

A Study on the School Management Committee in Monitoring and Supervision of Elementary Education in Sivasagar District of Assam

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ABSTRACT This study aims to investigate the status of a school management committee (SMC) in the monitoring and supervision of universalization and compulsory elementary education. Sample of the study involves 147 lower primary schools, which is distributed among four education blocks (Amguri, Nazira, Demow and Khelua) in Sivasagar District in Upper Assam (India). Data were collected with the help of a questionnaire. To collect the data, the investigator personally visited each of the sample schools and conducted interviews with the headmaster and the SMC members. The separate questionnaires were prepared for both the SMC members and headmasters. The statements in the said questionnaire focused on the SMC members' details, process and structure of SMC, role and functions of SMC, attendance of SMC members in meetings, frequency of the visit of SMC members, etc. It explored the responses of school headmasters and headmistresses and members of SMC. The main outcome of this study was that the SMC plays a significant role in the monitoring and supervision of universalization and compulsory elementary education.

INTRODUCTION

Education is an essential part of human development. For development of human resources, education is essential, and is employed in all sectors of population in a society. Education is an essential for the gaining of knowledge, development of skills, attitudes and values, etc. Education is important to make people aware of their responsibilities and basic rights (Aikara 2011; Kumar 2015). It endows people with analytical capabilities that lead to better confidence and strengthens one with power and ambition setting abilities. Education is the tool of bringing about the required change in the etiquette of human beings. It can also be expressed as the "process of gaining knowledge through study" (Aikara 2011; Kumar 2015). Hence, much emphasis should be given to the primary level for the enhancement of education, which is considered to be the basis of higher education, child education and future of a society.

Universal literacy and basic education is essential for establishment of social change and development (Govinda and Mathew 2018). The Right to Education (RTE) Act is a revolutionary step in the movement towards achieving the goal of universal, equitable and quality education.

The Act is not only legislative approval, but also the most essential declaration of the commitment and responsibility of the Indian Government towards education (Roy 2019). By implementing such an act, India has responded positively to global policy developments and is very much on the path to Universalization of Elementary Education (UEE), which emphasizes access, equity and quality.

Community involvement for organisation of elementary education has been envisioned as a significant approach in policy making at both national and international platforms. The concept of community engagement in the field of education in India is the resultant of long time practices, which are constantly assumed as a vital part for the establishment of an educational institution (Dayaram 2011). For effectively and successfully running a universal literacy movement and an education system, the amount of community involvement is utmost important. Community involvement is determining factor in providing appropriate education (Haq 1996). Community participation in educational management definitely leads to stakeholders' involvement in policy making and administration of school activities (Nayak 2009), which makes the entire school management process more democratic and appropriate.

The efforts by governments and non-governmental agencies have been quite notable in India in the direction of enhancing community involvement in school management. Sujatha (2000) studied on the topic entitled, "Community Participation in Tribal Areas: Study of Maabadies (Community School) in Vishakhapatnam District of Andhra Pradesh" and reported that Village Education Committees (VECs) had been actively involved in planning and execution of educational policies and conduct at least one meeting in a month as mandated in the RTE Act. They reported that Village Education Committees members (VECs) took active participation in school management.

Yadav (2006) in his study on the role and performance of Village Education Committees in Haryana recommended to nominate only at least matriculate candidates as members during constitution of the VEC and there must be a definite period for each member.

Duwarah (2010) conducted a study on the "Effect of Community Participation on Elementary Education in Assam" to find out the effect of Village Education Committee (VEC) on elementary education of Assam. The study highlighted that VECs play an important role with improving infrastructure and other essential aspects of the school, increasing enrolment and attendance of the children, etc. for the entire development of the schools.

Teron (2012) also studied in this aspect on the topic entitled "To study the functioning of SMCs in Golaghat District of Assam" and informed that SMCs were constituted as per government rules, regular meetings were conducted, training programme was organised among the SMC members regarding their roles and functions, and also found that SMCs are aware about their meetings.

From the above scrutiny of literature, it is evident that community involvement is essential to improve equity and quality of education. Hence, understanding the importance of community participation, the Government of India launched an act under Section 21A of "The Right of Children to Free and Compulsory Education Act, 2009". Under this act, the state government issued orders regarding composition and functions of School Management Committees in all government primary and middle schools and

government aided and unaided schools. The RTE Act, 2009 has been in effect since 1st April 2010 in India, which is a landmark in the history of education.

