

Role of School Management Committee in enhancing the quality of Education in Primary Schools of Madhya Pradesh - A Critical Study

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ABSTRACT

Right to free and compulsory Education to Children Act 2009 addresses the School Management and Community Support to improve the Quality of Education and its practice in the classrooms. SMCs in each school are established to extend support in School management and academic activities in the school. Madhya Pradesh is a big state, the Demographic, geographical, Social and cultural diversity and Educational background of community distresses the functioning of SMC and implementation of rules of RTE. This study tries to observe the functioning of SMC and identify the Strength, weakness, difficulties and challenges of SMC in playing its role in improving the quality of Education in context of RTE action govt. primary schools situated in urban, Semi Urban and Rural areas of Madhya Pradesh. Necessary suggestions will also be provide to make them even vibrant.

Key Words: SMC, RTE, Community participation.

I INTRODUCTION

The Right of Children to Free and Compulsory Education Act (commonly known as the Right to Education or RTE Act), 2009 has provided specific guidelines for the development of SMC in schools. In Madhya Pradesh State specific rules for the formation and structure of the SMC under RTE has been notified on 26 March 2011 under powers conferred by sub-section (1) and (2) of section 38 of The Right of Children to free and Compulsory Education Act 2009 and further amended on 20th July 2011. A School Management Committee is constituted for all the schools, except unaided schools as per section 21 of the RTE Act. The RTE Guideline mentions specific functions to be performed by SMCs, these are:

- (a) Monitoring of school activities and its working.
- (b) Preparation and recommend School Development Plan (SDP).
- (c) Supervising and supporting implementation of SDP.
- (d) Monitoring academic progress of the children.
- (e) Monitoring teachers' and students' attendance.
- (f) Monitoring Mid-day Meal.
- (g) Ensuring 100% enrolment of children in the age group of 6-14 years.
- (h) Supervision/monitoring of finance, management, academic progress, distribution of entitlements and other functions.
- (i) Keeping proper accounts of the fund available and its utilization
- (j) Creating and maintaining an educational database.
- (k) Co-coordinating with the local authority, generating funds from other sources for development of schools.

II OBJECTIVES & METHODOLOGY

(a) Rational of the Study

The aim of SSA (Sarva Shiksha Abhiyan) is to provide quality education to children of 6-14 years of age group .Now a day the focus is upon to make, teaching methodology and process of teaching easy, effective and interesting. The National Curriculum Framework 2005 has strongly articulated the need for a substantial improvement in the quality of education. Right to free and compulsory Education to Children Act 2009 addresses the Management of school and Community Support to improve the Quality of Education and its practice in the classrooms. School Management Committees in each school are established to extend support in school management and academic activities in the school.

SMCs has a mandate to monitor and improve the quality of school by ensuring community support. These efforts and its results can be varied due to Demographic, geographical, Social and cultural diversity of the state and Educational background of communities. The study tries to reveal the role of SMC in improving the quality of education in different scenario of geographical area and locality such as Urban, Semi Urban and Rural. It also expose the Strength, weakness, difficulties and challenges against SMCs to discharge their duties. De Grauw (2000) pointed out that the quality of Education depends primarily on the way schools are managed, availability of resources and the capacity of the school to improve teaching-learning process. Lynoo, Nongbri, Hynniewta, & Majaw (2006) found that community participation improved the quality of education. Devpuriya (2007) has notfound any significant difference between rural and urban Parent Teacher

Association, both were equally active towards deliver their roles.

(b) Objectives of the study

To study the role of school management committee in enhancement of quality of Education of school situated in different area e.g. Urban, Semi urban and Rural.

(c) Sampling

This study has been conducted in a total 81 Govt. Primary Schools by taking 3 schools each from Urban, Semi Urban and Rural areas of selected 9 districts i.e. Gwalior, Shivpuri, Guna, Shajapur, Ratlam, Dewas, Indore, Dhar and Jhabua of 3 divisions (Gwalior Ujjain Indore) of Madhya Pradesh.

Proportional Random sampling was used to select the Divisions, Districts has been selected through Stratified sample technique and Govt. Primary schools were selected through Random sampling technique. In all the selected Govt. Primary schools were situated in Urban, Sami Urban and Rural areas & Similarly SC, ST, and General population concentration areas of Madhya Pradesh.

