

ATTITUDE OF PRINCIPALS TOWARDS FUNCTIONING OF SCHOOL MANAGEMENT COMMITTEE (SMC) IN EKALAVYA MODEL RESIDENTIAL SCHOOLS IN ODISHA

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Abstract: The investigator has tried to explore the attitude of principals towards the functioning of SMC in EMRS, Odisha. The objective of the study is to explore the attitude of EMRS principals towards the functioning of SMC participation in management activities of EMRS as per the guidelines of ST & SC Development Department, Government of Odisha. The investigator has taken eight EMRSs of eight districts of Odisha. The findings of the study are as such: the attitude of principals' EMRS towards the functioning of SMC in financial matters is positive as per the guideline of ST & SC Development Department, Government of Odisha. The attitude of principals towards the functioning of SMC ranges from 25% to 88% in relation to hostel and mess management matters. Steps have been taken for remedial classes for the subjects like English, Mathematics, Science by the school management committee as reported by 66% EMRS principals. Steps have been taken by SMC for the progress of academic activities of the students, for the improvement of results of SA and FA assessment of the students, for improvement of results of unit test assessment of the students, for the improvement of CBSE/HSC/CHSE Board results of the students for the current year as reported by 85%, 44%, 23% and 100% principals respectively. Hundred percent principals are of the view that CBSE/HSC/CHSE Board results (last 5 years) are reviewed in the SMC meetings. Steps have been taken by SMC for the functioning of smart classes, language laboratory, ICT laboratory and library in the EMRS as indicated by 25%, 29%, 28%, and 31% principals respectively. Steps have been taken by SMC for the progress of co-curricular and extracurricular activities of the students as reported by 86% and 57% principals respectively. Only 48% and 46% principals report that steps have been taken by school management committee for creating a conducive environment for academic development and all-round development of the child in the school campus in EMRS. Thus, the attitude of principals towards the functioning of SMC ranges from 23% to 100% in relation to academic matters. The concern is that for development of technology in the school, SMC's work is below 30% which needs to be addressed immediately as per the need of the hour. The attitude of principals towards the functioning of SMC is positive in relation to campus development in EMRS.

Index Terms - Ekalavya model residential schools, school management Committee, attitude

I. INTRODUCTION

Establishment of Model Residential Schools has been introduced during 1997-98 to provide quality education for the tribal students in various parts of the country. It was decided by the Ministry of Tribal Affairs to utilize a part of the funds under Article 275 (1) of the Constitution, for setting up of 100 Model Residential Schools from Class VI to XII in different tribal concentrated States of the Country. Out of the sanctioned 100 schools in favour of 22 States as of now, 86 schools are operational (Annual Activity Report 2016-17). These schools are to be operated in each State through an autonomous society formed for this purpose. In order to provide a unique pattern of education and enable their students to compete effectively for the higher education program, these schools are affiliated to Board of Secondary Education, Odisha. But as per latest decision, the CBSE course has been introduced from class VI from the academic session 2012-13. These Model Residential Schools have been named as Ekalavya Model Residential Schools (EMRS) and have been planned on the lines of Navodaya Vidyalayas. In Odisha as per the guidelines of Ministry of Tribal Affairs, Government of India, a registered society named the "Odisha Model Tribal Education Society" has been established. The Secretary of the ST & SC Development Department is its Chairman and the Director (ST & SC Dev.) is its Secretary. This Society has been entrusted with the establishment and management of the EMRS including construction of buildings. Ekalavya Model Tribal Residential Schools were started functioning since 2000-2001. The Society intensified its activities for establishment of Model Tribal School by following the guidelines of Ministry of Tribal Affairs. In its 14th years of functioning 13 EMRS have been established across the State covering a total of 11 Districts. Among them three EMRSs are in Sundargarh District and one each in Mayurbhanj, Keonjhar, Nawarangpur, Koraput, Rayagada, Gajapati, Kandhamal, Jajpur, Malkangiri and Nuapada Districts (Annual Activity Report 2016-17, ST & SC Development, Minorities & Backward Classes Welfare Department, Government of Odisha).

