

SOCIETAL AND SCHOOL MANAGEMENT COMMITTEE ALLIANCE IN MANAGEMENT OF SARVA SHIKSHA ABHIYAN

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Abstract:

The present research is focused upon the aspects of social participation of members of the School Management Committee. It tried to find out proper implementation of Sarva Shiksha Abhiyan in schools in regard to the committee members. The School Management Committee supervises the school functioning and fund flow mechanism in schools. The monitoring and support system provided helps to get desired results. The community participation and child enrolment and retention are focused under School Management Committee in the Sarva Shiksha Abhiyan.

Introduction

Education is a never ending process which is meant for the welfare of the society. It is a rhythmic, lifelong and continuous process. Child learns everything from early environment till the end of life his life. Education helps the human to understand its environment in an effective manner. The ideas of discipline, enlightenment of the spirit and improvement in the living conditions take place as a result. The ultimate aim of learning is to help in progress of the mankind. It leads to the development of the body, mind and spirit. Education motivates to adjust and develop in accordance to situations of life. It is the real workforce which helps to generate desired goals.

Societal role in School as a Management Committee

The society works as a school management committee for functioning of Sarva Shiksha Abhiyan in schools. The Section 21 of Right To Education Act 2009 dictates for formation and operating of School Management Committee (SMC hence after). The formation of School Management Committee was advocated to make the education system helps to achieve its goals. The involvement of parents was stressed upon in the Right To Education Act 2009. Parents were involved as primary stakeholders to monitor and manage the school education system (RTE Act, 2009).

The SMC acts as a social and logical parameter so as to watch the activities of school, with the help of parents, teachers and community members. The BRC's (Block Resource Centre) consult with the School Management Committee members to form the school development plans. The school development plan is prepared by the School Management Committee members in accordance to the local needs of the community while keeping in view all the aspects and needs of school development. The School Development Plan lays stress upon infrastructure development, protection of the child's rights; availability of the teacher in school, assessment and inclusiveness of the child. Private unaided and minority institutions are given an exemption to create the School Development Plan. The Section 35 of Right To Education Act 2009 provides direction to the Government to issue guidelines to local authority and School Management Committee for monitoring proper functioning of the schools (RTE Act, 2009).

It is the responsibility of SMC members to prepare School Development Plans and providing significant investment in school functioning and development. The School Development Plan helps in fund flow and school grant sanctions. The school grant is issued in accordance to the School Development Plan prepared by the School Management Committee. It is made mandatory that the funds are not pooled and the expenditures are carried out by the School Management Committee.

The SMC is framed with inclusion of women and members from disadvantaged communities. SSA provides the provision for training to the committee members for child enrolment. It helps in the smooth working of SMC. It helps to ensure a sense of ownership and transparency in school planning and implementation of developmental processes. It helps to divide the responsibility among the community members.

The school mapping exercise at community level is carried out to identify never enrolled children under SSA. It is carried out by the state government, local authority and school Management Committee. The school mapping exercise is followed by immediate enrollment in the school. It helps the child to get admission in an age appropriate class.

The private tuitions are not favoured, rather checked and discouraged so as to allow smooth school study in the region. It provides the support system to keep a check on private tuitions by the school teachers. It also monitors the duties assigned to the school teachers. The teacher workload and school affairs are monitored by the School Management Committee members so as not to overburden the teachers. School Management Committee acts as a bridge to involve the community as a whole to share its resources and knowledge with the school. The School Management Committee members can sensitize the community leaders and groups regarding school issues and requirements. It will help to resolve the social issues and problems related to school (Sarva Shiksha Abhiyan – A Programme for Universal Elementary Education, April 2004).

