

**Formation, Functioning and Effectiveness of School Management  
Committees (SMCs) with special reference to Access, Equity and Quality:  
A Study in Mithilanchal Region of Bihar**

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**Abstract**

The current study looks into how School Management Committees (SMCs) are formed, run, and effective with a focus on Access, Equity, and Quality: A Study in the Mithilanchal Region of Bihar. Decentralized governance at the school level is based on the creation of School Management Committees (SMCs) and the development of their capacity to carry out their duties. Section 21 of the Right of Children to Free and Compulsory Education Act of 2009 provided the exceptional provision. The universal foundation literacy among schoolchildren is another argument made in the National Education Policy (NEP) 2020. The National Education Policy (NEP) 2020 outlines equitable and inclusive education for all as the overarching aim for the educational system, along with the Sustainable Development Goals (SDG, 2015) for Education. Furthermore, in a state like Bihar, which has 92.07 million rural residents overall as of the 2011 Census of India. Since 88.70% of the population lives in rural areas, it is crucial to guarantee that the main platform for community involvement is established and runs efficiently. In order to truly involve and mainstream rural peoples in the development process. Since it is an exploratory study, a rigorous field study design using the survey method was used during the study design process. As research techniques, questionnaires and focused group discussions with members of school management committees (SMCs) were used. All the schools in North Bihar's rural areas served as the study's target population. Among the districts in North Bihar, the investigator chose Darbhanga district at random. Additionally, the Ghanshyampur, Kiratpur, Gaura Bauram, and Kusheshwar Asthan Blocks in the Darbhanga district of North Bihar were chosen at random by the investigator. 50 School Management Committees (SMCs) from various Cluster Resource Centers (CRCs) of the blocks have been chosen at random by the researcher. The gathered data and information were examined using content and percentage analysis methods. The findings showed that most schools have formed SMCs and are aware of the 2009 Right to Education Act. However, the SMC members are frequently unaware of their specific contributions to the wider goal of making basic education accessible to all. A mismatch between the instruction they received and how it was put into practice was also discovered. In fact, it was shown that 56% of SMCs in rural areas self-reported that they are dissatisfied with the manner in which they perform. Therefore, it is necessary to reconsider and reflect on the training of SMC members from a variety of perspectives, including training content, procedure, and functioning. Continuous efforts should be made so that they stay motivated and have a sense of ownership over the school throughout the entire training process rather than treating it as an isolated activity focused solely on complying with the

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law. If done correctly, the genuine intent of the decentralised governance policy can be seen and realised.

**Key Words:** School Management Committee (SMC), Cluster Resource Centre (CRC), Right of Children to Free and Compulsory Education Act – 2009, National Education Policy (NEP) 2020, Parents Teachers Association (PTA), Mithilanchal Region, Bihar.

## Introduction and Conceptual Framework

Following independence, Article 45 of the Constitution mandated that the state make every effort to provide "free and obligatory education" for all children up until the age of 14 within ten years of the beginning of the Constitution. Under Article 21 and the 86th Amendment, the right to a free and compulsory elementary education was recognised as a basic one. In order to put this into practise, The Right to Education (RTE) entered into force in India on April 1, 2010. The words free and mandatory are used throughout the RTE Act. The term "free education" refers to a child who is not legally required to pay any kind of fee, charge, or expense that might prevent him or her from pursuing and completing elementary education, with the exception of a child whose parents have allowed him or her to attend a school that is not financially supported by the relevant Government. The term "compulsory education" denotes a duty on the part of the relevant local and state governments to ensure that all children between the ages of 6 and 14 are admitted to, attend, and complete primary school. Parental involvement in children's education is primarily thought to result in enhanced learning results, according to Section 21 of the RTE designed for School Management Committees (SMCs). The Right to Education (RTE) Act required parental participation in schools through School Management Committees in response to this. SMC, which is primarily made up of parents, is in charge of organising and running government schools. SMC members must contribute their time and effort in order for SMCs to improve the accountability of government schools. The School Development Plans are planned and carried out by these groups. Without cooperation between the parent and the teacher, parent involvement is a crucial component of education and the child cannot receive a sufficient education. Each parent and teacher plays a unique and significant role in the education of the kid. Parent involvement is the active and encouraging participation of parents as a teacher's partner and ally in the essential elements of their own child's official and informal education.

