

2 CHAPTER II: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Chapter I discussed about the background of the study, title of the study, rationale of the study, objectives of the study, operational definitions and delimitations. The present chapter deals with the review of studies related to various aspects of SMDCs and Universalization of Secondary Education. The related literature has been studied and reviewed to gain in-depth background knowledge of related works before focusing on the present study.

A literature review is study of books, journals, scholarly articles, thesis, and other sources relevant to a particular area of research, problem/issue. Purpose of the review of related literature is to describe, clarify, summarize, evaluate, interpret and compares the literature related to the present study. The objective of review of related literature is to define and limit the problem by placing the study in historical perspective and avoiding unnecessary duplication of the work by giving a clear cut picture of the problem to be studied. Moreover, it compiles and evaluates the researches available on the specific issue or topic that are required and researched by the researcher.

“A literature review is a systematic, explicit, and reproducible method for identifying, evaluating, and synthesizing the existing body of completed and recorded work produced by researchers, scholars, and practitioners”. -*Fink (2005)*

There are many sources from which the related literature for the study that is to be conducted can be collected by the researcher. Some of the sources from which the information was obtained were; Government publications and reports related to various aspects of universalization of secondary education; Journals available online (e-journals); e-books available online; Dissertations/thesis/papers; Internet and various research websites.

In the present chapter, an attempt has been made to provide an overview of past studies, which have a direct / indirect bearing on the present investigation. Only some selected and relevant studies are included in the review, which give a clear perspective of problem under study.

2.2 STUDIES RELATED TO SECONDARY EDUCATION:

Dash (2015) organized a study on “Status of Secondary Education in Odisha” and the findings showed that GER and NER are less than 100 in the State as well as in all the districts. The average number of teachers in the schools has started declining to 7 after stagnating at 8 for quite a few years. About half of the schools go without a playground. Electricity is a basic requirement of modern life, but about one third of the schools lack in it. Absence of boundary walls in schools (16%) exposes the children to outside disturbances. The schools in the state are deficient in basic infrastructural facilities. The status of secondary education was not satisfactory.

Pandita, R. (2015) has conducted a comparative study on “Enrolment and Dropout Percentage among Boys and Girls up to Secondary Level in India”. The study wanted to examine the enrolment and dropout percentage of children in India, supported with empirical findings up to secondary level. Although, the study is general in nature, but the emphasis has been laid on the girl child education, which is one of the greatest concerns in the Indian school education sector. A number of the aspects studied include, enrolment and dropout of children during the period of study, under both boys and girls category, their consequent development rate in enrolment, their corresponding decline rate in dropout and many other related aspects. Findings: The study exposes that during the period of study, the enrolment percentage of girls has improved over two fold to that of boys. At the same time as, compared to 18.17% increase in the overall enrolment of boys, the enrolment percentage of girls increased by 40.52% during the decade. Yet, the average annual dropout percentage of girls remained better to that of boys, as the girls recorded a corresponding decline in their dropout percentage by 3.53%, while as in the context of boys the dropout percentage declined by 2.54% annually. In spite of all these positives, the discouraging part is that compared to 57.39% boys, 60.39% girls dropout by or before reaching the upper primary level and against 78.40% boys and 81.72% girls dropout by or before reaching the secondary level.

Singh (2013) headed a study on “Secondary stage education in India– An analytical overview” and found that as per first survey report, 35.9% habitations are having facilities of secondary schools within a walking distance of eight km, The total enrolment in Classes IX and X has increased from 1,52,19,392 in sixth survey in year 1993 to 2,18,88,898 in seventh survey in year 2002, and it has recorded a growth

of 43.82 %. According to the seventh survey, 85,099 schools are having science laboratories in comparison to 52,105 schools in sixth survey i.e. a growth of 69.84% in the year 2002 at secondary stage in the country. Out of total 1,30,67 schools only 32.90 secondary schools are providing computer education in the country. There are 90,741 secondary schools in the country of which 20,689 secondary schools 22.80% have guidance services. As per sixth survey in year 1993, nearly 12,381 secondary schools (18.88%) have guidance services; therefore seventh survey presents a growth of 67.10%.

