



INTRODUCTION
TO THE
STUDY

INTRODUCTION

1.0.0 INTRODUCTION:

The first National Policy on Education, 1968 based on the comprehensive report of the Kothari Commission made an unambiguous commitment to implement the Constitutional mandate. The Policy say; “strenuous efforts should be made for the early fulfilment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14”. The Policy emphasized that a suitable programme should be developed to reduce the wastage and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed course.

Later, the National policy on education, 1986 reiterated this commitment. The policy resolved that "the new education policy will give the highest priority to solve the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro planning". This would be applied at the grassroots level all over the country to ensure retention of children in school. This

effort would be fully coordinated with the network of non-formal education. It would be ensured that all children who attain the age of 11 years by 1990 would have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children would be provided free and compulsory education up to 14 years.

After this resolve, India participated in the world conference on Education For All (EFA) organized by the World Bank and a number of international agencies, including the United Nations agencies. The Conference held at Jomtein (issued) a "World Declaration on Education for All" and a "Framework for action to meet basic learning needs".

A careful analysis of chronological events right from the Constituent Assembly days to the present times reveals interesting facts. We began by relying on internal resource mobilisation and now we are gradually shifting to foreign aid. Policy relating to education is closely connected with this shift in the source of funding for education. The commitment to provide education to the masses in general and to all children until the age of 14 years in particular, continued till end of the 80s. It was unequivocally repeated in all government policy documents. But,

very little was done to make it a reality part of the problem was that this duty was not enforceable as it was a Directive Principle of State policy and quite unlike a fundamental right which casts a binding legal obligation on the State to enforce it. Directive Principles are directory in nature and are conditions which States have to strive to achieve.

In 1992 that the Indian judiciary gave a historic Judgment in relation to free and compulsory education in the Mohini Jain Case. The Supreme Court was of the opinion that Directive Principles could not be isolated from Fundamental Rights under part III of the Constitution. Directive Principles have to be read into Part III.

The Supreme Court held that the State was under a constitutional obligation to provide educational institutions at all levels for the benefit of all citizens and the opportunity to acquire education cannot therefore be confined obligation through state-owned or state-recognized educational institutions. This position further crystallized with the Supreme Court decision in the case of Unnikrishan vs. State of Andhra Pradesh in 1993.

Since then, many social movements across the state, NGOs and individuals started pressurizing the

government to make education a fundamental right by amending the Constitution. As a result, the then Central government prepared the 83rd Amendment to the Constitution to make education a fundamental right and introduced it in the Rajyasabha in July 1997. It was against this scenario that the Saikia Committee was formed and it came up with far-reaching suggestions.

India has failed while most other countries have managed to achieve because there has been no compulsion of any sort on the state machinery to actually achieve something like providing elementary education to all. Though Centre-State co-ordination had been in place for years, India's masses remained illiterate because no agency could be hauled up for the dismal state of education. International declarations had always stressed the 'compulsory' aspect of education, because they knew that unless governments were forced to act nothing would result out of policy papers. Therefore in 1997 the Saikia Committee consisting of State Education Ministers suggested amending the Constitution to make elementary education a fundamental right. The Committee proposed to amend Article 21 of the Constitution to include another provision, Article 21 A.

- The State shall provided free and compulsory education to all citizens of the age of six to fourteen years.
- The right to free and compulsory education as referred to in clause (1) shall be enforced in such manner as the State may by law determine.
- The State shall not make any law for free and compulsory education under clause (2), in relation to the educational institutions not maintained by the State or not receiving aid out of state funds.
- Article 35 would be re-numbered as sub-clause 1 and the following would be added after the Explanation:

The competent legislature shall make the law for the enforcement of the right to free and compulsory education referred to in clause (1) of Article 21A within one year from the commencement of the Constitution (83rd Amendment) Act, 1997.

Provided that a provision of any law to free and compulsory education in force in a State immediately before the commencement of the Constitution (83rd Amendment) Act, 1997 which is inconsistent with the provision of article 21A, shall continue to be in force until amended or repealed by competent legislature

other competent authority or until the expiry of one year from such commencement, whichever is earlier.

It was suggested that Article 45 of the Constitution would be deleted as the Directive Principle was now being made a fundamental right. But many groups opposed this and stated that Article 45 was necessary because Article 21A only pertained to children between the ages of 6 and 14 years. They were of the view that Article 45 would nonetheless impose on the State the duty to provide education for children below the age of six years. The 1997 Amendment Bill omitted this age group because it was felt that drawing up a curriculum for children at the pre-school stage was more complicated than deciding on a curriculum for school-going children.

