduled tribe students	19. How much money has been utilized for travel facilities for Scheduled Tribe students?	Onam celebrations are organized under the leadership of clubs and celebrations are also organized in conjunction with other important days
	20. What are the practical constraints to effectively carry out the objective of the Gotra Sarathi scheme? Are all children able to access this facility?	Complete fund utilised
	21. What are the other difficulties faced in implementing these projects?	Funds not available on time. Gotra Sarathi was a complete success at Panchayat level. ITDP is not getting close after taking over the office



Components	Item	Response
6. Upliftment of differently abled students	22. What are your suggestions to avoid such difficulties?	There have been no difficulties whatsoever
	23. What are the facilities provided by VEC for each section for the betterment of differently abled students?	No suggestions
	24. Funds available from the Panchayat are mainly allocated to which categories?	Ramp facility for differently abled students and this facility is ensured through BRC
	25. When the amount allocated by the Panchayat is insufficient, what other sources are found?	Funds have not been taken for children with disabilities
	26. Is the amount allocated by the Panchayat not being allocated on time? What adjustments are made during this time?	The scheme is implemented by ICDS supervisor. Arts festival is organized for differently abled children by Panchayat
	27. Is there a situation where student data cannot be made available from the school on time? What is the reason for that?	The amount is sanctioned on time
	28. What are your suggestions to avoid such difficulties?	Student data is available on time

Transportation facility for students and programmes for differently abled have no related issues.

Components	Item	Response
7. Village Libraries	29. What kind of things does the school do to make the children use the village library effectively?	No difficulties and suggestions
	30. Are the village library facilities properly utilized?	Instead of village libraries, there is a school library and a class library
	31. Can you explain the implementation of the comprehensive education plan? What are the suggestions for its successful implementation?	Village library facility is not required
	32. Are some of the practical difficulties pointed out by the VEC such as availability of funds and lack of dedicated rooms for this program resolved?	Funds are being allocated through BRC to implement Varna Kudaram project to raise pre-primary education to international standards.

*Responses on the components of village library, smart classroom and learning environment*

Components	Item	Response
9. Initiatives for learning environment	39. Can you explain about the initiatives to improve the learning environment of the students?	The funds are utilized within a time bound
	40. How is the method of checking the academic performance of students through parents meeting and PEC meeting?	

Village library does not function. Smart classroom and initiatives for learning environment raise no demands

*Response on the component of health and hygiene activities*

Components	Item	Response
10. Health and hygiene activities	41. Is the amount required for health and hygiene activities adequate? Are the suggested programs useful?	Motivation class for children and awareness class for parents are conducted Text books are free of cost
	42. In what manner does the Panchayat Education Committee intervene in the implementation of	

Components	Item	Response
	health and hygiene programs?	
	43. Does the Panchayat provide special assistance or other interventions for these projects during emergency times? Does government orders have to be waited on such occasions?	Projects will be planned and presented under the leadership of the Sanitation Mission. Classes will be conducted under the leadership of H M. Projects are implemented in collaboration with Primary Health Centers. Clubs such as Arogya club, Haritha club were functioning in the school
	44. Is it implemented in collaboration with any other organizations like NGO s related to health?	Will not wait for government orders
	45. Can you explain what programs are implemented as part of health and hygiene management?	No collaboration with health organizations
	46. Is the counseling program conducted in collaboration with the primary health center? Is the funding available from the Panchayat Education Committee?	Arogya club, health club activities are conducted in the school

Components	Item	Response
	47. Is first aid readily available?	No counseling programs were conducted
	48. How are the activities of Hygiene Club Arogya Club and Arogya Camp implemented?	No first aid available and first aids are not available through Primary Health Centre
	49. What are the criteria for enrolling children in these programs? What are the conditions for children to get this kind of benefit?	The school headmaster takes the initiative and coordinates all activities
	50. It has been pointed out that there have been lapses in the implementation of this scheme, such as distribution of health cards. What measures have been taken to overcome such difficulties?	No answer
	51. Is monitoring of these systems effective? What suggestions do you have for the complete success of this project?	Application for health card is to be made in the Panchayat . Deworming tablets are provided on the way through the primary health center. Although the health card is not issued, the children's data is collected on the computer.

Health and hygiene receive adequate attention and variety programmes are being organised

*Responses on the component of artistic talents*

Components	Item	Response
11. Promotion of artistic talents	52. What other sources do Panchayat s rely on when the amount allocated by the Panchayat is insufficient for activities to promote artistic talent?	Monitoring is effective
	53. What activities are being implemented to promote agriculture?	The Panchayat and Block Panchayat collaborate to provide artistic instruments for the students.