(d) Methodology and Tools used for the Study

The investigator used Descriptive Survey method to understand the different dimension of role of SMC.

- (i) Interview schedule was developed for President and member of SMC.
- (ii) Interview schedule Headmaster and teacher of school.
- (iii) Observation schedule SMC meetings
- (iv) Focus group discussion with president and members of SMC.

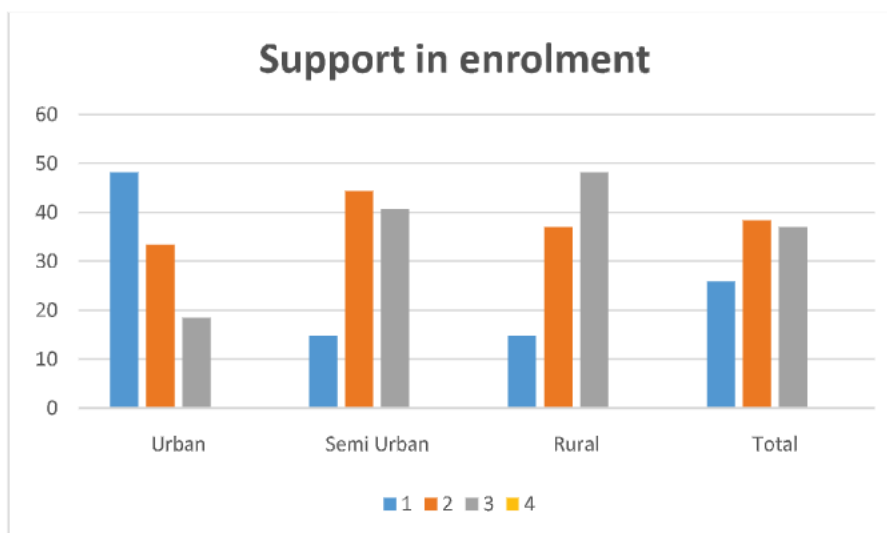
SMC President, Head Master, 1 Teacher and 5 SMC members from each school were selected for taking information, total 81 Presidents, 405 SMC members, 81 Head masters and 81 Teachers administered through tools. 81 SMC meetings were observed and 81 focus group discussions were take place.

III ANALYSIS AND INTERPRETATION OF DATA

(a) Response from Presidents

Table-1
Support in enrolment

| No. | Particulars | Urban | Semi Urban | Rural | Total |
|-----|------------------------------|-------|------------|-------|-------|
| 1 | Consultation with teachers | 48.15 | 14.81 | 14.81 | 25.93 |
| 2 | Meetings with parents | 33.33 | 44.44 | 37.04 | 38.27 |
| 3 | Visit of village and hamlets | 18.52 | 40.74 | 48.15 | 37.04 |
| 4 | Other | - | - | - | - |



According to the maximum 48.15 percent presidents in urban areas responded that SMC consult the teachers in order to extend their support in enrollment of children, while in Semi urban areas they usually conduct meetings with parents

and visit village – hamlets. Whereas in the rural areas maximum no of presidents responded that SMC visits village and hamlets to ensure maximum enrollment.

Table -2
monitoring of Facilities in school

| No. | Particulars | Urban | Semi Urban | Rural | Total |
|-----|--------------------------|-------|------------|-------|-------|
| 1 | Regular school visit | - | - | - | - |
| 2 | Discussion with teachers | 62.96 | 48.15 | 66.67 | 59.26 |
| 3 | Discussion with children | 18.52 | 29.63 | 14.81 | 20.99 |
| 4 | Self-observation | 18.52 | 22.22 | 18.52 | 19.75 |

In Urban, Semi urban and rural areas SMCs, predominantly monitor the availability of facilities through discussion with Teachers. Later on in

urban and semi urban areas they interact with children while in rural areas the SMCs make self-observation.

