



Effectiveness of School Management Committees in Haryana

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ABSTRACT :

The present paper deals with the effectiveness of SMCs with special reference to state of Haryana. It explains How SMCs helps in achieving the provisions made under RTE 2009. The Introductory part of the paper describes importance of community participation, composition of SMCs under RTE Act 2009. The second part deals with impact of SMC on school education in term of access and retention. Finally, it explains the issues and challenges regarding its effectiveness along with policy implication/suggestions for future strategy formulation.

KEYWORDS : Violence, Political Tension, Morality, Gyan Singh, Harpal Singh, Immodest etc.

Introduction

It is commonly realized that goal of UEE, EFA and Right to Education cannot be achieved without considering the importance of community participation. A community is generally viewed as a group of people residing in a defined geographical area, who have common interest and work together. They may also have a feeling of belongingness. Though all Communities may not be homogenous, but their feeling of belongingness and common interest help a lot in achieving the goal of UEE and RTE 2009. Being Joint venture of State and Society it become easier to improve the level of Access, Quality and Equity at elementary level of education.

Various Programmes, policies and studies clearly reveal that for requisite outcomes in school education, the role of community participation cannot be denied.

The Interactions between school and the community have two dimensions: To bring the society into the school and to bring the school into the society (Patterson and Harwood 1995). Community participation has been recognized as an important and significant strategy for an efficient and effective utilization of limited resources in order to identify and solve problems of education sector and to provide quality education for children (Pailwar and Mahajan 2005).

In the context of India, Govinda and Diwan advocate community participation for “involvement of parents and community leaders as partners in supporting educational activities that contributes to improvement in their own lives” (Govinda and Diwan 2003:15).

The National Policy of Education 1986 stressed upon community participation in educational management. The NPE states that local communities of parents and village residents, through appropriate bodies will be assigned a major role in the programme of school management. “Community involvement would establish a close linkage between school and community and help in improving quality in education, reduction of absenteeism and irregularity” (National Policy on Education 1986).

The Revised Policy in Education in 1992 (POA) also called for community participation in educational planning and management. The language used to describe the rationale for decentralization underwent a significant transformation. Phrases such as ‘empowering the people’ or ‘grassroots level democracy’ almost disappeared from the discourse putting considerable emphasis on efficiency of system.

Yet, the Moily Committee (Policy in Education 1992), set up by the Central Advisory Board of Education (CABE), argued: “It is increasingly becoming evident that the bureaucratic systems are not able to manage the challenges in the field of educational development and people’s participation is seen the world over as an essential pre-requisite for achieving the goal of education for all. It is in this context that the Committee perceives the



entrustment of educational programs, to institutions of local self-government, as a step in the right direction” (GOI 1992:14).

The 73rd and 74th amendment act (Panchayati Raj Act) 1992, stipulates the formation of democratically elected bodies at the district, sub-district and panchayat levels. These panchayat bodies have been entrusted with the responsibility of preparing development plans, besides with subject closely related to education, health, social welfare and women and child development.

Further, Mahila Samakhya Programme, involvement of SHGs in Mid Day Meal scheme. Sishu Siksha Karmasuchi in West Bengal, Jana Sikshan Adhiniyam 2002 in Madhya Pradesh also recognized the importance of community participation.

Community based organization, such as school management committees (SMCs) and other Panchayati Raj Institutions (PRIs) have a significant role to play in the local governance and functioning of schools. The recently introduced RTE Act has made the formation of SMCs mandatory. Improved governance of education has been identified as one way through which level of access, Quality and participation in education can be improved (UNESO, 2009) and which can reduce various problems related to inequality which accentuates exclusion (Govinda and Bandhopadhyay, 2010)

The right of children to free and compulsory act 2009 also asserted the significance of community participation for the realization of UEE which stipulates the constitutions of a school management committee in every elementary school in Haryana with 75% of member from amongst parents or guardians of children.

The State government has notified the rule regarding RTE on 3 June 2011. The provision of SMC and their function is given as under.

SCHOOL MANAGEMENT COMMITTEES UNDER RTE IN HARYANA

Section 21 deals with Composition and functions of the School Management Committee.

(1) Section 13 (1) says “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”. A School Management Committee (SMC) shall consist of members, excluding the Convener Member as provided in Section 13 (Clause 4) of the said rules, as detailed below:

(i) Strength of students – 1 – 300 = 12 members;

(ii) Strength of students – 301 – 500 = 16 members;

(iii) Strength of students – 501 and above = 20 members;

(2) Seventy five percent of the strength of the School Management Committee shall be from amongst parents or guardians of children. 6

(3) The remaining twenty five percent of the strength of the SMC 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) Remaining one third from amongst local educationists / children in the school, to be decided by the parents/guardians in the Committee

(4) 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.

(5) 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 by the Member – Convener.