Finally, the following clause was to be added in Article 51A of the Constitution after clause (j) as:

(k) Who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the ages of six and fourteen years.

This cast an obligation on the parents or guardian as the case may be, to ensure that all children between the ages of 6 and 14 years did attend school. This

would in effect penalise those parents who kept their children from attending school and instead engaged them in child labour.

Certain concerns were raised regarding the 1997 Bill. It was stated that with respect to Article 21A, framing of the law should not be left to the states to decide.

It was suggested that a Central law should be framed that would act as the model law on the basis of which states would frame their respective state legislation. Moreover, private educational institutions should not be left out of the purview of the legislation and it would amount to discrimination if they were not regulated as well. Moreover, private educational institutions usually charged exorbitant fees and therefore excluded poor and economically backward children.

Article 21A would thus read as follows:

The State shall provide free and compulsory education to all citizens of the age of six to fourteen years.

The obligation to provide free and compulsory education referred to in clause (1) shall be enforced by a Central Legislation on the basis of which existing State Legislation on the subject would be appropriately revised.

Since the states would draft laws based on the Central Legislation, it necessarily followed that all State Laws repugnant to the Central Law would be struck down.

Article 45 would remain unchanged because it cast a duty on the State to provide for pre-school educational institutions.

After four and a half years, the 93rd Amendment Bill (the earlier 83rd Bill re-numbered as the 93rd Amendment Bill) to make education a fundamental right was passed in the Lok Sabha on 28th December 2001 and subsequently, the Rajya Sabha passed it in May 2002. The 86th Constitutional Amendment Bill received the President's assent on December 12, 2002 and became the 86th Constitutional Amendment Act, 2002. Subsequently, a committee has been constituted to draft the Central Legislation to operationalise the 86th Amendment Act.

The distance travelled so far proves there are grounds for optimism. But there is still a long way to go. The key to translating the right into reality lies in transforming dysfunctional schools into functional schools. We must ensure transparency and accountability in the system of school education. Above all, the community at large and especially parents of school-going children should be involved in

the process of Universalisation of Elementary Education at all levels: planning, execution, monitoring, and evaluation. Finally, to make all this happen there is a need to pressurise the Central and State Governments on a daily basis to get adequate budgets, to demonstrate political will and commitment to achieving the goal of Universalisation of Elementary Education. Therefore, the cornerstone in ensuring quality school education to every child is effective community participation in the process of Universalisation of Elementary Education. A strong social movement alone can translate the right into a reality.

In short, the country is yet to achieve the elusive goal of Universalisation of Elementary Education, which means 100 percent access, enrolment, retention and attainment. To complete this long-standing national task, the Central government in collaboration with the states launched a new programme called SarvaShikshaAbhiyan in 2001. SarvaShikshaAbhiyan, which promises to change the face of the elementary education sector in the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010.

The SarvaShikshaAbhiyan is an effort to recognise the need for improving the performance of the school system and to provide community-owned quality elementary education in mission mode. It also envisages the bridging of gender and social gaps.

1.1.0 Objectives of Sarva Shiksha Abhiyan

- All children in school, Education Guarantee Centre, Alternative School, 'Back to School' camp by 2003;
- All children complete five years of primary schooling by 2007;
- All children complete eight years of schooling by 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- Universal retention by 2010.

1.2.0 School Management Committee:

Since independence, the government of India and the state Governments have chosen education as one of the tools to bring about socio-economic development in the country. Accordingly, the central Government is

investing on it liberally. The states Governments have experimented with novel strategies to achieve Universalization of Elementary Education (UEE). However, the results in terms of enrolment, retention and quality of education are not commensurate with the investments that have been made. The goal of Universalization of Elementary Education in general and more particularly of improving its quality, continues to be a daunting challenge. This is evident from the fact that Indians the highest illiterate population in the world. Several studies have suggested that an overall improvement in the school depends on effective community participation. In fact, lack of community participation in terms of active parent-teacher interaction is a serious impediment to the effective functioning of the school. Therefore the most challenging dimension of ensuring universalization of equitable quality education to all children is implementing institutional reforms and community participation in school education. Thus, peoples participation is fundamental to the success of attaining universal education and proper implementation of Right to Education Act (RTE). This objective of quality education for all children can be attained only with active participation of all stakeholders including parents, teachers, community,

civil society and We have not been able to attain community support and effective strategies for community mobilization. It is required for translating RTE from a legal framework on paper to a vibrant movement on the ground.

To achieve all the objectives of primary education and for quality improvement in to it the Government under Sarva Shiksha Abhiyan decided to constitute a School Management Committee in each school for planning monitoring and implementation of Sarva Shiksha Abhiyan schemes as per Right of children to Free and compulsory Education Act -2009.

