ABSTRACT
A village education committee plays a group role to improve the education by its functions. It assigns the greatest importance to systematic mobilization of the community and creation of an effective system of decentralized decision making at village level. Hence, there is a need to analyse functioning of Village Education Committee (VEC) in educational management in Punjab. In the present research, descriptive survey method and purposive sampling technique was used by the investigator to collect data from 20 head teachers, 40 VEC members and 40 parents from Cheema and Lehra block of Sangrur district of Punjab. Self constructed interview schedule was used by the investigator for the study. The investigator explored the views of parents, head teachers, VEC members for the analysis of functioning of Village Education Committee (VEC). The results reflects that VEC has played a good role in overall functioning of the school but need to strengthened the regularity of students and teachers in school. Initiatives taken by VEC for the education of children with disability needs attention. There is also a need for the VEC to report the educational deficiencies to higher authorities. The overall functioning of the present VEC need to be strengthened.

KEYWORDS: VEC, VEC Members, Parents, Head Teachers, Educational Management.

INTRODUCTION
Since the Independence of our country, the Government of India has been striving hard to involve the community more and more in the system of administration and process of development. The establishment of Community Development Blocks in I" five year plan and the creation of panchayati Rai Institutions at Gram Panchayat Block and district levels were the initial attempts to ensure community involvement especially in development and administration. During the first 25 years after the independence, it was realized by the Government that the involvement of community has remained more on pen and paper than in the real system of administration and development. Some of the major reasons identified to explain this situation were: [1] high rate of illiteracy especially among the scheduled castes
and women, [2] lack of any policy and programme to empower the community in respect of
development and administration [3] non-effectiveness of the system of devolution of
power etc. This realization led the government to give more emphasis upon ensuring
function participation of community in administration and development. Hence the
government enacted the 73rd constitution Amendment act, 1992 to confer constitution status
on the Panchayati Raj Institution and thereby made it mandatory to involve communities in
the process of development and administration. Since then, in all kinds of development
programmes, involvement of community has been taken up as an integral component. During
1990s, in the field of education, a few programmes like Lok Jumbish, Education guarantee
scheme and district primary Education programme were implemented involving the
community and the experience gained from these programmes reinforced that community can
play a significant role in education. Keeping in view the vision of the constitution [73rd
and 74th amendment] act, 1992 and the outcome of these programmes, the government of India
launched the Sarva Shiksha Abhiyan, a time bound educational programme to promote
elementary education by involving community at various levels and in an institutionalized
manner to sustain their involvement.

In Sarva Shiksha Abhiyan, several kinds of community-based institutions have been
involved such as parent teacher Association [PTA], mother teacher Association [MTA]
village Education committee [VEC] and gram panchayat. The VEC has the most
significant role to play in implementing SSA at the grassroots level. This paper has
delineated [i] the role and responsibilities given to VEC [ii] discussed the various
steps taken in different states so far for the capacity building of the VECs; [iii]
presented the critical assessment made by the capacity building of the VEC; and (iv)
suggested a few corrective measures to improve the quality and quantum of Z
community involvement through VECs in SSA.

Structurally VEC is the executive body of a school and is represented by some
members. The number and kind of members the make VEC is state-specific and hence
defined by each state Government separately in different contexts, functionally
equivalent to VEC, some other intuitions also exist. For instance the Parent Teachers
Association in Madhya Pradesh, the School Management Committee (SMC) in
Sikkim and Andhra Pradesh, the Vidayalay Shiksha Samiti (VSS) in Bihar, the
School Development and Management Committee (SDMC) in Karnataka and Rajasthan, and
the Ward Education Committee (WEC) in urban areas of West Bengal functionally
play the same role under SSA as is played by the VEC in other places of the country. Under SSA, the VECs have been bestowed with several tasks; the important among them are (a) receipt and utilization of all the grants given under SSA following the guidelines and keeping records of all kind of expenditures made out of these grants (b) preparation and implementation of habitation/school level annual work plan called micro plan under SSA every year to the achieve SSA goals (c) motivation to community to donate cash/kind/labor for the all round development of the school (d) construction of all kinds of civil works related to schools that are sanctioned under SSA (e) regular monitoring of enrollment, attendance, retention and enhancement of learning achievement level of children (f) Organization of activities like enrollment drive, awareness general campaign, children fair, Maa-beti Mela and Kishori Mela to generate community awareness towards elementary education.

