

# 1 CHAPTER I: INTRODUCTION

## 1.1 INTRODUCTION

In today's era, education is considered to be the most powerful and dominant tool for social, economic, and political transformation of any country. As Report of the *University Education Commission (1948-49)* states that "The most important and urgent reform needed in education is to transform it, to endeavor to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values".

The educational system varies from country to country and same is the case with the education of our country. The educational system of India is sub-divided into four major fragments namely pre-primary education (3-6yrs), elementary education (6-14yrs), secondary education (14-18yrs) and higher education (above 18yrs). The highest priority in our country was given to the expansion and promotion of the elementary education and adult education. Whereas it is equally important to improve secondary education so that after leaving school the child is ready to enter new world of work with confidence, intelligence, self-reliance, motivation, enthusiasm and well equipped with general knowledge and relevant skills required to live a healthy economic life.

Education provides the surest instrument for attaining sustainable development of a high order in a country. While elementary education is a basic enabling factor for participation and freedom for leading a life with dignity and overcoming basic deprivation, secondary education is the gateway for prosperity, for transforming the economy and establishing social justice. Being a crucial stage in the educational hierarchy, it opens the youth of the country to the world of work and contributes to socio-economic development of the community. In recent years, India has witnessed a considerable expansion in elementary education after implementation of Sarva Shiksha Abhiyan (SSA) and Right to Education Act, 2009. It is a well-recognized fact that a time of eight years is an insufficient period to educate and equip a child for the world of work, as also to be a competent adult citizen. Therefore, at a time when the country resolved to universalize elementary education, the government woke up to

the call of expanding secondary education i.e. Universalization of Secondary Education (USE) in the form of Rashtriya Madhyamik Shiksha Abhiyan to improve the quality of education system of the country.

It is strongly argued that parental and community involvement is the key to ensure access and quality of the education provision. Engagement of community in education is recognized as a vital force in the effort to remove barriers, to achieve quality education for all. It is a community's engagement in the reflective analysis of its particular situation that leads to locally generated and long term solutions. Community empowers multiple facets of educational support. Community involvement in the school governance has shown to enhance the learning outcomes. Civic participation in the life of local schools also helps to ensure the relevance of the curriculum and its delivery. It also guides the teaching learning style according to the need of their children. Local participation also fosters the will-power for the contribution of local resources such as human, material and economic resources and it acts as a watchdog for the proper utilization of the resources for optimum development of education system. The community contributes greatly to improve school systems by addressing issues of access to education, educational equality, safety and security.

There are some key reasons for engaging the communities in educational system:

- Problems that look unsolvable at the national level can often be reasonably managed at the community level.
- Local ownership of the community helps ensure the long term sustainability of initiatives.
- Local ownership can ensure a culturally sensitive approach to education.
- Accountability to stakeholder increase quality of education system and
- Mutual support of school and community can best support for maximizing the learning outcomes and fulfillment of learning needs.

Many committees and commissions also have given importance to involvement of community in education system. In fact, the report from The Education Commission (1964-66) recommended decentralization of educational governance to ensure better involvement of the community in school education. The National Policy on Education, 1986 and the Programme of Action, 1992 clearly recommended for empowering the local Community to participate in management system of education. The report of UNESCO, 2005 also have focused on the decentralization of education



system. The National Knowledge Commission(NKC, 2009) report has rightly mentioned that Decentralization of the management of schools is the most effective instrument for ensuring accountability, improving the day to day functioning of the school and allowing for flexible responsibilities to local requirements.

Basing upon the above aspects, Sarva Shiksha Abhiyan (SSA), Right to Education Act (2009), Rashtriya Madhyamk Shiksha Abhiyan (2009) have focused on the community based management of education system. There are some Community based organizations such as Panchayati Raj Institutions (PRIs), School Management Committees (SMCs), School Management and Development Committees (SMDCs) have significant role to play on the local governance and functioning of schools. According to the Ramamurti Review Committee,1990 there is need for decentralization of educational planning all the way down at all levels, from the Centre to the States, from the States to the districts, from the districts to the blocks, from the blocks to the panchayats/villages and habitations.

Participation of community in school whether directly or indirectly tends to enhancement of learning outcomes. So Community participation in education viewed as an effective means of promoting education both in quantitative and qualitative terms.

