

Role of School Management Committees (SMCs) in Building and Strengthening relationship between school and community to improve quality of education in Primary School of India:- Study of selected MCD(Municipal Corporation School)in East Delhi of India.

POOJA RANI

ABSTRACT

“Education is the most powerful weapon which we use to change the world”–

Education is the most powerful instrument for the growth and development of the nation. Elementary education for all is the call of the hour for the country, which is a major challenge for government, and many children are still deprived of what is treated as a fundamental human right under Indian Law. Elementary education comprises, 6-14 years of schooling and efforts are on-going to engage communities. As it is known to us that without basic Education the nation cannot move towards the desired goal. India is the second most populous country in the world. It is the home to 17.5% the world's population. But in our country, In spite of quality of education we are not able to achieve desired goals e.g. all round development. There has been a radical change in the Indian education system. The biggest challenge is to ensure all round development in students to make them good human being. The fundamental goal of every citizen should be to get right education at the right age. In this regard government of India to provide compulsory and free education to children enacted RTE Act 2009. The right to Education Act (RTE) is the right of children to free and compulsory Education is an act of the parliament of India enacted on an August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 to 14 in India under Article 21A of the Indian constitution. India becomes one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010. In this RTE act there is a provision (SMCs) of right based approach to education. A right based approach to education means that governments are the ultimate duty bearers, with a responsibility to ensure access to quality basic education for all children. However, Parents and communities are 'First Line' duty bearers, Responsible for accessing available opportunities for their children and for supporting quality education in their community. For this reason there is a provision of composing school management committees (SMCs) in all elementary government, government aided school and special category schools in the country. The RTE act envisions an SMC as the basic unit of a decentralized model of governance with active involvement of parents in the school functioning.

KEYWORDS: RTE; SMCs; Community; MCDs; First Line.

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I. INTRODUCTION

School management committees are primarily composed of parents, teachers, head teachers and local authorities. As parents have the highest incentive to demand a better quality of education for their children. The fundamental job of teacher is no longer to distribute facts but to help children learn how to use them by developing their abilities to think critically, solve problems and create knowledge that benefits both the students and society. The schools and community should be under healthy relationship for good education. The Right to education act provides various opportunities to community members for participation. School Management Committee (SMC) is a form of community interaction and involvement in school functioning. The idea behind the formulation of SMC is to involve communities to take an active role in the planning, implementation and monitoring of developmental programmed for the school. The RTE act set the guideline for composition of school management committees (SMCs).

In the school with students below 750, total members can be 16 apart from the convener and the joint convener. In the school with more than 750 students, total members can be 20 apart from convener and the joint convener.

In pursuance of powers conferred by Rule 26 of Delhi Right of Children to free and compulsory Education rules, 2011 following guidelines are issued regarding SMC envisaged under section 21 of the Right of children to free and compulsory Education act 2009.

All the heads of schools of Delhi except of those specified in sub clause (IV) of clause (n) of section 2 are hereby directed to constitute School Management committee in their respective schools consisting of 16 members.

The RTE act stipulates the functions of school management committees which parents should be sensitized toward their roles and responsibilities.

Guidelines for composition of school management committee (SMC) under the RTE Act.

1 Principal/HOS Member/Ex

Officio/chairperson of SMC (1)

2. Parents/Guardians of Children (12)

3. Elected Representative of the Local authority (1)

4. Teacher of the school Member/Converter One (1)

5. Social worker, Involved in the field of education (1).

Note:-

1. One social science teacher, one math teacher and one science teacher

Functions of school Management committee:

1. Monitor the working of the school.

2. Prepare and recommend school development plan.

3. Monitor the utilization of the grants received for the appropriate government or Local authority or any other source.

4. Communicate in simple and creative ways to the neighbourhood of the school.

5. Ensure that teachers maintain regularity and punctuality in attending school.

6. Hold regular meetings with parents and guardians and appraise them about the regularly in attendance, ability to learn progress and any other relevant information about the child.