Significance of the Study

A thorough investigation of the rules of SMC in monitoring and supervision of universalization and compulsory elementary education is an important national priority as the concept of universalization and compulsory education came through a significant act, that is, RTE, 2009. It is well known that an SMC has great potential to run a school very effectively. Hence, there is a need to increase the potential of the SMC members toward their roles and responsibilities and to encourage active participation and contribution among them. This study will also help to understand the awareness level among the SMC members in the elementary education. The researcher feels that the findings of the study will help to know the structure and process of the formation of the School Management Committees (SMC) in government elementary schools, and awareness of the SMCs about their roles and functions in Assam. It is hoped that the researcher would be able to offer various suggestions considering the research findings for the solution of the different problems and would be able to recommend some educational measures for the planners for successfully implementation of RTE provisions in Assam and thereby it would help in the social development in Assam.

Objectives of the Study

The present study intends to investigate the following objectives:

1. To study the structure and selection process of the School Management Committees (SMC) in government elementary schools of Sivasagar District.
2. To study the process of monitoring and supervision of SMC in government elementary schools of Sivasagar District.
3. To assess the roles and functions of SMC in school management and improvements.

RESEARCH METHODOLOGY

The study was conducted among 147 lower primary schools, which are distributed among four education blocks (Amguri, Nazira, Demow and Kheluwa) in Sivasagar District in Upper Assam (India). For the selection of the sample, stratified proportionate random sampling is used (Fig. 1).

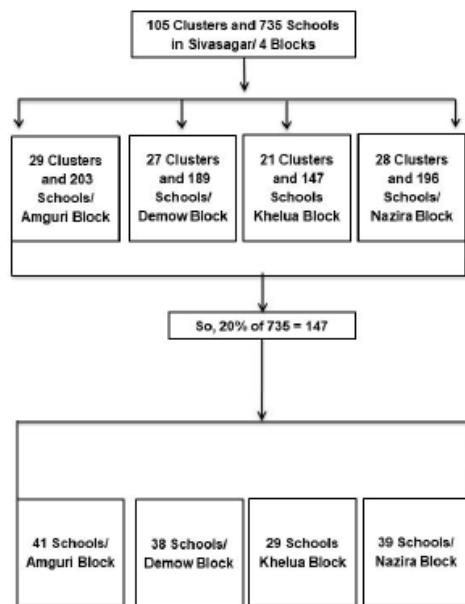


Fig. 1. Distributions of sample of the study
Source: Author

To fulfil the purpose of the study and research objectives, a pre-structured questionnaire was prepared to collect certain information regarding the SMC members' details, process and structure of SMC, role and functions of SMC, attendance of SMC members in meeting, frequency of the visit of SMC members, etc. Interviews were conducted among the SMC members and the headmasters.

Data Collection

The data for this study have been obtained from 147 headmasters and 735 SMC members, who were selected for the study. To collect the

data, the investigator personally visited each of the sample schools and conducted interviews with the headmaster and the SMC members. Separate questionnaires were prepared for both the SMC members and headmasters. The statements in the said questionnaire focused on the SMC members' details, process and structure of SMC, role and functions of SMC, attendance of SMC members in meeting, frequency of the visit of SMC members, etc. The said questionnaire for the headmasters consisted of 19 items, which covered different aspects of the SMC and the questionnaire for the SMC member consisted of 5 items (that is, needs of the schools, monitoring the works of the school, supervising construction/maintenance project, etc. were asked about to SMC members) to study the awareness among SMC members regarding their responsibilities in management of the school. All the participants were requested to provide responses to the given statements. Adequate time was given to the participant. Primary information about the questionnaire was shared with the participant. Difficult terms/words were explained to them. The participants were aware that their responses were going to become a part of the study. All the responses were carefully recorded. Then, the results were analysed with simple frequency and percentage analysis and presented in table and bar diagrams.

RESULTS

Structure and Process of SMC and the Numbers of SMC Members from Parents

The results given in Tables 1 and 2 show the responses of headmasters regarding the structure and process of SMC and the number of SMC members who are parents, respectively. Table 1 reveals that all the 147 schools have SMC as per the rules of the RTE Act, 2009. Table 2 reveals the number of SMC members who are parents. It is seen that the numbers of parent members in all the sample schools vary. A total range of 10-12 parents was recorded in all the education blocks of Sivasagar district. In Amguri block, among the 41 schools, 10 parent members were recorded in 5 schools, 11 parent members were in 10 schools and 12 parent members were recorded in 26 schools. Among 38 schools in

Demow block, 10 parent members were recorded in 8 schools, 11 parent members were in 12 schools and 12 parent members were recorded in 18 schools. Among 39 schools in Nazira block, 10 parent members were recorded in 5 schools, 11 parent members were in 12 schools and 12 parent members were recorded in 22 schools. Among 29 schools in Khelua block, 10 parent members were recorded in 3 schools, 11 parent members were in 12 schools and 12 parent members were recorded in 14 schools.