## **1.2 SECONDARY EDUCATION**

Secondary education is a very important stage of education which bridges up primary with higher education. It is very helpful for all round development of students at a crucial stage called adolescent stage. As written in *Secondary Education Commission Report (1952-53)*, “Secondary education is not just the preparatory stage but a complete unit in it that prepares the child to enter the responsibilities of his life by learning the useful vocation.”

As per *Rashtriya Madhyamik Shiksha Abhiyan Framework, 2009*, “Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Classes IX and X constitute the secondary stage, whereas classes XI and XII are designated as the higher secondary stage.”

To carry forward the secondary education to highly academic and secure position, the need for a diversified secondary education was recognized for which, the number of innovations like the opening of model schools, expansion and improvement of

facilities for the teaching of science, provision for educational and vocational guidance, enlargement of infrastructural facilities in schools, increased emphasis on education of girls, orientation of educational planners and administrators, teacher training and orientation programmes, curriculum redesigning and formulation, improvement of the examination and evaluation system, etc. were introduced.

Thus, secondary education is an important stage of educational hierarchy as it aims to develop the intellectual, social, spiritual, political, economic, cultural and moral qualities essential for democratic citizenship, and prepares young people for entry into the world of work or for continuation of academic pursuits (Secondary Education Commission Report, 1952; Report of Education Commission, 1964-66).

### **1.3 NEED AND IMPORTANCE OF UNIVERSALISATION OF SECONDARY EDUCATION IN INDIA**

A sound system of quality secondary education is an edifice upon which success of whole educational system of a country depends upon. It is a vital input for human resource development and is the root of progress and improvement of other stages of education like elementary and higher education. Through secondary education an individual becomes capable of understanding the complex social and political system of the society. Secondary education makes an individual a full member of the society by developing the abilities, attitudes, aptitude, interests and qualities of character to the highest potential. It is only through secondary education that an individual becomes capable of understanding the complexity of politics and political processes and thus becomes capable enough for casting their vote in the right favor. Secondary Education also acts as a milestone in the socio-economic, scientific and technological development of a country. Secondary school is important because it make the students able to interface with the kind of technology that people need to be able to interface with today, computers and software for example. One needs more than a primary education for that. A person needs at least a secondary education to become computer literate and to interface with the kind of technology that's going to allow for at least a degree of prosperity to take root. So secondary school is very important. Universalization implies creating universal access and opportunity for all children to receive good quality education available, accessible and affordable to all young persons in the age group of 14-18 years with special reference to economically weaker sections of the society, the educationally backward, the girls and the disabled



children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities. With the universalization of elementary education through SSA, there will be universal demand for secondary education. The recent significant development viz. Universal Elementary Education(UEE) being achieved through SarvaShikshaAbhiyan (SSA) and also the impact of globalization and rapid growth of new technologies have led to reassessment of India's preparedness to generate required technical manpower, develop new knowledge and skills, and remain competitive at global level. The secondary and higher secondary education system has a key role to play in enabling the nation to move towards these objectives. Given the high transition rate of about 85% from class VIII to IX and the anticipated progress in UEE, which is now widely acknowledged, that the time has arrived for taking proactive measures to plan and provide for universal access to secondary education and senior secondary education in a phased-wise manner.

A sub-committee of Central Advisory Board of Education (CABE), which is the highest deliberative and advisory forum on education in the country, was constituted in September 2004. This Committee (2005) was assigned with a responsibility of preparing a blueprint for the universalization of secondary education consequent upon the attainment of universalization of elementary education. Deliberating widely on the concerns and challenges of secondary education in India, the Committee submitted its report in June, 2005. Their major recommendations are as follows:

- The guiding principles of Universal Secondary Education should be universal Access, Equality and Social justice, Relevance and Development, and Structural and Curricular considerations.
- There has to be norms for schooling. Such norms should be developed for each state with common national parameters as well as state specific parameters.
- Each state should develop a perspective plan for universal secondary education.
- Decentralized micro-level planning should be the main approach to planning and implementation of universal secondary education.
- Financial requirements for covering the cost of universal elementary and secondary education will form approximately 5.1 per cent of the GDP which is not sufficient. The immediate allocation of 6 per cent of the GDP for education and progressive increase in this proportion will be necessary to move towards universalization of secondary education.

