

SMC Strengthening Program

Community played important role to encourage different education system in different age but till now community had no direct involvement in the education system to influence. The Educational Institutions are being understood as a separate body form the community. Before coming RTE into the force, decision making power of education institution (school) was in the hand of Government.

How the school should run was in the hand of government. We are witnessing the increasing commercialisation of education and on other hand, inadequate public funding for education and the official thrust "Alternative"; schools. These factors indicating a shifting of responsibility for education from the state to the Community. RTE implementation will play key role in the upcoming education system in India and will help to establish community-based schooling system. After coming RTE, the ownership is being shifted from government to Local community. SMC has a very crucial role in achieving the goals of RTE. It has tremendous potential to change the existing system of education, functionaries and stakeholders. Through positive action and a

constructive dialogue with other stakeholders the SMC can work towards reinstating a well-functioning school system. Consistency of positive actions by SMC will change the dynamics and solutions will begin to take shape, first at local levels and then at the larger systemic levels.

What is SCHOOL MANAGEMENT COMMITTEE (SMC)?

School Management Committee is one of the most powerful democratic decision-making body of the school. It comprises parents, Local authority, teachers, Head Master, educationist and students.

It covers almost all the stakeholders of a school, who can influence the school by his/her decision. This body has power to take decision regarding all the issues which is related to school and child. The decision taken by SMC will be accepted by all. This committee has great responsibility to implement the RTE act. This committee is formed for 2 years and then again election or selection process happened to form SMC in the school.

Role and responsibility of the School Management Committee (SMC):

- To manage its affairs, the School Management Committee will elect a Chairperson and Vice Chairperson from among the parent members. A decision will not be Valid whenever 75% members of this committee will not present in the Meeting.

1) The Head Teacher of the school shall be the ex-officio Member secretary of the School Management Committee and will carry out all election/selection related work. He/ She will also be responsible for conducting the monthly meetings of the School Management Committee.

2) 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.

3) Monitor that teachers are not burdened with non-academic duties and help out to minimize their work.

4) Ensure the enrolment and regular attendance of all the children in the school.

5) Monitor the maintenance of the norms and standards prescribed in the RTE act.

6) Bring to the notice/ discuss with the school staffs of any deviation, in particular mental and physical harassment of children, denial of admission, or timely provision of free entitlements.

7) Identify the needs of the school, Making School Development Plan (SDP) as per the RTE guidelines/norms.

8) Monitor the implementation of the Mid-Day Meal in the school.

9) Visit an annual account of receipts and expenditure of the school in the monthly SMC meeting.

10) Any money received by the School Management Committee for the discharge of its

functions under this Act, shall be kept in a separate account, to be made available for audit every year.

11) The accounts should be signed by the Chairperson, Vice-Chairperson and Member-Secretary of the School Management.

Challenges of SMCs.

- 1) The foremost challenge in the proper functioning of SMCs is the lack of a democratic selection process.
- 2) Hostility towards SMCs from teachers and teacher unions
- 3) Lack of faith in illiterate or semi-literate parents' ability to play the envisaged role
- 4) Lack of autonomy: SMCs operate in an environment that allows them very little autonomy to hold the school accountable for the quality of education delivered. SMCs function in an extremely centralized system of governance, where even states have very little flexibility.

5) Lack of clarity on the actionable point for decision making around various educational issues:

the fact that education officers are often ill-equipped in terms of time, resources and mind-

set, to be actively engaged in the activation of SMCs

6) Difficulty in adopting SDPs in a rigid top-down planning system that school level SDPs rarely find their way beyond the block level office to the district level office.

7) Resources available to SMCs: The quantum of funds that are available to SMCs are in fact decreasing and hence this further erodes the ability of the SMCs to effect real change in the functioning of the school.

8) Lack of empathy between parents and teachers.

9) Absence of state or national level network to take forward SMCs' agenda.

10) Lack of clarity on the objectives of SMCs in terms of members having a managerial or monitoring role

→How SMC can be made more active and effective?

- 1) Making selection process of SMC more democratic and effective
- 2) Ensuring proper constitution of SMCs through a democratic process
- 3) Proper training– helping them understand their roles and responsibilities and the tasks before them
- 4) Creating confidence in them that they are capable of bringing about change in their schools
- 5) Making them understand the unique role of teachers and importance of winning them over
& building an alliance with the teachers to change schools
- 6) Setting up a mechanism and process of social audit of the various aspects of schools
including participation and learning achievement
- 7) Formation of national or state level bodies to take forward SMCs agenda
- 8) Creating social capital of SMCs as institutions, that is, using social recognition as an incentive for parents to participate in SMCs
- 9) Operating Methodology

10) The methodology has been described in phases as definite timelines cannot be set. 4 phases have been defined:

