

**ROLE OF SCHOOL MANAGEMENT COMMITTEES (SMC)  
AS PER RIGHT TO EDUCATION ACT, 2009****Boddepalli Govinda Rao**, Research scholar, Andhra University-530003[gsnboddepalli@gmail.com](mailto:gsnboddepalli@gmail.com)**Abstract:**

This article is an endeavor to examine the involvement of SMC members in the implementation of Right to Education Act, 2009. The research is a descriptive analysis. SMC members from Urban, Rural and Tribal Area schools of Visakhapatnam, provided the data. To investigate the involvement of SMC members in the implementation of the RTE Act, a questionnaire was created that had both in closed and open responses. Qualitative analysis and systematic tabulation of the data collected. According to the study, the functioning of SMC is not well-known among teachers, parents and SMC members.

**Keywords:**

Right to Education Act, School Management committee, Qualitative analysis, Systematic tabulation,.

**Introduction:**

It is the basic right of each and every individual to develop his/her potentialities and innate capabilities to the fullest level possible and therefore, to realize this aim, the responsibility lies not only with individual but equally on family, society and state. Education is one of the means to achieve this aim. If a person could not receive education in school age due to adverse environmental conditions and circumstances, he/she should not be left to his fate but be given opportunities to receive education in order to develop his /her all round personality.

Education is the mirror to the society and is the seed as well as flower of the socio-economic development. It transfers human beings from ignorance to enlightenment, from shades of social backwardness to light of social amelioration and a nation from underdevelopment to faster social and economic development. The general conference of UNESCO in 1964 recognized that "illiteracy is a grave obstacle to social and economic development and hence the extension of literacy is a pre-requisite for the successful implementation of national plans for economic and social development. Amartya Sen, (1995) also emphasized that the solution of all problems, be they related to the economy, development or population, lies in education. Further, education of the people is necessary not only to provide materialistic comfort to them but also for the development of all aspects in their personality. It is not only desired for the socio-economic growth and development of

the society but for the development of individual as well (Patnaik and Singh,M.M. 2011).

Section 9 (d) of the Act states that every local authority shall maintain records of children up to the age of 14 years residing within its jurisdiction, in such a manner as may be prescribed. This provision demands the local authority to identify the children of age of 6-14 years which fall within its jurisdiction and keep a record of their admission, attendance and completion of elementary education. To maintain such a record, the schools within its jurisdiction will keep it informed about the admission, progress and movement of children.

### **Ensuring a Minimum of 25% Admission of Weaker Section and Disadvantaged Group in Private Schools:**

Section 12 of the Act reminds the responsibility of schools for providing free and compulsory education at elementary stage. Though, admission is open to all in government schools, aided and unaided schools are not so, for several reasons. If these schools abide by the RTE Act and ensure admission of minimum of 25% of the strength of the class to weaker section and disadvantaged group, the day is not very far, when we see them all in well known private even in residential schools.

The above provision may also give rise to maladjustment and development of inferiority complex among the weaker section and disadvantaged group. Suppose they are treated equally with the rest, it is a boon to have good education, comfort and fulfill the basic needs without much difficulty. But, fear is, every class accommodates 25%, after a few years government schools may have very poor strength and might be forcefully closed.

As per Section 21 of the Act, every school other than unaided schools shall constitute a School Management Committee (SMC). As read in the provisions of the Act, 3/4 of the members shall be parents or guardians with appropriate representation of disadvantaged group and weaker section. It also states that 50% of the SMC members shall be women. As 75% of the members are going to be parents or the guardians of the children of the school, they would surely have interest in the progress of the school and would participate actively in the functioning of the schools.

To make the SMC active, the school or the local authority has to enlighten the parents/ guardians and the community of the school regarding SMC- its formulation, responsibilities and functions. After the formulation of the SMC, a programme for capacity building of its members could be organized so that they would discharge their duties in the right way. Therefore, at the district level, a plan has to be worked out for strengthening the hands of SMC through capacity building programmes.