For achieving the goal to provide quality education to all adolescents both girls and boys, up to the age of 16 by 2015 and senior secondary education up to the age of 18 by 2020, secondary education system needs to strengthen its preparedness for the coming plan periods allowing a paradigm shift in its conceptual design. The four guiding principles for creating the conceptual design of secondary education as visualized by this Committee are reproduced as: Universal Access, Equality and Social Justice, Relevance and Development, Structural and Curricular Aspects. These four guiding principles together imply a paradigm shift necessary for moving towards the goal of universalization of secondary education. This shift is expected to simultaneously impact at the level of access, socio-cultural character, developmental objectives and structural-cum-curricular provisions of secondary education - all at the same time and throughout the nation.

#### **1.4 POLICY PERSPECTIVES FOR DEVELOPMENT OF SECONDARY EDUCATION IN INDIA**

**The University Education Commission, 1948-49:** This commission, was appointed under the chairmanship of Dr. S. Radhakrishnan, recommended that the standard of admission to university courses should correspond to that of the present intermediate examination, i.e. after twelve years of study at school and intermediate college and remarked —our secondary education remains the weakest link in our educational machinery and needs urgent reform.

**Secondary Education Commission (1952-53):** The landmark in the reconstruction of India's secondary education is the Secondary Education Commission report 1952-53. The Secondary Education Commission was appointed under the Chairmanship of Dr. A.L. Mudaliar on September 23, 1952 to study the problems of Secondary Education in India and suggest measures for the reforms of its various aspects, such as aim, curriculum, examination system, teaching method, teachers' training, building, administration and control. The role of secondary education in the plans of national reconstruction in general and in the programmes of educational reorientation in particular is of utmost importance. It was Mudaliar Commission, who took into account the existing problems in the secondary education and made certain valuable recommendations and determined its objectives in the light of the following needs – (i) development of qualities of character through education, propagation of nationalism and secularism, (ii) increase in productive capacity so as to bring about



an increase in national wealth, and (iii) improve in education.

**Education Commission (1964-68):** A National Education Commission was set up in 1964 under the Chairmanship of D.S. Kothari. Some recommendations of Kothari Commission:

- Enrollments in secondary education should be regulated during the next 20 years by (a) proper planning of the location of secondary schools, (b) maintaining adequate standards and to that end, by determining the enrollment in terms of facilities available, and (c) selecting the best students.
- A development plan for secondary education should be prepared for each district and implemented in a period of ten years. All new institutions should satisfy essential standards, and existing institutions should be raised to the minimum level.
- Secondary education should be vocationalized in a large measure and enrolments in vocational courses raised to 20 per cent of total enrolment at the lower secondary stage and 50 per cent of total enrolment at the higher secondary stage by 1986.
- Efforts should be made to accelerate the expansion of girl education so that the proportion of girls to boys reaches 1:2 at the lower secondary stage and 1:3 at the higher secondary stage in 20 years.

**The National Policy on Education, 1968:** Regarding Secondary Education, the policy suggest that facility of Secondary Education should be made available to the children of all categories, poor and rich, boys and girls, scheduled castes and scheduled tribes. Some technical and industrial education should be given even at the Secondary stage according to the needs of the country.

**National Policy on Education (1986):** On April 20, 1986 a New Educational Policy was placed before the Indian Parliament for consideration and approval. The following objectives of education were particularly emphasized in this policy:

- Vocationalization of Education, particularly, at the secondary stage of education the curriculum should be job-oriented.
- To awaken the people about the various scientific and technological developments and to make the students at the various stages of education aware of the same in order that they may utilize them in their future life.
- To encourage the government and non-governmental efforts for wiping out illiteracy and to emphasize the necessity of adult education, formal education, farmers' education and open schools.

**Programme of Action (1992):** The policy relating to secondary education implies extension of the school system in the unserved areas consolidating the existing facilities and providing special arrangements for the gifted children and the high achievers. Access to secondary education would be widened with emphasis on enrolment of girls, SCs, STs, particularly in science, commerce, and vocational streams.

**National Curriculum Framework (NCF) 2005:** It stated that secondary school is a period of intense physical change and formation of identity. It is also the period of intense vibrancy and energy. The ability for abstract reasoning and logical thinking emerges, allowing children the possibility of deep engagement with both understanding and generating knowledge beyond the here and now. A critical understanding of the self in relation to society also emerges during this period. The courses at this level generally aim at creating an awareness of the various disciplines and introduce students to the possibilities and scope of study in them.

