

Role of School Management Committee (SMC) for Quality Improvement of Elementary Education

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Abstract

The present study investigates the role of SMC for quality improvement of elementary schools of village Seechewal. Its main purpose was to investigate the role of SMC in village Seechewal. This study was delimited to the elementary schools of Seechewal Village. For this study, descriptive survey method was adopted. For this study, 2 elementary schools were selected from the village by using simple random sampling method. From each school, one headmaster two teachers and three SMC members were taken. In order to collect data from the sample groups self-made open-ended questionnaires were prepared and administered before the headmasters, teachers and SMC members of selected elementary schools. The collected data were analysed through percentage method with their frequency. Finally, it was found that SMC plays a vital role for quality improvement of elementary education.

Education plays a fundamental role in transforming a society into a civilized nation. It accelerates the progress of the country in every sphere of national activity. It operates by enhancing the entitlement of all individual rights and freedom. It enables a person to control the benefits derived from other rights. It works as the key to unlock and protect other human rights. It embodies all civil, political, social, economic and cultural rights. No section of the citizens can be ignored or left behind because it would hamper the progress of the country as a whole. It is the duty of the State to do make all efforts to educate every section of citizens who need a helping hand in marching ahead along with others. Government of India has launches various schemes for achieving the goal of Universalisation of Elementary Education.

To achieve the goal of Universalization of Elementary education, provision of active community participation in elementary education is pre requisite for maintaining the quality standard in education. Without active participation of the local community, the schemes cannot achieve its objectives. The formation of School Management Committee is compulsory in every government-funded school. It acts as a governing body that supports both academic and administrative management involved in the school. It guarantees consistency and stability in the school's progress and development.

SMC has its importance of community, school, parents and teachers for better functioning of teaching learning process. During the formation of SMC active parents should be members. SMC plays an important role in acknowledging the importance of education in parents. •SMC can help them to believe that education supports in overall development of the child as it expands personal horizons, bridges information symmetry

and equips the child with skills to cope better with the surroundings. Therefore, the role of parents as a member in the School Development Plan (SDP) would definitely bring better efficiency and quality in schools. SMC also helps to increase the level of knowledge among parents.

REVIEW OF RELATED LITERATURE

Meher (2018) investigated the functioning of SMC in elementary schools of Jharsuguda district. The main purposes of the study were to investigate the present status and functioning of SMC in elementary levels of Jharsuguda and to find out the problems faced by the SMC members in their smooth functioning. This study was delimited to the elementary schools of Jharsuguda district and the functioning part of SMC in those schools. For this study, the descriptive survey method was employed. For this study, 30 elementary schools were selected from Jharsuguda district by adopting stratified random sampling procedure, out of which 15 from urban and 15 from rural areas. In order to collect data from the sample group's self-made open-ended questionnaires were prepared and administered before the SMC members of selected elementary schools.

Kathad (2018) conducted a study on the role of School Management Committee, SMC in context to school development. Opinionnaire and questionnaires were constructed to data corresponding to the study objectives. Data from primary schools, teachers, SMC Chairperson/members and guardians of primary school of Gujarati medium of Kachchh district was consolidated. The finding of the study stated that if the school management committee members understand their role and do their best, fulfilling their duties and responsibilities, the purpose of the law can be well achieved and the quality of primary education can be improved.

Sethi (2017) conducted a study on the role of SMC members in the implementation of Right to Education Act, 2009. The study is descriptive survey. The data was collected from SMC members of Municipal Corporation Schools of Delhi. A questionnaire comprising of closed ended and open ended questions was prepared for studying the role of SMC members in the implementation of RTE Act. The data collected was systematically tabulated and was analyzed qualitatively. The findings of the study show that the provision of SMC is not functional in the investigated schools. There is lack of awareness among teachers, parents and SMC members regarding functioning of SMC

Pandya (2015) examined on the effectiveness of supervision as a function of organizational variables showed that teachers of the advanced district schools differs significantly from the backward district schools in respect of teacher's sensibility and innovative institutional practices. Advanced districts schools stood higher and closer in the openness of organizational climate than the backward district schools. Advanced schools were found to have achieved more gains from supervisory services. Researcher found that the factors that brought innovations and change in Secondary Schools, the staff structure and motivation in advanced schools were higher and better than those of backward schools.