Based on the result obtained and the above interpretation, it can be concluded that the sample 147 schools have an SMC in conformity with the rules of the RTE Act, 2009. The study found that the numbers of parent members in the SMC vary from school to school. A total range of 10-12 parent members were recorded in all the education blocks of Sivasagar district. Among the sample 147 schools, highest number of schools (80) had 12 parent members, while the lowest number of schools (21) had 10 parent members in SMCs. In 46 schools, 10 parent members were found in their SMC.

During the study the selection process of the head or chair of the SMC committee and the number of women representatives in the SMC were also investigated. Table 3 reveals that all

147 schools have selected the head or chair of the SMC as per the rules of the RTE Act, 2009. Among the sample 147 schools, 121 schools have selected the head or chair of the SMC through a selection process and 26 schools have selected the head or chair of the SMC through an election process. In all the blocks maximum schools selected the head or chair of the SMC, and only a few schools preferred an election process to select the head or chair of the SMC. Among 41 schools in Amguri, 38 schools selected the head or chair of the SMC through a selection process, and only 3 schools selected the head or chair of the SMC through an election process. Among 38 schools in Demow, 33 schools selected the head or chair of the SMC through a selection process, while only 5 schools selected the head or chair of the SMC through an election process. In Nazira, among 39 schools, 22 schools selected the head or chair of the SMC through a selection process, and only 17 schools selected the head or chair of the SMC through an election process. In Khelua, among 29 schools, 28 schools selected the head or chair of the SMC through a selection process, and only 1 school selected the head or chair of the SMC through an election process.

Table 1: Responses of headmasters regarding the structure and process of SMC in Sivasagar District

<i>Statements</i>	<i>Amguri</i>	<i>Demow</i>	<i>Nazira</i>	<i>Khelua</i>
	<i>Responses</i>	<i>Responses</i>	<i>Responses</i>	<i>Responses</i>
Do you have School Management committees in school?	100%	100%	100%	100%
Total number of respondents	41	37	39	29

Table 2: Responses of headmasters regarding the numbers of SMC members who are Parents

<i>Statements</i>	<i>Amguri</i>			<i>Demow</i>			<i>Nazira</i>			<i>Khelua</i>		
	<i>Responses</i>			<i>Responses</i>			<i>Responses</i>			<i>Responses</i>		
	<i>Numbers of parent members (10-12)</i>			<i>Numbers of parent members (10-12)</i>			<i>Numbers of parent members (10-12)</i>			<i>Numbers of parent members (10-12)</i>		
	10	11	12	10	11	12	10	11	12	10	11	12
How many parents are members?	5	10	26	8	12	18	5	12	22	3	12	14
Percentage (%)	12.19	24.39	63.41	21.05	31.57	47.36	12.82	30.76	56.41	10.34	41.37	35.89
Total number of respondents	41	38	39	29								

Table 3: Responses of headmasters regarding the selection process of head or chair of the SMC

Statements	Amguri		Demow		Nazira		Khelua	
	Responses		Responses		Responses		Responses	
	Selection	Election	Selection	Election	Selection	Election	Selection	Election
How was the head or chair of the SMC selected?	38	3	33	5	22	17	28	1
Percentage (%)	92.69	7.31	86.84	13.16	56.41	43.59	96.55	3.45
Total number of respondents/ percentage	41/100.00		38/100.00		39/100.00		29/100.00	

Table 4 reveals the number of women SMC members. It has been seen that the numbers of women members in all the studied sample schools vary. The total ranges at 4-6 women members in all the education blocks of Sivasagar district. In Amguri block, among the 41 schools, 4 women members were recorded in 20 schools, 5 women members were in 15 schools and 6 women members were recorded in 6 schools. Among 38 schools in Demow block, 4 women members were recorded in 23 schools, 5 women members were in 7 schools and 6 women members were recorded in 8 schools. Among 39 schools in Nazira block, 4 women members were recorded in 21 schools, 5 women members were in 8 schools and 6 women members were recorded in 10 schools. Among 29 schools in Khelua block, 4 women members were recorded in 18 schools, 5 women members were in 4 schools and 6 women members were recorded in 7 schools.