Artistic talent is promoted and instruments are provided.

*Response on the component of academic environment and teacher training*

Components	Item	Response
12.Academic materials	54. Can you explain something about whether you are getting effective support from the Panchayat Education Committee to improve the learning environment of the children?	Green club and vegetable gardens are implemented in schools to promote agriculture.

	55. Many factors are important in improving the learning environment. For example, how should the Panchayat Education Committee support the factors like teaching materials, the relationship between the teacher and the children?	The Panchayat allocates funds to SSK and calls it SSK allocation and distributes uniforms and text books through BRC.
--	---	---

*Resources for academic materials as well as teacher training programs are not adequate.*

Components	Item	Response
13. Teacher training program	56. Are the teachers in charge of the projects implemented under the leadership of the Panchayat Education Committee? Is there a need to conduct training for them to create awareness about this and to familiarize them with working methods? What are your suggestions for such a program?	To improve the learning environment in the school, facilities such as playground, painting, nature, music, art, dance, singing and stage have been established in the school.
	57. Can you explain your opinion about the availability of teaching materials through the Panchayat Education Committee?	A teacher training program is conducted under the leadership of Diet within time bound itself. Training and cluster training are conducted during vacations

**Objective 4**

Analysis of data, received from the cases of five VEC's and five schools through the open-ended items in the interview schedule in respect of each component on the role and functioning, was carried out. The main suggestions were on a few common components. The recommendations include timely and adequate allocation of fund for construction of building, improving functioning of village library by identifying appropriate space or rooms and instruments for arts and sports. Teachers must be made aware of all the initiatives and training must be provided. A very significant area that needs to be attended to is related to scholarships and developing indigenous learning materials.

**Conclusion**

Analysis data based on the first four objective served as data for objective 5, ie, the major suggestions and measures for efficient and sustained process of empowering primary level education by local self-government in Malappuram district. Details on this objective are presented as major findings of the study.



## **SUMMARY AND CONCLUSIONS**

- *Statement of the Problem*
- *Objectives of the Study*
- *Methodology*
- *Major Findings of the Study*
- *Educational Implications of the Study*
- *Suggestions for Further Research*

### **Statement of the Problem**

The present study is entitled Role and Functioning of Local Self-Government on Empowering Primary Level Education in Malappuram District. Local Self-Government aims to promote the local economic development and infrastructure development. It is the duty of local self-government to promote and develop primary education, health and child development. The aim of primary education is to provide children with a foundation step for leading a successful future life. Local self government is expected to play a vital role in eradication of illiteracy and enhancement of primary education to a great extent. The study tries to examine the role and functioning of local self-government in empowering primary level education in Malappuram district.

### **Objectives of the Study**

- To study the role and functioning of local self-government on empowering primary level education in Malappuram district.
- To analyses the domains, strategies and extent of involvement of local self-government on the functioning of the primary schools in Malappuram district.
- To study the learning environment in selected primary schools functioning under the selected VEC's
- To collect recommendations and suggestions of members of VEC's and heads of schools on future strategies for empowering primary level education in Malappuram district
- To suggest measures for efficient and sustained process of empowering

primary level education by local self-government in Malappuram district.

## **Methodology**

### **Method**

The present study followed qualitative research methodology. For the present study data are gathered through document analysis, discussion with resource persons and interviews on the cases of members of five Village Education Committees and Heads of five primary schools in Malappuram District.

### **Sample used for the study**

The cases of the study comprise

- Five VEC members of Malappuram district
- Heads of five primary schools under the Village Education Committees selected.

### **Tools and documents**

- Government documents on three tier system
- Discussion points for interaction with the resource person of KILA
- Interview schedule for members of Village Education Committee
- Interview schedule for heads of primary schools.

### **Techniques of Data Analysis**

- Document analysis

The technique of methodically examining or assessing both printed and electronic documents is known as document analysis. The present study involved analyzing various government documents regarding role of local self-government in empowering primary education.

- Qualitative analysis of interview data

The data collected by utilizing interview schedule were analyzed qualitatively.

### **Data Collection Procedure**

To collect data from the sample, interview schedule for Village Education Committee members was developed. The data collected directly from members were analyzed qualitatively. The educationally backward villages were selected by referring to authentic sources. Under each Panchayat, schools which are backward educationally are identified by collecting details from Panchayat Education Committee members. The role and the functions of LSG's were studied through interactions with officials of KILA and other agencies like BRCs and also through document analysis. After identifying the schools, the investigator conducted interviews with members of VEC's and heads of the schools, using interview schedules on the functioning of LSG's.