2.3 STUDIES RELATED TO UNIVERSALISATION OF SECONDARY EDUCATION:

Committee of CABE on “Universalisation of Secondary Education” (2005), in its report, mentioned that The four guiding principles, namely universal access, equality and social justice, relevance and development, and structural and curricular aspects as guiding principles together imply a paradigm shift necessary for moving towards the goal of Universalisation of Secondary Education.

Doley (2015) guided “A study on universalisation of secondary education in Assam: Problems and strategies for achievement” and found that in Assam, secondary education/schools have suffered from the lack of basic infrastructural facilities like lack of class rooms, table, chair, supply of electricity, drinking water facility; toilets etc. Most of the secondary schools are being run without adequate building, laboratory, library, playground, lavatory, separate toilet for girls, hostel facility for students, lack of pure drinking water facility, and lack of running water all the time in school and other equipments necessary for a good secondary school. Most of the secondary schools do not have separate computer room, separate staff room, principal’s room, common room for students, auditorium or conference hall, no proper seating arrangements for students with disabilities in most of the government secondary schools. There is no provision of remedial teaching for slow learner and also no provision of enrichment materials activities for fast learner.

Gaurav Siddhu, Shashiranjana Jha, 2015, studied “Universalising secondary education in India: Seeking efficiency, effectiveness and equity in planning enhanced access and improved quality”. The research threw light on existing patterns of access and participation in secondary schools nationally. The research explored patterns of growth in access to secondary schools and identified a range of

key issues that required consideration in managing the transition towards universal participation upto grade 10. One of the key findings was that the current norms regime is not working. The country needs a normative framework that is indicative and not prescriptive. Better planning, and designing appropriate support systems and approaches to teaching for different, challenging contexts, will help to ensure RMSA's goal of good-quality provision and widespread access.

Kalita, Borah, & Dr. Mahanta (2015) regulated a study on attitude of teachers towards universalisation of secondary education in Assam and found that Urban secondary teachers have more positive attitude towards universalization of secondary education than the rural secondary school teachers; female secondary teachers have more positive attitude towards universalization of secondary education than the male secondary school teachers; the attitude of urban secondary school teachers toward schooling and education of secondary school students is better than the attitude of rural secondary school teachers toward schooling and education of secondary school students; the attitude of female secondary school teachers toward students' education at secondary level is better than the attitude of male secondary school teachers toward students' education at secondary level. It has been accepted that many factors other than ability of the students and parents support, the attitude of teachers towards their student's education and schooling may be an important variable. Department of Education should organize orientation course regarding universalization of secondary education among the secondary school teachers.

Kumari & Panda (2013) administered "A study on school readiness for universalisation of secondary education in ULDA panchayat, East Singhbhum Jharkhand: a search for solution through open schooling" and found out that there is a large blackboard which is clearly visible from all corners of the class; there is adequate light and ventilation facility in each of the classrooms but no electric facility. A Separate staff room is also available but it is inadequate in terms of space as well as furniture. There is presence of separate administrative office and separate academic office to carry out administrative and academic work of the school. There is no separate library and no qualified librarian. The school has a single science laboratory for all the streams of science Biology, Physics and Chemistry. There is no computer in the school. Funds have been granted for computers but due to lack of qualified computer instructor as well as unavailability of electricity, the students remain deprived of computer education. There is a separate toilet for teachers but its

hygienic condition is also not satisfactory.

2.4 STUDIES RELATED TO RMSA:

Aslam (2013) organized “A study on Rashtriya Madhyamik Shiksha Abhiyan – A case study of district Pulwama” and found that majority of the respondents agreed that RMSA is meant to universalize secondary education and to improve the quality of secondary education. Majority of the results indicated that RMSA is meant to ensure that all students receive quality education and it provides equality to all the sections of the society. The respondents also recommended the arrangement of free books to poor children.

