

# State of School Management Committees

A Study of SMCs in Four States of India

*Draft- Subject to revision*

**September 2019**



Commissioned by



**Save the Children**

A study conducted by



Centre for  
Education, Innovation  
& Action Research

*Initiative for  
Excellence in  
Teacher Education*

**Tata Institute of Social Sciences, Mumbai**



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CEIAR, TISS

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## **List of Abbreviations**

ASF	Academic Support Fellow
AWC	Anganwadi Centre
BR	Bihar
BRC	Block Resource Centre
CSS	Centrally Sponsored Scheme
DEO	District Education Officer
DISE	District Information System for Education
HT	Head Teacher
KGBV	Kasturba Gandhi Balika Vidyalaya
MHRD	Ministry of Human Resources Development
MIS	Management Information System
NUEPA	National University of Education Planning and Administration
OR	Odisha
PNGO	Partner Non-Governmental Organisation
PRI	Panchayat Raj Institution
PTA	Parents Teacher Association
RJ	Rajasthan
RFP	Request for Proposals
RTE	Right to Information
SDMC	School Development and Monitoring Committee
SDP	School Development Plan
SMC	School Management Committee
SSA	Sarva Shiksha Abhiyan
SC	Save the Children
TS	Telangana
TLM	Teaching Learning Material
ToT	Training of Trainers
U-DISE	Unified District Information System for Education
UT	Union Territory

# **Executive Summary**

## **Research Objective**

The main objective of this research was to assess the effectiveness of school management committees in schools where interventions of save the children organization are taking place. The study sought to engage in detail with the selected schools and capture the diversity in the provisions, roles and functioning of SMCs in different schools. It also identified the best practices of SMCs in the intervention schools and recommends ideas or strategies for the improvements of SMCs. The study also attempted to bring out the differences in the functioning of SMCs in control schools and intervention schools.

## **Background of the Research**

The study builds its premise on the establishment of the context of SMC as a core thrust area of the Right to Education (RTE) Act, 2009 that mandated each elementary school to constitute a SMC to strengthen the functionality and quality of schools. On one hand, where SMCs have been seen to be non-functional in many of the schools or rather a formality due to various reasons, on the other hand there are intervention organizations like the SC who work in schools towards the effective functioning of SMCs. In this regards, the primary focus of the study was not only to understand effectiveness of SMCs across the intervention states of SC, but also an attempt to understand the conceived change by SC.

The study was conducted in four states, namely, Odisha, Bihar, Rajasthan and Telangana both in intervention schools and a few control schools. A survey was constructed to collect data from all the stakeholders, namely parents, teachers, head teachers, students, community members, Panchayat Raj institution members, Government functionaries and the SC coordinators. Primary sources of data was collected through the government records, documents from the schools and the SC coordinators. The tools constructed comprised data of all aspects of the functions and roles of SMC including constitution and formation, infrastructure development, support for instructional material, students' enrolment and attendance, monitoring of textbooks and other supplementary materials and many other dimensions related to SMCs. Interviews, focus group discussions, observation of classrooms were conducted by a team of researchers in each state and responses were recorded. The interviews were transcribed further and data was analysed both quantitatively and qualitatively. The strengths and weaknesses are reported and also recommendations presented in terms of potential opportunities that can be conceived.

The study highlights the theory of change adopted by the SC and the impact of its intervention across the states. For most of the parameters investigated, the state of Rajasthan was observed to be the most benefitted compared to other states with the state of Bihar being the least benefitted. The importance of support from organizations like SC in effective functioning of SMCs and the

need to strengthen SC interventions were clearly indicated by the records and interviews of various stakeholders. Ineffective functioning of SMCs in control schools underline the importance of SC interventions.

## **Major Findings**

The major findings of the study revealed that SMCs across the states differed in terms of constitution, the process of formation and functioning depending on the rules and norms of the State as well as the existing social structure within and around the schools of the State. This resulted in inconsistencies in the experiences, skills, understanding and expertise required by SMC members across various schools through the four states.

In general, it was observed that almost all the SMCs had inadequate funds to carry on the roles and responsibilities assigned to them to function in a prescribed manner. However, a very marked difference in capabilities of SMC members in intervention and control schools, was observed, thus underscoring the efforts and initiatives taken by the intervention organization, namely SC. It was also found that the intervention schools were optimally using the available resources compared to the control schools. Administrative support from states was also not available to SMCs to support them enough for smooth functioning. Training for SMC members by the government was hardly found in any state except Rajasthan, whereas training for these members by the intervention organizations like SC and their partner organizations was found nearly in all intervention schools. As a result of the efforts of intervention organizations, considerably effective functioning of SMCs in these schools was noticeable. Awareness about the roles, responsibilities and functions of SMC was highest amongst the head teachers of most of the schools across the four states, followed by others with parents least aware of the functioning of SMCs. Majorly parents were more concerned about the immediate benefits for their children and the schools leading them to focus more on improving school infrastructure, ensuring better facilities for students, increasing enrolment in the schools, increasing awareness of children/girls' rights and reducing child marriages.

Recommendations to the various stakeholders were suggested based on what already existed and what probable improvements can be sought for. A need for common vision of the notion of 'Quality of Education' by the SMCs and decision makers at the local level, was felt. The SMC members, most of whom were quite unaware of the core duties visualized under the RTE Act 2009, namely conceptualisation of SDP, support and monitoring, need proper orientation to these aspects in order to impact quality at the school level. Though trainings of SMC members in all intervention schools by the intervention organisations was seen as a potential gain of these schools, there is a felt need to maximize these influences in terms of increased frequency of trainings, going beyond the existing training agendas by focusing more on academic aspects and quality education, creating and establishing strong training mechanisms in place in the schools to be able to transform the knowledge, attitudes and skills of SMC members, oriented towards long term sustainability, increasing outreach at scale to include maximum members of schools in large numbers.

Though efforts by the intervention organizations is visible, it seems to be working largely in isolation rather than supplemented with government initiatives and a need to augment the initiatives and efforts proposed at the level of government in terms of budget utilization and other related matters was sensed. Working in partnership with other local organizations though was a practical and desirable move by the SC, the orientations, priorities and work culture of the partner organizations may need to be reviewed and realigned with the vision of the parent organization. A close monitoring system of the field activities by the parent organization at frequent intervals would probably help keep check on the intervened schools and the associating partners for trustworthy and reliable systems in place.

Responses of head teachers and teachers revealed their interest to work with community on a range of aspect, mainly on improvement in infrastructure, however there are evidences for lack of awareness and an indifferent attitude towards the inclusion of children with special needs. The scope of SC interventions apparently seemed to ignore the aspect of inclusion of children with special needs and this being a major concern today, a need to include interventions that focus on creating awareness and positive attitudes in the above mention aspect, was realized.

Results revealed lack of functional school development plans in many of the schools as a result of lack of transparency in the fund utilization mechanisms thus urging the government at the policy level to create budget allotment and transfers aligned with SDPs. Paucity of two-way communication between the SMCs and the state/district needs to be redressed to facilitate smooth flow of ideas and to get acquainted with the goings-on in the field and identify any gaps that may hinder the aspired progress and development in the school space. This would also necessitate decentralization for effective functioning of the system. The academic support provided to teachers and schools on a regular basis in each block of every district by the Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) under *Samgra Shiksha* needs to be strengthened for adequacy and this can be one of the focus of SC interventions as discerned through observation and reports.

It was observed that, issues related to customary conventional thoughts regarding girls' education, child marriages being quite prevalent in society trickle down to the school system thus affecting academic matters. Regardless of the number of existing government schemes to deal with such issues, essentially there is need for handholding at the district level or the community level to make these schemes work to the optimum. Coupled with the existence of the government schemes, intervention organizations like SC can act as potential drivers of these schemes to ensure the laid down benefits, thus accelerating the positive outcomes of SC interventions in an identical manner. Awareness about inclusion of special need children, not being the sole responsibility of the intervention organizations, the government agencies too need to include initiatives to transform attitudes of the field personnel at work on the field towards a forward-looking practice.

## **Recommendation: How do we upscale.**

- This study reveals that there is a weak structural linkage between SMCs and other administrative structures (Block and District level). This needs to be strengthened by making it compulsory for the facilitating district and sub-district level offices to attend at least one meeting of each SMC in their enchantment areas, it would consolidate the functional linkage among them. This can also be achieved through joint meeting of a few SMCs
- The idea and activities of SC model should be a part of the annual workplan and budget of the State for Samgra Shikha, whereby the state can demand budget allocation from the central government to strengthen SMCs with respect to the identified activities. This is important for scaling up the SC model, however the SC needs to continue with its presence as a technical partner of governments.
- The convergence between the SMC and other departments of the state government, is important for school education, but is invisible both in structural and functional terms. It is important to organise orientation or training workshop for government functionaries of associated departments such as Drinking Water & Sanitation, Health, Textbook Development, Women and Child Welfare, Rural Development, Tribal Welfare. There is a need for an annual workshop at the district level with representatives of all SMCs and functionaries of these departments.
- Functional linkages of the SMC with PRI are quite weak, even where structural linkages exist. For example in the case of PRI, members could be a part of the SMC. This gap can also be met through annual proposal from SMCs to PRI. There is a dire need to establish practice of submitting annual proposal and budget from SMC to PRIs.
- Academic linkage of SMC and sub-district level school support structure needs to be redefined with carefully designed academic activities. Cluster resource person can play this role, though as of now her role is more administrative than academic. It is important that the CRP should prepare an annual academic calendar with the help of SMCs and this would be possible only when the meetings are held more regularly between CRPs, BRPs and SMC with an identified task, such as developing and executing academic calendar to support schools.
- The SMC member should made aware about untied funds for schools and government functionaries should be oriented for making these untied funds available to the SMCs for innovative activities.
- With respect to the lack of interest and irregular attendance in meetings, it is important to provides incentives for participation in school activities to the SMC members. This can be facilitated by the school in annual parent teachers meeting for their contribution to the school and to the teaching-learning process.
- Partner selection criteria should be firmed up based on activities they will partake in with respect to training, community engagement programmes, monitoring mechanisms and

number of people on ground with visits to schools being at least two times a month (the distribution of visits being rationalised on a school and distance ratio that can make this feasible).

- Digital monitoring should be introduced - some of the questions in this study's tools can be converted into a continuous remote monitoring mechanism best done through an app.
- The RJ model seems effective, but if SC partner employees become almost para teachers, then continuous professional development in content and pedagogy needs to be made available to them. SC could incentivise key long-term employees to partake in select MOOCs for the same and could consider developing these tailored to suit SC as well.



## **Chapter 1: School Management Committee: An overview**

### **The context**

Education is a basic human right and a basis for the realization of all other rights – these discourses are well considered by policy maker in India during 86<sup>th</sup> constitutional amendments and supplementary legislation that is Right of Children to Free and Compulsory Education Act or RTE Act 2009. Countries that were lagging behind in enrolment, retention and school infrastructure started designing favourable policies and allocating money to meet the growing demands of school education. In India, where millions of children are eligible for elementary education, the RTE Act 2009 enacted from 2010, mandating education as a fundamental right to all children between 6 and 14 years of age. This act is also equipped with many provisions for ensuring fulfilment of its recommendations

One of the critical factors to ensure enrolment of out-of-school children, especially girls, and to prevent children from leaving school before completing the elementary education cycle emerged to be the community–school relationship. Strong, sustained community participation in the management of schools can enhance transparency and accountability in the education system and promote a sense of ownership, agency and responsibility for positive change. Govinda and Bandyopadhyay (2010) argue that addressing issues of educational exclusion is closely associated with an increase in awareness among local governing agencies about local educational problems

and their effective participation in the day-to-day functioning of schools as well as the decision-making processes.

There was a need for response to a growing demand of education and constitutional requirements for elementary education as a result of an increasing aspiration for elementary education and increasing focus on enhancing the quality of education including the mandates of the RTE Act, 2009.

The Ministry of Human Resources Development (MHRD) in its outcome Budget 2011-12 report records that Sarva Shiksha Abhiyan (SSA) which envisages Universalization of Elementary Education shall be the main vehicle for the implementation of the RTE act, 2009 ( MHRD 2011) . This Centrally Sponsored Scheme (CSS) aimed at enhancing access, retention, quality and equity in elementary education in an equitable manner and mainly addressed the expansion and improvement of quality in grades I-VIII in government schools in all states. In year 2010-11, several enhancements were made to the SSA programme to meet the recommendations of the RTE Act, 2009 requirements. Eventually this flagship programme has changed its character and has been re-conceptualised as *Samagra Shiksha Abhiyan*.

The MHRD report titled SSA Framework for Implementation asserts that community participation would be a central and overarching factor in planning, implementation and monitoring interventions for universal elementary education. School Management committee was considered an important area in this regard. The report also stresses the role of people and especially the community as fundamental to the success of these initiatives (MHRD 2011)

Major provisions regarding constitution and functions of SMCs have been given in section 21 and 22 of the RTE Act, 2009. These points have been elaborated in the Model Rules prepared for consideration and adoption by the state or the union territory (UT) administration. Each government can modify the rules in keeping with the ethos of the guidelines to suit the specific state or UT. However, the rules clearly recognised the community as a primary stakeholder in the overall process of achieving the objectives of the RTE Act, 2009.

In this context, there is a critical need to investigate the gravity of involvement by communities in which this fundamental right is being exercised.

The SMC works towards revitalising the school system through its positive plan of action and a needful constructive dialogue with other stakeholders. Its major roles or functions are to support the quality of teaching, proper development and utilization of funds that are provided by the government, implementation of different schemes devised by the state as well as the central government, to create awareness regarding health among the children, to provide sanitation facilities, to develop school infrastructure and so on. The SMCs have been given a range of 'powers' (actually responsibilities without power) by the state RTE rule. These powers relate to

academic activities such as monitoring classroom practices, completion of course work and non-academic activities like maintaining financial records, developing SDP, monitoring mid-day meals, community awareness in terms of the provisions of the RTE act, ensure enrolment and continued attendance of children and so on.

On reviewing studies conducted on the functionality and role of school management committees, it was observed that, SMCs aren't functional in schools and rather have become more of a formality than practicality (Thapa, S., 2012) and the provision of SMC is not functional in some schools where there is lack of awareness among teachers, parents and SMC members regarding functioning of SMC (Sethi, C., & Muddgal, A., (2017). A study was attempted to evaluate the existing constitution of SMC in relation to the mandates set up by the government and the functional aspect of the body across the four states. (GoI, 2012) .

The present study provides a comprehensive picture of the extent of functionalities of SMCs across the four states of India - Bihar, Odisha, Rajasthan and Telangana. It further evaluates the extent to which the stated objectives in RTE Act, 2009 have been met, identifies the factors that have helped achieve the objectives and addresses challenges and constraints that have affected the intended course of implementation. The study also inquiries into the governance of the SMCs in terms of the coordination between and the convergence of the stakeholders, financial allocations for the activities, the planning processes and the achievement of the objectives and mandates of the RTE Act, 2009.

The available literature on the SMCs indicates the SMCs are formed frequently to the stipulations in the RTE Act, 2009. The 2016-17 District Information System for Education (DISE) statistics show that 77% of government and government-aided schools have formed SMCs and around 95% of schools that have SMCs, have made the SMC President a joint bank account holder with the Head Teacher to facilitate the SMC's entitlement over grant expenditure.

Year	PS (I-V)	UPS (I-VIII)	HSS (I-XII)	UPS (VI-VIII)	HSS (VI-XII)	SS (I-X)	SS (VI-X)	ALL ELEMENTARY
2016-17	83.85	66.47	39.27	87.49	71.59	40.07	72.35	76.88
2015-16	84.27	67.83	33.48	87.53	74.44	34.47	75.56	77.70
2014-15	83.30	67.81	23.75	86.84	74.04	39.32	70.34	77.05

PS: Primary Sc, UPS: Upper Primary Sc, HSS: Higher Secondary Sc, SS: Secondary Sc

**Table 1.1 : Percentage Distribution of Primary and Upper Primary Schools/Sections with SMC by school Category: All India**

(Flash Statistics, NUEPA, 2016-2017, DISE: Flash Statistics on school Education)

As per the U-DISE data 2015-16, 97 percent of Government and Aided schools have constituted a SMC and 85.87 percent of schools have constituted SMC and prepared School Development Plan. But as the data in 2016-17 suggests, these figures have been modified and are presented in Table 1.1. Some of selected report about community and parent committee indicates that there has been negligible improvement in the school functioning due to lack of awareness among the community members (Rao, 2009).

Analysis of the norms of SSA and PAB minutes for the states reveal that policy provisions were made for the school development plans with no financial guarantee given to the SMCs to meet the gaps highlighted in the SDP. The use of school grants for School Development Plans (SDP) is a sensitive issue that requires discreet handling. Administrative authorities are accustomed to schematic budgets and highly patterned grant making under Section 22 of the RTE Act, 2009, provision has been made for a bottom-up demand mechanism (so that field level demand get consolidated in form of School development plan and funding can be provided on that basis). Apart from the “local authority” it is imperative to evaluate the participation of NGOs to plan and organise the training programmes of the SMCs. NUEPA Occasional Paper (Diwan, 2012) indicates that the success of SMCs depends largely on how closely a school is being monitored and the degree of transparency and honesty maintained in the decision-making processes.

## **Objectives of the study**

This study was formulated with the objectives aligned with the broad aims. The objectives are as below-

- To engage in a detailed desk review of laws and secondary literature on SMCs. This also includes capturing the diversity in provisions, roles and functioning of SMCs across the states, if any.
- To identify the gaps in formation, existing skills, capacity building provisions and functioning of SMCs in different schools.
- To collate and document the interventions made by SC in formation and making SMCs functional.
- To evaluate the impact of SC’s intervention on the functioning and management of schools.
- To identify and document around four good practices (depending on the situation) with respect to the SMCs.
- To provide recommendations to improve the functioning of SMCs.
- To prepare a policy brief, incorporating the work of Save the Children, for advocacy efforts and scaling up of the intervention.

## **Chapter 2 Methodology**

### **Setting the Context**

As indicated in the title, this chapter includes the methodology adopted in the present study. In the further part of this chapter, the report outlines in detail, the research method, the research approach, research instruments, the methods of data collection, the selection of the sample, the research process, the approach to data analysis and data reporting.

The present study was conducted in four states of India with the objective of providing a comprehensive picture of the extent of functionalities of SMCs across the four states of India - Bihar, Odisha, Rajasthan and Telangana and to assess the effectiveness of school management committees in schools where interventions of save the children organization are taking place.

The study was designed with an intention to provide critical insights into various dimensions of SMC like its constitution, functioning and challenges with regard to the SMCs of the selected schools by gathering the perceptions of stakeholders and surveying the reports and documents available. The study also seeks to provide a few suggestions to stakeholders in view of strengthening the efforts and initiatives of the intervening organizations for optimization of achievements. Furthermore, the study identifies some of the best practices of SMCs in the SC intervention schools to understand the conceived change by the intervention organizations. A review of the report sets the ground for evidence-based policy advocacy leading to the systemic reforms in the coming years.

### **Research Questions**

Based on the objectives set for the study, the following research questions were framed. The study aimed to answer these research questions by collecting data from all stakeholders and reviewing the documents and reports made available on the field.

- How well does SC strategy of engagement with SMCs align to its theory of change and complement to the other approaches taken by SC India to strengthen the quality of education and improve learning outcomes?
- What is the most significant contribution of SC's strategy of engagement with SMC in enhancing quality of school education? What have been the achievements? What are the underlined factors for the same? (For example. involvement in school functioning/management, increasing enrolment and attendance of children and bringing accountability in teachers, advocacy for making available critical resources/facilities.)
- What are the good practices and key innovations undertaken in strengthening and engaging with SMCs and how have they contributed to addressing the problems?

- How effectively can SC India's model of working with SMCs be replicated and scaled up at national and global level? Suggestions to facilitate the same.
- What are the other key factors which influence the quality of education? How best can they be integrated in SC's intervention strategy?

The study was mainly guided by the SMC goals visualised under the RTE Act, 2009 to enhance equitable access to elementary education and to improve its quality. The study analyses functionalities of SMC with respect to these goals. The study also encompasses SMCs of schools with intervention of SC (sample schools) and other schools where SC is not working (control schools). The details of the sample and the control schools can be found in the Appendix. This comparison is based on indicators developed based on the desired roles of the SMCs.

### **Approach of the study**

Given the need to cover a large number of schools established by the state governments that have SMCs, a survey was conducted to gather data from varied sections of respondents to ensure that the nature of inquiry was focused and structured. The typical problems that occur when using surveys, such as data accuracy, consistency, sampling errors and interviewer bias, were addressed through the development of appropriate tools and the training of investigators. Data sources included both primary and secondary sources. The study was a mixed methods study including the quantitative and qualitative approaches. The qualitative approach was used to supplement the quantitative results and get an insight into the underlying factors behind the results obtained. Data analysis involved integration of data using statistical techniques and coding of qualitative data. During the data collection process, due permission was taken from the stakeholders for willingness of participation.

The study utilised the data available in the public domain through the Management Information System (MIS), mainly District Information System for Education (DISE) and reports submitted by the state and the central governments. The primary source of data was field data gathered from select schools across the four states of India.

Following tools has been employed during the field work:

**Table 2.1: Details of Tools and its Respondents**

Tool No.	Description of Tools
Tool 1: Interview Schedule for Government Functionaries	District Level Questionnaire for the SMC coordinators – This schedule contains all the basic information of state’s elementary education status and progress, especially covered under the SMC - for all years and areas covered under the study.
Tool 2 A: Schedule for Interview of SMC members (In community - preferred parent)	About impact of SMCs on school well-functioning and process of functioning of SMCs- This schedule contains all the basic information of selected SMC to be filled with the support of SMC members. The second part of this schedule captures perception, information of SMC members.
Tool 2 B: Members of PRI, Representing in SMCs	Along with Information on functionalities of SMC- This schedule contains all the basic information of selected PRI and its support to SMCs and Role of PRIs in SMC.
Tool 3: Head Teachers (In-charge teachers)	<p>This schedule contains all the basic information of selected schools for three years covered under study. This includes information about the school - location, management, enrolment in a particular class, number of working days, incentive schemes etc. - to be filled by support of Head teachers / Teachers.</p> <p>This tool also includes information and understanding based questions on - what values have added in SC Intervention schools; feedbacks and response mechanism; school code of conduct; suggestion boxes; empowering CG/SMC with any other innovation / new mechanism / facility started with support/active engagement of community institutions; SMC in KGBV context.</p>
Tool 4: Schedule for Interview of Teachers Representative in SMCs	This schedule captures the perception, views, experiences and challenges, information of teachers (members of SMC)
Tool 5: Questionnaire for Save the children /	To understand nature of intervention by SC and impact of SMC activities. This tool is structured around approach and strategy of

partner Organisation nodal officers	intervention of SC, impact of SMC on school education, effectivity of SMC, the process / inputs provided to SMC, school facilities, what initiatives taken by SMC.
Tool 9: Focus Group Discussion	Focus Group Discussions at Village level/SMC level- this captures the perception, views, engagement and support of Government, PRI and village community in relation to SMCs.
Tool 5; Children FGD formats	To understand impact of SMCs activities on day-to-day life of Child in the school- which may reflect in 1) Quality of education 2) Fear free environments and 3) fulfilment of child entitlements 4) space for children's voice 5) Children voices
Tool 8: Observation schedule of School and Classroom	To understand relation of the SMC functioning and its impact on school and classroom process. This includes questions around overall ethos of school teachers' punctuality and presence in classrooms, teachers' preparation, classroom environment, teachers' attitude and behaviour towards children, children's participation in classroom transaction processes, and usage of TLMs.