Structural Aspects of School Management Committee

The structural aspects of School Management Committee members involve parents, school teachers and elected members of the village Panchayat. The School Management Committee is formed as a parent dominated committee to keep a check upon the

school education system. The private unaided and minority institutions are given an exemption to create the School Management Committee, if created then only an advisory role is played by it. The overall structure and total number of members is governed by the state Government as mandated by the SSA Authority Punjab, 2011. According to the manual of Punjab state under the directions of MHRD a total of 12 members are selected to form the School Management Committee. The committee is formed for a period of two year only. After the completion of period span of two years new committee is framed. Every school has only one School Management Committee irrespective of the fact that the school is an elementary school, middle school, secondary school or senior secondary school. A total of 9 members (75 percent of the total members) out of the 12 members are parents/guardians of school students with a compulsory number of 5 female members in it and these members should be selected proportionally from the disadvantaged groups and weaker sections of the society. The School Management Committee is well approved from the higher authority that is the district level Sarva Shiksha Abhiyan Authority.

In it one member is selected from the elected local authority in the School Management Committee members. The elected local authority includes the members of village Panchayat in villages. One member of the School Management Committee members is selected from the school teachers. One member is selected from local educated civilians of the society and if not available then member should be among the students and the student member is selected with consent of all the students. The last member is the school head and if the school head is not available then the senior most teacher of the school is the member participant and convener of the School Management Committee. But such a school member has no right to cast vote in the School Management Committee's meeting (RTE Act 2009).

It comprises one chairperson and one vice-chairperson selected from the Non-Government organization as a member of School Management Committee. It helps to run the school affairs of the School Management Committee. A total of 50 percent of the School Management Committee members are selected as female member representatives (SSA Authority Punjab, 2011).

Review of Related Literature

Rao (2009) in his research work highlighted the functioning of School Management Committee in the school planning at micro level. It was observed that only a handful of committee members were taking interest in the school affairs. He reported that only 23 percent SMS Members revealed that they only monitor the Mid Day Meal functioning, and in other school activities their role was negligible in improving the level of education.

As per the Garg (2012) the society involvement in the school was less. Community members' participation was not found satisfactory in the school affairs. In most of cases the school management committee members were not found interested in the school affairs, rather they considered it as a burden and wastage of time.

Whereas as per the investigator Thangjam (2014) revealed that SMC meetings in schools were held at scheduled dates with aim to secure proper functioning. The school headmaster, keeping in view school welfare took keen interest in calling the SMC members for meetings. The study also reported that the SMC members took keen interest in school matters such as physical, financial, social, emotional and mental assistance.

Rationale of Study

The role of society in the school matters is considered important in relation to school management committee. The members are given a due importance in the implementation of the Sarva Shiksha Abhiyan Programme. The role of the School Management Committee members can be comprehended and improved with finding the lacunae in the system. The community participation was not found satisfactory in the implementation of the community role and active participation in school affairs (Garg, 2012).

The School Management Committee members face a number of issues while implementation of the programme. The programmes focus upon the development of the school education system as a whole. Therefore the investigator desired to make an in-depth study of role and responsibilities of the School Management Committee members of Sarva Shiksha Abhiyan, in district Jalandhar, Punjab, which is spread over an area of 2632 km square (Census 2011).

Objectives of Study

1. To study the structural aspects of School Management Committee (SMC) of Sarva Shiksha Abhiyan in 14 blocks of district Jalandhar as perceived by the SMC Members.
2. To identify the activities undertaken by School Management Committee Members under Sarva Shiksha Abhiyan in district Jalandhar (Punjab).
3. To find out the challenges faced by SMC members in SSA Schools on the basis of the opinion of School Management Committee Members.
4. To identify the suggestions given by the School Management Committee Members for functioning of Sarva Shiksha Abhiyan.

Study Design

Survey method was used for the present study in which sample of 100 School Management Committee Members were taken randomly from 70 schools disseminated in 14 blocks of district Jalandhar. Questionnaire was developed by the researcher for the purpose of data collection. Data was collected by the investigator himself by asking questions from the sample of School Management Committee Members.

Limitations of Study

The study was limited to the School Management Committee Members of Sarva Shiksha Abhiyan Schools of District Jalandhar, Punjab.