The study is qualitative in nature and therefore analysis of data collected was carried out qualitatively. Recommendations and suggestions were collected regarding future strategies for empowering primary level education in Malappuram District.

### **Major Findings of the study**

The interpretation of the data collected from the cases of five members of five VEC's and from the heads of the concerned schools was carried out qualitatively to arrive at the findings related to the objectives of the study.

#### **Major findings:**

I. The analysis of the documents published by the government authorities and preliminary discussion with the resource persons found that there are well-defined role and procedure on functioning for local self-government on primary level education. The domains include:

- Construction of school building and renovation of classroom
- Mid-day meal programme
- Improvement of quality of education
- Utilization of community resources
- Travel facility for scheduled tribe students
- Uplift of differently abled students
- Scholarship and grants
- Village library
- Computer and smart classroom
- Health and hygiene
- Artistic talents
- Sports
- Teacher training

- Learning materials preparation
- II. Based on Objective 2, the data collected from the members of five VEC's in Malappuram district through interviews, on interpretation, revealed that the functioning is at the expected level in certain domains and that strategies need to be re-planned for a few domains for ensuring effectiveness.
  - III. Objective 3 is realized through interpretations of data on the interview conducted among the heads of respective schools.

The findings on Objectives 2 and 3 are presented together to facilitate clear perception.

#### **Moothedam Grama panchayat:**

The domain of construction of school building, mid-day meals programme, initiatives for quality improvement, travel facility for the students, scholarship and grants, health and hygiene activities, promotion of artistic talents and sports have been found effectively functioning. There are certain areas to be improved. These include: effective use of community resources, village library facility, uninterrupted power supply , supply of health cards, teacher training for effective implementation of all the programmes and focus on learning materials preparation at local level.

#### **Kattumunda GLP School**

The data from the identified school under the VEC, Cholanunda GLP School supported the facts. In the weak areas pointed out by the VEC, school has taken initiatives wherever necessary. The regular meeting of PTA and discussion of

issues ensure productive monitoring.

### **Edakkara Grama Panchayat**

The interpretation of responses received during the interview with the member of VEC made the investigator conclude that the roles and functions are satisfactorily being implemented in most of the identified domains. The components include: construction of school building, initiatives for quality improvement, uplift of differently abled, village library, health and hygiene, promotion of artistic talents, and sports and learning material preparation. The mid-day meal programme suffers from timely allocation of sufficient fund. Community resources are not properly utilized and the travel facility for students is not provided due to the wide spread of the locale of students. The 'Perquer' Committee for village library and service of medical officer, health programmes are two distinctive features of this Village Education Committee.

The school under the VEC identified was Pathiripadam GLP School. The data from the head of the institution, on interpretation brought to light certain barriers at the implementation level. The areas of construction of school building, mid-day meals, transportation, uplift of differently abled, village library, smart rooms, initiation for learning environment, health and hygiene, arts and sports activities and academic environment function at satisfactory level. The major areas that need attention are: utilization of community resources, collaboration in health and hygiene activities and preparation of learning materials.

### **Pathiripadom GLP School**

Analysis of the responses from the Head, Pathiripadom GLP School showed only a few issues related to certain components. Construction of building and mid-day meal programme, initiatives for quality improvement, travel facility, uplift of differently abled, village library smart class, initiatives for learning environment, promotion of artistic talent and sports and teacher training programmes are at satisfactory level. The use of community resources is the only area lagging behind for the school.

### **Amarambalam Grama Panchayat**

The role of the VEC could be played effectively in most of the areas and in a few areas, its functioning is to get improved. Construction of school building, quality initiatives, travel facility for students, uplift of differently abled, scholarship and grant for students, village library, smart classroom, health and hygiene and learning materials preparation are the domains which are satisfactory. For mid-day meal programme, arts and sports activities, financial insufficiency is a barrier. Community resources couldn't be utilized properly even though initiatives are taken. Land usage for agriculture and paddy culture is already underway.

### **Payimpadam GLP School**

The school under the VEC identified was at Payimpadam GLP School. The data from the Head of the institution, on interpretation brought to light certain matters at the implementation level, The areas of construction of school building, mid-day meals, transportation, uplift of differently abled, village library, smart



rooms, initiation for learning environment, health and hygiene, arts and sports activities, academic environment function at a satisfactory level. The major area that need attention are: utilization of community resources, collaboration in health and hygiene activities and learning material preparation.

### **Thiruvalli Grama Panchayat**

The VEC's roles have been performed in almost all the domains to a great extent. For maintenance of school building, funding is received from KIIFB quality education is ensured through regular monitoring and review, travel facility, uplift of differently abled, scholarships and grants, village library, smart classrooms, health and hygiene, sports and materials preparation are the strong areas of functioning. Mid-day meal programme suffers from on time funding and there are no initiatives for artistic talent development. Teacher training is another area to be improved. Community Resources are not properly utilized.