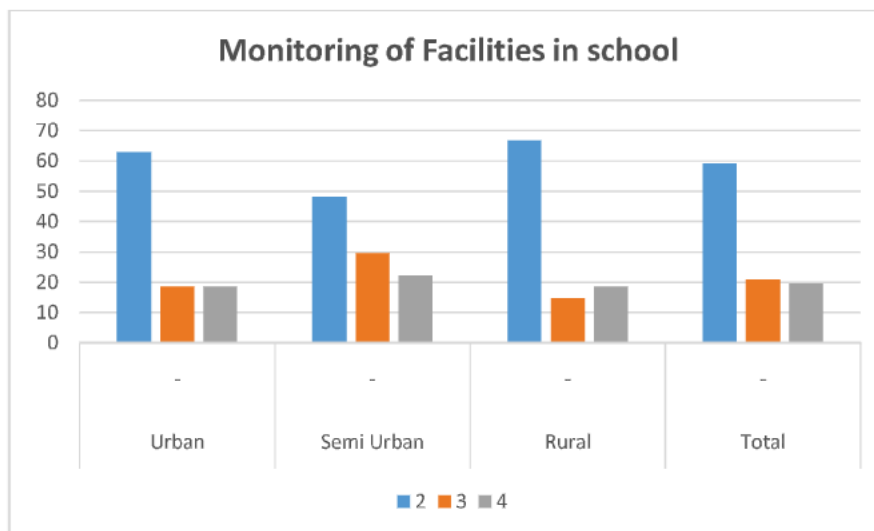
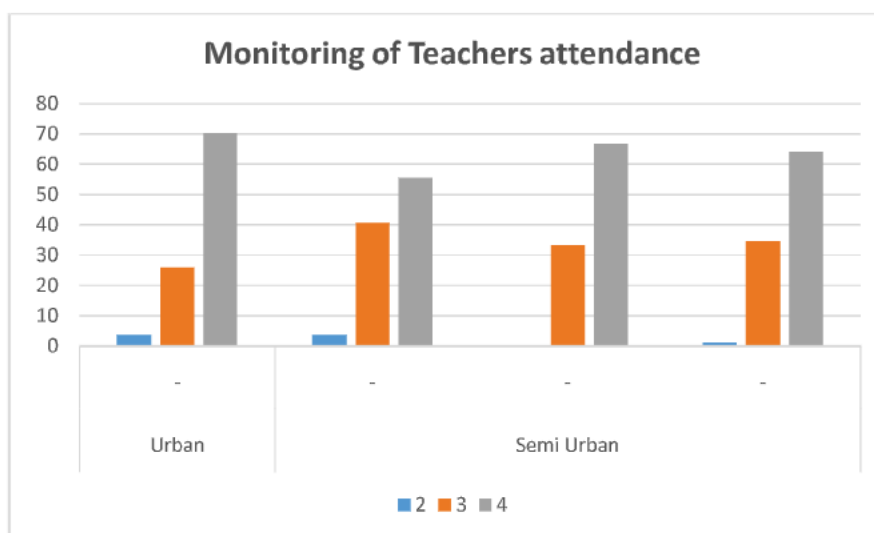


Table-3
Monitoring of Teachers attendance

| | Particulars | Urban | Semi Urban | Rural | Total |
|---|-----------------------|-------|------------|-------|-------|
| 1 | Daily | - | - | - | - |
| 2 | Once in a week | 3.70 | 3.70 | - | 1.23 |
| 3 | Once in a month | 25.93 | 40.74 | 33.33 | 34.57 |
| 4 | On the day of meeting | 70.37 | 55.56 | 66.67 | 64.20 |



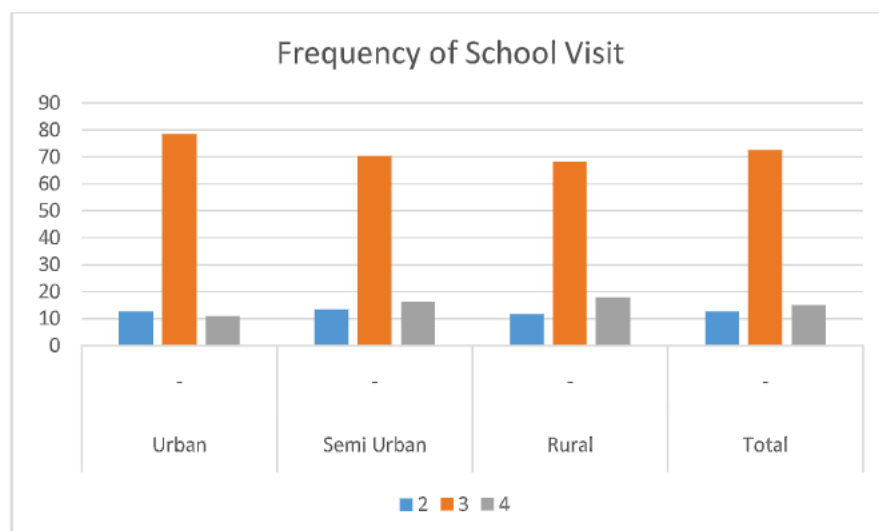
SMCs takes an account of attendance of the teachers to ensure better classroom practice. They

