

# **National Seminar on Community and School Linkages: Principles and Practices**

**Venue: NUEPA, New Delhi**

**Date 17-19 March 2008**



## **CONCEPT PAPER**

### **The Background**

The community and the school are two important social institutions. Both community and school have organic linkage as the school cannot be seen as an independent institution isolated from the society in which it is located. However since the modern formal education system in India did not emerge from the Indian social system, the relationship between the school and the recipient community becomes crucial for analysing the problems faced by the Indian education system today. The goal of Universal Elementary Education (UEE) remains elusive till today. The understanding that achievement of the UEE will remain elusive without active involvement of the local communities has compelled the government to strengthen the school-community linkages by promoting active involvement of the community in functioning of the schools.

Community involvement is one of the major thrust areas of the planning, implementation and monitoring of recent educational programmes, such as Sarva Shiksha Abhiyan (SSA). The roles and functions of the VECs and other local bodies under the programme have been designed to

promote advocacy, monitoring, provisioning of teachers, infrastructural facilities, etc. In fact, the VECs are functioning as a major catalytic instrument in the development of overall elementary educational scenario. As the process of community participation has, however, not been uniform across the states, regions and groups, there is need to share and document the differing experiences and develop policy perspectives and theoretical insights. The community and school interface is linked to the overall process of decentralization of school education, as it is aimed at involving local people in the education process. Panchayat system is the main framework through which the decentralization agenda in education are being pursued. This, in turn, means transfer of financial and administrative powers to the lower level bodies and making them capable to undertake those tasks. Under Sarva Shiksha Abhiyan (SSA), a number of orientation/training programmes have been launched for the VEC members and Panchayat functionaries to meet their needs. Several NGOs have also played active role in activities relating to strengthening of VECs and community awareness activities.

## **The Seminar, Expectations and Objectives**

It is in this perspective that the National University of Educational Planning and Administration (NUEPA) proposes to organize a three day **‘National Seminar on Community and School Linkages: Principles and Practices’ at New Delhi on 17-19 March, 2008.** The seminar would dwell upon both the conceptual framework and empirical findings related to the overall theme of the linkages between the community and the school in India. While the theoretical aspect would be dealt mainly by the academic experts, the empirical aspect would be presented by the researchers and the state nodal representatives. The Seminar may adopt various modes of presentation and discussion, including plenary and parallel sessions, and panel discussions. About 50 participants including academics, policy makers, planners and practitioners will be drawn from all over India. The specific objectives of the Seminar are as follows:

- To identify structural and functional linkages between the community and the school established through constitutional provisions, policy directives and programme initiatives.
- To analyse the roles and functions of intermediary grass root level participatory structures, such as the VEC, SDMC/SMC, PTA, WEC, etc.

established for effective elementary education.

- To share the experiences of policy reforms and innovative practices of community involvement in the management of elementary education in both rural and urban areas of different states.
- To analyze the current and emerging trends in the innovative practices and policy reforms in the overall framework of decentralization of elementary education through Panchayati Raj System and through different theoretical perspectives.

## **Scope and Themes of the Seminar**

### **I. Theoretical Perspectives, Outlines and Framework**

- 1.1. The Community and the School: The Conceptual Framework
- 1.2. Socio-Cultural Bases of Educational Forms
- 1.3. The Linkages between the Community and the School: Historical Dimensions
- 1.4. Decentralization of School Education

### **II. Community and School Linkages: Contexts and Issues**

- 2.1. Community and School Interface: Gender Issues
- 2.2. Community and School Linkages: Tribal Contexts
- 2.3. Community and School Linkages: Dalit Contexts
- 2.4. Community and School Linkages: Minority Groups

- 2.5. School and Society Interface:  
Urban Slums

### **III. Relationship between Decentralized School Administration and Community-School Linkages: Policy Reforms and Programme Interventions**

- 3.1. 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments: Implications for School Education
- 3.2. Panchayati Raj and Elementary Education
- 3.3. State level Policy Reforms
- 3.4. Experiences under Educational Programmes such as, Sarva Shiksha Abhiyan, Lok Jumbish, etc
- 3.5. Community mobilization and advocacy campaigns for effective school education
- 3.6. Community based Educational Planning and Monitoring,

### **IV Intermediary Participatory Structures: VECs, SMCs, PTAs etc.**

- 4.1. Nature and Composition
- 4.2. Roles and Functions
- 4.3. Mapping Structural and Functional Linkages

### **IV. Community Based Planning and Monitoring**

- 5.1. Use of PRA Tools in Educational Planning
- 5.2. Micro Planning and Village Education Plans

### **VI. Community Concerns for Quality Improvement**

- 6.1. Community Involvement in Classroom Processes
- 6.2. Use of Local Resource for TLM
- 6.3. Teacher-Community Partnerships: Innovative Practices

### **VII. Infrastructure, Finance and Resources**

- 7.1. Community Contribution in education: mobilizing local resources for schools
- 7.2. Public and private partnership in financing education: Implications
- 7.3. Aided and non-aided community Schools
- 7.4. Community involvement in construction of school buildings

### **Invitation for Papers**

Papers are invited on the above-mentioned themes or sub-themes. Each paper is expected to lay the basis for a critical dialogue by examining the underlying premises and their context so that the recommendations emerging there from may be analyzed in this perspective. This will also enable the participants to evolve a modified framework for policy formulation in order to meet the contemporary challenges. The proceedings of the seminar are planned to be brought out in the form of a publication.

It is recommended that the length of the paper should not exceed 8,000 words, excluding preliminary pages, annexure and references. To maintain uniformity

in the format of the papers, it is requested to use the font *Times New Roman*, size 12 (and size 10 for footnotes). Tables, diagrams and other figures should be numbered and recorded in an index.

**Deadline for Submission of Title and Abstract of the Paper:**

**31<sup>st</sup> January, 2008**

**Deadline for Submission of Full Texts of the Paper:**

**1<sup>st</sup> March, 2008**

All the communications relating to the seminar including hard and soft copies of the paper may kindly be forwarded to the Seminar Coordinator:

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