

Functioning of School Management Committee (SMCs) in Tribal Areas School of Odisha

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ABSTRACT

School Management Committee (SMC) occupied a vital position in ensuring quality education for the overall development of elementary schools. In Present elementary education system, the School Management Committees (SMC) is support to teachers to smoothly functioning the school for empowering the school in following aspect such as Academic performance of children, quality of education and ensuring the proper utilization of grants for bringing quality education withing the school. This research article defines and explains how a School Management Committee (SMC) play significant role in tribal areas elementary schools for quality education in one of the State of Odisha. The investigator adopted descriptive study design. The study was conducted in Kalahandi District of Odisha. Further the present study is helpful for exploring the role and functioning of SMC in tribal areas in different intervention strategies, the study has also helpful for identifying the awareness level of SMC members regarding their roles and responsibilities in promoting Universalization of Elementary Education, However, the study identified the problem behind the SMCs members and different steps have been taken to solved the different problems faced by the SMCs members towards the achievement of UEE

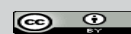
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The School Management Committees (SMC) was introduced under the Right of children to free and compulsory Education Act, 2009, to involve the community and parents in the management of school education. The idea behind SMCs is that the community, especially parents, is more likely to focus on the quality of education their children receive that just the number of children enrolled. Hence, parents tend to keep the accountability aspect of schools in check (Kumar, 2016). So, the local communities specially in tribal areas have the greatest motivation for improving school quality. SMC consist predominantly of parents a long with teachers, local authorities and school head teachers. In order to universalize education, many programs like DPEP (District Primary Education Program), SSA (Sarva Shiksha Abhiyan), NPEGEL (National Program for Education Elementary Level), are run across the country. As a result of

these programs, there is significant improvement in the number of children enrolled for primary education in the last decade (Rani, 2022). The UNESCO (2009) advocates that improvement in the local governance is one of the ways in which the levels of access and quality of education can be improved. The process of decentralized education and community participation had been given high priority starting from the ancient times in India. School and community are inter linked with each other (Pradhan, 2014). The main Idea behind the constitution of SMC is to decentralise the education system for bringing accountability, transparency and effective delivery of education. The other

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purpose is to involve local people in school affairs to achieve the goal of Universal Elementary Education (UEE),

Policy concerned on School Management Committee

The Act focuses on involving several stakeholders of community who are heterogeneous in nature which will ensure the holistic development of a child. As per the RTE Act 2009, in the constitution of SMC, three fourth (75%) members of the SMC members will be the parents/ guardians, from which 50% will be women; remaining one fourth (25%) of SMC members will be as 1/3rd local authorities; 1/3rd school teachers and 1/3rd academicians/ students (Singh, 2016). As per provisions of the RTE Act 2009, following concerns need to be covered while training SMC members:

- ❑ Roles and Responsibilities of SMC to improve the functioning of schools
- ❑ Building the knowledge of SMCs on how they can initiate or increase community involvement and parent involvement.
- ❑ Role of Parents and Community in school
- ❑ Relationship between school, Parents and community
- ❑ Monitoring role of SMC in observation of classes, mid-day meal and records maintained for expenditure on school development.

The Kothari Commission (1964-1966): The Commission set up in the year 1964 under the chairmanship of Dr. D.S. Kothari, recommended for decentralization of the governance of schools to ensure better involvement of the community for improvement of education. It advocated making community service an integral part of the education system. The committee recommended implementing suitable programmes at the primary stage, keeping in view to bring the school closer to the community with the focus on serving the community in suitable ways. The libraries, laboratories, workshops, craft, etc., should be utilized for community service, adult education, etc. But such cooperation between school and community are not encouraged under various pretexts.

Sarva Shiksha Abhiyan (SSA): The Sarva Shiksha Abhiyan, which is the latest nation-wide flagship

programme formulated by the Government of India to universalize elementary education also lays emphasis on community ownership of the school system. Such community involvement has been supposed to be augmented by effective involvement of the Panchayat Raj Institutions, School Management Committees,

The National Education Policy 2020: School Complex Management Committees (rather than simply School Management Committees) for more robust and improved governance, monitoring, oversight, innovations, and initiatives by local stakeholders. Building such larger communities of schools, school leaders, teachers, students, supporting staff, parents, and local citizens would energize and empower the schooling system, and in a resource-efficient manner. The culture of working to a plan, both short-term and long-term ones, will be developed through such complexes/clusters. Schools will develop their plans (SDPs) with the involvement of their SMCs.