Main Findings of the Study

Table 1
Profile of School Management Committee Members

Age	Frequency	Percentage
21-30 years	7	7
31-40 years	43	43
41-50 years	30	30
51-60 years	14	14
61-70 years	6	6
Teaching Experience	-	-
Zero Experience	88	88
Experienced	12	12
Educational Qualification	-	-
Illiterate	1	1
Upto 12 th class	67	67
Graduation	28	28
Post-Graduation	4	4

Table 1 shows that from the selected sample of 100 SMC Members, maximum i.e. 43(43%) were in the age group of 31-40 years. A majority (88%) of SMC Members were having no teaching experience. Further it is observed that 67 percent of them were qualified up to 12th class, 28 percent were graduate, 4 percent were post-graduate and 1 percent was illiterate. It is concluded that two third SMC members were in the age group 21 years to 40 years and were qualified upto 12th class.

Table 2
Role of SMC Members towards development of SSA Schools

Role Towards SSA School	Frequency	Percentage
Personal support to teacher	67	67
Motivational support	24	24
Help in preparation of school development plan	23	23
Financial support	19	19
Develop & improve infrastructure facilities	17	17

Table 2 shows the role of SMC members towards SSA Schools, to which 67 percent members said that they provided personal support to the teachers whereas only 17 to 24 percent responded in the pattern as follows: They motivated the SSA school teachers in their teaching process (24%), help in the management of school administration (23%), financial support (19%), and provided infrastructural facilities to the SSA School (17%). Thus it is concluded from this above observation that they personally supported SSA schools.

Table 3
Role of SMC Members in Management of School Functioning

Role in school administration	Frequency	Percentage
Looking into school affairs	58	58
Mid day meal supervision	52	52
School grant arrival and expenditure	28	28
Monitor the duties of school teacher	27	27

Table 3 shows the distribution of SMC Members towards management of School Functioning. The responses pattern of SMC Members was: Looking into school affairs (58%), Mid Day Meal Supervision (52%), School Grant Arrival and Expenditure (28%), Supervision of teaching learning process of Students (27%). Thus it can be concluded from the above observation that little more than half were taking interest in the school affairs and Mid Day Meal.

Table 4
Role of SMC in admission of Children

Response	Frequency	Percentage
Child Enrolment and retention	57	57
Identification of never enrolled children	53	53
Awareness to local community	24	24

Table 4 revealed the responses of SMC members on role they play in admission of children in school, to which maximum (57%) helped the school in child enrolment and retention in school, little more than half (53%) of them said that they helped in Identification of never enrolled children by visiting their home and 24 percent said that they had given awareness to local community about importance of education.

Table 5
SMC Meeting in the School

SMC Meetings Held	Frequency	Percentage
Once a month	61	61
Once in three month	13	13
Regarded as an Extra Burden	16	16
Not Attended	10	10

Table 5 shows that 61 percent SMC Members revealed that meetings were held in once in a month and 13% said that meeting was held once in a three month, whereas 26% indicated that they did not attend the meeting and further they revealed that it is extra burden and wastage of time to attend the SMC members.

Table 6
Type of Discussion held in the meetings

Discussions in SMC Meeting	-	-
Child Problem and School Problem	46	46
Mid day meal	34	34
Child enrolment	27	27

Table 6 shows query about type of discussion held in the meeting, in response to which little less than fifty percent (46 percent) reported that in the meetings they discussed about the problems of school children, discussion on Mid day meal (34 percent) and very few (27%) said that discussion about child enrolment was held.

Table 7
Role of SMC for differently abled children

Role for differently abled person	-	-
Child identification and enrolment	58	58
Motivational role	52	52
No role played	27	27
Facilities Provided	-	-
Wheelchair	1	1
Hearing equipment	3	3
No facility	96	96

Table 7 shows the role of SMC Members towards identification of differently abled children in which 58% SMC Members revealed that they identified and helped in enrolment of children with special needs, 52% said that they motivated the parents of children with special needs to admit their children in the school, whereas 27% said that they were not playing any role in this matter. Further when asked type of facilities they were providing to differently abled children to which some of the members said that the school had forcibly made them members and almost all (96%) the SMC Members revealed that no facility was provided to children with disability whereas only 1 SMC Members revealed that wheel chair and 3% SMC Member said that hearing equipment was given to differently abled children. It was further revealed by the SMC members that these facilities were not provided under SSA funds but under school funds.

