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CHAPTER-2

CONCEPTUAL FRAMEWORK AND THEORETICAL BACKGROUND OF THE STUDY

2.1 ELEMENTARY EDUCATION

Arrangement of education at primary level influences all the perceptual acquiring of a 'student'. Basic instruction in the age of six to fourteen years in the Indian national perception is basically for all. It is considered as an apparatus for all-round improvement of the individual both at material and at otherworldly levels. As per the Indian Education Commission 1964-66, rudimentary education should comprise of seven to eight long years of schooling divided into two sub-stages: a lower primary stage of four to five years and a higher elementary stage of three years. Elementary education is an absolute necessity for all children. In the present days of knowledge explosion, nobody can stand to be unskilled and oblivious. Article 45 states that the state will attempt to give within a time of ten years from the initiation of this constitution free compulsory education to all children until the point that they finish the age of fourteen years". The article 26(1) of Universal Declaration of Human Right 1948 states "Everybody has appropriate to be instructed. Instruction will be free in any event in the rudimentary and the principal stages. Basic instruction will be obligatory.” The above articles stress on the significance of primary education.

Primary education is necessary because of the following reasons:

- **Right to Education:** It is the fundamental right of every child as per 86th constitution amendment act of 2002.

- **Individual well-being:** Basic education promotes the well-being of the individual by providing better opportunities in order to live a healthy, productive and quality life.

- **Political Participation:** As more individuals educate themselves and complete primary schooling, they will be able to participate more meaningfully in local governance.
• **Social Justice:** Ensuring better schooling opportunities for girls and boys is the right step towards social and gender justice.

Thus, the primary task of elementary education is to prepare students for becoming social, political and cultural leaders. It is rightly said by Pandit Jawaharlal Nehru in a letter to children that “in you, the future lives and thrives.” Elementary education, therefore, is a pre-requisite for building a just and equitable society.

Thus the primary task of elementary education is to prepare students for roles of social, political and cultural leaderships. It is rightly said by Pandit Jawaharlal Nehru in a letter to children, in you the future lives and thrives. Elementary education therefore is a prerequisite for building a just and equitable society.

### 2.2 COMMUNITY - CONCEPT AND UNDERSTANDING

Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class and race as shaeffer (1992) argues, some communities are homogeneous while others are heterogeneous and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities.

Zenter (1964) points out three aspect of communities. first, communities is a group structure, whether formally or informally organized, in which members play roles which are integrated around goals associated with the problems from collective occupation and utilization of habitational space. second, members of the community have some degree of collective identification with the occupied space. Lastly, the community has a degree of local autonomy and responsibility.

Bray (1996) present three types of communities, applied in his study on community financing of education. The first one is geographic community, which is defined according to its members ‘place of residence, such as a village or district. The second type is ethnic, racial and religious communities, in which membership is based on geographic location. the third one is communities based on shared family or
educational concern, which include parents associations and similar bodies that are based on families shared concern for the welfare of students.

2.3 COMMUNITY PARTICIPATION –MEANING AND IMPORTANCE

Participation means active engagement in activities. The term participation can be interpreted in various ways, depending on the context. Shaeffer (1994) clarifies different degrees or levels of participation and provides seven possible definitions of the term including:

- Involvement through the mere use of a service (such as enrolling children in school or using a primary health care facility)

- Involvement through the contribution (or extraction) of money, materials and labor acceptance of decision made by others.

- Involvement through consultation on a particular issue.

- Participation in the delivery of a service, often as a partner with others actors.

- Participation as implementers of delegated powers and

- Participation in real decision making at every stage, including identification of problems the study of feasibility, planning, implementation and evaluation.

  - Study of feasibility planning and implementation and evaluation.

  - Shaeffer stresses that the first four definitions use the word involvement and cannot largely passive collaboration, where as the last three items use the word participation instead, implying a much more active role.

  - Shaeffer further provides some specific activities that involve a high degree of participation in a wider development context, which can also be applied in the education sector, including:

    - collecting and analyzing information.

    - Defining priorities and setting goals.
- Assessing available resources.
- Deciding on and planning programs.

- Designing strategies to implement these programs and dividing responsibilities among participants.
- Monitoring progress of the programs.
- Evaluating results and impacts.

2.4 WHAT IS COMMUNITY PARTICIPATION IN EDUCATION?

Education happens in schools as well as within families, community and society. Notwithstanding, the different degrees of obligations taken by each community, none can be the sole specialist to take 100% responsibility for teaching children. Parents and families can't be the main group of individuals for children's training as long as their children connect with and gain from the world outside their families. Community and society must help parents and families in the childhood, mingling, and teaching of their children. Schools are establishments that can get prepare children to add to the improvement of the general public in which they work by furnishing them with aptitudes imperative in the public arena. Schools can't and ought not to work as independent entities within society.

In school each group plays a different role in contributing to children’s education there must be efforts to maximize the contribution. Education takes place most efficiently and effectively when these different groups of people collaborate. Accordingly, it is important to establish and continuously attempt to develop partnership between schools, parents, and communities.

Many research studies have identified various ways of community participation in education providing specific channels through which communities can be involved in children’s education.

Colleta and perkins (1995) illustrate various forms of community participation:

1. Research and data collection
2. Dialogue with policymakers
3. School management

4. Curriculum design

5. Development of learning materials

6. School construction

7. Enhancing learning resources

**Heneveld and Craig(1996)** recognized parents and community support as one of the key factors to determine school effectiveness in sub-Saharan Africa. They identify five categories of parents and community support that are relevant to the region: (1) children come to school prepared to learn. (2) The community provides financial and material supports to the school. (3) Communication between the school, parents, and community is frequent. (4) The community has a meaningful role in school governance and (5) community members and parents assist with instruction.