took this mostly on the day of meeting that is conduct largely once in a month.

(b) Response from Members

Table -4
School Visits by members

| No. | Particulars | Urban | Semi Urban | Rural | Total |
|-----|-----------------------|-------|------------|-------|-------|
| 1 | Daily | - | - | - | - |
| 2 | Once in a week | 12.59 | 13.33 | 11.85 | 12.59 |
| 3 | Once in a month | 78.52 | 70.37 | 68.15 | 72.35 |
| 4 | On the day of meeting | 11.11 | 16.30 | 17.78 | 15.06 |



More than Half percent Members of the SMC responded that they visit school mostly once in a month and this percentage is even higher in urban

areas comparative to the semi urban and rural areas.

Table - 5
monitoring of Attendance of children

| No. | Particulars | Urban | Semi Urban | Rural | Total |
|-----|-----------------------|-------|------------|-------|-------|
| 1 | Daily | - | - | - | - |
| 2 | Once in a week | 15.56 | 7.41 | 8.15 | 10.37 |
| 3 | Once in a month | 60.00 | 64.44 | 48.89 | 57.78 |
| 4 | On the day of meeting | 23.70 | 28.15 | 43.70 | 31.85 |

Maximum no's of SMC members monitor the attendance of the children during their visit once in a month, this percentage is higher in semi urban areas schools, compare to the urban and rural areas

schools. Whereas at the second largest number, members of rural areas of SMCs monitor the attendance on the day of the SMC meeting.

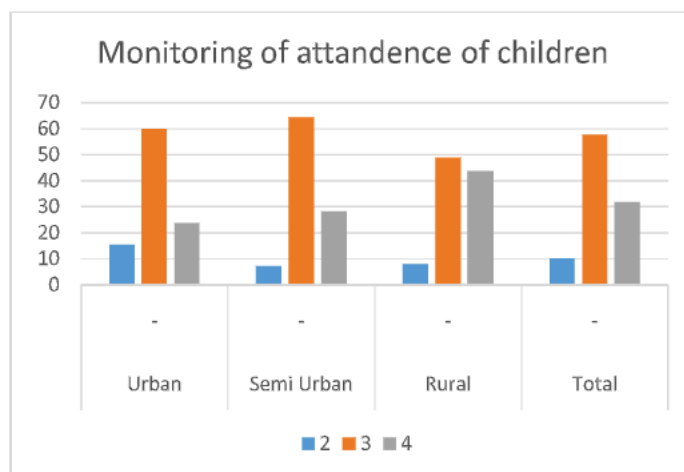
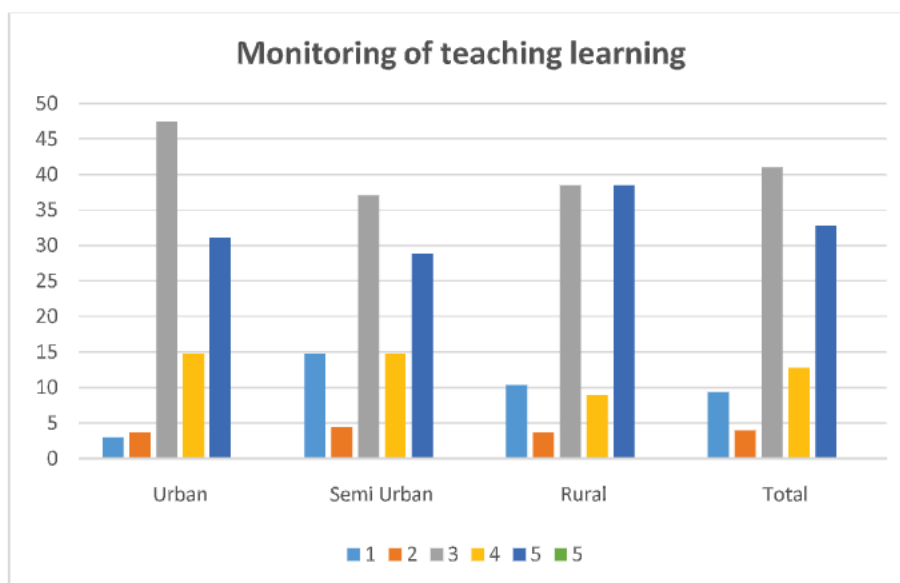