Rout (2014) explored the role of School Management Committees (SMCs) in rural elementary schools pertaining to the different variables under investigation, e.g.

enrolment, utilization of allotted funds and development of infrastructures. The study revealed that the SMC discharged its role actively for achieving universal enrolment by checking the attendance and absenteeism of the learners. It also showed interest in developing the infrastructures by communicating the authorities regarding different avenues of infrastructures and the SMC had utilized the allotted funds in proper means so as to develop the system. Balikhand Primary School situated at Purusottampur, Grampanchayat, Simulia Block, Balasore District was selected for case study. The paper highlighted by the researcher for the functioning of SMC in this school and reveals many facts pertaining to the different areas under study that have important implications for the major stakeholders of Elementary Education.

STATEMENT OF THE PROBLEM

The present study may be stated as “Role of School Management Committee for Qualitative Improvement of Elementary Education”

OBJECTIVES OF THE STUDY

1. To study the existing status of School Management Committee.
2. To study the role of SMC towards infrastructural development of the school.
3. To study the role of SMC regarding utilization of grants associated with SSA programme.
4. To study the role of SMC for monitoring Mid-day meal programme.
5. To study the role of SMC towards educational development as a whole.
6. To suggest action plan for effective functioning of School Management Committee.

METHODOLOGY

In the present study Descriptive Survey Method was applied to study the Role of School Management committee for Qualitative Improvement of Elementary Education.

Population and Sample

The population for the study is all the elementary school Seechewal block. Out of total elementary school in Seechewal Block, 02 schools were selected randomly. From each school, one headmaster, two teachers and three SMC Members were taken in the study.

Tools

Since the investigation was concerned with study of role of school management committee for qualitative improvement of elementary education, data were collected with the help of the following tools developed by the investigator.

1. Questionnaire for Headmasters and Teachers.
2. Questionnaire for SMC members.

Statistical Analysis

Information collected through the questionnaire were analyzed by using frequencies and percentage. Besides quantitative analysis of responses, method of qualitative analysis was also adopted. The collected data were tabulated under different heads. The analysis and interpretation of data are represented as follows

RESULT AND DISCUSSION

Table 01 Participation in different school programme

| | | N | % | N | % | N | % |
|---|---|---|----|---|-----|---|-----|
| 1 | Actively participation in your school development programme | 5 | 83 | 4 | 100 | 2 | 100 |
| 2 | Visiting school in regular time interval | 4 | 67 | 4 | 100 | 2 | 100 |
| 3 | Active participation in preparation of school annual plan. | 4 | 67 | 4 | 100 | 2 | 100 |
| 4 | Actively participating in Beautification of school environment. | 5 | 83 | 4 | 100 | 2 | 100 |

It observed from table 01 that 83 percent SMC members, all the teachers and all the headmasters were actively participated in their school development programme. 67 percent of SMC member were visited their school regularly. Table also indicates that 67 percent SMC member, all the teachers and all the headmasters were actively participated in their school annual plan. About 83 percent SMC members, all the teachers and all the headmasters were actively participate in their school beautification programme.

Table 02 Involvement of SMC members on special occasion

| Sl. No. | Observing Day | SMC Members | |
|---------|--|-------------|----|
| 1 | Involvement in observing National and international days in school | 4 | 67 |
| 2 | Your involvement in parent's day observation | 5 | 83 |

Table 02 reveals that 67 percent SMC members were participated in the celebration of national and international days and 83 percent of SMC members were participated in parent's day celebration