1.2.1 Composition of the School Management Committee:

- (i) A School Management Committee shall be constituted in every school, other than an unaided school, within its jurisdiction, within six months of the appointed date, and reconstituted every two years.
- (ii) Seventy five percent of the strength of the School Management Committee shall be from amongst parents of guardians of children.
- (iii) Provided fifty percent of committee shall be women.

- (iv) Provided further that proportionate representation shall be given to the parents or guardians of the children belonging to disadvantaged group and weaker section.
- (v) The remaining twenty five percent of the strength of the School Management Committee shall be from amongst the following persons.
- a) One third members from amongst the elected members of the local authority, to be decided by the local authority.
 - b) One third members from amongst teachers from the school, to be decided by the teachers of the school;
 - c) One third from amongst local educationists / children in the school, to be decided by the parents in the Committee.
- (vi) To manage its affairs, the School Management Committee shall elect a Chairperson and Vice Chairperson from among the parent members. The Head teacher of the school or where the school does not have a head teacher, the senior most teacher of the school shall be

the ex-officio Member-Convener of the School Management Committee.

- (vii) Where there are two or more schools in a panchayat, the panchayat president will be the member of School Management Committee of one of the school remaining schools shall have ward members as members of the School Management Committee.
- (viii) The School Management Committee shall meet at least once a month and the minutes and decisions of the meetings shall be properly recorded and made available to the public.

Composition of School Management Committee:

Category	No.	Position	Preference
Parent (PTA) member	1	Chairman	Woman
Parent of CWSN/vulnerable	1	Vice-Chairman	member 1
Head Master	1	Convener	Women
Teacher representative	1	Member	Member-1
Parent including from disadvantage group & Weaker section	12	Member	Woman member-7
Elected member of Local	2	Member	Woman

Body			member-1
Educationist/Philanthrop ist/NGO/Retired official	1	Member	
Self Help Group member(parent)	1	Member	Woman member-1
Total	20*		

* Proportionate representation to parents from disadvantage group and weaker sections as defined in the RTE Act 2009 and RTE Rules 2011 & from time to time.

** 50% must be women i.e., 10 must be women.

- In general, out of twenty members, parents should be 75% ,Out of twenty members, 10 members should be women (50%)

1.2.2 Functions of School Management Committee:

The School Management Committee shall perform the following functions namely

A. Monitor the functioning of the school.

- Ensure the regularity and punctuality in attendance by teachers of the school.

- (ii) Assess the learning ability of each child and accordingly supplement additional instructions if any required.
- (iii) Ensure the enrolment and continued attendance of all the children from the neighborhood of the school.
- (iv) Bring to the notice of the Local Education Authority any deviation from the rights of the child, on particular mental and physical harassment of the children of admission and timely provision of free entitlements.
- (v) Communicate in simple and creative ways to the population in the neighborhood of the school, the rights of the child as enunciated in the Act as also the duties of the appropriate government, local authority, school, parents and guardian.
- (vi) Ensure that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education.
- (vii) Identify the needs, prepare a plan, and monitor the implementation of the provisions, where a child above six years of age has not been

admitted in any school or though admitted, could not complete his or her Elementary Education, then, he or she shall be admitted in a class appropriate to his or her age.

(viii) Monitor the identification and enrolment of CWSN and mobilize facilities for education of children with disability, as per equal opportunities, protection and full participation Act 1995 and ensure their participation in and completion of Elementary Education.

(ix) List out specification for equitable quality of education in a school.

(x) Monitor the implementation of the mid day meal in the school

(xi) Ensure that no teacher shall engage himself or herself in private tuition or private teaching activity.

B. Preparation, recommendation, implementation and monitoring of the School Development Plan (SDP):

(i) Every School Management Committee constituted under sub section (1) of section 21 shall prepare a School Development Plan every year in such manner as may be prescribed.

- (ii) The School Management Committee shall prepare a School Development Plan at least three months before the end of the financial year in which it is first constituted under Act.
- (iii) Monitor that teachers are not burdened with non academic duties other than those specified in section 27. No teacher shall be deployed for any non-educational purposes other than the decennial population census, disaster relief duties or duties relating in elections to the local authority or the state legislatures or parliament, as the case may be.
- (iv) Assess financial requirement and needs of the RTE Act 2009, including for providing special training facility specified in section 4. Entitlements of children such as free text books and uniforms, and any other additional requirement for fulfilling the responsibilities of the school under Act.
- (v) The School Development Plan shall be signed by the Chairperson or vice chairperson and convenor of the School Management Committee and submitted to the local authority before the end of the financial year in which it is prepared.
- (vi) Sub committees and sub groups with co-opted members for effective implementation & monitoring

of the School Development Plan may be formed as requested/needed by the SMC preferably with parents. HM, teachers, children, educationalist, BRTEs, Local Engineers, elected representatives, Civil Society members supporting the school.

