



# School Management And Development Committee As A Quality Indicator: A Case Study

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## Abstract:

Education is the backbone for the progress of the country in the 21<sup>st</sup> century . The state has enacted the Right to education 2009 in response to the recognition of fundamental right to education under Article 21A added by the 86<sup>th</sup> amendment to the constitution .The state is duty bound to provide for free and compulsory elementary education . The child enters the world of learning first in preschool followed by Elementary education up to 8<sup>th</sup> grade and further for high school education up to 10<sup>th</sup> grade . During these years the individual has to be provided with quality education to sustain the competition beyond school. Besides the RTE Act the state has implemented various schemes , appointed commissions, agencies to improve the existing quality of education. The RTE Act has provisions for the involvement of community in the development of the School. This paper explores the role of school management committee(SMDC's) in rural elementary schools by adopting the case study method .The school selected for case study is situated 5kms away from the main hub of Chikodi taluka amidst agricultural lands .The paper tries to shed light on the roleplay of the SMDC towards improving the quality of education. For better perception the paper is divided into three parts . Part one deals with the Objectives and Constitution of the SMDC as per Right to Education Act,2009,Part two deals with the school selected for case study and part three deals with the findings of the study and the conclusion drawn .

Keywords: Education ,RTE, SMDC, Quality ,Community ,Rural School.

## 1.1 Introduction :

The base of every progressive society is a strong foundation in education .As one of the developing country in the world ,India took a bold move by recognizing the right to education as a fundamental right . As such the state was obliged to provide education .The passing of the Right to Education Act,2009 by the state as a legal framework which aimed to provide free and compulsory education to all children aged 6 to 14. The Right to Education Act(herein after referred to as RTE Act,2009) speaks of community participation to enhance the quality of education . A community is a group of individuals from a common geographic area ,caste religion ,sex etc. Such a community is different from any other group .It is characterised by a network of shared interest beyond their household needs . Community participation in education was advocated by the RTE Act as it helps to identify issues and problems in education .In Karnataka , prior to the passing of the RTE Act , the administration of the schools in rural areas was looked after by the village education committee {herein after referred to as VEC) was formed by a government order in the year 2001 .

1.Provision given under Section 21(1)of the RTE Act,2009for the constitution of the SMDC.

2.Section21(1)specifically mentions that at least three-fourth of members shall be parents or guardians.

Under the banner of Namma Shale the community participation was introduced which consisted of 7 stake holders. The VEC was later replaced by the SMC or the SDMC .The government of Karnataka notified that all schools should a SDMC as a mandatory body .The formation of the School management and development committee(SDMC)<sup>1</sup> under the RTE Act, is a representative body involving different members of the community for better administration and progress of the school.

The SMDC is a representative body consisting of various stakeholders like parents<sup>2</sup> , members of the local community , teachers and school administrators .The aim of the SMDC is to improve the management of the school by promoting community participation of all stakeholder.

## 1.2 SMDC /SMC :

The School development and management committee acts a facilitator in the school planning and budgeting process. The SMDC/SMC contributes to the formulation of the school development plans (SDP's)which describes the present and long term objectives for the advancement of the school. The committee is also involved in allocating and management of financial resources to ensure best utilization of the funds . The committee also monitors the progress of the school . for this the committee conducts various assessment to ensure the efficacy of the various programs initiated for the students .

Thus the SMDC/SMC plays a pivotal role in ensuring good quality education through its various functions  
Part1:

### 1.2.1 Objectives Of The SDMC/SMC :

The School Management and Development committee<sup>3</sup> has been introduced through the RTE Act for achieving the goal of effective school governance ,development and improvement inclusive and quality education<sup>3</sup> .The objective of the SMDC/SMC are

- Community participation and representation : To improve the overall outcome of education in schools the SDMC promotes the involvement of different stakeholders through community participation in managing the affairs of the school. It promotes responsibility and accountability of the participants . It also promotes a decentralized governance on the lines of panchayat raj institutions at the grassroot level in the states
- Enhancing Quality of Education :The primary objective of SMDC /SMC is to contribute towards factors to enhance the quality of education imparted to the students. The members collaborate with teachers to implement innovative ways that facilitate learning and contribute towards the holistic development of the students.
- School Development Plan: With a futuristic approach the SMDC/SMC chalk out a plan for the development of the school at all levels . The plan outlines the school goals and vision. They collaborate with the stakeholders and set targets for overall improvement in the required areas associated with learning .