## Sample Size

The study was conducted in four states – Odisha, Bihar, Telangana, and Rajasthan. This selection was based on the nature of diversity in the intervention, as informed by SC nodal person. A total of 33 intervention schools and 7 control schools were selected for the field work, Details are as below-

S No	States	Treatment Schools	Control school
1	Bihar	10	2
2	Telangana	10	2
3	Odisha	10	2
4	Rajasthan	3	1
	Total	33	7

In each school, all the seven tools were administered.

### Number of tools administered during the study

Sr. No	Tool administered	Number
1	Interview with head teachers	39
2	Teachers*	28
3	Interview with parent in SMC	43
4	PRI member who is part of SMC*	28
5	FGD with Children	39
6	FGD with community*	34
7	School /class room observation/experience	38

\*all school don't have teachers representative / all school don't have PRI representatives / 5 school community not available for FGD

### Approach to data collection:

All data was collected with due consent from all respondents and SC functionaries. Field investigators were adequately trained for this purpose, one team, each was constituted for all four states lead by a senior researcher and two to three field investigators as per the need. The data was collected during the period from 20<sup>th</sup> February 2019 to 31<sup>st</sup> March 2019.

### Analysis and report writing

The study being a mixed methods design resulted in both quantitative and qualitative data that supplemented the quantitative data. The analysis, therefore, involved statistical drilling of data and the coding of qualitative data. The transcripts of interviews were further coded to get a deep insight into the data and verified with the quantitative results. The overall results were analysed and reported in alignment with the objectives of the study. The report was developed on criteria which includes

- 1) forms of constitution of the SMCs - under the state rules, roles for the SMCs, visualized under RTE Act, 2009 and supplementary regulation
- 2) SMCs constitution and adherence to the state rules
- 3) capacity building process of SMC members and existing gaps
- 4) SC's strategy of engagement with SMCs aligned to its theory of change which includes support mechanisms and provisioning for the SMCs across intervention schools by SC
- 5) effectiveness of SMCs across four states and
- 6) key factors which influence/ became bottlenecks of SMCs and quality of education.

## **Chapter 3: The School Management Committee: Formation, Functions, Impact & Capacity Building**

This chapter is based on findings, includes formation and functions of the SMCs as per the mandate of the states and the actual process in the schools of all four states

- Impact of the SMCs functioning in the respective schools of the four states
- Capacity building of the SMCs as per mandate and the actual components of capacity building of SMCs in the four states
- Perceptions and expectations of stakeholders like head teachers and the community about the needs and challenges in terms of building capacity of the SMCs
- Discussions based on the data obtained from the field

As per the RTE Act 2009, the SMC are a mandatory component of the schools in India. The description of SMCs with respect to its constitution, formation, and functioning is provided in the respective state's rule. The present chapter seeks to understand the mandates prescribed by the States and the actual practices in the schools of each state and identify any deviations from the prescribed norms. The chapter also looks at the impact of these SMCs and its capacity building potential through the lens of various stakeholders and observation of the schools, and discern the gaps in the system with respect to the various aspects of the SMC.

In order to get a clear understanding of the overall composition, functionality, impact and capacity building of the SMCs, data was collected from different stakeholders, namely parents, teachers, HTs, children, district functionaries, PRI members and community members related to all the necessary aspects through interviews, focus group discussions, observation of classrooms and documents collected from the field.

### **SMC Constitution**

#### **Constitution Process of SMCs (Formation of SMC)**

Rules are mostly implicit about who will initiate the process of constituting a SMC, however there is a greater representation of government functionaries over community members according to the rules. It was observed that in most cases the government functionaries (mostly Head Teachers) are responsible for the constitution of the SMCs. Table 3.1 shows the composition/formation of SMCs in the four states which were a part of this study.

Process of selection / Constitution of SMCs	Bihar	Odisha	Rajasthan	Telangana
Mandate	Nine parents include two from backward group, two from extremely backward group, two from SC and ST, two from general caste, one mother of the disabled child. In the general meeting, in supervision of the CRP.	From the PTA- general parent body, four members out of 12 need to be from marginalized section.	Election in a general meeting. Women members to be elected or nominated.	From each grade, one parent of highest scorer, one parent of lowest scorer, four parents of highest scorer of OBC, SC, ST and Muslim groups from each class (1 to 4).
Actual (observed in schools)	Meeting is called by the head teacher and names are nominated for different positions. The Mata Palak Samiti has been reformed namely as SMC that is why number of parents go up to 12.	Same as mandate in Kendrapara and in Koraput, a tribal belt area, most of the people are from ST category.	Same as the mandate.	Two-three parents from each grade, but not necessarily parents of highest scoring and lowest scoring students

**Table 3.1 Composition/Formation of SMCs in the four sample states.**

Field observations indicate a few deviations from the norms in the formation of SMCs in each state, though not too significant. In some states like Bihar, it was observed that HT has a critical role in selection of parents for SMC with a larger discretion to choose parent representatives depending on their convenience and comfort with selected groups of parents. Another case in Telangana discloses deviation in selection of parents non-conforming to the norms which constitutes one parent of highest scorer and one parent of lowest scorer.

### **Composition of the presiding members of the SMCs**

The SMCs are mostly headed by community members according to the mandate prescribed by the state. In case of Odisha, Rajasthan and Telangana both the Chairperson and the Vice Chairperson are parents. Whereas in Bihar and Telangana it includes scope for PRIs members to occupy these posts as well. Table 3.2 shows the composition of chairperson and vice chairperson of SMCs across the states.

Chairperson and Vice Chairperson	Bihar	Odisha	Rajasthan	Telangana
Mandate	One ward member elected as Chairperson, one elected as Secretary.	One parent elected as Chairperson One parent elected Vice Chairperson	One parent elected as Chairperson; one parent elected vice chairperson	Chairperson, Vice-Chairperson- elected from among the parents - at least one of the two must be from the backward castes.
Actual (observed in schools)	Same as the mandate	Yes, Chairperson and Vice Chairperson (both are parents)	Same as mandate they have to be female members	Same as the mandate.

**Table 3.2 Composition of Chairperson and Vice Chairperson across states**

### Representation of teachers and Head teachers in the SMC

Table 3.3 shows the composition of teacher and head teacher in the SMC

	Bihar		Odisha		Rajasthan		Telangana	
	BR mandate	BR - actual	OR-mandate	OR actual	RJ mandate	RJ- actual	TS mandate	TS actual
Teacher representative	1- Senior teacher	1- teacher(some schools have single teacher so availability of teacher as a smc member was not possible whereas other schools have a teacher as a member of smc	1- Teacher	1-Teacher	1- preferably female	1 Teacher	No	No
1- Head of school	Member	Member	Convenor	Convenor	Ex officio member secretary	Same as the mandate.	Member convenor	Same as the mandate

**Table 3.3 Composition of teacher and HT in the SMC**

Data does not show any significant deviation from the norm with regard to the composition of teachers and head teachers in the SMC.

### Representation of children in the SMCs

Considering children to be a part of the decision-making process is one of the key features of the SMCs mandate. There are provisions in the state rules to involve them in SMC to represent student

voice and acquire first-hand experiences about challenges in the school. Table 3.4 shows the data regarding the children's representation in the SMCs across the four states.

	Bihar		Odisha		Rajasthan		Telangana	
	BR mandate	BR - actual	OR-mandate	OR actual	RJ mandate	RJ- actual	TS mandate	TS actual
Child cabinet representative	2- Head of student cabinet and head of Meena Manch	Head of both Meena Manch and Bal Sansad.	2- Head of student cabinet and head of Meena Manch	2- Head of student cabinet and head of Meena Manch	Not necessary, can be replaced with a locally recognized educationist, nominated by the parent-members, OR a student of that school.	In all schools one student representative in respective of her membership in MEENA Manch and Child cabinet	2, at least 1 to be girl (special invitee)	No

**Table 3.4 Composition of children in the SMC**

In case of Telangana, data revealed that there are no child representatives in any of the SMCs of schools surveyed. In case of Bihar, it was observed that the children from primary school were not active in SMC, whereas the children of middle schools were active members of the SMCs. One of the head teachers in her response perceived this as a result of the maturity level and seniority of the middle school students over the primary school students.

An overall comparison of the composition/formation of SMCs across the states exhibited trivial deviations from the norms laid down by the states.

## Process and Functioning

Moving further, the chapter attempts to explore the functional aspects of SMCs as mandated in the state rules as compared to observations in the sample schools and the underlying factors that influence the functioning of the SMCs. This includes SMC meetings – frequency of meetings, attendance in meetings, agenda setting and follow-up as observed in a few KGBVs in Rajasthan and schools in the three states of Bihar, Odisha, and Telangana.

## **Meetings: frequency, functionality and outcomes**

Questions regarding the conduct of SMC meetings and its frequency in schools were asked to head teachers, teachers, parents, and children. Further documents like the register book containing the minutes of the meeting were cross checked to validate the responses. A few of the schools provided with the documents while other schools did not provide any. Data gathered for meetings is summarized below.

The frequency of meetings was too low in the non-intervention schools in states like Bihar and Rajasthan. In the non-intervention school in Rajasthan, the HT could not give any information about the SMC or the meetings and also could not share any documents related to SMC matters. There was a lot of disinterest and hesitancy from the HT in responding to the field team. From observations made by the research team in the control schools, the SMCs in were non-functional. Schools in Bihar witnessed regular meetings on every 25<sup>th</sup> of the month, except the control school. Likewise in Odisha, meetings are held regularly in all schools once in a month. Also, need based meetings take place for various occasions. Majorly, meetings are held in school but in Koraput area, meeting are also conducted at the village (Patraput, Panasput, Lekdiguda, Jangamput) level, where most of the people come and share their opinions. The day chosen for the meetings is a full moon day of every month irrespective of any date as an effortless reminder to parents about the day of the meeting. As observed in the schools in Rajasthan, the schools being KGBVs, are residential school schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The government has already fixed the new moon day of every month to conduct the SMC meetings. The day is specifically chosen for the reasons that the community/parents of the children are free from their routine work on this day and will be able to attend the meetings regularly. The SMC meetings are conducted regularly, once in a month in all the four schools visited in Rajasthan.

In the state of Telangana, it was observed that the meetings were held regularly in most of the schools ranging from once a month to once every three months.

## **Attendance**

Data concerning the number of attendees in the previous SMC meeting in all schools was collected from verbal interviews and by checking the documents. Table 3.5 shows the attendance details in SMC meetings across all states.

BH01	BH02	BH03	BH04	BH05	BH06- Control	BH07	BH08	BH09	BH10	BH11	BH12 Control	
NOT AVAIL	13	8	5	10	NOT AVAIL	NOT AVAIL	10	5	NOT AVAIL	6	NOT AWAR E	
OD01	OD02	OD03	OD04	OD05	OD06	OD07 Control	OD08	OD09	OD10	OD11	OD12	OD13 Control
13	19	14	19	14	19	NOT AVAIL	19	19	19	3	13	NOTAVAIL
RJ01	RJ02	RJ03	RJ04 Control									
All member s	All member s	All member s	NOT AWAR E									
TS01	TS02	TS03	TS04	TS05	TS06 Control	TS07	TS08	TS09	TS10	TS11	TS12 Control	
5 or 17	10	9	10	20	10 or 7	9	9	All Membe r	15 or 10	All	NOT AVAIL	

**Table 3.5 Number of attendees in the last SMC meeting**

From the data collected it was observed that, Bihar recorded low attendance ranging from 5 to 8 persons in a meeting except for one of the schools where a 100% attendance was observed. The availability of just one room which used to accommodate all children, teachers and the head teacher, was the reason for maximum attendance in this school. One school in Bihar reported that sometimes, there were more than expected number of persons in the meetings and many of them were new individuals representing the actual member.

In the state of Rajasthan, regarding the attendance in the SMC meetings, unlike the control school, three schools which were supported by the SC or the partner organization ‘Urmul’ recorded that some parents could not attend the meetings for various reasons such as:

- Staying very far from the school.
- They were labourers and could not come for the meeting.
- Few of them would send just one representative parent for many of the children stating that they are relatives of those children.
- Due to some health problems.

In spite of absence of few members in the meetings, it was observed that meetings used to be conducted with more than 50% of attendance. The same situation is applicable to Telangana, Odisha and Bihar where in most of the schools’ parents were unable to attend the meetings due to similar reasons such as:

1. Cannot afford to lose a day's wage due to poverty
2. Parents are occupied in farming
3. Out of the village for seasonal labour work (Brick making, festival related business)

At times, a few parents communicated that they attend meetings for some time and then go to their field for work.

The different respondents in schools in Telangana state provided varied answers to the same question regarding attendance in SMC meetings due to which the table does not provide accurate number of attendees.

In Rajasthan and Odisha, to ensure maximum attendance, the teacher or the HT reported that they make personal telephonic calls to the non-attendees to motivate them to attend the meetings and make them aware of the need to attend these meetings. The SC academic coordinators equally take efforts in bringing parents for the meetings by visiting their homes door-to-door or making telephonic calls. In Odisha and Bihar it was also observed that parents were communicated about the meetings by their children.

### **Agenda setting and follow-up**

Data relating to agendas of meetings were collected from the minutes of the meetings and also from responses from the interviews with the head teacher, teachers, parents, children and PRIs wherever applicable.

A few exemplars of the minutes of meetings are given boxes 3.1 and 3.2 below:

<p>Financial:</p> <ul style="list-style-type: none"> <li>● How much money to be spent on the independence day and how it is to be celebrated</li> <li>● Money distribution for dress purchase completed</li> <li>● Stock taking of expenditures done on the painting of the school and maintenance of the kitchen areas</li> <li>● Took stock of expenditure of the educational visits money</li> </ul>
<p>Infrastructure/Scholarship etc distribution</p> <ul style="list-style-type: none"> <li>● Showed concerned about one of the hand pumps not working and discussed the fact that since there is no money, nothing can be done about it</li> <li>● Listing and updates on how many children will be receiving scholarships based on attendance more than 75%</li> <li>● Mid-day meal related issues</li> <li>● Planned to write a letter to the higher authorities about repairing work of the kitchen</li> <li>● Discussed if all children have received books or not</li> <li>● Expressed displeasure about the strike of the cook (nothing can be done about it)</li> </ul>

<ul style="list-style-type: none"> <li>● Children safety</li> <li>● Discussion about opening of bank accounts</li> <li>● Discussion about collection of <i>Aadhar</i> cards</li> </ul>
<p>Academic</p> <ul style="list-style-type: none"> <li>● Expressed pleasure about the fact the children are being assessed every month.</li> <li>● All children are doing well in studies</li> </ul>
<p>Other School Issues</p> <ul style="list-style-type: none"> <li>● Discussed the concern of children safety and planned to disperse children from the backdoor and not main door as it is close to the highway.</li> <li>● Some recorder are just saying attendance is going well, exams are going well, money distributions is going well, neither any problem not any solution. Some records were just mentions in points about teachers behaviour. Children’s participation etc. Parents were told to send children</li> </ul>

**Box 3.1 Agenda of SMC from the state of Bihar.**

<p>Financial:</p> <ul style="list-style-type: none"> <li>● Stock taking of expenditures and approval of the expenses incurred in the previous month</li> </ul>
<p>Infrastructure</p> <ul style="list-style-type: none"> <li>● Reconstructing the quadrangle (chowk) and flattening it for safety purpose</li> <li>● Repairing the already constructed quadrangle (chowk) as a measure of safety</li> </ul>
<p>Academic</p> <ul style="list-style-type: none"> <li>● Discussing and reviewing the results of half yearly examinations of children</li> <li>● Discussions with an objective of educational progress and development of the girl children</li> </ul>
<p>Other School Issues</p> <ul style="list-style-type: none"> <li>● Discussing the arrangements to be made for the educational journey of children</li> <li>● Discussing the arrangements of the <i>Kishori Mela</i> to be organized</li> <li>● Reviewing and asserting the responsibilities of the guardians of children to send back their children to school on time immediately after the end of vacation period</li> </ul>

**Box 3.2 Agenda of SMC from the state of Rajasthan**

A preliminary analysis of the records of the SMC registers illustrates the kinds of issues being raised and discussed including infrastructure related, distribution related, academic, and school events. Infrastructure and finance related matters gained prime importance as compared to issues around academics and capacity building, which found few mentions. Issues of child safety, academics and capacity building of the SMC members found less mention in the registers, indicating that these were not on the agenda of the SMC meetings.

Box 3.1 shows a list of regular agendas on the SMC registers and presents a broad range of issues that are taken up in the SMC meetings. It indicates a tendency of discussions revolving around the infrastructure issues and less visibility of academic or capacity building related issues.

In the state of Bihar, the agendas on infrastructure, functioning, cleanliness, polio, etc. were taken up in the meetings, but regarding the follow up of agendas, the head teachers of most of the schools conveyed that female representatives being illiterate and not being able to take up responsibilities, the head teacher shoulders the responsibility of following up the agenda.

In Odisha, agendas on monitoring the mid-day-meal and the attendance of children were taken up and discussed in the SMC meetings by the SMC members, but decisions are majorly taken by principals and president of the school while others provide their suggestions as per need. It was conveyed by the stakeholders that, female members of the SMC don't actively participate in any discussion due to presence of their relatives, in presence of whom they are not supposed to speak up in due respect according to their culture. The Chairperson of SMC, a parent with basic education, is considered capable enough to take decisions along with the HT and teacher and hence other SMC members don't get involved in decision making. During focused group discussion with community members, the Chairperson responded on behalf of the community to all queries raised by the researcher.

In Rajasthan, in the intervention schools, SMC documents/register included the meeting agenda and teachers and HT supplemented the information during their interviews. Regarding the setting of SMC meeting, data gathered from the SMC members of the school namely, teachers, head teachers, parents and the documents, indicates that the agenda was followed up in detail in all the three intervention schools except the control school.

In all the four states, it was found that proceedings of meetings are mostly communicated by the HT to the other SMC members who were absent for the meetings and to the non-SMC members as well.

## **Impact of SMC functioning**

The overall functioning of SMCs has a great influence on the functioning of the school in many ways. Data was collected to explore the active participation of SMCs in SDP, academic and non-academic areas. This also revealed the influence that the SMCs had on effective functioning of the schools.

### **Making the School Development Plan (SDP)**

One of the key tasks of the SMC is to develop the SDP, a document that is capable of guiding the overall working of the SMC. The observations from the state of Odisha indicate that the SMC members participated in the SDP process, but suggestions put across have not yet been attended to. For example, matters relating to infrastructure, boundary wall and teachers' recruitment have not been addressed or resolved. The responses from the SMC members from schools in the districts of Koraput and Kendrapara indicated that the principal or HT and the SMC parent member who is

the president, are the sole decision makers in the process of SDP. The responses also disclosed that the schools are not benefitting from the SDP processes in spite of suggestions being included in the plan.

From all the four schools visited in Rajasthan, none of the schools (both intervention and control) mentioned about the SDP or claimed any existence of the SDP in their respective schools though they were aware of it. Also in Bihar, most of the SMC members were clueless about the SDP and including the HTs. However, the SC members were aware of it and they were the one who helped the HM about the document, when we asked for it.

Conversely, in the state of Telangana, 50% members knew about the SDP. They all related the SDP to infrastructure of the school, grants utilization, and services such as MDM, water facility. Two of the members spoke additionally about monitoring of the learning levels and giving feedback to teachers. One member recalled about the checklist they have been trained with, to look at various aspects of the school and learning. Eight out of nine members who said they knew about SDP actively participated in the process of SDP. Three of the active participants described the issues that they raise and spoke about the need of boundary wall, toilet and water. Two of them mentioned that they are part of the discussions and one mentioned that the issues of the SDP are presented in the village panchayat.

We found that only in Telangana, the SMC members were aware of the SDP and it was being used for guiding the work of SMC. In Odisha, it existed but was not effective, and in Rajasthan and Bihar it only existed on paper.

### **Academic Inputs**

It was observed that schools in Bihar were facing a shortage of teachers that hugely hampered the quality of education in those schools. In the district of Tilhari, in some cases parents (those who were SMC members) mentioned that they take charge of the classes. But it would be difficult to ascertain the effectiveness of these proxies on quality of school functioning. In another case, in Gaya district, it was found that one of the mothers (a SMC member) volunteered to teach in the school for a few months. However, later she developed expectation of remuneration from the school and was annoyed about not receiving anything in return. It was also found that the SMC members interacted regularly with their children to enquire about the classes.

In the state of Odisha, it was observed that, the teachers with support of SMC members conducted programmes that were beneficial to the students. The children in many schools in Odisha did not actively participate in the meetings, but they reported that they shared their problems or ideas and opinions in their local language through the suggestion box kept in the schools. The SMC members along with teachers open the suggestion box and discuss the ideas or concerns and try to resolve them. During the visit, it was found that the suggestion box had complaints regarding infrastructure, water facility, garden, and kitchen. The SMC also has played a role in creating

awareness among parents about the value of education and sending their children to school. Responses from teachers disclosed that, the SMC members and other parents come to school and observe the classes, and provide their comments and suggestions to teachers with regard to teaching processes and proper care-taking of children in the school. The community also shows its involvement in ensuring availability of teachers and regularity of teaching in the classrooms. Parents' watchful attitude towards students' academic progress makes the teacher more responsible and accountable towards teaching. One such instance substantiates the above statement. A parent was interacting with teacher regarding some red marks on the child's book and showing concern over it. On enquiring the teacher, she said, "One of the teachers is not paying attention towards student's works and not checking the books continuously". Overall the SMCs' support was evident in the schools of Odisha.

The SMCs in the three intervention schools in the state of Rajasthan were overall supportive to schools in many of the matters. The SMCs have regular interaction with the teachers to understand the progress and behaviour of children. They also interact with teachers about the facilities that should be made available to students according to the government norms. The SMC members visit the classrooms and see if their children enjoy a conducive environment in terms of seating and hygiene.

Furthermore, in Rajasthan, the SMC does not get involved in any practices related to teaching process going on in the school, any classroom transactions or teachers' trainings. The SMCs' support in the academic area was not too obvious though they did ensure the availability of textbooks for students, the presence of sufficient teachers in the school, the process of remedial classes for children in need. They also support the children in creating awareness about the rights of children through various stalls at the *Bal Mela* and in organizing educational fairs in the school. At large, the SMC does not discharge any prominent role in improving the academic aspect of the schools.