### **Objectives:**

To study the significant differences in the perceptions of the teachers with respect to Infrastructural Facilities at Elementary Level basing on their socio-economic backgrounds viz., Gender, Caste, Religion, Management, General Qualification, Professional Qualification and Teaching Experience.

To study the significant differences in the perceptions of the teachers with respect to School Related Issues at Elementary Level basing on their socio-economic backgrounds viz., Gender, Caste, Religion, Management, General Qualification, Professional Qualification and Teaching Experience.

To study the significant differences in the perceptions of the teachers with respect to SMC related issues at Elementary Level basing on their socio-economic backgrounds viz., Gender, Caste, Religion, Management, General Qualification, Professional Qualification and Teaching Experience.

To study the significant differences in the perceptions of the teachers towards Status and Implementation of Right to Education Act 2009 at Elementary Level basing on their socio-economic backgrounds viz., Gender, Caste, Religion, Management, General Qualification, Professional Qualification and Teaching Experience.

**Material and Methods:**

A cross sectional Study was done. 360 study subjects ( teachers) were included in this study by using cluster sampling technique in various schools in Visakhapatnam district during the period of 2016 to 2020.

**Reliability and Validity:**

The reliability of a test can be established by different methods. However, the popular methods are test-retest method, parallel form method, split-half method and method of rational equivalence. For the purpose of the present study the split- half method was adopted.

The split-half reliability co-efficient for the Implication of RTE Act 2009 scales as perceived by teachers was 0.86 and for the validity of the scale it is based on the content and construct validity. As an instance of construct validity, the scale is correlated with number of other dimensions and found the obtained correlations statistically significant.

**Data Collection:**

The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The investigator collected data on the Status and Implication of Right to Education Act 2009 as perceived by the teachers. The data collected through questionnaire was used for analytical purposes.

**Statistical Analysis:**

All Statistical Analysis was done by using SPSS software version 20.0 and Ms Excel-2007 Descriptive data was presented as mean± Standard deviation and percentages .Data also tabulated and graphically represented.

ANOVA was used to compare the mean of different groups. For all Statistical analysis  $p < 0.05$  was considered as Statistically significant

**Results and discussions:**

**Table : 1.1. Provisions for School Management Committee (SMC)**

Item No	Statement	High		Average		Low	
		N	%	N	%	N	%
1	Constituting of school management Committee as per the statutory norms.	247	68.61	79	21.94	34	9.44
2	SMC is monitoring the school regularly.	275	76.39	68	18.89	17	4.72
3	SMC is active and participating effectively in all the school related activities.	259	71.94	78	21.67	23	6.39
4	Preparing school developmental plan with the support of SMC at school level.	220	61.11	85	23.61	55	15.28
5	SMC is monitoring the School Grant and suggesting more for the development of the school.	271	75.28	70	19.44	19	5.28
6	Observing regularly and punctuality of teachers by the management & SMC	214	59.44	83	23.06	63	17.50

- It was noticed that, 69% of the respondents stated that, Constituting of school management Committee as per the statutory norms,
- 76% of the respondents stated that, SMC is monitoring the school regularly,
- 72% of the respondents stated that, SMC is active and participating effectively in all the school related activities,
- 61% of the respondents stated that, Preparing school developmental plan with the support of SMC at school level,
- 75% of the respondents stated that, SMC is monitoring the School Grant and suggesting more for the development of the school and
- 59% of the respondents stated that, Observing regularly and punctuality of teachers by the management & SMC.