Table 8
Education of migrant children

Education of migrant children	-	-
Child identification and enrolment	54	54
Child retention	40	40
No interest	19	19

Table 8 shows the role of SMC Members towards education of the migrant children to which 54 of the SMC Members said that they supported the school in child identification and enrolment, 40 percent said they helped in child retention and whereas 19 percent took no interest in education of migrant children. This lack of interest was due to regional bias and for caste-creed differences.

Table 9
Role as Motivator of Community

Motivate the community	Frequency	Percentage
Generating social awareness	67	67
Motivate to educate child	42	42
No role played	14	14
Motivating Child Education	Frequency	Percentage
Girl child education	61	61
Education to Weaker section	48	48
Education to deprived child	27	27

Table 9 enquires about the motivational role played by the SMC Members in response to this query the response pattern of the respondents was as follow: 67 percent generating educational awareness to community; 42% motivated the community to educate their child whereas 14% said that they had no role in motivation of the community. When asked what they meant by motivation of child, to which 61 percent said they motivated the community to admit the girl child in the school, 48 percent said they had motivated weaker section of society and 27 percent said that they had motivated deprived sections of the society to send their children to school.

Table 10
Extra Steps taken by SMC Members in SSA Schools

Steps taken for better education and better results	Frequency	Percentage
Better Infrastructure	53	53
Better Education Facilities	27	27
Filling Vacant Teaching Post	22	22

Above query in Table 10 revealed that little more half (53%) said that they had taken action for provision of better infrastructure facilities whereas almost one third respondent said that they had taken step for recruitment of teachers in the school and better educational opportunities to children

Table 11
Complaints received and Efforts made to solve problems

Receiving complaints from teachers and school authorities	Frequency	Percentage
No	59	59
Yes	41	41
Organizing SMC Meetings and Discussions	25	25
Personal Support in Solving Problem	19	19
Solving problems of un-served area children	Frequency	Percentage
Mapping of existing institution	53	53
Delineating catchment areas of schools	21	21
Locating site for new school	16	16
Student Learning	13	13

Table 11 shows the distribution of SMC Members towards receiving complaints from the teachers, to which 41 percent SMC Members said 'Yes' and in response to this 25 percent respondents said that they had discussed the matter by organizing SMC Meeting and 19 percent said they gave personal support to teachers in solving their problems. When asked about whether they solved problems of un-served area children to which the response pattern of SMC Members was as: the mapping of the institution to find any lacunae (53%), Delineating catchment areas of schools for bringing more students to school (21%), Locating site for new school (16%) and also see the Academic achievements of student (13%).

Table 12
School grant and participation in school affairs

Informed about the Grant Spent	Frequency	Percentage
Yes	71	71
No	29	29
Participation in school affairs		
Yes	65	65
No	35	35

Table 12 shows the distribution of SMC Members towards getting information about the grant being spent in the school, to which 71 percent SMC Members said 'Yes' and 29 percent reported no knowledge about the grant being spent in the school. The reason for not getting knowledge about the school grant spent was traced to low involvement of the SMC Members in school affairs, as little more than one third 35 percent of SMC Members were not taking interest in school affairs.

Table 13
Suggestions for Smooth Functioning of SSA

Responses	Frequency	Percentage
Better Infrastructure and More Funds	57	57
Better Mid day meal	25	25
Clean Drinking Water Facility, Campus Cleanliness	17	17
Filling Vacant Teaching Posts	14	14

Table 13 shows the suggestions given by SMC members to which little more than half (57%) suggested that school should have better infrastructure facilities; clean and nutritious Mid day meal (25 percent); clean drinking water facility (17%), clean school campus (17 %) and filling of vacant teaching posts (14 percent) should be there.

Conclusion

Schooling is a continuous and life-long process, an essential requirement in everyone's life. Education is the core of human life, especially the elementary school education during which the child develops in the initial phase of his life. It is the responsibility of the whole society to cover child in all round school development. The School Management Committee Members to help in providing better school education to the child. The School Management Committee Members provide assistance to the school along with the help of teachers and school head. The monitoring and support system developed is utilised to the full capacity. The overall development of the school management committee members is a boon to the development of the school education system. It is hoped to generate more literate young generation, to help them to compete at various levels of life. The societal support is made as a core to the school education, so as to make it a success.

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