Das (2016) guided “A study on role of RMSA for developing secondary education in north east India with special reference to Barpeta district of Assam” and found that training programme is needed for professional development of the teachers; most of the respondent needed the training programme of the teachers should be beginning of the year in January month; data said the management of the training under RMSA is good in Barpeta District; data also showed till date the attitude of teachers towards training is not satisfactory, though data also showed teachers needed training programme; the cooperation among the members of SMDC is less; some job oriented courses should be introduced at school course content for the poor students.

Moharana (2014) conducted a study on “status of infrastructural development under RMSA in Cuttack district of Odisha”. The study revealed that there was a gap between the facilities proposed in the RMSA guideline and their availability in secondary schools. The study revealed that there was a gap between the facilities proposed in the RMSA guideline and their availability in secondary schools. The utilization of computer facility was not up to expected level. Educational technology, display room, computer room, administrative block and auditorium facilities were not available in secondary schools. There was no provision of girls’ hostel in rural areas. There was non-availability of adequate furniture and well-equipped class room for transacting topics.

2.5 STUDIES RELATED TO SCHOOL MANAGEMENT AND DEVELOPMENT COMMITTEES:

Ahmad & Said (2013) organized a study on “Effect of community participation in education on quality of education” and found that community participation in education is highly positively correlated with quality education and access, retention

and attendance also have a highly positive relationship with education. The study found a significantly positive correlation between community in education and quality education. This finding also further confirms that the collaboration between schools and community has a healthy effect on quality education. The study further discovered that a significantly positive correlation between community participation in education and retention.

Akech Rosemary Oyollo, 2008 conducted a study on “Assessment of the effectiveness of school management committees in pastoral communities: a case study of Bokora county, Moroto District” Uganda attaches a lot of importance to effective school management at all levels to ensure provision of quality education that should contribute to national development. The research questions and objectives of the study focused on assessing the extent of effectiveness of the SMCs. It explored the contextual factors (socio-cultural, economic, physical, policy guidelines, school inspection and gender balance) that determine the performance of SMCs. The study was cross-sectional and used both qualitative and quantitative approaches. Field data was collected from 100 respondents who included SMCs, head teachers, teachers, parents, opinion leaders, education officials and NGOs using questionnaires, FGD guides, interview guides and review of secondary data. The key findings of the study were that; The SMC knew their roles though they mainly performed supervisory role and neglected administrative and consultative roles. This was due to the socio-cultural, economic and physical factors that influenced the performance of the SMC in primary schools. In order to strengthen the work of SMCs, it was recommended that government increases funding for Education programs in the region.

Centre for Education, Innovation and Action Research, TISS Mumbai in September 2019 studied SMCs in four states of India. The objective of the study was to assess effectiveness of SMCs in different schools. The study found that SMCs across the states differ in terms of constitution, the process of formation and functioning depending upon the rules and norms of the states as well as the existing social structure within and around the schools of the State. This resulted in inconsistencies in the experiences, skills, understanding and expertise required by SMC members across various schools through the four states.

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 objective of the study was to find out the issues and problems faced by the SMDC in improving the quality of secondary school system. A self-developed questionnaire was used for collection of data, then the data were analysed using frequency and percentage. The findings of the study show that majority of the members have opined ineffective schooling environment and teachers' role do not inspire dropout students to get back to schools.

Government of Karnataka (2004) in collaboration with AzimPremji Foundation studied "School Development and Management Committee (SDMC) in Karnataka". The study found out that 2% of the schools in Karnataka didn't even have a School Development and Management Committee. The monitoring mechanism seemed to be ineffective. There was low representation of girls as student representatives in SDMCs. 68% of the student representatives who were interviewed were boys only. Action is required to encourage girl students to take part in the SDMC activities. Students from SC/ST communities also need representation since they are still an underprivileged section. The significant findings of the study were that as against the general perception that Presidents of SDMCs were illiterate, it was found that 90% of them were literate. During the field study, it was observed that illiterate members were as effective as literate members and educational qualifications, therefore, could not serve as a basis for selection of the members.

