STATUS OF FUNCTIONING OF SCHOOL MANAGEMENT COMMITTEES

A Study of Rajasthan, Uttar Pradesh, Odisha, Gujarat and Bihar

NATIONAL COALITION FOR EDUCATION

Foreword

The government of India has taken a commendable and crucial step by making elementary education free and compulsory for children in the age group of 6-14. With this, India now stands on the same platform as 135 other countries which have made children's education a constitutional right.

The Act is made even stronger by its participatory nature. Guardians, teachers and the community can play an important role in the realization of this right. Keeping this in mind, School Management Committees (SMCs) have been formed throughout the country.

Looking at the roles and responsibilities of School Management Committees it is clear that the governance and development of the schools will depend to a great extent on the functioning and strength of these School Management Committees. So, this study looks into the process of formation, functioning and effectiveness of School Management Committees in five states for initiating people centered advocacy.

We would like to thank our partner organizations, in particular, Jan Adhikar Kendra, Rohtas, Bihar, AMIED, Alwar, Rajasthan, Bhartiya Majdoor evam Mahila Vikas Samiti, Kushinagar, U.P. and NCE regional offices in Odisha and Mumbai for collecting the data for this study, We also take this opportunity to offer our heartiest congratulations to the members of the NCE. Any suggestion or comments on this effort are most welcome.

Jagdish Thakor
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Preface

The Right to Education Act with the aim of providing free and compulsory education to all children between 6 to 14 years of age realized the essence of community participation for the effective functioning of school through decentralized decision making on issues concerning education. Since effective community mobilization impacts on the enrollment, retention and learning outcomes of children in school, the act provides the provision for local participation through formation of School Management Committees for participatory governance by broadly monitoring the everyday functioning of the school, preparing the school development plan and supervising on the utilization of funds.

The current study is on 100 schools across the states of Orissa, Bihar, Rajasthan, Gujarat and Uttar Pradesh that intends to reflect on the formation and functioning to evaluate the functioning of the SMCs and the steps taken by the government to strengthen these committees. Based on structured interviews with 100 head teacher of school and with 100 SMC member, the study specifically aims to examine the process of the SMC formation, to bring out how far the SMC members have been trained to become a functionary body of school governance, to evaluate the functioning of SMCs in terms of holding regular meetings, discussions, taking decisions with regard to school planning and addressing grievances and barriers to school governance.

The report reflects that the school management committees differ in levels of functioning and role execution across the states. Variation in the functioning of SMC was also found within the schools of each of the states. The constitution of the committees were found varying from state to state with regard to size. Gender distribution across states seemed to be in favour of females following the state guideline of 50 percent representation of women in the committees and largely advocating the RTE norm. As per the policy guidelines sanctioned by the government of each state, the committee has been entrusted to take on certain roles and responsibilities which can be managerial, administrative, financial as well as academic. Though the study reveals inconsistency in the performance of the roles across states but what is most neglected in comparison to the other roles in all the states is the academic aspects. With regard to capacity building in terms of training and constant support in the different levels of tasks performed by the members, skewed percentage was found across states which affected the involvement and participation of the members in the committee work. The linkages between the committee and the local self governments also seemed negligible in all the states.

As per the Right to Education Act which mandates 75 percent parents in the committees to be directly involved in taking decisions with regard to the issues and concerns of schooling of their children, efforts need to be taken to ensure the development of their skills so that they are able to specialize in the performance of such crucial task.

In conclusion, the research report comes out with some emerging issues of concern and further a set of recommendations are made in the report for strengthening of School Management Committee.

CONTENTS

Introduction

The RTE Act, 2009 aims to provide free and compulsory education to all children between 6 to 14 years of age. One of its uniqueness can be seen in the way that it dispenses a lot of importance to community mobilization and aims at creating an effective system of decentralized decision making. Since it is widely recognized that effective local governance considerably impacts on access to education as well as the enrolment, retention and learning experiences of children in school (Changing framework of local governance and community participation in elementary education in India, CREATE,2010) and that school functioning has improved significantly in places where communities have been involved actively (India Policy Brief, 2011), the act focuses on the community participation through formation of School Management Committees. Formation of School Management Committees fulfils one of the major modalities of local participation that is decentralization of resources and governance.

Section 21 of RTE Act makes constitution of SMC mandatory in every school (other than unaided school) within six months of the notification of the rules. 75% of the strength of this committee has to be from parents and guardians of the children of which 50% has to be women member. This committee has to meet once in two months and have been prescribed with certain functions within the Act.

The functions that have been prescribed to SMCs like that of mapping out of school children and getting them admitted to the neighbourhood school, identifying children requiring special training, monitoring the functioning of school as per the Act, identifying the needs and preparing plans to monitor implementations, conducting meetings with the parents and the guardians for discussing attendance and progress of children are of vital importance for making schools child friendly. SMC is also responsible for developing school development plan which would help in improving quality of the schools. Other very important factors that have been recognized in the SMC are that of women participation in the committee and that it includes the stakeholders for improving the condition of schools. However, there are certain backlashes as well that are being perceived in the functioning of these SMCs. One of the problems being identified is that the teachers have started to raise objection as they perceive SMC as a body which interferes with the functioning of the schools and also as just an external monitoring committee rather than a committee for their support. Other problem that comes in the way of proper functioning of the committee is that the members of SMC mostly belong to the poor section of the society. The Act has no monetary provision for providing any kind of support to the members of the committee who have been given n number of responsibilities and important functions to be undertaken. Something as basic as dearness allowances also has no mention in the provisions. Training of the members is also an area of concern.

Looking at the roles and responsibilities of SMC makes it clear that the governance and development of the schools will depend to a great extent on the functioning of these School Management Committees. Knowing this, it becomes important to find out whether the objective of making SMC a body to facilitate participatory governance is fulfilled after three years of the implementation of RTE Act and it not, what are the areas that need to be intervened in to make this body functional and fulfill the objective of participatory governance.

The proposed study aims at finding out the situation and evaluating the functioning of these committees and the steps taken by government in order to strengthen these committees. The study would try to evaluate the functioning taking in two dimensions, one through the perspective of the community and another through the perspective of the teachers who are members of SMC. This study will also, through its finding, propose a set of recommendations for increasing the capacity of SMCs and making these committees more functional.

Objectives

The present study envisages to study the formation, functioning and effectiveness of School Management Committees in five states for initiating a people centred advocacy to monitor the school governance. The purpose of doing such a study is –

- » To examine the process of notification and communication of government information for formation of SMCs
- » To find out the awareness level of the members of the committee and how far the school management committee members have been trained to function as a body of school governance.

» To assess the functioning of SMCs in terms of regular meetings, discussion and taking decisions in terms of school planning, grievance redressal and barriers of school governance

» To come out with a set of recommendations as what are the areas which needs to be strengthened to make school child friendly

Methodology

Methodology of the study is based on both quantitative and qualitative data. Data was collected through the schedules designed for the study. Two interview schedules, one for interviewing the head teacher and another for interviewing the school management committee member (who was amongst the parents of the children studying in that particular school). The schedule was first piloted in one of the states which was to be studied and changes were made to the schedule in accordance with the field experience. The schedule was used further for data collection. This interview schedule had both close ended as well as open ended questions.

Data Collection: coverage and samples Coverage

This study was conducted in five states namely Bihar, Uttar Pradesh, Rajasthan, Gujarat and Odisha. Data was collected with help of partner organisations (NCE works with its partner organisations in different states) in these states and were later compiled together. The partners were oriented on the schedule and were asked to collect data as per requirement of the study. After the data were received, it was processed further.

Sample

As stated above Sample for the study was collected from five states selecting 20 schools in each of the five states. Sampling was done keeping in mind three main factors:

1) States with backward educational status (as per the education development index) were chosen.
2) Districts from the states were chosen taking into account the fact that National Coalition for Education (NCE) has its presence in the area through its partners.
3) Blocks were chosen randomly from the selected districts.

Gathering of data from field

After developing design of the study and developing the tool, for collecting the data from the field, to check its effectiveness and shortcomings a piloting of the study was done by NCE in few districts. Necessary changes were made in accordance with the piloting results to make the tools more sharp and relevant. The tools after being fine tuned were then sent to all the partners of NCE for collecting the data. At this stage our partner organizations in different states helped in collection of data. With the cooperation and active support of our partners data was collected from the selected 100 schools in the 5 states after interviewing head teacher and SMC member of these schools.

Analysis of Data

After the collection of data, a format for tabulation of the data was developed with the consultation of experts and going through the responses. The data generated through schedules were tabulated in the format that was developed. The observation records and were also analyzed while quantifying data into tables to provide a holistic view of the functioning of the school level participatory structures under RTE Act.

Structure of the report

The report has been organized under eight chapters. The present chapter gives a short introduction to the study, its objectives and the methodology that has been followed for conducting the study. Chapter 2 to Chapter 6 are analysis of all the five states, separately. Chapter 7 is a comparative analysis of status of functioning of SMC in five states and chapter 8 focuses on the emerging issues from the study with a set of recommendations for making SMCs more effectively functioning.

Rajasthan

Source of Information Regarding the Formation Of School Management Committee
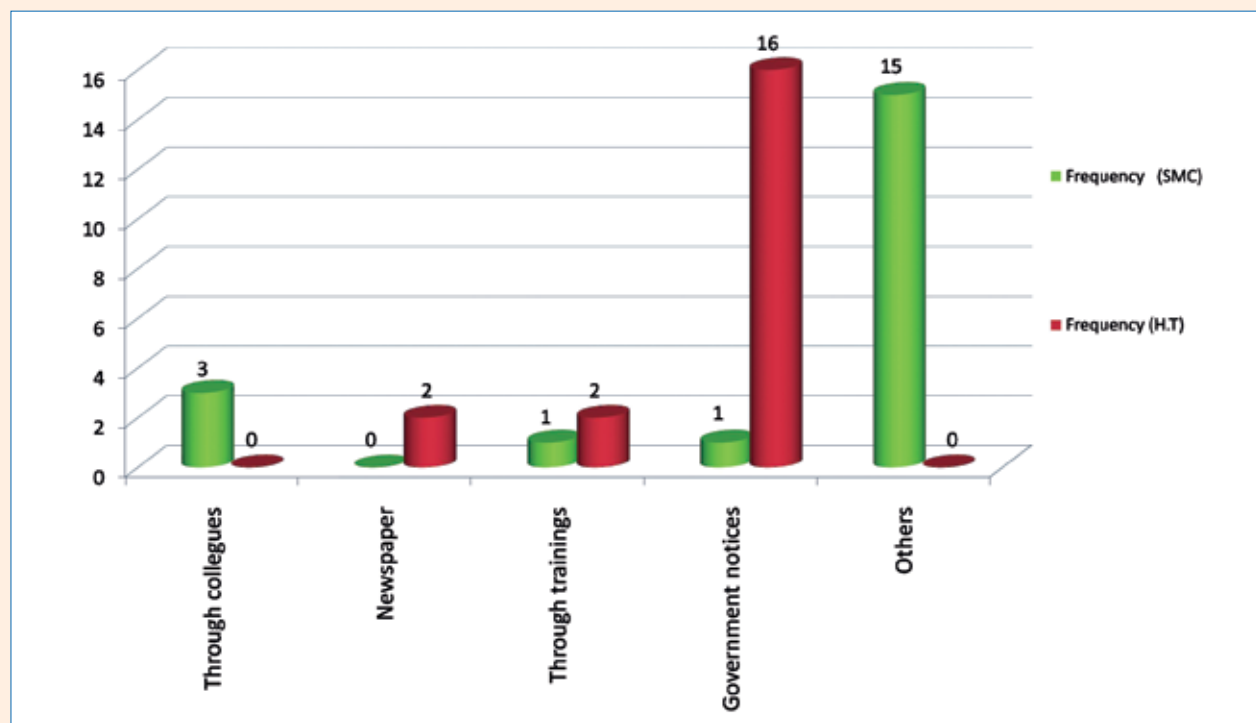
Graph 1.1

Table 1.1 shows the percentage of SMC member's response for the source of their information regarding the formation of School Management Committee. For analyzing the process of formation of the committee, it was important to know whether the information regarding the formation of the committee was shared with the community and in case where the community is aware about it, what was the source of the information. For knowing this, teachers as well as the members of the community were asked the source of their information regarding the formation of SMCs. It was found that 16 out of 20 respondents i.e 80% of the teachers came to know about the formation through government notices and 10% through trainings and newspapers each. On being asked about the

Response	SMC %	HT%
Through colleagues	15.00	0.00
Newspaper	0.00	10.00
Through trainings	5.00	10.00
Government notices	5.00	80.00
Others	75.00	0.00

Table 1.1

source of information to the SMC members, 75 percent of the respondents said that they got the information through other sources. Other sources mostly were the nongovernmental organizations working in the area. Another 15% of the respondents got the information through colleagues. In some of the cases members came to know about School Management Committee only after attending the meeting. In such cases the members were asked by teachers to come for the training and only after they came to the training did they get to know about the committee.

Objectives Of SMC

Table 1.2 (below) shows the responses by SMC members and the Head Teachers regarding the objectives of the school management committee. Each of the respondents gave multiple answers and therefore % of each of the answers have been analyzed separately . It can be seen that highest response from SMC members were for school development and quality education. 40% of the members said that main objective for the formation of SMC was for school development and for improving quality of education. Second highest response was for 'community participation in school governance' and increase in enrollment. Only 25% of SMC members said that the objective behind SMC was for increasing the enrollment

Objectives of SMC	SMC %	H.T %
School development	40	30
Child development	10	20
Increase in enrollment	25	20
School development through community participation	25	50
School management	10	30
Monitoring	20	0
Preparation of annual development plan	0	0
Quality Education	40	40
Management of school funds	13	20
Not aware	20	0

Table 1.2

and for community participation in school governance. Another response that accounted for monitoring. 20% of the total respondents also answered monitoring as one of the objectives behind SMC. Equal percentage i.e 20% of the respondents weren't aware about SMC and did not respond to question at all.

Responses of the head teacher regarding the objective of SMC were slightly different from that of the members of school management committees. The highest number of respondents (50% of the total respondents) said that 'community participation in school governance' is one of the main objective behind the formation of SMC. Another response with the highest number of respondents was for improving the quality of education. 40% of the respondents said that improving the quality of education was one of the objective behind the formation of SMC. Of the responses of the total number of responses were 'community participation for school governance'. It was seen that only 20% of the head teachers said that SMC has 'increase in enrollment' and 'management of school funds' as one of the objectives of SMC. It can also be seen that none of the respondents, both in SMC and H. T , talked about 'preparation of school development plan' as an objective for the formation of SMC. It can also be seen that though 20% of the total responses of SMC member was for monitoring, not even one teacher responded monitoring as objective behind the formation of SMC.

Process Of Formation

With regard to the process of formation of the SMC, data reveals different responses from the members of SMC and Head Teachers. Data shows that 45% of the total respondents said that the committee was formed through elections. The respondents said that they were informed about the date and venue of the elections and anyone who wanted to contest proposed their name. The members were elected by everyone who was present for the meeting. It is to be noted that most of the elections

What was the process for the formation of SMC	SMC %	H.T %
Meetings	40	0
Elections	45	100
Local Authority	5	0
No idea	10	02

Table 1.3

happened by raising hands for the contestants whom people wanted to be chosen. 40% of the respondents (member of SMC) said that they were chosen in a meeting. In most of the cases, members were selected by the headmaster. A meeting was called and in front of everyone present, the headmaster chose the members. It was surprising to know that 10% of the respondents didn't even know how they had been chosen as a member in SMC! A small percentage of respondent also said that they have been selected by local authority for being a member in SMC. Responses of the

head teacher were very different from that of the members. 100% of the teachers said that they have formed SMC in their school through election. On further being enquired about the process of elections, it was seen that in many of the cases, head teacher said that they called up a meeting and the members were selected in that meeting which was contradictory to their response that the members were elected.

Number of people present while formation

Table 1.4 shows the responses of SMC members and Head Teachers on the number of people present while the formation of SMC. Data shows that the highest number of response for both SMC member and Head Teacher is that they do not have an idea about the number of people present while formation of SMC. 20% of the respondents (both of SMC member and Head Teacher) said that they do not have any idea. 40% and 35% of the respondents of SMC member and head teacher respectively said that 21-40 people were present in the election. 15% of the SMC members said that the election happened in the presence on less than 20 people. It can also be seen that 5% of the SMC members and 10% of the Head Teachers said that more than 180 people were present while the formation of the school management committee.

Number of people present while formation	SMC %	HT %
00-20	15	10
21-40	40	35
41-60	15	15
61-80	5	10
181-200	5	10
no idea	20	20

Table 1.4

Attended the First Meeting

Have attended the first meeting	Frequency (SMC)	Percentage (SMC)
Yes	16	80.00
No	4	20.00

Table 1.5

Number of meetings after the formation	SMC %	H.T %
No response	20.00	20.00
No meeting	35.00	0.00
1 to 5	5.00	0.00
6 to 10	5.00	10.00
11 to 15	0.00	10.00
16 to 20	20.00	10.00
21 to 25	15.00	30.00

Table 1.6

Table 1.5 shows the responses of the SMC members when asked about whether they have attended the first meeting. The responses shows that 80% of the members attended the first meeting and 20% did not attend the meeting. It can also be seen (table 1.6) which shows the data on how many meetings have been organized after the formation of the committee, 35% of the SMC members said that there has not been any meeting after the formation of the committee. 20% of the SMC members did not respond to it. This contradicts the data that 80 % of the members had attended the first meeting.

