

In this study the findings regarding the impact of ICT on students reveal some interesting trend. Students with different levels of ICT competing were compared with their achievement and it was found that those who scored low in ICT competency had low achievement also, with a few exception. Time spent on studies is higher in the case of students who were having average and high ICT scores when compared with those who had low scores in ICT competency. On an average majority of students belonging to all groups spent only 2-3 hours per day for studying. The low average and high ICT groups did not differ in the interests in the case of computer, but the low ICT competency group was interested in studying/reading where as average competency group was interested in games.

After analysis of data, the findings regarding training of teachers in Delhi to use computers show following trends. 35.20% of teachers have had no training in computers. 53% teachers had no computers. 53% teachers had no training in computers at home. 55% teachers did not spend any time with computers. 83% of the teachers who took part in this study felt confident that if they get computers they will surely use computers for their classroom training.

Conclusion: The findings of this study, show that if the schools in Delhi are to tap the potentials of ICT to its fullest extent there needs to be more in-service training of teachers regarding the use of ICT, there should be more software for teaching purposes and there should be more periods have periods allocated for computers at all levels.

Decentralisation of Education in Karnataka

Project Investigators

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Introduction: With the phenomenal expansion of the formal educational system there has been a considerable progress in universalisation of elementary education. However, a large number of children have still remained outside the school. Further, a large segment of children from marginalised groups continue to be deprived of primary education. It is in this context that the present study was taken up to address the problems in the spread and strengthening of elementary education and the ability of Panchayats to resolve them without creating new ones.

Objectives of the Study: The present study was conducted with the following objectives: (a) To understand role of Panchayati Raj bodies in primary education in villages, (b) to study and assess devolution of power to Gram Panchayats and Taluk Panchayat in the area of primary and secondary education, (c) to understand and assess the gap, if any, between the objectives of national and state educational policies and the perception of Panchayati Raj Functionaries in the context of Education For All (EFA), (d) mapping of network of village level agencies and NGOs in the functioning of educational institutions, (e) assessment of the impact of schemes introduced by the state government to prevent dropouts and to increase the enrolment of students and the extent of involvement of panchayat raj bodies in these schemes, (f) to understand the conflict of interests, if any, between elected members of PRLs and the local level educational functionaries and the nature of such conflicts, and (g) to study the impact of decentralisation in the context of education on the disadvantaged groups.

Procedure: The study adopted case study approach and data were collected from heads of schools, teachers, gram panchayat secretaries, gram panchayat members, anganwadi teachers, community members and school records of the twenty sampling schools of the two districts of Karnataka.

Sample: The Present study includes two districts – Chitradurga and Devanagere of Karnataka State. Sample consisted of 40 teachers, 83 SDMC members. 16 Gram Panchayat members, 12 Anganwadi teachers, 20 Headmasters, 7 Gram panchayat secretaries, 12 community members. They were selected from 20 gram Panchayats of two districts of Karnataka.

Research Tools: As this study was descriptive in nature so the tools used for the study were also qualitative in nature. Non-participative observation and unstructured interview schedule were used for the collection of data.

Data Analysis: The data were analysed both qualitatively and quantitatively. The technique of content analysis was applied to analyse the qualitative data which was then used to formulate a theory.

Findings: On the basis of analysis of data regarding functioning of State Development Monitoring Committee (SDMCs) some of the broad findings drawn are: (a) 100% (20 schools) of the villages reported that they have anganwadi facilities. It was observed that pre-school

facilities in the village have to work in conjunction with the primary schools; (b) 70% (14 schools) of the villages have community organisations like SHGs, Dalit Sanghas, Farmers organizations etc. There is scope for the involvement of SHGs, like *Stree Shakti*, run by women members, in school activities at various level; (c) During the field study it was also observed that the youth clubs have shown keen interest in the development of the school. Mobilisation of local youth for school activities can add value as an advocacy tool; (d) 10% (02 schools) of the villages reported that education related issues are discussed at the *Gram Sabha*.

Conclusion: The present study reveals that we are gradually approaching towards the very purpose of decentralisation of education despite of many obstacles. But there is a need of collaborative efforts that has to be made by central agencies, state agencies and local agencies for the goal of decentralisation of education.

Promoting Entrepreneurship Spirit at the Upper Primary School

An Experimental Study

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Introduction: The present study is an exploration of our understanding of entrepreneurial construct among elementary stage students (age groups 11-14 years) and carves out the ways to create and strengthen the entrepreneurial culture within the school setting. The study aims to profile entrepreneurship as an educational objective and help children grasp the concept while fostering their enterprise/entrepreneurial skills along the way.

Objectives of the Study: This study main objectives of the study were: (a) To explore the understanding of entrepreneurial activities among children in the age group of 11-14 years; (b) to develop a module on entrepreneurship (intervention package) on selected themes based on real life sketches of first generation entrepreneurs; educational activities and skills necessary for entrepreneurship; (c) to identify the measures to assess the entrepreneurial spirit at upper primary stage; and (d) to develop the educational measures for the promotion of entrepreneurship education at school level.