### 3. Section 21(2)of the RTE Act2009 gives out the essential and fundamental functions of SMDC

- Resource Management:The SMDC plays a major role in the management of resources especially financial. It allocates the funds in a resourceful way and strives for maximum utilization of funds.
- Monitoring and Evaluation: THE SMDC supervises the overall functioning of the school by collecting the feedbacks and data from stakeholders regarding various programs policies etc. After analyzing them, the SMDC identifies the areas which require improvement appropriate to the school vision.
- Collaboration &Stakeholder Engagement: The SMDC promotes the sense of responsibility among the stakeholders and fosters accountability by being involved in the decision making process for the school activities .
- Inclusive education and Social Equity: Since the SMDC members are from various social backgrounds it promotes social equity within the school and ensures equal opportunities and eliminate barriers to learning.
- Adherence to policies and Regulations: The SMDC ensures the implementation of policies and adherence to the guidelines es issued by the government or Educational statutory body.

- Parent Engagement : The inclusion of parents of wards studying the school in the decision making process promotes a satisfaction among the parents regarding the outcomes. It Promotes among them a sense of responsibility, partnership and participation in the education of their children.

### 1.2.2 Constitution of the Committee

The structure of the School management and Development Committee SMDC in India is designed to ensure representation of various stakeholders involved in the school community .

However the composition shall differ from state to state and among different type of school. The SMDC<sup>4</sup> comes under the Panchayat raj system in Karnataka. It is a sub-committee of Civic Amenities Committee(CAC). The elected members of the Gram Panchayat are members of the SMDC .The basic framework is as under

- The Chairperson :The SMDC is headed by a chairperson who is a representative from the local community . He shall preside over the meetings and is responsible for the functioning of the committee.
- Head Master/Head mistress: The headmaster or the Principal is the ex-officio member secretary of the SMDC Committee. They give valuable insights and expertise regarding the school operations, curriculum and overall administration. As they have the knowledge of all aspects of the school. They serve as a mediator between the staff and the SMDC.

#### 4. Article on School Management & Development Committee by EG published on Feb<sup>2nd</sup> 2022

- Elected parents /Guardians: They form the largest part of the SMDC .Their number may vary according to the school size and guidelines. Their involvement helps to raise concern about the school working and also they are instrumental in providing valuable inputs on the matters of school development.
- Elected Teachers: The elected teachers basically represent the teaching community of the school . They provide information relating to teaching methods , the pedagogy.
- Co-opted Members: The SMDC includes co-opted members who possess specialized knowledge and skill relevant to the school development. These members are basically education experts, community leaders, members of NGO working in education related fields.
- Special Invitees: The SMDC may invitee guests or resource persons to attend meetings and provide expert opinion or advice on specific topics. These special invitees may be a subject expert, representative of sister organization or government official.
- EX-officio member: A health worker and an Anganwadi worker shall also be the ex-officio members of the SMDC. The SMDC shall have 16elected members and 03 ex-officio member The elected members represent the parent/guardian of the students studying the school. The remaining 3 members are to be nominated -one from the among the teachers, preferably a senior teacher, one from the expert or philanthropic persons and lastly one from the elected official of local authority.

#### Part 2

### 1.3 CASE STUDY:

Statement of the problem: This study involves around the working of the SMDC in school Education especially rural elementary schools

#### 1.3.1 Objective of the Study :

To study the role played by the School Management and development committee in elementary education in Schools situate in rural areas specifically as regards: Enrolment of students ,attendance ,Infrastructure facilities Monitoring of Mid-Day meal ,Teaching learning process ,and its impact on the quality of education .

#### 1.3.2 Methodology Delimitation of the study:

The author has confined the study to the functioning of the SMDC at elementary level in rural schools . Further the study is confined to one rural elementary school as case study .



For the study the author has chosen the Kannada Higher primary school situated at Banantikodi, Taluka: Chikodi, District Belagavi. The school is situated in the midst of agricultural lands and as been adjudged the Best Elementary School as it provides all the facilities for better education . Though the school is in a rural setup it has facilities like Smart TV, Projector ,Satellite Network Solar current system , computers , desks-benches for students .

- Tools used for collection of data :

The author has used the interview schedule using open ended questionnaire for the Head master and also for the SMC Members. For students Group discussion was taken up to gather data . The author has personally collected the data by interviewing the SMDC President and Members and other related stake holders

- Data Analysis:

The collected data by the interview with the Headmaster/Headmistress and the SMDC members and Focus group discussion with the students are transcribed into written text. Qualitative data analysis technique was used to analyze the data .