Issues discussed in the meetings

Table 1.7 and chart 1.7 shows the responses of members and head teachers on the issues discussed in the meetings of the committee. With regards to the issues discussed in the meetings, there were multiple responses by members and head teachers. Maximum responses by the members on the issues discussed were enrollment (45%), mid day
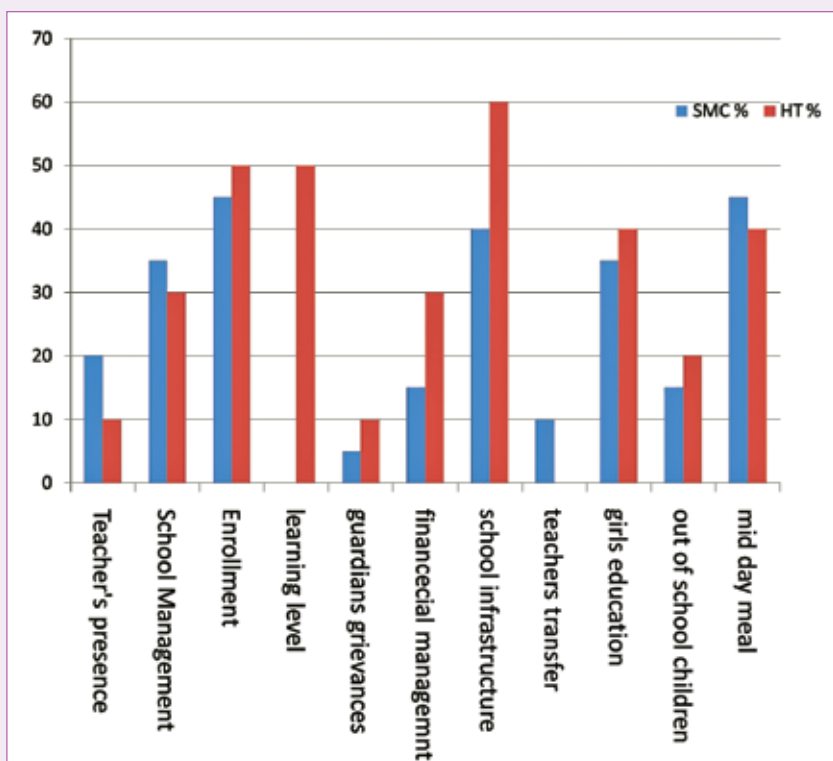
Issues discussed	SMC %	HT %
Teacher's presence	20	10
School management	35	30
Enrollment	45	50
Learning level	0	50
Guardians grievances	5	10
Financial management	15	30
School infrastructure	40	60
Teachers transfer	10	0
Girls education	35	40
Out of school children	15	20
Mid day meal	45	40

Table 1.7

Graph 1.7

meal (45%), school infrastructure (40%) and girls' education (35%). Responses by the head teachers show that the issues which were discussed in the meetings were Infrastructure (60%), enrollment (50%) and learning levels at (50%) each girls' education (40%).

The data shows that two of the most important issues were not discussed in the meeting. First issue that needs more attention in meetings is that of out of school children. Only 15% of the SMC responses were for the issue of out of school children. 20% of the total responses by the head teachers were for out of school children. Another important issue which has been ignored in the meeting is grievances of parents and students. Only 5% of the total responses by SMC and 10 % of the total responses by Head Teachers was on the issue of grievance redressal.

Experience of working with SMC

Table 1.8 shows the responses of SMC and Head Teachers on how was their experience on working with the School Management Committees. The responses for it were encouraging as 65% of the SMC members and 50% of the head teachers said that it was a very good experience working in the committee. 40% of the head teachers responded that it was good working with the committee. 15% of the SMC respondents replied that that it was good working in the committee. This sums up to 80% of SMC members and 90% of head teachers having very good and good experiences working with the committee. 10% of the respondents, both from SMC and head teachers said that it was too early to reply about the experience of working with the committee. It is encouraging to know that none of

How was the experience of working with SMC	SMC%	H.T%
Very good	65.00	50.00
Good	15.00	40.00
Doesn't matter	10.00	0.00
Impediments in work progress	0.00	0.00
Cannot reply now	10.00	10.00

Table 1.8

the respondents said that the committee has been an impediment in the work progress. Here again , it would be important to mention that since many of the members have not been involved in the work processes of the school, chances of anyone seen as an impediment is very slim.

Benefits from School Management Committee

Table 1.9 shows the responses for the benefits from the SMC. Highest number of respondents answered 'increase in enrollment' as one of the benefits from SMC. 65% of SMC members and 60% of head teachers said that there has been a significant increase in enrollment after the formation of SMC. SMC and Head Teachers show that there has been an increased in the enrollment after the formation of SMC. 50% from each of the 20 respondents from SMC and H. T said that SMC encourage parents and guardians to send their children to school. This can be seen as one of the reasons behind increase in enrollment. Another important benefit from the committee was that

Benefits from SMC	SMC %	HT %
Increase in enrollment	65	60
School management	60	50
Encourage parents/ guardians to send children to school	50	50
Teachers encouragement	35	20
For formulation of school development plan	30	20
Grievance redressal	25	20
Solving other school related problems	35	20
Management of resources	25	10
Others	0	10
No response	15	20

Table 1.9

in management of school. 60% and 50% of SMC members and H.T respectively responded as it being one of the benefits of committee. Data show that very small proportions 20% of the teachers and 25% of the members marked grievance redressal as one of the benefits from the committee. Though the committee has shown a little involvement in solving problems of school but none of these problems were related to any of the students.

Problems in proper functioning of SMC

Table 1.10 shows the responses of SMC members and Head Teachers when asked about the problems in proper functioning of the committee. Data shows that 40% of the head teachers answered lack of participation as one of the major problems faced in the functioning of SMC. Only 10% of the head teachers marked non cooperation amongst the members as one of the problems in proper functioning of the committee. 30% of the respondents said that there is no problem in the functioning of SMC and another 20% did not respond to the question. Though it was a multiple choice questions but head

What are the problems in proper functioning of SMC	SMC %	H.T %
Lack of commitment	20	0
Lack of understanding and awareness	40	0
No financial powers	5	0
Lack of participation	15	40
Non cooperation amongst the members	0	10
Meetings not conducted on time	20	0
No special allowances for SMC members	10	0
No problem	25	30
No Response	10	20

Table 1.10

teachers marked only one problem each. None of the head teacher saw lack of understanding and commitment as a problem in proper functioning of SMC. While head teachers saw lack of understanding to be not a problem at all, responses from SMC shows that 40% of the members thought that lack of understanding and awareness is one of the main problems that SMC faces in its proper functioning. 20% of the members also marked lack of commitment as another problem in the functioning of SMC. 25% of the members said that there is no problem in the functioning.

20% of the respondents also said that the meetings are not conducted on time and that is a problem in making SMC function properly. 10% of the respondents also talked about absence of special allowance for members as a problem in proper functioning of the committee.

Suggestions for proper functioning of school management committee

After looking at the problems in the proper functioning of SMC, the respondents were asked about the suggestion to make SMC more efficiently functional . Table 1.11 shows responses of SMC and Head Teachers when asked for suggestion for making SMC more efficiently functional. The responses show that 75% of SMC members said that SMCs can be made efficient by training. 75% also said that more responsibilities should be given to the members of SMC. 65% of SMC members also saw giving more rights to the members as one of the ways of making SMC more functional.

Suggestions for making SMC more effective	SMC %	H.T %
Training	75	40
financial resources	60	70
participation of members	50	60
more rights	65	20
more responsibilities to the members	75	30
others	0	0
No response	10	10

Table 1.11

60% of the members said that giving some financial support to the members will also help. It would be important to mention here that many of the members said that they can't attend the meetings or show much of participation as they have to leave their wage for a day to come and attend the meeting which is problematic for them as it is difficult for them to part with one day wage. 70% of the head teachers also answered that there should be some financial resources for SMC. 40% of the teachers said that training will help in making SMC properly functional. Only 30% of the had teachers talked about giving more responsibilities to the members of SMC. Participation of the members was also marked by 50% of the members and 60% of the head teachers but the matter of concern is that there are factors that lead to non participation of the members. Few of such factors can be pointed out through this available data. It can be seen that members, even if want to participate, cannot, as they can't leave their wage for a day to attend the meeting. Most of the members come from background where wage for one day matters a lot. Another factor that lead to lack of participation is unawareness about the roles and responsibilities of the committee and members of the committee.

Awareness regarding the school development plan

Table 1.12 Shows the responses of SMC members and H.T whether they know what a school development plan is. The table shows that although 80% of the teachers knew about the school development plan but 60% of the members did not know about the plan. Only 20% of the members knew about school development plan. 15% of the members had limited idea about the SDP and 5% of the members did not respond. 10% of head teachers did not know about SDP and another 10% did not respond to it.

Do you know about school development plan	SMC%	H.T%
Yes	20.00	80.00
No	60.00	10.00
No response	5.00	10.00
Limited Idea	15.00	0.00

Table 1.12

Does the school have school development plan

Table 1.13a and 1.13b shows responses of SMC and H.T for the question whether they know about school development plan. The data for head teacher is similar to that of the responses by H.T in whether they know what a SDP is? 80% of the teachers said that they have a school development plan. 10% of the teachers did not respond to it and 10% of the teachers had no idea which would mean that they aren't aware about SDP. It can be seen that 50% of the SMC members said that their school have a school development plan whereas it was seen earlier that

SMC %

15
20
50
15

yes
no
no response
no idea

Chart 1.13a

HT %

yes
no
no response
no idea

10
10
0
80
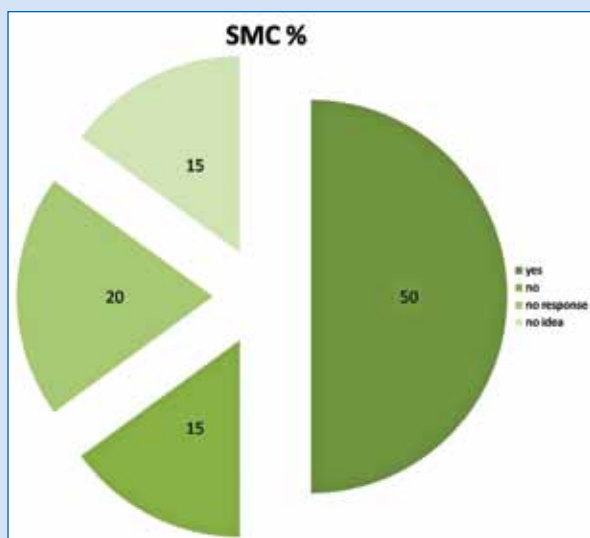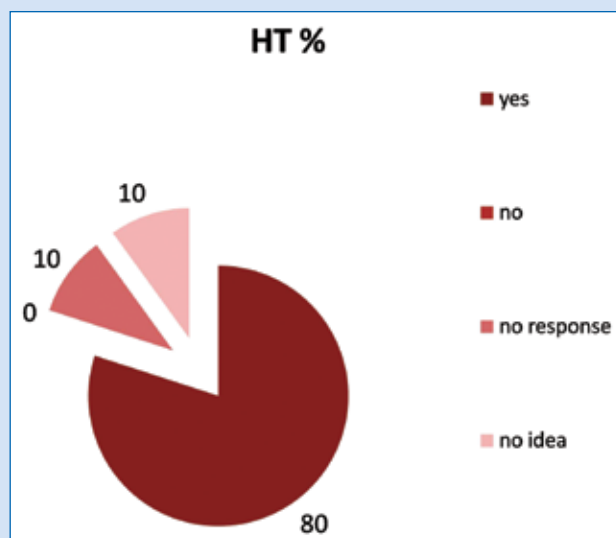
Chart 1.13b

only 20% of the SMC members said that they know what a SDP is. It is so because many of the teachers said that though they did not involve members while preparation of the SDP but they informed the members after the plan was finalized. Hence 50% of the respondents knew that their schools had a school development plan.

Problems in developing SDP

Table 1.14 shows responses of SMC members and H.T about the problems in developing SDP. 60% and 40% of the SMC members and H.T respectively, did not respond to the question. This may be due to their unawareness about SDP. Another 40% of the head teachers said that there was no problem in developing the SDP. 25% of SMC members saw non availability as problems in developing SDP where as 5% of the members and 10% of H.T thought financial problems to be one of the problems in development of SDP.

Problems In Developing SDP	SMC %	HT %
Unawareness About The SDP	10.00	0.00
No Problem	0.00	40.00
No Response	60.00	40.00
Lack Of Clarity About Roles And Responsibilities	0.00	0.00
Financial Problems	5.00	10.00
Non Availability/ Participation Of Members	25.00	10.00

Table 1.14

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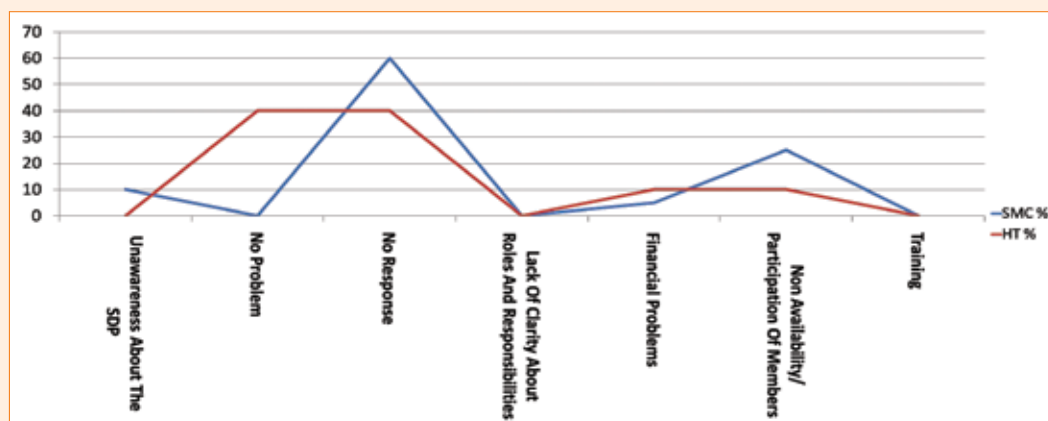
Participation in the preparation of SDP

It was asked to the members of SMC and Head Teachers if they participated in the preparation of school development plan. Table 1.15 shows the responses for the question. 70% of the teachers said that they participated in the preparation of SDP when only 20% of SMC members said that they too participated in the preparation of SDP. 50% of the SMC members said that they did not participate and 30% did not respond at all. Here too, there wasn't any response from the members as there was complete lack of awareness about what SDP was. even 20% of the teachers said that they didn't prepare the SDP and 10% did not respond. Here too, the head teacher wasn't aware about what SDP was. they said that though they have to send a plan of their school but they do not know much about it.

Did you participate in the preparation of SDP	Frequency for SMC	SMC %	Frequency for H.T	H.T %
Yes	4	20.00	14	70.00
No	10	50.00	4	20.00
No response	6	30.00	2	10.00

Table 1.15

Problems in implementation of school development plan

Table 1.16 shows responses of SMC and H.T for the problems in the implementation of SDP. 40% of the SMC members did not respond as they were totally unaware about what a SDP is. 25% of the members said that there is lack of support and coordination amongst the school and the committee. 20% said that there is no problem at all. Looking at the responses from the head teacher, it can be seen that 55% of the teachers said that there was no problem in the implementation of the SDP, 10% said that non participation of the committee and the community is a problem is the implementation of the plan. 15% of the teachers did not respond to it.

Problems In Implementation Of School Development Plan	SMC%	H.T%
Lack Of Awareness	0.00	20.00
Lack Of Support And Coordination	25.00	0.00
Financial Problem	15.00	0.00
No Problem	20.00	55.00
Monitoring And Evaluation	0.00	0.00
Over Burden On Teachers	0.00	0.00
Non Participation	0.00	10.00
No Response	40.00	15.00

Table 1.16

Training for SMC

Graph 1.17 shows responses by SMC members and head teachers on whether training was conducted or not. 80% of the SMC members said that training was conducted and 90% of the head teacher also said that training was
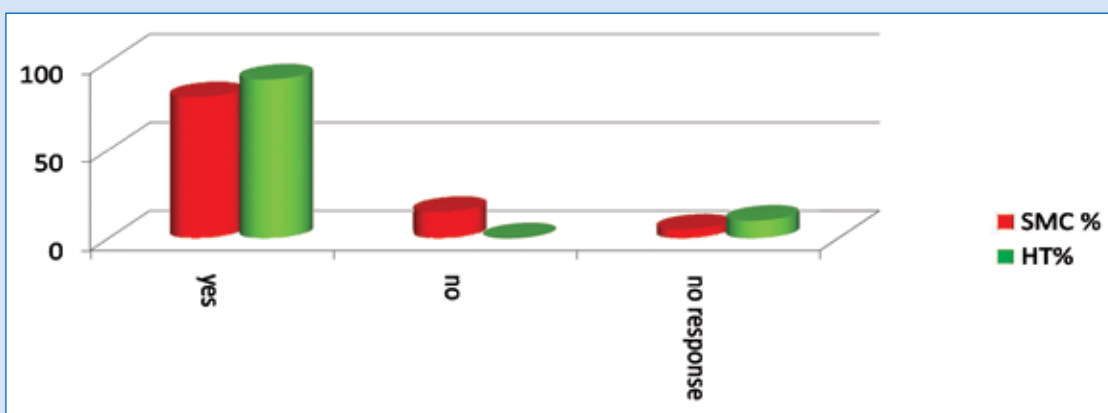
Graph 1.17

conducted. 15% of the SMC members said that training wasn't conducted and 5% of them did not respond. 10% of the head teachers also did not respond and none of head teacher said that there wasn't any training conducted.

By whom was the training conducted

Table 1.18 shows by whom has the training been conducted. 50% of the SMC members and 80% of the head teachers said that the trainings was conducted by Block / cluster resource center or nodal officer. 20% of the SMC members said that training was conducted by some resource person or NGOs. 30% of the members and 20% of the teachers did not respond.

Training by whom?	SMC %	HT%
BRC/CRC/ nodal officer	50.00	80.00
Some resource person/ NGO	20.00	0.00
No	0.00	0.00
No response	30.00	20.00

Training 1.18

Benefits From The Training
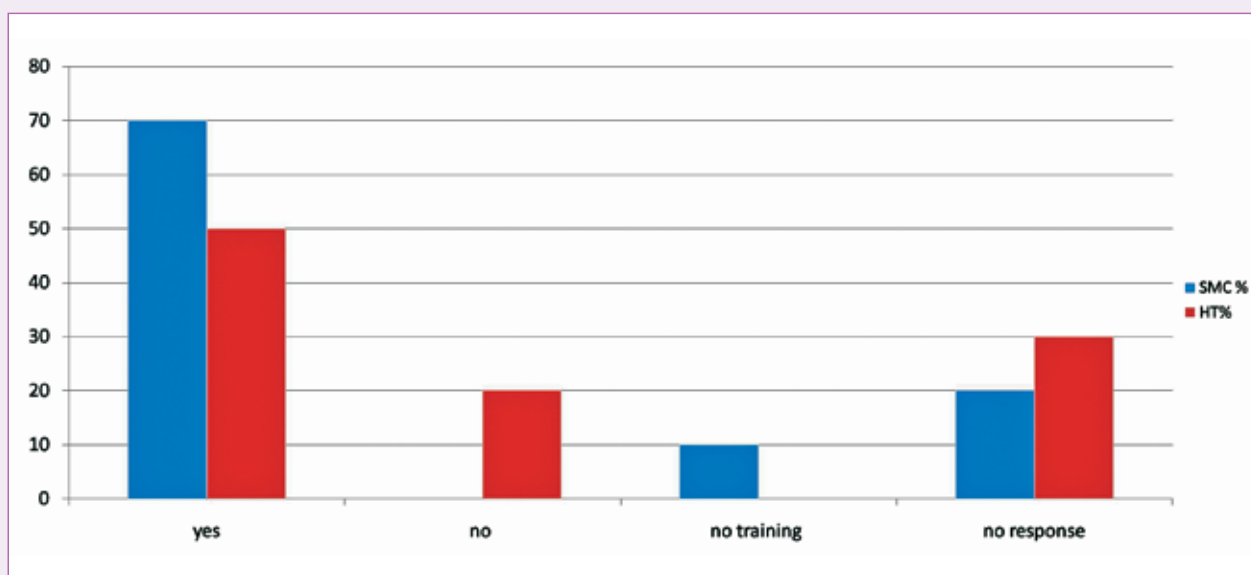
Graph 1.19

Members from the committee and head teachers were also asked whether they think there has been any benefit from the trainings that has been given to the members. 70% of SMC members said they have benefited from the training. 10% had not attended the training and another 20% did not respond. It needs to be stated that out of 20% who did not respond, most of the members were unaware that there was any training for the members of SMC. In this case it can be considered that this 20% as well had no training. Looking at the responses from the head teachers, it can be seen that 50% of the teachers said that the training has benefited in the functioning of SMC. 20% of the head teachers said that there was no benefit from the training and 30% of the teachers did not respond.