**Williams(1994)** argues that there are three models of education and community. The first one is traditional community-based education, in which communities provide new generations of young people with the education necessary for transmitting local norms and economic skills. In this model, education is deeply embedded in local social relations and school and community are closely linked. The government, being of little use in meeting the specialized training needs of industrialized economics, plays a minor role providing little basis for political integration at the national level. The second model is government-provided education in which government assumed responsibility for providing and regulating education. The content of education has been largely standardized within and across countries and governments have diminished the role of the community. However, a lack of resources and management incapability have proven that governments cannot provide the community with adequate educational delivery, full range of grades, teachers, and instructional materials. This triggers the emergence of the collaborative model, in which community plays a supportive role in government provision of education. Williams further presents a model that shows the relations between the role of community and local demand.
### Table: 1 local demand and the role of the community

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<th>High local demand</th>
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<td>Role of community</td>
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<td>Key variables determining</td>
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<td>Match between content/delivery of schooling and local values, needs economics</td>
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<td>Goal of government</td>
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<td>Adapt content/delivery of schooling to local context, provide education useful</td>
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**Epstein (1995, 1997)** seeks ways to help children succeed in school and later life, and focuses on partnership of schools, families and communities that attempt to: (a) improve school programs and school (b) provide family services and support (c) increase parents skills and leadership. (d) connect families with others in the school and in the community and (e) help teachers with their work. She summarizes various types of involvement to explain how schools, families and communities can work productively together:

(1) **Parenting**: to help all families to establish home environments that support children’s learning at schools. It indirectly helps a Lerner to be an excellent and civilized member of the community and society.
Communicating: to design effective forms of school to home to school communication that enable parents to learn about how school programs and their children’s progress in school as well as teachers to learn about how children do at home.

Volunteering: to recruit and organize parent help and support.

Learning at home: to provide information and ideas to families about how to help students at home with homework and other curriculum related activities, decision, and planning.

Decision making: to include families in school decision, to have parent leaders and representatives in school meetings.

Collaborative with the community: to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning.

2.5 COMMUNITY PARTICIPATION IN EDUCATION: AN UNDERSTANDING

The goal of any kind of activity that attempts to involve community and families/parents in education is to improve the delivery so that more children learn better and are well prepared for the changing world. There are various reasons to support the idea that community participation contributes to achieve this goals. Extensive literature research has resulted in identifying the existing limited resources. The following rationales that importance of community participation in education.

2.5.1 Maximizing limited resource

Most governments all over the world have been committed to delivering education for their children, particularly after the world conference on education for all assembled in jomiten Thailand in 1990 an increasing numbers of countries have attempted to reach the goal of providing education for all however, government have found themselves incompetent to do so because of lack of resources and capacities. Learning materials as well as human resources are limited everywhere, particularly in
developing countries. The focus has shifted to finding efficient and effective ways to utilize existing limited resources.

Although some communities have historically been involved in their children’s education, it hasn’t been fully recognized that communities themselves have resources to contribute to education, and they can be resources by providing local knowledge for their children. Involving parents, families, and communities in the process of research and data collection can reveal to them factors that contribute to lower enrollment and attendance, and poor academic performance in their schools. Furthermore, parents are usually concerned about their children’s education, and often willing to provide assistance that can improve the educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers evening that teacher arrive at classrooms on time and perform effectively in the classrooms. Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agent of the education delivery.

In Madagascar, where government investments at primary level have been extremely low parents and communities contribute many, labor and materials. The absence of government support leaves the school infrastructure, equipment, and pupil supplies to the parents and the community. As a result, community and parents are in the center “in keeping the schools going.

2.5.2 Knowledge based public participation: Developing relevant curriculum and learning material

Communities and parents involvement helps achieve curriculums and learning materials that reflect children’s everyday lives in society. When children use textbooks and other materials that illustrate their own lives in their community, they can easily associate what they are learning with what they have already known.

In Papua New Guinea, community schools set the goal to link the culture of the pupil’s home community with the culture of the school. Accordingly, the the schools consider the community as the center of learning as well as focus of education. As a
result, the community life such as festivals, customs, musical instruments and local business activities, to be reflected in the curriculum.

Another example is found in Colombia’s escuela nueva program for multigrade schools that incorporates a number of innovative components, including community participation in school curriculum. In each learning task, self-instructional textbooks guide students to identify examples and cultural elements from their own experience and allow local materials to be accumulated in the learning centers. The oral tradition is transcribed and classified local learning crafts, jobs and economic activities, health problems, geography, landscape, transport, sports, dance, food, animals, vegetation and minerals are also described and classified for use in learning experience. Children in escuela nueva are using curriculum relevant to their way of life and that of their communities, which helps develop a series of basic learning needs, skills, attitudes, values, and knowledge that enable the children to continue learning and applying what they learn in their communities.

2.5.3 Identifying and addressing problems

Communities can help identify and address factors that contribute to educational problems, such as low participation and poor academic performance. This is well illustrating in case of the Gambia, in which the techniques of participatory rural appraisal were adapted to education. The work was carried out in order these to understand why girls do not attend schools, to mobilize communities around these problems, and to assist them in organizing their own solutions.

Thirteen local researchers were trained in PRA which allowed the participation of all groups in a community, including illiterate, young and old, females and males. A sample of seven rural villages was selected in which a team of researchers worked with residents focusing on group discussions, mapping of the village, calendars of income and expenditure, and matrices of community and education problems. The research revealed that key disincentives to educating girls were related to (a) inadequate supply of schools, particularly middle schools, (b) high costs of schooling, (c) higher risk of early pregnancy, (d) loss of respect for traditional values, particularly obedience and humility towards husbands and (e) perception, particularly among men, that girls will be less successful in life generally. A further step was
taken in two of the seven communities where residents were invited to select six important problems from a longer list that they had developed previously which they could begin to address in a practical way, utilizing mainly their own resources. Various options for solving problems were devised and those seeming to have the highest chance of success were integrated into a community action plan.

