

4 CHAPTER IV: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION:

C.V. Good has given the definition of Analysis as —The process of resolving any problem or situation into its component elements. Interpretation is —An explanation or exposition of meaning from a given point of view or school of thought. The organisation, analysis and interpretation of data are necessary steps to get a meaningful picture out of the raw information collected.

This chapter deals with the analysis and interpretation of data collected as per the objectives of the study. The following objectives have been taken for the study under discussion:

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

4.2 ABOUT THE SAMPLE SCHOOLS SELECTED FOR THE STUDY:

There are total 28 high schools in Deogaon Block, Balangir District, Odisha. Out of the 28 High Schools only 14 schools are managed by Department Of Education. So only these schools are supported by RMSA and fund is provided to these schools for construction of SMDC. Due to the current pandemic situation the researcher was able to collect data from 12 high schools which were selected as the sample of the study.

1. Anchalik Govt. High School, Uparjhar, Balangir. The school was established in 1984. Total no. of teaching staffs in the school is 09 & no. of non-teaching staffs is 04. At present 386 students are enrolled in this school.
2. Gaibahal UGHS, Balangir. The school was established in 1966. The total no. of teaching staffs in the school is 05 and no. of non-teaching staff is 01. At present 180 students are enrolled in the school.
3. Gopabandhu Govt. High School, Salepali, Balangir. The school was

established in 1984. Total no. of teaching staffs in the school is 13 and non-teaching staff is 03. At present 264 students are enrolled in this school.

4. Govt. High School Bandhapada, Balangir. The school was established in 1982. Total no. of teaching staffs in the school is 05 and non-teaching staff is 01. At present 211 students are enrolled in this school.

5. Govt. UGHS Bandhpali, Balangir. The school was established in 1959. Total no. of teaching staffs in the school is 10 & no non-teaching staffs is there. At present 45 students are enrolled in the school.

6. Govt. Upgraded High School Singhamunda, Balangir. The school was established in 1958. Total no. of teaching staffs in the school is 08 and no non-teaching staff is there. At present 77 students are enrolled in this school.

7. Govt. Upgraded High School, Brahmanijor, Balangir. The school was established in 1958. Total no. of teaching staffs in the school is 04 and no non-teaching staff is there. At present 49 students are enrolled in this school.

8. N. B. High School, Jarasingha, Balangir. The school was established in 1950. Total no. of teaching staffs in the school is 20 and non-teaching staff is 03. At present 544 students are enrolled in this school.

9. P.S. High School Deogaon, Balangir. The school was established in 1984. Total no. of teaching staffs in the school is 05 and non-teaching staff is 04. At present 155 students are enrolled in this school.

10. Phatamunda Govt. UG High School, Balangir. The school was established in 2013. Total no. of teaching staffs in the school is 0 and non-teaching staff is 0. At present 38 students are enrolled in this school.

11. Sri Ramchandra Nodal High School Karuanjhar, Balangir. The school was established in 1981. Total no. of teaching staffs in the school is 06 and non-teaching staff is 01. At present 127 students are enrolled in this school.

12. Suradhanu Govt. High School, Kuturla, Balangir. The school was established in 1975. Total no. of teaching staffs in the school is 09 & no. of non-teaching staffs is 05. At present 232 students are enrolled in the school.

4.2.1 Composition of School Management & Development Committee

The composition of SMDC should be according to the RMSA report. According to

RMSA report the SMDC should have 17 members including headmaster and the teachers.

Table 4.1: Actual and Intended composition of SMDC

Intended composition	Actual composition
Principal as Chairman	Head master as Chairman
Senior teacher	Senior teacher
Teacher (Social Science)	1 TGT from social science
Teacher (Science)	1 TGT from science
Teacher (Mathematics)	1 TGT from maths
One male guardian	One male guardian
One female guardian	One female guardian
Two panchayat members/ ward member	One Sarpanch One ward member
One representative of ST/SC member	One st.sc member
One representative of Educationally backward cadre	One member from minority group
One Member of Women group	One member from SHG group
One Member of Education Development Committee of every village resaved by school	One VEC member
Three members with science, art and cultural background	Three members with science, art and cultural background (sometimes educationists and retired teachers)
One Education Officer Nominated by DEO	Only 2 schools have

It is found that in most of the schools, the schools are following the guideline of the RMSA for the selection of SMDC members. The above table shows that the actual composition is as similar to the intended composition of SMDC. From the interview of the headmaster it is found that each and every school are following the same guideline provided by RMSA for the construction of SMDC. The information about the details of the SMDC were collected though the School information schedule and these are summarised in Table 4.2

Table 4.2: Tabular representation of data obtained from School Information Schedule on composition of SMDC:

MEMBERS	NAME OF THE SCHOOLS (in short)	AGH	GUG	GGH	BGH	BUG	SUG	UGH	NBH	PSHS	PUG	SRN	SGH
		S	HS	S	S	HS	HS	SB	SJ	D	HS	HSK	SK