Benefits from the training	SMC %	HT%
Yes	70.00	50.00
No	0.00	20.00
No training	10.00	0.00
No response	20.00	30.00

Table 1.19

Mechanism for Grievance Redressal of Teacher

Table 1.20 shows the responses of the head teachers and SMC members when asked about their system of grievance redressal. 60% of the head teachers and 45% of the SMC members aid that the grievances of teachers are dealt at school level itself. Another 30% of the head teacher and 25% of the SMC members did not respond to the question.
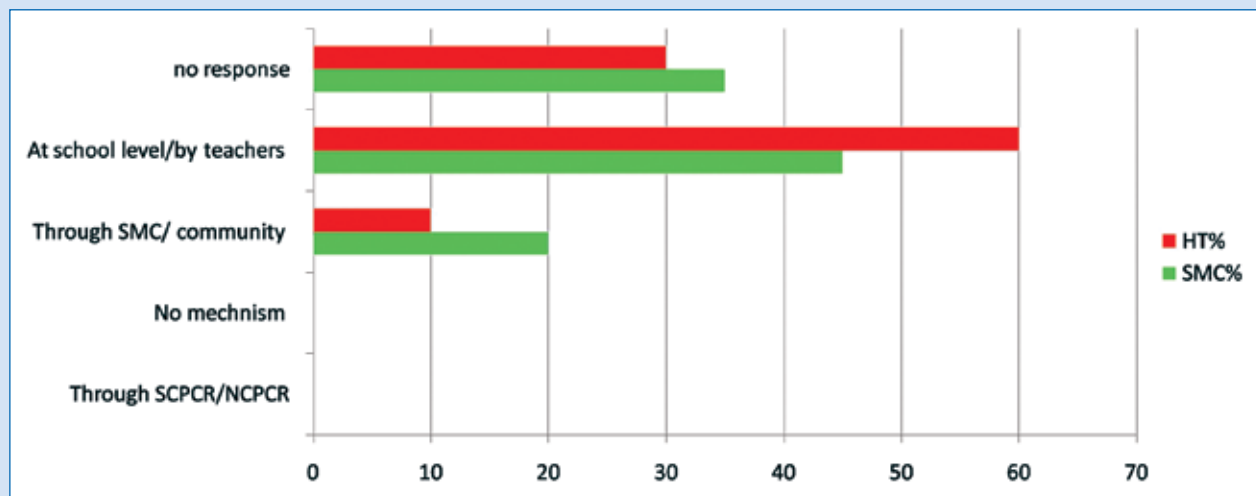
Graph 1.20

On being asked to respond, they said that there have never been any problem related to teachers. 15% of the head teachers and 20% of the committee members said that it is solved through community or SMC. It was disheartening to know that none of the members and head teachers knew about state or national commission for protection of child rights.

Mechanism for Grievance redressal for students

Table 1.21 shows the responses for system of grievance redressal for children. As per SMC members 45% of the complaints are resolved at school level. 30% of the Head Teachers said that it is solved at the school level . 45% of the SMC members and 30% of the had teachers either did not respond or said that they do not have any complaints from the children. Only 10 % of the SMC members said that it is solved through the community or through SMC but 30% of the head teachers said that is resolved through the community.

Grievance redressal for students	SMC%	HT%
No mechanism	0	0
Through SMC /community	10	30
At school level	45	40
No response/ no complains	45	30
Knowledge about SCPCR/NCPCR	0.00	0.00

Table 1.21

Uttar Pradesh

Source of information about the formation of School management Committee
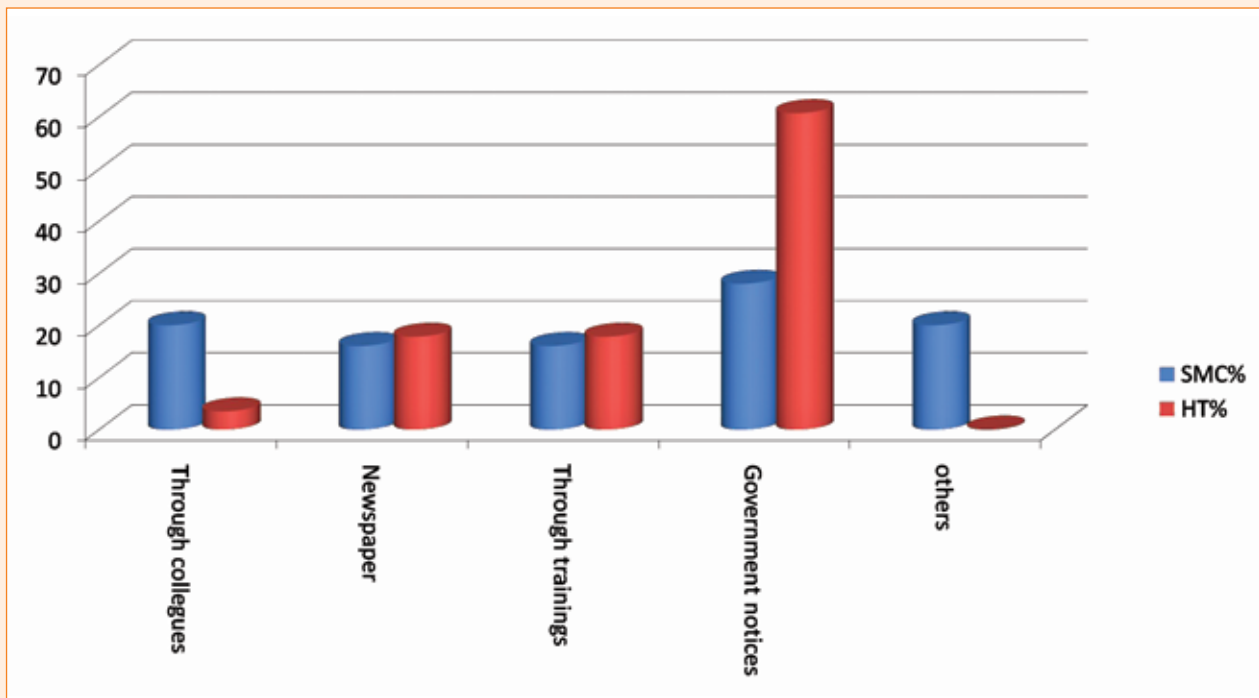
Graph 2.1

Table 2.1 and graph 2.1 shows the responses regarding the source of formation about the formation of school management committee. Study of 20 schools in U.P informs that 35 percent of the SMC members have came to know about the school management committee from government notices. 15 percent SMC members have come to from teachers, another 20 percent have come to know of it from their colleagues, 20 percent from newspapers and another 15 percent during the time of their trainings. In case of the head teachers, 70 percent of them responded that they have come to know of the SMCs from government notices, 15 percent have come to know about it during the time of their training, another 15 percent of them from newspapers.

Source of information about the formation of School management Committee	SMC %	HT %
Through colleagues	20	0
Newspaper	15	15
Through trainings	15	15
Government notices	35	70
Others	15	0

Table 2.1

Objectives of SMC

Table 2.2 shows the responses of members and head teachers regarding the objectives of SMC . 65 percent of the members felt that objective of SMC was school management, 30 percent said they were unaware of the roles of SMC, 20 percent talked of monitoring, unlike Orissa and Bihar, 15 percent stated the role to be working for the involvement of the VEC in the school management committee, 10 percent felt that the purpose of having SMCs should be school management and another 10 percent said to increase the children's enrollment rate in the school. Only 5 percent emphasized on the role to be school development through community participation. However, SMC members did not respond on management of funds, child development and on preparation of the annual development plan. Among the head teachers 45 percent informed school management to be the role of SMC, 30 percent emphasized on having quality education, 20 percent felt school development through community participation as the role, 10 percent each felt the purpose of SMC to be for school development,

Objectives of SMC	SMC %	HT%
School development	10	10
Child development	0	10
Increase in enrollment	10	10
School development through community participation	5	20
School management	65	40
Monitoring	20	10
Preparation of annual development plan	0	0
Quality Education	5	30
Modify VEC to school management committee	15	10
Management of school funds	0	0
Not aware	30	5

Table 2.2

child development and increasing children's enrollment, monitoring and involving VEC in the school management committee. 5 percent however were not aware about the role. The head teachers did not respond on management of funds, child development and preparation of the annual development plan.

Date of formation of SMC

Table 2.3 shows the responses regarding the date of formation of SMC. Regarding the date of formation of the SMCs it was found that like the previous states, dates did not vary much from school to school. Like Bihar, in U.P as well 15 percent of the SMC members and 15 percent of the head teachers did not respond on the date of formation which might be either because they are unaware of the date or might be because SMC was not formed yet in the school. In the schools of U.P SMCs seemed to form around the same time. 30 percent of the members mentioned the date to be on 28.7. 2011, 20 percent said 29.7.2011, another 20 percent said 30.7.2011, 20 percent stated the date to be on 31.7.2011. 5 percent mentioned the date to be on 26.7.2011. However, only 5 percent SMC members said SMC was formed on 19.5.2012 and another 5 percent said to be formed on 29.6.2012. Unlike Orissa and Bihar where the months varied, most of the SMCs in this state was formed in the year 2011 in the month of July. Among the head masters, 25 percent stated the date of formation to be on 28.7.2011, 15 percent said to be on

Date of formation of SMC	SMC%	HT%
31/7/2011	10	15
29/7/2011	15	15
30/7/2011	15	15
28/7/2011	30	25
19/5/2012	5	0
29/6/2012	5	5
26/7/2011	5	5
07-07-12	0	5
No information	15	15

Table 2.3

29.7.2011, 15 percent informed to be on 30.7.2011 and another 15 percent mentioned the formation to be on 31.7.2011. 5 percent said the date to be on 26.7.2011, 5 percent of only the head masters informed the formation on 7. 7. 2012 and another 5 percent informed the formation to be on 29.6.2012. Though government of Uttar Pradesh sanctioned the formation of SMC in April 2010 yet like Bihar most of the schools took a year.

Number of people present while formation

Table 2.4 shows the responses of SMC members and HT regarding the strength of people who were present to witness the formation of the SMC. The range began from a minimum of 1-10 members to a maximum of 51-

60 members. The number is not as huge as found in Orissa but the strength is better in comparison to Bihar. Among the respondents who were SMC members, 40 percent stated the strength to be between 21-30, 20 percent said its between 41-50, 15 percent mentioned the number to be between 31-40, 15 percent gave no response, 10 percent said its between 1-10, 5 percent stated to be between 11-20 and another 5 percent informed the strength to be between 51-60. Among the headmasters, 40 percent informed the strength to be between 20-30, 20 percent said its between 11-20, 15 percent each stated to be the strength between 31-40 and 41-50. Only 5 percent said the strength went up to 51-60.

Number of people present while formation	SMC%	HT%
1 to 10	10	0
11 to 20	5	20
21 to 30	40	45
31 to 40	10	15
41 to 50	15	15
51 to 60	5	5
No information	15	0

Table 2.4

Participation in the first meeting
Number of Meetings after the Formation

Table 2.5 and Table 2.6 shows responses of SMC on whether they have attended the first meeting and responses of SMC member and HT on the number of meetings they have attended after the formation respectively. With regard to attending their first meeting a huge majority of 85 percent of SMC members said that they have attended. Only 15 percent informed that they were unable to attend. On asked about the meetings attended after the formation, among the SMC members, 80 percent gave no answer to whether they

Have attended the first meeting	SMC%
Yes	85
No	15

Table 2.5

Number of meetings after the formation	SMC%	HT%
No response	80	45
1 to 5	0	5
6 to 10	5	5
11 to 15	15	45

Table 2.6

have attended the meetings or not. Leaving aside them, the range varied from a minimum of 1-5 meetings to a maximum of 11-15 meetings. Among the SMC members 5 percent attended 1-5 meetings and only 5 percent attended 6-10 meetings. With regard to the head masters of schools, 45 percent again gave no response with regard to attended the meetings. 45 percent of them attended meetings between 11-15, 5 percent between 1-5 and another 5 percent between 6-10. Unlike Orissa and like Bihar the number of meetings held is comparatively much less though U.P stands lowest even in comparison to Bihar.

Issues Discussed in the Meetings

Table 2.7 shows the responses on the issues discussed in the meetings of SMC. Data reflects issues raised in the meeting. Among the SMC members unlike Orissa and Bihar, a majority of 70 percent gave no response. This might be either because they have not participated in the meetings or because they were unable to understand the issues discussed in the meeting. From among the rest 30 percent discussed on mid day meals, 25 percent talked about teachers attendance, 20 percent each discussed on levels of teaching and lack of adequate number of teachers. 15 percent each raised issues of school management, children's enrollment and school infrastructure. 20 percent discussed on schooling

Issues discussed	SMC%	HT%
Teacher's presence	25	15
School Management	15	15
Enrollment	15	15
Learning level	20	35
Guardians grievances	5	10
Financial management	5	0
School infrastructure	15	0
Teachers transfer	0	10
Girls education	10	35
Out of school children	5	5
Mid day meal	30	20
Lack of teachers	20	35
Others	0	10
No Response	70	45

Table 2.7

of girls and 5 percent each discussed on grievance redressal of the parents/guardians, financial condition of the school and enrollment of children out of school. None of the members spoke on posting of teachers. Among the head teachers, unlike the other states, 45 percent gave no response. The reason may be that they have either not participated in the meeting or they do not want to disclose the issues raised and discussed in the meeting. Within the rest, 35 percent spoke on education of the girl children, 15 percent brought forth the issue of inadequate number of teachers in school and another 35 percent discussed on the levels of learning. 20 percent discussed on mid day meals, 15 percent each raised issues like teachers' attendance, school management and enrollment of children. 10 percent each discussed on issues like grievance redressal of the parents/guardians, teachers posting and other general issues. 5 percent brought forth the issue of enrolling children out of school. None of the heads spoke on the financial status of the school and school infrastructure. Like the previous states, the data only reveals the issues taken up in the discussions, there were no responses found with regard to decisions taken on particular issues and decisions that were not taken on matters.

Experience of working with School management committee

Table 2.8 shows the responses of SMC members and HT on their experience working with SMC. On respondents' experience of working with SMC unlike Orissa and Bihar it was found that a majority of 55 percent of members and a majority of 50 percent of head teachers have very good experience though surprisingly a majority of both the SMC members and the head teachers gave no response to the issues discussed and decided in the meeting. Among the rest of the SMC members, 25 percent expressed reluctance to reply, 15 percent expressed the experience as good. 5 percent raised the concern of impediments in the progress of the work and for another 5 percent it did not matter how the SMC functioned. From the remaining

How was the experience of working with SMC	SMC%	HT%
Very good	55	50
Good	15	30
Doesn't matter	5	0
Impediments in work progress	5	5
Can t reply now	20	15

Table 2.8

head teachers i.e. besides those who said very good, 35 percent had a good experience, 15 percent did not want to reply and 5 percent talked about the hindrances while working as a member.

Benefits from SMC

Table 2.9 shows the responses from the members and head teachers regarding the benefits of having SMC in the school. The respondents expressed their views. 70 percent of the SMC members said that due the functioning of SMC grievances of parents/guardians are handled, 65 percent spoke that it has increased the initiative of enrolling children out of school, another 65 percent said that SMC led to decrease in out of school children. 60 percent of the members felt that functioning of the SMC has helped in better school management, 55 percent of them mentioned that it has increased children's enrollment and another 55 percent informed that has increased the efficiency level in making plans for school development. 40 percent each spoke on increase in the teachers' motivation level and ensuring school functioning taking care of the constitutional rights and guarantees.

Benefits from SMC	SMC%	HT%
Increase in enrollment	55	65
Out of school children	65	65
School management	60	90
Encourage parents/ guardians to send children to school	65	100
Teachers encouragement	40	60
For formulation of school development plan	55	100
Grievance redressal	70	85
Solving problems	55	70
Management of resources	40	30
Others	10	0
No response	10	0

Table 2.9

10 percent said that they are able to discuss general issues and another 10 percent gave no response. In the case of the head teachers, unlike the previous states, a sweeping majority of 100 percent of the heads said that SMC has

increased parents/guardians motivation level to send their children to school, another full majority of 100 percent heads informed that it increased the efficiency level in making plans for school development, 80 percent said that school management has become better in the presence of SMC, 75 percent stated that due the functioning of SMC grievances of parents/guardians are taken care of, 65 percent felt that formation of SMC has raised children's enrollment and another 65 percent felt that it has increased the initiative of bringing in children who are already out of the school. 60 percent mentioned that functioning of SMC has increased the scope for thinking solutions to the various kinds of obstructions faced by the school and 30 percent informed that with the presence of SMC school functions and practices are conducted keeping in mind the constitutional rights and guarantees.

Suggestions for Effective Functioning of SMC

Table 2.10 the responses of SMC members and HT regarding suggestions for effective functioning of the SMC. 95 percent of the SMC members suggested awareness generation training, 85 percent of them suggested on allowances for the members, 60 percent of them said to give more powers to SMC, 30 percent spoke on timely conduct of meetings and another 30 percent suggested systematic management of the school, 25 percent spoke on support and involvement on the part of the community. 10 percent each suggested on more financial rights to SMC and effective participation and cooperation among members. 5 percent gave no response. None of the SMC members suggested on proper maintenance and management of funds, more power to headmasters, accountability and commitment to work.