2.5.4 Promoting education of girls

Community participation can contribute to promoting girls education (UNICEF, 1992). Through participating in school activities and frequently communicating with teachers, parents and communities can learn that girl’s education contributes to the improvement of various aspects of their lives, such as increased economic productivity, improved family health and nutrition, reduced fertility rates, and reduced child mortality rates. Involving parents and communities in discussions as part of school activities also helps to identify factors that prevent girls from schooling. Parents are encouraged to express their concern and reasons why they are not sending their daughter to school for instance, many parents in rural areas are reluctant to send their daughters to schools. Located in distance concerned about the security of their daughters on the way to and from the school. in addition, since girls are important labors in the household, helping their mothers to do the chores and take care of their young siblings. The time that requires going to and from school seems too much to waste for the parents. These issues are serious obstacles and have to be addressed and overcome in order to promote girls education.

Involving parents and communities in school activities also helps to identify possible teachers in the community especially local female teachers which greatly help girls’education. furthermore, in places where communities are indifferent in girls’education, elderly people or religious leaders who are respected by community members can convince them to send their girls to schools if the dialogue with these respected people takes place successfully.

2.5.5 Creating and nourishing community school partnerships

Schools social soul is community. There are various ways to bring parents and community members closer to schools which they serve including (a) minimizing discontinuities between schools and communities, and between schools and families
(b) minimizing conflict between schools and communities, schools and families, teachers and parents and what is taught in school and what is taught at home(c) making easy transition of pupils going from home to school(d) preparing pupils to engage in learning experience and (e) minimizing culture shock of new entrants to schooling (Carino and Valismo, 1994).

Such as religious leaders or tribe heads, to the classrooms and talk about community history, traditions, customs, and culture, which have been historically celebrated in the community, Schools themselves can contribute to community efforts by developing sustainable solutions to local problems. One example is found in the social forestry, education and participation pilot project in Thailand, documented by McDonough and Wheeler (1998).

The purpose of the project is to change teaching, learning, and school community relations by involving fifth and sixth grade students in studies of local village problems related to forest management. The students visited communities and asked questions about village history and the origins and causes of various forest related problems. Community members helped them understand concepts taught in schools and students used any resource available within the communities to enhance their understanding. In addition to gathering data from villagers, students went to nearby forests to study plants and animals as part of their regular science lessons. Some local villagers came along as “experts” to help them understand various species indigenous to that village. McDonough and Wheeler examined the project and found that communities have much to contribute to the education of their youth. If given the chance to become more involved in the education of their youth communities come to see that their knowledge about village history, social relations and economics structure is relevant to what students could learn in school/in addition, the curriculum can be linked to daily life and teachers are able to use a much wider array of resources to improve students’ learning.

2.5.6 Realizing democracy

Where schools are perceived as authoritarian institutions, parents and community members do not feel welcomed to participate in their children’s education. They are not capable of taking any responsibility in school issues and tend to feel that
education is something that should be taken care of by educational professionals at schools many people, especially minority groups in many developing countries develop this kind of negative attitude towards school’s because they are not treated by teachers with respect. For instance, those who do not speak the country’s official language and embrace other than mainstream traditions and culture feel discouraged in classrooms where teachers don’t show respect to their linguistic and culture diversity. In the history, there were times when children were prohibited from speaking their first language in schools and they got severe punishment when they broke the rule imposed by the school or the government. This educational environment is unfavorable to parents and children and children and therefore, contributes to these student’s low participation poor academic performance, and high repeat and dropout rates. Involving communities in schools is a way of reaching democracy through identifying and addressing inequities embedded in institution and society as a whole. In addition, it is a strategy to create an environment in which parents feel comfortable participating in schools.

Reimers(1997) considers the case fey Alegria a non governmental organization which provides formal and non formal education at different level in 12 countries in latin America, as a good illustration of this approach.

2.5.7 Increasing Accountability

Parental involvement in education, particularly in school governance is seen as a means of making schools more accountable to the society which funds them. This has been witnessed in some places such as England and Wales Canada and the United States. The nation of parental involvement for accountability derives from a more market oriented concept in which school family partnership are viewed rather like business partnership, through which the two parties receive mutual and complementary benefits which enable them to operate more effectively.

The extensive examination of six case studied on the philipines, Kenya, bangladesh, Pakistan, Colombia and Bolivia lead Rugh and Bossert (1998) to the conclusion that teachers another school staff feel they should be accountable to community clients only when the community holds some power over them: when they either come from the same village and have social ties, if their continued employment
or salaries depend on community satisfaction, or sometimes when community education committed to expert their infest exist to manage the schools and members are empower influence. They also argue that accountability is developed through routine parents ‘meetings and reporting systems on students progress. When parents contribute their time, labor, materials, land and funds they tend to be more involved in school activities, including participating in meetings with teachers and monitoring teacher’s performance. Teachers and school staff in turn feel more obliged to deliver better education for the students in order to respond to the needs of parents and communities. Participation can greatly help develop accountability, which contributes to improving the education delivery.

A community support program process in Balochistan, Pakistan, was developed to ensure village commitment to girls’ education. It defines the responsibilities of the community and the directorate of primary education. The greater the participation of the community, both financially and in-kind means they are more likely to demand accountability from staff. Parents are also more involved in the day to day management of the school where they see what is happening and what needs to be corrected. The CSP has formed village education committees that consist of five to seven men whose daughters will attend the school. VECs are formed to serve as the school’s official representative to the government. The forming of VES has contributed to the CSP’s establishment of an organizational structure that encourages teachers and local administrators ‘accountability to parents. Once the school is opened, VEC members are empowered to report teacher attendance or behavior problems to the government and to recommend teachers for training.