### Part3

#### 1.3.3 Key Findings:

The results of the SMDC/SMC functioning in rural elementary school in the context of student enrolment, fund utilization ,development of infrastructure is as under:

The Case of : The Kannada Higher Primary School, Banantikodi.

**Location :** The school is situated in Kerur Gram panchayat in taluka Chikodi district Belagavi.

Table 1: Its showcases the number of students enrolled from class 1 to VIII for the present academic year.

CLASS	Class-I	Class-II	Class-III	Class-IV	Class-V	Class-VI	Class-VII	Class-VIII
Girls	15	16	15	14	07	23	21	16
Boys	14	18	17	16	12	20	14	25
Total	29	34	32	30	19	43	35	41

Table 2:Strength of teachers :

S.no	Name of teacher	Sex	Permanent/Contractual	Member of SMDC
1.	V.S.Kotabagi	M	Permanent	No
2	M.J.Takatrao	M	Permanent I/C HM	Yes
3	H.D.Dargad	M	Permanent	Yes
4	P.M.Shimpi	M	Permanent	No
5	S.M.Kamble	F	Permanent	No
6	S.Y.Kamble	F	Permanent	No
7	Jayalakshmi.S.N	F	Permanent	No
8	Ms.D.N.Desai	F	Permanent	No

Note:The Respondents have consented to revealing their names in the paper

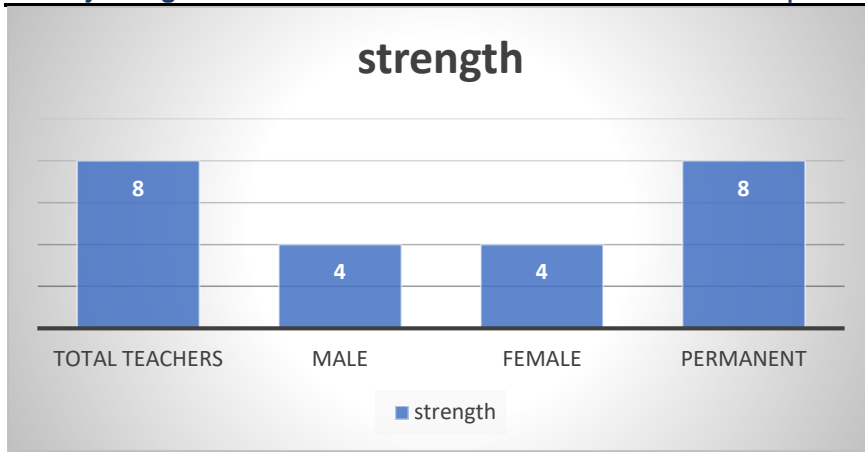


Table 1: Strength of teachers, gender and status of their post

The school has classes from 1<sup>st</sup> to 8<sup>th</sup>. The total number of teachers is 8. All the teachers are permanent and well qualified. Some teacher held a post graduate degree in concerned subjects. The school had sufficient number of teachers to cater to the student learning process. The school had prior to the RTE Act a SMC to supervise the administration of the school. Later the same was addressed as SMDC. The SMDC committee is changed every 5 years or 3 years as the case may be. In the Kannada Higher primary School, Banantikodi, The school was established in the year 1974 and SMC was established in 1975. After the passing of the RTE, 2009 the SMC was renamed as SMDC and was functional from the year 1985. The School SMDC consists of 18 members and 04 ex-officio member.

Table 3: Details of SDMC in the school

S.No	Particulars of the SDMC	Gender	Number	Member
1.	Parent guardian	Female	09	Members
2.	Parent Guardian	Male	09	Members
3	Senior Teacher	Male	01	Ex-Officio member
4	Gram Panchayat Member	Male	01	Ex-Officio member
5	Anganwadi Helper	Female	01	Ex-Officio member
6	Health Worker	Female	01	Ex-Officio member
7	Head-Master I/C	Male	01	Advisor

consisting of parent/guardian of the students studying in the school out of which 9 members are male and remaining 9 are females. The ex-officio members are senior teacher-, Anganwadi Helper-, Health Worker. The Head Master / Head Mistress acts as the advisor during the meetings. He is the main link between the staff and the SDMC members.