1.1 School Management Committee of the EMRS

The Bye-laws of the Odisha Model Tribal Education Society, (OMTES) vide Para 12 provides that there will be a School Level Management Committee headed by the Collector of the concerned district and 8 (eight) other members including two

eminent educationists of the areas to be nominated by the Collector and the Committee will look after the overall development of the school and will render advice to the society as and when necessary (Annual Activity Report 2016-17). For proper management of Ekalavya Model Residential Schools (EMRS), a School Management Committee (SMC) has been constituted for each EMRS at the district level as follows:

Constitution of School Management Committee (SMC)	
✓	Collector of the concerned District- Chairman
✓	Concerned PA, ITDA(s) in whose Jurisdiction the EMRS is situated -Member
✓	(DWO in case of non- ITDA districts- Member
✓	Concerned Inspector of Schools (ST &SC Development Department) of the concerned zone - Member
✓	CDMO of the concerned District- Member
✓	Executive Engineer of the DRDA of the concerned District - Member
✓	Two eminent Educationists of the area to be nominated by the Collector- Member
✓	Principal of the concerned EMRS - Member Secretary
Annual Activity Report 2016-17	

1.2 Powers and Functions of the School Management Committee

The Committee meeting will be held monthly in the School premises within the 1st week of each month under the chairmanship of Collector and all the expenditure of the school for the preceding month shall be approved by the Committee. In the absence of Collector, the PA, ITDA, PD, DRDA (in case of non-ITDA district), ADM will chair the meeting. In no case, the meeting shall be postponed. The quarterly Audit Report of Chartered Accountant and Audit Report of Government / CAG Auditors shall also be placed before the Committee and remedial steps taken by them. The Committee will take care of campus development as well as the kitchen garden of the EMRS. The Committee will review the performance of the teaching and non-teaching staff on monthly basis and annually up to January of every and submit a report to the Society for extension of their contractual engagement by 15th February of each year. The Committee will review and ensure that the "Mess Committee" of the school functions properly and ensure involvement of the representatives of the students to purchase quality materials/ foodstuff, messing and preparation of menu of the hostels. The Committee will approve all purchases for the EMRS and ensure that while purchasing the articles, Govt. Rules and Regulations are followed scrupulously. The Principal of EMRS shall take the prior approval of the Chairman before procuring an article. The Committee will ensure fortnightly health check-up of the inmates by the medical staff of the nearest PHC / CHC/ Govt. Hospital and incidental cost for purchase of medicines etc. shall be borne out of the funds placed in the school for the purpose. The committee shall also ensure leveraging health care benefits provided by NRHM. As per 11th meeting of Board of Governors, joint passbook is functional in name of Principal and accountant of the EMRS for the financial transaction. The Committee will chalk out a plan for organizing remedial classes for the students who need guidance and help for the subjects they find difficulty in understanding like English, Mathematics, and Science etc. for better performance of the school in the Annual HSC and CHSE. The Committee shall review the progress of academic/co-curricular/extracurricular activities of the students of EMRS. The Committee shall take up any other matter as they would consider proper and conducive to academic development and other all-round development of the EMRS (Annual Activity Report 2016-17).

The school principal is the most dominant factor in achieving the school's goals (Watts, 1980). The successful implementation of school management committee functioning is largely dependent on the principal's Leadership style and attitude. Management is to get the work done. In order to get the work done the headmaster or the principal has to plan everything clearly, organize men and materials, direct the members, coordinate their activities and monitor, control and evaluate the progress and achievements. Thus, the school manager has to perform a lot of activities either by himself or through and with others in the school. Similarly, as a member secretary of School management committee, he has to also coordinate the meeting, perform various functions related to school. The successful implementation of school management committee functioning is largely dependent on the principal's Leadership style and attitude. From this point of view principals' attitude assumes significance and the study has a great relevance.