2.5.8 Ensuring sustainability and its aspects

One of the major factors to ensure sustainability of programs is the availability of funds whether from governments, private institutions or donor organizations. In this regard community participation in education cannot ensure the sustainability of schools by itself since communities oftentimes have to rely on external funding to keep the program sustained. However, involving community is a way to ensure that the benefits brought by a development programme will be maintained after the external interventions are stopped. Thus sustainability is dependent on the degree of self-reliance developed in target communities and on the social and political commitment
in the wider society to development programs that support the continuation of newly self reliance communities. Community members are expected to be actively involved in the process if interventions through planning, implementation, and evaluation. Furthermore, they are expected to acquire skills and knowledge that will later enable them to take over project or program.

2.5.9 Improving home environment for education

Community participation can contribute to preparing and improving home environment, by encouraging parents to understand about the benefits of their children’s schooling. A World Bank study which analyzed primary education in India discovered that families aware of the importance of education can contribute much to their children’s learning achievement, even in disadvantaged district. It also shows that students from families that encouraged children’s schooling by allocating time at home for study, encouraging reading, and supporting their children’s educational aspirations scored significantly higher on tests of learning achievement.

Furthermore, families who are involved in schools not only have a better understanding about education but also become more willing to cooperate with schools in attempts to improve children’s learning. In addition, parents can help their children with homework, and make sure that children are physically ready to learn at schools. From their extensive literature research, has revealed and Craig argue that the parent and the community are one of the key factors to determine school effectiveness because they can prepare children’s readiness to come to school and their cognitive development, by ensuring children’s well balanced nutrition and health.

2.6 HOW CAN AND COULD COMMUNITY PARTICIPATION IMPROVE EDUCATION?

Community participation can contribute to education delivery through various channels. The following is a list of ways through which communities can contribute to the education delivery-following are the important points:

- Advocating enrollment and education benefits
- Boosting morale of school
- Raising money for schools
- Ensuring students regular attendance and completion
- Constructing, repairing and improving school facilities
- Contributing in labor, materials, land, and funds
- Recruiting and supporting teachers
- Making decisions about school location and schedules.
- Monitoring and following up on teacher attendance and performance
- Forming village education committees to manage schools
- Actively attending school meetings to learn about children’s learning progress and classroom behavior
- Providing skill instruction and local culture information
- Helping children with studying
- Garnering more resources from and solving problems through the education bureaucracy
- Advocating and promoting girls education
- Providing security for teachers by preparing adequate housing for them
- Handling the budget to operate schools
- Identifying factors contributing to educational problems
- Preparing children’s readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.

### 2.7 HOW CAN COMMUNITY PARTICIPATION SUPPORT TEACHERS?

Among various forms of community contributions some are specifically aimed to support teachers. For instance, communities can provide or construct, housing for teachers who are from outside of the community. In rural areas, lack of qualified teachers is critical, and preparing a safe environment and housing is necessary to attract teachers, particularly.

### 2.8 WHY COMMUNITY PARTICIPATION?

The overall attitude of people has to change. Since Independence, people have looked at the State as the ‘provider’. The community has forgotten its responsibility to the country over the last few decades. This has completely isolated the education system
from the community’s interest. The diminishing standard of education, as a result of this, finally forced the central government and educationists to revisit the Gandhian theory of decentralization of education. It was decided that local resources would be strengthened in order to achieve Universalization of Elementary Education.

2.9 COMMUNITY OWNERSHIP

The SSA programme calls for community ownership of school-based interventions through effective decentralization. This will be improved by involvement of women's groups, VEC members and members of Panchayati Raj institutions. It is seen in each segment that this committee should be efficient and use the strength of people in the village.

2.10 COMMUNITY BASE MONITORING

The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including the grants received. A notice board would be put up in every school for this purpose. This is an important idea of community participation. When participation is expected, ‘control’ is assumed. Control or power to question monetary issues is thrown open through this strategy. The feeling of being ‘empowered’ emerges through this, and creates a social will to do something for the school.

2.11 COMMUNITY MOBILIZATION

As we know, our most valuable resource in the community are our own people who can make decisions about the development of the village. Co-operation among community people is important to develop the Community's self reliance. The Community has an important role to identify and use available resources in the village, and to plan and act accordingly.
2.12 WHY COMMUNITY MOBILIZATION IS NECESSARY?

Proper Management of resources is the best possible way for the development of the Community Mobilization where people plan and do things. They take charge for transforming their community lived on the community mobilization. Community Mobilization allows people in the community to:

- Identify needs and promote community interest.
- Promote good leadership and democratic decision making.
- Identify Specific groups for undertaking specific problems.
- Identify all the available resources in the Community.
- Plan the best use of the available resources.
- Enable the Community to better give in itself.

2.13 ADVANTAGES OF COMMUNITY PARTICIPATION

- The School has to be viewed as a Social Organization, Organically linked to the community. Community must have an effective say in the Management of School.
- As a mother of priority, the essential components of a good school need to be understood, especially by the parents.
- Identify needs and promote community interest.

2.14 SCHOOL MANAGEMENT COMMITTEES

As per the section 21 (1) and 21(2) of Right of children to free and compulsory education Act, all government and government-aided schools shall constitute School Management Committee (SMC) of the elected representatives of the local authority, parents and guardians of children admitted in such schools and teachers. As per the act the SMCs should perform following functions:

- Monitor the working of the school.
- Prepare and recommend school development plan.
- Monitor the utilization of the grants received from the appropriate government or local authority or any other source.
- Perform such functions as may be prescribed.
School Management Committees have been constituted in all government schools. An awareness program namely Shiksha Ka Haq Abhiyan was initiated for community members through electronic and print media.

SMC has very crucial role in actualizing the goals of RTE. Through its positive action and a constructive dialogue with other stakeholders the SMC can work towards reinstating a well-functioning school system. Consistency of positive action by SMC will change the dynamics and solution will begin to take shape, First to local levels and then at the large systemic levels.