**Parent Teacher Association:**

**Table : 1.2. Provisions for Parent Teacher Association**

Item No	Statement	High		Average		Low	
		N	%	N	%	N	%
1	Conducting PTA meetings regularly in the school.	213	59.17	83	23.06	64	17.78
2	Discussing the important issues in the PTA meetings	217	60.28	57	15.83	86	23.89
3	Involving parents in all the school developmental activities	123	34.17	95	26.39	142	39.44
4	Giving feedback to the parents of their children's performance / progress	253	70.28	81	22.50	26	7.22

- It was noticed that, 59% of the respondents stated that, Conducting PTA meetings regularly in the school,
- 60% of the respondents stated that, Discussing the important issues in the PTA meetings,
- 34% of the respondents stated that, involvement of parents in all the school developmental activities and
- 70% of the respondents stated that, Giving feedback to the parents of their children's performance / progress.

**Monitoring Free and Compulsory Education :**

Section 3, 4 and 5 of the Act deals with the Right of the Child to Free and Compulsory Education. Accordingly, every child of the age 6-14 years is entitled for free and compulsory education, in age appropriate class, in a neighbourhood school till the completion of elementary education. This expects the authorities to see that no fee is charged and child should be free from incurring expenditure for elementary education. The Act also says that in case of need for change of school by the child, the admission in another school should not be stopped or delayed for want of Transfer Certificate (TC). This shows that the school should issue TC immediately and ensure admission of the child.

As per Section 29(f) medium of instruction shall, as far as practicable, be in child's mother tongue. According to NCF, (2005), at primary stage, child's languages must be accepted as they are. It also states that children from disadvantaged background especially first generation learners, do not feel accepted by the teacher, and cannot relate to the textbook. Children come to school with different dialects. If mother tongue is to be ensured at least at the primary level, it demands appointment of teachers who know the dialect of the children. In other words, the teachers who are from the vicinity of the school are to be appointed as teachers as they can transact in the language of the child and provide support in understanding what is being taught. Therefore, a policy has to be formulated by the government regarding appointment of teachers to primary schools based on the dialect of the child and the language known by the teacher. This, to some extent may also reduce feeling of the children that they are not accepted by the teachers.

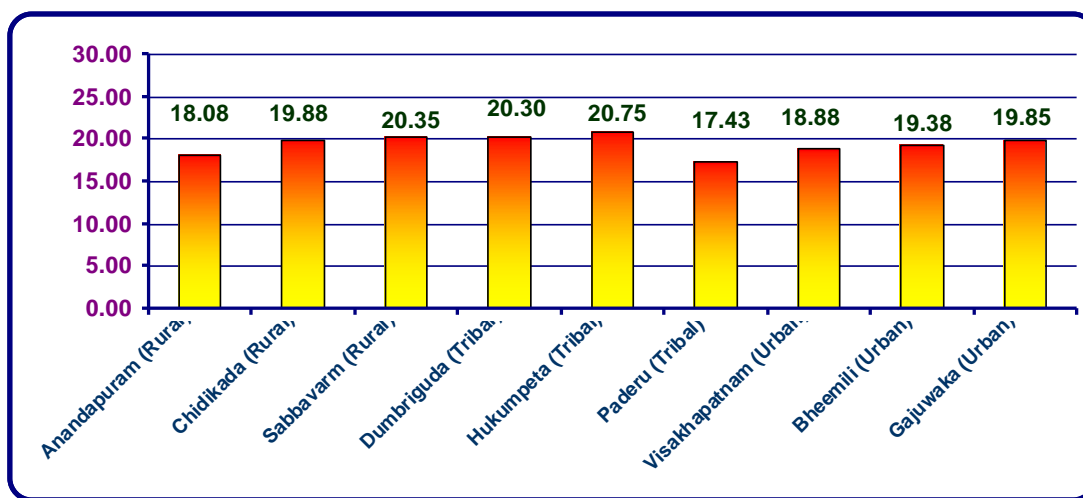
**Table 1.3. Mandal wise perceptions of teachers with respect to SMC Related issues at Elementary Level**

<b>Mandal</b>	<b>Mean</b>
Anandapuram (Rural)	18.08
Chidikada (Rural)	19.88
Sabbavarm (Rural)	20.35
Dumbriguda (Tribal)	20.30
Hukumpeta (Tribal)	20.75
Paderu (Tribal)	17.43
Visakhapatnam (Urban)	18.88
Bheemili (Urban)	19.38

Gajuwaka (Urban)	19.85
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With regard to SMC related issues, the mean perceptual score was 19.43, from the table 4.13, it was noticed that, out of nine mandals, five mandals were fallen above the average level, whereas four mandals were fallen below average level in the SMC related issues. Hence, it is suggested that, plans are to be initiated in the strengthening of SMC and more awareness campaigns are to be organized at the mandals where the SMC activities are no effective.