Under SSA, specific thrust has been given to empower the VECs to ensure their participation in SSA activities more intensely. Hence in various States, training programs have been conducted in different years for the capacity building of the VEC members to execute their responsibilities comfortably. Coordinators (CRCCs) and Block Resource Center Coordinators (BRCCs) have been engaged to supervise and monitor the activities taken up the VECs on various occasions. They are also permitted to sometimes attend the VEC meetings to oversee whether the VECs are adhering to the prescribed norms as regards the composition of members and the mode of operations of meetings. They are also entrusted with the responsibility of conducting coordination meetings with members of different VECs to extend necessary guidance related to various issues of implementing SSA program.

In Punjab the VECs in almost all villages have been formed according to the prescribed guidelines. Each VEC consist of 7 to 8 members. There is ample participation of SC members in the VECs. Invariably a lady from the village panchayat is also member of VECs. Almost all the schools have been provided with the guidelines for the functioning of VEC. The VECs invariably meet once in a month and take resolution related to School Management, grant utilization, enrollment of out of school children, civil work etc. In Chandigarh every village has a Village Education Committee. School located in areas other than the villages have School Management Committees and they have taken up all responsibilities for school management as well as development.

The present study is related to VEC, which is a unit under Panchayati Raj institutions towards decentralization for education management. CABE committee
report (1993) on decentralized management of education' proposed setting up of VEC in each village. Researches have been carried out till now, and specifically related to V.E.0 however, studies related to other similar institutions, e.g. 'school betterment committee' (SBC) school development and monitoring committee (SDMC) in Karnataka, and school management committee (SMC) in Bangladesh and concept like 'decentralization in education management' and world bank's concepts 'school based management' (SBM) (which is being followed in many countries), have helped the investigator in reviewing the literature and forming his opinion about the present study. The investigator has therefore, made an intensive as well as extensive study based on research-studies, dissertations, important report of research-studies, education articles etc and found that VEC in Sangrur district of Punjab was still a territory to be studied.

National Policy on Education NPE (1986) a number of centrally sponsored scheme were introduced to cater to the specific needs of elementary education section. These include the Operation of Blackboard (1987) to improve environment, enhance retention and learning achievement of children by providing minimum essential facilities in all elementary schools, reconstructing and strengthening of teacher education facilities for girls, working children from flung areas. DPEP to increase enrolment and reduce dropout in those districts where female's literacy was on the lower side as per 1991 census. Mid- day meal programme (1995) to provide nutritional support to children in primary classes. Now SSA (2000) has been introduced to provide all kind of necessary facilities including quality education at elementary level with the help of active community participation like Village Education committees.

Punjab literally means five waters. It has derived its name from the five waters that flow through this region – The Sutlej, The Beas, The Ravi, The Jhelum and The Chenab. Prior the Persian period this region was known by different names at different times. There are 20 districts of Punjab and area covered 50362 square kilometers. According to 2001 census, total population of Punjab is 24358999, male population (12985045), female population (11373954). Literary rate of Sangrur district in Punjab state if 81.0% male (86.5%) and female (75.3%) literacy rate of Sangrur district.

In Punjab, Village Education Development Committee is a subcommittee of the Gram Panchayat. This committee is also known as Pendu Shiksha Vikas Committee (PASVAK).
Under the Constitution Amendment Bills, 73rd and 74th Panchayats will be formed for village or a group of village. The Panchayat will have elected representatives. Besides, each Panchayat may constitute a Village Education Development Committee (V.E.D.C.) which would be responsible for administration of the delegated programmes in the field of education at the village level.

Many researches on decentralization in educational management were conducted even before enactment of 73rd and 74th Constitutional amendment act, 1992 but it being too old, the investigator has focused on post – 1993 researches on the basis of recommendations of the CABE Committee on 'Decentralized Management of Education, 1993; Village Education Committees were set up as a sub-committee of the Gram Panchayat at the village level. These Committees were responsible for all round educational development of the village. Thus a major part of research after the mid-90s concentrated on the evaluation of the functioning of VECs, identification of weaknesses in their functioning and causes of dysfunction. Some of relevant studies has been mentioned in the subsequent paragraph.

Mishra (2008) examined a research on functioning guarantee scheme centres in Dhenkanal district of Orissa. The study revealed that women's participation in education guarantee schemes is very low as compared to men. 78% education guarantee scheme centers' are running in thatched house without wall. Most of the education volunteers and village education committee members expressed their views that food items especially rice and dal supplied under mid-day meal scheme programme is not up to standards and most items were unsuitable for eating and producing foul smell. Village education committee members' cooperation in raising the enrolment and attendance of the children in the centre, is not satisfactory.