2.14.1 COMPOSITION OF THE SCHOOL MANAGEMENT COMMITTEE

Every School other than an unaided school shall constitute a School Management Committee (hereinafter called "the Committee"), within a period of six months from the appointed date, and the Committee shall be required to be reconstituted every two years. The Committee shall consist of twelve members, of which 50% shall be women.

Seventy five percent of the member of the Committee shall be from amongst parents or guardians of children. The School shall give proportionate representation in the said Committee to the parents or guardians of children belonging to disadvantaged group and weaker section.

The remaining twenty five percent member of the Committee shall be from amongst the following Persons, namely:-

a. one third members shall be from amongst the elected members of the local authority, as may be nominated by the local authority or in case of grant in aid schools, from the management or the trust;

b. one third members shall be from amongst teachers of the school, to be decided by the teachers of such school;

c. remaining one third from amongst local educationists / children in the school, as may be decided by the parents or guardians in the Committee;

d. Local Mason (If there is no mason in a village, mason from nearby village) (To be nominated by the chairperson of the Committee)
To manage its affairs, the Committee shall elect the Chairperson and the Vice Chairperson from amongst the parent members. The Head teacher of the school or where the school does not have a head teacher, the senior most teacher of the school shall be the ex-officio Member-Convener of the Committee.

2.15 FUNCTIONS OF THE SCHOOL MANAGEMENT COMMITTEE

The Committee shall, in addition to the functions specified in clauses (a) to (d) of sub-sector (2) of section 21 of the Act, perform the following functions, for which it may constitute working groups from amongst its Members:

- Communicate in simple and creative ways to the population in the neighborhood of the school, the rights of the child as enunciated in the Act; as also the duties of the State Government, local authority, school, parent and guardian;
- Monitor that teachers are not burdened with nonacademic duties.
- Ensure the enrolment and continued attendance of all the children from the neighborhood in the school;
- Monitor the maintenance of the norms and standards prescribed in the Schedule;
- Bring to the notice of the local authority, any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission, and due provisions of free entitlements as specified sub-section (2) of section 3 of the Act;
- Identify the needs, prepare a Plan, and monitor the implementation of the provisions of SSA
- Monitor the identification and enrolment of, and facilities for learning by disabled children, and ensure their participation in, and completion of elementary education;
- Monitor the implementation of the Mid-Day Meal in the school.
- Prepare an annual account of receipts and expenditure of the School.
2.16 WHOLE SCHOOL DEVELOPMENT PLAN (WSDP)

The WSDP has been implemented since September 2011. Guidelines are subdivide into seven sections:

Section 1: WSDP and SMC (School Management Committee)

(A) Understanding approach for Whole School Development Planning in Our school

(B) Role of School Management Committee in WSDP in Our school

Section 2: Understanding Educational Issues in Planning

(A) Learning and Teaching in Our Schools

B) Understanding Inclusion and addressing Children with Special Needs (CWSN) in our school

Section 3: Understanding School and Planning

(A) Traditional Wisdom in Planning and Design of Our School

(B) Educational activities, Spaces and Learning elements in our school

Section 4: Ensuring Safety and reducing Vulnerability

(A) Designing and Retrofitting Our School to Reduce Vulnerability from Hazards

Section 5: SSHE, Conserving Resources and Recycling Wastes

(A) School Sanitation and Hygiene Education in Our School

(B) Conserving resources and recycling waste in Our school

Section 6: Planning with Children in Focus

(A) Putting it all together for holistic Planning:

(a) Participation of Children in planning Our school

(b) Using the Data, Norms and Schemes to plan Our School
Section 7: Planning for Maintaining Our School

(A) Daily, Weekly, Fortnightly, Monthly, Seasonal and Yearly Maintenance.

Keeping all these points in view and to know about the community participation in schools of umreth taluka, the present study was undertaken.

Female teachers who otherwise tend to say in or go to urban areas. Teachers can benefit from communities ‘active participation in their children’s schools. For example, community members themselves can be a rich resource to support teachers practice in classrooms by facilitating children’s learning. In the social forestry, education and participation pilot projects, local villagers came to schools and helped students understand various species indigenous to that village. Community members can help students understand concepts which teachers teach in classrooms by having the students coming into community interacting with community members who are knowledgeable about village history and the certain issues faced by the community. Respected community members can become knowledgeable lectures who can come to the classrooms, and teach students issues faced by the community.

BASIC FEATURES OF SARVA SHIKSHA ABHIYAN: AN INDIAN VIEW

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education. The SSA programme is also an attempt to provide an opportunity for improving human capabilities of all children, through provision of community-owned quality education in a mission mode.

Sarva Shiksha Abhiyan is:

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- an effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education
Committees, Parents’ Teachers’ Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.

- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

BROAD STRATEGIES CENTRAL TO SSA PROGRAMME

- **Institutional Reforms** - As part of the SSA, the Central and the State governments undertake reforms in order to improve efficiency of the delivery system. The states have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralization and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.

- **Sustainable Financing** - The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments.

- **Community Ownership** - The programme calls for community ownership of school-based interventions through effective decentralization. This is augmented by involvement of women's groups, VEC members and members of Panchayati Raj Institutions and now in second phase of SSA, SMC members have been given the responsibility.

- **Institutional Capacity Building** - The SSA conceives a major capacity building role for national, state and district level institutions like NIUEPA / NCERT / NCTE / SCERT / SIEMAT / DIET. Improvement in quality requires a sustainable support system of resource persons and institutions.
• **Improving Mainstream Educational Administration** - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

• **Community Based Monitoring with Full Transparency** - The Programme has a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board is put up in every school for this purpose.

• **Habitation as a Unit of Planning** - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans are the basis for formulating district plans.

• **Accountability to Community** - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

• **Priority to Education of Girls** - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, is one of the principal concerns in Sarva Shiksha Abhiyan.

• **Focus on Special Groups** - There is a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.

