

## **Abstract**

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Name of Scholar – **Dinesh Kumar**

Name of Supervisor -**Dr. Arshad Ikaram Ahmad**

Department - **Department of Educational Studies**

Title of the thesis: **ROLE AND FUNCTIONS OF VIDYALAYA KALYAN SAMITIS (VKSs) IN THE MANAGEMENT OF SCHOOLS-AN EXPLORATORY STUDY**

Kothari Commission (1964-66), NPE-1986, Acharya Rama Murthi Report (1990), POA-1992, NCF-2005, etc continuously recommended the need of decentralization in school education. VIDYALAYA KALYAN SAMITI (VKS) is a step in a way to decentralize education and extend community support in school education. The government of Delhi has taken an instrumental initiative to Universalization of Elementary Education (UEE) by community ownership to school education system. Furthermore, to encourage people's participation in repair and maintenance of Schools Building, VKS has been constituted for each school building.

Besides, the head of school, members have been withdrawn from PTA, RWA and NGO working in the vicinity of the school. In order to strengthen VKS, budgetary allocation has been enhanced to Rs. 4.00 Lakh per year from Rs. 1.20 Lakh (Economic survey 2008-09).

The study aims to study whether the VKS is fulfilling the expectations on which it is founded. It would also be interesting to study whether the VKS are of any use in the functioning of schools or is it just a structure as to a traditional one. Whether making the schools a centre of excellence by optimum utilization of available resources and infrastructure is enshrined in the plan documents or are there any schools which can be called the pace setting or worth enough be the centre of excellence.

The sample of the study covered 60 schools, 60 principals selected through systematic sampling technique and 120 VKS members and 60 VKS non-members selected through purposively sampling technique. Self developed questionnaires like (a) Principal Questionnaire, (b) Members and (c) Non-members questionnaire were used for data collection, and the effectiveness all questionnaires were well ensured.

The study concluded the following:

- VKS is composed of diverse number of representatives from school and as well as society. The strength of members depend the shift of the schools. It ranges 17 to 34 for the single shift to four shift schools. It has fully democratic structure. It requires quorum to organize meeting and well defined majority strength to take a decision. The quorum is 60 percent of the members and majority required to take decision depends on the shift of the school. It ranges 7 to 10 for the single shift to four shift schools.
- Its democratic structure facilitate in decentralization of education. Decentralization is envisaged in NPE-1986 and NCF-2005 and other policy frameworks. It has direct participation of the community.
- It has several measurable aspects for the success of the school. It has significantly positive effect on the first time enrolled students especially from weaker sections. It extends its services to get back drop out students to the schools. Secondly, VKS members monitor attendance of the teachers and students in both ways i.e. regularity and punctuality admitted by principals and VKS members.
- VKS members provide active support in the maintenance of school infrastructure. VKS members are aware of welfare schemes. Members also check the quality of the mid day meal. Community participation in school has a very crucial role in actualizing the goals of RTE-2009. VKS has positive effect on education. Through its positive action and a constructive dialogue with other stakeholders the community can work towards reinstating a well functioning school system. VKS as a liasoning agency between school and community is doing well. Training of VKS members is an important concern there must be provisions for training of VKS members.
- Thus, VKS is being seen as a positive step to improve different aspects of school education. It is also a step into decentralization of educational process which seeks participation of community.
- VKS contributed in scholastic and co-scholastic achievement of the students. Its members have been contributing in academic, sports, cultural, literary and vocational activities. The issues most discussed in meetings were students' Enrolment; Drop out, Teaching and Learning, Regularity and Punctuality, etc.