### **Thiruvalli GLP School**

The data from the Head of the school under Thiruvalli VEC, on analysis showed that there are issues of space, and of temporary building. This is a special case due to demolition of the school building. Fund is not a problem for mid-day meal programme. Parental support and utilization of community resources lag behind, Uplift of differently abled students, village library, smart class and a good learning environment are ensured. Health and hygiene activities are also sufficient. Artistic talent, sports and preparation of learning materials need attention and support.

### **Mampad Grama Panchayat**

The VEC functions primarily in the areas of construction of school building, quality improvement, uplift of differently abled, scholarship and grants, village library, smart rooms, health and hygiene and learning materials preparation. The involvement in certain areas is not as desired, mainly due to lack of fund availability. Mid-day meal programme is such an area. Travel facility is not provided. Artistic talent and teacher training are not properly organized. Utilization of community resource is not effective.

### **Kattumunda GLP school**

The head of the school under Mampad VEC has a few concerns regarding the components of mid-day meals, initiatives for quality improvement, village library, academic material preparation and teachers training programme, construction of building, transportation facility, uplift of differently abled, smart classrooms, health and hygiene and promotion of artistic talents.

### **Objective 4**

- Recommendations and suggestions on future strategies were collected from the VEC members and the Heads of the Schools

The responses of the members of five VEC's and those of the heads of the concerned schools, on analysis of data, helped the investigator pool the suggestions and specific recommendations regarding future functioning of VEC's. The areas that need improvement are found to be common for all the cases.

The main suggestions are:

1. Timely and adequate allocation of fund for mid- day meal programme and ensuring of break-fast for all students.
2. Community resources utilization is to be strengthened with effective programmes.
3. Functioning of library could be improved
4. Artistic talents of students are to be promoted through various strategies.
5. Teacher training should become a responsibility of the VEC.
6. Learning material preparation at the local level should be encouraged.

**Objective 5** of the study was to suggest measures for efficient and sustained process of empowering primary level education by local self-government in Malappuram District.

The findings of the study with respect to the objective could lay the foundation for future strategies of the local self-government. The schools and community should ensure continued communication with the VEC's, panchayat and the state to discuss the concerns. The authorities in turn should monitor with follow up, the functioning and environment of the schools, Teachers should be empowered professionally with knowledge and practice of different schemes and programmes. Creativity and novelty could be ensured in such programmes by funding projects at the local and teacher levels. Localization can be ensured by considering the locale, cultural and other determinants of education, community and family. Parental

involvement on curriculum could promote an efficient and sustained process of empowering primary level education in the district with the four educational districts of Tirur, Tirurangadi, Wandur, Malappuram expanding over 17 sub-districts.

### **Educational Implications of the Study**

The last census report 2011 records Malappuram district with an average literacy rate of 93.06% in the rural and 94.22% in the urban areas respectively. The educational reforms in Kerala with its pillars on a localized self-government system upholds the key concepts of localization, contextualization, equity, access, community involvement, sustainability and much more to keep abreast of 'globalization' in the general sense. The present study has brought to light specific domains which call for special attention from the authorities, stake holders and the public.

The major findings of the study show that the roles of VEC's are well-defined and the members in charge of education are well aware of the roles to be performed with respect to primary level education of the state. The findings highlight the domains of involvement and also the setback. The areas of strength could serve as stimulating factors and the weak areas could serve as signposts for future policies, planning implementation, feedback and remediation. The barriers or areas that demand immediate attention include timely release of fund; that also based on the status of the school considering its locale, socio economic status and other characteristics of the target community, functioning of village library, community involvement, promotion of artistic talents of students, teacher training and empowering with regard to the functioning of school in all domains and also

improvisation of learning materials at local level.

This should form part of Teacher development and professionalism in pre service and in service programmes. Holistic development of Malappuram district through time bound and timely interventions of all those concerned with the process of education could bring the district to the forefront of Indian Education System-globalized by being contextualized.

### **Suggestions for Further Research**

The present study on the role and functioning of Villag Education Committees, with the stated scope, procedure and limitations could propose certain specific suggestions for validation, extension and policy making through further research.

1. All the cases of Village Education Committees and all the cases of schools under each VEC could be considered.
2. The data collection process can be through multiple techniques and sources and thus the study can be extended to parents, students and other stake holders.
3. The specific strategies of utilizing of community resources for school development programmes in the changed system of contextualization of education could be a thrust area for intensive research.
4. Development of policies and plans at the village level on the basic philosophy of 'localization ' could be a study contributing to the total quality improvement of education in the district.