The SMC members were primarily concerned about the behavioural outcomes of their girl children as compared to their behaviour during enrollment. The parents feel that their children have learnt basic manners and they are able to teach their parents some basic things like signing on the documents.

In the state of Telangana, majority of the SMC members had frequent interactions with teachers. There was no obvious evidence of any kind of academic support in the responses of the teachers about the SMC involvement in academics, though frequent use of words like "discussion", "respect", "contact", "moral support" in their responses to questions indicated some kind of interaction related to academics. A few others mentioned terms like "biometric attendance", "questioning", "enquiry and pressure of SMC monitoring" in their responses, which reveals some kind of involvement by the SMC in academic aspects.

Responses from children also supplemented the fact that SMC members contributed in some way to the academic area. Children of two schools communicated that SMC members asked them about

their learning, ensured that children's needs and interests like playground and sports are met and also about mid-day meals. One member mentioned talking to the children about the importance of education and three others mentioned that in case of persistent irregularity, they would visit home and try to find the causes behind the irregularity.

The SMC also is quite supportive in shouldering the responsibility of finding a voluntary teacher, upgrading of school to class 7 and 8, following up with Mandal Officer about the applications submitted for admissions.

### **Non-academic inputs**

#### **Infrastructural development**

In the intervention schools in Bihar, the Chairperson (a parent) and HT were the joint signatory authorities for the withdrawal of the funds. This implies joint decision-making by both of them on the financial matters of school.

In the state of Odisha too, the SMC supports the schools in infrastructure development in terms of providing resources including material support and labour support. In Kendrapara district, a lot of plantation was noticed in two schools. The SMC members have contributed towards this endeavour in terms of time, labour and money, wherever needed. Parents who are SMC members and non-SMC members are supportive in improving the infrastructure of the school where there is no support available from the government.

#### **Material support**

The SMCs of intervention schools in the state of Rajasthan take initiatives to motivate and encourage the community to sponsor or donate things that the schools need in case of insufficient funds. The SMCs are very proactive in improving the infrastructure of schools with regards to the facilities that ensure the safety of the students and also the facilities that are meant to be provided to the girls according to the norms of the government. The SMC takes all efforts to take up any kind of issue regarding infrastructure in the SMC meetings and attempt to resolve the issues. The SMCs in most of these schools persuade some community member whom they call *Bhamashah* or *Daan Daata* or some renowned trusty or industry in that area to sponsor some materials or equipment based on the needs of the school and thus contribute towards the welfare of the schools. On the insistence of the SMC members, the *Bhamashahs* or companies and industries like Birla White, Rice Mills have contributed to the schools in the corresponding areas by donating water coolers, inverter, fridge, and blankets for children and they also arrange for eye checkups and dental checkups for students. The SMC plays an instrumental role in actualizing these tasks with a very strong backing from the intervening organizations like SC and *Urmul*.

The SMCs supports the school financially by arranging for a donor and sponsors for the requirements of the school. Also, the SMCs administered the government budget and executed decisions depending on the availability of funds in the budget. They assisted the school by being

a signatory party in the withdrawal of funds for different heads. The Chairperson (a parent) and the HT were the joint signatory authorities for withdrawal of funds.

Similar instances in Telangana was observed the support of SMCs and partner organization supporting to improve the infrastructure of the schools.

*In the best interest of children, moving beyond the stated agenda, a positive action was observed in Nagarkurnool. Water scarcity being an endemic problem in Nagarkurnool, the SMCs along with the partner organisation Conare have managed to resolve this problem in at least three out of five schools. SMCs also have supported in levelling the ground for at least two schools in the district of Nagarkurnool.*

### **Administrative functions**

The SMCs in Maner, Bihar are not aware of any funds, grants or any administrative functions.

In Odisha, school improvement grant, repairing grant, TLM grant has been provided by the government. In one of the schools in Koraput district, it was found that the funds have been provided to panchayat and panchayat released the funds to schools whenever a situation for school development arise. This process is facilitated by the PRI, who is also a SMC member and the SMC parent members, in extending the proposal to the panchayat.

The SMCs in Rajasthan do not interfere much with the administrative process of the schools, but decide along with the teachers and HT, the budget to be released for various activities or processes and a parent SMC member who is the Chairperson holds the right in addition to the head teacher to sign the cheques for withdrawal of funds.

Whereas, in Telangana the SMCs support the administrative processes by following up with Mandal Officer about applications submitted, follow up with MLA about requests regarding building repairs and getting funds sanctioned.

### **Admission process**

In the state of Odisha, the SMC members and parents come together to monitor the admission process and ensure that all the children are admitted according to the norms. SMC members organize some campaigns with the help of teachers in village to support the admission process. A few of the SMC members are not able to support the process for reasons like - their occupation being farming, they need to go for work daily to the field for their daily wages.

The SMCs in all three intervention schools in the state of Rajasthan endeavor to support the admission process through various means and strategies in their capacities. The SMCs also attempt to help the school in reducing the number of dropouts by interacting with parents and motivating them to send their children to school and in one of the schools, the SMC also conducted home visits at times when girls didn't turn up to school. It indirectly contributed to enrollment of girls through campaigning, interacting with the community and parents in the villages. They take along

the girls who are already enrolled in the school to speak to the villagers/community and identify girls from the community for new enrollments. They conduct motivational camps, in which girls participate in street plays to enlighten them about the positive aspects of the school. The girls do puppet shows enacting issues creating awareness in the community. All these activities are facilitated by the support of the intervening organizations like SC and Urmul. The SMCs are just aware of the government funds that are available to schools, but not much involved in any kind of government schemes.

Notably, in the state of Telangana too, almost all SMC members of the intervention schools mentioned admission campaign and their involvement in encouraging all parents to send their children to school during the interviews. The SMC members talk to the parents about the absolute necessity of education and schooling, they ensure regularity of all children and increase in enrollment in the local government school. At least two of the SMC members and teachers conveyed that they would like to make the government school accessible to all children avoiding the need to send their children to private school.

### **School monitoring**

The monitoring powers conferred to the SMCs include ensuring that teachers are not burdened with non-academic duties, ensuring the enrollment and continued attendance of all children from the neighbourhood in the school, monitoring the maintenance of the standards including those for children with special needs in the school in conformity with the provisions of RTE, identification and enrollment of children with special needs and ensuring completion of elementary education, ensuring proper implementation of mid-day meals (MDM) and monitor all aspects of the MDM scheme.

In the intervention schools of Bihar, it was found that the SMCs do oversee the infrastructural and other facilities. In fact, in some cases SMCs were over occupied with the infrastructural issues, and not paying attention to academic issues. This included maintaining the kitchen, and repairing the school classroom and walls. Another important task was to ensure that each child's bank account is opened and they receive the scholarship money/money for books etc. in their accounts. Besides this, no other support to teachers or any other involvement in academic matters was observed.

In the intervention schools of Odisha, SMC members observe the teaching-learning processes in the classroom and provide feedback to the teachers. To ensure the safety of children, the SMC members are continuously following up with the government officials by writing letters to the government office about repairing the boundary wall, water facility and teachers' recruitment.

In the state of Rajasthan too, the SMCs in at least the three schools where SC support exists, are quite active in monitoring some functions of the school. The SMC predominantly oversees the infrastructural and other facilities that are required to be provided to their children under the norms of the government. It also is responsible for managing the allocation of funds under different heads according to the government norms. The SMC takes decisions for various issues raised by parents,

teachers, and students and executes these decisions based on the availability of funds. The SMCs also monitor the overall progress of students in the school and expresses their genuine concern in achieving better results for their children.

Almost all those interviewed in the schools in the state of Telangana reported monitoring mid-day meal and functioning of schools especially regularity of teachers to schools. This is primarily done by Chairperson and Vice Chairperson through school visits or by interacting with students. The SMCs are not involved in monitoring the academic progress of students except taking feedback from their wards if they are able to understand what and how teachers are teaching them. Chairperson and Vice Chairperson are aware about activities done by SC like providing story books to children and orienting students on their rights etc.

Maximum number of schools where the SMC is active in this aspect is from the state of Telangana and the minimum number appears to be from the state of Bihar. Monitoring mechanisms used in the schools of Telangana can be adopted by other schools for improving the quality of education.

## **Capacity building of SMCs**

SMCs are entrusted with the actualization of the norms mandated by the RTE. This makes it essential for the SMC members to be effectively trained to understand the purpose of the SMC and develop required attitude and necessary skills to fulfill their roles. As mentioned in the Sarva Shiksha Abhiyan (SSA) framework, 2011, “it would require significant investments in capacity building of SMCs, mere setting up of committees does not ensure meaningful participation in the programme.” The need for training is even more imperative given the fact that the SMCs are to be constituted every two years and even this biennial event might require plugins to have new members elected to positions vacated by people leaving or being transferred to some other post. It is for this reason that the government and the NGOs see capacity building as an ongoing process for the SMC functioning to become sustainable. And government considers, training of SMCs as an important area for NGOs’ involvement (SSA Framework, 2011). This training programme focuses on myriad aspects of the roles and responsibilities of the SMC and is delivered within a very limited period of time. The commitment of the government/s is seen in the funds allocated for this very important aspect that ensures the smooth functioning of the SMCs.

The following part of this chapter presents an overview of provisions of trainings, materials, processes and structures followed by government and NGOs. It provides comparison between design and actual implementation in the sample states. It also gives an insight into the perception of SMC members among the trained and the untrained stakeholders.

## **Funds and provisioning**

### *Government Funding*

In 2018-19, according to project approval board (PAB) meeting, through Samagra Shiksha Abhiyan, all elementary and secondary schools in India were entitled for Rs 3000 per SMC per

year for training of its members. Except for Odisha, budget allocated in 2018-19 (Table 3.6) for training of SMC members in the states of Bihar, Rajasthan and Telangana was less compared to the budget allocated in the year 2017-18 (State SSA PAB Minutes, 2017-18). In Bihar, training funds in 2018-19 at the elementary level decreased by 20.7% as compared to funds (1291.66) in 2017-18. Bihar allocated Rs. 1023.54 lakh at elementary level and Rs. 84 lakh was estimated at secondary level. Similarly, in Odisha, training funds in 2018-19 at the elementary level increased by 67.7% compared to funds Rs. 1002.5 in the year 2017-18. In Odisha, an outlay of Rs.1681.74 lakh was estimated for media and community mobilization activities including training of SMCs and SMDCs, however, the exact details of fund allocation at the elementary and secondary levels is not available. In Rajasthan, SMC training funds in 2018-19 at the elementary level decreased by 35.54%, compared to the funds Rs 1220.90 in the year 2017-18. Rs 788.01 lakhs was allocated for 26,270 elementary schools and Rs 210.39 lakh for 7,013 secondary schools in 2018-19. In 2018-19, in Telangana, SMC training funds decreased by 33.5% compared to funds (Rs 518.94) in the year 2017-18. In Telangana, Rs 344.58 lakhs at elementary level were allocated for trainings in 2018-19 and this was 0.22% of state's total allocated budget of elementary schools.

	Budget Allocated (Elementary)	Budget Estimation (Secondary)	% Elementary budget to total elementary budget allocated
Bihar	Rs 1023.54 lakh	Rs. 84 lakh	0.14%
Odisha	Rs 1681.74*		
Rajasthan	Rs 788.01 lakh	Rs 210.39 lakh	0.19%
Telangana	Rs 344.58 lakh	Rs 80.88 lakh	0.22%

Budget allocation by States and Samagra Shiksha Abhiyan, 2018-19.

(Source: PAB meeting minutes of Bihar, Odisha, Rajasthan and Telangana 2018-19)

\* Budget is for media and community mobilization including training of SMCs and SMDCs.

**Table 3.6 Budget allocation by the central and the state governments for SMC**

### SMC Materials and Modules - Government

Governments in Rajasthan and Telangana have developed two types of materials (1) SMC training modules and (2) SMC handbooks respectively. Training module is more like a guide for the training facilitator, which provides case studies, group activities and points for discussions. In addition to session planning, it includes details of various components of SMC, Children Rights, gender etc. Rajasthan has developed this training module in 2017, in partnership with many NGOs (UNICEF, SC, i, Educate Girls, *Unnati*, *Vaani* and *Prarambh Foundation*). Telangana government developed SMC handbook in partnership with different NGOs like Plan International, *Mahita*, SC etc. Telangana handbook is more like a SMC, RTE and Children Rights information booklet. Handbook does not include any training design or instructions or strategies for the training facilitators. This handbook is provided at the school level.

	<b>Bihar</b>	<b>Odisha</b>	<b>Rajasthan</b>	<b>Telangana</b>
<b>SMC Training Module</b>	No	No	Yes*	No
<b>Is it available in Schools</b>	Not Applicable	Not Applicable	Yes	Not Applicable

\*SC/PNGO supported

**Table 3.7 SMC Training Module developed by the government**

In Bihar and Odisha, neither training module nor handbook developed by the government were available in the schools. State officers and SC/PNGO staff have also not reported of any material that is developed and provided by the government. In Rajasthan, according to school HTs, training module is also used as SMC handbook. In Telangana, according to SC state nodal officer, the state uses the same SMC handbook for planning and executing trainings.

	<b>Bihar</b>	<b>Odisha</b>	<b>Rajasthan</b>	<b>Telangana</b>
<b>SMC Handbook</b>	No	No	No	Yes*
<b>Is it available in schools?</b>	Not Applicable	Not Applicable	Not Applicable	Yes

\*SC/PNGO supported

**Table 3.8 SMC Handbook developed by government**

### **SMC Material and Modules developed by Save the Children**

Save the Children, India has developed SMC training modules, handbooks and brochures for child rights. In 2012, SC India developed two SMC training modules, (1) 'Development of Our School in Our Hands (School Management Committee)' (2) 'SMC Training Module'. First one was developed independently by SC, whereas second training module was developed in partnership with Bodh Shiksha Samiti, European Union and SSA. Both these training modules were generic and could be adapted by other states.

These training modules are primarily designed as a support and a guide for master trainers or resource persons to conduct trainings for SMC members. Modules developed by SC and SC-Bodh have some aspects in common. Both these modules cover overview of RTE, the roles and responsibilities of SMC, the constitution of SMC, the process of forming SMC and school monitoring. Both the training design also aims to develop the perception of school, the role of education and skills like preparing plan, distribution of work, resolving differences, monitoring and so on among the members.

SC has also developed state specific training modules and handbooks for state context and language. For instance, in Odisha, SC has developed SMC handbook in Odiya and it is provided to the schools. It is an 18 page booklet which provides information on RTE, about SMC and its role, formation and composition, process of SDP and school and classroom observation checklist. State specific training module is available only in Rajasthan wherein SC had partnered with state to develop this module. Except for Rajasthan, SC has not developed any state specific SMC training module either independently or in partnership.

## **SC training content reported by SMC members**

### **Bihar**

For Bihar, no training material or agenda made itself explicit. There were very flimsy references, about some orientation sessions when members including the HTs and PRIs from the intervention schools were asked to comment on their training experience. Except for the three parent members, no other members including Chairperson/secretary and PRI could respond to the question on the content of the training. Out of 5 PRI members interviewed from the intervention schools, no member had mentioned about receiving any SMC training and they had a fragile idea about SMC roles and functions. Only one of the SMC nodal officers in Gaya mentioned about the training handbook. She could not produce a copy of the same, and referred to it “a small red book, that tells everything about SMC”. She was one of the staff at partner organisation in Gaya and was working in the same project for the past 7 years. The other SC nodal officers referred to orientations for child rights campaign etc. The school HTs were not able to produce any documents which could be referred to infer the training content.

### **Odisha**

In Odisha, as per the training report, 2 days training programme included various components of the SMC. Out of 10 SMC parent members interviewed from the intervention schools, 7 members were trained by school head teachers. Three out of 7 trained members could explain about the areas that were discussed during the training and the remaining members were not aware of it. Compared to what is planned in the agenda, only 2-3 aspects were indicated by the parent members. No parent member mentioned about SDP and discussion on academic inputs and progress of students. Response from the Chairperson indicates that he/she was oriented to train other SMC members, however the member could not share much details of SMC. No respondent of any type referred to any training material that was used to plan the training programmes.

### **Rajasthan**

In Rajasthan, SC and Urmul Trusts conducts training and workshops for SMC members. Unlike other three states, in Rajasthan, all the SMC members receive training directly from the NGOs. Training module developed by Rajasthan government in partnership with NGOs includes various aspects of SMC including the importance of participation of community in SMC. The modules

also provides details of financial provisions available to schools by Samagra Shiksha Abhiyan and orientation on child protection, rights and gender.

Out of the four SMC parent members interviewed, two were Chairperson and two were general members. All the members had reported that they had attended the training. Out of the four schools, PRI members were available for two schools, both of them had attended one day training organised by SC/Urmul. The content described by the SC nodal officer mostly aligned with that which is available in the training module.

## Telangana

In Telangana, SMC Chairperson, vice-Chairperson, PRI members are trained by partner NGOs and it is the responsibility of these members to train the other members of the SMCs. According to the SC nodal officer, NGOs follow the SMC state handbook for planning the agenda of the trainings. However, there are gaps in the content reported by the SC nodal officer and the content suggested in the handbook. All the SMC members those who received training from SC/PNGO could share about the basic components that were discussed during the training. Compared to parent members, chairman and vice-Chairperson had a better idea of what was discussed during the trainings.

State	Content as per Training Manual*	Content as reported by SC Nodal Officer	Content as reported by Chairperson or Vice-Chairperson (intervention schools)	Content Reported by Parent member (intervention schools)
<b>Bihar</b> (Intervention Schools – Chairperson/Vice Chairperson) - 3 respondents (Intervention Schools – Parent member) - 4 respondents	Not Available	Role of SMC members Process of formation SDP Thematic workshop	Not Aware /could not attend	<ul style="list-style-type: none"> <li>● Role of SMC members</li> <li>● Mid day meal</li> <li>● Taking care of school infrastructure</li> </ul>
<b>Odisha</b> (Chairperson/Vice Chairperson) - 1/1 respondent, Trained - 1 Member (Parent member) - 3 out of 10 respondents, Trained - 7 Members respondents	State specific is not available	Roles and responsibilities for management of schools School monitoring School infrastructure issues and development Bringing quality education to children SDP and process of preparation	<ul style="list-style-type: none"> <li>● Training on how to manage people</li> <li>● Orienting members on roles and responsibilities of SMC</li> </ul>	<ul style="list-style-type: none"> <li>● Respecting others and good behaviour</li> <li>● Organising meeting</li> <li>● Monitoring of children's studies at home</li> </ul> Not Aware - 7 Members

<p><b>Rajasthan</b></p> <p>(Intervention Schools – Chairperson/Vice Chairperson) - 2/2 respondent, Trained - 2 Members</p> <p>(Intervention Schools – Parent member) -1 out of 2 respondents, Trained - 2 Members</p> <p><i>*Training module developed by Rajasthan school education department in partnership with NGOs including SC</i></p>	<p>Role of SMC/SDMC</p> <p>RTE, ACT 2009</p> <p>Functions of SMC</p> <p>MDM</p> <p>SDP</p> <p>Enrollment</p> <p>Parent-Teacher discussion</p> <p>Grants by Samagra Shiksha and documentation</p> <p>Child protection</p> <p>Gender</p>	<p>Roles and function of SMC</p> <p>Safety of girls</p> <p>Awareness on importance of girl child education</p> <p>School infrastructure development</p>	<ul style="list-style-type: none"> <li>● Not Aware</li> </ul>	<ul style="list-style-type: none"> <li>● Safety of girls</li> <li>● Awareness for girls</li> <li>● Importance on educational progress of girls</li> </ul> <p>Not Aware - 1 Member</p>
<p><b>Telangana</b></p> <p>(Chairperson/Vice Chairperson) - 5 out of 7 respondent Trained - 5 Members</p> <p>(Parent member) - 4 out of 9 respondents, Trained - 4 Members</p> <p><i>*SC and PNGO referred to the SMC handbook developed in partnership with govt. of Telangana</i></p>	<ul style="list-style-type: none"> <li>● School management committee</li> <li>● SMC members duties and responsibilities</li> <li>● Student studies - Progress</li> <li>● Let's work together - Let's run the school</li> <li>● Meetings are very important</li> <li>● Right to free and compulsory to education act, 2009</li> <li>● Children to school. Elders to work (Child Labour Abolition Act)</li> <li>● Child Rights (Care and protection of children Act, 2000)</li> </ul>	<p>About SMC functioning</p> <p>Roles and responsibilities of members</p> <p>Preparation of SDP</p> <p>Student enrollment, retention</p> <p>Monitoring MDM</p> <p>Monitoring utilization of grants</p>	<ul style="list-style-type: none"> <li>● Identifying school issues and discussing with community</li> <li>● School functioning</li> <li>● Mid day meals</li> <li>● Academic activities</li> <li>● How to train other SMC members</li> <li>● Roles and responsibilities of SMC</li> </ul> <p><b>Not Applicable for other Members</b></p>	<ul style="list-style-type: none"> <li>● Roles and responsibilities of SMC</li> <li>● Quality education</li> <li>● Retention of students</li> </ul> <p><b>Not Applicable for 5 Members</b></p>

	<ul style="list-style-type: none"> <li>● School for All. Education for All</li> <li>● Midday Meal Scheme is a boon to school children</li> <li>● Our health - in our hands ( Swach bharat - Swach vidyalaya)</li> </ul>		
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**Table 3.9 Details of the SC Content in Training manual**

### Training and capacity building by the government

According to Sarva Shiksha Abhiyan Framework 2011, all the members of SMC including PRI members should receive training. It is recommended that at least 4-6 members of same SMC should be enabled to participate in training at a time so that all members receive at least one round of training every two years. Suggested duration of training of SMC members in a year is three days residential and three days non-residential. SSA also suggests for three days residential training for an average 3-4 representative from local authority including PRI member.

Though SSA recommends for at least three days residential training for a member in two years of period, it was observed that the Telangana government had planned for one day training programme at the state, district and mandal level. Training at state and district level for training of trainers (ToTs) and further one day training at the mandal level to train the head teachers, Chairperson, Vice-Chairperson and PRI members (Training proceeding. Dec, 2017). In Rajasthan, training module suggests for two days training programme but according to district officials of two districts in Rajasthan, training for select members is available for one day per year. Except for Rajasthan no district or block officer from other three states could provide any information or details regarding trainings organized by the education department.