II. REVIEW OF RELATED LITERATURE

Jha, Ghatak, Minni, and Prasad (2016) investigated the impact of training on SMC members and functioning of the SMC in Jharkhand and concluded that SMCs do take a keen interest in the functioning of the school, which was evident from their understanding of the real issues the schools grapple with. Therefore, there was no lack of intent/interest in terms of performing their duties as SMC members. The real gap which hinders them to perform their monitoring, financial and grievance redressal functions is a gap in knowledge. This is also evident from the fact that the SMC contributed immensely to enrolling students and reducing dropout rates in all the five districts as they were aware of their roles in terms of this function. Opande (2013) surveyed influence of school management committees' motivational practices on primary education performance in public primary schools and found that the major challenges facing SMCs are illiteracy, lack of finances to support and motivate pupils and teachers who excel in school and no form of incentives or appreciation for SMCs for the services they offer. Njeri (2013) analysed the roles of school management committees in the implementation of inclusive education in public primary schools and concluded that the School Management Committees (SMCs) have roles to play in line with the Education Act and education regulations. These include planning and procurement, supervision of construction projects in schools, mobilization of parents and community and

sourcing for funds from project donors. Owino (2012) investigated factors influencing effectiveness of school management committees in public primary schools and found that on awareness level of the SMC members on the managerial skills, most of the SMC members had attended management courses on school management though only a small proportion of the SMC members had a high level of competence in financial management, curriculum implementation, and school administration apart from head teachers who had high competence in financial management, curriculum implementation and school administration because of being the principal accounting officers of their respective schools. It was therefore mandatory for them to have this financial competence in one way or another. They were also the chief administrators of their respective schools and therefore understood what was expected of them in curriculum delivery and administration. Though a lot of research studies have been conducted in the field of school management committee functioning, very few studies have been conducted in the area of functioning of SMC in tribal areas that too in Ekalavya Model Residential schools. Thus, the present study assumes high significance.

III. OBJECTIVES OF THE STUDY

- To study the scheduled tribe (ST) students' strength in EMRS schools
- To study the attitude of EMRS principals towards the functioning of SMC participation in management activities of EMRS as per the guidelines of ST & SC Development Department, Government of Odisha.
- To study the concerns, challenges, and strengths of SMC functioning as perceived by the principals of EMRS

IV. RESEARCH QUESTIONS

- What is the strength of scheduled tribe students in EMRS schools?
- What is the attitude of EMRS principals towards the functioning of SMC participation in management activities in EMRS schools as per the guidelines of ST & SC Development Department?
- What are the concerns, challenges, and strengths of the functioning of SMC perceived by principals of EMRS schools?

V. RESEARCH METHODOLOGY

Normative survey method has been used for the present study.

5.1 Population and Sample this study

The population of the present study comprised of all the school management committees of 13 EMRSs. The investigator has taken 8 EMRSs of 8 districts of Odisha. The investigator has applied purposive sampling technique to conduct the study. Eight principals of Ekalavya Model Residential Schools who are part of school management committee have been selected purposively from the present study. The sample was spared over the State of Odisha in order to ensure that sample covers variance in tribal areas.

5.2 Tools and Techniques Used for Collection of Data

The tools both qualitative and quantitative techniques of data collection have been used for the present study. Basic techniques of social science research like literature review, policy review, interview schedule, observation schedule, focused group discussion, attitude scale and data capturing schedule have been used. In order to give a detailed and balanced picture of the functioning of SMC in EMRS school, to present a more velar viewpoint and to meet the complexity of the matter five tools were developed in view of triangulation technique. The investigator developed attitude scale of principals to collect data about functioning of SMC in EMRS. The attitude scale has been designed by using Likert technique. The attitude scale has twenty-eight items out of which twenty items are positive and five items are negative. Each item was presented to the respondent on a five-point scale such as strongly agree(SA), agree(A), undecided(UD), disagree(D), and strongly disagree(SD). The attitude scale has been developed with five dimensions such as functioning related to financial matters, hostel and mess management matters, academic matters, campus development, staff development. Observation schedule (twenty-eight items) has been developed with five dimensions (functioning related to financial matters, hostel and mess management matters, academic matters, campus development, staff development). Semi-structured interview schedule for principals (five open-ended questions and five close-ended questions) was developed to study the problems and challenges of functioning of SMC. Focused Group Discussion (ten items) have been developed to collect data regarding problems and challenges of SMC functioning in schools. The discussions are guided by problems, challenges of SMC functioning in EMRSs by principals. The investigator has also developed data capturing schedule (five items) for collecting data about school information, students' strength, SMC member list etc. A document collection activity related to all government orders, By-Laws of OMTES, amendments, circulars, guidelines related to SMC has been taken up at district and state levels.

5.3 Variables of the Study

The study sought mainly to study the functioning of SMC in EMRS schools.