7. Monitor that teachers are not burdened with Non-academic duties other than those specified in section 27 of RTE Act.

8. Ensure the Enrolment and continued attendance of all the children from the neighbourhood in the school.

9. Monitor the maintenance of the norms and standard specified in the schedule.

10. Bring to the notice of the government of local authority, as the case may be, any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission and timely provision of free entitlements as per section 3 (2) of RTE act, 2009.

11. Identify the needs and monitor the implementation of the provisions of section 4 of the act which states "where the child above Six years of age has been admitted in any school or through admitted could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age."

12. Monitor the identification and enrolment of and facilities for admission of children with disabilities and ensure their participation in, and completions of elementary education.

13. Monitor the implementation of the Mid-Day meal in School.

School management committees (SMC) play a key role in Building and strengthening relationship between the school and local communities. School community includes children of different age groups, teachers, the school head and non-teaching staff.

When the right of free and compulsory education Act 2009 (RTE Act) mandated the permission of SMC in every government funded school, it was to encourage community and more particularly parental involvement.

Parental involvement can be of three types:-

Parents as educators, Parents as partners and parents as decision makers.

The RTE Act envisions parents to get involved as decision- makers with and objective to make teachers and principal more accountable for education delivery which in turn would read towards the better learning outcomes of Students. If parents become actively involve as decision makers in schools, then, they would also be encouraged to get involved as educators. This would further enhance the learning outcomes of students.

School management committee plays an important role in building relationship between school and community for which both have to take care of responsibilities towards each other.

➤ **Responsibilities of the community to the school:-**

✓ They own and manage the school. ✓ Provide resources. ✓ Pay teachers where it is called for ✓ Attending school meetings ✓ Ensure children attend school, and are retained in school to completion. ✓ participate in monitoring and education ✓ Ensure safety and security of children and school resources. ✓ Provide other auxiliary services the school might needed.

➤ **Responsibilities of the school to the community:-**

✓ Provided a safe, stimulating and supporting environment for learning and development of children.
✓ Involving the community in all school programs.
✓ Regular and unsolicited feed back to the community on school activities.
✓ Utilization of community resources efficiently.
✓ Setting, meeting, maintaining and improving acceptable academic standards for learners at the same time ensuring the learner's access to the institution, retention, transition and completion.
✓ Being accountable to the community for its actions and operations.
✓ Parents will be able to analyse their school environment to is identify school problems discuss and came up with practical solutions.

➤ Reflect approach enable parents to come up with positive actions that will read to change within their school. This encourages collective and individual reflection and action, through items can be mobilized to address some of the practical needs of a school. This is the only way to enable parents to influence the direction their school needs to take.

➤ Parents to plan, control and monitor use of school resources available. The involvement of parents and community leaders, either directly or through SMCs. PTAs in these key management processes is the only way through which local communities will be empowered to demand for accountability.

➤ For any sustainable change to be achieved with in the education sector at local and at national level, a strong base of governance must be built from school level.

➤ Parents to communication and improves their relationship within the school and beyond. The acquisition of literary skills (Reading/Numeracy/Writing speaking and listening) by parents through reflects is vital for accessing information, communication and donating their experiences and perspectives. ➤ Participation by parents, teachers, community members (Both man and women) and pupils is a key cornerstone of good school governance. Participation can be either direct or through representatives.

➤ Rule of Law School management committee provides proper governance which requires fair legal frameworks that are enforced impartially. It also requires promotion or protection of human rights.

➤ Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations of the school. It also means that Information is freely available and directly accessible to those who will be affected by such decisions and their enforcement e.g. parents, teachers, pupils and sponsors. It also means that enough information is provided and that it is provided in easily understandable forms and media.

➤ Responsiveness School management committee through good governance requires that school organ and processes by to serve all stakeholders, especially parents, teachers and pupils within a reasonable time frame.

➤ Consensus oriented: - School management committee requires mediation of the different interest in school to reach a broad consensus on what is in the best interest of the whole school community and how this can be achieved.