Table 03 Supervision programme

| S.NO. | Programme | SMC Members | | Teachers | | Headmasters | |
|-------|--|-------------|----|----------|-----|-------------|-----|
| | | N | % | N | % | N | % |
| 1. | Your supervision in proper distribution of TLM in between children | 4 | 67 | 4 | 100 | 2 | 100 |
| 2. | Supervision of the | 4 | 67 | -- | -- | 2 | 100 |

| | | | | | | | |
|----|--|---|-----|----|-----|---|-----|
| | attendance of teacher. | | | | | | |
| 3. | Noting of Expenditure of school. | 6 | 100 | -- | -- | 2 | 100 |
| 4. | Supervision of Mid-day-Meal programme. | 4 | 67 | 20 | 100 | 2 | 100 |

Table 03 reveals that 67 percent of SMC members, all the teachers and headmaster reported that they were supervised the proper distribution of TLM among the children. 67 percent of SMC members and all headmaster informed that they were supervised the attendance of teacher. All the SMC member and headmasters were noted the expenditure of school fund. Also it indicates 67 percent of SMC members, all of teacher and all the headmasters reported that they were supervised Mid-Day-Meal scheme.

Table 04 Training Skills of SMC members

| Sl. No. | Training/Skills | SMC Members | |
|---------|---|-------------|----|
| | | N | % |
| 1. | Receive training as a member of SMC. | 4 | 67 |
| 2. | Satisfaction in that training programme | 4 | 67 |
| 3. | Training is Helpful. | 5 | 83 |

Table 04 shows that 67 percent of SMC member received training as a member of SMC. 67 percent of SMC members were satisfied in that training and 83 percent of SMC members said that training was helpful for them.

Table 05 Participation in Evaluation Programme

| Sl. No. | Related to Evaluation | SMC Members | | Teachers | | Headmaster | |
|---------|---|-------------|----|----------|-----|------------|-----|
| | | N | % | N | % | N | % |
| 1 | Evaluation of completion of curriculum at right time. | 5 | 83 | 4 | 100 | 2 | 100 |
| 2 | Evaluation of the teaching performance of teacher. | 5 | 83 | 3 | 75 | 2 | 100 |

It observed from table 05 that 83 percent of SMC members, all the teachers and all the headmaster were participated in evaluating the completion of curriculum at right time. Table also indicates that 83 percent of SMC members, 75 percent of teachers and all the headmaster were participated in evaluating the teaching performance of teacher.

Table 06 Steps taken for elementary education of children

| Sl. No. | Steps | SMC Members | | Teachers | | Headmaster | |
|---------|--|-------------|----|----------|-----|------------|-----|
| | | N | % | N | % | N | % |
| | Preparation of table for children age group of 6-14 who are outside the school | 5 | 83 | 4 | 100 | 2 | 100 |
| | Steps to enrol them to school | 4 | 67 | 4 | 100 | 2 | 100 |

Table 06 indicates that 83 percent of SMC members, 100 percent of teachers and all the headmasters were prepared table for children age group of 6-14 who are outside the school. Also it indicates that 67 percent SMC members, 100 percent teachers and all the headmasters were taken some steps to enroll them in schools

Table 07 Steps taken for Girls Education

| Sl. No. | Girls Education Step | SMC Members | | Teachers | | Headmasters | |
|---------|---|-------------|----|----------|----|-------------|-----|
| | | N | % | N | % | N | % |
| 1 | Step for create interest among girls towards education. | 5 | 83 | 3 | 75 | 2 | 100 |

Table 07 reveals that 83 percent of SMC members, 75 percent of teachers and all the headmasters were taken some steps to create interest among girls towards education

Table 08 Steps taken for Good Relation with community

| Sl. No. | Steps for community participation | SMC Members | | Teachers | | Headmasters | |
|---------|---|-------------|----|----------|-----|-------------|-----|
| | | N | % | N | % | N | % |
| 1. | Co-operation and collaboration between school and Anganwari | 5 | 83 | 3 | 75 | 2 | 100 |
| 2. | Step taken for arranging PTA and MTA meeting. | 4 | 67 | 4 | 100 | 2 | 100 |
| 3. | Inviting young educated and ex-service person to school. | 4 | 67 | 4 | 100 | 2 | 100 |

