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Sarva Shiksha Abhiyan is the national flagship programme of Government of India which aims to provide useful and relevant elementary education to all children in the 6 to 14 age group by 2010 and bridge social, regional and gender gaps. It assigns the greatest importance to systematic mobilization of the community and creation of an effective system of decentralized decision making. In keeping with the vision of the Constitution (Seventy-third and Seventy-fourth Amendment) Act, 1992, National Education Policy (NPE) and recommendations of Committee on Decentralized Management of Education, the Village Education Committees (VEC) were constituted. These committees are renamed and restructured as School Education Management Committees (SEMCs) in Andhra Pradesh. The members in these committees are parents of the school going children, PRI members and school teachers. The SEMC has assigned a greatest role to monitor the school functioning at the village level. The process has been reinforced under SSA as funds for the programme flow through these bodies for all school related expenditure. In view of this, the present thesis focused on involvement of the SEMC members/community in the management of primary education in tribal areas during the implementation of the first phase of Sarva Shiksha Abhiyan in East Godavari district of Andhra Pradesh.

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