Table-6
Monitoring of teaching learning

| No. | Particulars | Urban | Semi Urban | Rural | Total |
|-----|---|-------|------------|-------|-------|
| 1 | School visit | 2.96 | 14.81 | 10.37 | 9.38 |
| 2 | Class room observation | 3.70 | 4.44 | 3.70 | 3.95 |
| 3 | Discussion with teachers in the meeting | 47.41 | 37.04 | 38.52 | 40.99 |
| 4 | Interaction with children | 14.81 | 14.81 | 8.89 | 12.84 |
| 5 | Observation of results | 31.11 | 28.89 | 38.52 | 32.84 |



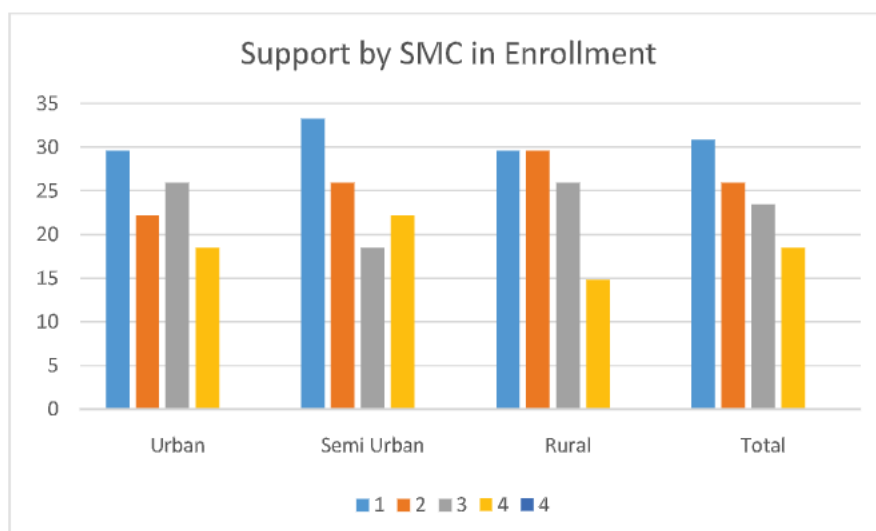
Meeting of SMC is a prime platform to perform activities by members. According to members in urban, Semi urban and rural areas, SMC discuss with teachers on academic issues and monitor the

teaching learning, later on they used to observe the results of the children to monitor this. Very few prefer to visit school or observe the class room for this.

(c) Response from Head Masters

Table - 7
Description of support by SMC in Enrollment

| No. | Particulars | Urban | Semi Urban | Rural | Total |
|-----|----------------------|-------|------------|-------|-------|
| 1 | Regular Meetings | 29.63 | 33.33 | 29.63 | 30.86 |
| 2 | Contact with parents | 22.22 | 25.93 | 29.63 | 25.93 |
| 3 | Visit in Community | 25.93 | 18.52 | 25.93 | 23.46 |
| 4 | Support to teachers | 18.52 | 22.22 | 14.81 | 18.52 |



According to Head Masters of Urban, Semi urban and rural areas schools, SMCs are extend their support to ensure the cent percent enrollment in the schools. According to most of the Head masters SMC conducts its regular meetings and discuss the

issues in the meetings. In the rural areas they discuss in the meeting as well as contact to the parents to send their children to school. Secondly SMC also visit to the community to take their support to ensure the 100 percent enrollment in the school.

