

*National Workshop on Role of Community Based  
Structures in achieving Equity in Elementary Education*

**New Delhi  
December 3-7, 2012**

**Workshop Perspective**



*Department of Educational Policy  
National University of Educational Planning and Administration  
17-B, Sri Aurobindo Marg, New Delhi-110016*

***National Workshop on Role of Community Based Structures in promoting equity in Elementary Education***

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***Introduction***

Participation in its various dimensions has come to be recognized as a basic principle of action, and an overall development strategy in national development efforts including educational development. It is one of the basic strategies envisaged to facilitate a balanced and equitable development of all sectors including education. Participation is necessary to adapt education to the needs, problems, aspirations and interests of the population benefiting from it, particularly for disadvantaged groups. Improving access not just to education, but to education of good quality has become an issue of national magnitude and concern.

State level agencies have an important role to play in bringing about this participation. Most of the Studies confirm that there is not only one model for the effective implementation of educational planning and management at the district or micro level. It is, therefore, necessary to adopt a carefully considered approach, developing organizational and administrative structures that are locally appropriate. Local bodies that mobilize community involvement started by local leaders and attracting the political commitment of the State level personnel are very important. The present programme is an attempt to understand the practices that have been adopted by the States to make this a reality.

There is a realization today, that true decentralization in education is not feasible without the active participation of local bodies in providing resources to schools and in managing them. It is the actual voluntary involvement of parents, community leaders, teachers and administrators that determine this adaptiveness of education to local conditions and requirements.

***The Present Programme***

The National University of Educational Planning and Administration (NUEPA) is actively engaged in research, training, consultancy and dissemination activities in the areas of planning management and administration at all levels of education, both at national and international levels. Conducting workshops to share the experiences of States is a regular feature in NUEPA. In such meetings the experiences of States are shared with experts, scholars, administrators and senior officials of State Education Departments who are actively involved in the implementation of educational programmes. It is in this context that a National level workshop on role of community based structures in achieving equity in Elementary Education is envisaged.

The specific objectives of this programme are:

## ***Objectives***

To examine the variations in the structural arrangements at local level in different states

- To identify their roles and functions
- To find out the extent to which they are facilitating inclusion of disadvantaged groups through their interventions in elementary education

## ***Themes***

1. Structural Arrangements for Community Participation
2. Strategies adopted to elicit participation
3. School Management Committees and School Development Planning
4. Participatory Planning at micro level

### **1. Structural Arrangements for Community Participation**

Decentralization, community involvement and local level planning have been important policy postulates since the Education Commission of 1964 to 66. Under the National Policy on Education – 1986 decentralisation of educational management was reiterated as a national priority.

Strategy of decentralization of educational management and the involvement of the community in planning, management and implementation of educational programmes has been adopted by most of the States in the country. In the context of **Andhra** Pradesh in addition to the village Committee and School Management Committee an Academic Monitoring Committee has been set up for each school with parents as members and Panchyat President as Chairperson. *Academic Monitoring Committees* have been formed for each school. The school requires support and monitoring in various matters, i.e., enrolment regular attendance of children, retention, adequate infrastructure, performance of children; etc. In Assam, the Village Education Committee, the Tea Garden Education Committee, the Ward Education Committee for urban areas are in place. The Gram Panchayat Education Committee is responsible for undertaking mobilization and other related activities in the State.

*Vidyalaya Shiksha Samiti (VSS)* has been constituted separately for each primary, middle and basic school in the context of Bihar. In addition to this Committee, the Village Education Committee and parent-teacher association are also involved in mobilizing the Committee and the other backward marginalized community such as SCs/STs minority.

The structural arrangements in Gujarat include the Village Education Committee, mother-teacher association and parent-teacher association. They are involved in the various aspects of elementary education such as access participation and achievement of children.