5.4 Techniques of Data Analysis

The data collected through the scale, schedule and discussions were put to the quantitative and qualitative analysis of thick descriptions.

5.5 Profile of the Study Area

The study was conducted in 8 EMRSs of 8 districts of Odisha.

Profile of the Study Area	
Name of the EMRS Covered	Name of the District Covered
EMRS Rampilo	Jajpur

EMRS Malkangiri	Malkangiri
EMRS Nuapada	Nuapada
EMRS Dhanghera	Mayurbhanj
EMRS Ranki	Keonjhar
EMRS Pungar	Koraput
EMRS Hirli	Nawarangpur
EMRS Bhawanipur	Sundergarh

VI. RESULTS and DISCUSSION

The results of the present study have been presented as follows:

6.1 Analysis of Objective 1: - students' strength in EMRS schools

Students' Strength in EMRS	
Name of the EMRS Covered	Students' Strength (ST Boarders)
EMRS Rampilo	397
EMRS Malkangiri	380
EMRS Nuapada	240
EMRS Dhanghera	412
EMRS Ranki	418
EMRS Pungar	382
EMRS Hirli	403
EMRS Bhawanipur	408

The above table presents scheduled tribe students' strength in EMRS. All the EMRSs have full students' strength as per the guideline of Odisha Model Tribal Education Society.

6.2: Analysis of Objective 2: - Attitude of Principals of EMRS towards SMC Functioning in EMRS:

The following table presents the attitude of principals of EMRSs towards SMC functioning in financial matters.

Table No-2: Attitude of Principals of EMRS towards SMC Functioning in Financial Matters					
Functions of SMC Meetings	Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (D)	Strongly Disagree (SD)
Placement and discussion of Audit Report of Chartered Accountant before the Committee	48%	44%	2%	3%	3%
Placement and discussion of Audit Report of Government placed before the Committee	45%	42%	5%	4%	4%
Placement and discussion of Audit Report of CAG Auditors placed before the Committee	38%	32%	6%	15%	9%
Ensure of involvement of the representatives of the students to purchase quality materials	58%	32%	3%	5%	2%
Ensure of involvement of the representatives of the students to purchase foodstuff and messing	46%	34%	4%	12%	4%
Approval of all purchases for the EMRS	38%	41%	1%	10%	10%
Ensure of purchasing the articles as per government rules and regulations	48%	44%	0%	4%	4%
Prior approval of the Chairman before procuring any article	26%	24%	0%	25%	25%
Incidental cost for purchase of medicines out of the funds placed in the school	28%	34%	8%	21%	9%
Functional of joint pass book in the school	48%	52%	0%	0%	0%

It is evident from the above table 92% principals agree that audit report of a chartered accountant is placed before the school management committee and discussed in the meeting. Similarly, 92% principals agree that audit report of Government is placed

before the committee and discussed in the meeting. Seventy percent principals agree that audit report of CAG auditors placed before the committee and discussed in the meeting whereas 24% principals disagree about the discussion of CAG audit report in the SMC meeting. Ninety percent principals ensure of involvement of the representatives of the students to purchase quality materials whereas 80% principals ensure of involvement of the representatives of the students to purchase foodstuff and messing. Seventy-nine percent principals ensure that all purchases are approved in SMC meeting. Ninety-two percent principals ensure of purchasing the school articles as per government rules and regulations in EMRS whereas only 50% principals take prior approval of the Chairman before procuring an article. Sixty-two percent principals agree that for the purchase of medicines, funds are placed out of the incidental cost of the school. Hundred percent principals ensure of the functioning of joint passbook in the school. The attitude of principals' EMRS towards the functioning of SMC in financial matters is positive as per the guideline of ST & SC Development Department, Government of Odisha. Only concern is that principals face administrative problems to procure materials without prior approval of the Chairman SMC-cum Collector of the district because of his busy schedule.