Meena Sherawat and M. M. Roy, DIET, Ghumenhera (SCERT Delhi), studied "Expected roles and Functions of the SMC: An Investigation for Effective Functioning". Findings revealed that members involved themselves in the monitoring of the admission, attendance and participation of child but didn't ensure some of the key expected roles and functions and in order to function smoothly, SMCs should be elected through proper election process as per RTE act and SMC members should be oriented by the Principals and other authorities.

Meher and Patel, 2018, conducted a study on "Functioning of School Management Committee at Elementary level". The main purposes of the study were to investigate the present status and functioning of SMC in elementary levels of Jharsuguda and to find out the problems faced by the SMC members in their smooth functioning. For this study, descriptive survey method was employed. 30 elementary schools were selected from Jharsuguda district by adopting stratified random sampling procedure, out of which 15 from urban and 15 from rural areas. In order to collect data from the sample group self-made open-ended questionnaires were prepared and administered

before the SMC members of selected elementary schools. The obtained data was analysed through simple percentage technique. Finally, it was found that in all elementary schools SMC was constituted and it was functioning properly covering their aspects.

Mupindu,(2012)on his study “The Capacity of the School Development Committees/ Associations towards Providing School Instructional Resources in Zimbabwe” revealed that revealed that, the male School Development Committees/Associations members were more dominating than the females. The structure is roughly uniform in almost all secondary schools. The structure of the School Development Committees/Associations is as follows; Chairperson, Vice-Chairperson, Secretary, Treasurer, School Head, Deputy School Head, Senior Teacher, and three committee members. The above structure is the one recommended by the Ministry of Education, Sports, Art and Culture.

National law School of India University (2006) conducted “A Study of the Role of SDMCs in the School Management and Supervision in Karnataka in the context of SSA”. The study revealed that majority of the members work according to the instruction of the head teacher since they were not aware of the procedures and functions of committees. When asked about what school development activities are undertaken by the SDMC, the study found that members in Mangalore and Kolar district were more likely to focus on activities to improve enrolment and attendance in schools. Gulbarga district was found to have put in least efforts towards increasing enrolments and attendance in schools. Initiatives undertaken towards this end was most popularly door-to-door campaigns (87.8%) followed by Prabhatpheri (66%). The objective of these campaigns according to SDMC members was to mobilize the community and motivate parents to send their children to school. The SDMC also has the responsibility of monitoring attendance of teachers and students and monitoring students’ incentives. However, the majority of SDMCs (66%) did not take any action on this front. The study also found that SDMC members were not aware of the records kept in the schools since Head Teachers maintained all the records and the members do not normally have access to them. This could be because teachers were generally unhappy and considered the involvement of SDMC as interference in their work by the members. In addition the study also found that monthly meetings of the SDMCs as per the model bye laws were not happening on a regular basis. With regard to drop-out children SDMCs held meetings with parents (70%) and teachers

(30%) to bring children back to school. For children with special needs (CWSN), the study found that though there were higher numbers of such children in Dharwad and Mangalore, there were no special provisions made for such children by the SDMC. The study found that the most likely reason for the SDMC not being able to improve the quality and conditions of schools was lack of financing.

Niranjanaradhya (2013) conducted a study on “A study of the Role of SMDCs in the school Management and supervision in Karnataka in the context of SSA” the study reported that majority of the SMDC members were unaware about their roles, functions and regulations and the powers delegated to them. Majority of the SMDC members were working according to the instruction of the head-teachers that’s why they were not aware of the procedures and functions of committee.