The presently available infrastructure, building and other considerations for educational uplift of Malappuram District pre supposes quality, access, affordability and equity. Thus, a top-down study with the apex bodies, local departments, community, teachers and students could contribute to revision of policies on education of the district.

## **REFERENCES**

- Aikara, J. (2011). Decentralisation of elementary education and community participation in Kerala. *Journal of Educational Planning and Administration*, 25(1), 1-15.
- Aser, (2010). The role of VEC/PTAs/SMDCs/urban local bodies in school management and supervision in the context of SSA: Case study of Bihar. *Journal of Educational Planning and Administration*, 24(2), 159-176.
- Attri, R. (2014). Role of Panchayati Raj institutions in early childhood care and education in Himachal Pradesh. *Journal of Early Childhood Education and Development*, 5(1), 1-15.
- Dash, Panda, & BN (2009). Effectiveness of Village Education Committee on promoting universalization of elementary education. *Journal of Education and Development*, 3(1), 23-35.
- Department of Local Self-Government. (2022). *Fourteenth Five Year Plan (Report No. 84/2022)*. Kerala Institute of Local Administration and State Resource Group on De centralized Planning.
- Govinda, R., & Bandyopadhyay, M. (2010). Changing framework of local governance and community participation in elementary education in India. *Journal of Educational Planning and Administration*, 24(2), 131-146.
- Govinda, R., & Bandyopadhyay, M. (2010). Changing framework of local governance and community participation in elementary education in India. *Journal of Educational Planning and Administration*, 24(2), 131-146.



- Kaur, G. (2016). Role of Panchayati Raj institutions in management of educational institutions. *Journal of Educational Administration and Management*, 5(1), 34-47.
- Kerala Institute of Local Administration. (2018). *Pothuvidyabhyasa Samrakshana Yajnavum Thadhesa Swayambharana Sthapanangalum*. Kerala Institute of Local Administration.
- Kholia, D. (2021). Communitization of elementary education in Nagaland: Role of Village Education Committee with special reference to Phek. *Journal of Community Education and Development*, 8(2), 123-138.
- Kumar, P. (2021). Study on role and importance of village education committee: Analysis, drawbacks, and suggestions. *Journal of Educational Development*, 12(1), 1-12.
- Kumar, V., & Mohalik, R. (2017). Role of Panchayati Raj institutions in managing elementary education in Bihar. RA. *Journal of Applied Research*, 3(6), 1-9
- Malik, S. (2005). Local self-government at village level: An assessment. *Journal of Rural Development*, 24(2), 147-162.
- Mallik, S. N. (1929). Local self-government in India. *The Annals of the American Academy of Political and Social Science*, 143(1), 247-256.
- Mishra, P., & Garita, R. (2013). Administration of elementary education in Odisha: Role of Village Education Committees (VECs). *Journal of Educational Planning and Administration*, 27(3), 257-274.

- Nagarajan, N. (2016). Role of village education committee in achieving universalisation of elementary education. *Journal of Educational Planning and Administration*, 30(2), 149-162.
- Nouskit, S., & Rajput, A. (2021). Village Education Committee for quality education: A case study of Ladakh. *Journal of Educational Research and Development*, 16(3), 1-15.
- Tiwari, S., & Kumar, L. (2009). Role of Panchayati Raj system in quality enhancement of primary education in Madhya Pradesh. *Journal of Education and Development*, 5(1), 34-47
- Tyagi, R. S. (2012). Management of school education: Role of Panchayati Raj institutions. *Journal of Educational Planning and Administration*, 26(2), 151-164.
- Tyagi, R. S. (2016). Decentralized management of elementary education and role of self-governance institutions. *Journal of Educational Administration and Management*, 8(2), 1-18.

## **APPENDICES**

**APPENDIX I**

**INTERVIEW SCHEDULE FOR**

**PANCHAYAT EDUCATION COMMITTEE**

**Dr. M. Jesa**  
Associate Professor  
Farook Training College

**Chithra Gopinath**  
M.Ed. Student

---

1. In what manner are the stages of implementation of planning at the government level to implement basic facilities such as school building development and renovation organized?
2. Has the government put forward the same criteria as to ensure that deserving schools get access to the conditions and criteria set by the government?
3. What are the criteria for selecting the schools and Panchayats that are eligible for this? Are there instances of eligible Panchayats and schools not being included in this scheme? Are there any other reasons for such situations?
4. What are the practical difficulties faced by the government to successfully implement this scheme as intended?
5. Has any specific criterion been decided for determining the eligibility of schools at your Panchayat level? Which schools are currently brought under this scheme?
6. There are complaints from many quarters about the implementation of breakfast and mid-day meal schemes. What are the main reasons why this is happening?
7. What other arrangements are made to ensure that the food supply to children is not disrupted in situations where the required amount is not available?