**Figure -1: Mandal wise perceptions of teachers with respect to SMC Related issues**



**Table – 1.4: Mean, SD, and ‘t’/F Values on the perceptions of Teachers with respect to SMC Related issues at Elementary level:**

Variable	Category	N	Mean	SD	t/F-value	p-value
Gender	Male	182	19.40	2.91	0.19 <sup>NS</sup>	0.85
	Female	178	19.46	2.91		
Caste	BC	154	19.40	2.73	0.96 <sup>NS</sup>	0.41
	SC	37	18.76	2.64		
	ST	123	19.67	3.16		
	OC	46	19.43	2.98		
Religion	Hindu	324	19.42	2.94	0.08 <sup>NS</sup>	0.92
	Christian	29	19.48	2.86		
	Muslim	7	19.86	1.68		

Management	Government	258	21.13	2.80	3.30*	0.02
	Municipal	55	18.80	3.35		
	Private	15	19.40	2.10		
	Aided	32	20.39	3.11		
Locality	Urban	120	19.08	2.89	2.12 <sup>NS</sup>	0.12
	Rural	120	19.68	2.57		
	Tribal	120	19.73	3.12		
General Qualification	Inter	76	19.62	2.80	1.25 <sup>NS</sup>	0.29
	Graduation	188	19.56	2.89		
	Post Graduation	96	19.03	3.01		
Professional Qualification	D.Ed.,	114	19.52	2.95	0.07 <sup>NS</sup>	0.98
	B.Ed.,	223	19.38	2.88		
	M.Ed.,	16	19.56	3.35		
	TPT	7	19.43	2.51		
Teaching Experience	Below 10	154	19.01	3.08	11.27**	0.00
	10 to 20	155	20.20	2.55		
	Above 20	51	18.33	2.82		

\*\*Significant at 0.01, \*Significant at 0.05 level and NS: Not Significant

Table 1.4 observed that the mean perceptual scores of teachers with respect to SMC related issues at Elementary Level. the mean perceptual score of male category respondents was 19.40, whereas it is for the female category respondents was 19.46 and the SD values are 2.91 and 2.91 respectively. The derived t – value was 0.19 and the p-value was 0.85 which was statistically not significant. This shows that there is no significant difference between the perceptions of male and female category respondents and they perceived similar opinion with respect to SMC related issues at Elementary Level.

With regard to **Caste**, the mean perceptual scores of teachers for BC category respondents was 19.40, it is for SC category respondents was 18.76, and it is for ST category respondents was 19.67, whereas it is for the OC category respondents was 19.43 and the SD values are 2.73, 2.64, 3.16 and 2.98. The ‘F’-value was 0.96 and the p-value was



0.41, which was statistically not significant. This shows that, there is no significant difference in the perceptions of teachers based on their caste and they perceived similar opinion with respect to SMC related issues at Elementary Level.

With regard to **Religion**, the mean perceptual scores of teachers for Hindu religion category respondents was 19.42, and it is for Christian religion category respondents was 19.48, whereas it is for the Muslim religion category respondents was 19.86 and the SD values are 2.94, 2.86 and 1.68 respectively. The 'F' value was 0.08 and the p-value was 0.92, which was not statistically significant. This shows that, there is no significant difference in the perceptions of teachers based on their religion and they perceived similar opinion with respect to SMC related issues at Elementary Level.