Review of the related literature

Rout (2014) explored the role of School Management Committees (SMCs) in rural elementary schools pertaining to the different variables under investigation, e.g. enrolment, utilization of allotted funds and development of infrastructures. One district was selected for case study. The study reveals many facts pertaining to the different areas under study that have important implications for the major stakeholders of elementary education and revealed the SMC discharged its role actively for achieving universal enrolment. It also showed that interest in developing the infrastructure and the SMC had utilized the allotted funds in proper means so as to develop the system.

Namagembe, H. (2021) conducted a study on School Management Committee's Monitoring Skills and Performance of Government-Aided Muslim Founded Primary Schools in Uganda. The study revealed that the representatives of the School Management Committee lacked monitoring abilities in various areas, such as establishing performance indicators, collecting relevant data during monitoring, and using appropriate methodologies for monitoring

Samsul Alli SK and Laxmipriya Ojha (2021) conducted a study titled "Impact of School Management Committees (SMCs) for Holistic

Development of the School In the Jaipur district of Odisha” to investigate the functioning, financial involvement, and monitoring of SMCs for contributing to school academics. The researchers discovered that SMC members needed to carry out their responsibilities more effectively. All SMC members were supposed to be aware of their roles and responsibilities. Incentives should have been offered to encourage effective involvement among committee members

Trivedi and Singh (2017) examined “parents’ involvement in schools through the School Management Committee.” The data revealed that teachers and parents had the same purpose for their children’s upbringing. When instructors and parents worked together, this goal was more easily accomplished. The commitment of SSA and RTE to involve the community supported the findings that educated parents were more interested in their children’s education at home. Through the SMC, the RTE act involved parents by transferring some rights to them. However, the SMC members and students expressed dissatisfaction with the school’s infrastructure. They noted that the school lacked separate sanitation facilities for boys and girls. All SMC members reported trying to communicate with the government regarding these issues.

Thus, it could be summarised that the Community participation in educational transformation and reform is widely acknowledged as crucial globally. However, despite this recognition, active community involvement in school governance remains a distant aspiration, as evident from various research studies. Studies have consistently emphasized the significance of community participation in school management in rural areas especially tribal areas of Odisha and India. Nonetheless, these studies also highlight the persistent challenges of socioeconomic and cultural constraints, such as ignorance, illiteracy, poverty, patriarchy, and gender-based stereotypes. These obstacles continue to hinder efforts towards achieving a more inclusive and equitable school education system.

Objective of the Study

The objectives of the present study are to study the perception of elementary school teachers and community members regarding role and functioning of SMCs in tribal areas of Kalahandi

District in followings areas, Awareness among SMC members regarding school functioning, SMC-related teacher training programmes, Impact of SMCs role on achievement of educational goal. And to study the challenges and difficulties faced by Teachers and community members in functioning of SMCs in elementary schools of tribal areas in Kalahandi District.

Methodology of the study

The investigator adopted descriptive study design. The study was conducted in Kalahandi District of Odisha. The Purposive sampling method was adopted for selecting respondents and Interview schedule for Teachers and Perception Scale for SMCs Members/parents were used to get relevant information. The collected data has been classify based on themes wise and further based on the common unique nature the percentage and content analyse has been carried out. Attempt has been made to draw conclusion and initiate discussion based on the findings of this study

RESULTS AND DISCUSSION

Findings related to Teacher perception on functioning of SMCs

- ❑ The study found that most of the SMC members were monitor the working of the school and prepare the plan for recommend school development plan and periodically the SMC members were Monitor the utilization of the grants and received from the appropriate Government or local authority or any other source.
- ❑ The study also found that the SMC Members were personally official visit the slum areas to encourage the parents to send their kids to school and they also Identifying the drop out students with the help of office staff to motivate for regular classes and periodically they monitoring for progress of admission status and enhancing enrolment and retention.
- ❑ It has also found that the SMC Members was ensuring admission of deprives students and seek request to head teachers for admission of migrate students and gradually they helping the teachers to verify the Adhaar card for appropriate age and identifying and providing

opportunities to students for enrolment in the school in proper age group of 6 to 14.