**New Education Policy (NEP) 2020:** The objectives that are new in NEP 2020 include universal access to education and retention of all children in school until the Secondary level, incorporation of pre-primary schools within the formal ambit of 'school education', a multi-lingual approach to teaching and the removal of demarcation between subjects and streams. Right from preschool to secondary education level, the NEP 2020 has introduced important provisions that ensure universal access to school education that include- Innovative education centres, Good infrastructure support, tracking students' progress based on learning levels, Multiple modes of learning: Formal & Informal, Well equipped classrooms and Laboratories, experienced faculty members, trained counselors.

### **1.5 RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA)**

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is the innovative product derived from the 11th five year plan under the governance of Hon'ble Prime Minister of India. It has the twin aims of enhancing access to and improving the quality of secondary education in the country. Enrollment is sought to be increased by providing a secondary school within a reasonable distance of all habitations and by removing gender, socio-economic and disability barriers to education. The prescribed infrastructural and physical facilities include adequate number of class rooms, laboratories, libraries, art and crafts rooms, toilet blocks, drinking water availability,



electricity connection, telephone and internet connectivity and disabled friendly amenities.”

Rashtriya Madhyamik Shiksha Abhiyan is the mission exclusively set up under Ministry of Human Resource Development (MHRD) of India for the improvement of both quality and quantity of secondary education. The mission was formulated on the basis of comprehensive reports of CABE, and the successful accomplishment of SSA. The mission has definite structure at national, state, district, block and at school levels. Mission proclaimed to provide good quality education barrier free to all students. The genesis, vision, objectives, quality indicators and other parameters given in Framework of Rashtriya Madhyamik Shiksha Abhiyan, 2009 are indicated below:

### **1.5.1 GENESIS OF RMSA**

The then Prime Minister Dr. Manmohan Singh has termed 11th Five Year Plan as “India’s Educational Plan” as it placed the highest priority on educational sector as the centered instrument for achieving rapid and inclusive growth. The 11th Five Year Plan presents a comprehensive strategy for strengthening the education sector covering all segments of the education pyramid. The Government of India launched Rashtriya Madhyamik Shiksha Abhiyan (RMSA), a centrally sponsored countrywide scheme to universalize access to and improve quality of education at secondary stage. The RMSA provides a unique opportunity to improve access to and participation in quality secondary education in the country. The model of democratic decentralization promoted by the RMSA also aims at improving accountability, transparency and service delivery, particularly at the district level. Enhancing quality through building capacity for measuring learning outcomes; promoting curriculum development and ensuring equity, through strengthening of existing secondary schools or establishment of new secondary schools are also considered development concerns under the RMSA. The scheme, implemented in partnership with State Governments, envisages:

- Provision of necessary infrastructure and resources in the secondary education sector to create higher capacity in secondary schools in the country, and for improvement in quality of learning in the school.
- Provision for filling the missing gaps in the existing secondary schools system.
- Provision of extra support for education of girls, rural children and students

belonging to SC/ ST, minority and other weaker sections of the society

- A holistic convergent framework for implementation of various schemes in secondary education.

### **1.5.2 VISION OF RMSA**

The vision of Rashtriya Madhyamik Shiksha Abhiyan is to make good quality education available, accessible and affordable to all young persons of 14-18 years. In order to do so the following is to be achieved:

- To provide a secondary school within a distance of 5 kilometre for secondary schools and higher secondary schools within 7-10km.
- To ensure universal access of secondary education by 2017 (i.e. GER of 100%)
- To attain universal retention of secondary education by 2020,
- To provide the access to secondary education with special references to economically weaker sections of the society, the educationally backward classes, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

### **1.5.3 GOALS AND OBJECTIVES OF RMSA**

In order to meet the challenge of Universalisation of Secondary Education (USE), the guiding principles are: Universal Access, Equality and Social Justice and Development and Curricular and Structural Aspects. The goal and objectives as prescribed in the framework include:

- To ensure that all secondary schools have physical facilities, staffs and supplies as per the prescribed standards through financial support in case of Government and Government aided schools, and appropriate regulatory mechanism in the case of other schools.
- To improve access to secondary schooling to all young people according to the norms – (i.e. provision of Secondary Schools within 5 kms and Higher Secondary Schools within 7-10 kms)
- To provide efficient and safe transport arrangements and residential facilities depending upon the circumstances. However, in hilly and difficult areas the norms can be relaxed. Preferably residential schools may be set up in such areas.
- To ensure that no child is deprived of secondary education of satisfactory



quality due to gender, socio-economic, disability and other barriers.

- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- To ensure that all students pursuing secondary education receive education of good quality.

## **1.6 OSEPA SAMAGRA SHIKSHA (Sharing between center and state)**

It is an integrated scheme for school education. It subsumes the three Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Teacher Education (TE). For better convergence and management of Elementary, Secondary and Higher secondary Schools of the state, **Odisha Primary Education Programme Authority (OPEPA)**, existing implementing society for SSA, and **Odisha Madhyamik Shiksha Mission (OMSM)**, the implementing society for RMSA has been merged and a new organisation namely, **Odisha School Education Programme Authority (OSEPA)** is created with the merger of the above two organisations. The area of operation of the authority shall be the whole state of Odisha. OSEPA is responsible for implementing the Samagra Shiksha, an integral central sponsored scheme for the school education i.e., pre-primary to higher secondary level of education.

The scheme envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to Senior Secondary levels. The vision of the Scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

The Scheme will be implemented as a Centrally Sponsored Scheme by the Department through a single State Implementation Society (SIS) at the State level.

### **1.6.1 THE MAJOR OBJECTIVES OF THE SCHEME ARE**

- Provision of quality education and enhancing learning outcomes of students;
- Bridging Social and Gender Gaps in School Education;
- Ensuring equity and inclusion at all levels of school education;
- Ensuring minimum standards in schooling provisions;
- Promoting Vocationalisation of education;

- Support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009;
- Strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as nodal agencies for teacher training.

### **1.6.2 THE MAIN OUTCOMES OF THE SCHEME ARE ENVISAGED AS**

- Universal Access, Equity and Quality, promoting Vocationalisation of Education and strengthening of Teacher Education Institutions (TEIs).
- The fund sharing pattern for the scheme between Centre and States is proposed to be in the ratio of 60:40.
- The main emphasis of the Integrated Scheme is on improving quality of school education by focusing on the two T's – Teacher and Technology.
- The strategy for all interventions under the Scheme would be to enhance the Learning Outcomes at all levels of schooling.
- The scheme proposes to give flexibility to the States to plan and prioritize their interventions within the scheme norms and the overall resource envelope available to them.

### **1.7 SCHOOL MANAGEMENT AND DEVELOPMENT COMMITTEE (SMDC)**

The School Management and Development Committee (SMDC) for Secondary and Higher Secondary Stage is responsible for all the activities including, planning, collection of data under SEMIS, implementation, monitoring, evaluation and taking corrective / remedial actions on all the components/ interventions of the scheme- infrastructural as well as academic and others, at the school level. There should be total 17 members in the SMDC as the followings will be the members.

Table 1.1 Total members of SMDC

<b>Sl. No</b>	<b>Members</b>	<b>Category</b>
1	Principal	Chairman
2	Senior teacher	Member Secretary
3	Teacher (Social Science)	Members



4	Teacher (Science)	Members
5	Teacher (Mathematics)	Members
6	Male Guardian	Members
7	One Female Guardian	Members
8	Two Panchayat Member/Ward Member	Members
9	One representative of SC/ST Category	Members
10	One representative of Educationally backward cadre	Members
11	One Member of Mahila Dal(SHG group)	Members
12	One Member of Education Development Committee of every Village reserved by school	Members
14	Three members with science, art and cultural background(Nominated by DPO/DEO)	3 Members
15	One education officer nominated by DEO	Members
	<b>Total members</b>	<b>17 members</b>

The integrated scheme of RMSA assigns special importance to decentralized planning and implementation with active involvement of community members, teachers, parents, local bodies including Panchayati Raj Institutions, Municipal Bodies, and other stakeholders in the management of secondary education through establishment of multi-member School Management and Development Committees. The RMSA framework provides that every secondary school will constitute a School Management and Development Committee (SMDC) at the school level. As per the framework, SMDCs should include representatives of local authorities, academicians, subject experts, officials, representatives of disadvantaged groups, women and parents/ guardians of students.

### 1.7.1 SUB COMMITTEES OF SMDCs:

The SMDCs are to be assisted in their work by two sub committees-

1. **The School Building Committee** which is responsible for planning, estimation, management, monitoring, supervision, reporting, and maintenance of accounts relating to construction, renovation, repairing and maintenance and other related civil works.
2. **The Academic Committee** is responsible for all academic activities including planning, management, monitoring, supervision, reporting, and collection of data for

UDISE. It is also responsible for ensuring quality improvements, equity, reducing barriers- like socio economic, gender and disability, teachers and student's attendance, recommending teachers for training, guidance and counseling, student's achievements, co-curricular and extracurricular activities and overall academic and personality development of students and teachers.

