

## **Abstract of the Thesis**

**Title of the Thesis-** Decentralization of Primary Educational Planning and Role of administration in western Uttar Pradesh: A case Study of Bareilly District

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To provide primary education Article 21 (A) became operative on 1<sup>st</sup> April, 2010. When RTE Act introduced in India, it adopted a multi hierarchical approach for the management of primary education. Under the RTE act, huge emphasis has been given to the decentralized planning. For the purpose of providing primary education, decentralized approach adopted for the success of RTE. Decentralisation is a crucial approach for implementing RTE Act and from this Act children of India will be benefited. People have thought that decentralisation is weakening of the center, but it creates empowerment of the local units for management. The CABE report suggests that local units must be strengthening their functions and this can be possible from the decentralisation. RTE act has so many ideal provisions which are based on the idealistic features. Making idealistic provisions under the act is not difficult for the constitutional framers, but the actual problem lies with the implementation of the act on the real grounds.

India is a large country, it has population of 121 million, then reaching of the RTE act through multiple channels is difficult enough. The RTE act adopted decentralisation approach so for this purpose, it is implemented through a number of channels from Centre to Gram Sabha. It is a case study which is mainly dealing with the District Bareilly of Uttar Pradesh. In this case study, research conducted by selecting two blocks of Bareilly which were urban block of Nagar Kshetra and Rural Block of Bithiri Chainpur. It is a descriptive and analytical research study. Under this research, it looked at the implementation of the RTE act in the Uttar Pradesh. This research work is basically dealing with the comparison of SSA Norms. This study dealt with the administrative structure of RTE from the state to the cluster level. RTE is running from many chains and it included State, District, Block and Cluster levels. The State is the main body to implement RTE and State Project Office (SPO) is the top body in the state to implement Sarva Shiksha Abhiyan. RTE act gives emphasis

on the planning, monitoring, coordination and supervision from many provisions. This research work dealt with the actual implementation of these above provisions. National Policy on Education (NPE) suggested decentralized management of education at all levels, which are district, sub district and Panchayat levels. This policy encourages involvement of people in the decision making process. It focused on the role of community participation through School Management Committee (SMC). On the other hand, this research work also dealt to find the role of the District Planning Committee (DPC) which is a crucial committee in the district to make educational plans for the district as mentioned under the Article 243 (ZD). Both positive and negative aspects discovered under this research work. It is found that rural schools are better in terms of infrastructure as compared to the urban schools. On the other hand it is found that conditions of primary schools are worse as compared to the upper primary schools. DPC is not planning for the education in the district while it is said under the act that it will make plans for the educational system as mentioned in the 13<sup>th</sup> item under article 243 (ZD). Even DPC meetings are not regularly in the district. It is totally a negative finding in research. Multiple bodies are involved in the implementation of RTE act, then it is found that lower level bodies are more active and effective in the district as compared to the higher bodies. The role of lower officials becomes effective in supervision, planning and monitoring of the schools. On the other hand, higher officials found less sincere in schools planning and supervision. Under the RTE act it is mentioned that school will prepare the school development plan, while it is found that schools did not know about the school development plan. It is the backdrop for the decentralized planning under RTE. This study also dealt with many areas as financial problems, dropout issue and training methods. It also covered community participation in rural and urban schools. It is found that golden provisions are enshrined for primary education under the RTE act by constitutional framers, but the actual implementation of the RTE act is missing from the grass root level. Effective participation, coordination and decentralized planning must be encouraged by the top echelons in the district. Three stakeholders must be involved in the success of decentralized planning which are teachers, parents and administration. Block and cluster level Coordinators must be encouraged for decentralized planning through training sessions. Honesty, coordination, planning and non political involvement from all stakeholders are key of success in the decentralized educational planning.