State	Training Duration (Govt. norm)	Training Duration (Actual 2017-19)	Frequency (Govt. norm)	Frequency (Actual 2017-19)
Bihar	3 days	Not Available	1 per 2 years	Not Available
Odisha	3 day	Not Available	1 per 2 years	Not Available
Rajasthan	2 days	1 day*	1 per 2 years	1 per year*
Telangana	1 day	1 day	1 per 2 years	Not Available

\*as reported by district officers

**Table 3.10 SMC trainings by government departments**

In the study when SMC members (Chairperson, vice Chairperson and parent members) were asked about the organization that conducted training for them, two members from Bihar reported to attend training organized by government. In Telangana, nine members reported to attend the training programme organized by PNGO. Out of these nine members, three members reported that Mandal Education Officer was present during their orientation and discussions. In Telangana, in December 2017, SMC training proceeding was released but no member reported to attend any training programme that was independently organized by department. Similarly in Rajasthan, district officer reported that government department had organized training for SMC members, but no member from the intervention schools reported to attend any training organized by department except the one organized by Urmul Trust and SC. However, in Rajasthan, out of three intervention KGBVs surveyed, one school reported that government had organized a two day training for KGBV Head teachers and hostel wardens in December 2018 and January 2019 respectively and oriented them on SMC functioning and other KGBV roles and responsibilities. Head teachers then organized orientation for SMC members at the school level for 3-4 hours. In Odisha, few members reported to receive training both by SC member and school head teacher.

For control schools, except one respondent (Chairperson) in Telangana, no members were available for interview in the other three states. Chairperson from the Telangana control school has not received any training, either by the government department or by any other NGO.

	Bihar (9 respondents)	Odisha (11 respondents)	Rajasthan (4 Respondents)	Telangana (16 members)
Education department/offices	2	0	0	0
SC/PNGO	1	7	4	6 + 3*
SC/PGNO and Head teacher	0	2	0	0
Not Aware/Not Applicable	6	2	0	7

\*Mandal education officer was present in the training

**Table 3.11 Training by SC/PNGOs and government offices as reported by SMC parent members from the Intervention schools**

## **Training and capacity building by Save the Children**

Training and capacity building is a primary activity of both SC and partner organization in the intervention schools. Trainings are organized at different levels of state administrative structures. In Bihar, training are organized for the select SMC members (Chairperson, Vice-Chairperson, PRI members) and school head teacher at the district level, however, no respondent reported about how other members of the SMC are oriented or trained. In Odisha, trainings are conducted at three levels (state, district and block) by SC and the partner organisations. Government supports SC and PNGOs in Odisha by providing the official orders but they are not involved in the training planning or execution.

KGBVs in Rajasthan again have a unique approach, here SC/PNGO works directly with all the members of SMC including the children. There is no cascading of training in Rajasthan as compared to the other states. All the members are called at the district level and they are oriented and trained. In addition to training the members on SMC matters, PNGO conducts other kinds of trainings like life skills building, awareness on child marriages and child rights. Such efforts are also observed in Telangana.

Similar to Odisha, Telangana also orients the members at three levels, however, in Telangana a few SMC members are also trained at the state level and these members act as resource persons or trainers at the *Mandal*/block level. Telangana SC/PNGOs have unique intervention design and such an approach is not observed in other three states. Though the members are available at the school level but the primary unit of operation, especially in terms of training and planning happens at the *Mandal* level. They have a formulated *Mandal* Level SMC Federation, which includes the chairperson and vice-chairperson of all the SMCs of that *Mandal*/block. Partner NGOs conducts one day training for *Mandal* federation, furthermore, they orient SMC members at the school level. Except for Telangana, no other states brings the SMC member (mostly Chairperson) at the state headquarters for training or orientations for preparing them as resources person.

*“The SC/Urmul on demand from the SMC arranges for life skills program for the children. They conduct programmes to create awareness of children’s right by introducing the child helpline numbers, child marriage consequences etc. The SC/Urmul has trained the girls in puppet shows and these girls further train the other girls in the school. The puppet shows are used to create awareness among the community, motivate them to educate girls and against child marriages” - HM, Rajasthan*

SMC Parent Members	Bihar(9)		Odisha (11)		Rajasthan (4)		Telangana (16)	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>Have you been trained or oriented on roles and responsibilities of SMC member?</b>	7	2	8	3	4	0	9	7

**Table 3.12 Number of SMC parent members trained (including Chairperson and vice-Chairperson)**

SMC Teacher Members	Bihar(7)		Odisha (10)		Rajasthan (2)		Telangana (0)
	Yes	No	Yes	No	Yes	No	
<b>What training was given to you for becoming the SMC member?</b>	4	3	5	5	2	0	Teachers are not part of SMC. They did not receive any trainings

**Table 3.13 Number of teachers trained on SMC**

HM Training- Based on responses from head teachers of schools, SC or PNGO had not organized any structured trainings for head teachers, however NGO members frequently interacted with head

teachers at the school, during meetings and school visits. With respect to teachers, except for Telangana, teachers in other states have received trainings from SC/PNGOs.

## Analysis and Discussion

This section attempts to provide an insight into the nature of understanding that parent members have developed or information gathered about SMC with respect to training. In all four states, Chairperson/secretary/president and vice-Chairperson are the only members of SMC who receive trainings by SC or partner NGOs. In Rajasthan other parent members also receive training at the school level. Any new parent member joining the committee is also oriented at the school level by HT and the Chairperson.

Out of the forty SMC parent members interviewed across four states, 20 have reported to attend some kind of training and orientation. Eleven members reported to have not attended any training. To gauge members' understanding about SMC at the information level, four question items have been selected from the SMC member interview tool:

- 1) 'What is the process of constituting SMC? For example, electing members, convener, Chairperson etc.
- 2) 'What is the Tenure of one SMC?'
- 3) 'As per the norm how many male and female members should be there in SMC'
- 4) As per the norm, how many children should be there in SMC?

	Bihar (11 Respondents)			Odisha (11 Respondents)			Rajasthan (4 Respondents)			Telangana (16 Respondents)		
	Trained - 7			Trained - 8			Trained - 4			Trained - 9		
	Not Aware (TM*)	Incorrect (TM)	Atleast One Correct (TM)	Not aware (TM*)	Incorrect (TM)	Atleast One Correct (TM)	Not Aware (TM)	Incorrect (TM)	At least One Correct (TM)	Not Aware (TM)	Incorrect Response (TM)	At least One Correct (TM)
What is the process of constituting SMC?	5(5)	0	4 (2)	6 (4)	0 (2)	3 (1)	0	0	4 (4)	4 (1)	0	13 (8)
Tenure of SMC	5 (4)	2 (1)	2 (2)	1	10 (8)	0	1 (1)	3 (3)	0	3 (3)	3 (1)	10 (5)
As per norms/rules how many male and female members should be there in the SMC?	4 (4)	3(2)	2 (1)	2	4 (2)	5 (3)	1 (1)	2 (2)	1 (1)	7 (2)	8 (6)	1 (1)
As per norms how many children should be there in the SMC?	3 (3)	3 (2)	3(2)	3 (2)	0	8 (6)	1 (1)	3(3)	0	5	10	1

\*TM: Trained Members

**Table 3.14 Understanding of SMC among its parent members (including Chairperson and vice-Chairperson)**

There could be multiple reasons for the difference between what has been discussed in the trainings and the actual responses of members. It also depends on the content of the training, facilitation by the trainer (convener, Chairperson, vice-Chairperson), process of training, social structures, hierarchy and so on.

Similar analysis was done for HTs to get an insight into the training inputs and their awareness about SMC. SC or PNGOs do not organize any separate training for head teachers. So the assumptions are head teacher might have developed understanding and awareness based on going through the handbooks or training material, SMC guidelines, attending training conducted by the state department and through their interactions with SC and PNGO members. To analyze HTs' understanding, two items are selected from the head teacher tool (1) process of SMC constitution (2) role of SMC.

	Bihar (10 Respondents)			Odisha ( 7 Respondents)			Rajasthan (3 respondents)			Telangana (10 respondents)		
	Not Aware	Incorrect	At least one Correct	Not Aware	Incorrect	At least one Correct	Not Aware	Incorrect	At least one Correct	Not Aware	Incorrect	At least one Correct
<b>Process of SMC Constitution</b>	0	0	10	0	1	6	1	1	1	0	0	10*
<b>Role of SMC</b>				0	0	7	0	0	3	0	0	10

\*All the head teachers from the intervention schools in Telangana have reported 15 members as mandate total number parents or guardians in the constitution of SMC

**Table 3.15 Understanding of SMC among School head teachers**

There might be other factors influencing understanding of head teachers and this could also be associated to the formal trainings, informal and unstructured inputs given by the SC and partner teams to the head teachers.

Other than Rajasthan, SC and PNGO have primarily trained Chairperson, vice-Chairperson and PRI members of SMC and the trained members orient the other SMC members. Looking at the data, there is no major difference in understanding of SMC functions among Chairperson or vice-Chairperson and other parent SMC members. Largely the discussion points were around infrastructure issues and monitoring MDM.

### **Perception and Expectations from field**

Head teachers from all four states have reported that training provided by SC and partner organization is very beneficial and productive in effective functioning of SMC. Their direct engagement with community has helped the members in participation of SMC activities. Three HTs from Rajasthan have reported that trainings conducted by the government are insufficient and they expect detailed training on roles and responsibilities of head teachers and warden to able to do other member's work in their absence. Rajasthan HTs have also asked for detailed trainings for

subject teachers on content and pedagogy. In Odisha, out of the eleven head teachers, one has recommended for more trainings to SMC members and expressed dissatisfaction towards the quality of training organized by government department and encouraged the trainings organized by SC and partner organizations. Ten HTs from Odisha have also expressed the need for teaching learning material (TLM) for students and training for teachers on pedagogy and classroom processes. In Telangana, one out of ten HTs has recommended training for teachers on subject and pedagogy.

Except for Telangana, in the other three states, a few teachers have received training from the SC and partner organization, these were SMC and also pedagogical trainings. Furthermore, they have also provided training and orientation to students on child rights.

### **SMC members and the Community – Capacity building**

When community was asked about challenges in capacity building of SMCs, except in one FGD in Telangana, all other groups across the four states reported that they can't say anything on this matter or they are not aware of it. But most of the communities across four states reported that awareness activities or orientation programmes organized by SC for both children and parents are very useful. Communities' understanding about SMC is observed to be primarily around monitoring of MDM, teachers' regularity and supporting schools in terms of labour. Members have not shown any expectations from SC or partner organization on inputs for information or awareness about school functioning, management or academic monitoring etc. Their expectations mostly revolve around infrastructural support, direct engagement with children and providing materials to children.

### **Discussions based on findings**

For training and capacity building of SMC members, government has provided funds of Rs. 3000 per year per school and it recommends at least one round of training for SMC members in two years. Government suggests three days of training in a year. Except in Rajasthan, no members or government officials have reported to attend any government trainings related to SMC. Rajasthan and Telangana governments have also developed SMC training modules and handbooks in partnership with SC and PNGOs. In Odisha, SC has developed a SMC handbook and in Bihar, no such material is available. These materials are primarily used by trainers or head teacher for training other members. Details of trainings across four states is available only for SC and partner organizations and there is significant difference between what is recommended or planned in the training module or handbook and the actual agenda of trainings and reports by SMC members. Except in Rajasthan, formal structured trainings by NGOs have been offered only to SMC Chairperson and vice-Chairperson; in Rajasthan all the members received the training including children. HTs have not received any training on SMC, either by government or SC/PNO. Among all the members of SMC, HTs showed better understanding of SMC roles and functioning both in control and intervention schools, Chairperson and vice-Chairperson showed limited understanding of SMC with respect to monitoring of MDM, monitoring of teachers' regularity to schools and

supporting schools with manual labour. Except one vice-Chairperson in Telangana, others did not display enough understanding about school development plan and academic monitoring.

In Telangana and Rajasthan, trained SMC members had better understanding about SMC roles and norms compared to trained members of Bihar and Odisha. Design and process of capacity building of parent members is not very clear except that head teachers, Chairperson and vice-Chairperson orient other members and SC or PNGO members interacted with parent members during meetings. Members' expectation from NGOs is mostly around infrastructure, books or materials; none have expressed need for any training or capacity building activities. Considering the limited availability of members for meetings and with their social, cultural and educational background, it is very important to come up with innovative ways of orienting parent members, creating awareness and building skills necessary for overall management and collaboration with schools. Use of documentary and short films, informative animations, mobile social media groups for regular information sharing and interactions, any strategic approach of building community was not observed. These could be something that organizations could consider. It is critical to review the entire training design including design of material, medium, strategies for remote engagement and ongoing engagement. Exploring how technology could be leveraged to address some of the issues and make capacity building a continuous exercise would be useful exercise.

## **Chapter 4: The Theory of Change: Strategy, Intervention and Impact**

This chapter delineates the strategy adopted by Save the Children (SC), the nature of its intervention in SMCs in the selected states and the impact of the intervention. The chapter identifies key stakeholders in the intervention and highlights the existing enablers and challenges and the responsiveness of the system to make the intervention a success. The theory of change model adopted by the SC is focused on improving outcomes of the SMC mandates by operating within the framework of the government structures, engaging with the community and improving training outcomes through its activities. This chapter highlights the multiple roles of the SC field personnel and outlines the understanding of SMCs as an organic entity based on the perceptions of the various stakeholders and the impact of SC intervention on the school and community in organic unity.

### **About the SC Intervention**

The theory of change model adopted by the SC is focused on improving outcomes of the SMC mandates by operating within the framework of the government structures, engaging with the community and improving training outcomes through its activities.

### **Desired Change: Nature of SC Intervention**

SC believes that “The provision for people's participation in planning and monitoring the school-related issues will definitely contribute in establishing the strong linkages between schools and community to ensure access, retention and improved learning level of the children” (School Management Committee, Training Module, 2012). Documents from SC indicate that the field level workers are given training about SMC and its work. The comprehensive training documents explain SC’s intent to “*change the perception of members in terms of their behaviour, opinion and practices on the basis of decentralized democratic values*” (p 6. *Ibid*).

The intervention’s focus has been on indicators enabling outcomes. With respect to SMC, SC has the following work (as shared by an SMC District officer, Bihar):

- Formation and strengthening SMCs and Parents Teachers Associations (PTAs) by organising capacity building programs (training/workshops/ exposure) for SMC members.
- Providing support to school administration in organising periodic planning and review meetings of SMCs.
- Facilitating preparation of School Development Plan process ensuring active engagement of the representatives of SMCs and children groups in the development process and also sensitizing SMC members to implement the school development plans and set year wise targets as per the given budget.

## Nature of Intervention in the School

- **Formation of SMC:** The SC members play a key role in the formation process of the SMC. Since they have a good reputation with the community members, they facilitate the community members by explaining to them in easy language what the requirements are and what is to be done. Most of the SC nodal officers or partner organisations were part of the SMC formation meeting.
- **Strengthening of community representation in the SMC:** SC members play a key role in connecting the community with the school. During the meetings they simplify language used by school principals/staff, help the academic and non-academic members come to a common contextual understanding of the issues at hand and support the members in articulating their concerns and opinions as well with respect to the SMC and its functions and the role of the community.
- **Maintenance of SMC registers:** While there is no mandate in the SMC regarding who should maintain the register, it broadly falls within the purview of the principal. To maintain goodwill, the SC field personnel help the principal in this task that is not a part of their official duties.
- **Linking the community and school:** The SC members are active in enrollment drives in the community at the beginning of the academic year to increase admission in schools. The SC members visit each household, urging parents to enrol their children. In the middle of the year retention drives are conducted to highlight the significance of the education and regular attendance in schools. These drives are useful in creating awareness among the community members about the RtE Act. This requires a lot of input from the SC members as in states such as Bihar, as children earn their livelihood doing seasonal work (agricultural and industrial). Other community meeting are also organised by the SC personnel to create awareness about the significance of elementary education.
- **Support development and administration of School Development Plan (SDP):** The School Development Plan is constituted as a key document and plan in the working of the SMC. It is a basic document that collates the essential information about the school and is also a plan of action for the coming three years of the school. SC coordinators are active in collating the information and following the SDP along with the SMC members.
- **Monthly reporting process:** The SC field coordinators submit a monthly report to the district project coordinators. This report includes the details of the activities conducted by them in the intervention schools and its follow up.
- **Other school events:** As a part of the overall intervention, SC supports a few other activities (reading buddy, talks, educational visits and distribution of TLM, teachers club etc) in addition to the core areas of the SMC. Table 4.1 outlines these activities that are also linked to the SMC functions.

	<b>BR Maner</b>	<b>BR Gaya</b>	<b>OR Koraput</b>	<b>OR Kendrapara</b>	<b>RJ</b>	<b>TS</b>
<b>Educational activities for SMC Members</b>	YES	YES	YES	YES	YES	YES
<b>Awareness programmes</b>	YES	YES	YES	YES	YES	YES
<b>Training Camps</b>	YES	YES	YES	YES	YES	YES
<b>Talks</b>	NO	NO	YES	NO	YES	YES
<b>Visits</b>	YES	YES	YES	YES	YES	YES

**Table 4.1 Sample of annual activities under SMC intervention**

Table 4.2 lists the sequence of activities that the SC personnel have to accomplish on the field.

<b>Month</b>	<b>Activities</b>
April - June	Awareness about SMC, Formation of SMC, enrollment drive
July - September	Regular monthly meetings, Follow up with the admissions and out of school children, Suggestion box
October- December	Regular monthly meetings, Assessment of children, Suggestion box, Follow up with irregular students
January - March	<i>Swachh Bharat</i> , Child right awareness

**Table 4.2 Calendar of activities under SMC intervention**

## **Change Enablers: Establishing Collaboration to Enhance Community Engagement**

SC has partnered with different local organisations in each of the states. The conceptualisation and planning the intended work and the training modules is done at the level of SC and then this is taken to the partner organization. This coordination occurs at the district level. Alongside school support, these partner organisations also work in the area of gender, nature conservation and youth support. The table below outlines the partner organisations in different states.

State	Partner Organisation	Core area of expertise /website if any
Bihar	Pragati Gramin Vikas Samiti –Gaya Nari Gunjan in Maner	PGVS - Education and Health Women awareness on social aspects Anganwadi workers, work with school on different aspects <a href="https://www.facebook.com/narigunjanbihar/">https://www.facebook.com/narigunjanbihar/</a>
Rajasthan	Urmul	Pedagogy related aspects (lesson planning, Preparation of TLMs, Remedial teaching, teacher training in specific subjects and pedagogy), Child rights. Motivating and encouraging the administrative functioning of schools which they have partnered with Counselling children and creating awareness in children
Odisha	Kendrapara: Nature's club  Koraput: WORD Trusts	Environment conservation <u>o</u> Works with the socially excluded dalits and tribal's and economically deprived vulnerable communities of Odisha for their development and empowerment.
Telangana	<i>Mahita</i>  Conare (Conservation of Nature through Rural Awakening)	<ul style="list-style-type: none"> <li>● Child Protection</li> <li>● Livelihood</li> <li>● Community Mobilization</li> <li>● Advocacy and networking</li> <li>● Sustainable livelihood and employment</li> <li>● Forest conservation</li> <li>● Biodiversity</li> <li>● Governance</li> <li>● Issues of adolescent children</li> </ul>

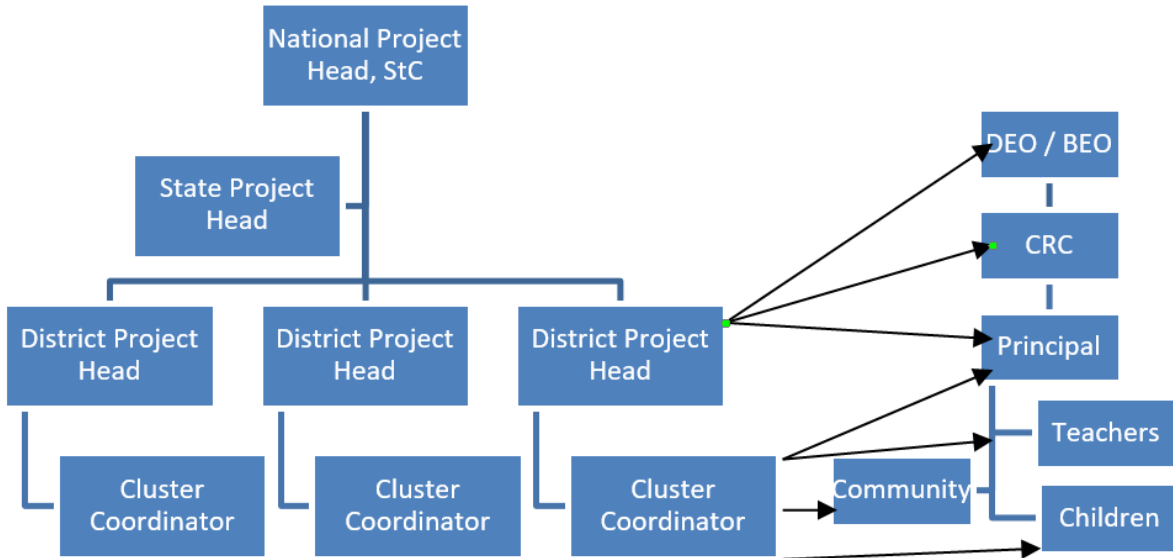
**Table 4.3: Partner organisation and their thrust areas**

### **Field Personnel: Organisational Structure on the Field**

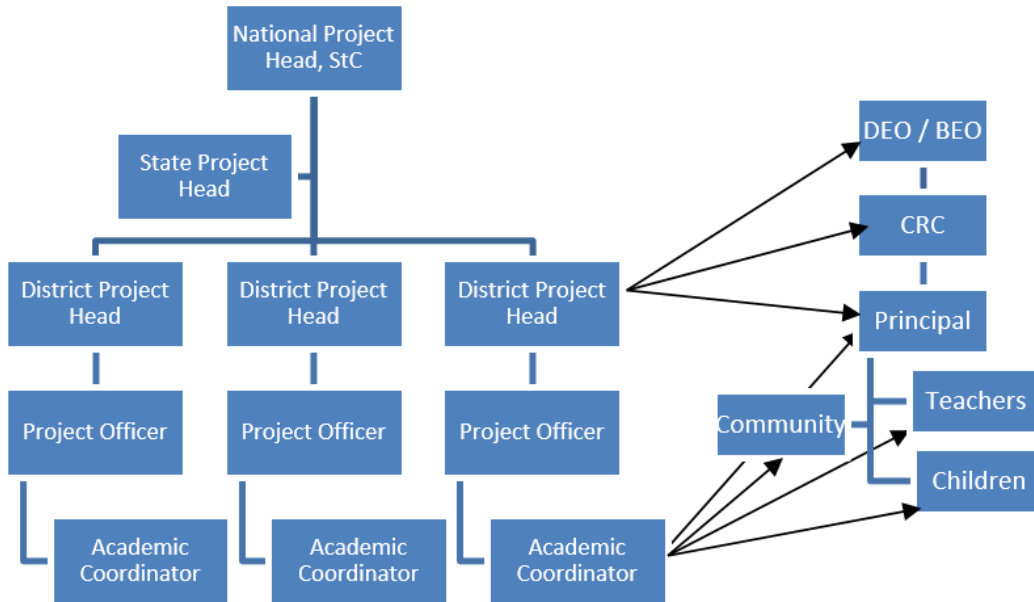
In terms of personnel, there are three main people who act as the face of the SC on the field.