Based on the result obtained and the above interpretation, it can be conclude that all the sam-

ple 147 schools have selected the head or chair of the SMC as per the guidelines of the RTE Act, 2009. Maximum schools prefer to select the head or chair of the SMC through a selection process. Among the sample 147 schools, in 121 schools, the head or chair of the SMC is selected through a selection process. Only in 26 schools, the head or chair of the SMC is selected through an election process. The number of women SMC members in all the studied sample school varies. The total ranges from 4-6 women members in all the education blocks of Sivasagar district. Among the sample 147 schools, highest number of schools (82) had 4 women members, while the lowest number of schools (31) had 6 women members in the SMC. In 34 schools, 5 parent members were found in their SMC.

During study, the responses of headmasters regarding the number of SMC members from the disadvantaged section of society and the educational qualification of women members in SMC committees were also investigated.

Table 4: Responses of headmasters regarding the number of women SMC members

Statements	Amguri			Demow			Nazira			Khelua		
	Responses			Responses			Responses			Responses		
	Numbers of women members (4-6)			Numbers of women members (4-6)			Numbers of women members (4-6)			Numbers of women members (4-6)		
	4	5	6	4	5	6	4	5	6	4	5	6
How many SMC members are women?	20	15	6	23	7	8	21	8	10	18	4	7
Percentage (%)	48.78	36.58	14.63	60.53	18.42	21.05	53.85	20.51	25.64	62.07	13.79	24.14
Total number of respondents/ percentage	41/100.00			38/100.00			39/100.00			29/100.00		

Table 5: Responses of headmasters regarding the numbers of SMC members from disadvantaged sections

Statements	Amguri		Demow		Nazira		Khelua	
	Responses		Responses		Responses		Responses	
	Yes	No	Yes	No	Yes	No	Yes	No
Are there any SMC members from the disadvantaged section?	40	1	38	0	39	0	29	0
Percentage (%)	97.57	2.43	100	0	100	0	100	0
Total number of respondents/percentage	41/100		38/100		39/100		29/100	

Table 5 reveals that all the sample 147 schools have formed the SMC as per the guidelines of the RTE Act, 2009 by representing all sections of society. It has been seen that among 147 sample schools, in 146 schools SMC members were from the disadvantaged section. Only in 1 school in Amguri block, there is no representative member from the disadvantaged section in their SMC.

Table 6 reveals the education qualification of women members in SMC. It is seen that the qualifications of women members in all the studied sample schools vary. Three types of qualifications were recorded, which are, up to 10th standard or pass, 12th pass, and graduation. It is seen that among 147 sample schools studied, in 105 schools, there is a representative women member in the SMC with an education qualification of up to 10th standard or 10th pass, while in 27 schools, there is a representative of women members in the SMC with an education qualification

of up to 12th standard or 12th pass, and only in 15 schools, there is a representative of women members in the SMC with an education qualification of up to graduation.

Based on the result obtained and the above interpretation, it can be concluded that all the sample 147 schools have formed the SMC as per the guidelines of the RTE Act, 2009 by representing all section members. The study also highlighted the education qualification of women members in SMC. It was found that the qualifications of women members in all the studied sample school vary. Three types of qualifications were recorded, which are, up to 10th standard or pass, 12th pass, and graduation. The study reveals that in maximum SMCs (in 105 schools), women members have education qualification of up to 10th standard or 10th pass. Among the sample 147 sample schools studied, in 27 schools, there is a representative of women members in

Table 6: Responses of headmasters regarding the educational qualification of women members in SMC

Statements	Amguri			Demow			Nazira			Khelua		
	Responses			Responses			Responses			Responses		
	Educational qualification (4-6)			Educational qualification (4-6)			Educational qualification (4-6)			Educational qualification (4-6)		
	10 th	10 ² h	Graduation	10 th	10 ² h	Graduation	10 th	10 ² h	Graduation	10 th	10 ² h	Graduation
	30	8	3	25	8	5	29	6	4	21	5	3
Percentage (%)	73.17	19.51	7.32	65.79	21.05	13.16	74.36	15.38	10.26	72.41	17.24	10.34
Total number of respondents/percentage	41/100.00			38/100.00			39/100.00			29/100.00		

SMC having an education qualification of up to 12th standard or 12th pass, and only in 15 schools, there is a representative of women members in SMC with an education qualification of up to graduation.

Table 7 reveals the process of monitoring and supervision of SMC in lower primary schools. It has been seen that in all the blocks maximum schools were not visited by any SMC member. Among the sample 147 schools, only in 50 schools SMC members (any) visit the school regularly, while in the other 97 schools an SMC member does not visit the schools regularly. In block wise analysis, it is revealed that among the 41 schools of Amguri block, only in 24.39 percent schools does an SMC member visit regularly and in 75.61 percent schools there is no regular visit. While in Demow block, among the 38 schools, only in 21.05 percent schools, a SMC member visits regularly and in 78.95 percent schools, they do not visit regularly. Whereas in Nazira block among the 39 schools, only 30.77 percent schools were regularly visited by SMC members and 69.23 percent schools were not visited. In Khelua block among the 29 schools, 68.77 percent schools were regularly visit by

SMC members and 31.03 percent schools were not visited.

Is There Any Register Book for SMC Members for Recording Their Visit Activities and Remarks?

It has been also seen that in the entire block, only 14 schools (9.53%) have a register book for SMC members to record their visit activities and remarks. In block wise analysis, among 4 blocks, only a few schools under 3 blocks have a register book for SMC members to record their visit activities and remarks. In Amguri block, only in 4 schools (9.75%) have a register book for SMC members to record their visit activities and remarks, while in other 37 schools (90.25%), there was no any register book. In Demow block, in all the schools there was no register book for SMC members to record their visit activities and remarks. In Nazira block, only 3 schools (7.69%) have a register book for SMC members to record their visit activities and remarks, while in the other 36 schools (92.31%), there were no any register book. However, in Khelua block, 7 schools (24.14%) have a register book for SMC

Table 7: Responses of headmasters regarding the process of monitoring and supervision of SMC in LP schools

Statements	Amguri		Demow		Nazira		Khelua	
	Responses		Responses		Responses		Responses	
	Yes	No	Yes	No	Yes	No	Yes	No
Is a SMC member (any) regularly visiting the school?	10	31	8	30	12	27	20	9
Percentage (%)	24.39	75.61	21.05	78.95	30.77	69.23	68.97	31.03
Is there any a register book for SMC members to record their visit activities and remarks?	4	37	0	38	3	36	7	22
Percentage (%)	9.75	90.25	0	100	7.69	92.31	24.14	75.86
Have SMC members tried to improve the learning achievement level of the children?	15	26	15	23	4	35	25	4
Percentage (%)	36.59	63.41	39.47	60.53	10.26	89.74	86.21	13.79
Are the SMC members checking the attendance register of the teacher and students?	35	6	30	8	10	29	25	4
Percentage (%)	85.37	14.63	78.94	21.05	25.64	74.36	86.21	13.79
Is the SMC preparing a school development plan?	35	6	30	8	19	20	27	2
Percentage (%)	85.37	14.63	78.94	21.05	48.72	51.28	93.10	6.9
Total number of respondents/percentage	41/100.00		38/100.00		39/100.00		29/100.00	

members to record their visit activities and remarks, while in the other 22 schools (75.86%), there were no register book.

Have SMC Members Tried to Improve the Learning Achievement Level of the Children?

Table 7 also reveals that among the sample 147 schools, only in 59 schools the SMC members tried to develop the learning success level of the children, while in the other 88 schools SMC members did not play any role to develop the learning success level of the children. In block wise analysis, it was also highlighted that in Amguri block, only in 15 schools (36.59%) SMC members tried to develop the learning success level of the children, while in the other 26 schools (63.41%) SMC members did not play any role to develop the learning success level of the children. In Demow block, in 15 schools (39.47%) SMC members tried to develop the learning success level of the children, while in other 23 schools (60.53%) SMC members did not play any role to develop the learning success level of the children. Whereas in Nazira block, only in 4 schools (10.26%) SMC members tried to develop the learning success level of the children, while in the other 35 schools (89.74%) SMC members did not pay attention to develop the learning success level of the children. However, in Khelua block showed good results comparatively with the other blocks, where in 25 schools (86.21%) SMC members tried to develop the learning success level of the children, while in the other 4 schools (13.79%) SMC members were not playing any significant role to develop the learning success level of the children.

Are the SMC Members Checking the Attendance Register of the Teacher and Students?