(6) The School Management Committee shall, in addition to the functions specified in clauses (a) to (d) of section 21 (2), perform the following functions, for which it may constitute smaller working groups from amongst its Members :

(a) Communicate in simple and creative ways to the population in the neighbourhood of the school, the rights of the child as enunciated in the Act; as also the duties of the State Government, local authority, school, parent and guardian;

(b) Ensure the implementation of clauses (a) and (e) of section 24 and section 28,

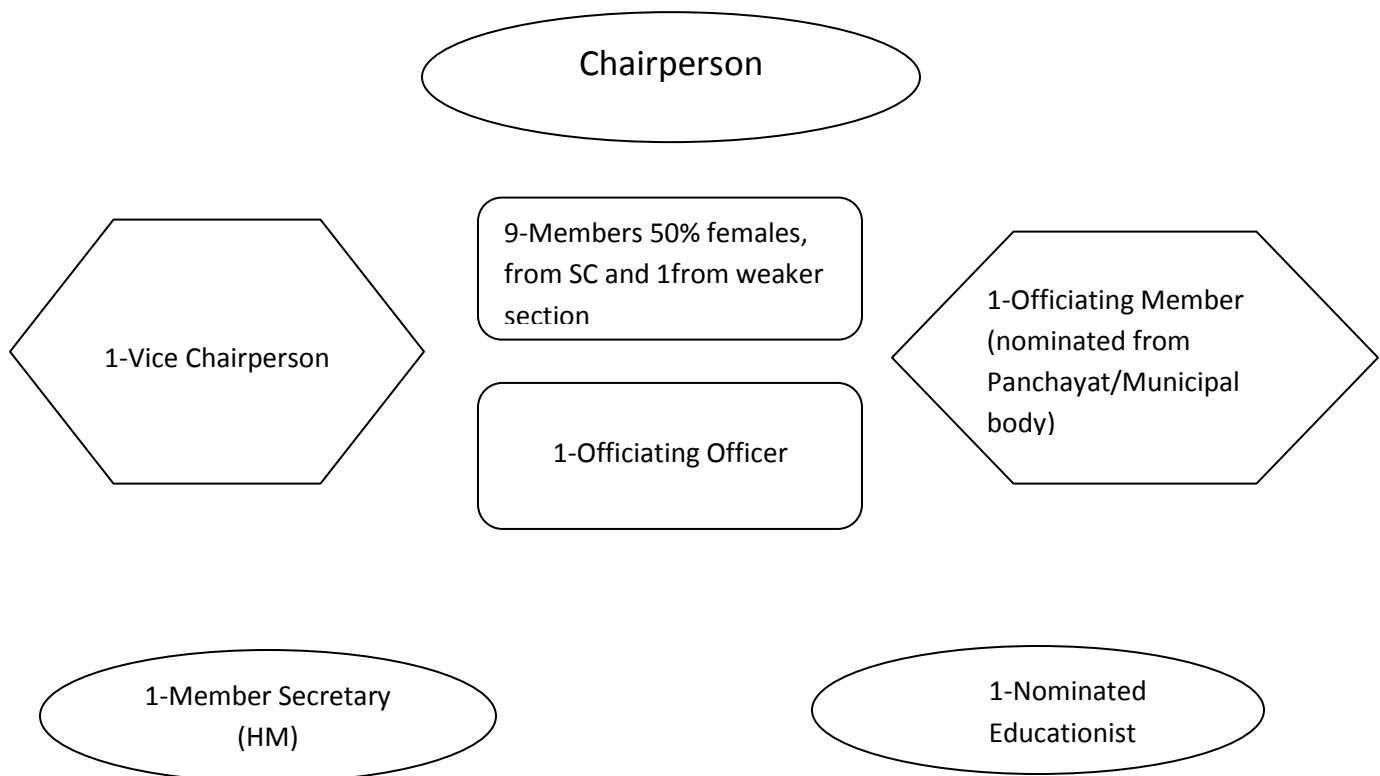
(c) Monitor that teachers are not burdened with non academic duties other than those specified in section 27;

(d) Ensure the enrolment and continued attendance of all the children from the neighbourhood in the school;



- (e) Monitor the maintenance of the norms and standards prescribed in the Schedule;
- (f) Bring to the notice of the local authority any deviation from the rights of the child, in particular mental and physical harassment of children, denial of admission, and timely provision of free entitlements as per section 3(2).
- (g) Identify the needs, prepare a Plan, and monitor the implementation of the provisions of Section 4.
- (h) Monitor the identification and enrolment of, and facilities for learning by disabled children, and ensure their participation in, and completion of elementary education
- (i) Monitor the implementation of the Mid-Day Meal in the school.
- (j) Prepare an annual account of receipts and expenditure of the school.
- (7) Any money received by the School Management Committee for the discharge of its functions under this Act, shall be kept in a separate account, to be made available for audit every year.
- (8) The accounts referred to in clause (j) to sub-Rule (6) and sub-Rule (7) should be signed by the Chairperson/ Vice-Chairperson and Convener of the School Management Committee and made available to the local authority within one month of their preparation.

School Management Committee



In the state of Haryana SMCs were constituted in all Government & Government aided school on 23 March 2011. It really a big achievement so far the constitution of SMCs is concerned. Further, social audit was conducted all over the state in a single day i.e. 15 August, 2012. All SMCs celebrated the Independence Day and also conduct social audit.