- State Project Head: Visits twice or thrice a month, mostly for trainings and orientation sessions
- District Project Head: (handles overall administration, supervises intervention in the district and coordinates with DEO/BEO/CRC)

- Project Cluster Coordinator/Academic Coordinator /Nodal officer (Work on a day-to-day basis with the school ecosystem: principals, teachers, children and the wider community)



**Fig 4.1: Structure of Intervention in Bihar, Odisha and Telangana**



**Figure 4.2 Structure of intervention in Rajasthan**

It is the cluster coordinators who spend most of their time in school and with the community (see Fig. 4.1). In Bihar, Odisha and Telangana, the cluster coordinators are in charge of about 4-6

schools and are thus able to visit each school about twice a month at the most with all school functions and holidays interfering in the schedule. In the case of Rajasthan, an additional level of the academic coordinator (see Fig. 4.2) ensures that visits to the schools are maximized with just two schools under the coordinator. In fact, in the Rajasthan KGBV schools, there is an Academic Support Fellow (ASF) appointed for every school.

## Responsiveness: Intervention in Real Time

### Perceptions of the Intervention: SC Personnel

The SC nodal officer across all the four states displayed a heightened awareness about the role of SMC and also their role in enabling the SMC. They articulated various responsibilities of the SMC in enabling the school to “function well” including the need to strengthen relationships between the schools and local communities, monitor the activities of the schools, monitor implementation of the mid-day meal scheme, help prepare the school development plan, monitor the grants, ensure regularity and punctuality of teachers, and ensure enrollment, attendance and retention of all the children from the neighbourhood in the schools. Of the various activities undertaken by the SC personnel, some were deemed crucial by them. This is illustrated in Table 4.4.

Areas of Work	BR	OR	RJ	TS
Infrastructure				
Support in formation of SMC	High			
Conduct regular meetings and follow up with community members	High			High
Create awareness among parents Community Awareness	High	High	High	High
Provide school library books		High	High	
Other TLMs	High	High	High	High
Sports material and others			High	High
Training- roles & responsibilities, process of formation, moderating	High	High		High
Training program for teachers for their professional development			High	
SDP	High	High		High
Exposure visits for children	High			High

(Note: This table represents a concentration of their work by the SC personnel and is not indicative of all the areas they work in).

**Table 4.4: Role of SC field personnel in their own words**

## **Enhanced Training due to SC Intervention**

It was obvious from the responses of people on the field that the focus is not only on factual and reporting of events and meetings, but also on the qualitative aspects of the things. The Bihar coordinator shared about the cascade model of the training conducted by government which included one time event training and had no follow up. However, the effort from SC is to engage with the school on a regular basis and support its functioning in the best possible way. As articulated by one of the state project coordinators (Bihar) “*giving TLMs is not sufficient, we need to follow up whether they are being used or not, and support the teachers in using them, in order to actually see things happening*”. They track the discussion and follow up of agendas in the SMC meetings and review the overall work of the school. There are regular discussion with the teachers to help them understand the significance of SMC and they also conduct a monthly meeting with the teachers.

## **Enhanced Engagement with the Community**

The SC field personnel have been making efforts to develop a rapport with the community by making regular visits. They also try to work closely with the ward members and also other field level bodies ‘like *tolasadasya* (Bihar), *matasamiti*’ to gain the confidence of the community members. They are a friendly figure among the students, especially in the middle schools. The girl students were reported a rapport with the SC cluster coordinators, especially in the case of female officers in the states like Bihar and Rajasthan. The presence of a friendly adult figure in the school is enables positive impact on the girls’ attendance in school.

## **The Multitaskers**

The site of intervention being the school leads to multiple issues that need to be resolved and various roles that need to be adopted to fill in the gaps. Moreover, the SC documents do not confine the role of the support person allowing the SC members to assume various roles in the school system. In some cases, the SC nodal officer also filled in as a school teacher. This was deemed necessary by the personnel, since those schools had few regular or contract teachers (*Niyojit* teachers). In these schools, the parents viewed the SC members as one of the school teachers, a rather active one, as they would be involved in all other school level meetings as well.

The multiple roles of the SC personnel included

- Moderators between school principal and community
- Teacher
- Counsellor (children)
- Community worker
- Trainer
- Academic support personnel - state wise

In Rajasthan and Telangana, the SC nodal offices are also engaged with the academic life of the school such as observe the classes and give feedback as in the case of the ASF in Rajasthan, whereas in Bihar and Odisha, they primarily took up the role of school community liaison. However, they all reported having to often shift gears to take up other roles as and when needed.

### **Motivation**

The data from interviews and observations clearly indicate that SC field staff is adequately motivated and sufficiently oriented, has a good knowledge of the field and aims to develop congenial relationship with the community. This boosts the impact of the intervention.

## **Challenges: SC Field Personnel Preparation and Roles**

### **Selection and Remuneration**

Another challenge that emerged during the interactions with the field level officers, was the selection and remuneration of these coordinators. Most of these coordinators are young graduates and few have or are pursuing B.Ed or MA Social Work degrees. This implies that the training given to the personnel by SC is all they get with respect to sensitization to the local needs and the SMC structure and aim and objectives. Furthermore, the salaries of the field level officers in Bihar, Odisha and Telangana range from ₹ 8000-12000 while in Rajasthan it is around ₹ 20,000. This salary does not adequately compensate the demands of the job. Moreover, the field level personnel's experience is not taken into account to determine this salary. This results in freshers being hired more often than not. Indeed, five of the six field personnel had just one to one and a half years experience in SC. The outcome of this organisational policy is that the field personnel regard the job as a stepping stone in their career and not as a career in itself. This short term perspective diminishes the quality of community engagement.

### **Frequency of School Visits: Number of Schools Allocated per support coordinator**

Given the intensive and extensive nature of work required the field level officers presence in the schools needs to be at a higher frequency than just twice or thrice a month. When the frequency is this low, the tendency of the officers is seen to be focused on urgent/tangible works rather than work that are more significant and can leverage more community participation. In order to be able to make a dent in the old ways of thinking among the community, regular visits and representation from the SC and the school are most needed. For instance, the SC personnel would have to support the HT in conducting the SMC meeting on one day. Then the cluster coordinator would have to organise a follow-up on the action points emerging from the meeting on another day and then follow-up the activities to completion stage. Furthermore, working with families and community members (ward member) requires extensive coordination and effort, as one has to take out time for people's personal routine. All this would require at least four visits in a month, if not more to a school.

Voices from the field too indicate the need to increase academic support given by the cluster coordinator in each school. In Bihar, 8 out of the 12 school headmasters urged for more frequent school visits by the field officers. Eleven responses, in *Tool 3*, urge for an increased presence of the SC personnel on the field. Perhaps, other states can learn from Rajasthan and can allocate two schools to each member for more intensive and deep engagement with work and the community.

### **Training and Streamlining of Work**

The lack of sensitisation due to inadequate training and a lack of professional interest is evident in the responses of the cluster coordinators. When asked about the challenges on the field, five out of the six field officers mentioned the ‘parent’s illiteracy and poor backgrounds’ as the main reason for SMC’s poor functioning. Though they are expected to be free of bias and to work actively against stereotyping, the SC nodal officers did not exhibit much sensitivity with respect to the lack of literacy and economic stability among the parent community. This does indicate the need for enhanced training of the personnel who are ironically in charge of trainings, or support training, themselves. Also, in cases as in Rajasthan, where the academic support person supports the teachers with TLM and demo lessons, it needs to be ensured that he or she has a professional teaching qualification to ensure that teaching support is adequate and pedagogically sound.

The need to work with parents and the community presents its own set of challenges from organising meetings and activities as per the convenience of the community members to dealing with issues that are highly localised. The need to both recognise the dynamic, demanding role they play and the need to provide them with adequate, longer periods of training and support for them to do a good job such as streamlining their work is paramount.

### **Views of Other Stakeholders about SC Intervention**

This section gives an overview of the views expressed by the children, parents and the headmasters about the work of SC.



**Fig. 4.3 SMC Meeting in a School**

## Desired Change: An Overview

The SC intervention is aimed at becoming a part of the SMC functioning and enabling community ownership of the SMC in the long term. To this end multiple programmes and workshops are conducted at various levels from that of the Principal/Headmaster to the level of children. Earlier sections and Table 4.4 already have outlined the various kinds of activities the SC personnel organised to this effect.

## Change Enablers: Perceptions of Stakeholders

### Children

When children were asked about what changes have they observed in their schools, due to intervention by the SC, they indicated to the regularity of *Bala Sanasad* meetings, library resources, increased interest in schools and awareness about their rights.

During the FGD with children 11 spoke about direct personal support, 7 about children's rights, 22 appreciated material support, setting of children's groups and other trainings. Overall, 14 children did not show much awareness about the work of SC officers. This also includes cases when children did not speak up because of shyness and also children from primary schools who were too young to select questions.

The table below summarises the views of children about changes in the school after SC's intervention.

In vivo Coding based on Interviews with Children	BR	OR	RJ	TS
Did you observe any changes in your schools due to SC intervention	Yes	Yes	Yes	Yes
Now like to read and study Good behavior, how to respect the teachers and elders	Yes	Yes		
They told about child's rights	Yes	Yes		Yes
Children are more regular and serious.	Yes			Yes
We can go and talk to her (SCi officer )	Yes			
Children are more disciplined and serious about study., they come on time Children are more confident now	Yes			Yes
Safety of the children is ensured		Yes		
School function becomes more organised.		Yes		
Interesting in study with the TLMs		Yes		
School function becomes more organised.		Yes		
Construction of compound wall, water tank,				Yes
They bring new books/developed library and sports kits			Yes	Yes
We can speak about the changes we want in school	Yes			
Not aware (includes those who did not speak because of shyness)	Yes	Yes	Yes	

**Table 4.5: Children's Views about the SC Intervention**

Most importantly, in the elementary school, the SC workers are a popular figure in the school and in the community.

### ***Parents***

In Bihar and Odisha, the parents were not very articulate about their opinions about the SMC. In Rajasthan and Telangana, they were more active in the SMC and were able to express their views. Table 4.6 presents the aspects of SC's work that are well recognised by the parents in each state

<b>In vivo Coding based on Interviews with the Parents</b>	<b>BR</b>	<b>OR</b>	<b>RJ</b>	<b>TS</b>
Regular Meetings	Yes	Yes		Yes
School Support / Work hard for improvement Support Sports and Library	Yes	Yes	Yes	Yes
Give trainings / Create awareness about children's rights			Yes	Yes
Trainings are better than Government				Yes
Create awareness about Community's role in SMC Suggestion Box Visit Village	Yes Yes	Yes	Yes	Yes

**Table 4.6: Parents' Views of SC**

### ***Headmasters / Principals***

Headmasters in each state were very appreciative of the SC's personnel and the intervention *per se*. The below two tables represent their views on the intervention by SC and their recommendations. Overall in Bihar, the headmasters have observed the positive impact of the intervention on children's interest and participation in school activities. In Odisha, they appreciated the support given in terms of TLMs and infrastructure. Similarly in Rajasthan and Telangana, SC has made an impact by enriching the schools with resources and TLMs and increasing the interest among children in the schools. In the case of Telangana, especially, there has been a huge impact on the academic functionality of the school, in terms of teacher training, supporting teachers with subject related material development and providing support in the classroom teaching, observing lessons and feedback.

<b>In vivo Coding based on Interviews with the Principals</b>	<b>BR</b>	<b>OR</b>	<b>RJ</b>	<b>TS</b>
They have a good Relationship with students/ children are very excited to learn/attendance increased She is very good with children,	Yes	Yes	Yes	
Community awareness through puppet show and cmapagin	Yes	Yes	Yes	
Baalmela and science fair etc	Yes			Yes
Provide TLM and academic support		Yes	Yes	Yes
Help in conducting regular SMC meetings	Yes	Yes		Yes
Meetings with individual parents and problem solving	Yes	Yes		Yes
Because of regular meetings and their involvement with parents, children are being sent to school regularly	Yes	Yes		Yes
Tool development for teacher performance/code of conduct for school and observation and feedback on teaching			Yes	

**Table 4.7: Headmasters' Views on SC's contribution to the School**

<b>In vivo Coding based on Interviews with the Principals</b>	<b>BR</b>	<b>OR</b>	<b>RJ</b>	<b>TS</b>
More support in infrastructure (compound wall/water facility)	Yes			Yes
Teacher training / subject wise teacher training		Yes	Yes	Yes
Not stop supporting school after project contract is over Work with other schools as well Instead of selected teachers work with all teachers of a school	Yes	Yes	Yes	Yes
More frequent visits to school	Yes	Yes		
Support in deploying teachers at school	Yes	Yes		
Material support (sports, audio visual, children's films, wi-fi)		Yes	Yes	
Support in tackling government delays		Yes		
Financial support				Yes

Note: Recommendations from the principals that pertain to larger issues of school system have not been taken into account in this analysis (such as more teachers should be recruited, there should be regular money for the cook of the midday meal).

**Table 4.8: Recommendations from Headmasters / Principals for SC**

## **Responsiveness: Localised Achievements of the SC**

In this section the key achievements in each of the states are presented.

### **Bihar**

- *Change in the interest and engagement level of children:* It was found that SC cluster coordinators' engagement with children was high and often children approached them to

raise issues and concerns. The girls in the school have the phone numbers of the SC members and directly approach them when needed.

- *Increased enrollment* – both the community members and the SC cluster coordinators shared that the enrollment drives has played a key role in admitting and retaining children in the schools.
- *Child right awareness workshop*: A recently conducted a workshop for children and parents about basic rights of children seems to have made a huge impression on the stake holders. In several cases, the children referred to the SC worker as “*didi*, who tells the *baladhikar*”. This is a telling of the effort of the SC members. In addition, a chart was also put up in the school to create awareness among children and community and the rights of children.

## Odisha

The school principals and the cluster coordinators shared that there is a visible shift in the community’s understanding of quality education due to the intervention by SC.

- *Roles*: SC coordinators help parents to understand their role and responsibility in SMC and creating a platform for reflective discussions on the issues of quality education. The learning outcomes are being achieved because of the TLMs provided that help the students to understand the concepts better in the classroom.
- *Regularity of SMC meetings*: SMC members are regularly coming to the meeting where they are oriented about their responsibilities about children learning.
- *Standards for school code of conduct*: SC has provided a guide (school code of conduct) to the school through which children and teachers better understand their rights and duties in the school. The intervention also focuses on involving the head teachers, teachers, SMC members, parents in the entire schooling process through the meetings, awareness programmes, rallies, and trainings.
- *Capacity building for HTs*: SC conducted capacity building programmes for the Headmaster / principals on various topics such as school leadership, developing a positive attitude towards self and work, group dynamics and conflict resolutions, understanding developmental needs and learning styles of children and transforming teaching learning process. The workshop for HTs and the awareness program for SMC members are found useful by stakeholders to understand the schooling process and improving their thinking about progressive education that provided quality education to the children.

## Rajasthan

The SC organisation is the most nuanced in this state and the academic coordinators are very involved in the school activities since they have just one to two schools assigned to each field member. The achievement of the intervention in this state is that parents, SMC members, teachers

and head teachers are all interested in children's education and in schemes and pedagogies such as the mid-day-meal, activity based learning, and learning through teaching learning materials.

- *Academic Involvement:* The academic involvement of SC members is very high. They work with teachers for creating the TLMs, observe the classes, give feedback, give demo lessons and help in lesson planning. They have also framed a code of conduct for the KGBV schools with the Do's and Don'ts.
- *Alumni Meet:* SC members in Rajasthan have made an initiative to invite the alumni students and arrange for interactions with the current students. This is appreciable as it is likely to shape the aspirations of children in the school.
- *Support to teachers:* SC's best activity is engaging children with TLMs in the classroom. SC coordinators have also introduced TLMs to the parents. During interviews a teacher recognised the SMC's role in the procurement and the utilisation of TLMs. The teacher said that, "We have used freely available material from outside, that material has collected by SMC members. Like, they used sticks, stones which has been used by teacher in Classroom for teaching." The field observations during this study also support this.
- *School Warden Trainings:* In the KGBV schools SC has also arranged for the training of the school warden.
- *Regularity of Meetings:* The meetings are regularly attended by the community members.
- *Sports Meet:* The school organised inter KGBV sports meet in 2018-19 the government, however there were insufficient funds. The members of SMC collected the funds from *bhamashah* and community for this sports meet.
- *Safety of Children:* SMC members are aware about children's safety in schools and actively ensure the same. In one of the SMC meetings, they proposed a boundary wall for a school and to increase the height of the boundary wall.

## **Telangana**

With the support of the SC workers, many SMCs have been able to get all the village children enrolled in the *anganwadi* and the primary school. Other unique achievements of the SC in this state include

- *Mandal Level Federation:* *Mandal* level federation is a unique structure observed in Telangana, it is a semi formal group constituted at the *Mandal* (block) level wherein SMC Chairperson and Vice Chairperson from 10-15 schools are the members of this group. From this group two members are elected, one as president and another as vice-president and both these people play important roles in driving the federation. This federation is formed with the goal of making SMCs more effective with active involvement and engagement of SMC members. This group is formed so that issues at the *Mandal* level are discussed in a common forum and the issues or concerns could be resolved through various strategies either by reporting the issue with the concerned authorities or seeking support from the partner organisation or finding solutions at the community level etc. Introduction of this structure is an initiative of SC partner organisations and the presence of this group is

noticed in all the four *mandals* which were part of the study. The federation members meet once every two to three months or sometimes a meeting is requested by members or the partner NGO suggests a meeting. The meeting is attended by school SMC Chairperson and Vice Chairperson, partner NGO members and PRI member. The *Mandal* Education Officer is also invited based on the agenda of the discussion. Usually pressing issues or concerns of member school are discussed in the meeting. Issues such as availability of teachers in schools, delay in appointing *vidya* volunteer (para teachers), issues in children's learning, quality of teaching, availability of water and other school infrastructure issues.

- *Enabling Community to Reach Other Government Departments:* Partner organisation provide training to members of federation at the *mandal* level. In the trainings, members are oriented to the rights and duties of SMC members, ways of working with school HT and teachers, monitoring of school functioning, orienting members in participation of decision making process, orienting them about different official departments which member could approach in case of specific issues. For example, in Amrabad *mandal* federation, members were of opinion that there is lack of teachers in primary schools of their *mandal* and one teacher teaching all subjects areas is a compromise in quality of teaching. This was discussed in one of the meetings and members decided to write a formal letter to DEO asking for individual subject teachers for their primary schools. Members were of opinion that individual subject teachers at primary level will help in strengthening foundation of subjects among students and this will also help in retaining student in government schools. The federation wanted DEO to consider their application. According to the president of Amrabad federation, support and training from partner organisation has helped them approach concerned departments in case of any particular issue. For example, reaching the water department in case of issue related to availability of water.
- *Extended Activities and Support:* Partner organisations have played an important role in responding to the needs of federation. For instance, the federation felt the need for improvement in English language skills among students and they requested for support to resolve the issue so that children do not transfer to private schools. For this, the partner organisation provided story books to children to improve their language skills. According to the president of Amrabad federation, formation of this group and support from partner organisation has helped an increase in awareness of their own rights and working with school head teachers, teachers and government officials.
- *Change in parents' understanding of quality education:* SC has been able to create a discourse for education that is enabling the parents to reflect on their ideas of "good", "standard" and "quality". Some of the community members were aware, assertive and made good use of every platform given to them to express their views.
- *Making resources available:* Resources such as good story books, and in case of Adilabad, a mobile library, has enabled an enhanced focus on learning. SMC members shared that as a result of the SC's intervention they felt empowered that they could tell what their children were learning in the class.

- *Increased community involvement in school:* There is an increased community involvement in the school. For example, two villages were such where community had put together funds for TV in school and so on. This rich a discourse culminating in action to preserve and upgrade government school for the collective good makes for a self-sufficient community with a thriving education system.

### **Challenges: Hurdles the SC Intervention Needs to Overcome**

- *Social Structures:* The social structure of the community is hard to combat. These are some of the episodes that illustrate the powerful social structure that overpowers the school and hinders the education for the children, especially the girl child. In order to strengthen the efforts made by the SC it is important to reflect on the profiles of the field level workers and think of ways in which their association and familiarity with the field can be capitalised. In Bihar, four out of six field workers were women and they were quite good at doing what they were doing and this could be made a conscious decision to hire women to act as role models, as change agents.
- *Rigid and Small Budgets for Events:* The SC members also along with the school principals articulated the problem they face due to the small budget for organising events like rallies and meetings. Low budgets create unnecessary constraints for smooth functioning. Working with communities and children requires a little flexibility and rigid boundaries of who is to be included or excluded harms the goodwill the management shares with the community.
- *Convenience as key to establish SMC:* Many parents reported that they were chosen to be the SMC members by the school principal. There could be several reasons for this may be because those parents are seen as more active/regular in meetings, proximity of their house from the school or just for the matter of convenience due to relationship between HT and them. In such cases, the functioning of SMC is smoother, especially with respect to financial decisions. In some cases, the teachers do not want the parents to know everything about the school, since they consider the parents inferior in understanding as belong to underprivileged segments of society. Hence, they choose members who would not interfere much with the school activities. In this way, in some cases SMC has become teacher /HT driven. To some extent, this challenge is also out of scope of the SC nodal officer as, the HT are the main stakeholders in the school, and SC field personnel are the outsiders.
- *Lack of Parental Participation:* Parents do not come and air their views in the meetings, especially in the case of women who merely listen and follow the instructions. However, the SMCs have benefitted at times due to the SC intervention. This needs to be optimised and best practices that enable parental participation in SMCs must be culled and shared widely.
- *Seasonal work:* Most children accompany their parents to work and even if they do stay back there is hardly anyone around in the village who is in a position to guide them. In

these situations neither the parents nor the children are available for school related activities.

- *Language as a barrier to communication:* Lack of language coordination amongst SMC members and teachers was observed due to use of different spoken language by the teachers and the parents of children studying in the schools, particularly in Koraput. For example; during the meeting, the teachers spoke in *Odia* language and parents in the local language, *Desia*.
- *Lack of teaching learning materials:* Shortage of TLMs was a very conspicuous issue in many schools; most of the teachers expressed the need for more TLMs in the schools, particularly in Kendrapara.

Over all, across the four states, the SC intervention has greatly contributed to the energisation of the SMCs, creating a discourse among the school staff and the community about the quality of education, the role of community and children's rights. They have attempted to exemplify the processes that need to be set in place in order to activate the SMC. Rajasthan seems to stand out in terms of the overall working of SMC and SC's contribution from training, to awareness and academic inputs. In the next chapter we take a detailed look at how the intervention schools and the control schools fared in different aspects of SMC functioning.

## **Chapter 5: Intervention schools (IS) and Control schools (CS) - A Comparison**

Save the Children, India works towards the empowerment of the children through its many programmes with a focus on health, vocational training and education. The present study was conducted to critically analyze the functioning of SMCs with regards to their constitution, establishment, functioning, challenges, limitations, contributions and potentials towards improving school education. One of the objectives of the study was to understand the impact of SC's and other organization's intervention on the functioning and the management of schools.