Bala and Bora (2008) investigated a study on universalisation of elementary education in Utter Pradesh. The result of the study interpreted that there was increase in enrolment. The net enrolment ration for boys and girls was 98.29% and 97.17%. The implementation of the mid-day meal has ensured the increased enrolment and retention of children. Village education committees play a major role in bringing the positive attitude in all range of people towards education and in mobilizing the community and motivating parents to send their children to various in schools, especially girls and children from disadvantaged groups. Teachers are regularly given various in service and refresher course trainings focusing various pedagogical areas.

Ganapathi (2007) in his study entitled "Role and Functioning of School Development
and Monitoring Committee (SDMC) in School Development in Uttar Kannada District of Karnataka" found that functioning of SDMC has resulted in (i) increase in enrolment of students, (ii) lessened teacher absentee (iii) proper utilization of funds. However, he also found that SDMC don't recognize innovative activities done by the teacher because they are ignorant of it; male SDMC Chairman dominated over the SDMC Members; Political interference is very less in the present SDMC than the previous because old SDMC chairman was directly nominated by the MLA.

Yirang (2007) in his study entitled "Impact of SSA on community participation in school management at primary level in the district of lower Dibang valley of Arunachal Pradesh" observed that contribution of the community is not up to the mark as perceived in the mission of SSA; the basic foundation for achievement of SSA is community participation but the necessary initial step for creation of community awareness of SSA was not followed at the right time.

Barik (2007) conducted a study of administrative organization of primary education system in Orissa. The study revealed that majority of the headmaster, assistant teachers, members of village education committee and sub inspectors of schools were in the age group 49-53 and majority of the head masters and assistant teachers were trained. The sub inspectors of schools were adequately qualified whereas the members of village education committee were less qualified. Most of the respondents were from general castes, whereas the representation from the scheduled castes and scheduled tribes was very less. The number of female respondents was lesser than that of male respondents.

Carney, et. al. (2007) in their research article entitled "empowering" the 'local' through education? Exploring community-managed schooling in Nepal" has attempted to unpack the policy vision and discourse driving community management of schooling in Nepal and to consider the ways in which these policies are being experienced by bureaucrats, teachers, parents and children. Authors' focus was on the World Bank funded community school support project (CSSP) launched by the government of Nepal in June 2003 and being used as a basis for extending community management to all of the country's 26,000 public schools. The article illustrates how national level policy prescriptions lead to range of outcomes, many of which are unintended. Community-based schooling in Nepal is intended to shift the role of the state from manager to facilitator of schooling. However, the article suggests that reforms carried out in the name of greater efficiency, accountability and empowerment are driven primarily by a
desire to limit the role of the state in the provision, but not necessarily control, of public education. The consequences of this include the on-going marginalization of many of the countries poor and disadvantaged groups, a de-motivation and further politicized teaching force and continued chronic under-funding of public education.

Singh (2007) in his research entitled "community readiness for self manage school" found that the concept of self-managing schools, involving local community members, teachers and parents with the formation of SMC, is gaining ground in Nepal after world conference on education for all(WCEFA) held in Jometien, Thailand in the year 1990. The major findings of his research were that despite the community schools located in the poor geographical location, the SMCs have become successful in involving the local people in the decision-making process. The willingness of communities was found high in terms of participate and involvement in school in management resulted in high rates of students 'enrolment, improvement in quality of education and introduction of English-subject and English-speaking-environment in the school premises. The readiness of community was accentuating for resources creation by utilizing unutilized resources, for instance, water and forestry. The commitment of local communities to manage school also have solved the problem of poor maintenance of school building and classroom facilities with the ability to maintain relationship with NGOs and Community Based Organization (CBOs) . The researcher has summarized that the community of self managed schools demonstrated both capacity and willingness (readiness) for managing schools in a decentralization context.

Panda (2006) after investigating an evaluate study of contribution of village education committee in development of primary education in Haryana and found that 81 % of the head teacher and teachers indicated that village education committee were not organizing any co-curricular activities in their village schools whereas 19% head teachers and teachers indicated that village education committee were organizing co-curricular activities such as annual sports, inner school parts, inter school outdoor activities and Panchayat tournament in their village school. All the village education committee indicated that main causes of potential drop out in primary school were casual attitude of parents' students' engagement in household chores, negative attitude of parents towards education of their wards and trunuy. Almost all the members of village education committee had indicated preparation/distribution of mid-day meal, lunch, of teaching learning material, shortage of teachers, shortage of class rooms and indiscipline among students were the major
problem in their school but only 8% village education committees had helped in solving problems pertaining to preparation/distribution of mid-day meal and also supplied utensils to school and construction of class rooms in their village schools.