Therefore, a Management Committee is the group of individuals who are legally in charge of the group's general management and decision-making. The Management Committee is in charge of organising, supervising, and arranging events in schools. According to Section 21 of the Right of Children to Free and Compulsory Education (RTE) Act of 2009, all government and aided schools across the nation should set up a School Management Committee that would prepare and recommend a School Development Plan, oversee the operation of the school, and also monitor how the money received was used.

Section 21 of the Right of Children to Free and Compulsory Education Act of 2009 defines School Management Committees (SMCs), also known as Vidyalya Prabandh Samiti, as the primary forum for community involvement. It was a deal with the former Village Education Committee (VEC), which had changed its name to Gramin Shiksha Samiti after the passage of the Right to Education Act in 2009. The goal was to broaden the range of community engagement in the whole educational system of the schools. It can also be seen as adhering to the decentralised governance paradigm and ensuring quality all around. The idea gains greater weight when applied to rural communities, which historically have avoided the system and the mainstream developmental process. It is now openly acknowledged that efforts, despite a variety of social policies and constitutional protections, have only slightly improved their socioeconomic situation. However, it must be noted that North Bihar's history over the past 75 years is replete with tales of flooding, evictions, migration, land alienation, and growing marginalisation. Going by any parameters of development, the rural areas of North Bihar are also always figure at the tail end. The situation of the communities that have been pastoral or nomadic is still worse. Rural communities continue to face economic deprivation and lack of access to basic services including quality education.

In this context, proper formation and effective functioning of the SMCs in the rural areas bears great significance for the success of Right to Education Act – 2009 and ensure philosophy of decentralized governance in true sense of letter and spirit.

### **School Management Committees (SMCs):**

Section 21 of Right of Children to Free and Compulsory Education Act – 2009 says about constitution of School Management Committees (SMCs):

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- Formation of School Management Committees (SMCs) with elected representatives and parents (at least 3/4 of members of such committee shall be parents or guardians.
- The School Management Committees (SMCs) shall perform the following functions:
  - i. Monitor the working of the school
  - ii. Prepare and recommend school development plan
  - iii. Monitor the utilization of the grants received from the appropriate Government or local authority or any other source
  - iv. Perform such other functions as may be prescribed

To ensure that the aforementioned process goes as smoothly as possible, the Act also suggests that a Parents Teachers Association (PTA) be established before school management committees (SMCs) are established, and that its members be given regular opportunities for empowerment. It goes without saying that this bottom-up strategy is intended to encourage grassroots institutions to actively participate in the organisational structure.

### **Objectives of the Study**

- To study the status of formation and process adopted in the field level for the formation and functioning of the School Management Committees (SMCs) in rural areas of Mithilanchal region of Bihar.
- To assess the level of awareness among School Management Committees (SMCs) members in general regarding their responsibilities and duties in rural areas of Mithilanchal region of Bihar.
- To study the effectiveness of School Management Committees (SMCs) in rural areas of Mithilanchal region of Bihar with special reference to Access, Equity and Quality.

### **Overview of Literature**

Govinda, R. & Bandyopadhyay, Madhumita (2011) conducted research on “*Overcoming Exclusion through Quality Schooling*”. In the era of globalisation, provision of quality education is increasingly gaining importance across the world. Like elsewhere, it has already been realised in India that equal attention is needed simultaneously on access, equity

and quality to achieve the goal of universal elementary education. It has also been experienced that although the majority of children in India today have access to school education, all of them are not receiving quality education for various reasons, leading to poor learning level, repetition and gradual exclusion from school education. Large achievement gaps are found among different groups of children attending schools located in different regions and managed by government and private providers. Using the primary data collected from 88 schools of Madhya Pradesh and Chhattisgarh, they attempts to critically examine the extent to which the quality of school affects access and participation of children particularly in rural areas. It also investigates problems of inadequate infrastructure and academic facilities: how these are affecting the quality of education; who are the children most affected by poor quality schools and therefore facing problems of locational disadvantage; and the influence of gender and social background of children on their access to quality education.