In this context, the sites chosen for the study included schools where SC or any other partner organization worked closely in association with the schools (intervention school) and schools which functioned independent of any organization's intervention (control schools). A comparative analysis was done between the intervention and control schools with respect to the different aspects of the SMC functioning in schools viz. SMC formation and representation, capacity building process of SMCs, SMCs' role in bringing out the desired changes and support it gets for its functioning, challenges faced by SMCs, responsiveness to challenges, and the impact of SMCs' functioning on school functioning and quality of education.

### **SMC Constitution/Formation and Representation**

In intervention schools in Bihar, it was found that the formation and the representation of SMC members in the intervention schools majorly conforms to the norms laid out by the state except for a few parents who were unaware about the SMC. Initiation from the coordinators of intervening organizations like SC and head teachers was evident in few of the responsibilities carried out by the SMC members. The head teacher was seen prominently to lead the matters of the school and the SMCs in most of the schools. Whereas in the control schools of Bihar, parents and the panchayat were not as much aware about the importance of education. Parents in these schools were not able to give a complete representation or participate in any of the SMC functioning due to their livelihood problems. In the control schools, the principal was authoritative in nature and it was found that there are no regular meetings or SMC members are never called for school related matters though their signatures are taken on the documents for the sake of maintaining documents. Parents of students in these schools were found to be illiterate and lacked awareness about education and hence did not feel a sense of responsibility for effective functioning of the school.

In Odisha, it was found that the formation and the representation of SMC members in the intervention schools majorly conforms to the norms laid out by the state and most of the SMC members including the president were educated and hence took active part in discussions and decision making in school matters. There was not much of a difference observed in the control schools of Odisha regarding the SMC formation or representation. Parents who are already active

in the village represent the SMCs of the school. SMC's main contribution in attracting funds and facilities for schools was evident in these schools, though not many positive changes were visible in parents' attitude towards education.

In all the intervention schools Rajasthan, it was observed that, the SMCs were constituted and represented as per norms laid down by the government. SMC parent members were found active in monitoring the working and functions of the schools by conducting frequent visits to the schools and providing feedback. The scenario in the control school was too devastating as compared to the intervention schools. There was not much information available about the SMC's existence or functioning in the control school due to unavailability of respondents and the skeptical attitude of the in-charge head teacher of the school. The overall observation of the school revealed a neglected state of the school.

In the intervention schools in Telangana, it was observed that the SMCs are constituted and represented mostly as per the rules of the government. Though women members were equally represented, most of the women members seemed to be passive observers. In one of the schools, the chairman of the SMC was a female member who was very active and vocal in terms of the school issues. In the control schools, it was observed that, the process of formation of SMC was as per norms but respondents were not available to confirm the process of formation or representation of the SMCs and no documentary evidence was available to check the validity of the responses.

### **Capacity building process and gaps in the existing capacity building**

SMC members' involvement in the functioning of school is perceived in terms of their understanding of their roles, awareness about the schemes and funds available for effective functioning, promotion of child rights, awareness about the RTE, uniform, textbooks and awareness about the quality of education with regard to teaching practices and teachers' training.

In the intervention schools in Bihar, the SMC members were quite aware and active about the various issues of the school. In almost every school, it was observed that many SMC members visited the schools regularly, actively looked into the functioning of MDM and also helped in awareness campaigns and rallies in the village to promote hygiene and increase enrollment of students. It was also observed that, PNGO members conducted some training for the community members, though the capacity building was found to be not very organized. On the contrary, SMC members' involvement in the control schools of Bihar was found to be very minimal due to the authoritative nature of the school principal in a few schools.

In the intervention schools in Odisha, there was awareness among the SMC members with the president of the SMC taking part in overall functioning of the school along with the principal of the school. SMC parent members also were actively involved in the academic aspects of the school functioning. Contrary to this, there was no such awareness of SMC members in the control schools either in the parents or the children.

In all three intervention schools in Rajasthan, parent SMC members had good awareness about the school issues and SMC functioning due to which they were quite active in contributing to the different aspects of the functioning of the school like infrastructural developments, academic matters and other facilities for the school. They attributed this to the training and guidance obtained from the intervening organizations like *Urmul* and SC. The control school in Rajasthan did not witness any such functioning of the SMC.

In the intervention schools in Telangana, PNGOs were found to be very active in the capacity building of the SMC members and the community. Awareness of the members was visible in the functioning of the SMCs. In contrast, in the control schools of Telangana, there was not much evidence of the SMC's involvement in school functioning or their attendance in the meetings. Awareness was also very negligible in the members and the children of this school.

### **Training for SMC members by government**

Capacity building of SMC members through training is perceived in terms of materials made available to SMC – (content, breadth and language).

In the intervention schools in Bihar, SC training was evident in some of the schools. In the intervention schools of Odisha, SC training on awareness and management of roles and responsibilities of SMCs and for teachers of few schools was recorded. Also block level and cluster level training for selection of SMC member from the government officials and the district education office. In the intervention schools in the state of Rajasthan, *Urmul* and SC training for the SMC members and the teachers was quite obvious in the functioning of the schools.

In the intervention schools, in Telangana, hardly one training was reported in one of the schools. Chairman and vice-chairman of one of the schools reported having received training from PNGOs at the *mandal* level. Unlike the intervention schools, the control schools across all states reported no such training.

## **Desired Change and Support Gained**

### **SMCs' work towards the desired change in the schools**

The SMCs' work towards the effective functioning of the school is perceived in terms of the positive changes in fostering the development of school.

In the intervention schools in Bihar, concern for children's future was shown by the parents and the SMC members, their main aim being good education for their children. In all intervention schools, the SMCs contributed in various ways by holding regular meetings, spreading awareness about the importance of education and conducting regular visits to monitor the functioning of the schools. The SMC members were also successful in spreading the awareness about hygiene and sanitation to be maintained for good education. The SMC members affirmed that they were guided by the school head teacher and also the SC coordinator in carrying out their roles. In a few of the schools, PNGO workers visited the village on a regular basis to meet with families and create

awareness. In the control schools of Bihar, not much of any desired change was seen brought out by the SMC's contribution. There seemed to be a lack of facilities and training for the SMC to be able to function to bring about any desired change.

In the intervention schools in the state of Odisha, the schools were well equipped with facilities like books and TLMs. Apparently SC facilitation was observed in these schools which had eventually resulted in increased enrollment and attendance in the schools. In few other schools, a partner organization "Nature's Club" was seen active in facilitating the school activities. The SMC members were found to be active in bringing some desirable changes in the school. In the control schools of Odisha, language was found to be a major barrier in communication between the teachers and the students, but the SMCs do not show any concern about this issue as its main focus is on funds allocation in school.

In the intervention schools in the state of Rajasthan, quite a noticeable amount of desired changes were observed as a result of the SMCs' functioning. Regular SMC meetings and issues discussed in these meetings was a very striking feature of these schools. The SMCs' contribution in promoting the community towards the school development was also very prominently visible in the direction of desired changes in schools. On observing the control school in Rajasthan, it was found that the functioning of SMC must be really poor as many of the needs of the schools were totally unfulfilled and the school was ill-equipped.

The SMCs in the intervention schools in Telangana state focused more towards infrastructural development and creating a safe space for students. Through SMC functioning and support, monitoring of MDM and monitoring of teachers' attendance, SMC could bring about at least some desired change in the schools. The SMCs in the control schools of Telangana were not found active enough to bring about any desired change in the schools.

### **Support for the SMC and the school in working towards change**

In the intervention schools in Bihar, a considerable amount of support was found from SC in encouraging and motivating the parents for active participation in school activities, introducing new teaching methods and other school functioning mechanisms. The PNGO workers also extend their support to the schools where they are associated with.

In the control schools in Bihar, no such support mechanism was found to be available to the SMCs or the schools. In the intervention schools in Odisha, a partner organization called Nature's Club works in collaboration with the community. The support of this intervening organization has enabled the SMCs and the schools to empower women and engage deeply with the community. The SC was also found to lend the school support in academic aspects. Support in the form of training on leadership development, preparation of TLMs and SMC monitoring was made available to some schools. The SC also supports creating awareness about children's enrollment and attendance. The control schools get the support from the teachers and principals for organizing activities in the schools.

In all the intervention schools in Rajasthan, *Urmul/SC* extended support to a great extent in orienting the SMC members about the functioning of SMC, assisting the school in effective academic functioning of the school. The community and the *Bhamashas* also contribute to the development of the school by sponsoring equipment and other requirements of the school. In the control school of Rajasthan, no information regarding any support to the school or the SMC could be collected.

In the intervention schools in Telangana, the community extensively supports in getting funds. The PNGO of Telangana also extends the support by providing training to the SMC members and guiding them in administrative functions. It also conducts sessions with children to provide them awareness about their rights and provide reading materials for children. Government's support other than providing school development funds is not available to the schools or the SMCs. In the control schools of Telangana, no support apart from government sanctioned funds is apparently available. And also not much information could be gathered from the control schools.

## **Challenges and Impact**

### **Challenges faced by SMC and responsiveness to the challenges**

The SMC members and the parents in general faced a lot of challenges across all the schools. Major issues prevalent in the society like child marriages, poverty, lack of awareness as a result of illiteracy, lack of training, occupational constraints, lack of proximity of schools from their homes and work-place, lack of government support, and many other issues specific to the villages of different states. These were the major challenges that acted as barriers for attendance in SMC meetings, participation and involvement in school activities, contribution to the development of school. This was the scenario in both the intervention and control schools, but the intervention schools to some extent were able to overcome a few of these challenges with the support of intervening organizations like the SC and PNGO, especially in Rajasthan, facilitated by motivating the SMC members and providing training to the members. In the control schools in Bihar, the authoritative nature of the principal hindered the activities of the SMC and the community.

### **Impact of SMC functioning on the school functioning**

The SMCs functioning mainly impacted the infrastructural aspects of the intervention schools. Monitoring of MDM and teaching learning processes in classrooms were the major activities of the SMCs in all the intervention schools. SMC functioning in intervention schools was mostly supported by the intervening organizations like SC or their partner organizations. TLMs were widely used in classrooms and student engagement was observed to some extent in the schools of Odisha, Rajasthan and Telangana. Many activities were organized by the school for the students' development. Remedial classes was also one of the important features of the impact of SMCs' functioning. Improvement in teacher regularity and student enrollment was also observed as an

impact of SMC functioning. In the control schools across the states, there was hardly any impact visible as SMCs functioning was negligible.

### **Intervention schools and Control schools – A Comparison**

From the data collected from the schools in all the states it is quite evident that the formation and representation of the SMCs was also almost conforming to the norms laid by the state in most of the schools, but the SMCs of intervention schools seemed comparatively active in their functioning in the schools. Probably, it was the SC's intervention in these schools, that the SMCs functioning was visibly active and contributing to the development of those schools. It is also very evident that the head teachers of most of these schools played the leading role in selecting members and encouraging them in fulfilling their roles. The PRIs were also played a very important role in promoting SMC's functioning. Collaborative decision making was a unique feature of the decision making process in such schools. The intervention schools demonstrated the strong influence of organizations like the *Urmul* and SC in the various aspects of school functioning in terms of training, teaching practices, providing TLMs to schools.

SMC members' involvement in the intervention schools was substantially positive compared to the control schools where hardly any involvement of SMC members was seen. There was a mention of training by the PNGO members which may have probably attributed to the involvement of SMC members. In the case of intervention schools, the responses from teachers, head teachers, parents and children clearly outlined the influence of organizations like *Urmul/SC* in creating awareness and providing training to the SMC members and teachers in various aspects of school functioning. Also, PNGO's intervention was obviously visible in the intervention schools through training and continuous interaction with the community. The attitude and mindset of members in the intervention schools was relatively positive whereas that of control schools seemed very inert due to lack of awareness and time.

In terms of capacity building through training of SMC members, the control schools showed no evidence of training unlike the intervention schools where members were trained by the intervening organizations like the SC or its partner organizations. A few of the intervention schools reported to have received training from the government. Though a difference was observed between the intervention and control schools, not much of capacity building to the maximum potential could be realized in these schools.

The SMCs in the intervention schools did bring about certain positive changes towards school development but the consequences did not seem far-reaching. These changes were more of a result of the intervening organizations' like the SC, *Urmul*, 'Nature's club' or the PNGO's intervention in school affairs. Thus, at least a fair amount of changes by the SMCs could contribute to the development of the schools. The control schools functioned largely due to the efforts and initiatives of solely the head teacher because of which not much changes towards the school development could be observed.

## **Challenges and Impact - Intervention schools and Control schools – A Comparison**

### **Challenges**

In all the four states, challenges were an inescapable and unavoidable situation of the schools, irrespective of whether they were intervention or control schools. Each type of school had its own kind of challenges depending on the contextual situation.

The challenges faced in the control school in Bihar was more due to the authoritative nature of the school principal. Poverty and other kinds of social issues in the society were constraints in the functioning of school.

The major challenge of intervention schools in Odisha was their poverty and lack of any government support. Poverty was a challenge for control schools as well, but additionally there was lack of awareness too.

Lack of training was found to be the major challenge in schools of Rajasthan. Also, teacher turnover at a very frequent rate made it difficult to retain trained teachers and sustain the quality of teaching-learning. The control school of Rajasthan had no sufficient number of teachers to run the school. The lack of human resources was a major challenge faced by the school.

Low attendance of SMC members in both the intervention and control schools in Telangana was considered a great challenge for the SMC functioning.

### **Conclusion**

From the data collected and field observations, the extent of overall impact of SMC functioning in the intervention schools is distinctly higher than the control schools in most of the cases. The support and intervention of organizations in different schools in the four states is undoubtedly an accelerating factor towards school functioning and development. Yet, there are a few control schools that have shown a reasonable impact of SMC functioning due to some desirable factors and elements already existing in the system. In reality, the intervention of organizations like SC or partner organizations should be able to flaunt a tangible impact on the SMCs and school functioning, but it does not appear so in most of the schools. Either the existing factors and scenarios in the context are constraining the efforts or some kind of lacunae exist in the organizations' support mechanisms which tend to paralyse the impact for effective school functioning and the quality of education.

A context specific need analysis should be conducted and accordingly organizations should either modify their interventions or think of new and innovative techniques and strategies for a sustainable school development and quality of education. The government also needs to be responsive to the challenges and threats posed by these challenges of the schools and bring in

reformation at the level of government functioning. In the next chapter we look at ideas to take this work forward.



## Chapter 6

### Conclusion and the Way Forward

Based on the data collected and the observations made from the field in the schools and the documents collected in the four states, it could be observed that SC and the partner organizations working with the respective schools did make a significant impact in the functioning and management of the schools. The best possible ways of integrating SC's intervention strategy in both the contextual and the local sense to the factors influencing quality of education, suggestions for the best possible ways of integration in the SC's intervention strategy can be proposed by looking at these factors as they exist in the schools in the respective states.

There are various factors that influence the quality of education. A few of the basic requirements to enhance quality are listed below:

1. Availability of teachers: increasing actual time on task
2. Pedagogical support by SMCs
3. Educational materials: support for teaching learning material
4. Learning environment: creating fearless environment for children
5. School management
6. Responding diverse need of learners: a proper understanding of previous experiences of students
7. Funds, grants schemes available to the schools

An overall account of the quality of education and the factors influencing it in each state is given below, following which suggestions for integration of ways in the SC's intervention strategies will be recommended for future endeavours of any organization working in this direction.

### **Availability of Teachers: Increasing Actual Time on Task**

The study indicates that SMCs can play a vital role in increasing actual time on task in the schools, it broadly includes increased attendance of teachers (and students) supplemented by community support in case of vacant teachers post or shortage of teachers.

In Rajasthan, except in one school, other three schools including the control school were facing shortage of teachers due to which the classrooms were devoid of teachers. In Odisha, though there was regularity of teachers and teachers were managing the classroom as per the need in a single room in a school, parents reported lack of classrooms in the schools and put forth the need for classrooms. In Telangana, it was observed that eight out of ten schools were either single teacher or one teacher plus HT/teacher schools. They are supported by *Vidya* Volunteers.

Most of parents and HTs of all schools talked positively about teachers' attendance. All parents said teachers are regular, two of them attributed this to biometric system, one of them to SMC awareness, and one to the location of the school that is situated on the main road and hence quite noticeable. It was found that teachers are quite conscious about children attaining education. Teachers majorly spoke about learning levels that children are required to achieve. In Bihar, it was observed that out of five schools excluding the control school, only two schools have good numbers of teachers. The Mehdavana HT told in his interview about teachers either getting late to school due to inaccessibility of transport or being absent for some reasons. The HT expressed the need to have more teachers in comparison to the total strength of the school. In one of the schools, there was only one school HT who was the only teacher who handled all the responsibilities. The other two schools, Baghi and Harijan Tola, have adequate number of teachers in the ratio of 120 children to three teachers. Shortage of teachers in schools and lack of sufficient classrooms appears to be a major hindrance to promote quality of education in schools.

### ***Suggestions that can best be integrated in SC's intervention strategy***

*Monitoring mechanisms need to be stronger in terms of attendance of teachers in schools. SC either in collaboration with the government or individually should maintain regular and frequent checks to ensure regularity of teachers in classrooms. In case of shortage of teachers, the government needs to recruit and appoint a sufficient number of teachers in proportion to the strength of students in the school. SC should train their own team of expert teachers or join hands with similar other organizations for the same and assign teachers to schools based on the needs. Appropriate evaluation strategies should be established right from conducting need*

*analysis, fulfilling the requirements based on it, monitoring the systems and ensuring the sustainability of the system.*

*Regarding the shortage of classrooms, the government has to take immediate action in terms of improving the infrastructure of schools giving priority to increasing the number of classrooms. In this regard, the SC should encourage the school management and the SMCs to take active decisions in thrusting the government through formal procedures concerning the issue. Since awareness among the parents and community is a major factor prevalent in the scenario, SC should identify the appropriate members of the SMC/community and conduct regular workshops for them to create awareness about these issues and train them to proceed formally to acquire the necessities for the schools.*

### **Pedagogical Support to Teachers:**

With respect to training of teachers in Rajasthan, it was found that adequate training is not available to teachers from the government. During the classroom observations, when the teachers were teaching, a dire need for pedagogical support for teachers was felt. In the schools which were supported by the SC intervention, the teachers were guided for lesson planning, preparation of teaching learning materials and teaching methods by the SC academic support fellows who gave them regular feedback on the same. No such training by the SC was recorded in Odisha, but teachers' training was conducted by the BEO, and the DEO in a specific district. Training for head master and SC academic coordinator happens in the SC State office, Bhubaneswar. The trainings for HTs on setting goals and strategies for development, relationship building programmes, developing a positive attitude towards self are conducted. In Telangana, teachers lacked specific training as could be deduced from the classroom observations. From the data, it is evident that teachers neither received any training from SC nor had any reading material.

It is important to understand that multiple interventions at the school level are needed to be integrated, which includes integration of increasing effectiveness of SMCs and provide support to schools. Lack of adequate and specific training for teachers and head teachers seems to be another indicator that obstructs the quality of education in schools.

### ***Suggestions that can best be integrated in SC's intervention strategy***

*Inadequate or absolutely nil training by the government for teachers and HTs was seen across the states. A few states like Rajasthan reported the intervention of 'Urmul' through training of teachers and SMC members. Though teachers' training should be a mandate of the government, SC in collaboration with the government or similar other organizations like Urmul, Conare etc. should take initiatives to conduct overall training, subject specific training, training for management and other skills, depending on the needs of the schools in the respective states. The training should be conducted every year and be made mandatory for the teachers and HTs.*

*Regular checks by way of classroom observations of teachers' lessons should be conducted and feedback should be recorded to establish teacher accountability. Maybe incentives to teachers for their performance by way of recognition or appreciation letters can motivate teachers and help boost this process.*

Regarding the teaching methods, a gap in the existence of teaching learning materials and their use in teaching learning processes was evident in almost all schools of Rajasthan. Pictures and images of TLMs were visible on the walls of classrooms and around the school campus. Remedial classes termed as “condensed class” was a regular phenomenon. These classes were conducted after school hours for students who could not cope with daily learning and students who were enrolled without any prior educational experience.

Teachers in the sample schools were found to lack subject knowledge and expertise since they had recently joined the KGBV schools. Teacher turnover in KGBVs is a natural and regular occurrence by virtue of the norms laid down by the government for minimum requirement regarding completion of tenure in these schools. Well trained teachers migrate to other schools leaving the current school to function with untrained teachers. Whether the expertise of the trained teachers is made available to the students of the school where the teachers migrate to, is a question to ponder upon. Government appointment of computer teachers in these schools is quite redundant without any accessibility to computers or digital classrooms in these schools.

In case of Odisha too, the walls of the schools and classrooms were filled with pictures and charts of revolutionaries, numbers, grammar rules, and fruit names. A few of the TLMs were being used in the teaching process. Observation of classrooms revealed certain aspects of teaching methods. The science teacher made use of local knowledge for explaining the concept of ‘light’. In a few schools, student participation in the learning process was visible. The Odia language was being taught by the traditional method. SC is providing teaching learning materials to the schools here.

***Provision of teaching learning materials (TLMs) does not assure good and effective teaching learning process. Lack of training in the use of TLMs in spite of existence of TLMs is on more factor that comes in the way of quality education.***

#### ***Suggestions that can best be integrated in SC's intervention strategy***

*In addition to providing TLMs to schools, SC in collaboration with similar other organizations should endeavour to train teachers not only in the use of TLMs but also in the preparation of TLMs for different topics in different subjects relevant to the local context. This should be included as a compulsory component of the subject training given to teachers. This responsibility can be initiated by the organizations and further handed over to responsible trained teachers/persons in the schools to make it a routine affair.*

## **Educational Materials: Support for Teaching Learning Materials**

Regarding the relevance of educational materials being used in schools, the textbooks used were prescribed by the government. But in the KGBVs, students who enrolled lacked even the basic learning and knowledge to cope with the learning from these books. Though the concept of “condensed classes” did exist in the schools in the form of remedial teaching, it was not sufficient enough to equip the students with the basic skills needed to cope with the syllabi prescribed by the government.

In Odisha, the findings from the responses of the stakeholders conveyed that SC is providing storytelling books to all the schools in Koraput as well as Kendrapara. It is also maintaining the library in Koraput, whereas three to four schools in Kendrapara don't have a library. The teachers and students found the teaching learning materials beneficial for the teaching learning process and expected more support from the SC for better engagement in the classrooms.

In Telangana, teacher-centred approach was more evident in the classrooms. The walls of the school were overcrowded with paintings which don't seem to have any purpose. A “Reading Buddy” programme exists, but teachers didn't seem to have any knowledge about the program and kit's objective. It was dealt with as an alienated programmed from the regular routine.

***Provision of educational materials by the government or any other organization does not positively result in enhancing the quality of education. Existence of any program without extending its relevance to school education does not solve its purpose.***

### ***Suggestions that can best be integrated in SC's intervention strategy***

*In order to provide a basic minimum learning to the students to enable them for further education, schools are doing their part to achieve this task, but are not able to fulfil it successfully. The SC along with the government or any similar organization should work in this direction by assigning teachers to schools for increasing students' basic level of education. The SC should also train teachers to enable them to carry out the programmes that already exist in the schools. Teachers should be trained to use more engaging methods in classrooms which can facilitate maximum student participation. In addition to book kits, story books and teaching materials, handbooks, manuals or guides for teachers can be prepared by expert trainers and made available to teachers to facilitate the teaching learning process.*

## **Learning Environment**

In the four KGBV schools in Rajasthan, no provision for disabilities students was visible. But three of these schools had enrolled at least one student with some kind of disability which they are not trained to handle. Most schools in Telangana had ramps, though only two schools reported children

with special needs (CWSN). There is no mechanism of diagnosing learning disabilities. Only one teacher was trained to deal with CWSN is there at *mandal*/block level and rarely visits the schools. In Odisha, students with disabilities were not found in either of the districts visited. In Bihar, almost all the schools adopted the inclusive approach admitting all students irrespective of any gender, minorities or disabilities. Specifically schools in a remote area where the villages were majorly populated by SCs or OBCs, there was no representation of minorities in the school. For the disabled students, there was a lack of facilities and supporting TLMs. The teachers and HTs made no mention of any kind of support for the disabled students.

***Inclusive education in schools cannot be confined to enrollment of students with disabilities but has to be made disabled friendly and barrier free for these students as per their needs.***

### ***Suggestions that can best be integrated in SC's intervention strategy***

*With regard to inclusiveness in schools, the SC can include a component of creating awareness about inclusive education in their training sessions. The training for this aspect should be conducted for the parents, the teachers, the SMC members and the children. The SC should identify the needs regarding inclusive education in the schools and collaborate with the government to conduct trainings for specific disabilities and also facilitate schools with the necessary infrastructure.*

## **Fearless Environment for Children**

In the intervention schools in Rajasthan, a cordial relationship was found between students and teachers. Students also asserted that teachers care for them and support them in studies and any other issues they are faced with. They felt safe with their teachers. Contrary to this, the situation in the control school was something different. They feared of punishment from their teachers because they had been punished for various reasons like dropping complaint letter in the suggestion box and some undesirable behaviour in the assembly. A fearful environment existed in the school.

Most of the schools in Telangana (except two) have boundary walls and gates, catering to safety of children. Special care is taken in most of the schools with regard to planting of plants and trees, and maintaining small patches of plants along the walls.

Discipline didn't appear to look like a problem at least during the visit to the schools. Child rights were portrayed through pictures on the school walls and children also disclosed their awareness about it in the focus group discussions (FGD) with them. One of the pictures revealed child rights as 'fearless and respectful environment' through an enlarged painting reminding everyone including adults in the surrounding to be conscious about it.

In the schools of Kendrapara, Odisha, gender disparity was not that obvious as much as in the district of Koraput. Disparity with respect to caste was not very evident. Overall, a fearless environment existed in schools in Koraput, but for one school where students feared to voice out their problems and issues. Schools in Kendrapara saw a totally fearless environment where children exercised complete freedom of expression through the suggestion box. The HT told that due to the intervention of SC, there is exchange of learning between teachers and students.

The school premises in the state of Bihar did not seem so safe. From the observation data, it was gathered that the classrooms were broken, window sills were stolen, boundary walls were broken and not high enough to ensure safety. Children have no good facilities for seating arrangements. Stakeholders from almost all the schools expressed the need for maintenance of infrastructure.

Children communicated that they enjoyed and played in the school environment, whereas the parents and SMC members in FGD said that they insisted teachers to be stricter and use corporal punishment for children. In most classroom observations, it was seen that the teachers mainly focused on maintaining a disciplined classroom environment. In one of the classroom observations, it was observed that it was a combined class of seventh and eighth grade for mathematics and the teacher always had a stick in the hand. In another school, it was found that the principal used stick to moderate the MDM. In most of the schools, children came to school on time, but in one of the schools Harijan Tola, it was observed that children feared when they came late. Other schools did give some flexibility to the late comers.

***Unsafe school environment and corporal punishment can result in deteriorating of the quality of education.***

***Suggestions that can best be integrated in SC's intervention strategy***

*Students flourish in a nurturing environment wherein they feel safe, they are free to express and can approach their teachers without any fear. SC in partnership with other organizations should conduct awareness programs for not only children but also for parents, teachers and the community about children's rights. Teachers should be made aware about the adverse effects of negative feedback and punishments on the overall development of children. SC should ensure inclusion of these components in their training sessions for teachers.*

## **Involvement of Parents and Community**

School development plan was not available in any of the schools and parents or the community were not aware of the SDP. PTA is though organized in these schools, parents do not deal in depth with the academic issues of children.

In the state of Rajasthan and Odisha, not much involvement of parents is seen the academic development of students. Parents in Telangana are quite aware about the bringing up of children. Principal of a school communicated that there are parents who wanted the school to reprimand their children for their incomplete work, and others who forbid the school from reprimanding the children. This somewhere shows the involvement of parents in the children's learning.

In Bihar, in at least four schools, it was found that awareness of the parents for the school learning environment was lacking. The teachers said that in spite of a lack of basic education, parents sought to give their children the 'best' for betterment of themselves and also their families. They entrust everything regarding schooling and studies to the headmaster and the teachers. Being illiterate, they feel helpless to get involved in the academic matters of children.

On the other hand, only the Tilhari school parents and the community were more aware about the situation of the school and the teacher. They realize that the school with the only teacher is not a good indicator of quality education. They sit and study along with the children. Many a time, one community member leads the school in absence of the teacher.

***Involvement of parents doesn't seem to be significantly observed in any of the states except Telangana due to various reasons.***

***Suggestions that can best be integrated in SC's intervention strategy***

*Parents and community involvement in school development increases accountability and transparency resulting in improving the quality of education. SC or any other organization should regularly interact with parents and the community to make them aware about the need and advantage of their involvement in the school development. Illiterate parents who feel incapable of getting involved with the schools, can be supported by the SC in acquiring basic literacy skills to be able to participate in the school activities with confidence.*

The extent to which the funds are used for educational purposes is not very clear. Regarding the monitoring of teachers' teaching, a well-established feedback mechanism facilitated by the Urmul/SC was observed in the schools visited. The academic support fellows (ASFs) are allotted by the SC/Urmul to the KGBVs. These ASFs visit the school thrice a week, observe the classes of teachers and give them feedback on their lessons. From what one could observe in the schools, the teachers and the head teachers appeared to share amicable relationships with each other.

In the state of Odisha, it was observed that most of the SMC members of the schools were not aware about the norms and regulations of the school but were aware about roles and responsibilities in the school for their children's education. Demands from parents and SMC members about the information regarding the acquirement of funds and its utilization results in transparency in these

matters. These matters are dealt with jointly by the head teacher and the SMC members. Monitoring of teachers' teaching is not noted in any of the schools in Odisha. The SMC members mentioned that teachers are very hardworking towards the development of schools and their children. They also remarked about the positive relationships and communication between teachers and head teachers.

In Bihar, the norms of formation of SMCs was not clear to any members including the HTs. SC coordinators have been initiated the transformation from *Mata Palak Samithi* and has named the same as SMC. HTs of schools complained about the low involvement of the SMC members towards school functioning. It was also observed that the utilisation of funds was also not clear to any of the stakeholders. As such no feedback mechanisms to monitor teachers existed in schools. The SC coordinator did emphasize on monitoring of teachers' teaching, but descriptions of these mechanisms were not available for verification. Teachers and HTs work together, and discuss on various issues and different interventions.

***The SMCs in most of the states were either marginally aware or not aware of the norms and regulations of the SMC. The existence of SMC without proper functioning may not help the school management in improving the quality of education.***

***Suggestions that can best be integrated in SC's intervention strategy***

*School management is a very notable factor which influences the quality of education. The SMCs play a very prominent role in school management. Though SMCs of schools of some states had bare minimum awareness, it is imperative that SMCs function effectively with total awareness about every aspect. The government training of SMC members are inadequate, hence the SC or a partner organization should shoulder the responsibility of training all SMC members with respect to all functions of school management. The training should also include aspects related to monitoring the teaching activities and academic aspects of their children in the school.*

**Responding to the Diverse Needs of Learners: A Proper Understanding of Previous Experiences of Students**

KGBV being a residential school, commuting problems between home and schools does not arise. The language of children being mostly the same as that of teachers, is less of a barrier in KGBV schools.

In Odisha, it was observed that parents do send their children regularly to schools. Yet, they need to be made more aware about children's education and the value of education to enable them to take proper care of children's future education. In the schools in Koraput in Odisha, teachers use Odia language whereas at home children and parents speak the local language (Desia Language) which is different from Odia language. In Kendrapara, Odia language is used at schools as well as

at home. Language proved a barrier in Koraput during the discussions with children and the SMC members. There were as such no commuting problems between home and schools in both the districts of Odisha. But the children in class 8th were travelling about 3 to 4 kilometres distance to a school in Koraput.

In Nagarkurnool, Telangana, all the schools were Telugu medium and children also speak the same language at home. Hence, there was no such language barrier at school. In Adilabad district of Telangana too, all the schools were Telugu medium, but due to proximity of the villages, Shivaghat and Sangdi to Maharashtra state, most of the children speak Marathi language at home and find difficulty in studying. All the schools were in the centre or at the periphery of the village and students come walking to schools.

In Bihar, it was found that the classroom teaching practices was majorly textbook driven. There was hardly any participation of the children as observed in the classrooms, hence no freedom for children to express their opinions or feelings. All the schools were Hindi medium and the curriculum used was also in Hindi. The children were familiar with Hindi vocabulary and Hindi was used both at school as well as home. The use of Bhojpuri at home was evident in the responses given in the FGDs. Most of the schools were in the vicinity of the village residences and so children did not have to travel so far from home to school and back. They have to travel to one end of the village they live in.

*Language barrier at schools does not lead to increase in level of education in children. Also children travelling from faraway places to schools face problems with respect to learning as they get too tired walking long distances.*

***Suggestions that can best be integrated in SC's intervention strategy***

*The SC should create awareness in the community and the school staff about preference of enrolling students from the vicinity and not faraway places. Also teachers should be trained to use a bilingual approach in teaching so that students who are unfamiliar with the school language understand better in their local language. SC in their training sessions should train teachers to make use of the local language of the child to facilitate better learning outcomes.*

## **Funds, Grants, Schemes Available to the Schools**

In the schools of Rajasthan, other than government funds, SC and its partner organization *Urmul* trust support the schools with resources for the library and sports equipment. In one of the KGBV schools, the community supported the school for Inter-KGBV schools sports meet by collecting funds. There was no mention of any other scheme or grant available to the school other than the government funds.

In Odisha, the government is providing some yearly funds for repairing the classrooms, painting of the schools, mid-day meal, dress, shoes, school improvement grant, and TLM grant per year. Other than this, SC is also providing TLMs like books, library, and school code of conduct for school development.

Schools in Telangana get yearly funds from the government in way of school maintenance grant and scavenger grant. Also in one particular school, the HT mentioned that the school gets uniform stitching grant. Mid-day meal and school textbooks are provided by the government. Both the partner organizations, *Mahita* and *Konare* in the Telangana state support schools through library books, some stationery items and school beautification. In all the schools, it was observed that community only supports the decisions made by the SMC members. However, in Sangdi school of Adilabad district, it was observed that the whole village community collected amount of Rs One Lakh in order to start digital classrooms in the school.

*The government funds provided to schools seem to be adequate to some schools while inadequate to some schools as per the responses of the head teachers, teachers and SMC parents. Community support was available to some schools to function smoothly.*

### ***Suggestions that can best be integrated in SC's intervention strategy***

*Government grants made available to schools need to be monitored at frequent intervals. SC can train the SMC members in this aspect by motivating them and training them in maintaining the budget and properly utilization of the funds for appropriate needs. SC can also encourage the SMC members to bring in community support for schools to function smoothly during lack of funds.*

## **Insights and Strategic Inputs**

Save the Children has taken up a mammoth task while engaging with SMCs. Not only it is very complex to engage with, due its nature of belonging to multiple stakeholders, but it is also very difficult to understand what one would consider as a success. The effort so far is worth appreciating, however there is a long way to go both for SMC as well as SC. Some of the ideas from our study which might facilitate strategic thinking are discussed below: **Need for periodic and focused training:** The SC field nodal officer have articulated the need for specific trainings and clarity on their expected tasks. The improved capacity and specific job description will enable them to focus on selected aspects of the work and to achieve a few milestones in an effective way. In the given circumstances, the scale of work becomes an obstacle before the field workers especially in Bihar and Rajasthan. The SC/*Urmul* expressed the need to conduct more need based and specific training for teachers and expected support and approval from the government to discharge the function of training effectively.

- **Knowledge Inputs:** The training has to specifically focus on strengthening the knowledge base of the SC members around the need and of the SDP. It must not remain as collated data, but how to use this data for the progress of the school, this has to be discussed in detail and exemplified.
- **Number of Schools and Save the Children's Field Worker:** The overall impact of SC is more visible in Rajasthan as the field level workers are only handling two schools. Their presence in school is much more evident. In other states, the HTs suggested that the SC workers should make frequent visits in school (quote from Bihar). School heads and teachers asserted the significance of the SC members in the functioning of the school and in getting the children. However, they felt the need for more frequent visits by the SC personal, as they are the key person in some of the matters concerning the children. Especially in the elementary schools, the SC members were successful in developing a relationship with the girl students. They have to often walk several kilometres in order to reach the schools. Only one school can be visited in one day. If they are given the 6 schools then that mean each school gets visited for 2 to 3 days in a month, given the fact for each school they also have the community visits. They need to show up as a more regular face in the school in order to have a powerful existence and impact in the schools.
- **Peer support:** The SC members often work as an individual agent of change in the school and community. The field team members are highly motivated and concerned about the progress of the school, yet there were times when they felt helpless to move things in the bureaucratic system. The ground level work consisting engagement with parents, struggling with the infrastructural issues, dealing with a social hierarchy, requires expertise of higher level. In this scenario, it will really be helpful if the field workers, get mentoring support and forums to share their experience in a periodic manner.
- **Visibility at the ground:** SC coordinators on the field should emphasis more on the institutional visibility in the school space. SC is a known entity on the child rights so schools should be made aware that they are associated with an institution committed for social change. Visioning workshop of the field workers may give them a wider perspective and confidence as a representative of the organization.
- **Inclusion:** Even in the case of Telangana where 100% enrollment has been claimed, children with disability remain out of school. Children with physical impairment and learning disability still remained out of school. Inclusion of children with disabilities have to be included in the regular school and given the entitlement they deserve. We found few mentions of such cases in any conversation and SMC registers, where issues of children with disabilities were taken care of.

## SELECT CASE STUDIES

### Case Study 1: SMCs and Children Awareness



#### **Children's awareness session on SMC at a Schools of Bihar supported by Save the Children**

SMC exists in all 144 schools of Gaya District in Bihar. It has shown an impact on the school system, though at a slower pace. But with SC model of intervention, it is more diverse, clear and contextualized. One notable area of improvement is the level of children's awareness which was noticed during our interaction with students of five primary and middle schools in Khizersarai Block. The interaction has been documented through a video recording with their consent. SC has been actively and regularly involved with all these five schools.

The following are the areas in which children showed their increasing awareness;

- a) *Children's Rights*: All the children of these schools have been aware of the basic child's rights. They even elaborated and shared with us the details of different rights; right to education, right to life, right to safety, right to development and others. This has become a reality owing to SC intervention. SC has provided two materials to enable children to be aware of their rights. One is the chart with the list of children's rights, approved by United Nation. Another is a note book which mentions different children's rights at different pages in very simple and lucid way. Chart hangs on the school wall in all the schools. Due to this, now even teachers and members of SMC are aware of children's rights. Notebook with children's rights is with every student and they use it for writing. There are two interesting associations of students: one is *Bal Sansad* and another is *Meena Manch* for girl

children. *Bal Sansad*, literally translated as Children Parliaments, involves all the children of the school, and they elect one 'prime minister' and some other ministers based on different functions of school. They regularly hold the meeting and discuss the issues of their school and the society. A SC member helps them hold and organise the meeting regularly and with better level of participation. Similarly *Meena Manch* (Stage) is a group in which female students hold the meeting and discuss their issues. Both, *Bal Sansad* and *Meena Manch*, provide children with a space and opportunity to enquire, know, share and discuss the different issues. They also experience a sense of empathy, responsibility and cooperation with each other. This enriches their awareness and strengths. They talk with the children of the village who are either not enrolled in school or do not go to the school after enrollment. The member of *Bal Sansad* and *Meena Manch*, share their knowledge of children's rights, and benefits of education, with such children to motivate them as well as their parents. In all these activities, SC staff regularly plays a supportive and guiding role.

- b) *Campaigns and Rallies*: There have been a number of campaigns and rallies organized by SC on the issues of education, girl child and cleanliness. Most of the students and school staffs join these programmes. They organized one campaign this year to motivate the parents to send their children to school and increase the level of enrollment. They also emphasize the importance of sending girl child to school. We talked to the parents to know about such campaigns, and whether they found it helpful. Parents admitted their increased awareness, and expressed the desire and need of education for their children even though they admit their poverty is a hindrance to provide their children with better supportive system. In Navdisha middle school, SC staff, Rajdeo informed us about a program called 'Apka Vidyalaya Aap Ka Bachcha' (Your school your child) in village, and talked to the community about school and motivating them for children's enrollment. Such events enriches children practically and very deeply as they get to know about the conditions of their village, community and the people. It presents an opportunity to think about how school and community need to interact more, cooperate and work with each other. Rajdeo also informed us about a 'Child Protection Committee' in Village to deal with the issue of children's safety.
- c) *Chetna Satra (Prayer/Reflection Session)*: *Chetna Satra* is a regular part of School activity for children in which children and teachers talk about and reflect on the issues, challenges and programs of school. Mostly SC staff joins this session.
- d) *Exposure Tour*: In all the intervention schools exposure tour is regularly organised. SC members take children to a social program, or event or place to provide them an opportunity to know about the events of society, community activities, and historical place. They do not go far as it is intended to give children an experience of the local perceivable realities of their own place and environment. Sometimes

they go to a river or to a mountain or forest to discuss and know about their significance and intrinsic value of the ecological system. Through such program, they experience a relation with society, community and nature. Such experiences empower their knowledge and awareness of the conditions they live in and with.

- e) *Reading Buddy*: Reading buddy is also known as '*Bachchon ka dost*' (children's friend) or '*Vidyalaya ka sathi*' (School companion). This also came into functional reality mostly due to SC intervention. In Reading Buddy, every child is associated with a friend or peer or companion, who they spend time with, while studying, or discussing what they wish to. This enhances the better level of peer interaction and enriches a sense of relation and cooperation with each other. It has been noted and well-researched that peer group interaction is one of the better ways of learning and it should be integral to any system of education. The member of reading buddy also benefit from each other's level of motivation, and knowledge. It also plays a role in reducing the effects of various divisive traditional systems of society, like caste system.
- f) *Suggestion Box*: Suggestion Box was found in all the schools with SC intervention. It was given by SC to enable the children to think about their problems or complaints, write them on a piece of paper and put in the box. Children in some school did write some letters and put them in box, which were addressed by SMC and schools teachers. Suggestion box is an indication of children's awareness about their rights and issues of school.

## Case Study 2: KGBV Schools In Rajasthan

### Background

Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. This scheme is being implemented in many states across the country, including the state of Rajasthan. **Save the Children, India** is a non-profit organization established in 1988. It has been working towards the empowerment of underprivileged women and children through its many health, vocational training and education programs. The SC project is operational in the KGBVs in many states.

### Introduction

A study was proposed to critically analyze the functioning of SMCs with regards to their constitution, establishment, functioning, challenges, limitations, contributions and potentials towards improving school education in the KGBVs and to understand the impact of SC's and other organizations' intervention on the functioning and the management of these schools.

Data was collected from four KGBV schools in the state of Rajasthan. Three of these schools functioned under the intervention of 'Save the Children' or partner organization 'Urmul' and one

of the KGBV selected was independent of the intervention of SC. The blocks visited were as follows-

- Luni (Urmul)
- Rathkudia (Urmul)
- Matunda (SC)
- Sawai Madhopur (control school)

An account of narratives gathered from intervention schools excluding the control school is given below.

### **School SMCs' functioning**

SMCs in all three intervention schools were constituted according to the norms laid by the government with a head teacher as the secretary, a parent member as the chairperson, a teacher or warden, a PRI member, a representative of the community, one child representative and other parents of children studying in the school, consisting of at least fifty percent women members in the committee. The SMC meetings were regularly held every month on the day of Amavasya and were attended by maximum members in all three schools. The SMC members in all these intervention schools were quite proactive in the development of the school, especially infrastructure development, safety of girls, enrollment of children, reducing dropouts by creating awareness among the village community and the children and also encouraging the community to contribute towards the welfare of the school.

Other than SMC meetings, Parent Teachers Meeting (PTM) happens four times a year of which two of them are MTM (Mothers teacher meeting). This MTM is basically for the reason that girls are closer to their mothers. This occurs regularly in the schools to discuss any issues about the school, girls, and the academic progress of the girls in general.

### ***SMCs' support towards school functioning***

The SMC members of these schools interact with parents and persuade them to come for meetings and take active participation in the activities of the school.

### ***Urmul/SC support towards school functioning***

The members of the Urmul trust and SC in the respective schools encourage SMC members to convince other parents to attend SMC meetings and create awareness among other parents about the education of girls and school welfare.

## **Infrastructure**

The schools were almost well equipped with all kinds of infrastructure that is supposed to be available for the students and the school welfare. All three schools had a big playground where girls could play sports, thus fostering the physical development of girls through sports and games. The schools were equipped with a library or a multipurpose room which was being used as a library with enough books and few teaching learning materials for the students to make use of. Drinking water facility was made available by coolers donated by sponsors from the *Bhamashahs* in the community. There were ample toilets for use, boundary walls to ensure the safety of children. The schools had a watchman to ensure the safety of the girls. There was a kitchen within the premises of the school where food was cooked for students and the teachers and staff.

### ***Monitoring of the facilities by SMC***

The SMCs in all these schools visit the schools frequently to monitor these facilities. They take up issues that need attention and discuss in the SMC meetings. In this respect, the SMCs have contributed towards reconstructing the boundary wall, sponsorship of coolers for the schools, checking the quality of food made for students.

### ***Urmul/SC support in improving the infrastructure***

The Urmul/SC has provided these schools with sports kits like elbow pads and knee pads to safeguard the girls from injury while playing on the ground, carrom boards, chess boards, other board games, rackets, balls, and small caps to draw boundaries on the playground. They have donated book kits, reading tables for reading convenience for students, *Meena Manch* series of books highlighting the issues of girls prevalent in the rural areas. The intervening organizations also counsel the SMC members in creating awareness about school necessities and guide them to approach the community or *Bhamashas* for contribution towards the school.

### **Girls' safety in the schools**

The girls are sent to school far away from their homes. Their safety is the prime responsibility of all the stakeholders involved in the school. The observations about girls' safety in all the three schools were quite favorable. regular health checkups (once in three months), training for self-defence, vocational training for girls, exposure to the outside world like visit to banks, police station, hospital and other field visits, provision of sanitary napkins and incinerators, remedial classes for students after school hours – all these measures are taken up appropriately in the school conforming to the KGBV norms and prescriptions. A suggestion box called '*Garima peti*' was present in all these schools where students could raise their grievances and it was addressed by the school teachers and SMC members. Availability of these facilities for girls encourages more parents in the village to send their girls to school for education and also assures satisfaction to the parents of students studying presently.

### ***Urmul/SC support in assurance of facilities for girls***

Support by the intervening organizations especially in the provision of remedial teaching to the girls was visible in these schools in terms of taking extra classes for students. The concept of ‘*Garima peti*’ was an initiative by the SC that was being adopted in schools.

### **Urmul/SC’s academic support to schools**

Academic support through guiding teachers’ lessons, providing them TLMs and training teachers to make TLMs, taking class for students, tutoring students for extra classes was evident in these schools. Some children were found to be very talented in singing, dancing, acting, puppet making, drawing, games and sports. Students were trained for certain activities by the coordinators or academic advisors of the intervening organizations and encouraged in enhancing their potential.

### **Excerpt from the interview in school at Matunda, Bundi - A Unique Experience**

As gathered from the response of the *Sarpanch*, who was also an SMC member, the roles and contribution of the SC towards *Beti Bachao, Beti Padao* was highly appreciated. This initiated the intervention of SC in this school. He said that the SC has great impact on the education of girls. Timely intervention by the SC has been quite influential in bringing about positive changes in the girls. The panchayat of this village was claimed to be the first one to have not a single girl child with malnutrition. The panchayat works on promoting proper nutrition to children. The panchayat also ensures there are no child marriages happening in the village. They have laid down strict rules and norms for eliminating child marriages and the village abides by the rules in the fear of being deprived by the government schemes. The panchayat adopts schools and conducts nutrition campaigns to create awareness. The panchayat also oversees the function of SMC members, teachers and the SC in motivating girls and conducting rallies on various issues like cleanliness. On the recommendation of the SC, the panchayat comes regularly to the school to attend meetings as well as to attend some activities in the school.

### **Implications**

The narratives from the cases interviewed on the field in KGBV schools of Rajasthan reveal a notable contribution of the intervening organizations namely SC and *Urmul* in promoting the welfare of the school in practically all aspects relating to school development.

### **Recommendations – Augmenting the Existing Mechanisms**

Taking into consideration the inferences gathered, a few suggestions can be proposed for sustainable development of schools:

- Need for strong collaborations of the government and any intervening organization that works in the course of school welfare and development.
- Appropriate training to the field members of the intervening organizations to equip them with the necessary skills to work for school upliftment.

- Conduct frequent trainings for SMC members for better functioning of SMCs in a continuous manner.
- Improve monitoring mechanisms by the government to keep a check on the functioning of SMCs, schools and the intervening organizations to safeguard enduring outcomes.

### Case Study 3: *Mandal* Level Federation in Telangana

*Mandal* level federation is a unique structure observed in Telangana, it is a semi formal group constituted at the *mandal*(block) level wherein SMC chairmen and vice-chairman from 10-15 schools are the members of this group. From this group two members are elected, one as president and another as vice-president and both these people play an important role in driving the federation. This federation is formed with the goal of making SMCs more effective with active involvement and engagement of SMC members. This group is formed so that issues at the *mandal* level are discussed in a common forum and the issues or concerns could be resolved through various strategies either by reporting the issue with the concerned authorities or seeking support from the partner organisation or finding solutions at the community level etc. Introduction of this structure is an initiative of SC partners organisations and presence of this group is noticed in all the 4 *mandals* which were part of the study. Federation members meet once in 2-3 months or sometimes meeting is requested by members or partner NGO suggests for a meeting. Meeting is attended by school SMC chairmen, vice-chairmen, partner NGO members and PRI member. *Mandal* Education Officer is also invited based on the agenda of the discussion. Usually pressing issues or concerns of member school are discussed in the meeting, issues like availability of teachers in schools, delay in appointing *vidya* volunteer (para-teachers), issues in children's learning, quality of teaching, availability of water and other school infrastructure issues.

Partner organisations provide training to members of federation at the *mandal* level. In the trainings members are oriented on rights and duties of SMC members, how they can work with school HM and teachers, monitoring of school functioning, orienting members in participation of decision making process, orienting them about different official department which member could approach in case of any specific issue. For example, in Amrabad *mandal* federation, members were of opinion that there is lack of enough teachers in primary schools of their *mandal* and one teacher teaching all subjects areas is compromise in quality of teaching. In one of the meetings this was discussed and members decided to write a formal letter to DEO asking for individual subject teachers for their primary schools. Members were of opinion that individual subject teachers at primary level will help in strengthening foundation of subjects among students and this will also help in retaining student in government schools. Federation wanted DEO to consider their application. According to president of Amrabad federation, support and training from partner organisation has helped them to approach concerned departments in case of any particular issue. For example, reaching to water department in case of issue related to availability of water.

Partner organisations have played an important role in responding to the needs of federation. For instance federation felt the need for improvement in English language skills among students and they requested for support from and help them the issues so that children don't move to private schools. For this partner organisation provided story books to children to improve their language skills. According to the president of Ambrabad federation, formation of this group and support from partner organisation has helped in better awareness of their own rights and working with school head teachers, teachers and government officials.

### **Trainings Findings (Initial note)**

In all four states of the study, it is observed that trainings are for the SMC members are primarily organized by SC or partner NGOs. Except in Rajasthan, no state has reported for any training that is organised by state. This becomes one important point for further enquiry, especially when every year there is fund allocated by government for training and capacity building of SMCs. Among all the SMC members, convener i.e. the head teacher had fairly good idea about SMC's roles and responsibilities, functions and SDP. After the convener, it was chairman and vice chairman who had better idea compared to other parent members. Except in Telangana, most of the trained members in other states showed lack of awareness about SMC. In most of the cases, members including chairman and vice-chairman talked about only two aspects of SMC, monitoring mid day meal and monitoring teachers' regularity to schools. Chairman and vice chairman also showed poor awareness of SDP and school development planning was primarily led head teacher except in one or two cases in Telangana.

There is also difference the way training is visualised in the training modules developed by SC/PNGO and the actual trainings. Actual trainings covers the aspect of SMC functions and roles but miss to have activities or sessions to develop skills like planning, work distribution, monitoring. Members do not have any understanding on reviewing academic progress of students. Members are observed to work with convener mostly for infrastructure and MDM related issues.

#### **Case Study 4: On Good Practices by SC-Partner Organisation of Odisha**

These two organisations are WORD in Koraput and Nature's Club in Kendrapara district. This case study recollects the transformation of the attitudes of the community due to intervention by Nature's Club in a school as told by one of the members of the PNGO. Nature's Club has created a positive impact on the process of educational transformation of this region.

The Rajanagar is a small village situated in the Kendrapara District. It was in this region that Nature's Club started its work in the early 90s. The site is located on a coast, near to the Bhitarkanika. Chhaya is one of the workers with Nature' Club who lives near the village. The work of Chaya with the community and the school has earned her respect and she is fondly called Didi by everyone around. She has seen the school when SC intervention had just begun in this region.

Chaya tells us that the area is mostly home to farm workers, hence perhaps as late as 2016 there was not enough seriousness about education. Children often skipped schools as they were at a distance and dropouts were a common occurrence. Chaya had to convince the parents to send their children to the school. But there was a general resistance from the community and they argued "Why to study? Anyways we have to do odd jobs". So there was not much interest in educating children initially. Chaya approached this problem by first making sure that women became literate. This helped to create a general awareness about education. The movement then picked up, and soon many children and grown-ups had learned to read and write. As a next step, she switched to conducting the library program in her school, and it added to more children coming to her and eventually borrowing books. She proudly said that many children got their basics right because of her guidance and now many of them, after completing their high schools, aspiring for good jobs to improve their living conditions.

This approach led to general awareness about the value of education and increased attendance in the school. Today, the school has become a part of everyone's life in the community. The children from the community are enrolled and attend the schools, without any persuasion. This is in complete contrast to the situation a few years back. Now, the parents are debating whether the children should be sent to private or Government schools. This change in attitude, according to Chaya, was a significant transformation in the region. Such cases present us with examples of transformative work at ground-level led by people who are members of the community.

## Annexure A

### 1. RTE act : Government of India

#### RTE Act 2009: provisions for SMCs

21. (1) A school, other than a school specified in sub-clause (iv) of clause (n) of section 2, shall constitute a School Management Committee consisting of the elected representatives of the local authority, parents or guardians of children admitted in such school and teachers:

Provided that at least three-fourth of members of such Committee shall be parents or guardians:

Provided further that proportionate representation shall be given to the parents or guardians of children belonging to disadvantaged group and weaker section:

Provided also that fifty per cent. of Members of such Committee shall be women.

(2) The School Management Committee shall perform the following function, namely:—

(a) monitor the working of the school:

(b) prepare and recommend school development plan:

(c) monitor the utilization of the grants received from the appropriate

government or local authority or any other source: and

(d) perform such other functions as may be prescribed.

22. (1) Every School Management Committee, constituted under sub-section (1) of section 21, shall prepare a School Development Plan, in such manner as may be prescribed.

(2) The School Development Plan so prepared under sub-section (1) shall be the basis for the plans and grants to be made by the appropriate government or local authority, as the case may be.

35. (1) The Central Government may issue such guidelines to the appropriate Government or, as the case may be, the local authority, as it deems fit for the purposes of implementation of the provisions of this Act.

(2) The appropriate Government may issue guidelines and give such directions, as it deems fit, to the local authority or the School Management Committee regarding implementation of the provisions of this Act.

(3) The local authority may issue guidelines and give such direction, as it deems fit, to the School Management Committee regarding implementation of the provisions of this Act.

36. No prosecution for offences punishable under sub-section (2) of section 13, sub-section (5) of section 18 and sub-section (5) of section 19 shall be instituted except with the previous sanction of an officer authorized in this behalf, by the appropriate Government, by notification.

37. No suit or other legal proceeding shall lie against the Central Government, the State Government, the National Commission for Protection of Child Rights, the State Commission for Protection of Child Rights, the local authority, the School Management Committee or any person, in respect of anything which is in good faith done or intended to be done, in pursuance of this Act, or any rules or order made there under.

## State rules of SMCs

In this section we present a brief outline of rules for SMCs in the four states which were part of the study.

### Odisha

#### 1. Odisha SMC constitution

3.1.1 members of SMC elected from among the members of PTA. It shall consist of 19 members within its jurisdiction as per the following specification:

a. 12 parents:

- i. male population – 50% out of which at least one should belong to SC/ST/disadvantaged groups community and one should belong to economically weaker section according to availability
- ii. female population- 50% out of which at least one should belong to SC/ST/disadvantaged groups community and one should belong to economically weaker section according to availability

b. remaining 07 members shall be among the following persons:

ex officio members:

- i. One members such as ward member/ councillor/ corporator of the gram panchayat/NAC/ Municipality corporation in which the school exists
- ii. One health worker/asha karmi working in the village as member
- iii. One anganwadi worker working in the nearest centre as member
- iv. Headmaster / headmaster IC of the concerned school as Member Convenor

Nominated members

- v. One member from among the teachers of the school to be decided by the teachers
- vi. Two student members i.e. Head of student cabinet and the Head of Meena Manch

The member-convenor and the teacher member at (iv) and (v) shall have no voting powers in any selection / election process. (Govt. functionaries who are ex officio members shall not having voting rights)

3.1.2 To manage its affairs, the committee shall elect a chairperson and a Vice Chairperson from among the parents' members. Out of these two (CP and V-CP) at least one must be woman.

3.1.3 In the event of death or transfer of residence of parent members from the local area of the school or a parent member ceasing to be student guardian of his/her child/children ward (s) leaving the school or otherwise, his/her membership shall cease

3.1.4 ward member / councillor/corporator of a gram panchayat / NAC/ Municipality /Municipal corporation shall hold office in ex-officio capacity. He/she shall cease to be a member of SMC as and when he/she ceases to hold charge of her/his office

3.1.5 any person of the SMC other than Member convenor may at any time resign from the membership by sending a letter of resignation to the chairperson. But such a resignation takes effect from the date on which the SMC accepts it.

3.1.6 if a member of the SMC other than the Member convenor absents himself/herself from three consecutive meetings without prior intimation to the chairperson his / her membership will ipso facto cease. The fact of not intimating prior to absence should find place in the proceeding if the meeting of SMC

3.1.7 vacancies of membership of the SMC other than the Ex officio member caused due to resignation or otherwise shall be filled up by PTA from among the same category of members following the similar procedure as envisaged for each category on request of SMC within 30 days of occurrence of such vacancy

3.1.8 in case of transfer / retirement/ death of the member convenor or in case he/she remains on leave other than casual leave and optional holiday, the senior most teacher of the school shall remain in charge

(Source; Government of Odisha , 2011)

## Rajasthan

### 11. Executive body of the committee

To carry out roles and responsibilities of the committee there will be a 15 member executive body (karyakarini samiti). At least three fourth of which will be that means 11 members will be guardians or parents and at most 4 members can be other persons. At least 50%, that means at least 7 members will be women election or nomination of which will be according to the rule number 12.

- Election of guardians / parents for the executive body will be completed at the beginning of each year after the enrollment process is complete, before 15th of august, in a general meeting. (sadharaan sabha)
- Other members of the body will be as follows:

#### Post and election process

1. Convenor (adhyaksh)- elected from the 11 parent members of the executive body, in the general meeting, by the members of the body.
2. Co-convenor (upadhyaksh) – same as above
3. Members (sadasya) – 11- in the general meeting of all parents, by the parents. Out of total, at least 6 are women, and 1 –ST, 1- SC representative.
4. Ex- Officio member –1- ward panch or parshad of the panchayat or nagar palika of the area in which the school is located.
5. Ex-Officio member secretary (paden sadasya sachiv) -1 – HM or HM Incharge of senior most teacher.
6. elected teacher – by the teachers, one female teacher/prabodhak if no female teacher available then any teacher / prabodhak
7. nominated educationist / child member – 1- a recognized teacher, or a locally recognized educationist, nominated by the parent- members, OR student that school.

Total members: 15

Note: election of executive committee will be done in such a way that at least total number of the women members is at least 7.

## **Bihar**

(1) constitution of committee- all government recognized primary schools to have SMCs with at least 50% members mothers.

(2) number of members of committee- total- 17:

- i. Official – 1- ward member of the panchayat in which school is located
- ii. Headmaster/ head teacher of the school- 1
- iii. Mothers of students - 9 elected members- 2 from backward group, 2 from extremely backward group, 2 from SC and ST, 2 from general caste, 1 mother of the disabled child.
- iv. Convenor of village organization of Jeevika, and convenor / chief of women’s collectives of Mahila Samakhya – 2 members
- v. Student representative- elected – 2 members  
(one child rep. from child cabinet, and another child rep. of Meena manch. But they will not have voting rights)
- vi. Senior teacher of the school- 1 member

vii. Donor, or any person of his/her family, nominated by the donor, who have made maximum land contribution according to the standards prescribed by the government, or who have made a contribution of 10 lac or above to the school fund

Cluster resource Coordinator of the school will be a special invitee to the meetings of the SMC.

(3) qualification of being a member- in case of advantaged castes, mothers of students with less than 50% attendance will not be qualified for membership of the SMC. But this will not be applicable in case of children of group 1 (*varg 1*).

(4) selection process- HM will, with consent from the CRP, call a general meeting of all the parents of all enrolled student at a predetermined date. For this notice will be made from the notification register (*suchna panji*). In the general meeting, in supervision of the CRP, members will be elected with full or majority consensus.

(5) Registration of School Management committee - after constitution of the SMC , on the basis of recommendation of cluster coordinator s- it would be registered by BEO

(6) appeal with respect to the constitution of the committee- complain can be filed with DEO (primary education and SSA), within 15 days of election. Appeal must be resolved within 30 days of it being registered.

(7) Chairperson (*adhyaksh*) of the committee- respective ward member will be ex-officio member

(8) *Sachiv*- of the committee- *sachiv* will be elected by the elected members from among themselves by majority vote.

(9) tenure of the committee- To three years from the commensuration of the committee.

(10) quorum- two third of all members. In case of incomplete quorum, meeting will be adjourned. But if the meeting is called again for the same agenda, quorum will not be required.

## Telangana

(2) The composition of the committee will be as follows-

(a) The committee in case of a primary school shall be a 27 member committee.

Of them 24 members shall be from the mother / father or guardian of the children enrolled in the school. One member shall be the elected representative, one member may be the nominee of the mahila samakhya of the village concerned. The head teacher or the in charge head teacher of the school shall be ex-officio member/convener of the committee.

(b) In the primary school, members will be selected as follows-

- (i) mother / father or guardian of each of such child who has secured highest percentage of marks in the annual examination of the preceding academic session in class I, II, III, and IV;
- (ii) mother / father or guardian of each of such child who has secured lowest percentage of marks in the annual examination of the preceding academic session in class I, II, III, and IV;
- (iii) mother / father or guardian of children one each belonging to scheduled castes, scheduled tribes and other backward classes and muslim minority categories who have secured highest percentage of marks in their respective category in the annual examination of the preceding academic session in classes I to IV thus taking four parents of the categories noted above from each class.
- (iv) Corporator / Counselor of the ward in urban areas and one member of the ward of the Gram Panchayat in rural areas incharge of education, where the school is situated;
- (v) Head teacher or the in charge head teacher of the school shall be the member convener.
- (vi) An eminent educationist or a philanthropist or a person who supports the school in the neighbourhood or an eminent NGO representative as co-opted by the School Management Committee.
- (vii) There shall be at least two children in the committee one of them may be a girl child in case of a school running in co-educational mode, who shall be special invitees. Provided that 50% of the members of the School Management Committee shall be women.

(c) In an upper primary school, having primary section also, in addition to the categories noted above, additional members will be selected as follows-

- (i) Mother / father or guardian of each of such child who has secured highest marks in the annual examination of the preceding academic session in classes V and VI
- (ii) Mother / father or guardian of each of such child who has secured lowest marks in the annual examination of the preceding academic session in classes V and VI
- (iii) Mother / father or guardian of children one each belonging to scheduled castes, scheduled tribes, other backward classes and muslim minority categories who have secured highest percentage of marks in their respective category in the annual examination of the preceding academic session in classes V and VI
- (iv) Corporator / Councilor of the ward in urban areas and one member of the ward of the Gram Panchayat in rural areas, where the school is situated;
- (v) Head teacher or the in charge head teacher of the school shall be the member convener.
- (vi) There shall be at least two children in the committee one of them may be a girl child in case of a school running in co-educational mode, who shall be invitees.

(3) The *Sarpanch* shall be the chairperson of the School Management Committee in rural areas and in Municipal areas the concerned Councilor / Corporator shall be the Chairperson of the School Management Committee, of the schools falling in their respective jurisdictions.

- (i) There shall be a vice- chairperson of the committee elected from amongst the members.

Provided further that if the chairperson is not from the scheduled castes, or scheduled tribes or other backward classes, the vice-chairperson shall be from any of these classes.

(4) The Vice Chairperson shall be elected from amongst the members of the committee representing the parent community.

Provided that the members representing the local bodies and the head teacher or the incharge head teacher shall not be eligible for participating in election nor they will have any voting right.

(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.

## Annexure B

### 1. Percentage Distribution of Primary and Upper Primary Schools/Sections with SMC by school Category

(2016-2017, DISE: Flash Statistics on school Education)

Source: [http://udise.in/Downloads/Publications/Documents/Flash\\_Statistics\\_on\\_School\\_Education-2016-17.pdf](http://udise.in/Downloads/Publications/Documents/Flash_Statistics_on_School_Education-2016-17.pdf)

#### Bihar

Year	PS (I-V)	UPS (I-VIII)	HSS (I-XII)	UPS (VI-VIII)	HSS (VI-XII)	SS (I-X)	SS (VI-X)	ALL ELEMENTARY
2016-17	94.21	82.42	74.64	94.98	71.91	86.14	73.57	88.79
2015-16	93.60	83.31	72.39	95.21	68.48	83.78	70.33	88.75
2014-15	92.21	84.24	68.73	95.11	65.91	86.08	65.74	88.44

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#### Odisha

Year	PS (I-V)	UPS (I-VIII)	HSS (I-XII)	UPS (VI-VIII)	HSS (VI-XII)	SS (I-X)	SS (VI-X)	ALL ELEMENTARY
2016-17	96.75	94.63	71.43	97.67	63.35	91.1 4	89.63	95.16
2015-16	97.05	94.62	63.69	97.82	73.33	89.2 6	88.32	95.20
2014-15	98.80	93.86	61.95	96.35	60.38	86.8 1	84.36	94.30

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### Rajasthan

Year	PS (I-V)	UPS (I-VIII)	HSS (I-XII)	UPS (VI-VIII)	HSS (VI-XII)	SS (I-X)	SS (VI-X)	ALL ELEMENTARY
2016-17	86.04	57.51	53.62	87.44	35.31	38.62	33.33	65.65
2015-16	86.36	58.65	48.62	89.04	44.73	35.69	43.47	65.71
2014-15	87.36	59.02	31.73	82.95	37.77	41.63	42.24	64.64

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### Telangana

Year	PS (I-V)	UPS (I-VIII)	HSS (I-XII)	UPS (VI-VIII)	HSS (VI-XII)	SS (I-X)	SS (VI-X)	ALL ELEMENTARY
2016-17	91.62	51.28	38.37	State does not have such school	61.35	15.53	81.52	72.26
2015-16	90.08	53.12	41.94	State does not have such school	53.37	14.91	78.68	72.53
2014-15	79.86	52.97	40.91	12.50	41.71	31.55	54.49	68.24

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### All India

Year	PS (I-V)	UPS (I-VIII)	HSS (I-XII)	UPS (VI-VIII)	HSS (VI-XII)	SS (I-X)	SS (VI-X)	ALL ELEMENTARY
2016-17	83.85	66.47	39.27	87.49	71.59	40.07	72.35	76.88
2015-16	84.27	67.83	33.48	87.53	74.44	34.47	75.56	77.70
2014-15	83.30	67.81	23.75	86.84	74.04	39.32	70.34	77.05

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**Annexure C- List of sample district**

State	District	No of School
Telangana	Nagarkurnool	6
Telangana	Adilabad	6
Odisha	Koraput	6
Odisha	Kendrapada	6
Bihar	Patna (Maner)	6
Bihar	Gaya	6
Rajasthan	Jodhpur	3
Rajasthan	Swai Madhopur	1

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