Table 08 indicates that 83 percent of SMC members, 75 percent of teachers and all the headmasters were taken some steps to bring the collaboration between school and Anganwari. 67 percent of SMC members, 100 percent of teachers and all the headmasters were taken some steps for arrange PTA and MTA meeting

Table 09 Suggestions

| Sl. No. | Suggestion | SMC Members | | Teachers | | Headmasters | |
|---------|---|-------------|----|----------|-----|-------------|-----|
| | | N | % | N | % | N | % |
| 1. | By Cordial relation and co-operational attitude among SMC members, teachers and headmaster elementary education should effective. | 5 | 83 | 3 | 75 | 2 | 100 |
| 2. | Quality of elementary education will improve by strengthening the monitoring system of school. | 5 | 83 | 4 | 100 | 2 | 100 |
| 3. | Encouraging parents towards their children education. | 4 | 67 | 3 | 75 | 2 | 100 |

Table 09 reveals that 83percent of SMC members, 75 percent of teachers and 100 percent of headmasters suggested that By Cordial relation and co-operational attitude among SMC members, teachers and headmaster elementary education should effective. Table also indicate that 83 percent of SMC members, 100 percent of teachers and 100 percent ofheadmasters suggested that Quality of elementary education will improve by strengthening the monitoring system of school. 67 percent of SMC members, 75 percent of teachers and all headmasters were suggested to encouraging parents towards their children's education.

MAIN FINDINGS

The following are the main findings of the study.

- a. It was observed that eighty percent SMC member, hundred percent teachers and hundred percent headmasterswere actively participated in their school annual plan. About 80 percent SMC members, all teachers and allheadmasters were actively participate in their school beautification programme.
- b. It was found that eighty percent of SMC members, all the teacher and all the headmasters reported that they weresupervised Mid-Day-Meal scheme.
- c. It was observed that 67 percent of SMC member received training as a member of SMC. 67 percent of SMC memberswere satisfied in that training and 93 percent of SMC members said that training was helpful for them
- d. It was found that 94 percent of SMC members, 90 percent of teachers and all the headmasters were taken some stepsto create interest among girls towards education.
- e. It was found in the study that 87 percent of SMC members, 90 percent of teachers and all the headmasters were taken some steps for arrange PTA and MTA meeting.
- f. The fund provided by Government was properly utilized for the development of the school but that was not sufficient towards to meet the demand of the school. All the SMC members expressed that they have tried to discuss the problems with the government

EDUCATIONAL IMPLICATIONS

On the basis of findings of the study, the following suggestion may be given to improve the role of SMC for quality improvement of Elementary school.

(I) SMC members should be well aware about their roles and responsibilities. Community members should take part in the school for smooth running of the school.

(II) SMC members should maintain cooperation with community, Govt. and other committees for successful attainment of UEE.

(III) SMC members should ensure enrolment of all non-enrolled children through enrolment drive.

(IV) Meetings of SMC members should be on regular basis.

(V) Girl students should get more facilities from the schools in order to attract them and to minimize the girl dropouts.

(VI) Special provision like scholarship should be given to the SC and St Students. Government should providesufficient number of teachers to the school for making the education process a successful one.

(VII) SMC should help expansion and management of school facilities as per need.

SUGGESTIONS FOR FURTHER RESEARCH

1. Due to short span of time the study was confined to 6 SMC Members only. It can be extended by increasing the size of the sample.

2. The present study was confined to Elementary Schools of Sheeshewal Block. Similar studies may be conducted in other Elementary Schools of the State.

3. National level research can be conducted to know more about the role and responsibilities of SMC members.

4. Problem faced by SMC member for the quality improvement of elementary school.

5. Functioning of School management Committee in rural Elementary School.

CONCLUSION

Regarding the role of school management committee in quality improvement of elementary education it can be concluded that SMCs are playing a significant role in enhancement of quality of education specifically in elementary schools.

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