Anton (2005) in his study "Improving the Quality of Education through school-based management: learning from international experiences" found that school-based management is being increasingly advocated as a shortcut to more efficient management and quality improvement in education. Research, however, has been unable to prove conclusively such a linkage. Especially in developing countries, concerns about the possible detrimental impact of school-based management on school quality; equity among different schools in the same system; the motivation of and relationships between principals and teachers; and financial as well as administrative transparency. He defined school-based management and, in view of its implementation in different world regions, examined some of its advantages and disadvantages. In particular, the author explored the strategies which must accompany school-based management in order to ensure a positive impact on quality. he suggested the strategies like (1) guaranteeing that all school have certain basic resources;(2) developing an effective school-support system;(3) providing schools with regular information on their performance and advice on how they might improve; and (4) emphasizing the motivational element in the management work of the school principal.

Patil (2004) in his Doctoral Research entitled "Role of Gram Shikshan Samiti (GSS) in Universalisation of Primary Education" found that majority of the GSS members participated in the enrolment scheme; GSS members promoted education by checking attendance registers of the centres after every three months; GSS members also faced some difficulties or due to non-availability of parents. However he has concluded that GSS understood its role in bringing about Universalisation of Primary Education, but still far very few GSS has actually performed quality work.

Ornelas, Carlos (2004) in his article "The Politics of Privatization, Decentralization and Education Reform in Mexico" has analyzed the reform in Mexico during the past 15 yrs. He found that despite expectations of change attending the installation of the new Government which replaced the ruling party dominant for 70 yrs, there has been far more continuity than change in education politics. In researcher's opinion, it also shows that these 7 have been constrained by the militant and powerful national teacher's union. He concluded that although, the new Government has achieved some progress in equity and management, the quality of education can be seen to remain inferior.
Betagiri (2003) in his study of "Role and functioning of VEC and SDMC in Karnataka with specific reference of Dharwad District" observed that there is a wide gap between the role perceived and the role performed by the School Betterment Committee (SBC) and Village Education Committee (VEC) members. Role and functions were not made known to all the members. However, he concluded that there is a gestation period of few yards, a phase of trial and error, experimentation process for the SDMC to gain roots. Hence, there is no need to be disheartened about the functioning of SDMCs. Grass root democracy, especially in a half-illiterate county like India, requires some time to settle.

Davies, Lynn, et al. (2003) in their study entitled "Education Decentralization in Malwa; A study of process" found that decentralization is a key concern is educational planning and management in Malwa. Further, they have outlined the key dimension to decentralization as: work culture, accountability, accurate and well disseminated information, provision of levels of resources and sustainability. They concluded that two overriding issues have emerged from this study (i) policy clarity and (ii) reform in context of poverty.

Nayak (2002) investigated a study on role of village education committee at primary school level in Chuttack district of Orissa. The result of the study investigated that all the members of village education committee were not attending the meeting regularly and no orientation was given to members of village education committee before they joined as the member of village education committee only 54.16% of members were making efforts at their level of ensure the regular attendance of children in schools and indicated that only 45.83% of members were doing sincere efforts to understand the needs of the girl child.

Aggarwal and Jha (2001) in their study "Primary Education in Rural Haryana: Perception of Village Education Committees" found that VECs in rural Haryana were not democratically constituted and in a majority of villages, it was the Sarpanch (chairman) and Headmaster, who decided its membership. The VEC member did not undertake close monitoring of the school functioning. Though the meetings of the VECs held regularly, majority of the parents did not have any idea about VEC nor were they clear about their objectives. However, the investigator noted that the community expressed a keen desire to have a committee in the village that would look after education in primary schools.

Bhattacharya (2001) in his study entitled "Functioning of Village Education Committee — A Study of Selected VECs in Ghunacha Cluster of Morenaon District Assam" found that initially all the VECs were active, but after a period of two or three years, the
functioning of the VECs had slowed down. The investigator listed reasons as lack of awareness among VEC members about their roles and functions, time constraint, illiteracy, lack of communication etc as causes of dysfunction of VECs.

Pattnaik (2001) After investigating a study on the relation between community and school in Kudulugumma block of Malhangiri district and found that the majority of village education committees members were not aware of their power, duties and responsibilities in accordance with government circular. The change was significant after the teacher were trained in the modalities of community interaction conduct of village education committee's meetings frequency of meeting of village education committees and parent teacher association. The Panchayat raj responded to communicating the problems of the school to the competent higher authority.

Varghese and Zaidi (2000) in their study on local bodies and planning for education: a study of arrangement of district of Maharashtra. The study revealed that in most of the cases the plans prepare under district primary education programme (DPEP) were neither prepared by local bodies nor were prepared with active sport and involvement of local bodies. The village panchayat members had generally been involved in school construction activities. Though issues related to primary education were discussed in the panchayat meetings. The involvement of village education were discussed in the panchayat meetings committee was found to be more in solving the problem related to improvement of school facilities involving civil work and regular attendance of students. Though the village education committee member visit schools but the visits were not regular. Funds for DPEP activities released from Zillan Prisad were direct through the village Punchayat. Its members were not aware about many of DPEP activities.