Can you explain the major schemes implemented by the government for the betterment of the primary education in your panchayat?

8. What suggestions can you give to make such projects literally useful?
9. What are the panchayat level initiatives to improve the learning environment of children in schools?
10. Are school resources planned and implemented to benefit the community?
11. How is the government supervision at the panchayat level in planning and implementing the schemes implemented by the government for the convenience of school travel for scheduled caste students?
12. How is it ensured that the activities undertaken by the government for the uplift of differently-abled students are made available to deserving students?
13. How is the government monitoring whether the funds allocated for the education of these types of students reach the deserving students?
14. Can you explain the difficulties that arise in implementing the activities implemented for these types of students?
15. What are the conditions and criteria laid down by the Government in determining the scholarship grant made available to deserving students?
16. Are there situations when deserving students do not get scholarships? Can you explain such situations?
17. How could you ensure that scholarships and grants are provided to deserving students according to the norms set by the government? How is government supervision done?
18. Can you elaborate on the actions taken at the panchayat level to link the projects to schools to improve village library facilities and services?
19. What kind of government supervision is done in implementing these types of activities?

20. What are the practical difficulties in implementing these activities?
21. In what manner is the government monitoring the proper utilization of funds required for computer and smart classrooms in schools?
22. What are the practical difficulties faced at the panchayat level in allocating this type of classroom?
23. What are the schemes set up at panchayat level to ensure health and hygiene of students? Can you elaborate on that?
24. How do you ensure that students get medical check-ups following the norms set by the government? How is the government supervision done?
25. What are the practical difficulties faced by the government to successfully implement these schemes as intended?
26. Can you explain the availability of materials from the panchayat level for curricular activities to promote artistic skills in students?
27. Once the funds are allocated for the implementation of artistic talent development projects, how is the implementation of the project monitored by the government?
28. What are the practical difficulties faced in successfully implementing these projects?
29. What are the programmes implemented to provide necessary resource support to inculcate the culture of sportsmanship among the students?
30. How is it done at the panchayat level that the necessary resources are provided to the schools exactly?
31. Complaints are coming from many quarters about the implementation of training programmes for teachers. What are the reasons? What measures are taken in the Panchayat to resolve this ?

32. How well are the training programmes being implemented on time and how is it monitored?
33. What are the practical difficulties faced by the government in successfully implementing such programmes as intended?
34. What programmes have been implemented at the panchayat level to produce teaching materials necessary for students' learning?

After allocating the required funds, in what manner is the government supervision done?

## APPENDIX II

### INTERVIEW SCHEDULE FOR SCHOOL HEADMASTERS

**Dr. M. Jesa**  
Associate Professor  
Farook Training College

**Chithra Gopinath**  
M.Ed. Student

---

1. Has the panchayat used the amount allotted to your school for building construction and classroom renovation?
2. How much of the funds available from the Panchayat have been utilized?
3. How have you utilized the amount received from the Panchayat?
4. What are the difficulties faced at various stages starting from building construction to classroom renovation?
5. What suggestions can you give to avoid such difficulties?
6. What is the role of Kudumbashree in providing government funds to schools through panchayats for lunch and breakfast schemes?
7. Is the amount allocated by the panchayat for mid-day meal and breakfast schemes adequate?
8. When the amount allocated by the Panchayat is insufficient, what other sources are identified?
9. Is the amount allocated by the panchayat for these projects used for other essentials?
10. Is the amount allocated by the Panchayat received on time? What adjustments are made at this time?

What suggestions can you give to avoid such difficulties?



11. Can you please explain the implementation of Vijaya Sparsham, Vijayabheri, Harita Vidyalayam, Motivation and Awareness Class to improve the quality of primary education?
12. Is the amount required for the projects planned to improve the learning standards of the students adequate?
13. What are the difficulties faced at various stages to implement these projects?
14. What suggestions can you give to avoid such difficulties?
15. Can you explain the implementation of the computer training programme and its funding?
16. In what ways can cooperation be obtained from the panchayat to utilize community resources?
17. In what other ways can the community be involved in school functions?
18. How much money has been utilized for travel facilities for Scheduled Tribe students?
19. What are the practical constraints to effectively carry out the objective of the Gotra Sarathi scheme? Are all children able to access this facility?
20. What are the other difficulties faced in implementing these projects?
21. What are your suggestions to avoid such difficulties?
22. What are the facilities provided by VEC for each section for the betterment of differently abled students?
23. Funds available from the Panchayat are mainly allocated to which categories?