• **Pre-Project Phase** - SSA commences throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These includes provision for household surveys, community-based micro planning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.,
• **Thrust on Quality** - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.

• **Role of teachers in SSA** - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centers/Cluster Resource Centers, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

• **District Elementary Education Plans for Education** - As per the SSA framework, each district prepares a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach. There is a perspective plan that gives a framework of activities over a longer time frame to achieve UEE. There is also an annual work plan and budget that will list the prioritized activities to be carried out in that year. The perspective plan will also be a dynamic document subject to constant improvement in the course of programme implementation.

**FINANCIAL NORMS UNDER SARVA SHIKSHA ABHIYAN**

According to the framework of SSA

• The assistance under the programme of Sarva Shiksha Abhiyan will be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 sharing thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from State governments in writing.

• The State governments will have to maintain their level of investment in elementary education as in 1999-2000. The contribution as State share for SSA will be over and above this investment.

• The Government of India would release funds to the State Governments/Union Territories only and installments (except first) would only be released after the
previous installments of Central government and State share has been transferred to the State Implementation Society.

- The support for teacher salary appointed under the SSA programme could be shared between the Central Government and the State government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.
- All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to, in consultation with foreign funding agencies.
- Existing schemes of elementary education of the Department (except National Bal Bhawan and NCTE) will converge after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid-Day-Meal) would remain a distinct intervention with foodgrains and specified transportation costs being met by the Centre and the cost of cooked meals being met by the State government.
- District Education Plans would inter-alia, clearly show the funds/resource available for various components under schemes like PMGY, JGSY, PMRY, Sunishchit Rozgar Yojana, Area fund of MPs/MLAs, State Plan, foreign funding (if any) and resources generated in the NGO sector.
- All funds to be used for upgradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/ School Management Committees/ Gram Panchayat/ or any other village/ school level arrangement for decentralization adopted by that particular State/UT. The village/ school-based body may make a resolution regarding the best way of procurement.
- Other incentive schemes like distribution of scholarships and uniforms will continue to be funded under the State Plan. They will not be funded under the SSA programme.
<table>
<thead>
<tr>
<th>Sr No</th>
<th>INTERVENTION</th>
<th>NORM</th>
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<tbody>
<tr>
<td>1.</td>
<td>Teacher</td>
<td>• One teacher for every 40 children in Primary and upper primary</td>
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<td>• At least two teachers in a Primary school</td>
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<td></td>
<td>• One teacher for every class in the upper primary</td>
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<td>2.</td>
<td>School / Alternative schooling facility</td>
<td>• Within one Kilometer of every habitation</td>
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<td></td>
<td></td>
<td>• Provision for opening of new schools as per State norms or for setting up EGS like schools in unserved habitations.</td>
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<tr>
<td>3.</td>
<td>Upper Primary schools/ Sector</td>
<td>• As per requirement based on the number of children completing primary education, up to a ceiling of one upper primary school/section for every two primary schools</td>
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<tr>
<td>4.</td>
<td>Classrooms</td>
<td>• A room for every teacher in Primary &amp; upper Primary, with the provision that there would be two class rooms with verandah to every Primary school with at least two teachers.</td>
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<td></td>
<td></td>
<td>• A room for Head-Master in upper Primary school/section</td>
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<tr>
<td>5.</td>
<td>Free textbooks</td>
<td>• To all girls/SC/ST children at primary &amp; upper primary level within an upper ceiling of Rs. 150/- per child</td>
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<td></td>
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<td>• State to continue to fund free textbooks being currently provided from the State Plans.</td>
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<td>6.</td>
<td>Civil works</td>
<td>• Ceiling of 33% of SSA programme funds.</td>
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<td>• For improvement of school facilities, BRC/CRC construction.</td>
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<td></td>
<td></td>
<td>• CRCs could also be used as an additional room.</td>
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<td>Sr No</td>
<td>INTERVENTION</td>
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| 7.    | Maintenance and repair of school buildings | - No expenditure to be incurred on construction of office buildings  
- Districts to prepare infrastructure Plans. |
| 8.    | Upgradation of EGS to regular school or setting up of a new Primary school as per State norm | - Only through school management committees/VECs  
- Up to Rs. 5000 per year as per specific proposal by the school committee.  
- Must involve elements of community contribution  
- Provision for TLE @ Rs 10,000/- per school  
- TLE as per local context and need  
- Involvement of teachers and parents necessary in TLE selection and procurement  
- VEC/ school-village level appropriate body to decide on best mode of procurement  
- Requirement of successful running of EGS centre for two years before it is considered for upgradation.  
- Provision for teacher & classrooms. |
| 9.    | TLE for upper-primary | - @ Rs 50,000 per school for uncovered schools.  
- As per local specific requirement to be determined by the teachers/ school committee  
- School committee to decide on best mode of procurement, in consultation with teachers  
- School Committee may recommend district level procurement if there are advantages of scale. |
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<th>Sr No</th>
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| 10.   | Schools grant | • Rs. 2000/- per year per primary/upper primary school for replacement of non functional school equipment  
• Transparency in utilisation  
• To be spent only by VEC/SMC |
| 11.   | Teacher grant | • Rs 500 per teacher per year in primary and upper primary  
• Transparency in utilisation |
| 12.   | Teacher training | • Provision of 20 days In-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits @ Rs. 70/- per day  
• Unit cost is indicative; would be lower in non residential training programmes  
• Includes all training cost  
• Assessment of capacities for effective training during appraisal will determine extent of coverage.  
• Support for SCERT/DIET under existing Teacher Education Scheme |
| 13.   | State Institute of Educational Management and Training (SIEMAT) | • One time assistance up to Rs. 3 crore  
• States have to agree to sustain  
• Selection criteria for faculty to be rigorous |
| 14.   | Training of community leaders | • For a maximum of 8 persons in a village for 2 days in a year - preferably women  
• @ Rs. 30/- per day |
<p>| 15.   | Provision for disabled children | • Upto Rs. 1200/- per child for integration of disabled children, as per specific proposal, per year |</p>
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<td></td>
<td>District Plan for children with special needs will be formulated within the Rs. 1200 per child norm</td>
<td>• Up to Rs. 1500 per school per year</td>
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<td>Involvement of resource institutions to be encouraged</td>
<td>• Partnership with research and resource institutions, pool of resource teams with State specific focus</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>• Priority to development of capacities for appraisal and supervision through resource/research institutions and on an effective EMIS</td>
</tr>
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<td></td>
<td>• Provision for regular school mapping/micro planning for updating of household data</td>
<td>• By creating pool of resource persons, providing travel grant and honorarium for monitoring, generation of community-based data, research studies, cost of assessment and appraisal terms &amp; their field activities, classroom observation by resource persons</td>
</tr>
<tr>
<td>16.</td>
<td>Research, Evaluation-</td>
<td>• Funds to be spent at national, state, district, sub district, school level out of the overall per school allocation</td>
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<td></td>
<td>•</td>
<td>• Rs. 100 per school per year to be spent at national level</td>
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<td>•</td>
<td>• Expenditure at State/district/BRC/CRC/School level to be decided by State/UT. This would include expenditure on appraisal, supervision, MIS, classroom observation, etc. Support to SCERT over and above the provision under the Teacher Education scheme may also be provided.</td>
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<td>• Involvement of resource institutions willing to undertake state specific responsibilities</td>
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| 17.   | Management Cost                                                             | • Not to exceed 6% of the budget of a district plan  
• To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, POL, etc.;  
• Priority to experts in MIS, community planning processes, civil works, gender, etc. depending on capacity available in a particular district  
• Management costs should be used to develop effective teams at State/District/Block/Cluster levels  
• Identification of personnel for BRC/CRC should be a priority in the pre-project phase itself so that a team is available for the intensive process based planning. |
| 18.   | Innovative activity for girls’ education, early childhood care & education, interventions for children belonging to SC/ST community, computer education specially for upper primary level | • Up to Rs. 15 lakh for each innovative project and Rs. 50 lakh for a district per year will apply for SSA  
• ECCE and girls education interventions to have unit costs already approved under other existing schemes. |
| 19.   | Block Resource Centres/Cluster Resource Centres                             | • BRC/CRC to be located in school campus as far as possible  
• Rs. 6 lakh ceiling for BRC building construction wherever required  
• Rs. 2 lakh for CRC construction wherever required - should be used as an additional classroom in schools.  
• Total cost of non-school (BRC and CRC) construction in any district should not exceed 5% of the overall projected expenditure under the programme in any year.  
• Deployment of up to 20 teacher in a block with more than 100 schools; 10 teachers |
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<tr>
<td></td>
<td></td>
<td>in smaller Blocks in BRCs/CRCs.</td>
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<td></td>
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<td>• Provision of furniture, etc. @ Rs. 1 lakh for a BRC and Rs. 10,000 for a CRC</td>
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<td></td>
<td>• Contingency grant of Rs. 12,500 for a BRC and Rs. 2500 for a CRC, per year</td>
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<td></td>
<td>• Identification of BRC/CRC personnel after intensive selection process in the preparatory phase itself.</td>
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<tr>
<td>20.</td>
<td>Interventions for out of school children</td>
<td>• As per norms already approved under Education Guarantee Scheme &amp; Alternative and Innovative Education, providing for the following kind of interventions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Setting up Education Guarantee Centers in unserved habitations</td>
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<td>• Setting up other alternative schooling models</td>
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<td>• Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools.</td>
</tr>
<tr>
<td>21.</td>
<td>Preparatory activities for microplanning, household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all levels, etc.</td>
<td>• As per specific proposal of a district, duly recommended by the State. Urban areas, within a district or metropolitan cities may be treated as a separate unit for planning as required.</td>
</tr>
</tbody>
</table>