The village Education Committee in Haryana plays a major role in the implementation of elementary Education in the State. Convergence has also been between panchayati Raj institution with village Education Committee-parent-teacher association for supervision monitoring and implementation of the SSA programme. Elected Heads of village panchayat are also Chairmen of respective VECs. The village Education Committee has representation of, at least, two members of the Panchayat (1 SC or one lady). Panchayats are also authorized to nominate persons as members of VEC. Block Samitis and Zila Parishad also have revision in bloc and District Education Committee. As per Sarva Shiksha Abhiyan (SSA), the State of Jammu & Kashmir give clear guidelines for the information of the VEC and all the implementing authorities have responded. In the state every village has a village Education Committee which is fully involved in all the activities undertaken in the schools.

Village Education Committee is also reconstituted from time to time in order to ensure effective and transparent implementation of SSA in Karnataka, Community Mobilization is one of the major interventions under the Sarva Shiksha Abhiyan which enhances educational awareness among parents and community. The School Development and Monitoring Committees are playing a vital in school management and administration, and also actively participating in the preparation of annual work plan.

The Parent Teacher Association is a major instrument of ensuring academic participation and supervision in the classrooms in Kerala. One of the major aims of the PTA is the improvement of teacher attendance in the State. The Headmaster is the convener of the PTA. There is also adequate convergence with the Panchayat Education Committee. The Panchayat President is a chairperson of the VEC and the Standing Committee's Chairman for welfare and Education Committee is the Vice Chancellor of VEC. The Structural arrangements in Maharashtra include the Village Education Committee, Ward Education Committee and the parent-teacher Association.

The Madhya Pradesh Jan Shiksha Adhiniyam 2002 and related Madhya Pradesh Jan Shiksha Adhiniyam 2003 (Under Rule 8(1) provide for a Parent Teachers Association (PTA) in every school which is providing elementary education. The PTA has been made solely responsible for overall management of all Government Elementary Schools under these rules. PTA was also declared an adhoc committee of Gram Sabha under M.P. Gram Swaraj Adhiniyam. PTA is thus a statutory body in Madhya Pradesh.

The Madhya Pradesh Jan Shiksha Adhiniyam 2002 and related Madhya Pradesh Jan Shiksha Adhiniyam 2003 (Under Rule 10 and 11) provides for constitution of a village level Education Committee in accordance with the provisions of Madhya Pradesh Raj evam Gram Swaraj Adhiniyam 1993.

The state of Nagaland does not have PRI system; it is village Council (VC) who is the executive head in the village. VEC functions under village Council (VC). The VC selects VEC Chairman. Most of the village council members are also VEC member like VDB Secy, VECs are fully empowered under communitization Act 2002. Although the State has no PRI system, however the village council is empowered to carry out the provisions of the Act 371 (a) of Indian constitution. The State has elected Nagaland communitization of public institution and services act of (Act 2002) and Elementary

education falls within its purview. In the context of the state, the Village councils, Village Education Committees, School Management Boards have clear linkages.

At school level in Rajasthan, there is a provision of constitution/formation of S.D.M.C. Every SDMC has three elected representatives of village Panchayat/municipality, out of which one is being nominated of concern MLA. School Development and Monitoring committees have been constituted in all newly opened schools, while reconstituted in all existing schools, as per rules. In Tamil Nadu, persistent efforts have been taken to build strong linkage between school and community. Community participation is gradually getting transformed into community ownership in the State under local level leadership and representation of PRI's.

## **2. School Management Committees and School Development Planning**

The Right to Education Act assigns immense importance to School Management Committees as part of the decentralized structure, and one in which the parents will have a preponderance. Essential provisions regarding constitution and functions of SMCs have been given in sections 21-22. These have also been elaborated in the draft rules prepared for consideration and adoption of the State Governments/Union Territories with which modifications as they may consider appropriate. It is important to note that State Governments/Union Territory administration will have to communicate messages to 'local authority; to ensure that School Management Committees are enabled to function in an effective manner.

School Management Committee will be constituted for all except unaided schools as per Section 21 of the RTE Act. This SMC will be required to prepare a School Development Plan that will form the basis for grants to be made to the school. SMCs would require training in areas such as systematic development of school infrastructure to meet the RTE requirements within three years of commencement of the Act as well as plan for maintenance of infrastructure. Since the school development plans will form the basis for release of funds to schools, it is important that capacities of SMCs are organized in a time bound manner.