It has been also recorded that among the sample 147 schools, in 100 schools SMC members were checking the attendance register of the teacher and students to monitor their presence, while in the other 47 schools SMC members were not checking the attendance register of the teacher and students (Table 7). In block wise analysis, it was also highlighted that, in Amguri block, in 35 schools (85.37%) SMC members were checking the attendance register of

the teacher and students to monitor their presence, while in other 6 schools (14.63%) SMC members were not checking the attendance register of the teacher and students. In Demow block, in 30 schools (78.94%) SMC members were checking the attendance register of the teacher and students to monitor their presence, while in other 8 schools (21.05%) SMC members were not checking the attendance register of the teacher and students. In Nazira block, in 10 schools (25.64%) SMC members were checking the attendance register of the teacher and students to monitor their presence, while in other 29 schools (74.36%) SMC members were not checking the attendance register of the teacher and students. In Khelua block, in 25 schools (86.21%) SMC members were checking the attendance register of the teacher and students to monitor their presence, while in other 4 schools (13.79%) SMC members were not checking the attendance register of the teacher and students.

Preparation of a School Development Plan by SMC Committee

During the collection of data on preparation of a school development plan by the SMC, it was found that SMC members play a major role in this aspect. Among the sample 147 schools, in 111 schools SMC members prepared a school developmental plan, while in the other 36 schools, SMC members did not provide their supporting hand in the preparation of a school developmental plan (Table 7). In block wise analysis, it was also highlighted that in Amguri block, in 35 schools (85.37%) SMC members prepared a school developmental plan, while in other 6 schools (14.63%) SMC members were not preparing a school developmental plan. In Demow block, in 30 schools (78.94%) SMC members prepared a school developmental plan, while in other 8 schools (21.05%) SMC members were not preparing a school developmental plan. In Nazira block, in 19 schools (48.72%) SMC members prepared a school developmental plan, while in the other 20 schools (51.28%) SMC members were not preparing any school developmental plan. In Khelua block, in 27 schools (93.10%) SMC members were very active in the preparation of a school developmental plan, while only in 2 schools (6.9%) SMC

members were not preparing any school developmental plan.

Based on the result obtained and above interpretation, it can be concluded that the study on the process of monitoring and supervision of SMC in LP schools was not satisfactory. It was recorded that maximum schools were not visited by any SMC member regularly. Among the sample 147 schools, only in 50 schools SMC members (any) visit the school regularly, while in the other 97 schools SMC members did not visit the schools regularly. Among the sample 147 schools, a maximum of 133 schools' (89.47%) SMCs do not have a register book for recording their visit activities and remarks. Only in 14 schools (9.53%) SMCs have a register book for SMC members to record their visit activities and remarks. Only in 59 schools SMC members tried to develop the learning success level of the children, while in other 88 schools SMC members did not play any role to develop the learning success level of the children. Regarding SMC performance monitoring of academic and school functioning, 68.02 percent (of 100 schools) schools' SMCs monitor attendance of teacher and students. SMC members play a major role in preparation of a school development plan in this aspect. Among the sample 147 schools, in 111 schools SMC members prepared a school developmental plan, while in the other 36 schools, SMC members did not provide their supporting hand in the preparation of a school developmental plan.

Assessing the Roles and Functions of SMC in School Management and Improvements

Table 8 also reveals the responses of headmaster regarding the SMC meet. It has been seen that among the sample 147 schools, only in 75

schools, a SMC meeting is conducted every 30 days, while in 56 schools the SMC meeting is conducted every 45 days. While in the other 16 schools, the SMC meeting is conducted every 60 days. In block wise analysis, it was also highlighted that in Amguri block, 20 schools regularly organise their SMC meetings, 12 schools organise the meetings in 45 days and the other 9 schools organise the meetings in 60 days. In Demow block, 19 schools regularly organise their SMC meetings, 14 schools organise the meetings in 45 days and the other 5 schools organise the meetings in 60 days. Whereas in Nazira block, 20 schools regularly organise their SMC meetings, 10 schools organise the meetings in 45 days and the other 9 schools organise the meetings in 60 days. Again in Khelua block, 16 schools regularly organise their SMC meetings, 10 schools organise the meetings in 45 days and the other 3 schools organise the meetings in 60 days.

Table 9 also reveals the responses of the headmaster regarding the roles and functions of SMCs in managing schools. It was recorded that among the sample 147 schools, only in 120 schools, SMC members check the annual enrolments of children, while in others 27 schools SMC members do not pay much attention toward the annual enrolments of children.