Suggestions for proper functioning of SMC	SMC%	HT%
Support from the community/participation	25	40
More funds/financial rights to SMC	10	10
Effective participation and cooperation amongst the members	10	0
Timely conduct of meetings	30	40
Proper maintenance/ management of funds	0	0
Awareness generation and training	95	80
More powers to the headmasters	0	5
Allowances for the members	85	100
Accountability	0	5
Commitment	0	5
No response	5	0
Management	30	10
More powers to SMC	60	65

Table 2.10

Among the head teachers of the school, a sweeping majority of 100 percent suggested on allowances for members, 70 percent on awareness generation training, 65 percent demanded for more powers to be given to SMC, 40 percent on support and involvement by the community and another 40 percent suggested on timely conduct of meetings. 10 percent suggested on getting more financial powers and another 10 percent on systematic management of the school. 5 percent each suggested on more powers for headmasters, accountability and commitment to work. None of the heads spoke on effective cooperation and participation amongst the members and proper maintenance and management of funds.

Problem in Proper functioning of SMC

Respondents shared the problems that hinder the smooth functioning of the SMC. Table 2.11 shows the responses of SMC members and HT regarding the problems. 45 percent responded that due to lack of financial powers the functioning is affected. 30 percent said it is as a result of the lack of participation of the members due to their

What are the problems in proper functioning of SMC	SMC%	HT%
Lack of commitment	0	5
Lack of understanding and awareness	20	35
Lack of participation	30	60
Non cooperation amongst the members	5	35
Meetings not conducted on time	15	10
No special allowances for SMC members	5	5
No problem	0	10
No Response	40	5
Lack of financial resources	45	45
More powers to SMC	60	65

Table 2.11

unavailability. 25 percent gave no response, 20 percent expressed it is as a result of being unaware of the roles as they are ignorant due to lack of education, 15 percent stated that it is because meetings not organized on time,. 5 percent said non cooperation among members and another 5 percent informed no special allowance given to SMC members as problem. Among the head masters, 60 persons stated lack of participation and non availability of the members as problem, 45 percent informed of lack of financial resources as problem, 35 percent said it is due to lack of awareness because of being illiterates another 35 percent said the problem is the non cooperation among members. 10 percent gave the reason to be meetings not conducted on time and another 10 percent said they face no problem in the process of functioning. 5 percent stated lack of commitment as the problem, 5 percent informed that it is because no special allowances are given to the members and another 5 percent gave no answer.

Suggestions for making SMC more effective

Table 2.12 shows the responses by SMC members and HT suggesting how to make the functioning of the SMC more effective. Full majority of 100 percent SMC members mentioned that by giving important responsibilities to the members the level of efficiency can be increased, 95 percent of them believed that training can increase the level of efficiency, another 95 percent informed that adequate funds or financial stability can increase the effective functioning of the SMC, 80 percent felt that by giving more powers or rights to the members the efficiency can be increased, 75 percent emphasized on increased participation of the members. 5 percent gave suggestions besides the options but did not state what they are and another 5 percent gave no response. Among the head teachers, a majority of 100 percent informed

Suggestions for making SMC more effective	SMC%	HT%
Training	95	100
Financial resources	95	90
Presence of members	75	90
More rights	80	85
More responsibilities to the members	100	90
Others	5	0
No response	5	0

Table 2.12

that training can increase the level of efficiency among them. 90 percent of each of them suggested that by giving responsibilities to the members, by increased participation of the members and by giving important responsibilities to the members' efficiency can be increased. Another 75 percent of them informed that by giving more powers and rights to the members, efficiency level can be raised.

Awareness about SDP
Participation in the preparation of SDP

What do you know about SDP	SMC%	HT%
Yes	5	25
No	90	60
No response	5	5
Limited Idea	0	10

Table 2.13

Did you participate in the preparation of SDP	SMC%	HT%
Yes	30	45
No	60	55
No response	10	0

Table 2.14

Table 2.13 and 2.14 shows the responses by SMC members and HT on their awareness about SDP and whether they participated in developing the SDP. About the school development plan, a majority of 90 percent of the SMC members was not aware of the plan, only 5 percent were aware about SDP and 5 percent gave no response. On participation in the preparation of the school development plan, 60 percent expressed that they have no experience of participating in the preparation of the school development plan, 30 percent informed they have and are involved in preparing the SDP and 10 percent gave no answer. Among the head teacher 55 percent were not involved in the preparation of SDP and 45 percent informed that they have an experience of participation in the preparation of SDP.

Does the school have school development plan

Table 2.14 highlights the responses by the members and HT whether their school have the school development plan. 60% of the SMC members and 65% of the head teachers said that their schools d not have the school development plan. Another 25% of the SMC members and 30% of the head teachers said that they have a SDP in their school. 5% of both SMC members and Head Teachers did to respond and 10% of the SMC members said that they do not know about it.

Does your school have school development plan	SMC%	HT%
Yes	25	30
No	60	65
No response	5	5
Don't know	10	0

Table 2.14

Problems in developing School Development Plan

Table 2.15 shows responses for the problems in developing SDP. Data reflects various problems faced by the members to prepare the school development plan. 20 percent of the SMC members felt that it is unawareness about the requirements in SDP that hinders planning, none of the members felt it is the non availability or non participation of the members which affects planning; another 40 percent however, expressed no problem in the preparation of the plan. 5 percent expressed that it is the lack of funds that hinders smooth preparation of the plan. 10 percent of the SMC members responded to lack of clarity of roles and responsibilities on their part to be a factor that can affect preparing of school development plan.

With regard to the head masters 20 percent felt that lack of awareness about the requirements of SDP becomes a drawback in planning and another 40 percent felt that there is no issue with regard to the smooth preparation

Problems in developing SDP	SMC%	HT%
Unawareness about the SDP	20	20
No Problem	40	40
No response	10	10
Lack of clarity about roles and responsibilities	10	10
Financial problems	5	5
Non availability/ participation of members	0	0
SDP wasn't developed	25	25
Don't know/ no information	20	20

Table 2.15

of the plan, 5 percent expressed that lack of funds create a barrier in the preparation of SDP, and 10 percent felt that the reason is due to lack of clarity of roles and responsibilities among the members responsible for the preparation of SDP. Awareness generation and clarity of roles and responsibilities which can significantly contribute in better preparation of SDP.

Problems in Implementation of School Development Plan

Table 2.16 shows the responses of the members and the head teachers regarding the problems in the implementation of school development plan. 60% of the members did not respond to it and 25% of the members said that they did not have any problem.

Amongst the head teachers 45% replied that they did not have any problem in the implementation of the school development plan. Another 30 percent of the teachers either did not respond or said that SDP wasn't prepared in their school (15 percent each).

Problems in implementation of school development plan	SMC%	HT%
Lack of support and coordination	5	10
Financial problem	5	5
No problem	25	45
Monitoring and evaluation	0	0
Over burden on teachers	0	0
Non participation	0	5
No response/ don't know	60	15
SDP wasn't made	5	15

Table 2.16

Training of SMC

Table 2.17 shows the responses of members and head teachers whether they have received training after becoming members of SMC. 80 percent of the SMC member and 90 percent of the head teachers informed that they have received training of SMC after they became members of SMC. 20 percent of the SMC members and 10 percent of the head teachers mentioned that they did not receive any training.

Training for SMC	SMC%	HT%
Yes	10	10
No	80	90
No response	10	0

Table 2.17

By whom was the training conducted

On being asked further about by whom was the training conducted, 65 percent of the SMC members expressed that they have received their training from the BRC/CRC, 15 percent mentioned that they have got their training from resource persons and another 20 percent said that they did not receive training from either of them. On being asked the duration after which the training was conducted, we found that the variation could be seen from school to school in the number of days after which the members were trained. The days ranged from a minimum of 20 days to a maximum of 120 days. 35 percent members expressed that they have received training after 30 days of the formation of SMC, 15 percent mentioned that they have received training after a period of 60 days, 5 percent said that they have been given training after 20 days, 5 percent mentioned that they were trained after 45 days, 5 percent said that they were trained after 50 days and another 5 percent informed that they have received training only after a period of 120 days.

Mechanism for Grievance Redressal of Teachers and Children

Table 2.18 and Table 2.19 shows the responses of members and head teachers on the mechanism that is followed for the grievance redressal of teachers and children respectively. So far grievance redressal for the teachers are concerned, 5 percent of the SMC members expressed that there is no mechanisms

Grievance redressal mechanism for teachers	SMC%	HT%
Knowledge about SCPCR/NCPCR	0	0
No mechanism	5	10
Through SMC	0	5
At school level	50	70
No response	35	0
Through BRC	10	15

Table 2.18

Grievance redressal mechanism for students	SMC%	HT%
Knowledge about SCPCR/NCPCR	0	0
No mechanism	10	0
Through SMC /community	5	15
At school level	35	30
No response	20	0
Counselling the child	30	55

Table 2.19

created for the redressal. 50% of the SMC members said that the redressal is done at school level, 35 percent did not respond and another 10 percent said that it is done through BRC. Among the head teachers, 10 percent said that no mechanisms have been created with regard to such issue and 5 percent said that it is done through the SMC. 70 percent of the head teachers said that it is redressed at school level itself. However both the members as well as the head teachers were not aware of approaching the institutions like NCPCR or SCPCR which emphasize on child rights and addresses grievances if rights are not provided to children. No responses came from the members with regard to addressing grievance redressal from teachers at the school level.

With regard to grievance redressal for children, 10 percent SMC members expressed that there is no mechanism for redressal, 15 percent expressed that it happens through SMCs and 30 percent informed that it is addressed at the school level. None of the SMC members was aware about approaching NCPCR or SCPCR with regard to such issue.

Among the head teachers, highest number of head teacher, 55 percent, responded that grievance redressal is done through counselling the child. Another 30 percent mentioned that it happens at the school level and 15 percent said it happens through SMCs.

Odisha

Source of information about the formation of School management Committee

A study of 20 schools in Odisha informs that 70 percent of the head teachers and SMC members have come to know about the school management committee during the time of their training. 15 percent of both the head masters as well as SMC members have come to know of SMCs from newspapers.10 percent of the members and 5 percent of the head teachers have come to know about SMCs from government notices. There was a single head teacher out of 20 who got the information from his colleague.

Source of information about the formation of School management Committee	SMC%	HT%
Through colleagues	5	10
Newspaper	15	15
Through trainings	70	70
Government notices	10	5

Table 1.1

Objectives of School Management Committee

Table 3.2 shows the responses of members and head teachers regarding the objectives of SMC. On the role of the SMCs from among the various kinds of responses received, 50 percent of the members and 45 percent of the head teachers felt that SMCs should aim at school development through community participation. 30 percent of the head teachers felt that the objective of SMCs is to manage the school funds. No response was received from the SMC members with regard to funds. 25 percent of both the heads and the members felt the role of SMCs is about management of the school. Another 25 percent of the heads and

Objectives of School Management Committee	SMC%	HT%
School development	50	45
Child development	20	25
Increase in enrollment	0	10
School development through community participation	45	50
School management	25	25
Roles and responsibilities of school management committees	0	5
Preparation of annual development plan	5	10
Management of school funds	0	15
Not aware	0	0

Table 3.2

20 percent members felt that the SMCs should be for development of children. 10 percent of only the head masters felt that the role of SMCs should be also to increase rate of enrolments in school. SMC members of all the 20 schools however, did not raise this concern. Only 5 percent of the head teachers and 10 percent of the SMC members thought that the role of the SMCs should be to prepare the annual development plan.

Date of Formation

Table 3.3 shows the responses regarding the date of formation of SMC. Concerning the date of formation of the SMCs it was found that 40 percent of both the heads and the members mentioned that SMC was formed on 25.3. 2011. 20 percent of the heads and the members informed to be on 24.3.2011. 5 percent of both the head masters and the SMC members told about the formation of the SMC on varied dates like 10th march, 2011, 30th June ,2011, 13th march, 2011, 28th march, 2011, 22nd march, 2011, 20th June, 2011. Almost all of them

mentioned dates that reveal that formation of SMCs have been done within a period of six months as per the rules enforced from 11.1. 2011 by the Government of Orissa, Department of school and Mass Education with regard to the formation of SMCs in schools. Only one respondent informed 27th November, 2010 which was a date before the rules were sanctioned.

Date of Formation	SMC%	HT%
25th march,2011	40	40
24th march ,2011	25	25
10th march, 2011	5	5
30th june ,2011	5	5
27th november,2010	5	5
13th march,2011	5	5
28th march, 2011	5	5
22nd marcg, 2011	5	5
20th june,2011	5	5

Table 3.3

Process of formation of SMC
Number of People present While formation

Table 3.5 and Table 3.6 shows responses of SMC on the process that was followed for the formation of SMC and number of people present while formation of SMC. It was found that 80 percent of both the head teachers as well as the SMC members informed that the members were elected from PTA and members elected the Chairperson. Only 20 percent mentioned that SMC members were elected both by the PTA and the local authority. Concerning the number present during the formation of SMCs there is again a variation from school to school. 30 percent of both the heads of the school and the members informed strength between 50 to 100. 15 percent informed strength between 251-300. Another 15 percent gave no response. 10 percent mentioned less than 50 in number and another 10 percent each revealed a number between 101-150, 151-200, 201-250.

Process of formation of SMC	SMC%	HT%
SMC members were elected from PTA and members elected the Chairperson	80	80
PTA + Local Authority	20	20

Table 3.4

Number of People present While formation of SMC	SMC%	HT%
less than 50	10	10
50-100	30	30
101-150	10	10
151-200	10	10
201-250	10	10
251-300	15	15
no response	15	15

Table 3.5

People who have attended the first meeting

Table 3.6 shows the responses regarding their presence in the first meeting. With regard to attending the first meeting of SMC a huge majority of 90 percent said that they have attended. Only 10 percent informed that they were unable to attend their first meeting as an SMC member. Concerning the meetings attended after the formation, amongst the SMC members, 55 percent attended the meetings. The number varied from a minimum of 15 to a maximum of 23. However one member attended only 2 meetings. 35 percent however, gave no response on attending meetings. With regard to the head masters of schools, a majority of 80 percent attended the meetings. The number of meetings varied from a minimum of 6 to a maximum of 23 meetings. Only 10 percent of them did not give any answer regarding attending meetings.

Have attended the first meeting	SMC%
Yes	90
No	10

Table 3.6

Issues Discussed

Table 3.7 shows the responses on the issues discussed in the meetings of SMC. Data reflects that various kinds of issues were discussed in the meeting. Among the SMC members a majority of 85 percent discussed on teachers attendance. Another 75 percent brought forth issues of school management, 75 percent on children's enrollment, 75 percent talked about parents/guardian grievances and again 75 percent on school infrastructure in the meeting. 70 percent of the members discussed about standards of teaching and another 70 percent on how to bring in children

who are out of school. 65 percent brought forth the issue of teachers posting, 65 percent on schooling of girl children and another 65 percent on mid day meals. 60 percent of the members mentioned about discussing the financial status of the school in the meeting. 55 percent of them informed about raising the issue of lack of adequate number of teachers and another 55 percent spoke on other general matters.

With regard to the head masters of the schools, 75 percent informed about teachers' attendance, 75 percent talked about school management, 75 percent raised the issue of the levels of teaching and another 75 percent talked about parents/guardians grievances. 70 percent mentioned about discussing teachers enrollment, 70 percent on school infrastructure and another 70 percent on teachers posting. 65 percent brought forth the issue of schooling of girl children and another 65 percent on enrolling children who are out of the school. Head masters were found giving no responses on mid day meals and lack of adequate number of teachers. However, the data only reveals the issues taken up in the discussions. There were no responses found with regard to decisions taken on specific matters and decisions that were not taken on matters.

Issues discussed	SMC%	HT%
Teacher's presence	85	75
School Management	75	75
Enrollment	75	70
Learning level	70	75
Guardians grievances	75	75
Financial management	60	75
School infrastructure	75	70
Teachers transfer	65	70
Girls education	65	65
Out of school children	70	65
Mid day meal	65	
Lack of teachers	55	
Others	55	
No Response		

Table 3.7

Experience of working with SMC

Table 3.8 shows the responses of SMC members and HT on their experience working with SMC. On respondents' experience of working with SMC it was found that a majority of 65 percent of both the head teachers and the members said that it was a good experience. 20 percent of both, the head masters and the members, felt it was a very good experience and for another 15 percent of both the head teachers and the SMC members it did not matter how the SMC functioned. Though none of the respondents detained themselves from answering the question but all of them at the same time remained silent about the impediments in the work progress

How was the experience of working with SMC	SMC%	HT%
Very good	20	20
Good	65	65
Doesn't matter	15	15
Impediments in work progress	0	0
Can t reply now	0	0

Table 3.8

Benefits from SMC

Table 3.9 shows the responses from the members and head teachers regarding the benefits of having SMC in the school. Regarding the advantages of having SMC in the school the respondents expressed their opinions, A majority of 75 percent of the SMC members said that the functioning of SMC has increased children's enrollment in school. Another 75 percent felt that SMC has raised teachers' motivation level. 65 percent felt that functioning of the SMC has helped in better school management. 55 percent felt that presence of SMC has also increased parents/guardians motivation to send their children to school, 55 percent felt that

Benefits from SMC	SMC%	HT%
Increase in enrollment	75	85
Out of school children	50	70
School management	65	80
Encourage parents/ guardians to send children to school	55	55
Teachers encouragement	75	60
For formulation of school development plan	50	90
Grievance redressal	55	50
Solving problems	55	75
Management of resources	40	20
Others	0	0
No response		

Table 3.9

due to SMC grievances of parents/guardians are addressed, 55 percent further felt that functioning of SMC have increased the efforts and platform for thinking alternatives or solution to the various kinds of problems faced by the school. Another 50 percent said that presence of SMC has increased the initiative of enrolling children out of school and 50 percent mentioned that because of SMC the making of the school development plan became more effective. 40 percent felt that due to the formation of the SMC, the school functioning ensures to take care of the constitutional rights and guarantees.

In the case of the head teachers, a huge majority of 90 percent felt that formation of SMC has increased the efficiency level in making plans for school development, 85 percent expressed that because of SMC children's enrollment in the school has increased. 80 percent of them said that school management has become better with the presence of SMC. 70 percent felt that it has increased the initiative of bringing in children who are already out of the school. 60 percent mentioned that it has increased teachers motivation level to teach children, 55 percent felt that it has increased parents/guardians motivation level to send their children to the school. 50 percent said that due to the functioning of SMC in the school the grievances are taken care of and another 20 percent informed that with the presence of SMC school functions and practices take place keeping in mind the constitutional rights and guarantees imparted.