Table No-3: Attitude of Principals of EMRS towards SMC Functioning in Hostel and Mess Management Matters

Functions of SMC Meetings	Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (D)	Strongly Disagree (SD)
Review of formation of the mess committee	12%	14%	5%	34%	35%
Review of functioning of the mess committee	10%	15%	2%	42%	31%
Ensure of involvement of the representatives of the students to prepare menu of the hostels	20%	24%	5%	33%	18%
Health check-up of the inmates by the medical staff of the nearest PHC / CHC/ Govt. Hospital	34%	43%	0%	12%	11%
Leveraging health care benefits provided by NRHM	32%	33%	2%	23%	10%
Infrastructure development in the hostels	45%	43%	0%	12%	0%
Review of the progress of academic supervision in the hostels	12%	17%	10%	46%	15%
Steps conducive to academic development of the students in hostels	15%	23%	8%	34%	20%
Review of sexual harassment cases in the hostels	17%	32%	2%	26%	23%
Other matters of hostels conducive to all-round development of the EMRS	15%	21%	7%	35%	22%

It is evident from the above table 26% principals and 25% principals agree that formation and functioning of the mess committee are reviewed in SMC meeting. Forty-four percent principals ensure of involvement of the representatives of the students to prepare a menu of the hostels. Health check-up of the inmates by the medical staff of the nearest PHC / CHC/ Govt. Hospital is conducted as reported by 77% principals of EMRS schools. Leveraging healthcare benefits have been provided by NRHM as indicated by 65% principals, EMRS schools. Eighty-eight percent principals agree that infrastructure development matter is discussed in the SMC meeting and steps are taken thereof. Only 29% agree that progress of academic supervision in the hostels is discussed in the SMC and necessary steps are taken by SMC. Thirty-eight percent principals are of the view that SMC takes steps for creating a conducive environment for the academic development of the students in hostels. The concern is only 49% principals agree to review of sexual harassment cases by the school management committee which needs to be taken very seriously. Only 36% principals report that steps have been taken by school management committee for creating a conducive environment for all-round development of the child in the hostel. Thus, the attitude of principals towards the functioning of SMC ranges from 25% to 88% in relation to hostel and mess management matters as per the guideline of ST & SC Development Department, Government of Odisha.

Table No-4: Attitude of Principals of EMRS towards SMC Functioning in Academic Matters

Functions of SMC Meetings	Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (D)	Strongly Disagree (SD)
Review of time table for students as per CBSE norms	33%	28%	6%	24%	9%
Review of and steps were taken for remedial classes for the subjects like English, Mathematics, and Science	34%	32%	2%	29%	3%
Review of and steps were taken for the progress of academic activities of the students	43%	42%	0%	11%	4%
Review of and steps were taken for the improvement of results of SA and FA assessment of the students	23%	21%	2%	26%	28%
Review of and steps were taken for the improvement of results of unit test assessment of the students	12%	11%	5%	32%	40%
Review of and steps were taken for the improvement of CBSE/HSC/CHSE Board results of the students for the current year	51%	49%	0%	0%	0%
Review of CBSE/HSC/CHSE Board results of the students for the last 5 years	50%	50%	0%	0%	0%
Review of and steps were taken for the functioning of smart classes for students	13%	12%	4%	33%	38%
Review of and steps were taken for the functioning of language laboratory for students	14%	15%	6%	39%	26%
Review of and steps were taken for the functioning of ICT laboratory for students	16%	12%	8%	38%	26%
Review of the functioning of library for students	14%	17%	2%	45%	22%
Review of and steps were taken for the progress of co-curricular activities of the students	44%	42%	0%	12%	2%
Review of and steps were taken for the progress of extracurricular activities of the students	23%	34%	6%	23%	14%
Other matter conducive to academic development of the EMRS	23%	25%	12%	21%	19%
Other matter conducive to all-round development of the EMRS	24%	22%	13%	24%	17%

It is evident from the above table that timetable for students as per CBSE norms is reviewed by the school management committee (61%). Steps have been taken for remedial classes for the subjects like English, Mathematics, and Science by the school management committee as reported by 66% principals EMRS schools. Steps have been taken by SMC for the progress of academic activities of the students, for the improvement of results of SA and FA assessment of the students, for improvement of results of unit test assessment of the students, for the improvement of CBSE/HSC/CHSE Board results of the students for the current year as reported by 85%, 44%, 23% and 100% principals respectively. Hundred percent principals are of the view that CBSE/HSC/CHSE Board results (last 5 years) are reviewed in the SMC meetings. Steps have been taken by SMC for the functioning of smart classes, language laboratory, ICT laboratory and library in the EMRS as indicated by 25%, 29%, 28%, and 31% principals respectively. Steps have been taken by SMC for the progress of co-curricular and extracurricular activities of the students as reported by 86% and 57% principals respectively. Only 48% and 46% principals report that steps have been taken by school management committee for creating a conducive environment for academic development and all-round development of the child in the school campus in EMRS. Thus, the attitude of principals towards the functioning of SMC ranges from 23% to 100% in relation to academic matters. The concern is that for development of technology in the school, SMC functioning is below 30% which needs to be addressed immediately as per the need of the hour.