Govinda, R. & Mathew, A. (2018) argued under heading “*Universalization of Elementary Education in India: Story of Missed Targets and Unkept Promises*” the RTE Act, which became operational in early part of 2010 and which gave effect to the 86th Constitutional amendment, ushered in a radically different policy perspective by viewing elementary education as the Fundamental Right of every child in the age group 6 to 14. The legislation effectively codified the prevalent specification under UEE as the entitlement of every child. By specifying five years as the ultimate outer time limit for ensuring that all children begin receiving the entitlement delineated, the Act purported to put an end to the exercise of setting targets and timelines. By bringing private schools to participate in the provision of free and compulsory education, the Act created an opportunity for addressing the issue of increasing inequity without disturbing the prevalent equilibrium. During the previous decades, FYP preparation had become the occasion for systematic assessment of the extent of achievement in the UEE endeavour. But, with the abandonment of the FYP process, there has been no comprehensive evaluation of the progress made during the last seven years since the RTE became operative. The three-year action plan (Government of India, 2017), brought out by the NITI Aayog, widely considered as successor institution to Planning Commission, makes no reference to the unfinished task of UEE. There is no reference even to covering the residual numbers as mentioned in the 12th FY Plan. The tone and tenor of its reference to

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UEE seem to imply that enough has been done to bring all children into the fold of schooling and now we have only to focus on quality and learning. Unfortunately, the number of children still outside the ambit of schooling, according to Census 2011, is as large as 20 million, constituting 10 per cent of the school-going age population. This has created an illusory feeling of achieving UEE, and the issue of bringing all children in the age group into the folds of elementary education has almost disappeared from all contemporary discourses on school education.

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

Roy, M. M. (2020) conducted a study in Delhi entitled a study of school management committees: challenges and solutions. Strong and sustained community participation in the management of schools can not only enhance transparency and accountability in the education system but also promote a sense of ownership and responsibility for positive change. School Management Committee (SMC) plays an important role in providing quality education. They also have their roles and functions defined by the section 21 of the Right to Education Act and when they work for the schools they definitely tackle challenges. The purpose of the present study was to explore their challenges and to provide solutions for the smooth functioning of SMCs? Only 15 SMC members were purposively selected as sample. Focus Group Discussion with SMC's was used as tool for collecting data. The data were qualitatively analyzed. Findings indicated the challenges in terms of SMC formation, No Regular meetings, Preparation of School Development Plan (SDP), Monitoring of Grants and Lack of cooperation from school administration and solutions in terms of election of SMC

members through proper process as per Right to Education Act , orientation of School Management Committee members, a week ago intimation with agenda for the meetings, active participation of members through School Development Plan, transparencies in the fund flow mechanism and ensuring democratic decentralization in the educational management through SMCs strengthening for educational development at grass root level.

Yousuf (1995) in his study entitled “Role of Community Participation in Compulsory Primary Education in Bangladesh” found School Management Committee (SMC) members were ignorant about their duties and responsibilities; Lack of democratic process in the formation of the committee; SMC and PTA were prevailing without any administrative power; Member Secretaries (Head Masters) did not take necessary steps for proper and regular meeting of the SMCs.

Pailwar, Veena K. and Mahajan, Vandana (2005) found the involvement of community in educational programs which further indicated that the active involvement of the community has facilitated in identifying community specific education issues and formulating effective strategies to address barriers by mobilizing resources within the community.

Tyagi (1999) revealed that a Village Education Committee comprising of citizens with experience, such as retired person and ex-servicemen were more effective. The community of one village was so motivated that they had arranged two teachers for their village-based government primary school.

Singh (2001) found that regular meeting of PTA and SMC strengthen the rapport between the school and the society and ensured better community participation.

Zutshi Bhupender (2003) showed that training to Village Education Committee had an impact on monitoring level specially monitoring enrolment and teaching and learning in school.

Duggal (2005) in her study entitled “A Study of the effectiveness of Bhagidari Yojana in Sarvodaya Schools of Delhi” evaluated the functioning of the Vidyalaya Kalyan Samities (VKSs) found that it is a good scheme of community involvement in the management of

secondary schools. The main thrust is to imbibe in the community a feeling of owing the school so that the school can become an integral part of the community. VKS help also in better coordination between different civic bodies. After the functioning of the VKSs, there has been noticeable improvement in the cleanliness in the school and its surroundings and development of infrastructure. Involvement of RWA members, retired government employees, senior citizens, NGOs, parents etc. brought expertise and transparency in the expenditure of funds.