➤ Equity and Inductiveness:- Ensuring that all numbers of the school management committee feel that they have a stake in it and do not feel excluded from the mainstream. This requires all groups, but particularly the most vulnerable, to have opportunities to improve or maintain their wellbeing. ➤ Effectiveness and Efficiency: - Producing results that meet the needs of the school management committee while making the best use of resources at their disposal.

➤ Accountability: - In general an organizations or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of Law.

Brief Review of related literature(Literature Review)

The review of literature is an integral part of any educational research. Number of studies has been carried out by hundreds of educational researcher in respect of educational planning and administration across the globe. At the same time many studies have also been done on school education and the quality of education. But it is very interesting to know that, very least number of research studies have been come out in this area.

Sharif Khan (2006) Studied shown research that school management committee plays a key role in strengthening relationship between the school and local communities. Having an interest to know more about

the role of school management committee school improvement, he conducted a study of an economically marginalized community. His findings conferred that SMC can bring about positive changes in the school through commitment a consensus data from District Report cards survey conducted in 2011 used two variables to test of more community participation leads to better school performance. In this survey, he had SMCs meet and how it is functioning comparative analysis of DISE Data shown varies component regarding facilities available in the school, school particulars, school categories, enrolment of students, disable students, CCE and teacher in position school management committee.

II. Objectives/Research Questions

The objectives of the study are: 1. To analyses and understand the relationship which exists between the school and the community with a view to creating harmony and co-existence.

2. To study and out fine solve of different sectors in school management & how they engage actively in school affairs.

3. To study the interest of the teachers and head teachers in school management committee.

4. To study the provision of composing school management committee in schools.

5. To study the functions guidelines of RTE act 2009 related to school management committee.

6. To study a monitor the maintenance of the rooms and standard specified in the school management committees.

7. To study the responsibilities of the community to the school and vice versa. 8. To study good school government activities through school management committees program.

Design of the Study:-

To realize the objective, it needs significant amount of data from primary and secondary sources. There are out of 1750 total MCD Schools in Delhi, Total 196 schools are in Shahdara South zone in East Delhi. Delhi population within the age group of 0-6 in 1970510 out of which males are 1055735 and females are 914775. The population is 14,782,725 out of which 7,920,675 are males and 6,862,050 are females. This huge demographic divided can be helpful by means of school management committee to elevate the status of education. A qualitative approach was used in which data were collective through in depth interview of parents, teachers, and principals. The results suggested parents experience different issues related to student learning and success and relationship with parents, school used limited strategies like organize parents convention and form parents committee. The lack of awareness of both parents and schools are found a major challenge of involving parents in primary school. It is also identified different areas of parental involvement including introduction progress report, notebook system, consultation program; home visit and gathering and cultural program need to be developed further in order build strong partnerships between parents and school.

III. Proposed Methodology

The approach used in the study is primarily a qualitative approach to collect. Descriptive survey method will be used for the study. Questionnaire comprising of open and closed ended questions related to Awareness, Participation, Involvement, Problems and suggestion ones, was prepared for the SMC members. The data collected through questionnaire was put to content analysis. Information from 6-7 In-depth interviews with different people of East Delhi.

In this study "**Generic purposeful approach**" is used in which some criteria are set up for selecting the participants. Therefore the participants selected to reflect a range of demographic and geographical locations, diverse working experiences and participant's roles as parents in children's educational development. These criteria will help to identify the appropriate participants to enable us to answer the research questions.

Methodology:

Participants of the study:

1. MS. Dolly Kaur, Posted as a DDE in MCD (Education Department).
2. MR. Kamleswar, School Inspector in MCD.
3. Mrs.Priti Mukherjee, Principal
4. Ms Usha Upreti, Teacher.
5. Mr.Satender Nagar, Teacher.
6. Ms.Neelam, presently working in NGO.
7. Mrs Jasmeet kaur, Parents.

The study will be conducted in MCD Schools in East Delhi. The sample of this study comprises education authorities, School Principals, Teachers, Parents and other community members.

Tools:

- Interview checklist
- Testing procedure
- Supervision and monitoring system
- School staff

Questionnaire-1.To collect data regarding SMC's status in MCD School. **Questionnaire -2.**To collect data from Principals and teachers to cross check data collected through questionnaire -1.