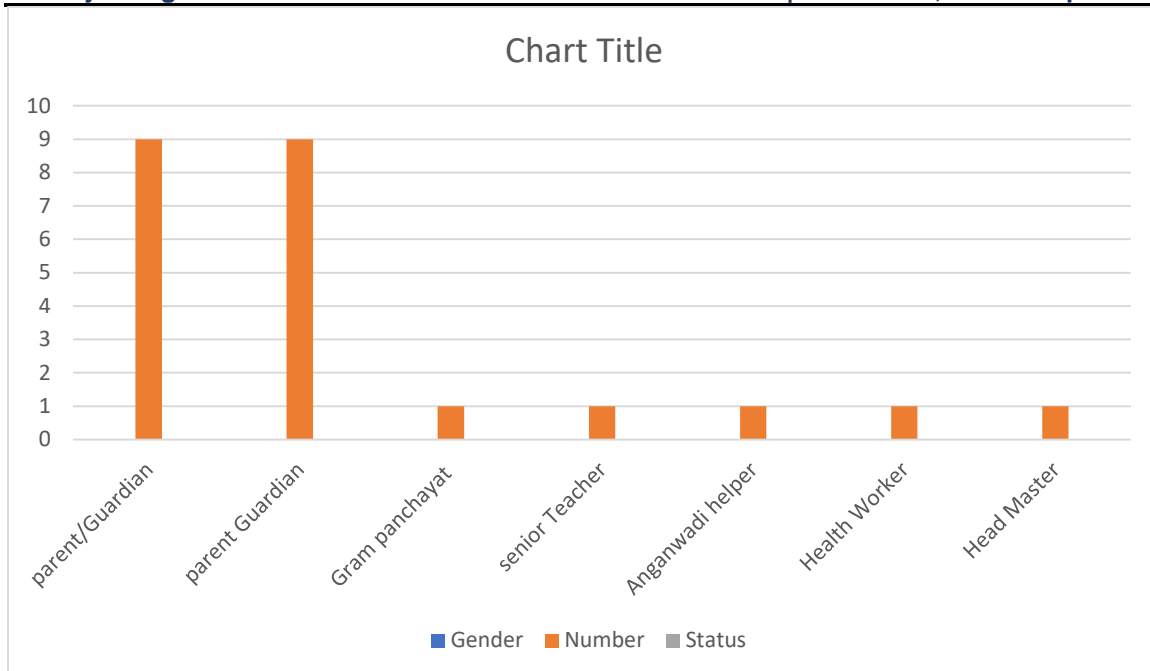


Table 2:SDMC member details and their status

**Enrolment of students:**

All the SMDC members expressed that all the Children in the age group of 6 to 14 from the locality and near by areas have been enrolled. Further, during the focus group discussion with the students revealed that teacher along with the SMDC members were monitoring the attendance of the students Compared to previous year the strength of the students was less .The reason assigned to migration of some families in the locality The Teachers had personally surveyed the locality and nearby areas to ensure that the children were enrolled in the school

The members unanimously agreed that not only teachers but also SMDC members shall adopt measures to increase enrolment in the next year .

Academic year	Total Strength
2022-23	274
2023-24	263

Table 3:Strength of students in 2 consecutive years

**Attendance:**

All the SMDC members were aware of the present strength of the students in the school. The members were concerned of the irregular attendance or long absenteeism of a student in some month of the academic year and the said matter was discussed .

They finally resolved to visit the house of such errant students to know the reason for their absence . 2 SMDC members stated that most of the absentee students belonged to the agricultural class and during certain seasons the students were absent because of domestic responsibilities to help their parents in their work. Another member stated that some students remained absent because of personal problems A majority of the members agreed that the regular attendance was better monitored by the teachers and Head master . However, the committee members shall assist the teachers in implementing the measures taken in the meeting to address the problem of absenteeism. Further the focus group discussion with the students asserted that both the teachers and SMDC members were vigilant over student absenteeism.

## Infrastructure Availability

All the SMDC members expressed satisfaction regarding the present number of school classrooms in the school. However, they were agreed to have separate rooms to accommodate computer lab, library, reading room and sanitary facility to the students. The girls had no separate toilets and it was decided that an application be submitted to Kerur Gram Panchayat for the constructing of toilets separate for the girls. Some of the members took up the issue of minor repairs of the existing school building. Collection of funds from the philanthropic villagers to manage the expenses for the repairs. Regarding water facility for the students all the members expressed their concern about resolving the water shortage during summer season which otherwise in other seasons was not a concern. It was resolved to avail water from community bore well near to the school till other measures were taken. All the SMDC members urged the HM and Teachers to Write to the appropriate authorities regarding a permanent playground for the school. Presently the sports and other activities were conducted in the neighbouring field next to the school. The school has a huge list of donors in cash and kind i.e materials required for teaching. Many villagers including the SMDC members had contributed cash donations for building repairs and teaching materials. Some of the members had donated a computer to the school, eating plates etc.