Kumar Manoj (2008-09) in his study entitled “ a study of the effectiveness of School Management Committee (SMCs) in the management of secondary school of Bihar” revealed that earlier SMC’s were functioning like bodies constituted on the principal of modern management i.e. decentralized they recommended for opening new schools appointment to teachers and other essential work. Now they have become puppet in the hands of either political/ community involvement in education have positive impact on teaching learning process and functioning of school. But due to poor participant in Bihar, the schools lacks basic infrastructure and performs poorly in academic achievement. Ineffectiveness of SMCs in managing schools in Bihar is also responsible of failure of government school and mushrooming of private school, especially unrecognized.

Govinda and Bandyopadhyay (2010) found 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.

Centre for Education, Innovation and Action Research, Tata Institute of Social Sciences, Mumbai (2019) conducted a study on SMC of four states and found 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.



## Methodology of the Study

Since it is an explorative study, intensive field study, mixed method design through survey method was adopted in the process of study design.

## Population of the Study

The target population for the study was all the schools of rural areas of Mithilanchal region of North Bihar.

## Sample of the Study

The investigator has selected Darbhanga, Madhubani and Samastipur district among the Mithilanchal region districts of North Bihar by applying the purposive sampling method. Further, investigator will randomly select 10 blocks from Darbhanga, Madhubani and Samastipur Mithilanchal region districts of North Bihar. The investigator has randomly selected 50 School Management Committees (SMCs) from different Cluster Resource Centres (CRCs) of the blocks.

## Tools of the Study

Questionnaires and Focused Group Discussion with School Management Committees (SMCs) members were employed.

Name of the Tool	Description of Tools
Tool-1: Interview	District Level Questionnaire for the SMC coordinators – This schedule contains all the basic information of state's elementary

Schedule for Government Functionaries	education status and progress, especially covered under the SMC -for all years and areas covered under the study.
Tool-2: 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-3: Members of panchayats, 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-4: Head Teachers(In-charge teachers)	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.
Tool-5: Schedule for Interview of Teachers Representative in SMCs	This schedule captures the perception, views, experiences and challenges, information of teachers (members of SMC)
Tool-6: 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-7: Children 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) fulfillment 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.

## Procedure of Data Collection

Data collected by personal visit and administration of primary tool.

## Analysis Techniques

The study was a mixed method design resulted in both quantitative and qualitative data that supplements 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 report in alignment with the objectives of the study.

## Results and Discussion

Data analysed and discussed here in the terms of formation and functioning of SMCs. The awareness levels of the SMC members are studied in three different and broad areas such as access, equity and quality. An attempt was made to study how far they are versed with those aspects in general and through different possible acts in particular when they meet and discuss in the SMC meetings.

**Table – 1: Formation and Functioning of SMCs**

Aspects	Yes		No	
	Number	Percentage %	Number	Percentage %
Formation of the SMC	50	100	0	0
The members of the SMC are chosen from a due process (after the formation of PTA)	50	100	0	0
The members of the SMC are trained	50	100	0	0
SMC meets in every month	28	56	22	44
SMC meetings are recorded in a resolution copy	30	60	20	40

In the table-1 data shows, in all the 50 schools the School Management Committees are formed but the processes adopted in the schools are different. In 40 % schools the members of the SMC are elected whereas in 60% schools the members of SMC are selected or it was on the mutual understanding process among the members of the Parent Teacher Associations. The good part of the process is that, in all the 100% schools the members are chosen after the formation of Parent Teacher Association, which is mentioned in the Act as well, and likewise in all the schools that is 100% school the training of SMC members has

taken place. Further 60% of SMCs was reported to have monthly meetings but in 40% SMCs the meeting fluctuates. The provision of documenting the proceedings of the meetings in a resolution copy or register is done in 60% SMCs whereas 40% are yet to follow the practice.

Thus it may be concluded that through the SMCs are formed in the schools of rural areas but their effective functioning is still a question mark, as most of the members in the SMCs are either not properly trained or even if they are trained, the nature of engagement in the process is not comprehensive and complete.