Suggestions for proper functioning of SMC

Table 3.10 the responses of SMC members and HT regarding suggestions for effective functioning of the SMC. Further, the respondents provided suggestions for the better functioning of the SMC. They came up with varied responses. 75 percent of the SMC members talked about effective participation and cooperation amongst the members, 70 percent mentioned about proper maintenance/ management of funds, 40 percent suggested on support from the community/participation, 40 percent on commitment to work and another 40 percent on timely conducting of meetings, 30 percent spoke about more funds/financial rights to SMC, another 30 percent on awareness generation and training, 20 percent on allowances for the members, 10 percent on accountability to the work done and 5 percent on giving more power to head masters.

Suggestions for proper functioning of SMC	SMC%	HT%
Support from the community/participation	40	35
More funds/financial rights to SMC	30	20
Effective participation and cooperation amongst the members	75	55
Timely conduct of meetings	40	15
Proper maintenance/ management of funds	70	40
Awareness generation and training	30	45
More powers to the headmasters	5	5
Allowances for the members	20	20
Accountability	10	10

Table 3.10

Among the head teachers of the school, 55 percent suggested on effective participation and cooperation amongst the members, 45 percent on awareness generation and training, 40 percent on proper maintenance/ management of funds, 35 percent on support from the community/participation, 20 percent on more funds/financial rights to SMC, another 20 percent suggested on allowances for the members, 10 percent on accountability to the work done and 5 percent on giving more power to head masters. From the data it can be observed that both the SMC members as well as the head teachers gave less importance to the issue of accountability of their work.

Problems in Proper Functioning of SMC

Table 3.11 shows the responses in what are the problems in the proper functioning of SMC. With regard to the problems which hinders proper functioning of the SMC, 40 percent of the members felt that it happens due to lack of understanding and awareness as most

What are the problems in proper functioning of SMC	SMC%	HT%
Lack of commitment	5	5
Lack of understanding and awareness	40	20
No financial powers	0	10
Lack of participation (unavailability of the members)	20	35
Non cooperation amongst the members	10	10
Meetings not conducted on time	5	15
No special allowances for SMC members	15	15
No problem	15	15

Table 3.11

been not much educated or many times illiterates, 35 percent felt that lack of participation of the members due to their unavailability hinders the functioning of the SMC, 15 percent felt that because no allowances are given to the members they do not turn up, another 15 percent mentioned that they see no barrier in the functioning of the SMC, 20 percent felt that no cooperation amongst the members is also a reason, 5 percent said that lack of commitment of the members hinders the smooth functioning and another 5 percent mentioned that because meetings are not held in time the functioning affects.

Among the head teachers 35 percent felt that lack of participation of the members due to their unavailability hinders the functioning of the SMC, 20 percent said it is lack of understanding and awareness, 15 percent said because meetings are not held on time hence the functioning affects, 15 percent further mentioned that because allowances are not given to members they do not participate in the functioning and another 15 percent expressed that they find no barrier in the smooth functioning of the SMC, 10 percent felt that because of lack of financial powers the functioning is affected and another 35 percent felt that it is due to lack of cooperation among members. Only 5 percent felt that due to lack of commitment to work the functioning of the SMC is affected.

Suggestions for making SMC more effective

Table 3.12 shows the suggestions for making SMC more effective. Data reflects that 85 percent of the SMC members believed that training can increase the level of efficiency, 80 percent of the members said increased participation of the members, 75 percent mentioned that by giving important responsibilities to the members the level of efficiency can be increased, 70 percent of the members informed that adequate funds or financial stability can increase the effective functioning of the SMC, Only 15 percent felt that by giving more powers or rights to the members the efficiency can be increased.

Suggestions for making SMC more effective	SMC%	HT%
Training	85	90
Financial resources	70	80
Presence of members	80	70
More rights	15	55
More responsibilities to the members	75	75
Others	0	0

Table 3.12

Among the head teachers, 90 percent informed that training can increase the level of efficiency among them, 80 percent of the head teachers said that adequate funds or financial stability can increase the effective functioning of the SMC, 75 percent mentioned that by giving responsibilities to the members the level of efficiency can be increased, 70 percent felt that with increased participation of members the functions of SMC can be more effective, 55 percent expressed that by giving more rights and powers the level of efficiency can be increased.

School Development Plan

Table 3.13 an table 3.14 shows the responses of members and head teachers regarding whether the school have school development plan. 85 percent of both the head teachers and the SMC members expressed that they had and do prepare school development plan for their school. Only 15 percent of both the head teachers and the members said that they do not prepare school development plan for their school. On participation in the preparation

Does your school have school development plan	SMC%	HT%
Yes	85	85
No	15	15

Table 3.13

Did you participate in the preparation of SDP	SMC%	HT%
Yes	85	85
No	15	15

Table 3.14

of the school development plan, both 85 percent of the SMC members and head teachers expressed that they have been involved in the preparation of the plan. Only 15 percent of both the members and the heads mentioned that they did not participate in the preparation of the school development plan.

Problems in developing SDP

Table 3.15 shows the responses for problems faced by the members to prepare the school development plan. 35 percent of the SMC members felt that it is unawareness about the requirements in SDP that hinders planning, 30 percent felt it is the non availability or non participation of the members which affects planning; another 30 percent however, expressed no problem in the preparation of the plan. Only 5 percent felt training was required for planning and another 5 percent expressed that it is the lack of funds that hinders smooth preparation of the plan. No SMC member responded to lack of clarity of roles and responsibilities on their part to be a factor that can affect preparing of school development plan.

With regard to the head masters 30 percent felt that lack of awareness about the requirements of SDP becomes a drawback in planning and another 30 percent felt that there is no issue with regard to the smooth preparation of the plan, 25 percent of them felt that it is the non availability and lack of participation of the members which

Problems in developing SDP	SMC%	HT%
Unawareness About The SDP	35	30
Lack Of Clarity About Roles And Responsibilities	0	5
Financial Problems	5	20
Non Availability/ Participation Of Members	30	25
Training	5	10
No Problem	30	30

Table 3.15

hinders planning, 20 percent expressed that lack of funds create a barrier in the preparation of SDP, Only 10 percent felt that it is lack of training that affects planning and only 5 percent felt that the reason is due to lack of clarity of roles and responsibilities among the members responsible for the preparation of SDP. So training and clarity of roles and responsibilities which can significantly contribute in better preparation of SDP is not much talked about by the respondents be it the SMC members or the head masters.

Problems in implementation of school development plan

Table 3.16 highlights the problems the members face in the implementation of the school development plan. Both the SMC members and the head teachers came up with varied responses. Among the SMC members, 30 percent seemed to face no problem in the implementation of the plan, 20 percent stated that financial instability affects the implementation, 15 percent gave reasons of lack of awareness, 10 percent talked about lack of monitoring and evaluation, another 10 percent mentioned about the over burden of work on teachers and 5 percent felt it is lack of adequate participation of the members that is hampering the proper implementation of the school development plan. Regarding the head teachers 25 percent mentioned that they have no issues concerning the smooth implementation of the plan, 20 percent felt it is due to lack of adequate funds, 15 percent expressed about

Problems In Implementation Of School Development Plan	SMC%	HT%
Lack Of Awareness	15	15
Financial Problem	20	20
No Problem	30	25
Monitoring And Evaluation	10	15
Over Burden On Teachers	10	5
Non Participation	5	15

Table 3.16

lack of awareness, 15 percent said it is lack of regular monitoring and evaluation that affects the implementation of SDP and another 15 percent felt it is the lack of participation of the members that hinders proper implementation, 5 percent expressed over burden of work on the teachers being the reason for lack of proper implementation of the school development plan.

Training for School Management Committee

Table 3.17 shows the responses on the matter concerning whether they have received training to become members of SMC. 80 percent of the SMC member and 80 percent of the head teachers informed that they have received training to become SMC members. 20 percent of the SMC members and 20 percent of the head teachers mentioned that they did not receive training to become members in the School Management Committee.

Further, 65 percent of the SMC members expressed that they have received their training from the BRC/CRC, 15 percent mentioned that they have got their training from resource persons and another 20 percent said that they did not receive training from either of them. But they also did not mention from whom they have then received their training from.

Training for SMC	SMC%	HT%
Yes	80	80
No	20	20

Table 3.17

On being asked the duration of the training, variation could be seen from school to school in the number of days the members were trained. Table 3.18 shows the responses of the members on the duration after which the training was conducted. Of the members who received the training on SMC, the duration after which training for them was conducted ranged from a minimum of 20 days to a maximum of 120 days. 35 percent members expressed that they have received training after 30 days, 15 percent mentioned that they have received training after a period of 60 days, 5 percent said that they have been given training after 20 days, 5 percent mentioned that they were trained after 45 days, 5 percent said that they were trained after 50 days and another 5 percent informed that they have received training after a period of 120 days. 20 percent of the members said that they have not received any training.

After how many days was the training conducted	SMC%
20	5
30	35
45	5
50	5
60	15
120	5
No Training	20

Table 3.18

By whom was the training Conducted

Table 3.19 shows the responses on by whom was the training conducted. Among the head teachers, 90 percent mentioned that they have received their training from the BRC/CRC, 10 percent of them did not respond. Amongst the SMC members 65% of the members said that they received the training form BRC/CRC, 15% said that they received from other sources (which included NGOs or other resource persons) and 20% of the members did not respond.

By whom was the training conducted	SMC%	HT%
BRC/CRC	65	90
Some resource person	15	0
No answer	20	10

Table 3.19

Grievance Redressal mechanism for teachers and children

Table 3.20 and Table 3.21 shows the responses of members and head teachers on the mechanism that is followed for the grievance redressal of teachers and children respectively. So far grievance redressal for the teachers are concerned, 40 percent of the SMC members

Grievance redressal mechanism for Teachers	SMC%	HT%
No mechanism	40	45
Through SMC	10	20
At school level	0	0

Table 3.20

| Grievance redressal mechanism for Children	SMC%	HT%
Knowledge about SCPCR/ NCPCR	0	0
No mechanism	35	30
Through SMC	15	15
At school level	5	15

Table 3.21

expressed that there is no mechanisms created for the redressal. Only 10 percent said that it happens through the SMC. Among the head teachers, 45 percent said that no mechanisms have been created with regard to such issue and 20 percent said that it is done through the SMC. No responses came from the members with regard to addressing grievance redressal from teachers at the school level.

With regard to grievance redressal for children, 35 percent SMC members expressed that there is no such mechanism for redressal, 15 percent expressed that it happens through SMCs and 5 percent informed that it is addressed at the school level. No SMC member was aware about approaching NCPCR or SCPCR with regard to such issue. Among the head teachers, 30 percent expressed no such mechanism created for redressal for children, 15 percent said it happens through SMCs, another 15 percent mentioned that it happens at the school level.

Gujarat

Source of information regarding the formation of School /management Committee
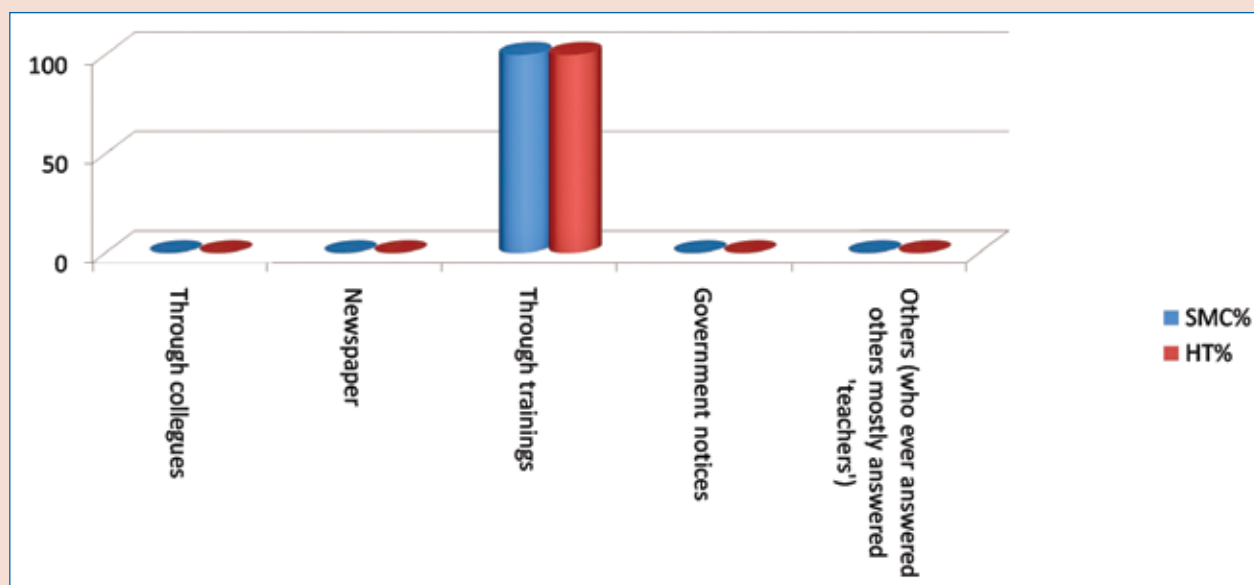
Graph 4.1

Table 4.1 shows the % of SMC member's response for the source of their information regarding the formation of School Management Committee. The table shows that 100 % of the head teachers and 100% of the SMC members have got the information about the formation of SMC only once they have attended the training. None of the head teachers interviewed answered that they have got information regarding formation of SMC through the government notices.

Source of information regarding the formation of SMC	SMC%	HT%
Through colleagues	0	0
Newspaper	0	0
Through trainings	100	100
Government notices	0	0
Others	0	0

Table 4.1

Objectives of SMC

Table 4.2 shows the responses by SMC members and the Head Teachers regarding the objectives of the school management committee. Here again each of the respondents gave multiple answers and therefore percentage of each of the answers has been analyzed separately. It can be seen that highest response from SMC members were for school development and school development through community participation. 100% of the respondents said that as per their understanding, the objective of SMC is school development and 85%

Objectives of SMC	SMC%	HT%
School development	100	65
Child development	55	10
Increase in enrollment	35	0
School development through community participation	85	0
Monitoring	0	0
Quality Education	45	80
Management of school funds	20	0
Not aware	0	0

Table 4.2

of the respondents said that the objective is school development through community participation. 55% of the respondents from SMC said that the objective is child development and 45% said that it is quality education. Whereas 80% of the head teachers said that quality education is the objective behind constituting SMC, 65% said that is was for school development. It can be noted here that none of the head teachers responded for the objective to be school development through community participation when 85% of SMC members responded to that.

Number of People present while formation of SMC

Table 4.3 shows the responses of SMC members and Head Teachers on the number of people present while the formation of SMC. Highest percentage i.e. 40% of the SMC members said that number of people present while the formation of SMC was 21-25 people only, whereas 55% of the head teachers said that the number of people present were more than 50. 25% of the head teachers said that the number of people present were 45-50. 30% of the SMC members did not respond to the question.

Number of people present while formation	SMC%	HT%
1 to 5	0	0
6 to 10	0	0
11 to 15	10	0
16 to 20	10	5
21 to 25	40	5
45 to 50	5	25
more than 50	5	55
No response	30	10

Table 4.3

Presence in the first meeting and Number of meetings after the formation

Table 4.4 shows the responses of the SMC members when asked about whether they have attended the first meeting. The responses shows that 60% of the members attended the first meeting and 40% did not attend the meeting. Table 4.5 shows the data on how many meetings have been organized after the formation of the committee, 40% of the SMC members did not respond 60% of the members said that there have been 6 to 10 meetings after the formation. 75%

Have attended the first meeting	SMC%
Yes	60
No / No Response	40

Table 4.4

Number of meetings after the formation	SMC%	HT%
No response	40	25
1 to 5	0	0
6 to 10	60	75
11 to 15	0	0

Table 4.5

of the head teachers as well answered the number of meetings between 6 to 10. 25% of the head teachers did not respond.

Experience of working with SMC

Table 4.6 and Graph 4.6 show the responses of SMC and Head Teachers on how was their experience on working with the School Management Committees. The responses for it were not as good when compared to Rajasthan where 65% of the head teachers said that it was very good experience working with the SMC and another 45% of the head teachers said that it was good working with the SMC. Unlike Rajasthan, only 55% of the head teachers replied that it was good working with the SMCs. None of the head teachers said that it was a very good experience. 40% of the Head teachers said that presence of SMC doesn't matter. Responses from SMC show that only 10% and 25% of the SMC members said that they had a very good and good experiences respectively and 35% said that they can't reply now as it's too early to know.

How was the experience of working with SMC	SMC%	HT%
Very good	10	5
Good	25	55
Doesn't matter	25	40
Impediments in work progress	5	0
Can t reply now	35	0

Table 4.6
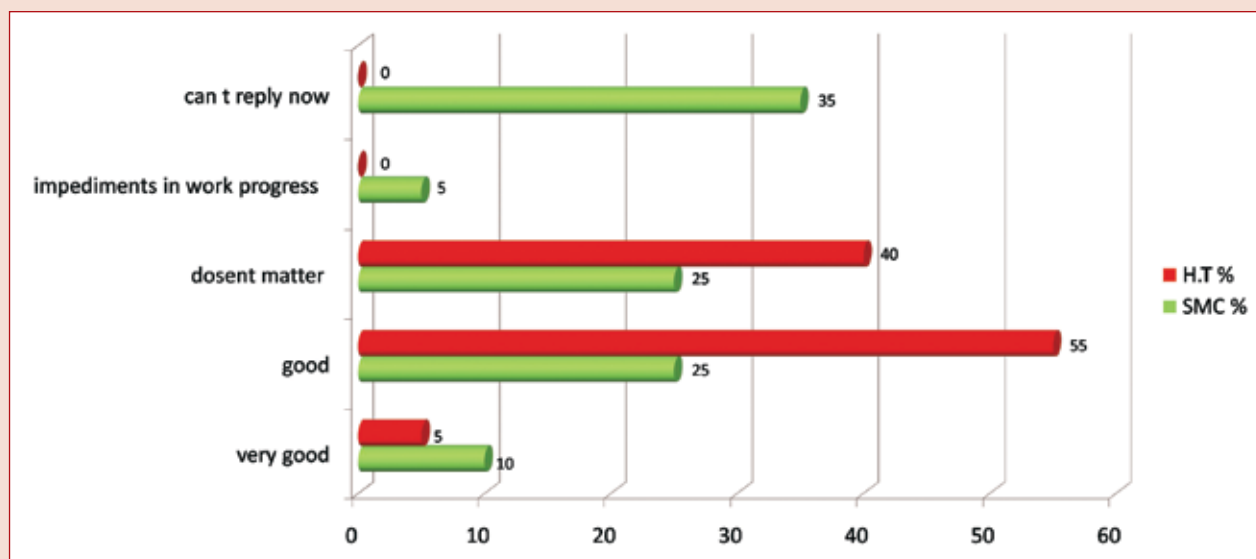
Graph 4.6

Problems in proper functioning of SMC

Table 4.7 shows the responses of SMC members and Head Teachers when asked about the problems in proper functioning of the committee. Data shows that 85% of the head teachers and 85% of the members answered lack of awareness and understanding as a major problem in the proper functioning of SMC. 70% of the SMC members and 35% of the head teachers said that lack of participation is one of the major problems in the proper functioning of SMC. 25% of the SMC members and 35% of the head teachers have also mentioned lack of special allowance for the members of SMC. Here, it would be important to mention that during the interviews, many of the SMC members and head teachers said that it becomes difficult for the parents to attend the meeting as most of them are daily wage workers and it becomes difficult for them to let go off even a day's income.