It was also investigated the involvement of SMC members in school processes and found that in 78 schools, SMC members were actively involved in the school's processes, while in the other 69 schools, SMC members were not take part actively in the school's processes.

Investigation was also carried out to know whether SMCs are taking any measures to increase attendance and it was found that in 80 schools, SMC members were taking necessary steps for increasing the enrolment of children,

Table 8: Responses of headmaster regarding the SMC meets

<i>Statements</i>	<i>Amguri (41 schools) Days</i>			<i>Demow (38 schools) Days</i>			<i>Nazira (39 schools) Days</i>			<i>Khelua (29 schools) Days</i>			<i>Total (147) Days</i>		
	30	45	60	30	45	60	30	45	60	30	45	60	30	45	60
Frequency of SMC members' met	20	12	9	19	14	5	20	10	9	16	10	3	75	56	16

Table 9: Responses of headmaster regarding the roles and functions of SMC in managing schools

Statements	Amguri (41 schools)		Demow (38 schools)		Nazira (39 schools)		Khelua (29 schools)		Total Schools	
	Responses		Responses		Responses		Responses		Responses	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Are SMC members checking the annual enrolments of children?	30	11	30	8	35	4	25	4	120	27
Are the SMC members actively involved in school processes?	20	21	18	20	20	19	20	9	78	69
Is the SMC taking any measures to increase attendance?	18	23	20	18	25	14	17	12	80	67

while in the other 67 schools no steps have been taken by the SMC.

Based on the result obtained from the above interpretation, it can be concluded that the study on the roles and functions of SMC in school management and improvements in LP schools was not satisfactory. It was recorded that in maximum schools, SMC meetings were not organised by the schools monthly according to the rules. Among the sample 147 schools, in 75 schools, the SMC meeting is conducted in 30 days, in 56 schools it is conducted in 45 days, while in the other 16 schools, the SMC meeting is conducted in 60 days. It has been also recorded among the sample 147 schools, that only in 64 schools, SMC members daily monitor the attendance of children, in 55 schools SMC members weekly visit the schools for monitoring the attendance of children, while in the other 28 schools, SMC members visit monthly for monitoring the attendance of children. It was also recorded that in case of enrolment of the students, maximum schools, that is about 120 school among the sample 147 schools, the SMC members check the annual enrolments of children, while in the other 27 schools SMC members do not pay much attention towards the annual enrolments of children. In the involvement of school processes, it is found that SMC members in 78 schools were actively involved in the school's processes, while in the other 69 schools, SMC members were not taking part actively in the school's processes. In increasing the attendance, in 80 schools, SMC members were taking

necessary steps, while in the other 67 schools no steps have been taken by the SMC.

DISCUSSION

The present study on the importance of a “School Management Committee in Monitoring and Administration of Universalization and Compulsory Elementary Education: A Case Study” yielded various important results on the structure and process of SMC and the number of SMC members who parents, process of monitoring and supervision of SMC in government elementary school, and roles and functions of SMC in school management and improvements. The observation and results presented in the result section are discussed in the following headings.

Structure and Process of the School Management Committee

The finding of the study indicates that all the sample 147 school studied have a school management committee and they formed the SMC as per the rules of the RTE Act, 2009, which is also similar with the findings of (Teron 2012; Sethi and Muddgal 2017). Teron (2012) who also studied in this aspect on the topic entitled “To study the functioning of SMCs in Golaghat District of Assam” and stated that SMCs were formed as per rules, regular meetings were arranged, training was organised among the SMC

members regarding their roles and functions and also reported that SMCs are aware about their meetings. Among all the sample 147 schools, 121 schools have selected the head or chair of the SMC through a selection process and 26 schools have selected the head or chair of the SMC through an election process. In all the blocks maximum schools selected the head or chair of the SMC, and only a few schools preferred an election process to select the head or chair of the SMC.

The present study also found that the number of parent members in SMC varies from school to school. The total range is 10-12 parent members across all the studied education blocks. The present study showed that in majority of the SMCs (82 schools) sixty-seven percent (67%) are male and remaining thirty-three percent are female representatives, which is also similar with the findings of Sethi and Muddgal (2017), where they reported that seventy five percent (75%) representatives are male and the rest are female. However, the Act instructed that fifty percent participation should be from female members, but here the majority of members are male members.

It was also recorded that in maximum SMCs out of a total of 146 schools, the SMCs are also represented by members from the disadvantaged section, which is also mandated in the RTE Act.