**Table – 2: Level of Awareness among SMC Members – Access**

Access	Yes		No	
	Number	Percentage %	Number	Percentage %
School has a connecting road	20	40	30	60
School has a boundary wall/green fence/wire fence	35	70	15	30
School has a gate	40	80	10	20
Plantation in school campus	15	30	35	70
School has required number of classrooms	17.5	35	32.5	65
School has safe drinking water facility	10	20	40	80
All the enrolled students have received free textbooks	40	80	10	20
Ensured distribution of school uniform (Poshak Yojna)	40	80	10	20
Ensured the distributions of mid-day meal among students	50	100	0	0
Reviewed and monitored the school health programme and ensure maintenance of students health profile	2.5	5	47.5	95
Ensured eligible students are provided pre-matric scholarship	7.5	15	42.5	85
Gauged the teachers attendance, regularity and punctuality	0	0	50	100

In the table-2 shows 40% SMCs have ensured that a road is connected to the school and 60% SMCs have ensured that a road is not connected to the school. Further 70% SMCs have ensured the schools has a boundary wall/green fence/wire fence and likewise 80% SMCs have ensured the school has a gate. Though all those aspects involves financial

component but at the same time it also exhibits that, at least there is awareness among the members regarding the safety and security of students. But on the other hand those aspects that do require involvement and attitude the SMCs are not proactive or remain uninvolved. This could be seen as; only 30% SMCs have been able to beautify the school environment through the different enrichment programmes like plantation in school campus.

20% SMCs ensured safe drinking water facility. Apart from it there are few aspects mostly incentives and enrichment programmes run by the government like distribution of text books, uniforms and serving mid day meals to all most of the SMCs that is 80%, 80% and 100% have been involved respectively. However, again the aspects in which they have miserably failed are the review and monitoring of the school health programme, providing stipend and scholarships to all the eligible students that stands to 5% and 15%. In case of gauging regular attendance and punctuality of the teachers none of the SMCs have been able to do it.

Thus it may be concluded that, though the SMCs are aware about few of that acts that ensure access in one or other form but in most of the critical aspect they still do not have any idea or interest. Further, it must be noted that, those areas where they have shown proactive engagement or awareness are mostly financial and regular since the previous days.

**Table – 3: Level of Awareness among SMC Members – Equity**

Aspects	Yes		No	
	Number	Percentage %	Number	Percentage %
Ensured the school has facilities for the children with special needs	0	0	50	100
Ensured the school has separate toilets for teachers/staffs	15	30	35	70
Ensured the school has separate toilets for girls students	27.5	55	22.5	45
Ensured the school has separate toilets for boys students	17.5	35	32.5	65
Ensured the enrolment and continued attendance of all the children from the neighbourhood in the class	50	100	0	0
Has the SMC planned for enrolment of out of school children (never enrolled	50	100	0	0

or drop outs)				
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The table-3 explains the awareness of SMC members with respect to equity dimensions. It was found that in none of the schools SMCs have been able to ensure any facilities that meet the requirement of children with special needs. These are like separate toilet, rail and ramp in proper condition, sports materials, teaching learning materials etc. Further only in 30% SMC members have ensured the school has separate toilets for teachers or staffs, although this was common for both male and female staffs. Similarly, for ensuring separate toilets for girl’s students and ensuring separate toilets for boy’s students 55% and 35% SMCs have succeeded. However, in ensuring complete enrolment and continuity of all children’s attendance, 100% SMCs have been succeeded. As a result there is no out of school children in the age group of 6-14 years in the respective areas as reported.

This, it can be concluded that , although the SMCs have been able to enrol all the children in the school but they have to be aware and work accordingly to address the need of each children is fulfilled as a matter of equitable education provision as specified in the RTE Act – 2009.

**Table – 4: Level of Awareness among SMC Members – Quality**

Aspects	Yes		No	
	Number	Percentage %	Number	Percentage %
Coordinated with other organizations like Anganwadi centres connected with primary education	10	20	40	80
Ensured the subject and class wise school time-table available	0	0	50	100
Ensured the students portfolios are maintained	0	0	50	100
Monitors record of students progress is maintained in the school	0	0	50	100
Ensured classroom has a reading and TLM corner	5	10	45	90
Ensured lesson diary maintained and used by the teacher	4	8	46	92
Ensured there is availability of useable blackboard in the class	10	20	40	80