The Act clearly outlines the functions to be performed by School Management Committee. Some of these functions, for example development of school development plans, would require investments in capacity building. Experiences in the past have shown that mere setting up of Committees does not ensure their meaningful participation in programmes. Moreover, provision is made in membership of these Committees for inclusion of woman and persons from disadvantaged communities, in practice they are excluded from decision making processes. The involvement of civil society organizations would be critical in making the SMC an effective democratic space. It is also important that the nature of such interventions cannot be one-time training but must necessarily be long term involvement. Besides, capacity building of SMC, on going support of the PRI (local authority) is also essential.

***Programme Schedule***

The time schedule is placed at annexure I.

***Date and Venue***

The programme will commence on Monday, 3rd December, 2012 and conclude on Friday, December 7, 2012. The venue of the programme will be the National University of Educational Planning & Administration.

***Registration***

The participants will register themselves on Monday, 3rd December, at 0930 hrs at NUEPA.

***Programme Management***

The programme will be organized by the Department of Educational Policy of the University. The day to day management will be coordinated by Prof. Pramila Menon and Dr Naresh Kumar of the Department. Shri P.N. Tyagi, Incharge (Training), Shri Pancham Prasad and Shri Bir Singh, will provide programme support. The secretarial assistance will be provided by Mrs. Santosh Kumari.

**National Workshop on role of Community Based structures in promoting equity in  
Elementary Education (December 3-7, 2012)  
Tentative Time Schedule**

**Monday, December 03, 2012**

0930 hrs. – 1000 hrs.	:	Registration
1000 hrs. – 1100 hrs.	:	Opening Session
1100 hrs. – 1130 hrs.	:	Tea/Coffee break
1130 hrs. – 1300 hrs.	:	Community Participation in Elementary Education Prof. Pramila Menon
1300 hrs. – 1400 hrs.	:	Lunch
1400 hrs. – 1530 hrs.	:	Inclusion of Disadvantaged groups Dr Vimala Ramachandran
1530 hrs. - 1545 hrs.	:	Tea Break
1545 hrs. - 1730 hrs.	:	RTE and School Management Committee Dr Madhumita Bandhopadhyay

**Tuesday, December 04, 2012**

0930 hrs. – 1115 hrs.	:	Existing School Management Structures: Sharing of Empirical Findings Prof. Avinash K. Singh
1115hrs. – 1130 hrs.	:	Tea/Coffee break
1130 hrs. – 1300 hrs.	:	Group Work
1300 hrs. – 1400 hrs.	:	Lunch
1400 hrs. – 1530hrs.	:	Strategies to improve Community Participation in Urban Areas Dr. Sunita Chugh
1530 hrs. - 1545 hrs.	:	Tea Break
1545 hrs. - 1730 hrs.	:	Group Work to Identify Strategies in Urban Areas

**Wednesday, December 05, 2012**

- 0930 hrs. – 1100 hrs. : Strategies to improve Community Participation for disadvantaged group  
Prof. Avinash K Singh
- 1100 hrs. – 1130 hrs. : Tea/Coffee break
- 1130 hrs. – 1300 hrs. : Group Work on the Strategies adopted for Disadvantaged Group
- 1300 hrs. – 1400 hrs. : Lunch
- 1400 hrs. – 1530 hrs. : Strategies to Improve Participation in Rural Areas  
Prof. Pramila Menon
- 1530 hrs. - 1600 hrs. : Tea Break
- 1600 hrs. - 1730 hrs. : Community Participation in the Mid-Day Meal Programme  
Prof. Pramila Menon

**Thursday, December 06, 2012**

- 0930 hrs. – 1100 hrs. : Collation of State Experiences in eliciting participation in Rural Areas  
Javed Ali Khan
- 1100 hrs. – 1130 hrs. : Tea/Coffee break
- 1130 hrs. – 1300 hrs. : Group Work
- 1300 hrs. – 1400 hrs. : Lunch
- 1400 hrs. – 1530 hrs. : Collation of State Experiences in Eliciting Participation for Urban and Disadvantaged Group  
Javed Ali Khan
- 1530 hrs. - 1600 hrs. : Tea Break
- 1600 hrs. - 1730 hrs. : Group Work Continued



**Thursday, December 7, 2012**

- 0930 hrs. – 1100 hrs. : Group Work Presentation  
Prof. Pramila Menon/  
1100 hrs. – 1130 hrs. : Tea/Coffee break  
1130 hrs. – 1300 hrs. : Group Work presentation  
1300 hrs. – 1400 hrs. : Lunch Break  
1500 hrs. – 1630 hrs. : Presentation Contd...