With regard to **Management**, the mean perceptual scores of teachers for Government school category respondents was 21.13, it is for Municipal school category respondents was 18.80, and it is for Private school category respondents was 19.40, whereas it is for the Aided school category respondents was 20.39 and the SD values are 2.80, 3.32, 2.10 and 3.11. The 'F'-value was 3.30 and the p-value was 0.02, which was statistically significant at 0.05 level. This shows that, there is a significant difference in the perceptions of teachers based on their school management and Government school teacher category respondents perceived high perceptions with respect to SMC related issues at Elementary Level than that of Municipal, Private and Aided school teacher category respondents.

With regard to **Locality**, the mean perceptual scores of teachers for urban area category respondents was 19.08, and it is for rural area category respondents was 19.68, whereas it is for the tribal area category respondents was 19.73 and the SD values are 2.89, 2.57 and 3.12. The 'F'-value was 2.12 and] the p-value was 0.12 which was statistically not significant. This shows that, there is no significant difference in the perceptions of teachers based on their locality and they perceived similar opinion with respect to SMC related issues at Elementary Level.

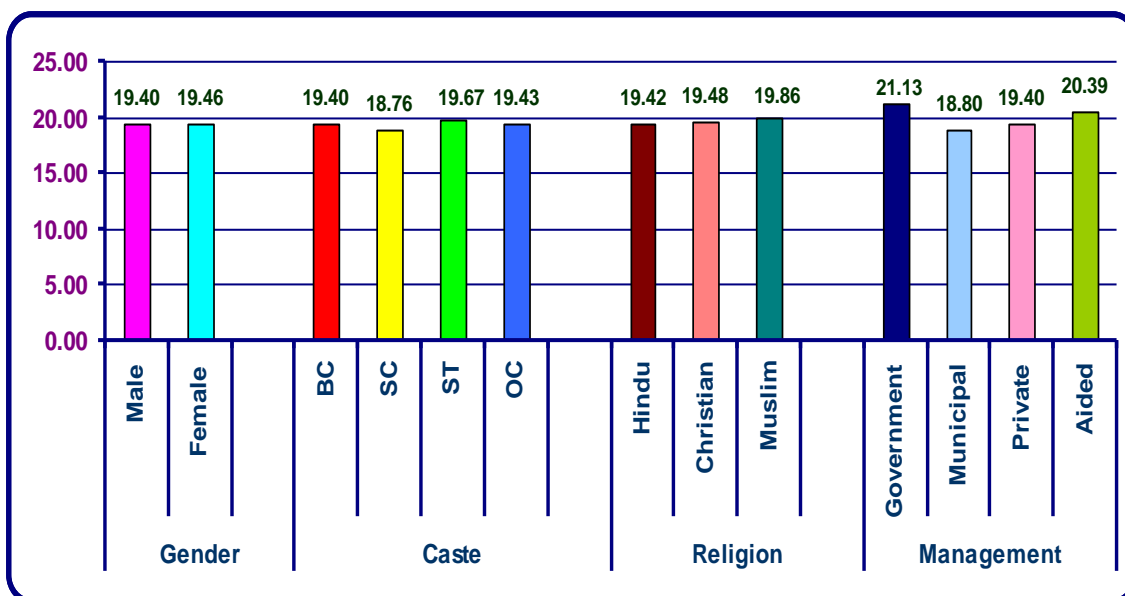
With regard to their **General Qualification**, the mean perceptual score of Inter qualified category respondents was 19.62 and Graduation qualified category teachers was 19.56 whereas it was for Post-Graduation qualified category teachers was 19.03 and the SD values are 2.80, 2.89 and 3.01. The derived F – value was 1.25 and the p-value was 0.29, which was not significant. This shows that, there is no significant difference between the perceptions of teachers based on their general qualification and they perceived similar opinion with respect to SMC related issues at Elementary Level.