Assured blackboard is used by the students	9	18	41	82
Reviewed coverage of courses/syllabus	4	8	46	92

The table-4 explains their awareness with respect to quality aspects and the different steps they have taken in the school or classroom. It was found that 80% SMCs have not coordinated with any other organizations particularly with the Anganwadi centres as a result the linkage and transition from pre-primary to primary schooling is somewhere not being prioritised among them. Continuing their awareness on quality aspects further it was found that none of the SMCs have ensured the school time-table is available in the school, though it was seen in the school but the concerned SMC members were not aware of that. Similarly, neither any of the SMCs maintained student's portfolios nor they monitor record of student's progress in the school. Inside the class only 10% SMC have ensured classroom has a reading and TLM corner. The 8% of SMCs has ensured lesson diary is maintained and used by the teacher. However, there is a slight increase in terms of other indicators, as 20% SMCs have ensured there is availability of useable blackboard in the class and 18% have assured blackboard is used by the students but when it comes to review on coverage of syllabus , only 8% could see or ensured.

Thus it may be concluded that, SMCs were not much aware on the quality dimensions and have not entered to the classroom teaching. It may be because of their own limited education and restriction in engaging themselves in teaching learning activities.

### **Self Assessment with their own Nature of Functioning SMC**

A self rating scale was developed and asked to rate themselves with their overall performances as mark 3 if very much satisfied, mark 2 if satisfied and mark 1 for not satisfied. It was found that 56% of SMCs are not satisfied with their own way of functioning as they should have been. 26% are quite satisfied and only 18% are very much satisfied. This shows that about half of the SMCs members feel that somewhere their involvement is not up to the level as a matter they are not able to discharge their duties effectively. So the satisfaction level of SMC members with the training imparted to them is quite discouraging.

As only 18% SMCs are satisfied with the overall training, whereas 56% SMCs were not satisfied with the training imparted to them.

During the focused group discussion it was also shared that the communication and capacity building activity organized by the administration is neither suiting to their timing nor interesting. They also shared that, since it is done once in a year, they mostly forget the contents or points told to them during the training. Therefore, they again just discuss the matter related to finance and any other if the headmaster or head teacher or chairman proposes. It may be concluded that, due to the poor or non-engagement of SMC members in regular meetings results in slow or poor performance of the school on the whole.

### **Educational Implications**

The results of research would bring forth many implications for policy making either for the Mithilanchal region of Bihar or the country and contributions to the society.

- **Short-term implication:** visible through better SMC constitution and selection procedures, more involvement of SMC members in decision making processes and committee meetings, with growing awareness of the roles and responsibilities that school improvement requires.
- **Medium-term implication:** SMCs gradually expands their role to become academic supervisors alongside school officials and is fully involved in the learning progress of children. This impact would be manifest in improved service delivery by school principals, teachers and education/school system officials at district/ block/cluster level.
- **Long-term implication:** would be observable in societal change, where disadvantaged sections of the population and women represented by SMCs have noticeably enhanced their knowledge, skills and capabilities. The community will feel empowered and become accountable to the school and the school will become accountable to the community.

### **Conclusion**



The SMC members in most of the schools have been noticed with basic knowledge on the different provisions of the Right to Education Act – 2009. However, in most of the schools members are not aware about their roles and responsibilities towards larger goal of universalization of elementary education. It includes planning for development of educational institutions in neighbourhood areas, annual census of all children within the age group 6-14 years, ensuring enrolment, retention, and completion of elementary education of all eligible children and ensuring regular attendance and prevention of drop outs. If at all, they are aware it is restricted to certain schemes or provisions like mid day meals, uniform distribution, free textbooks etc. But putting the other dimensions from the lens of access, equity and quality is still a distant dream in rural areas of north Bihar. Thus it is high time to rethink and reflect on the training aspects of the SMC members from training content, process and functioning aspects. Further, the SMC training especially, in rural areas must be done in consultation with the members that suits to their availability and participation process. Further the content of the training must be context specific and appealing to them, so that they can relate themselves and enjoy the training. Some kind of appreciation mechanism can also be planned. Above all the training process should not be isolated activity just meeting the statutory compliances rather continuous efforts should be made to so that, they remain motivated and take ownership of the school. If done so, the true spirit of decentralised governance policy can be reflected and realised in practice.

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