5 CHAPTER V: FINDINGS AND CONCLUSION

5.1 INTRODUCTION:

This chapter deals with summary and conclusion. The main purpose of this chapter is providing in brief the details of the study. It also contains major findings, educational implication and suggestions for further research.

5.2 SUMMARY:

The Central Government initiated SarvaShikshaAbhiyan (SSA) in 2002 and set the targets of universal primary education in 2007 and Universal Elementary Education (UEE) by 2010 respectively. Universal Elementary Education provides a sound basis for sustainable development. The growing number of children in the elementary school system is bringing pressure to bear on the need for further education. Universalisation of Secondary Education should now be our goal: this will generate creation of human capital and will provide sufficient conditions for accelerating growth and development and equity as also quality of life for everyone in India. It is, therefore, time to consider the issue of Universalisation of Secondary Education and the achievement of that goal. A CABE 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. 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. Hence, the four guiding principles imply a paradigm shift necessary for moving towards the goal of universalization of secondary education.

To fulfill the recommendations of the CABE Committee report, the MHRD has launched a scheme for universalization of access to and improvement of quality at secondary stage in the year 2009 and has brought out a Framework of implementation of Rashtriya Madhyamik Shiksha Abhiyaan. 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 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.

5.2.1 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.

5.2.2 RSEARCH 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?

5.3 MAJOR FINDINGS

SL. NO.	RESEARCH QUESTIONS	FINDINGS
1	Whether the composition of SMDC is as per the guidelines	Each and every school are following the same guideline provided by RMSA for the construction of SMDC and the overall composition of the SMDC is following the norms of RMSA.

	envisaged in RMSA or any new guideline?	There is flexibility in choosing members of the SMDC as per the convenience of community members and the school. 75% chairperson of the SMDC opined that the present composition and the process of formation of the SMDC is a good one as it includes members from diverse background. Due to this diversification there is scope for getting diverse opinion and suggestion, it helps to take authentic decisions 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 centered towards the community need and they want to use the school and the fund for the use of the community. So it is found that there is lack of coordination among the teachers of the school and the other members of the SMDC. 70% of the teacher member said that there is no need to change or modify the present composition and the selection procedure of SMDC members as they are satisfied with the present composition. Only 30% members viewed that there is a need to change or modify the composition & the selection of SMDC members.
2	Whether the members of SMDCs are aware about their roles	There are specific roles for the Chairperson, senior teachers and other members and they cooperatively work for the development of academic and non-academic area of the school.

	and responsibilities?	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.
		It is found that the functioning of SMDC is not satisfactory as the members are not active and most the members do not attend the meeting regularly.
		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.
		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 utilization 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.
3	What are the contribution/efforts of SMDC members for achieving Universalization of Secondary Education?	It is found 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. 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. It is found that the schools create community awareness about Universalisation of secondary education by arranging meetings on awareness of

		USE based on Govt. orders/plan, conducting meetings in local areas so that the parents will get motivated and send their children to schools, personally contacting the parents of dropout children and make them understand the importance of secondary education & the different facilities available for secondary school children, conducting survey on dropout children and asks their parents to enroll their children in schools.
		From the data collected 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 utilization 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.
		SMDC is mainly helpful for taking decision collaboratively for deciding the utilization of fund comes from RMSA and any other Govt. fund and supervise the proper implementation of the fund. There is no strict guideline for the organisation of meeting. It depends upon the need of the school.
		It is found that Government is taking lots of measure through RMSA but still it is not properly implemented.
		There are ramp facilities for CWSN.

		A joint account is opened in every school in the name of Head Master and Senior Teacher. The fund is provided to the school by RMSA to that account which is managed by the SMDC members.
		The only difficulty of SMDC is some of the members are not aware and active about their responsibility.
		The whole process of school is depending upon the decision of SMDC but it was found that not all members were taking part in all meetings.
4	What is the status of SMDC in Deogaon block, Balangir District, Odisha?	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. It shows that status of SMDC in Deogaon Block is satisfactory. 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. It is found that there is need of infrastructure development in the schools. All the SMDCs are not getting the grant from govt. in time. The effective functioning of the SMDC is varying in different schools. It also depends upon the interest, activeness and awareness of the community members.