## Monitoring Mid-Day Meals

All the SMDC members suggested that adherence to the government circular regarding providing nutrition to students through the Mid-Day Meal Scheme be made more beneficial. Benefit to be taken by using the available vegetables, pulses confined to the geographical areas according to the seasons. They further proposed to include eggs and groundnuts to improve nutrition. They expressed satisfaction to the present food given to the students.

## Teaching Learning Process

All the SMDC members were optimistic about the good strength of the teachers and their qualifications. However they randomly visited the classes and collected feedback from the students regarding difficulties in teaching the curriculum. They were open to appointment of guest teachers in case of teacher's absence for a long period. All members expressed that the present labour of teachers would bear more fruits if they had a library or reading room. They were satisfied that the teachers prepared the students for various competition like Quiz, Elocution, Cultural activities for Inter school competitions held at taluka or district

levels. They appreciated the teachers for conducting quiz competitions, interactive teaching methods to enhance their knowledge

During the focus group discussion, the students agreed that the teachers took extra care to resolve doubts in the subjects. They also added that the teachers paid individual attention to different type of learners. Teachers used various methods of teaching to make learning seem fun. They seemed happy with their teachers.

## School Development Plan

Many of the SMDC parent members both males & females came from little or no education background. However that was not an impediment as they expressed the availability of some needs for the growth of the school. The other members along with the senior teachers drew a plan to be implemented for the next academic year. They approved that the frequency of training programs for the SMDC members must be increased. So that they could contribute in a better way for the school development

## OTHER FINDINGS :

The major discovery relating to the functioning of the SMDC are:

1. The SMDC of the school was having 18 parent/Guardian Members which is a good number. It was the parent members were in a balanced ratio as regards gender. The number is an indicator of fervour to involve in the school administration. All the SMDC members were actively involved in enrolment activities. Attendance was monitored by the teachers with active assistance from the SMDC members and community members.



The SMDC members were actively involved in knowing the cause of absenteeism. They showed commitment to improve the strength of girl students

2. All the SMDC members were receptive for introducing Guest teacher for subjects related to the curriculum to augment the learning process.
3. All SMDC and other community members donated generously in cash and kind to buy learning material to facilitate learning process, which helped to improve infrastructure. The past students of the school had generously donated a large sum for improvement in infrastructure
4. All the SMDC members were resolute to improve the present infrastructure. They wanted additional rooms for computer lab and Reading Library. They were also concerned about providing separate sanitation facilities for girls. They have actively taken steps to intimate the Gram panchayat to resolve the issue on top priority.
5. All the SMDC members agreed that there must be separate play ground facility for the students rather than the makeshift facility in the nearby fields and urged the HM to take measures to bring it to the notice of the appropriate authority.
6. All the SMDC members were satisfied by the efforts of the teachers in the learning process.
7. All SDMC members agreed that the state fund allocation to schools must be enhanced to meet the school demands.
8. It was observed that the SMDC meeting were held on a regular basis and was attended by all SMDC members except in some instances majority members were present which exceeded the quorum requirement and the records were well maintained by the school.
9. It was noted that all SMDC members coordinated with the school HM and staff for bringing development to improve the future prospects of the school. The collaboration ensures implementation of decisions taken by SMDC in totality.

#### CONCLUSIONS :

The findings of the functioning of the SMDC in a rural school as case study in conclusion, we may say that the SDMC plays a vital role in promoting effective school governance. The SDMC members should be well aware about their roles and responsibilities to contribute effectively. The SDMC serves as a platform for the collaboration, decision making and collective responsibility and participation of various stakeholders in framing school policies.

The constitution of the SMDC involves individuals from various background it ensures community participation. As the members are mostly the parents of students of the school It helps them to know the facilities given by the government in such schools to promote education. Active parental participation facilitates to give the best education to all.

The SMDC acts as a Watchdog as regards the teacher attendance, Quality of Teaching thus ensuring accountability and discipline among the teachers.

The SMDC is in reality the mouth piece of the people. It brings about transparency in the working of the school and helps to elevate the quality of education. It has in the case of the present school under study contributed to making the school an ideal example for others to follow.



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