In the state of Haryana SMCs were constituted in all government and government aided schools. No doubt SMCs has made their contribution regarding enrolment and retention. The GER (primary) has increased 89.66 in



2008-09 to 97.57 in 2014-15, whereas GER in upper primary also increased from 69.98 in 2008-09 to 96.03 in 2014-15.

The state government has taken many initiatives to empower the SMC. Capacity building program has been organized at cluster level in three phases. In May 2012, 1st Phase has been started and 6 members, from each SMC have been trained. The removing members also covered during the 2nd and 3rd phase training-capacity building program in the month of July & August 2012. They were made aware regarding various provision of RTE Act 2009 and about their role and responsibility.

Right to Education Protection Authority (REPA) has also been constituted on 1-2-2012 to review the safeguards of rights provided by & under the Right of children to free and compulsory education RTE Act, 2009 & recommended measures for effective implementation. REPA would inquire into complaints related to RTE and take necessary step as provided under section 15 & 24 of the commissions for protection of child's right act 2005. This can be considered as step forward in the direction to strengthen the SMCs because SMCs can report to REPA if there is any complaint related to RTE. The provision of toll free No-1800301110 is also made. Even than there are many issues and challenges regarding the effective participation and awareness among the SMCs Member.

Issues and Challenge

The following are the main issues and challenges which are constraints in achieving the Goal of RTE through community participation. Various study & survey in this regard reveal that though community participation can bring fruitful and required outcomes if these issues and challenges can be addressed efficiently.

Participation

The State Government though constituted SMCs in all Government and Government Aided schools. They have to play their role for access, equity and quality in elementary education. The composition of SMCs ensures that 50% of the representation is for women, but their participation is still limited. Earning compulsion, low level of their education poverty are the main factors responsible for their limited participation. Most of parents member are agriculture land less labour. Their preference for bread & butter, is comparatively more than their participation. Their participation is limited not only in term of count but also in term of their effectiveness. Most of them are only listener during monthly meeting as well as during capacity building program.

Awareness and efficiency

Awareness and efficiency is even more crucial and required for the fulfillment to RTE provision at school level. After the implementation of RTE, training regarding their capacity building has been provided to all members of SMCs. The basic purpose of this training was to make aware them the provisions of RTE and their role and responsibility. Printed matter of RTE also provided them during their capacity building. But most of uneducated members, especially women, are not much aware in this regard. Certain members are not even aware that they are the member of SMCs. During their capacity building programme they told that they are not much aware about RTE provision. Further, due to low level of their education & earning compulsion, it seems that lot of efforts still have to be made to enhance their efficiency.

Social Constraints

Social Status of women in the man dominated society put question mark on effective participation of woman members of SMCs. Functioning of VEC (Similar Committee before RTE). A study of Pramila Menon reveals that there was lack of actual participation. In Haryana, the composition of the VEC ensures that 50% of the representation is for women. However, in terms of the actual role in the functioning of VEC, the participation of women is still limited. Women still observed 'Purdah' and many of them do not even look up. This reticence and non-participation can effect the functioning of VECs as many of the issues will remain unaddressed. The same is in the case of SMC, in the state. Even certain women member even speaks a word in the presence of men members due to social custom in the society.

Education

To educate the uneducated member of community is a big challenge. Due to their illiteracy and low level of education they remain inactive in sense of their low participation. To educate them in sense of their low participation. To educate them is quite difficult, but they can aware in many way.

Beside these, poverty, earning compulsion, inadequate financial resources for meetings purpose are also the main issues and problem of members of SMCs. These issues should be addressed properly so the SMCs can make better contribution in school education as per provision of RTE 2009. It required certain policy implication and suggestion for future strategies formulation.



Policy Implications/ Suggestions

SMCs should ensure that the proper record regarding attendance of students as well as of teachers and details of income and expenditure. Proper and regular monitoring of these records should also be insured by the SMCs. It will be helpful in accountability regarding access, Relation Transparency in financial records.

Proper guidelines regarding their role and responsibilities should be provided to each SMC. Most of the SMCs are not aware regarding the provision of RTE Act 2009.

Capacity building programme should be insured in the preparation of school development of school plan. The school development plan must be shared in gram sabha organized from time to time.

Active participation of parents and community members from disadvantage group must be insured so that an inclusive education system could be developed. Further social audit must be conducted at local level in the meetings of SMCs.

Financial support should be provided by the government for the smooth functioning of the SMCs and implementation of school development plans as envisaged by the recent Right is education act. No fund has been provided to SMC even for organizing the monthly meetings.

Dissemination should be made regarding RTE Act, importance, role and responsibilities of SMCs through media campaigns including hoardings, poster campaign, and print and electronic media, media discussions. It will insure better participation of community.

Conclusion

It is concluded that SMCs have contributed to certain extent in achieving the goals of UEE, EFA and RTE. But it can perform better if the problems of SMC, are addressed accordingly. For the active participation, more power should be delegated to them. The sense of ownership should be developed so that these SMCs can work as per provision of RTE Act 2009. More efforts and initiatives should be required to make them more participating, more aware, more effective and efficient. It is a beginning and if empowered, SMCs will be enabling to bear their joint responsibility in more efficient manners.

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