Chairman		1	1	1	1	1	1	1	1	1	1	1	1
Senior teachers		1	1	1	0	1	1	1	1	1	1	1	0
Other teachers	Sc.	1	1	1	1	0	0	1	1	1	3	1	0
	So Sc.	0	1	1	1	1	1	1	1	1	0	1	1
	Maths	0	0	1	1	1	0	1	1	0	0	1	1
Parents	M	5	6	2	2	2	6	3	4	4	3	4	2
	F	2	2	2	1	2	2	2	2	2	3	2	3
Panchayat Members	S	1	1	1	1	0	0	1	1	1	0	1	0
	W	0	0	1	1	1	1	1	0	0	1	0	1
SC/ST member		1	1	1	1	1	1	1	1	1	1	1	1
E.B.M		1	1	1	0	1	1	1	1	1	1	1	0
VEC member		1	0	1	1	1	1	1	1	0	1	1	1
Mahila Dal		1	1	1	1	1	1	1	1	1	1	1	2
Members nominated by DEO/DPO		0	0	1	0	1	0	0	0	0	0	0	0
One Education Officer		0	0	1	1	1	0	0	1	1	1	1	2
Representative of finance		0	0	0	0	0	0	0	0	0	0	0	0
TOTAL MEMBERS IN EACH SCHOOL		15	16	17	13	16	16	16	17	15	17	17	15

In every school the head master is the chairman of the SMDC. Each school should have one senior teacher as SMDC member. Out of 12 schools 10 schools have senior teacher as SMDC member. Besides the senior teacher there should be 3 TGT from social science, science and mathematics background. The table shows that 6 schools have each three teacher members fulfilling the above criteria. But there are 5 schools each having only two teacher representatives and 1 school having one teacher representative. Due to lack of teachers in schools the criteria for the teacher representatives is not fulfilled in each school. No schools have representative of finance for audit and accounts it is mainly maintained by the headmaster. All the 12 schools have at least one member from Panchayat either the sarpanch or one ward member or both. Four schools have selected women for dual purpose to be served; first representative of female guardian member and secondly a member from women

group. Two sample schools do not have member from Village Education Community, it shows that there may not be availability of VEC in the area. Out of 12 sample schools 2 schools each have 2 members nominated by DPO/DEO and other 10 schools have no members nominated by DPO/DEO. In four sampled schools, retired principals/Headmaster was included as educationist member as they are very well known to that particular school from where they have worked for several years and well known to the school environment and the community members of that area so they can give better suggestion for the development of schools. The researcher found that in the provision of selecting 3 members from art, craft, science and humanity background most of the members are the Head Master of nearby secondary High School. 10 schools have members from Educationally Backward Minority. Every school have members from SC/ST background.

It shows that there is particular guideline for the composition of SMDC but there is flexibility in selecting members as per the convenience of the school and the availability of members.

4.3 Objective wise Analysis and Interpretation of Data obtained

4.3.1 Analysis and Interpretation of Objective 1 with regards to Composition and formation of SMDC:

The data found from the school information schedule shows that SDMCs were supposed to be formed between the years of 2010-11 after the formation of RMSA scheme. Regarding the formation of SMDC in school the researcher collected some data from interview with the Head Master of the school.

These data are analysed as the followings:

❖ Guideline followed for the formation of SMDC:

Each of the HM of the sampled schools responded that they followed a particular guideline provided by RMSA for the construction of SMDC. The SMDC constructed for the development of class 9 and 10. They followed the guideline to select total 17 members in a SMDC. From the interview with the HM it is found the focus is given to the RMSA guideline for the selection of SMDC members. But it is not a rigid guideline for the selection of members. There may be little modification according to the availability of members.

❖ Procedure of formation of the SMDC

All HMs of the sampled schools responded that there is no modification of the guideline of RMSA for the construction of School Management Development Committee. According to the guideline, each school first conducted PTA meeting where minimum 40% members were presented in the meeting. All the parents /guardians, teachers and Head Masters collaboratively took decision for selecting members as per the guideline provide by DEO. There is no particular time duration for the member of SMDC. The guardian member remains the SMDC member till their children are studying in that particular school. Then the membership finishes automatically. To fulfil the member post, SMDC meeting conducted and the present member decide the guardian member of SMDC. As well as there are two standing members; sarpanch and ward member. They will remain member till they have power. Like that all the vacant post fulfilled by the collective decision of SMDC members.

❖ Present composition of SMDC

Out of 12 sample schools, 9 chairperson of the SMDC who are the Head Master of the schools opined that the present composition and the process of formation of the SMDC is a good one as it includes members from diverse background. There are Head Master, Senior Teacher of the school, Three other teachers from social science, science and mathematics background, SC/ST members, member from Educationally Backward Minority, VEC member, three members nominated by DPC and one education officer nominated by DEO. Due to this diversification there is scope for getting diverse opinion and suggestion regarding the development of both academic and non-academic aspects of the school which lead to fulfil the need of the students from diverse background. So it helps to take authentic decisions which better suit to meet the need of the school.

Two Head Teachers said that due to lack of teaching staffs in school, majority of the members are outside of the school, So the opinion provided by the teachers for the development of schools are dominated by the other members of SMDC. The members from the community are very much centred towards the community need and they want to use the school and the fund for the use of the community. For example the community members want to use the school for organising functions. So it is found that there is lack of coordination among the teachers of the school and the other members of the SMDC.

One Head teacher said that the present composition of SMDC is satisfactory but some changes may be done like the SMC and SMDC should be merged and one committee should be formed. It would be beneficial for schools where children from primary to secondary stage are enrolled.