Problems in proper functioning of SMC	SMC%	HT%
Lack of commitment	15	40
Lack of understanding and awareness (illiterates)	85	85
No financial powers	25	0
Lack of participation (unavailability of the members)	70	35
Non cooperation amongst the members	40	0
Meetings not conducted on time	15	0
No special allowances for SMC members	25	35

Table 4.7

Suggestions for proper functioning of SMC

After looking at the problems in the proper functioning of SMC, the respondents were asked about the suggestion to make SMC more efficiently functional. Table 4.8 shows responses of SMC and Head Teachers when asked for suggestions for making SMC more efficiently functional. The responses show that 80% of the members and 60% of the head teachers said that SMC should comprise of more number of literate parents. It is to be noticed that lack of awareness has been given as one of the major reasons behind

Suggestions for proper functioning of SMC	SMC%	HT%
Infrastructural Development	5	15
More number of teachers	0	20
More Literate Parents	85	60
No response	10	5

Table 4.8

inefficient working of SMC and literate members is given as a major suggestion for proper functioning of SMC. Thus, proper functioning could be made possible by training the members regarding the functions, roles and responsibilities of SMC. Another 20% and 10% of the head teachers said that there should be more number of teachers in the committee to make it more efficient and there should be better infrastructural facilities respectively.

Awareness regarding School Development Plan

Table 4.9 shows the responses of SMC members and H.T whether they know what a school development plan is. 65% of the head teachers and 30% of the SMC members knew what school development plan is. 70% of the members and 25% of the head teachers had limited idea about SDP. 10% of the head teacher did not respond.

| Do you know about SDP	SMC%	HT%
Yes	30	65
No	0	0
No response	0	10
Limited Idea	70	25

Table 4.9

Problems in developing SDP

Table 4.10 and Graph 4.10 shows responses of SMC members and H.T about the problems in developing SDP. Data shows that 65% of the head teachers see non participation of members as a problem in development of SDP. 45% of the head teachers also see lack of clarity of roles and responsibility as a major problem in developing SDP. 35% of the SMC members did not respond and another 25% said that there is no problem in the implementation of the school development plan. 25% of the members said that unawareness about SDP is and 15% of the SMC members said that lack of clarity about the roles and responsibility is the problem in developing the School Development Plan.

Problems in developing SDP	SMC%	HT%
Unawareness about the SDP	25	30
No Problem	25	30
No response	35	10
Lack of clarity about roles and responsibilities	15	45
Financial problems	5	0
Non availability/ participation of members	5	65
Training	5	0

Table 4.10
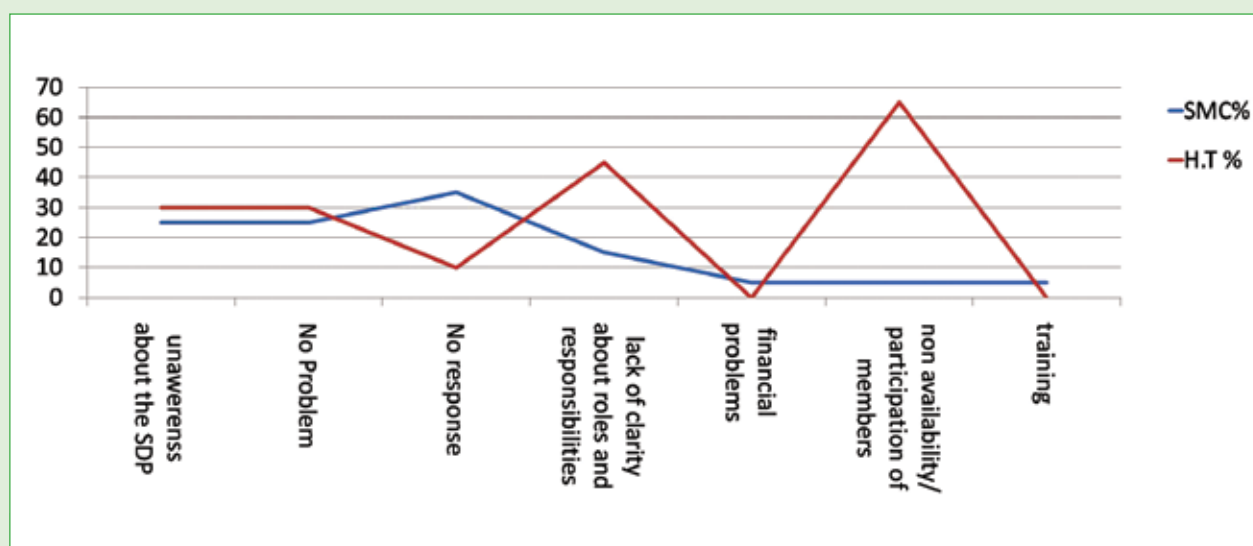
Graph 4.10

Participation in the formation of SDP

Table 4.11 shows responses of SMC and H.T for the question whether they participate in the preparation of SDP. 90% of the H.T said that they participated in the development of SDP and 10% of the H.T did not respond to it. 70% of the SMC members also said that they participated in developing the plan.

Looking at the responses from the members about the problems they faced in developing SDP, 40% of the members either did not respond or said that the problem was unawareness about the SDP which means that even when 70% of the people were present while developing the plan, many of them didn't have much idea about it. 30% of the SMC members did not respond and it can be interpreted as they didn't know what SDP is. It gives a picture that though the participation of people in developing SDP might look good at one glance, but the unawareness is very high.

Did you participate in the preparation of SDP	SMC%	HT%
Yes	70	90
No	0	0
No response	30	10

Table 4.11

Problems in implementation of School Development Plan

Table 4.12 shows the responses from SMC members and H.T regarding the implementation of SDP. There were multiple responses from the respondents. 70% of the H.T and 65% of SMC members said that lack of awareness is the biggest problem in the implementation of SDP. 45% of SMC and 45% of H.T responded saying lack of support and coordination is one of the problems in the implementation of SDP. 5% of the SMC members 5% of the head teachers said that overburden on teachers is one of the problems in implementation of SDP. 20% of the head teachers said that there is no problem in the implementation of SDP.

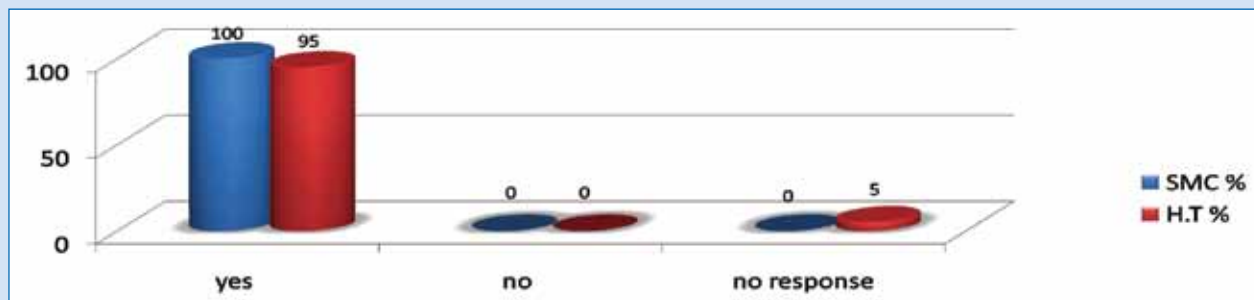| Problems in implementation of School Development Plan	SMC%	HT%
Lack of awareness	65	70
Lack of support and coordination	45	45
Financial problem	5	0
No problem	0	20
Monitoring and evaluation	0	0
Over burden on teachers	5	5

Table 4.12

Training of SMC

Table 4.13

Table 4.13 shows the responses of SMC members and H.T when they were asked if they have received any training on School Management Committee. It is interesting to see that 100% of the members and 95% of the H.T said that they have received the training. Even after the training, most of the responses for questions were that there is a lack of awareness amongst the members and it leads to the inefficient functioning of the committee.

By whom was the training conducted

Table 4.14 shows the responses of SMC and H.T on by whom was the training conducted. 90% of the SMC members and 95% of the H.T said that the training was done through BRC/CRC. 10% of the members and 5% of the H.T did not respond to the question.

By whom was the training conducted	SMC%	HT%
BRC/CRC	90	95
No response	10	5

Table 4.14

By whom was the training conducted

Table 4.15 shows the responses of SMC and H.T on after how many days was the training conducted. 90% of the H.T and 15% of the SMC members said that it was conducted after 6 months of the constitution. 25% of the members did not respond. It can be noted here that though 100% of the SMC members said that training was conducted and still didn't know the duration after which the training was conducted.

After how many days was the training conducted	SMC%	HT%
2 months	55	0
6 months	15	90
after 1 year	5	0
no response	25	10

Table 4.15
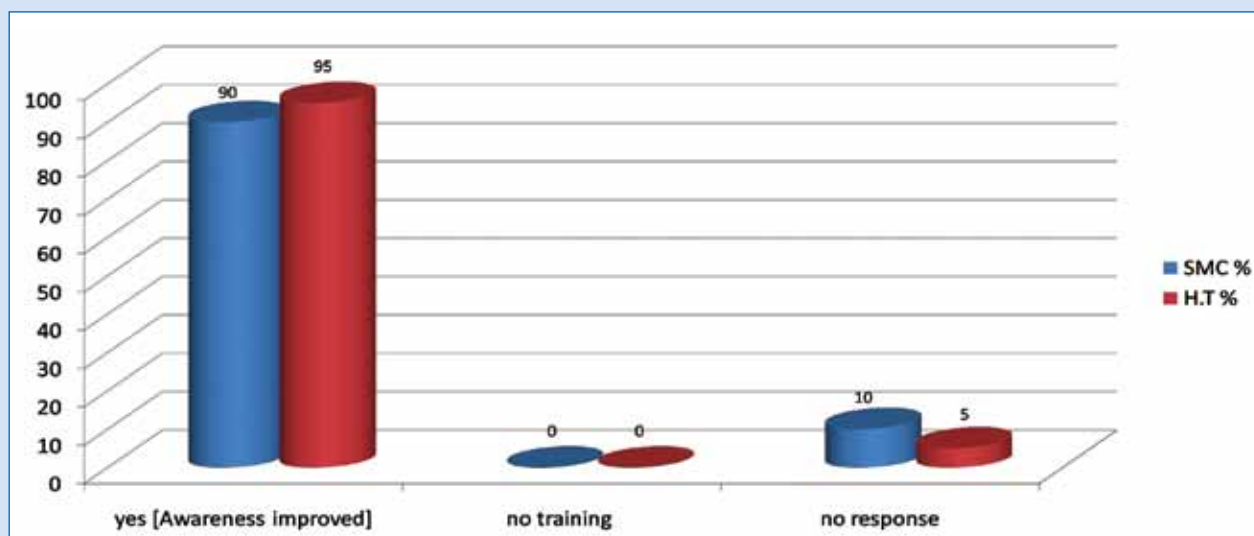
Benefits from the training

Table 4.16

Table 4.16 shows the responses by the members and H.T on whether they were benefited by the trainings on SMC. 90% of the SMC members and 95% of the Head Teachers said that they were benefited by the trainings as it improved their awareness. 10% of the members and 5% of the H.T did not respond.

Mechanism of Grievance redressal for teachers

Graph 4.17(a) and (b) and Table 4.18 shows the responses of the SMC members and H.T on what mechanism do they follow for grievance redressal of teachers and children respectively. Table 1.1 shows that 90% of the SMC members said that grievances of teachers

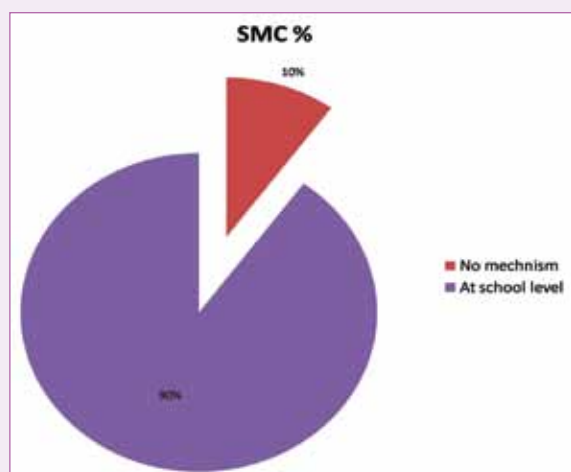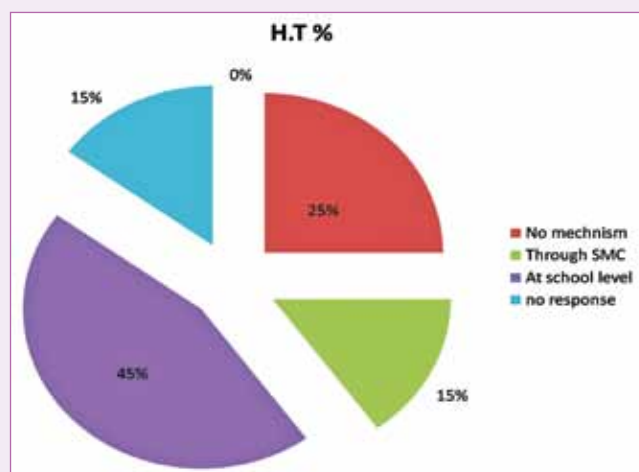| Grievance redressal for teachers	SMC%	HT%
No mechanism	10	25
Through SMC	0	15
At school level	90	45
No response	0	15

Table 4.18

Chart 4.17(a)

Chart 4.17(b)

are dealt at the school level itself and 45% of the H.T also said so. 10% of SMC and 25% of H.T said that there is no mechanism for redressal of grievances of teachers. None of the members or head teachers knew about National Commission for Protection of Child Rights or State Commission for Protection of Child Rights.

Mechanism for Grievance redressal for students

Table 4.19 shows the responses of members and H.T regarding the mechanism they follow for redressal of grievances of children. 85% of the members and 60% of the H.T said that it is solved at school level itself. 15% of the head teachers said that the redressal is done through SMC whereas 15% of them said that there is no mechanism for redressal of child's grievances. 10% of the members said that the redressal in done through SMC. Here too, it was found that none of the members as well as the head teachers had knowledge about national commission for protection of child rights and state commission for protection of child rights.

Grievance redressal for students	SMC%	HT%
Knowledge about SCPCR/NCPCR	0	0
No mechanism	0	15
Through SMC / community	10	15
At school level	85	60
No response	5	10

Table 4.19

Bihar

Source of the information about the formation of School management Committee

Table 5.1 shows the responses from SMC members and head teachers regarding the information about the formation of school management committee in the state of Bihar. Study of SMC in 20 schools of this particular state informs that 40 percent of the SMC members have come to know about the school management committee from teachers, 25 percent SMC members have come to know of it from government notices, 15 percent of the members have come to know of it from their colleagues, 10 percent from newspapers and another 10 percent during the time of their trainings. In case of the head teachers, 50 percent of them responded that they have come to know of the SMCs during the time of their training, 30 percent of the head teachers have come to know about it from government notices. 10 percent of them from newspapers and 5 percent of them came to know about it from teachers.

From where did you get the information about the formation of School management Committee	SMC %	HT%
Through colleagues	15	0
Newspaper	10	10
Through trainings	10	55
Government notices	25	30
Others (Teachers or NGOs)	40	5

Table 5.1

Objectives of School Management Committee

Table 5.2 shows the responses by SMC members and the Head Teachers regarding the objectives of the school management committee. Data reveals that 45% of the SMC members and 40% of the Head Teachers answered 'school development' as one of the objectives of formation of SMC.40% of SMC members and 35% of the head teachers said that the objective of SMC is school management. only 5% of SMC members and 30% of head teachers said that objective of formation of SMC is 'school development through community participation'. Also, very low percentage, 10% of SMC members and 5% of head teachers replied 'preparation of school development plan' as an objective for the formation of SMC.

Objectives of SMC	SMC %	HT%
School development	45	40
Child development	0	0
Increase in enrollment	15	5
School development through community participation	5	30
School management	40	35
Monitoring	35	30
Preparation of annual development plan	10	5
Quality Education	25	40
Not aware	10	0

Table 5.2

Number of people while formation

About the number present during the formation of SMCs there is a variation from school to school. Table 5.3 shows that 40 percent of the members informed strength between 6-10. 20 percent informed

Number of people present while formation	SMC %	HT%
1 to 5	15	5
6 to 10	40	50
11 to 15	5	5
16 to 20	20	30
21 to 25	5	0
45 to 50	5	10
No response	10	0

Table 5.3

strength between 16-20. Another 15 percent talked of a number between 1-5 and another 5 percent each revealed a number between 11-15, 21-25 and 45-50. In comparison to Orissa the numbers present during the formation of the SMCs in schools is very low. Where the highest range in Orissa is between 251-300, the highest range in Bihar is between 45-50. Where the lowest range in Orissa is less than 50, the lowest in Bihar is between 1-5, which unlike Orissa depicts a very low level of participation witnessing the process of the formation of SMCs in schools. It is also to be noticed that SMCs in Bihar has been formed on Adhoc basis in which elections have not been undertaken. This could be one of the reasons behind the low participation but it one looks at the data (Table 5.5), it can be seen that 60% of the SMC members did not respond which also shows the limited participation in the school management committee.