Sujatha and Rao (2000) investigated a study on community participation in education in tribal areas in Vishakhapatnam district of Andhra Pradesh and they found that the village education committees had been clearly involved in planning and implementation of educational intervention. Their study revealed 80 percent of heads of household attended the village education committee meeting though they were not members. Mothers committee was constituted to help the village education committee in the management and preparation of mid-day meal scheme. In 70 percent of village, a new school plant was constructed by the community by providing man, material and money.

After reviewing the related literature, investigator found that a large number of studies have been done on the 'Decentralized Bodies' working in the Management of
Education and 'School Based Management (SBM)' approach. Researches conducted in India, as well as in abroad, represent a varied picture. School-based management is being increasingly advocated as a shortcut to more efficient management and quality improvement in education. Outside India, SBM approach is successful in developed countries; but in developing countries, it is yet to prove its worthiness. Some researches have even warned about the possible detrimental impact of 'School Based Management' on school quality; equality among different schools in the same system; the motivation of and relationships between Principals and teachers; and financial as well as administrative transparency.

In Indian context, with the operation of 73\textsuperscript{d} Constitutional Amendment Act in 1992, majority of the researches shifted their focus to the decentralization in the planning and management of education at the grass root level and also the extent of community participation in education. They especially underlined the importance of VEC and the need of its effective functioning. Lack of awareness among parents, paucity of resources, dysfunction of VECs, non-participation of community, untrained rural leadership etc were pinpointed as barriers in functioning of the organizations at grass root level; thus also barrier in achieving an important constitutional obligation namely UEE. Most studies concluded that strengthening of VECs/SDMCs, adequate orientation and training to community leaders, coordination between school functionaries and community leaders at the village level, regular monitoring and supervision and generation and sustenance of educational schemes and achieving the UEE, especially in rural areas.

A common characteristic among these researches, as the investigator found, was that almost all researches have focused on a specific geographical area, but not many researches were found done in Punjab state. Also, VEC as a concept close to SBM and 'School based Institution' is different from VSS, which was a 'Village Based Institution'. Thus, the investigator perceived a gap in the studies, in terms of geographical as well as conceptual area. Therefore, the investigator found that there is a need to study the functioning of village education committee in educational management in Punjab.

India is a seventh largest country and second most populous country of the world. India’s population constitutes nearly 16.7\% of the total population of in 2.4\% of world geographical area. India has 1027 million people as per the 2001 census. Today India is known as the talent pool of the world, where intelligent, educated are very easy to find, this fact has definitely given a boost to education of India. Education is universally recognized as a major
component of human development. As such certain minimum level of literacy seems to be essential for a population to break out of the visions circle of the poverty. Human development is therefore, assembled in terms of literacy and related indicators. The literacy rate in India increases from 18.33% in 1951 to 65.38% in 2001. There has been remarkable progress in literacy. For the first time since independence the absolutes member of literates has declined by over 31.9% million in last decades. As India commitment to spread of knowledge and freedom of thought among its citizens is reflected in its constitution.

On the education front, Punjab has always made an all-out efforts to improve literacy among its people. Punjab literally means five rivers of water. It has derived its name from the five rivers from through this region – the Sutlej, The Beas, The Ravi, The Jhelum and the Chenab. In 1947 when India was portioned the large half of Punjab ment to Pakistan. In 1966 the Indian smaller half was further devided in to three: Punjab, Haryana, Himachal. Punjab is ranked 7th in terms of education amongst the states. The Government of India has taken a major initiative by launching the scheme of Sarva Shiksha Abhiyan which aims at the universalization of elementary education by community ownership of the school system. It is a response to the demand for equality basic education all over the country. The SSA is attempted to prove an opportunity for improving human capabilities. To all children through provision of community owned quality education in a mission mode. SSA not only envisage a partnership between the central, state and the local government. But also emphasis especially at effectively involving the School Management Committee and Village Education Committee, Parents Teacher Association and other grass-root level structure in the management of elementary schools. Systematic mobilization of the community and creation of an effective system of decentralized decision making one essential pre requisites for the achievement of the objectives of SSA. Thus it goes without saying that Village Education Committee bears a major responsibility of in the management of education. In the backdrop of the above, an attempt has been made by the investigator to analyze the functioning of V.E.C. in the educational management of Sangrur district in Punjab.

**Delimitations of the Study**

1) The study was confined to the Sangrur district of Punjab.