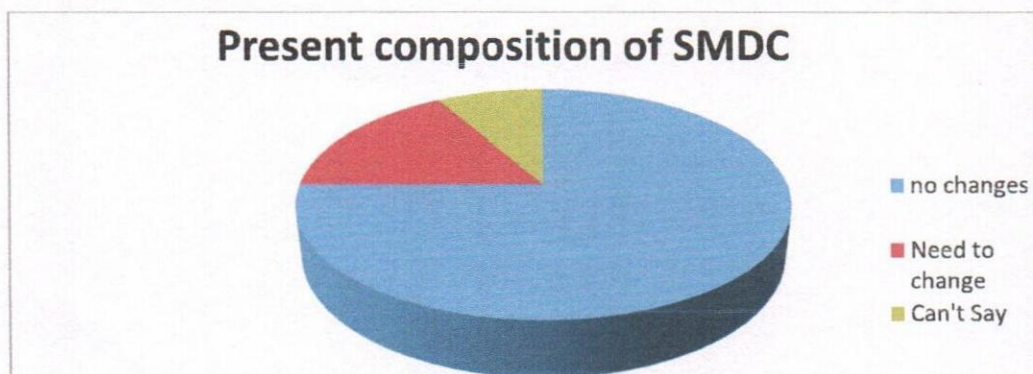


Figure 4.1 Composition of SMDC

On analyzing the overall scores in responses towards the Composition and formation of SMDC, the statistical representation is given in the table below:

Table 4.3: Tabular representation of the responses of the Teachers towards the Composition and formation of SMDC:

Question No.	Responses (N=96)		
	Yes	No	Can't Say
1	24	0	0
2	24	0	0
3	17	7	0
4	23	1	0
Total	88	8	0
Percentage	91.6	8.4	0

Graph 4.1: Data based on questions asked regarding the composition & Process of formation of SMDC can be represented graphically as follows:

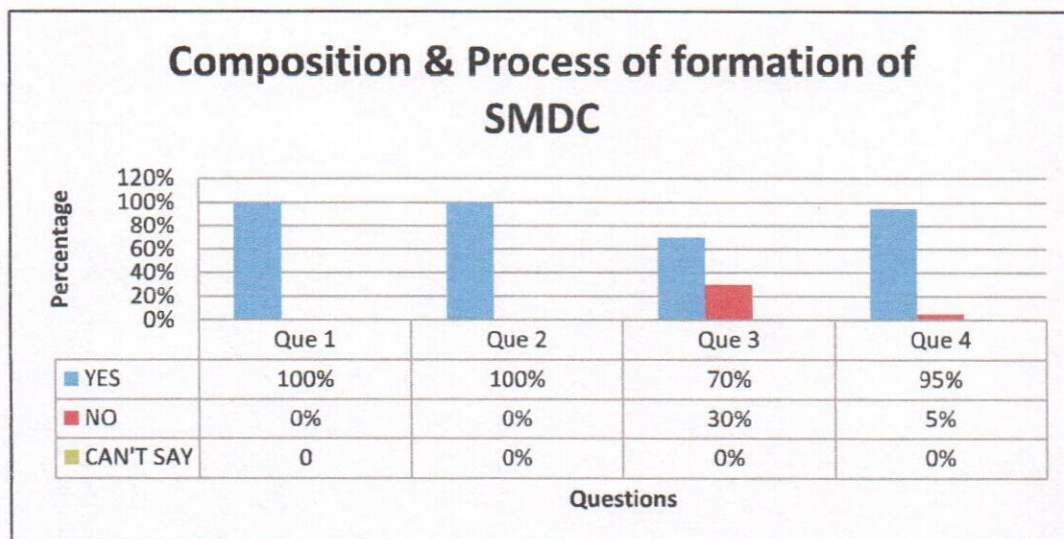


Figure 4.2 Graph showing Composition & process of formation of SMDC

The data gathered from questionnaire shows that 100% of the teacher members responded that there was a particular guideline provided by RMSA for the construction of SMDC. 100% teachers said that the selection procedure is totally following the guideline. 70% of Teacher members said that the present composition of SMDC does not need any changes. 30% of the SMDC members said that it needs some changes. Some teacher members opined that for the Upgraded high schools, the committee should be modified in such a way that both the primary and secondary teachers can take part in the committee. One member said that more emphasis should be given to parents as they know the requirements of their community children. One member said that local educationists should be included in SMDC as they can share their expertise for better functioning of the school in their locality, though it is mentioned in the guidelines but not much emphasis is given to this. One member said that the construction of SMDC is not really helpful for the development of school as it is just for formality and no work is being done in reality.

Graph 4.2: Overall data can be represented graphically as follows:

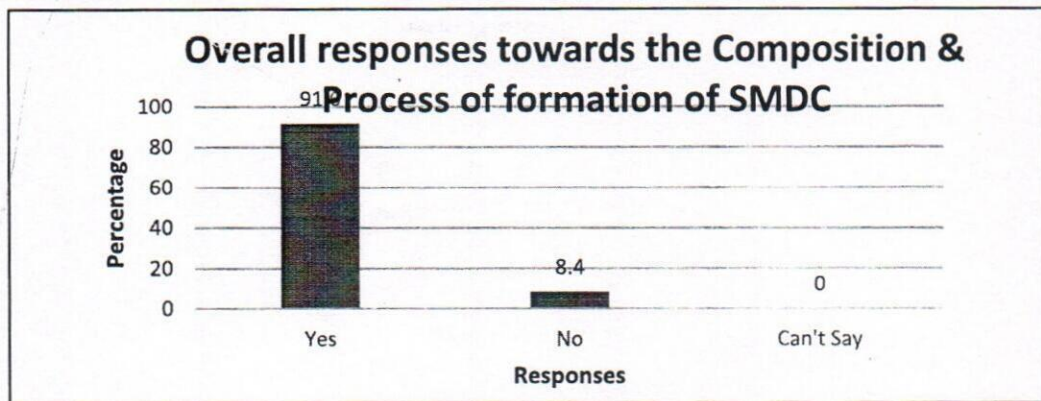


Figure 4.3 Graph showing overall responses towards the Composition & Process of formation of SMDC