(d) Response from Teachers

Table - 8
Consultation on Problems of Teaching with SMC

| No. | Particulars | Urban | Semi Urban | Rural | Total |
|-----|-------------|-------|------------|-------|-------|
| 1 | Yes | 77.78 | 55.56 | 55.56 | 62.96 |
| 2 | No | 22.22 | 44.44 | 44.44 | 37.04 |

SMCs tries to resolve the problems of teachers, 77.78 percent Teachers from urban areas consult their problems with SMCs and likewise 55.56

percent teachers from semi urban and rural areas each also discuss their problems and difficulties regarding teaching learning.

(e) Response from SMCs Meetings Observation

Table -9
Agenda of SMCs meetings

| No. | Particulars | Urban | Semi Urban | Rural | Total |
|-----|-------------------------------------|-------|------------|-------|-------|
| 1 | Teaching learning in school | 2.96 | 14.81 | 10.37 | 9.38 |
| 2 | Preparation of SDP | 3.70 | 4.44 | 3.70 | 3.95 |
| 3 | Attendance of Children and Teachers | 47.41 | 37.04 | 38.52 | 40.99 |
| 4 | Issues related to Teachers | 14.81 | 14.81 | 8.89 | 12.84 |
| 5 | Benefits and entitlements | 31.11 | 28.89 | 38.52 | 32.84 |

SMCs meetings observations shows that SMCs in all three areas largely works on Attendance of Children and Teachers, secondly they work to make available Benefits and entitlements such as Mid-day meal, scholarships, free text books , uniform etc. SMCs also discuss problems and difficulties of teachers in their meetings but preparation of SDP is observed as their less priority, might be due to lack of awareness on Financial issues and low literacy level.

(f) Response from FGD

Focus group discussions with Presidents and members have been shown that SMCs are mainly involved in management and monitoring activities. They are trying to ensure regular attendance of children and Teachers. Maximum no's of SMCs looking after the school functioning by assuring availability of facilities.

Due to Lack of literacy, knowledge and awareness most of the SMCs are not found them self to work on Development of school plan.

IV IMPORTANT FINDINGS

- (a) It is found that Teachers are main source of information and approaching person for the SMCs of urban areas whereas SMCs in semi urban areas feel familiar with parents of the children while in rural areas SMCs prefer to visit in village and community in order to solve the issues.
- (b) SMC monitors the school and try to ensure the facilities make available. Discussion with Teachers is a major activity in all areas in order to make observation and find solutions.
- (c) 50-60% SMCs perform their activities regarding monitoring of attendance of Teachers and students mostly on the day of meeting of SMC.
- (d) The frequency of visit to school by resident and members is found largely once in a month for all the areas.
- (e) A majority of SMCs monitor the attendance of children once in a month.
- (f) SMCs use interaction with teacher as a major tool to discuss the issues of teaching learning. They also use observation of results as a means to monitor the teaching learning.
- (g) SMCs meeting take place on an average once in a month. The major issues discussed in the meetings are found as Attendance of Teachers and children, Benefits and entitlements, Teachers problem and difficulties in teaching learning and lastly preparation of SDP.

V CHALLENGES & SUGGESTIONS

(a) Challenges

- (i) Lack of awareness and low level of literacy among the SMCs is a big challenge.
- (ii) SMC members and presidents have less financial rights and knowledge of it.
- (iii) SMCs have lack of Hands on training to dell with financial, academic and management issues.

(b) Suggestion

- (i) SMCs need to orient and provide training on Academic, financial, management and school related issues.
- (ii) There is a need to improve parent's awareness on school grants, enabling SMCs to prepare SDP to fulfill school needs.
- (iii) SMC meetings need to be conducted by school on regular basis to discuss and meet out the requirements of the school.
- (iv) Community involvement is need to be improve in almost all areas (urban, semi urban and rural) schools. They need to be empowered and supported.

VI CONCLUSION

School Management Committees are facing challenges working across the urban semi urban and rural areas of schools in enhancing the quality of Education of school. Besides having different geographical, cultural and social background, they are working in a same manner and there is no any major difference was found in working capacity and approach among these three areas SMCs. Although it is necessary to raise awareness among SMCs to improve their capacity and performance to enhance the quality of Education in context to the RTE.

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