Sarat ku. Rout and Sumitra Mishra conducted a study on “Knowledge and Awareness of members about the Function of SMDC in Tribal Areas”. The study revealed that Teacher members including H.Ms had fair knowledge and Awareness about the Composition of SMDCs. DPC nominees as well as parent members were aware about some selected provisions only including grants for recurring and non-recurring expenditure, free textbooks and materials provided to the students.

Sijan Thapa (2012), on his study “How functional are school Management Committees in the present context” revealed that none of the parents he had interviewed know about the term School Management Committee. He said that SMCs has become more of a formality than practicality. It exists in paper but in reality, it is nearly non-existent. The samples were selected randomly for the study and survey method was used for conducting the study.

Singh (2012) conducted a study on “understanding the role of school management committees (SMCs) in the context of effective implementation of the Right to Education Act, 2009” and found that for empowering SMCs specific strategies like training, orientation, awareness campaigns, nukkad natak, media campaigns, etc should be employed. SMCs should be able to focus on tracking each child’s progress and continuously monitor critical indicators; maintain detailed financial records of income and expenditure of school; meetings of SMCs must be administered by school on a regular basis and should include discussion about participation of children in school, their access and retention in education as well as funding and expenditure of school activities.

Swain(2011) in a study entitled “effectiveness of school management

committees(SMCs) on Secondary schools in Puri district” found that SMC, a body constituted at grass root level are not functioning in the manner as it was supposed to. Functioning of SMCs was affected negatively due to lack of interest by the SMC members. The contributions of SMC members are limited to the intervention in infrastructure development in the schools.

Tripathi (2008) conducted a study on “Parental participation in children’s learning Process of Nepalese Institutional Secondary School of Kathmandu District.” The objective of the study was to explore the perception of the school management and beneficiaries on parental participation in school teaching process. The study found that SMDCs chairpersons and members did not have close contact between each other. They were not familiar how head teachers and teachers were trying to involved parents in school process.

2.6 Research Gaps

From the above review it is found that a large number of studies have been conducted in India as well as in abroad on the community participation and its impact on universalization of secondary education. Many studies have been conducted regarding the functioning of SMCs but few studies are carried out on SMDCs with reference to Universalisation of secondary education and no studies have been conducted in Deogaon block. Therefore, all the studies mentioned in the review chapter motivated the researcher to take up the present study.

In Indian context majority of the researcher conducted study on the community participation in school education. Most of the studies underlined the community involvement for quality improvement in schools. The most common findings of the above reviews are: not every School management committees follow the guidelines of Govt. for selection of the committee members; Lack of awareness of committee members towards their roles and responsibilities was found; paucity of funds was a major problem that adds to the inactive roles of SMCs in the school development; in some areas the committees exists only in papers but there is no existence of SMCs or SMDCs in reality; there is not 100% effective participation of community members towards education. The RMSA is providing many kind of support such as financial support and training to teachers etc. for the development of quality, equity and access for universalization of Secondary education. The role of community is crucial for achieving higher quality of education in rural areas. In this regard, a higher level of

awareness about the importance of education in the community is found to be important. The above studies suggested that there is significantly positive correlation between community and quality education; community and access to education; community and retention; community participation and attendance; community participation and quality education as the positive interaction between schools and communities creates wider opportunities of closer work and cooperation between parents and teachers which contributes towards enhancing access, retention and increased attendance. The review of the studies helped in taking the varied decisions for proceeding ahead in the study. These researches give ideas about the building up of objectives, sampling techniques, research design, statistical design, development of tools and also the design of collecting the data from the respondents of the present study. So, an attempt has been made by the investigator to review the studies conducted in this area which have direct and indirect relation with the present study.

2.7 CONCLUSION

In this chapter the studies were reviewed related to the Secondary Education, Universalisation of secondary education, RMSA, and also related to the awareness, composition and functioning of SMDCs. The present study will be conducted on the basis of above findings.