When the amount allocated by the Panchayat is insufficient, what other sources are found?

24. Is the amount allocated by the panchayat not being allocated on time? What adjustments are made during this time?
25. Is there a situation where student data cannot be made available from the school on time?  
  
What is the reason for that?
26. What are your suggestions to avoid such difficulties?
27. What kind of things does the school do to make the children use the village library effectively?
28. Are the village library facilities properly utilized?
29. Can you explain the implementation of the comprehensive education plan? What are the suggestions for its successful implementation?
30. Are some of the practical difficulties pointed out by the VEC such as availability of funds and lack of dedicated rooms for this programme resolved?
31. Has the amount allocated by the panchayat been utilized for building computer smart classrooms?
32. Are these facilities made useful for children and teachers? What are the disadvantages now?
33. Is the amount allocated by the panchayat for these projects used for other essentials?
34. Is the amount allocated by the panchayat not received on time? What adjustment is made at this time?
35. Are the funds provided by the Panchayat utilized in a time bound manner?

36. What suggestions can you give to avoid such difficulties?  
  
Can you explain the initiatives to improve the learning environment of the students?
37. How is the method of checking the academic performance of students through parents meeting and PEC meeting?
38. Is the amount required for health and hygiene activities adequate? Are the suggested programs useful?
39. In what manner does the Panchayat Education Committee intervene in the implementation of health and hygiene programmes?
40. Does the panchayat provide special assistance or other interventions for these projects during emergency times? Do you have to wait for government orders on such occasions?
41. Is it implemented in collaboration with any other organizations like NGOs related to health?
42. Can you explain what programmes are implemented as part of health and hygiene management?
43. Is the counseling programme conducted in collaboration with the primary health centre? Is the funding available from the Panchayat Education Committee?
44. Is first aid readily available?
45. How are the activities of Hygiene Club, Arogya Club and Arogya Camp implemented?
46. What are the criteria for enrolling children in these programmes? What are the conditions for children to get this kind of benefit?
47. It has been pointed out that there have been lapses in the implementation of this scheme, such as distribution of health cards. What measures have been

taken to overcome such difficulties?

Is monitoring of these systems effective? What suggestions do you have for the complete success of this project?

48. What other sources do panchayats rely on when the amount allocated by the panchayat is insufficient for activities to promote artistic talent?
49. What activities are being implemented to promote agriculture?
50. Can you explain the support from the Panchayat Education Committee to improve the learning environment of the children?
51. How does the Panchayat Education Committee support the factors like teaching materials, the relationship between the teacher and the children?
52. Are teachers given charge of the projects implemented by the Panchayat Education Committee? Is there a need to conduct training for them to create awareness about this and to familiarize them with working methods? What are your suggestions for such a program?

What is your opinion about the availability of teaching materials through the Panchayat Education Committee?

**APPENDIX III****TRANSLATED VERSION OF DOCUMENT ANALIZED**

Education and development projects of local government bodies should be implemented in relation to the objectives and activities prescribed by the Vidyakiranam program guidelines. Priority should be given to providing necessary facilities to schools under the control of the local government. The Gram Panchayats and District Panchayats should determine the amount for the SSK projects by the government. Preparation and implementation of the action plan of the SSK project should be with the full participation of the local government body. After the completion of the project, the comprehensive penalty Kerala details should be submitted to the local government body. The SSK Project Officer should inform the local government bodies about the utilization of the amount given by the local government bodies to the Samagra Shiksha Keralam project, what are the activities / programs being carried out in each school. SSK should ensure the participation of the officials of the local government bodies in the development projects implemented with the share of the local government bodies. Research projects such as raising the standard of learning, developing the creative abilities of female students, organizing training, etc. can be taken up by the local bodies after ensuring that they are not duplicative of the programs of the SSK Education Department.

In the case of the school lunch program, the only responsibility of the local government bodies is to provide the necessary physical facilities and facilities to ensure cleanliness. Construction and maintenance of kitchen, dining hall and toilet should be given high priority in all schools in conjunction with the Mahatma Gandhi National Rural Employment Guarantee Scheme. Provision of furniture in schools should be given priority.