### **1.7.2 ROLES AND RESPONSIBILITIES OF SMDCs:**

Involvement of Panchyati Raj Institutions, Municipal Bodies, Community, Teachers, Parents and other stakeholders in the management of secondary education through bodies like School Management Committees and Parents Teachers Associations is to be ensured in planning, implementation, monitoring and evaluation of RMSA. SMDCs are expected to take necessary steps for overall growth and development of the school leading to conducive educational environment for academic excellence.

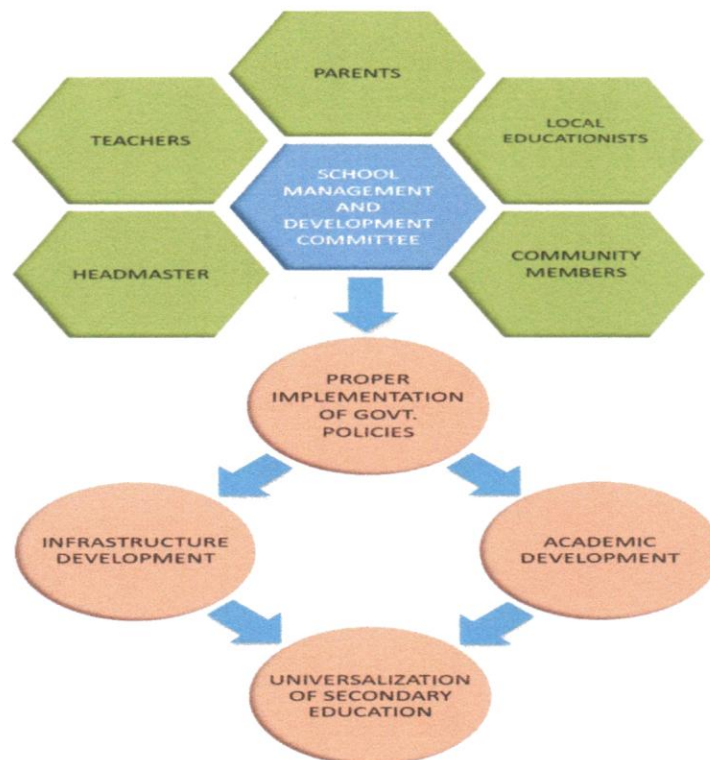
Following are the roles and responsibilities of SMDC:

- The SMDC will be responsible for all activities including planning, collection of data, implementation, monitoring, evaluation and taking corrective/remedial actions on all the components/interventions of the scheme-infrastructural as well as academic and others at the school level.
- The SMDC shall prepare a school level Perspective Plan and Annual Plan.
- The SMDC through various stakeholders should undertake extensive community mobilization to overcome barriers in children belonging to SC, ST, OBC, educationally backward minorities at Secondary and higher secondary stage.
- SMDC can to conduct civil works including repair and maintenance for improvement of school facilities in accordance with laid down rules and procedures.
- The SMDC can certify the maintenance and repair work under taken in a school for which technical provisions need to be followed. The community's right to know the cost parameters has to be fully respected.
- The SMDC will maintain all relevant records for recurring as well as non-recurring expenditure. These records will be updated on a regular basis and placed before the Committee in every meeting. The records and progress on each component / interventions of the scheme will also be placed in the meetings of the Panchayat/Urban local bodies.
- The SMDCs will inspect the work sites and takes stock of progress of recurring and non-recurring expenditure under various components of the scheme, of



consumables, availability of required facilities and text books, status of education including teachers attendance, students attendance, conduct of teachers and students, quality aspects, law and order situation in and around school premises, health condition and immunization of students, equity aspects like problems and counters by girls, SC/STs, children belonging to BPL families and educationally backward minorities.

## 1.8 CONCEPTUAL FRAMEWORK OF THE STUDY



*Figure 1.1(Conceptual Framework)*

This framework (figure 1.1) illustrates that the performance of SMDC is towards the universalization of secondary education as the community works for the proper implementation of the Govt. policies. The collaboration of teachers, parents, and local educationists along with community members leads to the successful development of both Academic and Infrastructure of school which will lead to the Access, Quality and Equity of the Secondary Education further resulting in USE.