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

5.4 DISCUSSION OF RESULTS:

The findings regarding the composition of SMDCs revealed that all sampled school are following the guideline of RMSA for selecting the members of SMDC but there is a flexibility provided to community members and the school to choose the members of the SMDC as per the availability of members. The findings are in tune with earlier researches (Lal, 1997; Bhatacharya, 2001 and Swain, 2011). They also report composition of committees as per norm. Findings related to awareness about roles & responsibilities of members revealed that all the teacher members of SMDC are conversant about the structure and composition of SMDC. 100% members said that the selection procedure was totally based on the guideline of RMSA. 30% of the chairperson shared their experience that the overall functioning of SMDC is not satisfactory because the members are not aware and active to take part for the development of school. Majority of members reported that they are aware about student enrolment, retention, and achievement of children, monitoring school activities, preparing school development plan, preparing annual account of income and expenditure of school and have vital role in creating community awareness.

It is found that SMDC is mainly helpful for taking decision collaboratively for deciding the utilization of fund comes from RMSA and any other Govt. fund and supervise the proper implementation of the fund. There is no strict guideline for the organisation of meeting. It depends upon the need of the school. For the development of education time to time results of the students are analyzed in the SMDC meeting, create awareness among parents to send their children school regularly, find out the low achiever and provide them remedial teaching. For making SMDC more effective the vacant post of the schools should be fulfilled.

Proper training should be provided to the members to create awareness among them. The effective functioning of the SMDC depends upon the interest, activeness and

awareness of the community members. The only difficulty of SMDC is some of the members are not actively participating in the development work.

5.5 EDUCATIONAL IMPLICATIONS:

There is a gap among the development of school. The government is providing equal facilities to every school but some school is highly developed and some schools are still struggling. It is highly possible that this gap is generating because of the community members. Community involvement can play a major role in school improvement programme and Universalization of Secondary Education. Allocation of funds directly to the schools has reduced misappropriation at intermediate level. But, people at grassroots don't possess requisite expertise planning to provide suggestion to different educational aspects of education. Capacity building aspects of such persons (SMDC members/ Principals/ Stakeholders) need more attention. Failure of the SMDCs is a sign of lack of such capability among the persons who have been assigned the task of making the SMDCs successful. Due to nationalization of government schools; what changes have taken place in the functioning of these schools/SMDCs, can be measured/inferred from this study. The present study is an approach that could be used by schools to understand the functioning of SMDC and it could also be used for the development of the same. It may bring some changes in organization, administration and management of secondary education.

5.6 SUGGESTIONS FOR FURTHER STUDY:

- ➢ A case study can be done in one secondary school to know the actual functioning of SMDC in a particular school.
- ➢ A study of factors responsible for ineffectiveness of the SMDCs would be a positive step towards making it effective/more effective.
- ➢ A similar study may be conducted on a large sample/scale at level, covering all districts and at least two blocks of each district.
- ➢ A study/survey to know the level of awareness among education department officials about the recent developments/techniques of decentralization in educational management would help in knowing the prevailing inter-state/intra-state variations in level of professionalism among such officials.

5.7 CONCLUSION:

The aim of the Universalization of secondary education can be fulfill if the three major aspects i.e., quality, equity and access of secondary education can be made

available for every students. Govt. has really taken praise worthy step for universalising secondary education. With the support of RMSA and the functioning of SMDC both the academic and infrastructural improvement is taking place in every school which implies the quality aspects of the secondary education. The Govt. is providing Bicycle, textbook, scholarship to SC/ST students and uniform for the purpose of fulfilling the access and equity aspect to make secondary education accessible for all students. Remedial teaching is also provided to the low achievers. It is inferred that Govt. is taking many steps for the school development and for inclusive education but it is still not implemented successfully. Till today the special children are not getting equity in secondary schools. So there is a need of training or awareness programme for the teachers and SMDC members to make them aware about their responsibilities as SMDC members, to make them aware about the needs of CWSN, to build their capacity so that they can work for the development of schools & provide quality education. Strict provisions should be made for the members of the SMDC to attend the meetings regularly and share their views regarding the development of school. After that the universalization of secondary education can be fulfilled in coming years.