This book focuses on School Management Committees (SMCs) in tribal areas of Jharkhand and Chhattisgarh, underscoring the critical role of parents in enhancing the quality of education. It also sheds light on challenges related to school infrastructure and the representation of SMCs. The book proposes recommendations, including training and incentives for SMC members.

It introduces the Right to Education (RTE) Act of 2009, emphasizing that education is a fundamental right for all children, including those from disadvantaged groups and children with disabilities. The RTE Act stresses the importance of creating inclusive, accessible, and adaptable learning environments and aims to eliminate discrimination while promoting equality, particularly for socially disadvantaged children.

The book discusses the specific context of Jharkhand and Chhattisgarh, touching on tribal populations, economic disparities, literacy rates, and the educational challenges faced, especially within tribal communities. It highlights the significance of inclusive schools in these states, accommodating children with disabilities up to 18 years, and underscores the vital roles of volunteers and parental involvement in fostering supportive educational environments.

The composition and responsibilities of School Management Committees (SMCs) under the RTE Act are outlined, with a focus on the inclusion of parents, representation for disadvantaged groups, and gender diversity within these committees. These SMCs play a pivotal role in school planning, operational monitoring, and grant oversight. The study highlights the need for enhanced SMC involvement in effectively managing inclusive schools for tribal children and those with disabilities in Jharkhand and Chhattisgarh.

The book explains the research methods used in the study, including a qualitative approach, observations, and interactions. The study involved a sample of 35 schools in Jharkhand and Chhattisgarh, revealing significant challenges in the infrastructure of non-residential schools, especially in rural areas. The study underscores the crucial role of School Management Committees (SMCs) in implementing the RTE Act and emphasizes the need for their active involvement, understanding, and representation to improve the education system.

A summary table highlights the various challenges faced by schools in Gumla, Jharkhand, and Chhattisgarh. These challenges encompass inadequate staffing, insufficient infrastructure, accessibility problems, and limited School Management Committee (SMC) participation. Students with disabilities often lacked the necessary support and individualized education plans. Some schools faced overcrowded classrooms, insufficient facilities like proper toilets, and concerns about computer security. The degree of SMC involvement varied, ranging from minimal engagement to active participation in civil work and scholarship distribution. These findings collectively underscore the need for comprehensive reforms to enhance education quality and address infrastructure and staffing challenges in these schools in Jharkhand and Chhattisgarh.

The book also addresses the constitution of School Management Committees (SMCs) in Jharkhand and Chhattisgarh, highlighting the limited representation of socially disadvantaged parents, the prevalence of illiterate SMC members, and the challenges stemming from migration and low awareness of government incentives.

Furthermore, the book discusses the challenges related to school infrastructure. These include inadequate accessibility for children with disabilities, non-compliance with guidelines, non-functional computers, and concerns about computer security. The overcrowding of hostels in residential schools, the absence of medical provisions, and safety and security issues, particularly for female students, are also noted. The scarcity of functional computers, the lack of regular computer teachers, and the subpar quality of education and facilities in tribal areas are highlighted. These observations collectively underscore the urgent need for reforms to improve education quality, infrastructure, and security in these schools in Jharkhand and Chhattisgarh.  
  
In the tribal regions of Jharkhand and Chhattisgarh, challenges like overcrowded hostels, inadequate medical facilities, and infrastructure issues hinder education. School Management Committees (SMCs) often lack active involvement, while safety concerns, especially for female students, add complexity. Dantewada district in Chhattisgarh presents specific insights. Schools like Katekalvan Kanva Ashram, Kanva Madhyamick Ashram, and Gurukul Awasia Vidyalaya accommodate students with varying degrees of parental and SMC support. Astha Gurukul Vidyalaya and Government Balak Ashram Shala provide modern facilities but face challenges with SMC participation. Kasturba Gandhi Kanya Avasiva Vidyalaya and Govt. Naveen Kanya Ashram Vidyalaya cater to girls facing language barriers and Naxalite-affected backgrounds, while Govt. Kanva Avaisva Shala offers safety and free education to displaced students. Lastly, Kasturba Gandhi Balika Vidyalaya houses girls from Naxalite-affected families with limited SMC involvement due to a lack of awareness.

Tribal schools face challenges due to language barriers and limited resources. Many students engage in non-academic activities due to a shortage of full-time teachers and librarians. School Management Committees (SMCs) are underutilized, and the Rights of Persons with Disabilities (RPD) Act is inconsistently applied. Teachers should adapt materials for children with disabilities and use tribal languages for inclusivity.  
  
In Chhattisgarh, School Management Committees (SMCs) played an active role in monitoring school activities, but there were infrastructure challenges like water, electricity, toilets, and seating. Communication issues hindered community participation, and resource teachers for children with disabilities were lacking. The study highlighted the need to educate SMC members on CWD education and train professionals as per the RPD Act 2016.

In both Jharkhand and Chhattisgarh, SMCs exist in all schools but are inadequately involved, with limited training materials. Language barriers and overcrowding are issues, particularly in residential schools. Awareness about essential facilities and support services for tribal and disabled children is lacking, although some SMC members actively contribute to teaching and child assessments.

Creating inclusive tribal education faces challenges, such as language barriers and limited resources. Solutions include using mother tongue textbooks, flexible curricula, teacher training, and technology for parental engagement. Enhancing governance and monitoring mechanisms is crucial to improve education in tribal areas.