- ❑ The study also showed that most of the members were reviewing the progress of students in Formative and Summative Assessment and encouraging the students for self-talk, sharing with peer and social circle and they taking care of personal health & wellbeing of residential students and the student sharing health problem to the community members and others.
- ❑ The study found that the field visit was done by teachers for special children's checkup and they organizing summer health checkup camps in rural area and developing patience in students by situational exposures.
- ❑ The study found that community members were also Planning about the expenditure involvement in financial expenditure of post-expenditure and make discussion with head teachers. It has also found that the SMC members were intimating the details of expenditure with higher authority and development of school budget.

Findings related to Perception of SMC Members on functioning of SMCs

- ❑ The study showed that majority of SMC members that is (80.41 per cent) strongly agreed to the statement on The Right to Education Act, 2009 puts emphasis on community and parental involvement. It has also found that the few SMC members that is (24.58 per cent) agreed to this statement that the SMC meeting was held every month for discussing and Monitoring of learning progress of students.
- ❑ It has been found that the substantial percentage of SMC members (20.68 per cent) disagreed along with 3.49 per cent strongly disagreed to this statement that the most of the SMC members were not regular in the meetings.
- ❑ The study also found that most of the members that is (65% 22) were reviewing the progress of students in Formative and Summative Assessment and encouraging the students for self-talk, sharing with peer and social circle. Further it has been found that majority of students (62.58 per cent) strongly agreed

along with one-third SMC Members (32.14 per cent) agreed, that they taking care of personal health & well-being of residential students and the student sharing health problem to the community members and others.

- ❑ The study has found that 45.29 per cent SMC Members strongly agreed that most of parents Migrate to urban city and not participate in monthly meeting.
- ❑ It has been found that majority of SMC members that is (71.31 per cent) strongly agreed along with 17.24 per cent agreed that the SMC members were assisting for the development of school budget and they well aware the knowledge about available Govt. found.
- ❑ Majority of SMC members responded that (59%.67) SMC members were Planning about the expenditure and involvement in financial expenditure of post-expenditure and make discussion. Further it has been indicated that majority of SMC members (52.28 per cent) strongly agreed that the SMC members were intimating the details of expenditure with higher authority and development of school budget.

Findings related to challenges and difficulties in functioning of SMCs

- ❑ The study has found that most of the SMC members were not regular in the meetings due to the irregularity of members the equal participation was not able to hold in the SMC meetings because of engaged in their personal home Work.
- ❑ It has been found that due to poverty most of students were dropout and migrate for labour work in urban city.
- ❑ It has also found that the Language problems and Engaging agriculture work because of that most of parents was hesitate to send to school to their Child and most of parents was Unaware the role and responsibility of SMC and shown Negative attitude towards headmaster. The study has showed that the parents were unable to contact to school due to Lack of time and engage labour work, Lack of coordination and communication with school staff.

- ❑ It has also found that there no Coordination between teachers and SMC members which was make problem in Utilization Certificate and also the local members interfere in follow up of the work.
- ❑ It has also found that the substantial percentage of SMC members that is (20.68 per cent) disagreed along with 2.19 per cent strongly disagreed to this statement that the problem likes Labour Work, Gender Problem and age problem which was hindrance to take admission of school.

CONCLUSION

The study concluded for the purpose of knowing the role of the school management committee (SMC) in functioning the under co-operation of SMC members for school development. The study also concludes with regard to maintenance of parent teacher relationship which was not so encouraging in the schools. Hence, it is suggested that it should be more in the school system. With regard to teacher school committee relationship in enhancing the quality. It also suggested that all schools must maintain proper teacher community relationships for the strengthening of school system. The study also concludes that the teachers aware to parents about providing free and compulsory education, providing Midday meal Distribution, free uniform and text book and Achieve 100% enrolment. It has also found that the teachers convinced the community members for free and compulsory education for all social group respective of caste, gender, age and economic. It has been also found that the Community members were also help to school staff for effective and regular functioning of the schools and they were also monitoring the working of the school, and maintain regularity and punctuality in attending school. Hence, all the schools must take safety measures for the

enhancement at primary is the present challenging for the enhancement of quality. It is suggested that all the teachers must design innovative practices and adopt as many appliances to make the student benefit then only the quality may enhance, resource tapping is also an important item for the schools. Where teachers can pay more attention in identifying the resource. It also concludes that with regard to participatory level of parents and school committee members in the meetings it was noticed that it was not so encouraging. Teachers in the schools have to take-up as many activities to promote children's learning both at home school level. Teachers have to organize as many teachers' parent related programmes and academically stimulating activities in a systematic manner to make the school more progressive and effective.

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