**Valedictory Session**

Summary of the Proceedings of the Workshop:

Prof. Pramila Menon/

Valedictory Address: Prof R. Govinda, Vice  
Chancellor, NUEPA, New Delhi

Vote of Thanks  
Dr Naresh Kumar

**List of Participants**

1. Ms Krupa D Bhatt  
OIC Community Mobilization & Media  
State Project Office  
Sector -17, Gandhinagar  
**Gujarat**
2. Shri Gangaram H Patel  
Assistant District Coordinator  
District Project Office  
District Banaskantha  
**Gujarat**
3. Shri Parmod Kumar  
Associate Consultant (RTE)  
Haryana School Shiksha Pariyojana Parishad  
Shiksha Sadan  
Sector-5  
Panchkula
4. Shri Satyaveer  
Assistant Project Coordinator  
District Hissar  
**Haryana**
5. Shri Satyapal Yadav  
Additional District Nodal Officer  
Office of District Elementary Education Officer  
Gurgaon,  
**Haryana**
6. Ms. Sarla Thakur  
Community Coordinator  
State Project Office  
Shimla  
**Himachal Pradesh**
7. Shri Surender Sharma  
Associate Community Mobilization & RTE Coordinator  
District Kullu-  
**Himachal Pradesh-175 1265**

8. Shri M, N. Baig  
Rashtriya Madhtamik Shiksha Abhiyan  
NT Road, Bangalore  
**Karnataka**
9. Shri Narashimhaiah  
Joint Director, SSA  
NT Road, Banga  
**Karnataka**
10. Shri Mujeeb Rahiman T  
District Programme Officer  
SSA, Malappuram  
**Kerala**
11. Shri Abdul Latheef. N  
District Programme Officer  
SSA Kasargode  
**Kerala**
12. Dr Promila Yadava  
Additional Director (Resaerch & Evaluation)  
Rajya Shikaha Kendra  
Bhopal  
Madhya Pradesh
13. Shri P L Dongre  
Coordinator (Evaluation)  
Rajya Shiksha Kendra  
Bhopal  
**Madhya Pradesh**
14. Tmt K Sasikala  
Joint Director SSA  
O/O State Project Directorate  
School Education Department  
Chennai  
**Tamil Nadu**
15. Tmt N Latha  
Joint Director (Aided School)  
O/O Director of Elementary Education  
School Education Department  
Chennai  
**Tamil Nadu**

16. Thiru. P. Kuppuswamy  
Joint Director, SSA  
**Tamil Nadu** State Mission of Education for All
17. Thiru. V. Jeyakumar  
CEO/SSA  
District Trichy  
**Tamil Nadu**
18. Shri Naba Kumar Jana  
State Community Mobilisation & AS Coordinator  
Paschim Banga Sarva Shiksha Mission  
**West Bengal**
19. Shri Somnath Chakraborty  
District Community Mobilisation & AS Coordinator  
Uttar Dinajpur
20. Shri Pradeep Ramavath  
Senior Lecturer  
Azim Premji University  
Bangalore- 560100  
**Karnataka**
21. Shri Javed Ali Khan  
Consultant, Community Mobilisation  
Technical Support Group  
Educational Consultants India Limited  
New Delhi