4.3.2 Analysis and interpretation of Objective 2 to with regards to awareness of SMDC members towards their roles & responsibilities:

Awareness about roles & responsibilities of Head teacher as Chairman of SMDC:

The data collected from the Headmasters, who are the chairperson of the SMDC about the roles and responsibilities of the SMDC members presents that the SMDC members plan for a school annual plan for the yearly activities to be done in a year. The Government provides annual grants to the school for repairing of school building, school boundary, use of money for library, laboratory and sports activities etc. Hence it is the responsibility of the chairman to plan for the proper utilisation of that fund and supervise and monitor the works done in the school. The school conduct SMDC meeting monthly, quarterly or in requirement basis and discuss what the problem the school is facing and what should be the better solution to overcome the problem. The members of the school look after each and every activities of the school such as academic activities and non- academic activities. The academic activities include students' enrolment, students' attendance and their achievement, create awareness among the parents whose children are regularly remain absent in school and children who do not get enrolled in secondary school. The SMDC also discuss about the availability and requirement of teachers in school. The SMDC members discuss about the non-academic activities like availability of infrastructure for the students, repairing school building, sanitary facility, and toilet facilities for boys and girls etc. and SMDC members generate fund from local agencies whenever necessary.

The Head Master of the School prepare an agenda then organise SMDC meeting. In the meeting a resolution passes basing upon their discussion about how and when the plan has to be worked out.

The chairman has the responsibility of deciding the agendas of the meeting, sending notice to the members of SMDC, conducting meetings in time and makes a balance among the school, community and higher authority. Whatever the decisions taken in the meeting the chairperson has the prime responsibility for the successful execution of that work and he/she supervise both academic and non-academic activities and identify the need of the learner and other necessities of the school. The Chairperson in true sense acts as a bridge to inform the Government plans, policies etc. to the community members and make them aware about their responsibilities.

❖ **Opinion of Head Teachers about the Overall Functioning of the SMDC:**

Majority (7) of the chairpersons responded that the overall functioning of the SMDC was as per the guidelines of the RMSA and the members are very cooperative and peacefully organise every activity. They collaboratively plan and provide suggestions for the school development. However 5 HMs said that the functioning of SMDC is not satisfactory as the members are not active and most the members do not attend the meeting regularly. The members are not aware of their responsibilities. They do not care for the development of school. They think that the development of school is only the responsibility of the teachers and the Government and conducting SMDC meeting is only the formality of a school.

❖ **Difficulties faced by the Heads in SMDC**

Out of 12 Head teachers, 10 Head teachers said that they face some difficulties in managing the SMDC. Due to the poor attendance of SMDC members the interest of other members are also reducing. Some of the schools are situated in remote area so the people are migrating; in this type of situation they face difficulties. Some of the chairmen also face difficulties in dealing with parents and other local members. They face difficulties in academic development of the school. There is no particular tenure of a SMDC which create lack of interest among the members to be a member for several years. 2 Heads said that there are no difficulties at all. It seems that the Head Masters hesitate to declare the difficulties of the school to the Researcher.

❖ **Level of cooperation of SMDC members:**

9 chairpersons responded that the SMDC members are very cooperative. provides innovative suggestion for taking decisions about school. The members help in fund

management, school campus cleaning, examination systems, take extra duties. They help in every aspect. Sometimes the members provide financial support to school. At the time of any necessity of school the Head Master generate his/her own fund and collect fund from the community members with the consultation of the SMDC members. Three of the Head Masters said that the members are not cooperative. The guardians are not conscious of the work they need to do, they don't even volunteer to work for the development of school. Some of the members only attend meetings and they do not take part in any activities.

On analyzing the overall scores in responses towards the awareness of SMDC members towards their roles & responsibilities, the statistical representation is given in the table below:

Table 4.4: Tabular representation of the responses towards the awareness of SMDC members about their roles & responsibilities

Question	Responses (N=192)		
	Yes	No	Can't Say
5	11	5	8
6	10	13	1
7	22	0	2
8	24	0	0
9	17	7	0
10	20	0	4
11	24	0	0
12	6	11	7
Total	134	36	22
Percentage	69.8	18.8	11.4

Graph 4.3: Data based on questions asked regarding the awareness of SMDC members can be represented graphically as follows:

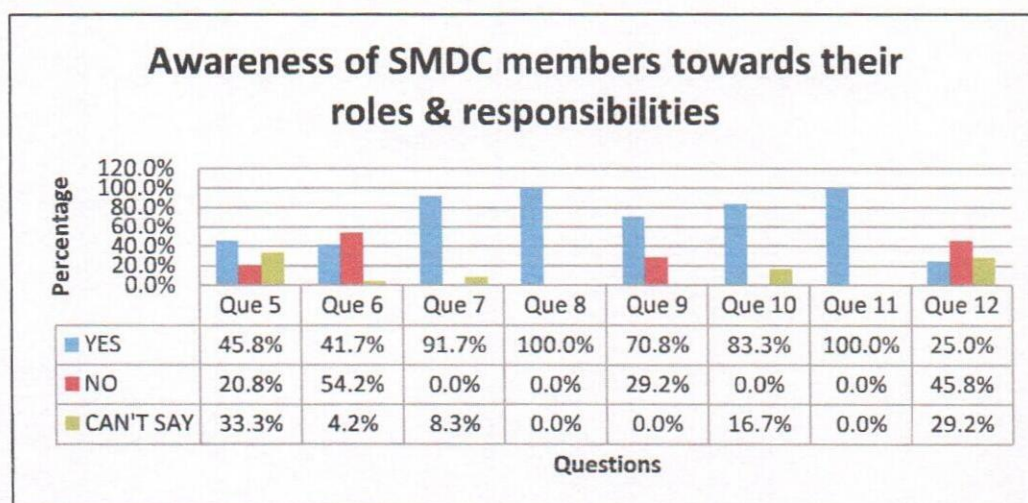


Figure 4.4 Graph showing awareness of SMDC members towards their roles & responsibilities

The above data shows that all the sampled members answered that they are aware about the roles and responsibilities as members of the SMDC. 45% teachers responded that the meeting is conducted quarterly, 20.8% responded that the meeting is conducted monthly and 33% responded that the meeting is conducted on requirement basis. Almost half of the participant members responded that the problem is mainly due to the absence of SMDC members in the meeting. The members are not aware and active for their responsibilities towards the school. 54% of the participants responded that there are no difficulties in functioning of SMDC. All the participants responded that they have vital role in preparation of annual expenditure. It was shown that majority of the members responded that they have to plan for the development of school. They find out the need of the school and prepare school development plan. The researcher found that they are only aware about the utilisation of RMSA fund and any Government fund for the development of school. Almost 70% participants responded that training programme has been conducted for SMDC members to ensure their active participation & 30% responded that no training programme has been conducted for SMDC members.

83% participants responded that SMDC have the responsibility to improve the infrastructure facilities of the school & 17% of the participants have no idea about the roles of SMDC to improve infrastructure. 25% of the total respondents said that SMDC also monitor students' & teachers' attendance, 45% responded that SMDC

has no role in monitoring attendance, and rest of the 30% can't say clearly.

Thus it is inferred that all the members are well aware about their roles and responsibilities towards the development of both academic and infrastructural development of school.

Graph 4.4: Overall data can be represented graphically as follows:

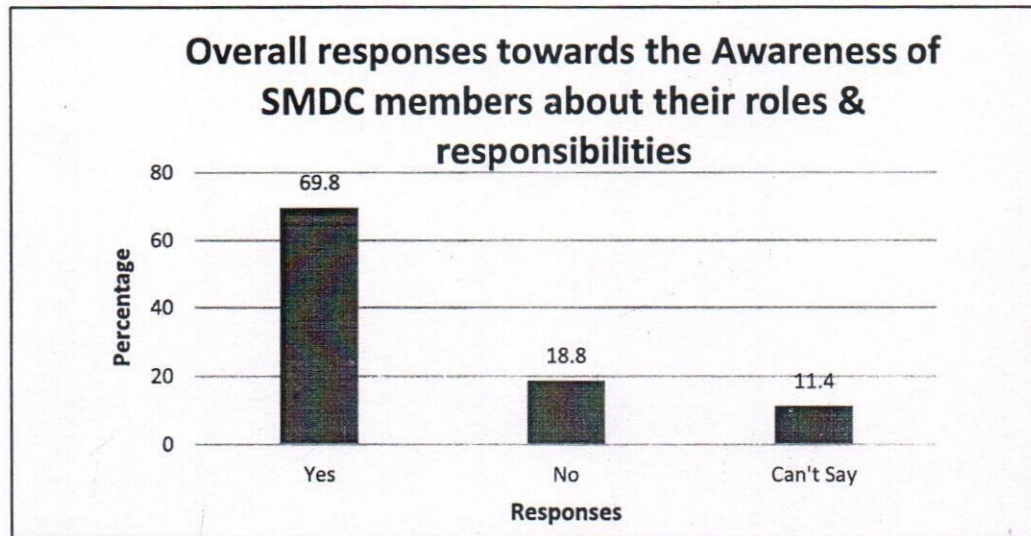


Figure 4.5 Graph showing Overall responses towards the Awareness of SMDC members about their roles & responsibilities

4.3.3 Analysis and Interpretation of Objective 3 towards the contribution/efforts of SMDC members for achieving Universalization of Secondary Education:

Analysis of responses of the HMs on Efforts made by SMDCs for Universalisation of secondary Education

❖ Monitoring of regular attendance, punctuality and teaching learning process:

The HM of the school has the responsibility for checking regular attendance of students, punctuality of teachers, teaching learning process etc. which is not regularly checked by SMDC members. But in case of the students who are regularly absent in school is discussed in the meeting of SMDC and sometimes the members also consult with their parents to send their children to school and try to identify the problem of being absent in school and provide solution for that. The other members do not check the teaching learning process regularly but they check the achievement of students,

analysis the result of students and discuss about the remedial teaching for the low achievers for the better outcome of students.