PUBLIC-PRIVATE PARTNERSHIP IN SSA : A NECESSARY STEP

In Sarva Shiksha Abhiyan takes note of the fact that provision of elementary education is largely made by the government and government aided schools. There are also private unaided schools in many parts of the country that provide elementary education. Poorer households are not able to afford the fees charged in private schools.
in many parts of the country. There are also private schools that charge relatively modest fees and where poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. While encouraging all efforts at equity and 'access to all' in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made. Government, Local Body, and government aided schools would be covered under the Sarva Shiksha Abhiyan, as is the practice under the Mid Day Meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school, efforts to develop a partnership would be made within the broad parameters of State policy in this regard. Depending on the State policies, DIETs and other Government teacher-training institutes could be used to provide resource support to private unaided institutions, if the additional costs are to be met by these private bodies.

2.17 COMMUNITY PARTICIPATION IN SSA

The quest for successful educational attainment of children has been an avowed goal worldwide. This is especially so with respect to primary education among various countries. In the Indian context, the national educational policies clearly envisage universalisation of elementary education through provision of easy access to educational facilities, promotion of total enrolment, successful grade completion of enrolled children, and reduction in dropout rates and elevation in retention levels. However, the hard reality is that a considerable proportion of children are still deprived of easy access to primary education, this is especially so with regard to girl child and those belonging to socioeconomically backward sections of the population.

The 86th Constitutional Amendment has conferred the status of Fundamental Right to Education. With this provision also, no one really can be held responsible for non-compliance but a positive development seen today is the number of schemes and programmes launched in pursuance of the emphasis embodied in the NPE, its POA and the subsequent committees. These schemes and programmes include the scheme of Operation Blackboard (OB), Non-formal Education (NFE), Teacher Education (TE), Mahila Samakhya (MS), state specific basic education programmes like the Andhra Pradesh Primary Education Project, Bihar Education Project, Lok Jumbish in Rajasthan, Education for All Project in Uttar Pradesh, Shiksha Karmi project in Rajasthan, National Programme of Nutritional Support to Primary Education well
known as Mid-Day Meal Scheme, District Primary Education Programme and Sarva Shiksha Abhiyan.