Table No-5: Attitude of Principals of EMRS towards SMC Functioning for Campus Development

Functions of SMC Meetings	Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (D)	Strongly Disagree (SD)
Campus development	52%	46%	0%	1%	1%
Development of kitchen garden	32%	35%	2%	27%	4%
Construction of multipurpose hall	42%	50%	0%	6%	2%
Construction of additional toilets in the school campus	24%	30%	8%	22%	16%
Maintenance and repair of toilets	23%	25%	5%	32%	15%
Construction of play ground	34%	44%	2%	16%	4%

The above table depicts the functioning of SMC for campus development. Ninety-eight percent school management committee work for campus development in the EMRS, 67% SMC work for development of kitchen garden, 92% SMC work for construction of multipurpose hall, 54% SMC work for construction of additional toilets in the school campus, 48% SMC work for maintenance and repair of toilets, 78% SMC work for construction of playground in the school campus in the EMRS as reported by principals. Thus, the attitude of principals towards the functioning of SMC is positive in relation to campus development in EMRS as per the guideline of ST & SC Development Department, Government of Odisha. The concern is, only 48% SMC works for maintenance and repair of toilets in school campus which needs to be taken care of very seriously for preventing and spreading various infectious diseases in the campus as EMRS is a residential school.

Table No- 6: Attitude of Principals of EMRS towards SMC Functioning for Staff Development

Functions of SMC Meetings	Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (D)	Strongly Disagree (SD)
Review of performance of the teaching staff on monthly basis	23%	34%	2%	18%	23%
Review of performance of the teaching staff annually	43%	45%	0%	11%	1%
Review of performance of the non-teaching staff on monthly basis	22%	12%	5%	34%	27%
Review of performance of the non-teaching staff annually	32%	30%	8%	17%	13%
extension of the contractual engagement of the teaching staff	49%	46%	0%	5%	0%
extension of the contractual engagement of the non-teaching staff	35%	25%	2%	35%	3%
Other matter conducive to all-round development of the EMRS	13%	11%	8%	37%	31%

The above table indicates the attitude of Principals of EMRS towards SMC Functioning for Staff Development. Fifty-seven percent and 88% principals agree that performance of the teaching staff is reviewed on monthly basis and annually by the SMC respectively. Similarly, 34% and 62% principals agree that performance of the non-teaching staff is reviewed on monthly basis and annually by the SMC respectively. Ninety-five percent and 60% principals agree that after reviewing of the performance of teaching and non-teaching staff approves an extension of the contractual engagement of the teaching staff and non-teaching staff in EMRS. However, the final decision on the extension of the contract of teaching staff is taken by head office, Odisha Model Tribal Education Society, ST & SC Development Department, Government of Odisha. The concern is that there is a shortage of regular staff in EMRSs as reported by hundred percent principals, EMRS schools.

6.3: Analysis of Objective 3: - Concerns and Challenges of Functioning of SMC: - Besides above-discussed concerns of the functioning of SMC in EMRS schools, other concerns as discussed in the interview with principals and during focus group discussions are presented as follows:

- 35% principals view that most of the SMC members do not attend the meetings regularly because they are not aware of the benefits of SMC functioning and lack of proper and timely intimation about the meetings. This has led to lack of continuity in participation in SMCs.
- 28% principals view that the members of SMC face problems because of improper planning. Sometimes the opinions of members involved in SMC of schools differ and the required fund is not properly utilized for proper planning.
- 44% principals concern of implementing a programme because of lack of utilization of resources (due to administrative and other issues) though sufficient fund has been provided by Government
- Due to lack of initiatives and full participation by SMC members, SMC meetings have not been conducted as reported by 60% principals of EMRS
- 85% principals view that suggestions for the improvement of SMC members must be taken into account seriously