Number of people who attended the first meeting

Table 5.4 and table 5.5 shows the number of people present in the first meeting and number of meetings after the formation. With regards to attending their first meeting a huge majority of 95 percent said that they have attended. Only 5 percent informed that they were unable to attend their first meeting as a SMC member. Regarding the meetings attended after the formation, among the SMC members, 60 percent did

Have attended the first meeting	SMC %
Yes	95
No	5

Table 5.4

Number of meetings after the formation	SMC %	HT%
No response	60	50
1 to 5	35	15
6 to 10	5	30
11 to 15	0	5

Table 5.5

not respond to whether they have attended the meetings or not. With regard to the rest, the range varied from a minimum of 1-5 meetings to a maximum of 11-15 meetings. Among the SMC members 35 percent attended 1-5 meetings and only 5 percent attended to 6-10 meetings. With regard to the head masters of schools, 50 percent again gave no response on meetings they attended. 30 percent of them attended meetings between 6-10, 15 percent between 1-5 and 5 percent between 11-15. Unlike Orissa, the number of meetings held is comparatively much less in the schools of Bihar.

Issues Discussed

Data reflects different issues addressed in the meeting. Table 5.6 shows that among the SMC members unlike Orissa, a majority of 60 percent discussed on issues related to mid day meals. Another 50 percent spoke on the infrastructure. 35 percent discussed on the issue of lack of adequate number of teachers, 30 percent raised the issue of the levels of learning in the school, 25 percent spoke on teachers attendance and another 25 percent talked about children's enrollment, 20 percent on financial status of the school and another 20 percent on school management, 15 percent on other general issues and another 15 percent did not respond to the kind of discussions they have in the meetings. 10 percent of them discussed on teachers posting and only 5 percent of them raised issues about parents/guardians grievances in the meeting. Ironically, not a single member of any of the 20 schools studied responded on the education of girl children despite data showing that female members are higher in number in SMC in comparison to male members.

Issues discussed	SMC%	HT%
Teacher's presence	25	10
School management	20	50
Enrollment	25	50
Learning level	30	15
Guardians grievances	5	10
Financial management	20	25
School infrastructure	50	25
Teachers transfer	10	0
Girls education	0	5
Mid day meal	60	25
Lack of teachers	35	5
Others	15	10
No Response	15	10

Table 5.6

Among the head teachers, 50 percent of them discussed on school management and another 50 percent of them spoke

on increasing children's enrollment, 25 percent said they talk on increasing the financial stability of the school, 25 percent said they discussed on issues of mid day meals and another 25 percent spoke on issues concerning the school infrastructure. 15 percent spoke on the levels of learning in the school, 10 percent on teachers' attendance, 10 percent on other general issues and another 10 percent did not respond on the issues they discuss in the meetings. 5 percent spoke on educations of the girl children, 5 percent spoke on enrollment of children who are out of the school and another 5 percent raised the issue of inadequate number of teachers in the school. No head teacher responded on teachers posting.

Suggestions for making SMC more effective

The respondents provided suggestions for the better functioning of the SMC. They came up with diverse responses. Table 5.7 shows that 75% of the SMC members and 85% of head teachers suggested training for making SMC more effective. Second suggestion, 45 % of the SMC members gave was participation of members and 35% suggested more responsibilities to be given to the members for better functioning of SMC.

Among the head teachers, 40% suggested that more responsibilities must be given to the members and 35% of the head teachers said that financial resources must be allocated for proper functioning of SMC.

Suggestions for making SMC more effective	SMC%	HT%
Training	75	85
Financial resources	25	35
Participation of members	45	20
More rights	5	0
More responsibilities to the members	35	40
Others	0	0
No response		

Table 5.7

Knowledge about School Development Plan

Concerning the school development plan unlike, all the respondents (Head teachers and the SMC members) were not aware of such plan. Table 5.8 shows that 60 percent of the members were unaware about the plan, 25 percent of them did not give any response, 10 percent of them informed that they are aware of SDP and 5 percent of the members expressed that they have only a limited idea about such plan. So far the head masters were concerned, 40 percent of them expressed that they were aware about the plan, 25 percent of them gave no response, 20 percent of them were not aware about SDP and 15 percent of them said that they have minimal idea about the plan. It was seen

What do you know about SDP	SMC%	HT%
Yes	10	40
No	60	20
No response	25	25
Limited Idea	5	15

Table 5.8

that 85% of the SMC members either did not have idea or did not respond and the members who did not respond also seemed to never have heard about the school development plan. Even for head teachers, 45% of them were either not aware or did not respond.

Whether the school has School Development Plan

On whether they have or do prepare the SDP or not, Table 5.9 shows that 25 percent of the members said they do have school development plan, 40 percent said they do not have such plan and another 35 percent gave no response. With regard to the head teachers, 60 percent mentioned that they do not have or prepare school development plan, 30 percent said that they do and 10 percent gave no answer on the issue.

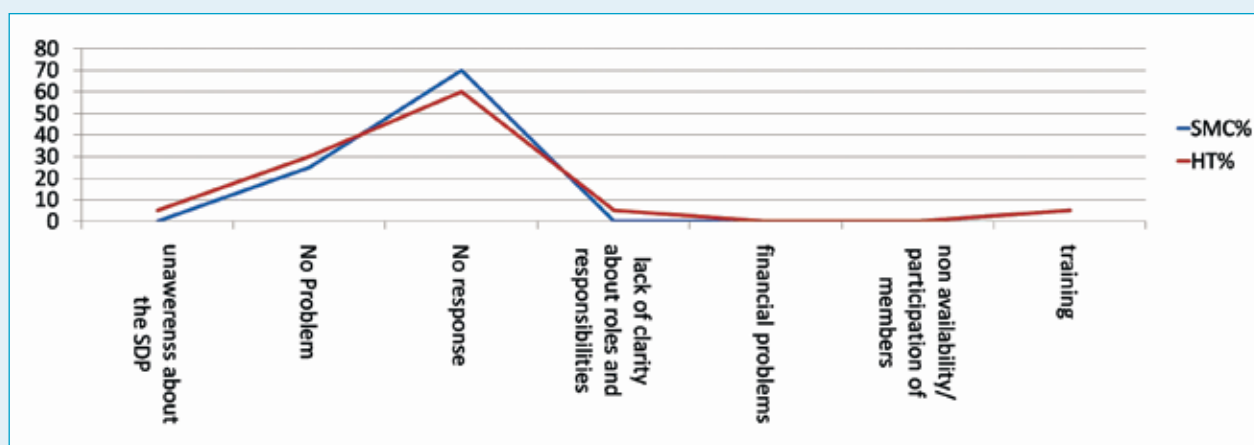| Does your school have school development plan	SMC%	HT%
Yes	25	30
No	40	60
No response	35	10

Table 5.9

Participation in preparation of SDP

On participation in the preparation of the school development plan, Table 5.10 shows 60 percent of the SMC members gave no response to whether they are involved in the making of SDP or not. 20 percent expressed that they have no experience and another 20 percent said they have and were involved in preparing the SDP. Among the head masters, 65 percent said that they do not have and were therefore not involved in the making of school development plan, 30 percent informed that they have and do prepare SDP and 5 percent gave no answer.

Did you participate in the preparation of SDP	SMC%	HT%
yes	20	30
No	20	65
No response	60	5

Table 5.10

Problems in developing SDP

Graph 5.11

Table 5.11 highlights a range of problems faced by the members while preparing the school development plan. 70 percent of the SMC members gave no response, 25 percent said they have no problem or they are not in a position to talk about the problems because they do not have or prepared school development plan for their school. Only 5 percent said that due to lack of training they face hindrances in the preparation of the plan. Not a single member referred to problems of unawareness about what is to be planned as part of SDP, on financial problems and on lack of clarity about roles and responsibilities.

Among the head teachers, again 60 percent gave no response, 30 percent said they have no problem or they are not in a position to talk about the problems because they do not have or prepared school development plan for their school, 5 percent stated unawareness about what is to be planned as part of SDP as a limitation, another

Problems in developing SDP	SMC%	HT%
Unawareness about the SDP	0	5
No problem	25	30
No response	70	60
Lack of clarity about roles and responsibilities	0	5
Non availability/ participation of members	0	0
Training	5	5

Table 5.11

5 percent said that lack of adequate training is responsible for improper preparation of plans. However, none of the heads responded on unavailability of members being the obstruction in the preparation of SDP.

Problems in implementation of school development plan

Table 5.12 shows the responses which further identifies the problems the members face in the implementation of the school development plan. 60 percent of the SMC members gave no response, 30 percent said they have no problem in the implementation process, 5 percent stated lack of awareness and another 5 percent stated lack of support and coordination as the reasons. No concern was expressed regarding financial problems and monitoring and evaluation, workload on teachers and non participation of the members.

Regarding the head masters, again 70 percent gave no answer on the issue, 10 percent said they have no problem in implementation, and only 5 percent spoke of financial problems. However, none of the heads responded on factors like lack of awareness, lack of support and coordination, over burden of work on teachers and non participation of the members responsible for hindering smooth implementation of the school development plan.

Problems in implementation of school development plan	SMC%	HT%
Lack of awareness	5	0
Lack of support and coordination	5	0
Financial problem	0	5
No problem	30	10
Monitoring and evaluation	0	0
Over burden on teachers	0	0
Non participation	0	
No response	60	70

Table 5.12

Training for SMC

Table 5.13 shows responses of members and teachers on whether they have received training. Regarding their training for running SMC as members, 55 percent of the SMC members and 70 percent of the head teachers informed that they have received training. 45 percent of the members and 30 percent of the head masters said that they have not acquired any training.

Training for SMC	SMC%	HT%
Yes	55	70
No	45	30

Table 5.13

By whom was the training conducted

Of the members who received training, further, 40 percent of the members did not specifically mention from where they have received their training, 30 percent gave no response, 15 percent have got their training from BRC/CRC, 10 percent have got it from the head teachers, 5 percent have received it from resource person. With regard to the head teachers, 30 percent again did not mention from where they have received their training from, 30 percent said they have got the training from BEP, 20 percent of them from resource person, 15 percent of the heads gave no response and 5 percent said they have received their training from BRC/CRC.

By whom was the training conducted	SMC%	HT%
BRC/CRC	15	5
Some resource person	5	20
No	40	30
BEP	0	30
Head Teacher	10	0
No response	30	15

Table 5.14

After how many days was the training conducted

On asked the duration of their training, variation could be seen from school to school in the number of days. Table 5.15 shows that the days ranged from a minimum of 15 days to a maximum of 8 months. 15 percent members expressed that they have received training after 2 months, 10 percent mentioned that they have received training after a period of 1 month, 10 percent stated 5 months and another 10 percent said that they have been given training after 6 months, 5 percent mentioned that they were trained after 15 days and another 5 percent gave

After How Many Days Was The Training Conducted	SMC%	HT%
No Trainings	45	40
15 Days	5	5
1 Month	10	20
2 Months	15	15
5 Months	10	10
6 Months	10	0
8 Months	0	5
Before Constitution Of SMC	0	5
No Response	5	0

Table 5.15

no response. Among the head teachers, 20 percent got training after a month, 15 percent of them after 2 months, 10 percent of them after 5 months, 5 percent after 15 days, 5 percent after 8 months and another 5 percent said that they have received training before SMC was constituted though they did not stated the duration.

Benefits from the training

Table 5.16 shows the responses from SMC members and head teachers regarding benefits from the training.45 percent of the SMC members and 45 percent of the head teachers expressed that they did benefit out of the training. 35 percent of the SMC members and the head teachers mentioned that the training was of no help to them. 20 percent of each did not respond.

Benefits from the training	SMC%	HT%
Yes	45	45
No	35	35
No response	20	20

Table 5.16

Mechanism for Grievance Redressal of teachers

Table 5.17 shows the responses regarding grievance redressal for teachers. It shows 40 percent of the SMC members stated that grievances are addressed at the school level, 40 percent gave no response, 15 percent of the SMC members expressed that it is done through the SMC/community. 5 percent said that there are no mechanisms created for the redressal. Among the head masters, 75 percent said the issue is addressed at the school level, 15 percent gave no response, 5 percent said that there are no mechanisms created for the redressal and another 5 percent informed that it happens through the SMC/community.

Grievance Redressal for teachers	SMC%	HT%
No mechanism	5	5
Through SMC	15	5
At school level	40	75
No response	40	15

Table 5.17

Mechanism for Grievance Redressal for students

Table 5.18 shows the responses 45 percent, with regard to grievance redressal for children, SMC members expressed that it is addressed at the school level. 35 percent gave no response, 15 percent said it happens through SMC/community and 5 percent mentioned that there is no such mechanism for redressal. This is because teachers meet parents individually and solve their problems at their own level and also the matter is dealt by scolding the children so that teachers' problems lessen in school. With regard to the head teachers, 80 percent stated that it happens at the school level, 15 percent said it happens through SMC/community and 5 percent gave no response. None of the head teachers brought forth the lack of any mechanism aspect for redressal because of which the grievances remain unattended. However, again both the members as well as the head teachers were unknown about the institutions like NCPCR or SCPCR which are for child rights and addresses grievances they are not provided to children.

Grievance Redressal for students	SMC%	HT%
Knowledge about SCPCR/NCPCR	0	0
No mechanism	5	0
Through SMC / community	15	15
At school level	45	80
No response	35	5

Table 5.18

Comparative Analysis of Five States

Studying SMC in five states gives an overall picture of the status of functioning of School Management Committees. Although different states shows different level of functioning of the committees in particular aspects but if one looks at the overall performance of SMC, it remains same for most of the states that have been studied.

It also becomes important to look at different aspects in which states have been performing differently, and if certain states are performing better than others in any particular aspect, it becomes important to look at the reason behind it being better than others.

The study, at first, tries to look at the method of information dissemination regarding the formation of SMC. It tries to understand the extent to which government has taken steps towards timely formation of SMC and what role has the government played in making the SMC functional. Data reflects that in Uttar Pradesh and Rajasthan, high percentage of teachers have received government notices regarding the formation of SMC. In Rajasthan, 80% of the teachers received government notice and 75% of the SMC members have got to know about the formation of SMC through teachers . In Uttar Pradesh too, 70% of the teachers received government notice. In rest of the three states, Gujarat, Bihar and Odisha, most of the teachers and SMC members came to know about the formation of SMC in the trainings which were either given by the government or by other sources, mainly NGOs. Data reveals that in Gujarat,100% of the members as well as the teachers got information regarding the formation of SMC in training. In Odisha as well, the percentage of members and head teachers' source of information being training is as high as 70%.

After looking at the source of information, study tries to look at the understanding of SMC members as well as the head teachers regarding the objectives for formation of SMC. Data reveals that in Rajasthan, Gujarat and Bihar, highest percentage of the teachers replied working for ' Quality Education' as the most important objectives of SMC. In Gujarat, 85% of the SMC members replied 'school development through community participation' as a major objective of SMC where as 80% of the teachers replied the objective to be 'Quality Education'. In Odisha, highest percentage of reply by the teachers and SMC members was for ' School development through community participation' as one of the objectives of formation of SMC. In U.P too, the highest percentage of reply by the teachers as well as SMC members was for 'school management'. It is to be noted that in Gujarat, and Odisha, 45% and 85% of SMC members replied ' School management through community participation' as the objective of SMC, respectively being highest in both the states. It is also to be noted that in none of the five states, the percentage of people (both SMC members and teachers) went more than 10% for the objective ' development of school development plan'.

Study also looks at the participation level both while the formation of SMC and after the formation of SMC. Data reveals that the participation level while the formation of SMC differs for different states. It can be seen that except Odisha, other four states namely Rajasthan, Bihar, Uttar Pradesh and Gujarat shows low level of participation of parents while the formation of SMC. It is also to be pointed that Bihar shows the least level of participation of parents while the formation of SMC. Odisha shows 30% of the respondents replying that the presence was between 50-100 people while formation. Another 45% (SMC members as well as Head Teachers) said that the number of people present was between 100-300. This presence is very high as compared to rest of the sates. In U.P, 65% of the respondents said that the participation was between 10-40,in Bihar, 100% said that it was as low as between 1-10 in Bihar. data also shows the level of participation by looking at the participation of people in the meetings. Data reveals that in all the states, number of people present in the first meeting of

SMC was very high. it can be seen that in all the states, number of respondents who attended the first meeting was above 80%, Bihar having this percentage as high as 95%. Odisha too, shows the participation as high as 90%. At the same time it is also important to know how many people participated in the meetings after the first meeting. It respondents were asked about the number of meetings that they have attended after the formation of SMC. It was seen that in Odisha, 80% of the respondents attended meetings after the formation, number of meetings ranging from 6 to 23. Unlike Odisha, rest of the states show very low participation of the members in the meetings after the formation. In Rajasthan, 55% of the SMC members either did not respond or said that there hasn't been meetings held which could mean that either the meetings did not happen or the members did not attend. In Bihar and Gujarat, the percentage of respondents who did not respond to the question regarding the number of meeting after the formation was too high. In Gujarat, 40% of the members did not respond and Bihar this percentage is as high as 60%. In Gujarat, 60% of the members answered the number of meetings after the formation between 6-10. In Bihar, 35% of the members answered 1-5 meetings held after the formation of SMC. It can be noted that Odisha shows good level as far as participation of the members is concerned.

On being asked about the experience of working with SMC, high percentage of teachers (ranging from 80 to 100%) from Rajasthan, U.P, Bihar and Odisha, head teachers replied that the it was good experience working with SMC. Only in Gujarat, the experience of head teachers hasn't been good as per the responses. Similar responses have been recorded for SMC members as well. In all the states other than Gujarat, members have had a good experience working with SMC.

On the question regarding benefits from SMC, highest responses were for increase in enrollment and school management. In U.P and Gujarat, 100% and in Gujarat 95% of the head teachers said that SMC helps in formation of school development plan. In Odisha, 75% of SMC members said that SMC helps in encouraging teachers. Even 60% of the head teachers from Odisha said that SMC helps in encouraging teachers.

The study also tried to bring out the problems in the proper functioning of SMC. Data reveals that in all the states, highest number of reply for the problem regarding proper functioning of SMC was 'lack of awareness amongst the members' regarding the roles and responsibilities of SMC and another highest number of reply being ' lack of participation of the members' in the committee meetings and activities. In three of the states (U.P, Gujarat and Rajahtan), responses show that ' no special allowance for SMC' is also amongst the problems in the proper functioning of SMC. After discussing the problems in the proper functioning of SMC, study further tries to discuss and bring out suggestions for proper functioning of SMCs. the responses shows that in all the states, highest percentage of reply for more effective functioning of SMC stands for more ' training'. In all the states, 'training' was response given by more than 75% of the SMC members for making SMC more effective. In Odisha, U.P and Bihar, more than 85% of head teachers as well suggested training as a way for more effective functioning of SMC. In U.P,100% of the SMC members also said that more powers must be given to the SMC for making SMC more effective. In Rajasthan and Odisha as well, more than 75% of the SMC members have suggested that more powers must be given to the SMC members to make SMC more effective. Respondents from U.P and Odisha also showed more than 75% of the members and head teachers suggested more financial powers to SMC for better and more effective functioning of SMC.