2) The head of the schools, parents and the V.E.C members of only Cheema and Lehra blocks were incorporated in the study.
Aims and Objectives

1) To analyse the functioning of village education committees in educational management.

2) To analyse the views of head teachers about the functioning of village education committees in educational management.

3) To analyse the views of parents about functioning of village education committees in educational management.

Methodology

Since the nature of the problem involves exploring and trying to understand the totality of a phenomenon in context-specific settings, a descriptive survey research of qualitative nature has been employed. There are 14 blocks in Sangrur district of Punjab. In the current study, the sampling frame includes all the V.E.C. located in Lehra and Cheema blocks of Sangrur district of Punjab. Out of fourteen (14) blocks, two (2) blocks were selected. Out of two (2) blocks, ten (10) villages were selected. One primary school was selected from each village. One head teacher was selected from each school to make a total sample of 20 head teachers. A total of twenty (20) head teachers were selected as sample for the study. Two (2) V.E.C. members were selected from each V.E.C. to make a sample of forty (40) V.E.C members. Two (2) parents were selected from each village and hence a total of forty (40) parents constitute the sample. As the respondents needed were required to express some views on implementation of the functioning of V.E.C, purposive sampling technique was used to draw the required sample. As no standardized tools were available so the investigator constructed interview schedule for V.E.C members, headmasters and parents to gather information about the functioning of VEC for educational development.

Findings and Conclusions

1. Fifty two (52%) of VEC members of Cheema and 33% VEC members of Lehra block agreed that meeting (aam sabha) was conducted for selection of VEC members. 60% of VEC members of Cheema and 65% VEC members of Lehra block agreed that VEC meetings conducted regularly. Forty four % of VEC members of Cheema and 34% VEC members of Lehra block agreed that they were aware about the programme named Sarva Shiksha Abhiyan (SSA) .35% of VEC members of Cheema and 29% VEC members of Lehra block agreed that there was awareness about the Mid Day Meal Scheme among them.
2. Forty three (43%) of VEC members of Cheema and 55% VEC members of Lehra block agreed that efforts have been made towards SSA/mid-day meal scheme by the VEC. 65% of VEC members of Cheema and 70% VEC members of Lehra block agreed that VEC put efforts to improve the enrolment and retention of children in school.

3. Sixty five (65%) of VEC members of Cheema and 70% VEC members of Lehra block agreed that VEC put efforts to improve the enrolment and retention of children in school. 40% of VEC members of Cheema and 45% VEC members of Lehra block agreed that VEC generate funds on itself for development of education in the village. 61% of VEC members of Cheema and 68% VEC members of Lehra block agreed that efforts have been made by VEC to generate and sustain awareness related to education, among the village community.

4. Sixty five(65%) of VEC members of Cheema and 61% VEC members of Lehra block agreed that regularity in attendance of teachers has been maintained. 49% of VEC members of Cheema and 52% VEC members of Lehra block agreed that regularity in the attendance of students has been maintained. Sixty five% of VEC members of Cheema and 70% VEC members of Lehra block agreed that proper utilization of funds has been maintained. 59% of VEC members of Cheema and 63% VEC members of Lehra block agreed that there was regular opening of the schools.

5. Sixty one (62%) of VEC members of Cheema and 72% VEC members of Lehra block agreed that VEC has brought reforms in the standard of teaching. 54% of VEC members of Cheema and 61% VEC members of Lehra block agreed that VEC put efforts for repairing and maintenance of building. 81% of VEC members of Cheema and 79% VEC members of Lehra block agreed that VEC has brought reforms for overall functioning of the school

6. Fifty two(52%) of VEC members of Cheema and 49% VEC members of Lehra block agreed that VEC member have persuaded any parents of non-attending children to send their wards to school. 55% of VEC members of Cheema and 52% VEC members of Lehra block agreed that VEC member have ever required and reported on educational deficiencies to higher education. Forty six % of VEC members of Cheema and 36% VEC members of Lehra block agreed that VEC member have checked attendance of students in the school.
7. Twenty six (26%) of VEC members of Cheema and 29% VEC members of Lehra block agreed that there had been conflicts arisen between VEC and Panchayat members. Thirty eight % of VEC members of Cheema and 26% VEC members of Lehra block agreed that VEC has prepared or recommended any annual budget to higher authority.

8. Sixty six(66%) of VEC members of Cheema and 72% VEC members of Lehra block agreed that VEC member has made any effort/able to provide any land for school building or playground. Fifty % of VEC members of Cheema and 40% VEC members of Lehra block agreed that VEC member put efforts to bring back out-of-school children. 50% of VEC members of Cheema and 70% VEC members of Lehra block agreed that VEC member put efforts for organization of child fair (Baal mela), health camps.