- 12% principals view that one member of SMC needs to be selected from head office OMTES with permission from Government of ST & SC development department
- 65% principals view that all the members of the SMC should be well informed about the guidelines of OMTES and rules, regulations of the school by principals
- Orientation programme for SMC needs to be conducted prior to SMC meetings as reported by 28% principals of EMRS.
- SMC members need to be trained by OMTES every year as viewed by 11% principals of EMRS
- There needs to be proper coordination among SMC members in order to fulfill the guideline of SMC as indicated by 85% principals of EMRS
- Regional interference of members outside SMC should be avoided in school campus as reported by 97% principals EMRS schools. In EMRS Rampilo such incident happened for regularly two years which hampers the day to day functioning of the school principal.

Strengths of SMC Functioning

There are various positive changes occurred in school after the establishment of SMC as reported by principals of EMRSs. It helps in the change of the scenario of school atmosphere such as infrastructural development of the school, construction of multipurpose hall, maintenance of toilets for girls, repairing of school road, sand and soil filling, green fencing, construction of multipurpose hall, wall painting, display of staff information board, drinking water facilities, purchase of TLM, procurement of laboratory equipment materials, construction of library, plantation in the school, establishment of kitchen garden, organization of Shishu Mahastov, organization of annual function of the school, coordination of PTA meetings, conduct of PTA meetings, discipline and other developmental work, combat of outside interference of regional people in the school campus, addressing the harassment issues of girl students, coverage of syllabus by the teachers on time, conduct of smooth examination in the school campus, adherence of the guideline of ST & SC Development Department, Government of Odisha, procurement of library books and laboratory equipment, approval of all expenditures, establishment of ICT laboratory, establishment of smart classes and establishment of language laboratory in schools, conduct of unit test, formative assessments, summative assessments in proper time, drainage of rain water from school campus, increase in enrollment of tribal students, proper utilization of government money as per needs and requirements of the school and meet quality education.

VII. MAIN FINDINGS

- The attitude of principals' EMRS towards the functioning of SMC towards financial matters is positive as per the guideline of ST & SC Development Department, Government of Odisha. Only concern is that principals face administrative problems to procure materials without prior approval of the Chairman SMC-cum Collector of the district because of his busy schedule.
- The attitude of principals towards the functioning of SMC ranges from 25% to 88% in relation to hostel and mess management matters.
- The attitude of principals towards the functioning of SMC ranges from 23% to 100% in relation to academic matters. The concern is that for development of technology in the school, SMC's work is below 30% which needs to be addressed immediately as per the need of the hour.
- The attitude of principals towards the functioning of SMC is positive in relation to campus development in EMRS. The concern is, only 48% SMC works for maintenance and repair of toilets in school campus which needs to be taken care of very seriously for preventing and spreading various infectious diseases in the campus as EMRS is a residential school.
- The final decision on the extension of the contract of teaching staff is taken by head office, Odisha Model Tribal Education Society, ST & SC Development Department, Government of Odisha. The concern is that there is a shortage of regular staff in EMRSs as reported by hundred percent principals, EMRS schools.

VIII. CONCLUSION

There are various positive changes occurred in school after the establishment of SMC as reported by principals of EMRSs. It helps in the change of the scenario of school atmosphere such as infrastructural development of the school, construction of multipurpose hall, maintenance of toilets for girls, repairing of school road, sand and soil filling, green fencing, construction of multipurpose hall, wall painting, display of staff information board, drinking water facilities, purchase of TLM, procurement of laboratory equipment materials, construction of library, plantation in the school, establishment of kitchen garden, organization of Shishu Mahastov, organization of annual function of the school, coordination of PTA meetings, conduct of PTA meetings, discipline and other developmental work, combat of outside interference of regional people in the school campus, addressing the harassment issues of girl students, coverage of syllabus by the teachers on time, conduct of smooth examination in the school campus, adherence of the guideline of ST & SC Development Department, Government of Odisha, procurement of library books and laboratory equipment, approval of all expenditures, establishment of ICT laboratory, establishment of smart classes and establishment of language laboratory in schools, conduct of unit test, formative assessments, summative assessments in proper time, drainage of rain water from school campus, increase in enrollment of tribal students, proper utilization of government money as per needs and requirements of the school and meet quality education.

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