## 1.9 TITLE OF THE STUDY

The title of the study is

**“A Study of Functioning of SMDC for Universalisation of Secondary Education in Deogaon Block, Balangir District, Odisha”**

## 1.10 RATIONALE OF THE STUDY

The success of Sarva Shiksha Abhiyan opened doors to think about the need to reassess India's preparedness to generate technical manpower, develop new knowledge and skills and, strengthen the talent of youth to remain competitive at the global level. Therefore, now the need for secondary education was felt and it focused in 2005, as CAGE Committee, on Universalization of Secondary Education, was set up by the Department of Secondary and Higher Education, MHRD, Government of India which recommended that Universalization of Secondary Education should be built on universal access, equity, retention, equality and social justice and norms.

It is evident that the SMDC members have vital role in the improvement of quality of the secondary education system. Community mobilization and close involvement of community members in implementation of secondary education is extremely critical as it fosters 'bottom up approach' not only in effective planning and implementation of interventions in the schools but also in effective monitoring, evaluation and ownership of the govt. programmes by the community. The School Management and Development Committee (SMDC) for Secondary and Higher Secondary schools can create awareness in the communities about the importance of secondary education. The community members can encourage enrollment of secondary school children. Active participations of the community also ensure transparency, accountability and helps in leveraging the cumulative knowledge of the community for better functioning of schools.

Field level research has shown that school functioning has improved significantly in places where communities have been involved actively. Some of the research studied were conducted which also recommended that there is a need for regular interaction and communication among the stakeholders of the school community to be able to find solutions to problems together when they arise. (*Boaduo, Milondzo & Adjei, 2009*) stated that Parental and community involvement help to improve discipline; punctuality of learners in school; make learners responsible and take their school duties seriously. *Dipak Bhattacharya and Gowramma I.P.*, conducted a study entitled "Problems faced by the SMDC in Improvement of the Quality of Secondary education system" on 100 SMDC members of 20 secondary schools of the subdivision of Contai, West Bengal. The findings of the study show that majority of the members have opined ineffective schooling environment do not inspire dropout



students to get back to schools. *Ahmad & Said (2013)* also highlighted that the community participation in education is positively correlated with quality education and access, retention and attendance also have a highly positive relationship with education. The aforesaid background and efforts in the field of school education particularly at secondary school stage has motivated the researcher to take up the present study.

The study is undertaken to realize the following objectives:

### **1.11 OBJECTIVES OF THE STUDY**

- To study the composition and process of formation of School Management and Development Committees.
- To study the awareness of SMDC members towards their roles and responsibilities.
- To study the contribution of SMDC members for achieving Universalization of Secondary Education.
- To study the status of SMDC in Deogaon block of Balangir district in Odisha.

### **1.12 RESEARCH QUESTIONS**

- Whether the composition of SMDC is as per the guidelines envisaged in RMSA or any new guidelines?
- Whether the members of SMDCs are aware about their roles and responsibilities?
- What are the contribution/efforts of SMDC members for achieving Universalization of Secondary Education?
- What is the status of SMDC in Deogaon block of Balangir district in Odisha?

### **1.13 OPERATIONAL DEFINITIONS**

**SMDC:** School Management and Development Committees constituted under RMSA at every secondary and senior secondary stage which is headed by the principal with other teachers and parents or local community members and is responsible for making the school annual plan, and other activities such as planning, collection of data under SEMIS, implementation, monitoring, evaluation and taking corrective interventions for infrastructure and academic activities. The committee constituted as per the circular of Government of Odisha (2011) is SMDC in the present study.

**RMSA: RashtriyaMadhyamikShikshaAbhiyan** is a flagship scheme of Govt. of India, launched in March 2009 to achieve universal access, equity, and quality secondary education through-out India.

**Universalization of Secondary Education:** This implies creating universal access and opportunity for all children at the age of 14-18 to receive secondary education.

#### **1.14 DELIMITATIONS OF THE STUDY**

- The study was conducted on the schools of Deogaon block in Balangir district, Odisha.
- Only 12 SMDCs working in 12 different schools were selected for the study.
- As SMDC meetings were not conducted during data collection, the observation of meetings could not be done. Only relevant data on meeting were collected from records.
- The study was delimited to only 12 Principals/Heads of Government Secondary Schools and 24 teacher members of School Management and Development Committees working in the Government Secondary Schools.
- Self-made tools were used for data collection.