Process of Monitoring and Supervision of SMC in Government Elementary Schools

The finding of the study also highlighted about the process of monitoring and supervision of SMC. The study also reveals that the process of monitoring and supervision of SMC in LP schools was not satisfactory. It was recorded that maximum schools were not visited by any SMC member regularly and maximum (89.47%) SMCs do not have a register book for recording their visit activities and remarks, which also matched the findings of Sethi and Muddgal (2017). They reported in their study that the members are not aware of the functioning of the SMC, which can generate problems in their participation and the process of the SMC. The present findings are also opposite to the study by Teron (2012), where he reported that regular meetings were organised, training was given to SMC members concerning their roles and functions, and SMCs are serious about their meet-

ings. The difference between the results may be because of the different study sites and community, which is beyond the present investigation.

The present study also highlighted that only in 59 schools the SMC members tried to develop the learning success level of the children, while in the other 88 schools the SMC members did not play any role to improve the learning achievement level of the children. The SMC performs monitoring of academic and school functioning, and in 68.02 percent (in 100 schools) SMCs they monitors attendance of teacher and students. This finding also agreed with the finding of Meher and Patel (2018). In their study they reported that SMC members are taking essential steps like checking the attendance registrar of the teacher and students for the betterment of the school and students' achievement

Assessing the Roles and Functions of SMC in School Management and Improvements

The present study also investigated about the roles and functions of the SMC in school management and improvements. It was reported that in some aspects, the functions of the SMC in school management and improvements were not satisfactory. In maximum schools SMC meetings were not organised by the schools monthly according to the rules. Among the sample 147 schools, in 75 schools (50%), the SMC meeting is conducted in 30 days, in 56 schools (30%) the SMC meeting is conducted in 45 days, while in the other 16 schools (10%), the SMC meeting is conducted in 60 days. The present finding is contradicted with the finding of Sethi and Muddgal (2017). It may due to different study sites and location.

A School Development Plan (SDP) is an important responsibility of the SMC. The present study showed that SMC members play a major role in the preparation of a school development plan in this aspect. Where among the sample 147 schools, in 111 schools (75%) SMC members prepared a school developmental plan, in the other 36 schools (25%) SMC members did not provide their supporting hand in the preparation of a school developmental plan. The finding is in agreement with the findings of Meher and Patel (2018), where they reported in their study that cent percent SMCs are taking necessary steps for formulation of a school development plan.

Checking of annual enrolments of children is also an important task of the SMC. The present study also indicated that in 120 schools (81%) SMC members checked the annual enrolments and in the rest 27 schools (19%) SMC members are not checking the annual enrolment, which is similar with the findings of Rout (2014) who also investigated a case study on the functioning of the school management committee in rural elementary schools. In the involvement of school processes it is found that SMC members in 78 schools were actively involved in the school's processes, while in the others 69 schools, SMC members were not taking part actively in the school's processes.

In increasing the attendance, in 80 schools, SMC members were taking necessary steps, while in the other 67 schools no steps have been taken by the SMC members.

CONCLUSION

The development of any nation depends on the quality of its education system. The quality of education depends on the quality management, quality teachers and quality students. Elementary education is the foundation of a society, as the future of a society is nurtured at this platform. Therefore, community participation is an essential requirement in the all round development of a school. School Management Committees should be aware about the rules of RTE and perform their role positively by being willing to work for the school under the RTE Act of 2009. SMCs need to be influential with better capacity and building efforts that equip them to implement school level decisions. They require motivational support, knowledge based training and a need to be mentored to be able to deal with challenges and difficulties, which they come across.

RECOMMENDATIONS

SMCs are required hands-on support to deal with school related issues, and therefore they should receive knowledge-based trainings at regular intervals.

- ◆ Preparation of a School Development Plan should be a part of training and its mock practice should be an integral part of training as well.

- ◆ SMCs should be highly encouraged to organise meetings regularly.
- ◆ Coordination between the school authority and SMC is required to be developed in all aspects.
- ◆ Role of the community and its participation should be more practical and positive in nature. Building awareness among the community and developing personal relationships with the community is an utmost necessity for the SMC's strengthening.
- ◆ A monitoring mechanism should be developed by the state to observe their functioning and provide them onsite support.
- ◆ Best practices of SMCs should be highlighted on various platforms at the district, state and national levels to encourage the SMC, parents and community.
- ◆ Awareness programmes on the RTE Act should be organised among the community members.

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