With regard to their **Professional Qualification**, the mean perceptual score of D.Ed., qualified category respondents was 19.52 and B.Ed., qualified category teachers was 19.38,

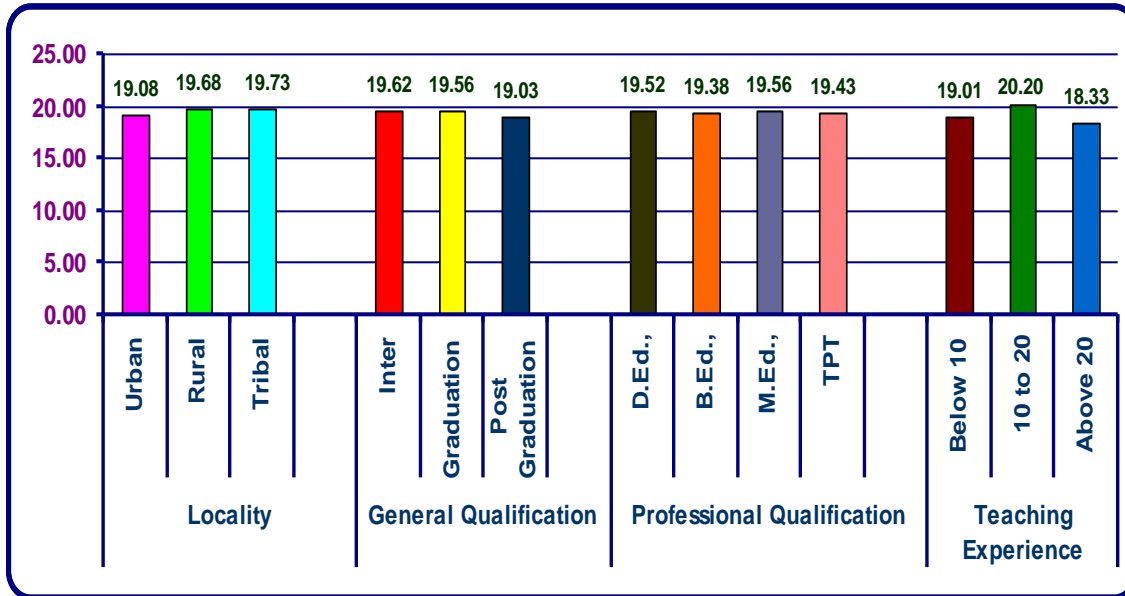
and it was for M.Ed., qualified category respondents was 19.56, whereas it was for TPT qualified category teachers was 19.43 and the SD values are 2.95, 2.88, 3.35 and 2.51. The derived F – value was 0.07 and the p-value was 0.98, which was not significant. This shows that, there is no significant difference in the perceptions of teachers based on their professional qualification and they perceived similar opinion perceptions with respect to SMC related issues at Elementary Level.

With regard to their **Teaching Experience**, the mean perceptual score of teachers for below 10 years experience category was 19.01 and 10 to 20 years teaching experienced category teachers was 20.20 whereas it was for the above 20 years teaching experience category teachers was 18.33 and the SD values are 3.08, 2.55 and 2.82 respectively. The derived F – value was 11.27 and the p-value was 0.00 which was significant at 0.01 level. This shows that, there is a significant difference in the perceptions of teachers based on their teaching experience and 10 to 20 years teaching experienced teachers perceived high perceptions with respect to SMC related issues at Elementary Level than that of below 10 and above 20 years teaching experienced teachers.

**Figure 2. Mean comparison between the perceptions of teachers based on their gender, Caste, Religion and School Management with respect to SMC Related issues**



**Figure 3. Mean comparison between the perceptions of teachers based on their locality, General Qualification, Professional Qualification and Teaching Experience with respect to SMC Related issues**



**Table : 1.5 Provisions on monitoring free and compulsory education**

Item No	Statement	High		Average		Low	
		N	%	N	%	N	%
4	No fee is charging from the between 6 to 14 years of age group children	208	57.78	92	25.56	60	16.67

**It was noticed that, 58% of the respondents stated that, No fee is charging from the between 6 to 14 years of age group children.**