C. Monitoring of utilisation of the grants received from the appropriate Government or Local authority or any other source.

- (i) Prepare an annual account of receipts and expenditure of the school. Any money received by the said committee for the discharge of its functions under this Act, shall be kept in a separate account to be audited annually.
- (ii) The Annual account should be signed by the chairperson or vice - chairperson and convener of the said Committee and make available to the local authority within one month of their preparation.

D. Performance of other functions

The School Management Committee shall play such roles and functions as ordered from time to time.

1.3.0 NEED AND IMPORTANCE OF THE STUDY:

According to RTE 209 every child has the right to have quality education. Focusing aim many new

dimensions and programs have been implemented to primary education. In order to accomplish the goal of quality education all government primary schools have constituted SMC's as per section 21 of RTE Act, in order to enhance the functioning of the schools. Parents and children are the primary stake-holders of an education system and in these committees parents or guardians' participation has been given main importance. So that school's management can be evaluated in a proper way.

Parents are the most important part of the SMCs', however, the fact that most of the parents of students studying in these government primary schools belong to a low-socioeconomic status and are illiterate, or may be that their first generation in visiting to schools. For this reason following questions arise:

- Are SMC Members aware of their responsibilities?
- Do they have proper understanding of management of school in which their children are studying?
- How far they have developed understanding through the trainings provided to them regarding functions of SMC?

- How actively they participate as SMC members?

Since SMC is indirectly related to the better learning outcomes of students, Researcher has decided research on the awareness and participation of School Management committees.

1.4.0 STATEMENT OF THE PROBLEM:

“Role awareness of School Management Committee members and their participation in school improvement programme at primary school stage.”

1.5.0 DEFINITIONS AND EXPLANATION OF THE TERMS:

1.5.1: SCHOOL MANAGEMENT COMMITTEE MEMBERS:

An school management committee works towards achieving proper and smooth functioning of school , by catering to its infrastructure needs , mid day meal programs and ensuring a better learning environment for children . A school development plan (SDP) is prepared and shared with government officials .As per RTE guidelines an SMC is a 12 member committee comprising parents and community

representatives . The RTE Act came into force from April 1, 2010 .

Formation of School Management Committee (SMC) is done in a meeting which is held in the school premises and all parents of children enrolled in the school and other villagers conduct a 'baithak'(an informal gathering) .It is called an AAM SABHA (General Meeting) . Interested people from among this group apply for the posts of President and Vice-President. Polling takes place and the person who receives the most votes becomes the President of the Committee.

Parents involvement can be of three types: parents as educators ,parents as partners and parents as decision makers . The RTE Act envisions parents to get involved as decision- makers with an objective to make teachers and principal more accountable for education delivery which in-turn would lead towards the better outcomes of students. if parents become actively involved as decision-makers in school, then they would also be encouraged to get involved as educators. This would further enhance the learning outcomes of students.

1.5.2: Role Awareness of SMC Members:

According to RTE-2009 Government of India under SSA have made some provisions for constitution of School Management Committee and prescribed their role or functions as follows:

- Monitor the functioning of the school
- Preparation, recommendation, implementation and monitoring of the School Development Plan (SDP)
- Monitoring of utilisation of the grants received from the appropriate Government or Local authority or any other source.

In the present study role awareness of the SMC Members means their knowledge and understanding about these roles as described above.

1.5.3 :Participation of SMC Members:

In the present study the participation of SMC members means their involvement in the above described functions of SMC.

1.6.0:OBJECTIVES OF THE STUDY :

1. To study the role awareness of School Management Committee members in school improvement programme at primary stage.

2. To study the participation of School Management Committee members in school improvement programme at primary stage.

1.7.0 HYPOTHESES OF THE STUDY :

1. There is no significant difference in the role awareness of Male and Female School Management Committee members in school improvement programme at primary stage.
2. There is no significant difference in the participation of Male and Female School Management Committee members in school improvement programme at primary stage.

1.8.0 DELIMITATIONS OF THE STUDY :

- 1 Only Government primary school was selected for sampling.
- 2 Only those SMC members who are the guardians of students were taken under study.
- 3 Study was delimited to Bhopal city only.
- 4 Study is based on the perception of SMC members