Questionnaire -2.1. To collect data from community members. Data Base and Instrument for Data collection Tools for Data collection will mainly include interview schedule and structured questionnaires administered to ascertain school, teachers, principals, administrators and community members. These questionnaires and schedules will aim at capturing information relating to strengthening relationship between school and community through teachers parents to improve the quality of education in MCD schools.

Three types of schedules will be designed for getting information and data collection.

These are: 1. School information schedule

2. Interview schedule for parents

3. Interview schedule for teacher and principal of the school.

Apart from data collection by means of these interviews/questionnaires, Supplementary information will be collected from various sample MCD school in East Delhi. Besides the above secondary sources like govt. publications, reports and other statistical publication will be gathered. Interview and discussion will be held with concerned officers as well as head and teachers of E.D.M.C. primary school. Interview and discussion will be held with the community members about their problems of lower participation in school management committees. From among the sample MCD schools, few schools will be selected for case study. The interviews of Principals and teachers of the sample schools would help to understand the effectiveness of school management committee with regard to building strengthening parents the children need and requirement and other problems regarding to admission policy, management control on teacher, student problems etc. The data thus collected will be put to analysis so as to understand why the differences occur and what leads to lack of interest of parents in school.

Expected Outcomes(Results and Findings)

"Education is a powerful agent of progress".

The study may be helpful for the policy makers to understand the relevant role of school management committees and quality status of education. The study may also be helpful for creating awareness among principal, school teachers and parents to justify and understand their role. This study may point out to very important outcome like supporting teacher and effective community participation. "The new relationship between teachers and community has to be based not on the power of control but on the power of mutual trust." Teachers, at one level have been complete co-opted in a system of education which is definitely not pro-people in its character and on the other level they face a serious cremation with in the system because of their lowest position in the bureaucratic hierarchy on a daily basis they face rejection and disrespect. They are either defensive and refuse to accept the current decline or put the blame on parents, children and the system and bureaucracy for this sorry state of affairs in school. They do not experience any challenge and excitement in their work.

"To play the game the roles of the game have to be understood"

Currently a school is viewed as an alien body, owned by the government and that the common people/ parents have no say in it's functioning. This perception needs to be corrected. School should be viewed as one of the most important institutions of society. School and society have to be originally linked since both play important roles in the development of the child for community members to effectively participate in supporting school and play a catalytic role in improving the education of their children; they need to be sensitized about the following:

- That the implementation of RTE requires a comprehensive understanding of the system and the reasons for its inefficiency. That SMC members (and parents) are in a unique position to initiate a turnaround in current situation.
- They will be able to fulfil the historic role only by equipping themselves with a sound knowledge of governance. It is imperative to act or intervenes from an organized authoritative position.

- They must know about the system of governance of public education how the school should function how the education in the school should be organized, where the funds come from, who is responsible for what, who to be approached from which problem, and soon.
- They must also know about; classroom learning the relationship of school and the society.

IV. Conclusions and Recommendations.

It is expected that the findings of the study will show that school management committee (SMC) will play a key role in strengthening relationship between the school and local communities through parents and teachers involvement. The findings of the study will reveal that SMC has a pivotal role in maximizing physical and human resources through strong linkages with parents, teachers, student, individuals and institutions. The findings will also illustrate that parents, teachers, student and other key stakeholders involved in the school will aware of their roles as facilitators and supporters of the school. SMC members will not only believe in working with collaboration but also will fulfil their roles as the key representatives of the community. The findings will acquired that SMC can bring about positive changes in the school through commitment and consensus. Mutual respect and discipline is given priority and the school by-laws are considered as a key document which will be followed. The study will demonstrate that faith based community participation could bring about positive changes in schools. However, the school management committee faced many problems such as poor socio-economic status of parents low retention of teachers and unfavourable outside school environment. Thus SMC members will act as change agents and contribute in the school governance, building strong linkages with school, parental involvement, which lead to school improvement; these all change agents will definitely leads to quality education at primary level.

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