**List of Resource Persons**

1. Prof. R. Govinda  
Vice-Chancellor  
NUEPA
2. Prof. Pramila Menon  
Head  
Department of Educational Policy  
NUEPA
3. Dr. Vimala Ramachandran  
National Fellow  
NUEPA
4. Prof. Avinash K Singh  
Professor  
Department of Educational Policy  
NUEPA
5. Dr. Madhumita Bandhopadhyay  
Associate Professor  
Department of School and Non Formal Education  
NUEPA
6. Dr. Sunita Chugh  
Assistant Professor  
Department of School and Non Formal Education  
NUEPA
6. Dr. S.K Mallik  
Assistant Professor  
Department of Educational Policy  
NUEPA
7. Dr. Naresh Kumar  
Assistant Professor  
Department of Educational Policy  
NUEPA

## **Faculty & Staff of NUEPA**

**Prof. R. Govinda**  
Vice-Chancellor

### **Department of Educational Planning**

Prof. S. M. I. A. Zaidi, Head  
Prof. Mona Khare, Professor  
Dr. K. Biswal, Associate Professor  
Dr. N. K. Mohanty, Assistant Professor  
Dr. Suman Negi, Assistant Professor

### **Department of Educational Administration**

Prof. K. Sujatha, Professor & Head  
Dr. Kumar Suresh, Professor  
Dr. Vineeta Sirohi, Associate Professor  
Dr. R. S. Tyagi, Assistant Professor  
Dr. Manju Narula, Assistant Professor  
Dr. V. Sucharita, Assistant Professor

### **Department of Educational Finance**

Prof. J. B. G. Tilak, Professor & Head  
Dr. Y. Josephine, Associate Professor  
Dr. P. Geetha Rani, Associate Professor  
Dr. V. P. S. Raju, Assistant Professor

### **Department of Educational Policy**

Prof. Pramila Menon, Professor and Head  
Prof. A. K. Singh, Professor  
Dr. Veera Gupta, Associate Professor (*on Leave*)  
Dr. S. K. Mallik, Assistant Professor  
Dr. Naresh Kumar, Assistant Professor

### **Department of School and Non-formal Education**

Prof. Nalini Juneja, Professor (on Leave)  
Prof. Neelam Sood, Professor and Head  
Prof. Pranati Panda, Professor  
Dr. Rashmi Diwan, Associate Professor  
Dr. Madhumita Bandyopadhyay, Associate Professor  
Dr. Sunita Chugh, Assistant Professor  
Dr. Kashyapi Awasthi, Assistant Professor

**Department of Higher & Professional Education**

Prof. Sudhanshu Bhushan, Head  
Dr. Aarti Srivastava, Associate Professor  
Dr. Neeru Snehi, Assistant Professor  
Dr. Kausar Wizarat, Assistant Professor  
Dr. Sangeeta Angom, Assistant Professor

**Department of Educational Management Information System**

Prof. Arun C. Mehta, Head  
Dr. Y. Srikanth, Associate Professor  
Shri A. N. Reddy, Assistant Professor

**Department of Training and Capacity Building in Education**

Prof. Najma Akhtar, Head  
Dr. B. K. Panda, Associate Professor  
Dr. Savita Kaushal, Assistant Professor  
Dr. Mona Sedwal, Assistant Professor

**Maulana Abul Kalam Azad Chair**

Prof. S. Irfan Habib, Professor

**Registrar**

Shri B. K. Singh, Registrar

**Library and Documentation Centre**

Dr. D. S. Thakur  
Documentation Officer & I/c Librarian

**Computer Centre**

Shri Naveen Bhatia,  
Computer Programmer & System Analyst (I/c)

**Training/Cartography Cell**

Shri P. N. Tyagi  
In-charge, Training & Cartographer, C. A.

**Publication Unit**

Shri Pramod Rawat,  
Deputy Publication Officer

**Hindi Cell**

Dr. Subhash Sharma  
Hindi Editor & Assistant Warden, Hostel

**Finance & Accounts**

Mrs. Usha Thyagarajan, Finance Officer  
Shri Chander Prakash, Section Officer

**Administration**

Shri A. K. Khanduri, Administrative Officer  
Shri P. Saxena, Section Officer (A. A.)  
Ms. Ujal Bhattacharya, Section Officer (P.)  
Shri Shyam Lal, I/c (G. A.)