- SMC is monitoring the school grant allocations and suggesting more for the further utilization. 77 percent of the respondents viewed that, the school teachers possessing the requisite qualifications as per the Act are in the schools. 78 percent of the respondents revealed that, the gifted students are elevated to the higher order levels by the teachers.
- 69% of the respondents understand the attitudes and aptitudes of the students by using modern techniques, still remains more attention. As per the act every students should complete the class and to be promoted to the next higher class, whereas here

from this study, nearly 77 percent of the students are promoted to the next higher class basing on the attendance. It was observed that, 73 percent of the respondents revealed that, they are conducting remedial class to improve student's learning performance. It was noticed that, 69 percent of the respondents revealed that, constituting of School Management Committee (SMC) as per the statutory norms. 76 percent of the respondents perceived that, SMC is monitoring the school regularly. It was observed that, 72 percent of the respondents revealed that, SMC is active and participating effectively in all the school related activities. 61 percent of the respondents stated that, preparing school developmental plan with the support of SMC at school level. It was noticed that, 75 percent of the respondents revealed that, SMC is monitoring the School Grant and suggesting more for the development of the school. It was observed that, 74 percent of the respondents following the CCE norms in evaluating the performance of students. 75 percent of the respondents revealed that, they were evaluating the performance levels of students and trying to take remedial measures where ever necessary. It was noticed that, 71 percent of the respondents opined that, Continuous and Comprehensive Evaluation (CCE) procedures were used for estimation of students learning abilities.

**Conclusion:**

As per the section 21 of the ACT, every school must have an school management committee. From this study it was noticed that, the respondents revealed that, the schools constituted the SMC's as per the statutory norms. The respondents also revealed that, the SMCs are actively participating and monitoring the school grant. It seems that, the SMCs functioning is effective and followed the statutory norms of RTE Act 2009.

Awareness among SMC members and public is an important finding. As per section 21 of the Act, every school shall constitute a school Management Committee. As read in the provision of Act 3/4 of the members shall be the parents or guardians with appropriate representation of disadvantaged group and weaker sections. It also states that 50 percent members shall be women. Majority of the SMC members and the community are not aware on importance of RTE Act, responsibilities of the members etc. As per the study, it was noticed that, in some schools, SMC members are not aware of their functions and roles. Hence, it is suggested that, the SMC members should be given orientation and training on the RTE Act 2009 and also see that they should participate in all the school developmental activities and also on the students' progress. They should also aware on the utilization of grants for which grants allocating to the schools. If the SMC is strengthen and aware well on the school related issues, no doubt the regularity of students, other functional aspects would be strengthened. Awareness campaigns and workshops should be organized for the benefit of SMC members and Community on RTE Act, 2009. Proper financial assistance to the schools from government and utilization of their assistance through the permission of School Management Committee (SMC) according to need and requirement of School.

It is suggested that, School Management Committee should monitor the working of the school, prepare and recommend school development plan and monitor the utilization of the grants received by the government. .Capacity development is required at various levels to operationalise the Act. At the community level, SMCs need to be trained on their roles and responsibilities for the strengthening of system. Human resource development is also needed to make efficient use of available resources.

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School Management Committees should take lead, motivate, to create awareness about the Act at the community level, in panchayats, so that people are encouraged to send their children to school. School management committees should be provided the necessary financial and other support by the state to go about their duties. Community, mobilisation, awareness on school developmental issues are a privileged one. Hence, policy makers and administrators should take lead in organizing community awareness programmes at school or village level.

The RTE Act is not only applicable to the government schools but also to the schools managed by the private. According to the RTE Act, 25 percent of seats are to be allotted to the children from the lower strata in the private schools. This is not followed by the Private managements because of lack of stringent action taken by the government. Hence, the authorities must take initiative action in this regard. If the seats as per the Act are to be filled with down trodden children at the private school level, the rate of effective implementation of the RTE Act would be higher.

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