9. Sixty two(62%) of VEC members of Cheema and 65% VEC members of Lehra block agreed that VEC has taken initiatives for education of girls and education of children with some disability. 52% of VEC members of Cheema and 45% VEC members of Lehra block agreed that VEC has taken initiatives for the education of children belonging to disadvantage group/SC/ST etc. and education of girls. 29% of VEC members of Cheema and 28% VEC members of Lehra block agreed that VEC has taken initiatives for the education of children with some disability.

10. Fifty (50%) of head teachers of Cheema and 40% head teachers of Lehra block agreed that VEC has cordial relations with the teachers. 30% of head teachers of Cheema and 38% head teachers of Lehra block agreed that VEC has conflict with teachers. 70% of Head teachers of Cheema and 80% Head teachers of Lehra block agreed that there was involvement of VEC in enrolment drive. Seventy % of head teachers of Cheema and 80% of head teacher of Lehra block agreed that VEC funtions for the promotion of awareness about education. 66% of head teachers of Cheema and 76% head teachers of Lehra block agreed that VEC functions for the maintenance of food quality in MDM.

11. Seventy three(73%) of head teachers of Cheema and 81% Head teachers of Lehra block agreed that there was support to formation and functioning of PTA/MTA. 83% of head teachers of Cheema and 91% Head teachers of Lehra block agreed that there was proper utilization of the funds. Fifty eight % of head teachers of Cheema and 52% Head teachers of Lehra block responded that there was proper generation of
funds. 55% of head teachers of Cheema and 65% head teachers of Lehra block responded that inspection was conducted. Sixty three % of head teachers of Cheema and 85% head teachers of Lehra block responded that inspections are beneficial. 72% of head teachers of Cheema and 81% head teachers of Lehra block responded that inspections are necessary.

12. Forty five(45%) of head teachers of Cheema and 37% head teachers of Lehra block respond that disciplinary action have been taken against teachers. 40% of head teachers of Cheema and 35% head teachers of Lehra block respond that teachers face problem in attending VEC meeting. 85% of head teachers of Cheema and 65% head teachers of Lehra block responded that there are facilities like blackboard, chalks etc. are available in all the classes. 80% of head teachers of Cheema and 62% Head teachers of Lehra block agreed that there are benches/desks/durries etc. are available for the students.

13. Eighty two (82%) of head teachers of Cheema and 69% head teachers of Lehra block respond that there is drinking water facility available. 75% of head teachers of Cheema and 71% head teachers of Lehra block respond that playground facility is available for the students. Sixty eight % of head teachers of Cheema and 65% head teachers of Lehra block respond that toilet facility for girls is available. 78% of head teachers of Cheema and 66% Head teachers of Lehra block respond that facilities like boxes/almirah/table/chair are available for the teachers. 80 % of head teachers of Cheema and 75% head teachers of Lehra block respond that there is facility for free distribution of textbooks to the SC/ST girl student.

14. Sixty three (63%) of head teachers of Cheema and 61% Head teachers of Lehra block respond that there is regularity in the attendance of teachers. 73% of head teachers of Cheema and 79% head teachers of Lehra block respond that schools are regularly opened. Sixty five % of head teachers of Cheema and 74% head teachers of Lehra block respond that standards of teaching are maintained. 48% of head teachers of Cheema and 51% head teachers of Lehra block respond that there is regularity in attendance of students.

15. Fifty six(56%) of Head teachers of Cheema and 53% Head teachers of Lehra block respond that repair and maintenance of the building is done regularly. 58% of head teachers of Cheema and 62% head teachers of Lehra block respond that students are
28% of head teachers of Cheema and 32% head teachers of Lehra block respond that teaching learning material is prepared.  

16. Fifty (50%) of parents of Cheema and 40% parents of Lehra block agreed that VEC has taken initiatives in pursuing parents of non-attending children to send them to schools whereas 50% of parents of Cheema and 60% parents of Lehra block disagreed with the same. 52% of parents of Cheema and 58% parents of Lehra block agreed that VEC has taken initiatives in efforts to bring back out-of-school children whereas 48% of parents of Cheema and 42% parents of Lehra block disagreed with the same.  

17. Forty three(43%) of parents of Cheema and 39% parents of Lehra block agreed that VEC has taken initiatives in enquiry and reporting on educational deficiencies to higher authorities whereas 57% of parents of Cheema and 61% parents of Lehra block disagreed with the same. 24% of parents of Cheema and 27% parents of Lehra block agreed that VEC has taken initiatives in checking of attendance and other registers maintained in the school whereas 76% of parents of Cheema and 73% parents of Lehra block disagreed with the same.  