Consequent to several efforts, India has made enormous progress in terms of increase in institutions, teachers and students in elementary education. Access to school is no longer a major problem. At the primary stage, 94% of the country’s need population has schooling facilities within one kilometer and at the upper primary stage, it is 84%. Thus, the country has made impressive achievement in the elementary education sector. But the flip side is that even after fifty years of independence, the goal supported by the constitutional mandate continues to be elusive despite all the efforts. The proportion of the illiterates in absolute number continues to increase from 294 million in 1950 to 850 millions in 2000A.D. which means we still harbor the largest number of illiterates in the world. Education despite being promoted on a large scale by the government still struggles to survive. Increase in dropout rate, decrease in enrolment rate, lack of infrastructural facilities, indifferent attitude of teachers towards students and vague understanding of the benefits of education among the parents are some of the major ills plaguing educational scenario in our country. It is disconcerting to note that in 2001 also the pool of illiterates continue to be formidable as before. There are problems relating to drop out rate, low levels of achievement and low participation of girls, tribal and other disadvantaged groups. Compiled with it are various systemic issues like poorly functioning schools, high teacher absenteeism, large number of teacher vacancies, poor quality of education and nearly one-lakh habitations in the country without schooling facility. In short the country is yet to achieve the elusive target of UEE, which means 100 per cent enrolment, and retention of children with quality education. Though involvement has been visualized as an important thrust area in various intervention programmes. it is realized that the village-based education can sustain for a longer period of time only if the village community is able to take over its running. Community participation in education not only ensures physical and human facilities at schools but also motivates the teachers to achieve higher quality of education. Thus, people’s participation in the overall development of the nation has been recognized as a vital process since independence. Among the many centrally sponsored schemes aiming at achieving UEE, the DPEP and SSA stand out for its innovative design features and the emphasis that is laid on community participation. Thus, people’s participation in the overall development of
the nation has been recognized as a vital process since independence. Among the many centrally sponsored schemes aiming at achieving UEE, the DPEP and SSA stand out for its innovative design features and the emphasis that is laid on community participation.

Education policy makers all over the world have come to view community participation as an effective means of promoting primary education, in both qualitative and quantitative terms. Further, community participation and empowerment in decision making has commonly have been understood and propagated as an attempt to counteract centralized actions. It is assumed that community participation and empowerment has the potential to make a major contribution towards education people, increasing their awareness levels, improving their health and living conditions as well as enriching their life styles. The literacy campaigns in different parts of India have also, though not uniformly in all cases, demonstrated the potential role that community members can play for their betterment.

The National Policy on Education (1986), and its Programme of Action (1992), recommended not only promoting participation of community in primary education but also a move towards empowering the local community to make management decisions in this regard.

The Eight-Plan Document clearly enunciated that “in the process of development people must operate and government must cooperate.” Thus, community participation over the past decade has been appropriated by almost any group working for change, be it in agriculture, welfare or education. In order to address this issue, the government launched in 1995 the DPEP in a few educationally backward districts and through its experience in 2000 the “SSA” in the entire nation that once again called for community ownership of schools through decentralized participatory approach. These programmes have the promotion of community participation as a major thrust area in their activities; they have tried to evolve special strategies for bringing community and school closer, and also to involve community members in a significant manner for development of primary education. Numbers of informal and formal structures have come into existence such as Mother Teacher Associations (MTA) under the District Primary Education Programme, DPEP, Core Team and
Women’s Group under Lok Jumbish in Rajasthan apart from Village Education Committees (VECs) and Parent Teacher Association (PTA) in many states. In the second phase of SSA the school management committees (SMC) have been primarily focused upon. Community participation and empowerment for primary education is gradually acquiring a place of importance not only in education but also in public administration. People’s involvement and participation at grassroots level is essential for successful implementation of the programme of universalization of elementary education, which is the major goal of SSA. Under SSA, concerted efforts have been made to mobilize the community to promote education, to help in development of educational facilities and to oversee the functioning of schools and EGS/AIE centers in every state. Institutions such as, Village Education Committee/School Management and Development Committee/Urban Slum Level education committees/Parents Teacher Associations, etc. Have been set up at village or school level in most of the states. Their roles and functions are defined clearly and efforts have been made for effectively involving them and other grass root level structures in the management of elementary education as delineated under the framework of SSA. The SSA framework has been amended in July 2006 to ensure centrality of Panchayats in supervision and monitoring of the Elementary Education/SSA programme through the following arrangements

For that, School/Village-wise Committee to be linked with Standing/Sub-Committee of Gram Panchayat to ensure overall supervision of Gram Panchayats. All tiers of PRIs to be given role of supervision of elementary education/SSA. The states have been instructed to initiate suitable action in this regard. SSA provides for training/capacity building of members of Village Education Committees, School Management Committees, Parent Teacher Associations, etc. The norms provide for training of four persons in a village plus two persons per school for two days in a year- preferably women at the rate of Rs. 30 per day per person. The Project Approval Board of SSA has approved a target of training 4584716 community members in 2007-08.

The National Programme for Education of Girls at Elementary Level (NPEGEL) also provides funds for intense community mobilization in over 3000 educationally backward blocks and urban slums or bringing the out of school girls into school.
Community ownership is a major strategy central to SSA programme. States have been working in this direction for the last few years. But it is not known how efficiently and effectively such institutions are functioning and to what extent they have achieved the objectives for which they were created. Assessment of their role in school management and supervision, and to find out to what extent they have achieved their objectives and what kind of problems or difficulties they have been experiencing in their work.
BIBLIOGRAPHY