Projects for providing breakfast to children up to class 7 in government aided schools may be taken up by local bodies subject to the guidelines in para 8.8.3(2)(i). With the participation of volunteers such as women, youth, teachers and

students, programs can be devised including learning, nurturing, remedies, coaching. Such facilities can also be introduced in aided schools after providing drinking water, urinals, toilets and wash basins as per the prescribed standards in all government schools. Background development projects in LPUP schools attached to government high schools or higher secondary schools can be taken up by the concerned village block panchayats with the consent of the district panchayat. Background development projects in LPUP schools under the control of Gram Panchayats can be taken up by the Block/Zilla Panchayat with the consent of the Gram Panchayats. Gram Panchayats can take up the project for improvement of infrastructure facilities and modernization including computerization of libraries in Panchayats under the control of Gram Panchayats. Gram Block Panchayats can undertake projects for modernization including computerization and physical facilities including building of furniture for libraries approved by the Library Council. Biodiversity garden in schools, waste management program, energy conservation program etc. can be prioritized. To promote the activities of Literacy Mission, improve the physical conditions of literacy centers, pay the cost of textbooks published by the Mission, etc.

Under the Nirbhaya Project implemented by the Women and Child Development Department, high school higher secondary girls can be trained in martial arts including Taekwondo, Judo, Karate, Yoga and Kalari, which are sports education-related defense training programs. Sports teachers approved by the Sports Council should be appointed as coaches for such projects undertaken by the Zilla Panchayat. Fuel cost of vehicles purchased as part of various schemes for schools and annual plan of local bodies, driver's wages etc. shall not be borne by local bodies. District panchayats can undertake disaster preparedness training programs for female students of higher secondary schools and high schools. Priority should be given to include projects to create awareness among children on issues such as civic awareness, environmental awareness, gender equality, agricultural sanitation awareness, waste management and water conservation. As part of Samagra Shiksha Keralam project, every year in the month of June, medical camps are conducted at the block level under the leadership of expert doctors and paramedical staff to

determine the therapy services, assistive devices and other necessary support systems for differently abled children. Local government bodies can be taken over in association with SSK. In areas where promising talent centers are not available, which is an additional learning support system under the auspices of the Samagra Shiksha Kerala project, local government institutions can start local talent centers on the model of SSK to provide additional learning support and remedial education to children facing learning backwardness.

### **Harithavidhyalayam**

The concept of green school has become more and more relevant in the global as well as Kerala in general is facing many environmental problems. A permanent solution to this problem can only be found by changing the attitude of the people on a long-term basis. This attitude mainly consists of the following.

- Sanitation at personal and institutional level.
- Landscaping and afforestation
- Waste disposal
- Air Water Soil Conservation
- Reclaim the agricultural culture
- Encourage industriousness and self-reliance

Each of these activities has great importance in schools. First of all, it is a broad field in which academic activities in schools are spread. At the primary level, all these are included in subjects such as environmental studies, language and mathematics. When it comes to upper primary secondary levels, it can be seen that the above areas are spread over the subjects of basic science, sociology and language. In this way, all these are directly connected with the activities in the classroom. Education should be able to impart the principles of democracy, secularism, gender justice, equality and environmental awareness to children. Our education system imparts these values to children mainly in two ways, the first

offering is through many activities in the book. The campus consisting of the second school building and premises as a whole is a textbook and learning tool. Based on this, some project ideas that can be implemented in schools are suggested below:

➤ Green classrooms

A plan to make every classroom a green classroom, plastic-free drinking water bottle, dust-free classroom, etc

➤ Friendly School

Schemes for bio-waste management in schools, kitchen biogas plant, etc., can be used in all ways. Small thumburmuzhi style processing should also be done here. Including charcoal leaves can be processed here.

➤ Green Energy Campus

Enable application of green energy in schools. Solar Power Plant Solar Water Heater Campus Biogas stove using only LED bulb without filament.

➤ Agricultural Prosperity Campus

Vegetable farming Fruit tree cultivation Fish farming Poultry farming should be started.

➤ Green curtain

Tents in public places around outside the school classroom. Create a shaded area with plants such as fashion fruit, koval, curtain plan etc. to reduce the heat.

➤ Biodiversity Park

Biodiversity Park should be made even if it is a small area and a small spot should be made in the corner of the school.

➤ A water conservation plan for the school



Our state, which receives 3000 mm of rain annually, faces shortage of drinking water during the summer months. On an average, a family of five people gets enough fresh water for 12 months from the rainwater itself. If it is stored cleanly, there will be no shortage of drinking water in Kerala. At least by filtering this rainwater and using well recharge, the groundwater table will rise. Rain water drainage system in the school campus itself. A small fish pond etc. Children's safety should be ensured to implement such projects.

➤ Agriculture

Out-of-school activities for extension of agriculture

➤ Haritha sabha

Formation and activities of Vidyalaya Haritha Sabha. Teachers and parents can participate in the Haritha sabha.

➤ Green auditing

Creation of green auditing team in schools and implementation of monitoring of activities in schools.