18. Thirty three(33%) of parents of Cheema and 29% parents of Lehra block agreed that VEC has taken initiatives in checking of students’ attendance whereas 67% of parents of Cheema and 71% parents of Lehra block disagreed with the same. 69% of parents of Cheema and 75% parents of Lehra block agreed that VEC has taken initiatives in Supervision of Mid-day-meal whereas 31% of parents of Cheema and 25% parents of Lehra block disagreed with the same.  

19. Fifty Five(55%) of parents of Cheema and 58% parents of Lehra block agreed that regularity in attendance of teachers has been maintained whereas 45% of parents of Cheema and 42% parents of Lehra block disagreed with the same. 66% of VEC members of Cheema and 59% parents of Lehra block agreed that regularity in the attendance of students has been maintained whereas 34% of parents of Cheema and 41% parents of Lehra block disagreed with the same.  

20. Sixty seven(67%) of parents of Cheema and 62% parents of Lehra block agreed that proper utilization of funds has been maintained whereas 33% of parents of Cheema and 38% parents of Lehra block disagreed with the same. 57% of parents of Cheema and 69% parents of Lehra block agreed that there was regular opening of the schools.
whereas 43% of parents of Cheema and 31% parents of Lehra block disagreed with the same.

21. Seventy three (73%) of parents of Cheema and 78% parents of Lehra block agreed that VEC has brought reforms in the standard of teaching whereas 27% of parents of Cheema and 22% parents of Lehra block disagreed with the same. 45% of parents of Cheema and 39% VEC members of Lehra block agreed that VEC put efforts for repairing and maintenance of building whereas 55% of parents of Cheema and 61% parents of Lehra block disagreed with the same. 81% of parents of Cheema and 87% parents of Lehra block agreed that VEC has brought reforms for overall functioning of the school whereas 19% of parents of Cheema and 13% parents of Lehra block disagreed with the same.

22. Sixty Seven (67%) of parents of Cheema and 68% parents of Lehra block agreed that VEC has taken initiatives for education of girls and education of children with some disability whereas 33% of parents of Cheema and 32% parents of Lehra block disagreed with the same. 50% of parents of Cheema and 40% parents of Lehra block agreed that VEC has taken initiatives for the education of children belonging to disadvantage group/SC/ST etc. and education of girls whereas 50% of parents of Cheema and 60% parents of Lehra block disagreed with the same. 30% of parents of Cheema and 25% parents of Lehra block agreed that VEC has taken initiatives for the education of children with some disability whereas 70% of parents of Cheema and 75% parents of Lehra block disagreed with the same.

Recommendations

Based on the finding of the study, the investigator wishes to make the following recommendation for more systemic approaches towards improvement in the functions of V.E.C

1. All children should have access to the benefits from the V.E.C in lower income communities.
2. Promote collaboration and coordination among various the V.E.C of the both blocks.
3. Promote and facilitate establishment of public, teachers, The Head teachers and the V.E.C based children education provide by V.E.C
4. Build capacity of key stakeholders such as parents, V.E.C members, the V.E.C members and the functions of the V.E.C to deliver quality.
5. Develop functions, guidelines and standards to enable V.E.C members and parents, providers to provide quality regarding village education.
6. Stakeholders committed to improving school readiness and educational outcome should invest in bettering the quality of V.E.C.

7. The Head of the V.E.C in all the selected two blocks need to see collaborative V.E.C efforts as a vehicle for education reform as well as a foundation for better education.

8. Develop monitoring and evaluation tools to ensure quality function of V.E.C.

9. Greater attention need to be given to the role of functions of V.E.C in education programs in promoting the language, literacy and educational skills of school-age children.

10. V.E.C should explore the possibility of providing the support to families with young children.

11. Capacity building in V.E.C members through refresher courses and training programme need to be organized to manage V.E.C members and others involved in The Functions of V.E.Cs.

12. Strengthen intensive and extensive research in the functions of V.E.C to enhance the quality of the programmes.

13. VECs should play more active role in raising the educational standards of community.

14. VECs should try to increase awareness among community not only the importance of education but also significance of quality education. The VECs and teachers should strive to develop the working relationship that it shares with the teachers from being cordial, to one based on mutual co-operation where in both work together towards attaining the goals of education.

15. VECs should improve in promoting the enrolment and attendance drive in schools and should also play a significant role in generating interest of the rural masses in education.

16. VECs should generate funds on itself for development of education in village and they should help the teacher regarding the construction or repair work of the school.

17. Teacher should also take more initiative in involving the VECs and community in school activities like organizing functions.

18. VECs must visit the schools regularly and hold meetings with teachers at proper time.

References