❖ **Creating Community awareness among people about Universalisation of Secondary Education**

One of the HM said that they create awareness by arranging meetings on awareness of USE based on Govt. orders/plan. One of the Head Master said that since the parents are not aware about the importance of Secondary schooling so the SMDC conduct meetings in local areas so that the parents will get motivated and send their children to schools. One of the Head Master responded that they personally contact the parents of dropout children and make them understand the importance of secondary education & the different facilities available for secondary school children. The HMs asks the teacher members to conduct survey on dropout children and asks their parents to enrol their children in schools.

❖ **Role of SMDC to provide equal educational opportunities**

The SMDC is giving importance to Girls' education, giving emphasis on no dropout in all meetings. SMDC is providing Govt. facilities to students like scholarship is provided to the students of ST/SC background, bicycle is provided to the students. The students are sort out in different categories according to their needs, then find out the students who are low achievers in the class and remedial teaching is provided to them. Also individual attention is also provided to the students of to clarify the students doubt. The researcher also found that Government is taking lots of measure through RMSA but still it is not properly implemented. Some of the schools have ramp facilities, for Children with Special Needs.

❖ **Ways in which SMDC utilizes the fund for school development**

A joint account is opened in the name of Head Master and Senior Teacher. The fund is provided to the school by RMSA to that account that is annually Rs. 50,000 - 75,000 per school. After receiving the fund the Head Master organises SMDC meeting and they decide how much money will be spent in which aspects according to the need of the school. There is a sub-committee named purchasing committee where the senior teacher and two other members are the members of that purchasing committee. They are responsible for purchasing goods as per their decision taken in the meeting. Earlier the fund was provided to the school and the utilisation of the fund was done as per requirement of the school but now the Govt. gives guidelines for utilization of funds and the SMDC follows the guidelines. The fund is being

provided for construction of school building, for library, laboratory, furniture, repairing of school building, for wall painting, sanitary purpose, toilet for boys and girls, electricity, purchasing of computer equipment and sports equipment etc. Govt. funds are also utilized for the beneficiaries for giving bicycles, providing scholarships, etc.

❖ **Suggestions of the HM for the improvement of SMDC**

It is revealed that for the improvement of SMDC the vacant posts of the school should be fulfilled in every school first so that the teachers can collaboratively take better initiatives for the development of school. Proper Orientation & training should be provided to the SMDC members regarding their responsibilities towards the development of school. Majority of the Head Master said that all the members should take active part and should present in every the SMDC meeting. The retired teacher of a particular school must be a member the SMDC, as he/she can give better suggestion for the development of both academic and non-academic aspects. The parents should take interests in their child's performance and provide feedback for the further improvement of school. The BEO, DEO should visit the schools more frequently and supervise the school developmental work. Block/District level officials should be involved in the SMDC functioning. One head teacher suggested that the SMDCs should be free from political interference.

On analyzing the overall scores in responses towards the contribution/efforts of SMDC members for achieving Universalization of Secondary Education, the statistical representation is given in the table below:

Table 4.5: Tabular representation of the responses towards the contribution/efforts of SMDC members for achieving Universalization of Secondary Education

Question No.	Responses (N=168)		
	Yes	No	Can't Say
13	24	0	0
14	24	0	0
15	24	0	0
16	10	12	2
17	24	0	0
18	6	13	5

19	23	1	0
Total	135	26	7
Percentage	80.35	15.4	4.16

Graph 4.5: Data based on questions asked regarding the contribution of SMDC members towards USE can be represented graphically as follows:

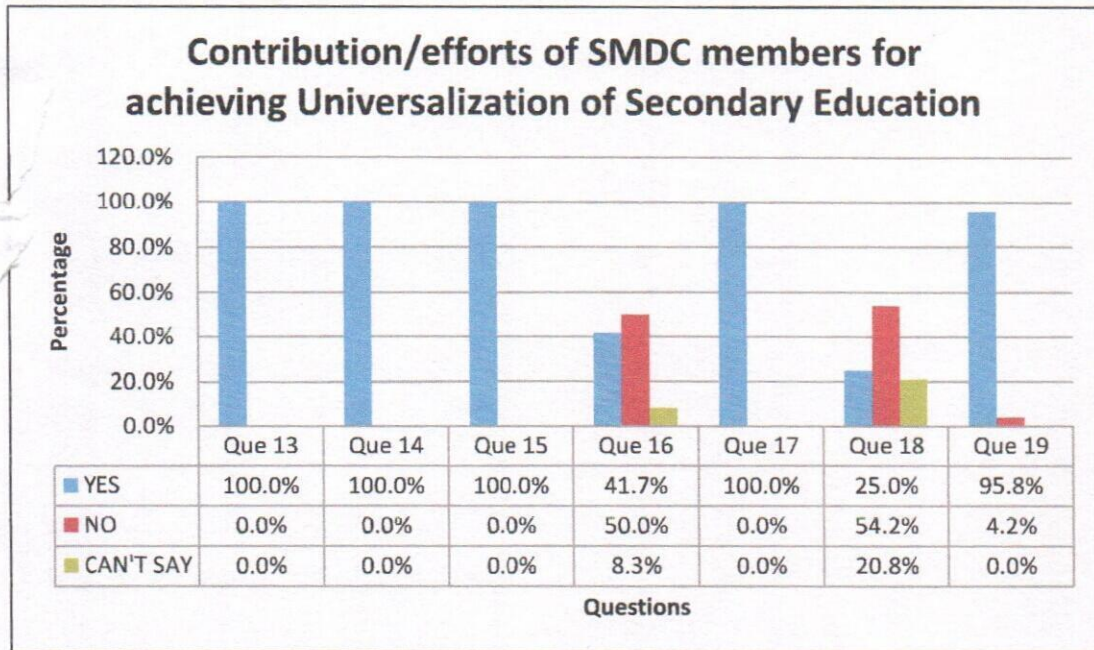


Figure 4.6 Graph showing Contribution of SMDC members for achieving USE

From the above table it is seen that 100% of the members responded that SMDC have vital roles in creating community awareness about students' enrolment, dropout, and Universal Access & retention. All the members reported that there is a need of SMDC for monitoring the schools activities and preparing school development plan. From the above table it is also found that 41.7% of the members responded that SMDC generates fund by own effort for the development of the school, the other members responded that SMDC only gets fund from the Govt. All the participants have responded that SMDC should monitor utilisation of fund. 25% of the total participants think that SMDC members should be involved to find out the dropout students of secondary schools, 54.2% members think that they should not be involved in finding out the out of school children in the age group 14-16years. 95.8% participants responded that SMDC have vital roles in providing inclusive education at secondary level.

Graph 4.6: Overall data can be represented graphically as follows:

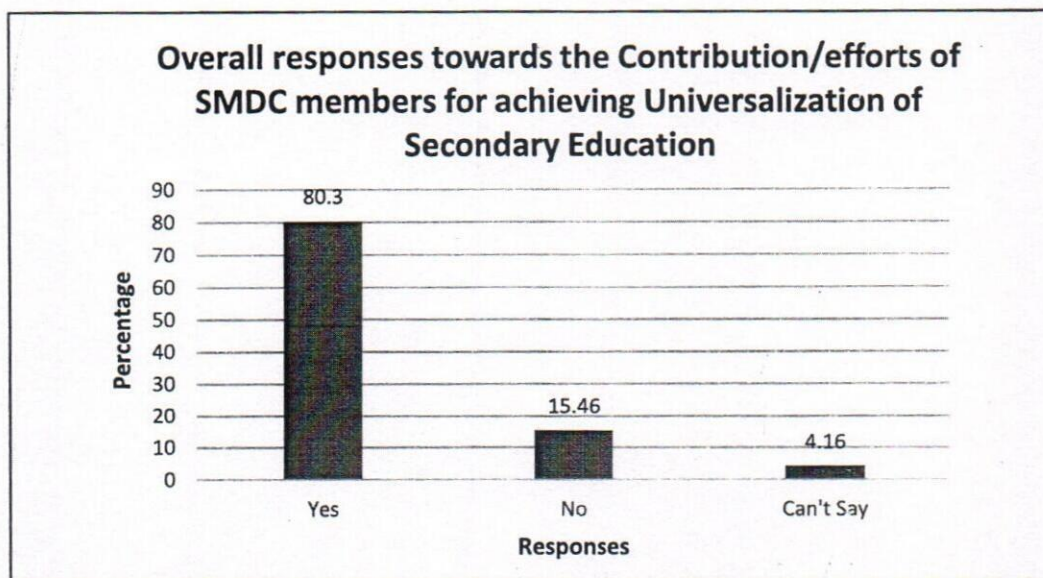


Figure 4.7 Graph Showing Overall responses towards the Contribution/efforts of SMDC members for achieving Universalization of Secondary Education

4.3.4 Analysis and interpretation of Objective 4 to with regards to the status of SMDC in Deogaon Block, Balangir

❖ **Analysis and Interpretation of Objective 4 with regards to status of SMDC:**

On analyzing the overall scores in responses towards the status of SMDC, the statistical representation is given in the table below:

Table 4.6: Tabular representation of the responses towards the overall status of SMDC of the Teachers

Question No.	Responses (N=24)		
	Yes	No	Can't Say
20	22	1	1
Total	22	1	1
Percentage	91.66	4.16	4.16

Graph 4.7: Overall data can be represented graphically as follows:

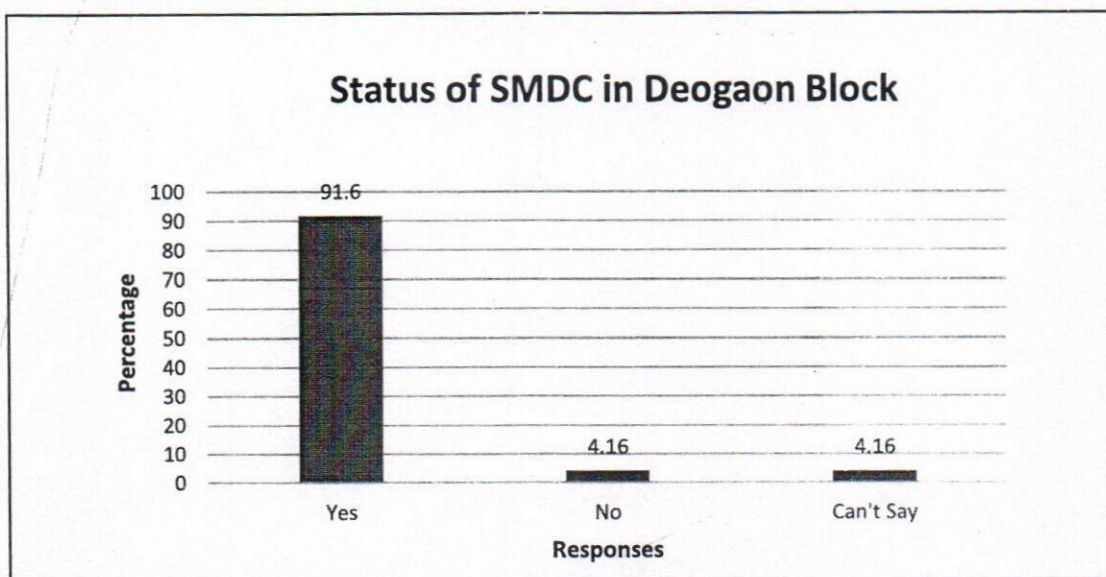


Figure 4.8 Graph showing Status of SMDC in Deogaon Block

91.7% of the total participants mentioned that the present SMDC is an active one, 4.2% mentioned that it is inactive and 4.2% have responded that the present SMDC needs to be changed.

❖ **Infrastructure facilities of the schools**

Table 4.7: Infrastructure available in sample schools

NAME OF THE SCHOOLS	AVAILABILITY OF INFRASTRUCTURE FACILITIES						
	SCHOOL BOUNDARY	TOTAL CLASSROOMS IN THE SCHOOL	LABORATORIES	LIBRARY	PLAYGROUND	SEPARATE TOILET FOR BOYS AND GIRLS	DRINKING WATER FACILITIES
AGHS	Yes	06	Yes	No	Yes	Yes	Yes
GUGHS	Yes	06	Yes	No	Yes	No	Yes
GGHS	Yes	08	Computer lab	No	Yes	Yes	Yes
BGHS	Yes	12	Sci., comp.	No	Yes	Yes	Yes
BUGHS	No	04	Yes	No	Yes	Yes	No
SUGHS	No	03	Sci., comp.	No	Yes	Yes	Yes
UGHSB	Yes	02	No	No	Yes	Yes	Yes
NBHSJ	Yes	16	No	No	Yes	Yes	Yes
PSHSD	Yes	03	No	No	No	Yes	Yes
PUGHS	Partial	04	No	No	Yes	Yes	No
SRNHSK	Yes	04	Computer	No	Yes	Yes	Yes
SGHSK	Yes	11	Yes	No	Yes	Yes	Yes

The table shows that out of 12 schools 9 schools have boundary walls, 2 schools

don't have any boundary, and 1 school have partial boundary. There are sufficient class rooms in the schools as per the students' need. 4 schools have no laboratories. No schools have library hall but each and every schools have library books available. Out of 12 schools only 1 school do not have playground. 11 schools have separate toilet for both girls and boys but one school have toilet only for girls and no toilet facilities for the boys. 10 schools have drinking water facilities like tap water, hand pump, but 2 schools do not have drinking water facilities.

Table 4.8 Meetings conducted by SMDCs in last 3 years:

NAME OF THE SCHOOL	NO. OF TIMES MEETINGS CONDUCTED IN LAST 3 YEARS		AGENDA
	YEARS	NO. OF TIMES	
AGHS	2017-18	02	H.SC exam
	2018-19	02	H.SC exam
	2019-20	03	Covid-19
GUGHS	2017-18	01	National days observation
	2018-19	02	Preparation of Exams
	2019-20	02	About School Functioning
GGHS	2017-18	01	Utilization of SAG
	2018-19	03	Utkarsha, Plot
	2019-20	02	Utilisation of SAG
BGHS	2017-18	02	Students Results
	2018-19	03	Development Plan
	2019-20	02	
BUGHS	2017-18	10	Fund utilisation
	2018-19	07	School functioning
	2019-20	08	COVID awareness
SUGHS	2017-18	06	Performance of students
	2018-19	05	Students attendance
	2019-20	06	School development
UGHSB	2017-18	03	Students'

	2018-19	05	Improvement
	2019-20	04	Fund utilisation School development
NBHSJ	2017-18	04	Fund utilisation
	2018-19	04	H.S.C exam
	2019-20	02	School development
PSHSD	2017-18	02	Expenditure of Annual grant
	2018-19	03	Renewal of SMDC members
	2019-20	06	CM bicycle distribution for students, Expenditure for library
PUGHS	2017-18	07	School development plan
	2018-19		MO school Abhiyan
	2019-20		COVID awareness CM Bicycle distribution New committee formation Dropout motivation
SRNHSK	2017-18	05	Utilisation of fund
	2018-19	04	Attendance of students
	2019-20	05	School cleaning, organisation of function Fund utilisation, parents' meeting, exam reforms
SGHSK	2017-18	03	Development of school,
	2018-19	03	Fund utilization,
	2019-20	05	Covid awareness

The schools may conduct meeting monthly, quarterly or on requirement basis. The agendas of the meeting are depending upon the time and need of the school. They are focusing on both infrastructural development of the school and quality improvement

of the education. They are supervising and monitoring the utilisation of Government fund, monitoring the academic activities of the school and preparing school development plan for the school. The only difficulty of SMDC is some of the members are not aware and active about their responsibility.

It shows that the status of SMDC in Deogaon block of Balangir district is satisfactory. Most of the members are aware of their roles and responsibilities; the functioning of SMDC in Deogaon block is good. It needs to get better to achieve Universal Secondary Education.