Study also tries to bring out the level of awareness amongst the members as well as the head teachers regarding the School Development Plan. Data reveals that head teachers from Odisha and Rajasthan are aware about SDP where as the awareness regarding this is also high amongst SMC members in Odisha. In states other than Odisha, the awareness regarding SDP is very low amongst the members. awareness amongst the teachers is also very low in U.P, Bihar and Gujarat but slightly better than members. When asked to the respondents who were aware about SDP whether they participated in the development of SDP, only Odisha and Gujarat showed a significant percentage who participated in developing school development plan but since in Gujarat very low percentage knew about SDP, even if high percentage of such people participated in developing SDP, the number remained very low. Data also reveals that lack of awareness regarding SDP and also lack of participation (which is a consequence of lack of awareness) are the main problems in the implementation of SDP.

Since RTE Act has decentralized governance by giving the powers in the hand of community, it is the responsibility of the government to make the functioning of SMC more effective and efficient and one of the most facilitating

factors towards the empowerment of SMC is training. The study also tries to find out whether the government has taken step towards training SMCs. Here again, data reveals that more than 80% of the members and head teachers in Odisha, Gujarat and Rajasthan have received training. Percentage of respondents who have received training in Bihar is very low as compared to Odisha, Gujarat and Rajasthan. Only 45% of the members and head teachers in Bihar have received training. The situation in U.P is worse. Data reveals that only 10% of the members and head teachers have received trainings. Data also shows that people who received trainings said that they have benefited from these trainings. The percentage of people in Rajasthan and Gujarat who have received training is high and also that they have benefited from these trainings.

RTE Act mandated formation of State Commission for Protection of Child Rights (SCPCR) and this committee would work as an agency for monitoring Child rights. The study also tries to look at the grievance redressal mechanism that is being followed in the schools. Data reveals that in none of the states are the teachers or members aware about SCPCR. None of the respondents in all the five states responded that grievance of child is redressed by SCPCR or even information regarding denial of child rights is being informed to the commission. It can be seen that most of the grievance of children is being either solved at school level itself or there is no mechanism at all. Small percentage of respondents from states said that it is taken care by the community itself. Though Odisha have been able to do better in comparison to rest of the states but in the mechanism that it follows for redressal of grievances, it shows that there are no strong mechanism that the schools follow.

Emerging Issues of Concern

The study identified issues of concern based on the data collected. On the basis of emerging issues, a set of recommendations have been developed which would facilitate in effective functioning of School Management Committee.

Emerging issues of concern:

- There is a gap between the teachers and the students at the micro level and community and the school at the macro level that creates a major hindrance in the education of children. SMCs offer a platform for school and community to work together to create a positive impact on schooling of children since community participation is closely linked to learning outcomes. Issues of corporal punishment both physical and mental harassment, working towards bringing quality education in school and addressing varied issues and processes of discrimination against children from marginal groups was not evident from the study.

- SMCs provide space for stakeholders to come together on issues concerning education. However, unless coordinated well, there is a risk of community members and teachers having conflict of interests as evident from the study.

- Discrepancies are found in the responses of the head teachers and the SMC members as reflected through the study that shows poorly of the members elected for such crucial tasks which may negatively impact on the functioning of the SMCs. This can be due to lack of communication, lack of mutual faith and trust and varying levels of exposure to support and training.

- Meetings raising issues of concern and decisions taken on that needs to be shared with the entire community by the members of the committee for the community's active involvement in the cause, the aim which the SMC is formed. This was not evident in the states covered.

- There is gap between norms and practices due to lack of knowledge of the law among stakeholders and the community at large as evident from the study.

- There is also lack of transparency in the mechanisms to identify gaps in the overall functioning and execution of the roles of the SMC by the members as per the rules entitled by the government.

- While emphasizing on the process of formation and strengthening of SMCs, equally significant is to simultaneously strengthen local governments who constitutionally has the right to be involved in matters concerning school education. RTE do provide responsibilities to local bodies but without making them the controlling authority to manage coordinate and allocate funds and also without giving the support through creation of functionaries to handle the responsibilities. Local self governments can act as both an institution for redress and a forum for awareness. However, efforts have been sadly inadequate as reflected through the study.

- The role of SMC is critical to the extent of success of a range of tasks like school planning, identification of the different level of requirements in the school, monitoring the implementation, ensuring the attendance of all children in the neighbourhood and everyday functioning of the school. Inconsistent executions of the above tasks across states are evident from the study.

- Strong monitoring, review and assessment of the SMC is negligible in the schools as visible through the study. This is important to understand the current situation and verify whether the provisions are implemented and executed properly.

- Representation of parents specifically females from marginalized groups in the SMCs is ambiguous. The SMCs of the schools in the states where the study was conducted failed to provide transparency with regard to representation of parents and particularly female parent of children from marginal groups thus making issues of inclusion ambiguous.

- Non availability or lack of participation of the members of SMC as seen from the study is worrisome. Minimum interactions is not adequate to ensure persistent action- especially given the rigorous and crucial set of tasks the SMC has to play.

- SMCs create scope for parents and communities together to bring a change in the education system. But as visible through the study, the concern remains as members are not yet adequately prepared or equipped to carry out their roles and responsibilities.

- Lack of records of the socio-economic and educational profile of the committee members that has a direct implication for their capacity building and effective participation.

- There is need for awareness about School Development Plan and the process of preparing it. With regard to SDP there are issues raised on allocation of funds, infrastructure and other resources, but not much

- emphasis has been given on the crucial task of shaping the curriculum, teaching methods and pedagogical processes. For child centered learning, the SMCs active role with regard to the above tasks are missing in the states studied.

- States taken for the study are economically backward states of India with high rates of poverty. Hence the lack of participation and unavailability of members of the community to fulfill their roles as no special allowances are provided to them. Poverty makes them prioritize income over education. Therefore incentives need to be provided for their active involvement and participation.

- Excessive responsibilities without much power are given to the committees as seen across the states studied.

- There is a varying difference in the ways SMCs are implemented in the different states studied. The standard and intensity of the SMC in functioning varies considerably across the states.

Recommendations

- Government to make provision for awareness about SMCs within the community for understanding its significance in the context of schooling of children and also ensuring the accountability of members for systematic conduct of their roles and responsibilities.

- Government notification is important for the implementation of the functions of the School Management Committees under the Act through thoughtful and appropriate mechanisms for their capacity building and subsequent scaffolding of their actions.

- Adequate training and support to School Management Committees not only in its varied levels of implementation but also for the process of functioning and constraints faced.

- Uniformity needs to be ensured at the level of support and training for both the SMC members and the head teachers to maintain parity for the smooth functioning of the SMC. The worry remains as members are not yet adequately prepared or equipped to carry out their roles and responsibilities.

- Systematic records of the socio-economic and educational profile of the committee members needs to be prepared and maintained to assess the requirement of their capacity building for effective participation.

- Training needs to be organized and conducted for awareness, preparation and hindrances faced with regard to School Development Plans.

- Effective and transparent mechanisms needs to be developed to respond to grievances, and ensure its timely redressal.

- Increasing awareness among the members about National Commission for the Protection of Child Rights and State Commission for the Protection of Child Rights and its functions

- Ensure appropriate representations of members from the marginalized sections of the society to uphold the idea of inclusion and diversity, crucial for implementing universalization of free and compulsory education for the children in real need of it.

- Providing allowances to the members coming from socio-economically weaker backgrounds to increase their rate of participation and motivation to attend meetings and fulfill the roles given.

- The active involvement of local governments in the functioning of SMC and subsequently their capacity building for the tasks.

- Transparency in allocation of powers to the members of SMC.

- Capacity building for SMC for quality teaching- to be able to appreciate varied approaches and methods of teaching and recognize innovative pedagogy to improve learning outcomes. Also be directly involved in the assessment/evaluation process of the children.

- Mutual trust between teachers and community members need to be built and maintained to avoid serious oppositions. Selection of members appropriate of such a task with the right attitude hence becomes crucial.

- It is essential to ensure that states recognize its duty and responsibility for the community based institutions so that roles and responsibilities are streamlined well with clarity for its uninterrupted execution.

- SMCs need to evolve as the guardian institution for elementary education with active participation in school management for improvement.

ANNEXURE:
SCHOOL MANAGEMENT COMMITTEE MODEL RULES*

Its formation and functions

- Every school, other than one unaided by government or local authority, shall constitute a School Management Committee (SMC). The committee will be newly formed every two years.

- There will be 15 members in the SMC, of which three-fourth, or 11 members, shall be parents and guardians of children. Fifty percent members shall be women

- The four core members of the committee will be:
  a) An elected representative of the local authority, chosen by the Panchayat

  b) A nurse or midwife, chosen by the teachers of the school

  c) One chosen by the district magistrate

  d) The principal or headmaster of the school, and in his absence, a senior teacher

- Among the members, proportionate representation shall be given to parents and guardians of children belonging to disadvantaged group or weaker section of the society

- The selection of members of the SMC shall be done in an open meeting, with everyone's approval. Parents or guardians of at least one child, of each class, should be present in the meeting

- The SMC will, for the purpose of its functioning, select among the parents or guardians a chairperson and a vice chairperson

- The SMC must meet once a month and all important decisions of the meeting should be made public

Functions of the SMCs

The School Management Committee shall monitor the working of the school; prepare and develop the school development plan; monitor the utilisation of grants received from the government, local authority or any other source and for this, it may divide its members into smaller sub-groups to look after a particular area of focus.

- Devise simple and interesting ways of spreading awareness about the right of children to education among parents, guardians and local Panchayat members, as well as make them conscious of the government's responsibilities in ensuring the same

- Under section 24 and 28 of the RTE Act, a teacher should maintain regularity and punctuality in attending school, hold regular meetings with parents and guardians of students to apprise them about their regularity in attendance, ability to learn, progress in learning and any other relevant information. Also, a teacher shall not take private tuition.

- Under section 27, no teacher shall be employed in any non-educational activity, other than conducting population census, disaster relief or election duties for the local authority, or the state legislature or the parliament

- The SMC will ensure that all children, in the age group of 6-14 in the neighbourhood, are enrolled and attend school regularly

- Monitor that the standards set by the state government are met with

- Discuss and spread awareness about violation of child rights, especially the consequences of physical punishment and mental harassment of children at the Panchayat level

- Develop schemes and programmes to bring those children in the 6-14 age group, who have never attended school, or have dropped out, to school
- Identify children with special needs, assist them in procuring admission in school and aid them according to their needs. Also ensure that these children complete their elementary education
- Maintain records of the school's annual income
- Help improve the overall quality of education provided to the children
- Make arrangements for other facilities in school, such as a playground, library, safe drinking water, furniture and classrooms, among others
- Ensure good health of the students and organise health camps
- Keep an eye on students who may have dropped out, and ensure that they return and remain in school, by providing them books, interesting teaching aids and uniform, among others
- Organise regular parent-teacher meetings, and ensure that a student's report card, his or her classwork, homework, and progress in class is discussed
- Develop the School Development Plan for three years with all members' approval
- Monitor the utilisation of funds and grants received by the school from appropriate government, or local authority, or any other source
- Spread awareness about the RTE Act and child rights among the people in the neighbourhood, as well as inform them about the responsibilities of the state government, the local authority, the Panchayat, parents and guardians and teachers in this regard
- Ensure that teachers maintain regularity and punctuality in attending classes, hold regular parent-teacher meetings, are clued in to every child's presence or absence in class and his or her progress, and that they donot take private tuitions

Preparing the school development plan (Section 22)

- The School Management Committee shall start preparing the School Development Plan at least three months before the end of the year
- The School Development Plan will a three year scheme, and as a sub-scheme there will be further three annual schemes
- Salient features of the School Development Plan

    a) It shall keep a check of the admissions in each class, every year

    b) The requirement of class teachers, subject teachers and part time teachers in classes between one to five, and six to eight, over three years time

    c) Material requirements and the related expenditure over the three years

    d) Financial requirement over three years to provide free and compulsory education to children, like free textbooks and other facilities and learning aids

- The School Development Plan will be finalised and presented only after earning the approval of the chairperson, vice-chairperson and all members of the SMC, and getting their signature.

* These are model rules and may vary in different states.

नेशनल कोएलीशन फार एजूकेशन (एनसीई) भारत

नेशनल कोएलीशन फार एजूकेशन (एनसीई) शिक्षा के अधिकार पर कार्यरत विभिन्न संघों का समन्वय है जिसमें शिक्षा के अधिकार पर संसदीय फोरम, अखिल भारतीय प्राथमिक शिक्षक संघ, अखिल भारतीय शिक्षक संगठनों का फोरम, अखिल भारतीय माध्यमिक शिक्षक संघ, ऑल इण्डिया एसोसिएशन फॉर क्रिस्चियन हायर एजूकेशन, वर्ल्ड विजन इण्डिया एवं पीपल्स कैम्पेन फार कॉमन स्कूल सिस्टम आदि हैं।

जोम्तीयन कान्फेंस 1990 द्वारा सबको शिक्षा (एजूकेशन फार ऑल) की घोषणा के बाद लगातार इस पर दबाव रहा है कि सभी बच्चों को शिक्षा की मुख्यधारा से जोड़ा जाए। परंतु 10 वर्षों में कोई खास प्रगति नहीं देखी गई और वर्ष 2000 में वर्ल्ड एजूकेशन फोरम आयोजित हुआ और ई.एफ.ए (एजूकेशन फार ऑल) 2015 पर सहमति बनी।

भारत में वर्ष 2002 में नेशनल कोएलीशन फार एजूकेशन (एनसीई) का गठन किया गया जो प्रमुख रूप से बच्चों के शिक्षा अधिकार को सुनिश्चित करने के लिए विभिन्न शिक्षा अधिकार संघों, संगम, नेटवर्क, फोरम एवं गैर सरकारी संगठनों का समन्वय के रूप में कार्य कर रहा है।

एनसीई का सपना :
नेशनल कोएलीशन फॉर एजूकेशन हर बच्चे को 18 वर्ष की आयु तक शिक्षा का मौलिक अधिकार बहाल करने, जो बिना किसी अपवाद के समान अवसर के आधार पर और किसी भी वर्ग, जाति, लिंग, धर्म या नस्ल के साथ बिना भेदभाव के गुणवत्तापूर्ण शिक्षा प्राप्त हो सके इसके लिए प्रयास करेगा। एन.सी.ई. का दृढ़ विश्वास है कि प्रत्येक बच्चे को शिक्षा, सुरक्षा, विकास तथा सहभागिता का अधिकार है।

एनसीई का लक्ष्य :
नेशनल कोएलीशन फॉर एजूकेशन नागरिक संगठनों एवं विभिन्न हितभागियों की साझेदारी के जरिए शिक्षा के अधिकार की पैरोकारी करता है जो सभी बच्चों को समान रूप से बाल मैत्री परिवेश में बिना किसी भेदभाव के प्राप्त करने का न्यायपूर्ण हक है।

अपने लक्ष्य और उद्देश्यों को दृष्टिगत करके नेशनल कोएलीशन फॉर एजूकेशन शिक्षा अधिकार अधिनियम की जमीनी तस्वीर को समझने तथा उसे व्यापक फलक पर लाने की कोशिशों के अन्तर्गत प्रथम प्रयास कर रही है। इस अध्ययन का स्वरूप आंकड़ा इकट्ठा करने से नहीं बल्कि उन प्रक्रियाओं को उजागर करना है जिसके परिणाम स्वरूप बच्चे को शिक्षा की मुख्यधारा में जोड़ने में मदद मिली है और उन कारणों को भी सामने लाना है जो बच्चों की शिक्षा प्राप्त करने में बाधक बने हुए हैं।

ABOUT NATIONAL COALITION FOR EDUCATION (NCE)

Vision

All children up to 18 years of age are in schools and are getting quality education driven by human values to become empowered and productive citizen.

Mission

NCE strives to advocate the right to education, a justiciable right for every child on the basis of equal opportunity, gender equity, in a child friendly environment.

Genesis

The creation of national coalition for education in India was highly influenced by the global political atmosphere on right to education. Beginning in 1990 with the Jomtien Conference and the adoption of the World Declaration on Education for All there has been a continued push to get every child into school. However, there was very little progress being made and ten years later, in 2000, the World Education Forum was held in Dakar, Senegal, and an agreement was made on the objective of having EFA by 2015. Six targets were set up stating that quality education should be available for free for everyone. One of the biggest players present at the forum was the Global Campaign for Education (GCE) that was created from the efforts of INGO's Action Aid, Oxfam GB, and Education International that wanted to set up a global coordinated funding initiative. The GCE promised to mobilize and create public pressure on governments to follow up on their promises to provide free high quality education for all people, especially for children and women (GCE 2009).

The NCE was formed as a product of the prolonged struggle of like-minded organizations, groups and individuals on the issues of education in India. The idea of establishing a national coalition in India initially began in 1996 when several of the current members began working together of the issue of EFA.

Composition

Since its official inception in 2002, the NCE has brought together a varied group of member organizations, uniting teachers unions, non-governmental organizations, and other social movements. At this time, the NCE has seven member organizations:

- All India Primary Teachers Federation (AIPTF), a union of more than 3 million primary teachers,
- All India Federation of Teachers Organization (AIFTO), a union of 1.2 million teachers,
- All India Secondary Teachers Federation (AISTF), a union of 0.85 million teachers,
- All India Association for Christian Higher Education (AIACHE), an association of 300 college principals,
- World Vision India, a foundation working for child rights, education and development,
- Parliamentary Forum for ensuring right to Education, a group of existing and newly elected Parliamentarians.
- People's Campaign for Common School System (PCCSS) an organisation working for common school system.
- Besides these partners NCE has around 150 NGOs, individuals, networks and fellow travellers from community as well as at national level.

The NCE initiative extends to many regions of India, covering northern, central, north-eastern, eastern and southern regions . While the NCE is the official representative of the GCE in India and is part of other regional organizations such as Asian South Pacific Bureau of Adult Education (ASPBAE), the majority of its activities are focused internally. Its international presence plays a secondary role for its members and for the most part is only a representative one intended to bring recognition and acknowledgement of India's challenges and values to the global education community.

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All India Primary Teachers Federation

All India Federation of Teachers Organisations

All India Secondary Treachers' Federation

AIACHE

Peoples Campaign for Common School System

World Vision INDIA