

A Study on the Impact of training on SMC members and functioning of the SMC: Evidence from Jharkhand

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1.0 Background

The management and administration of school was always envisaged to follow the federal setup, where school education comes under the concurrent list¹ of the Constitution. The Union was expected to make overarching policies related to education (for example National Curriculum Framework that guides curriculum setting for different states as well as forms the basis of State Curriculum Framework for some states), manage central government schools like Kendriya Vidyalaya and Jawahar Navodaya Schools and offer National Boards of Affiliation (CBSE and NIOS). States could perform similar functions i.e. frame state-level policies (e.g. recruitment of permanent teachers only), manage state government schools and offer state-level Board of Affiliation. Further, decentralisation process in education was initiated through the National Policy of Education (1986), Revised Plan of Action (1992) and 73rd and 74th Amendment of the Constitution in 1992.^{2,3,4}

The National Policy of Education (NPE) 1986 and the Revised Plan of Action (POA) 1992 clearly envisaged decentralisation as a mechanism for educational governance and a means for promoting a 'spirit of autonomy for educational institutions' in India. Since the mid-1990s, the decentralisation of educational governance at the school level in India has been guided by two kinds of legislative and policy framework: one emanating from 73rd and 74th constitutional amendments for third tier of government, and the other flowing from education policies, programmes and laws such as Right to Education Act (RtE) 2009.

A number of basic education projects started in the 1990s including District Primary Education Programme (DPEP) with support of various international agencies also promoted decentralisation. . During the conceptualisation of District Primary Education Programme (DPEP), community ownership of school-based interventions and programmes was highlighted, creating pathways for decentralisation during planning⁵. Setting-up of a Village Education Committee (VEC), at school or village level, was incorporated in DPEP, with at least 50% women members. They were expected to promote enrolment and retention along with school effectiveness and teacher attendance. These school level committees were linked with Gram Panchayats to ensure accountability of the VECs⁵. They were also

¹Seventh Schedule, Article 246, List III – Concurrent List, The Constitution of India

² The Constitution (Seventy-Third Amendment) Act, 1992; The Constitution (Seventy-Fourth Amendment) Act, 1992

³Dash, R. K., Panda, B.N. *Effectiveness of Village Education Committees on Promoting UEE – A Case Study*, All India Association for Educational Research (AIAER), Vol 21 No 1, pg 95-98, June 2009

⁴Govinda R. and Bandyopadhyay, M. (2010) Changing Framework of Local governance and Community Participation in Elementary Education in India, CREATE Pathways to Access Research Monograph No.35, New Delhi/Brighton: NUEPA and University of Sussex

⁵ Department of Foundations of Education, Study of role of VEC/PTAs/SMDs/Urban local bodies etc. in School Management and Supervision in the Context of SSA, National University of Education Planning and Administration, New Delhi

expected to raise local funds for infrastructural development of the school⁶. Thereafter, SarvaShikshaAbhiyaan (SSA), literally meaning campaign for education for all, started in 2000-01 and is currently the main vehicle for attaining universal elementary education in the country. Patterned along DPEP, it emphasised the involvement of all kinds of community groups in educational governance. It called for 'community ownership of school based interventions through effective decentralisation' and hoped to augment the community participation by involving women's groups, Village Education Committee (VEC) members and members of the Panchayati Raj Institutions (Government of India, 2000). With SSA the role of VECs was defined clearly to ensure their involvement in the management of the school at the grassroot level. Under DPEP and SSA, members of VECs were given training to involve them in processes that affect their lives. Awareness regarding VECs and existing education-related schemes, empowerment of members, sensitization of issues, knowledge about education system and skill building were some of the topics covered⁷.

The Right to Education Act(RTE) 2009, which makes basic education a fundamental right for every child in the age group of 6 to 14 years makes it mandatory for every school to have a School Management Committee (SMC). Section 21 of the RTE Act specified that all schools (Government and Aided) need to establish a SMC "consisting of the elected representatives of the local authority, parents or guardians of the children admitted in such schools and teachers." (Section 21(1), Chapter IV, RTE Act 2009). The SMC has been given the important role of initiating School Development Plans and monitoring the implementation of the plan as well as fund-use.

School Management Committee in Jharkhand

The School Management Committee (SMC) was constituted after the enforcement of RTE Act in Jharkhand in May 2011. The state has its own rules on RTE which have been circulated to all the districts. Other than the Gram Panchayat (GP) in villages, every school has two committees overseeing its functioning - the Village Education Committee (VEC) and the SMC. The VEC has 13 members and SMCs have 16 members with 50 per cent women and others represented as specified by RTE. After rolling-out RTE, the Government of Jharkhand has made its own rules to implement RTE wherein details of SMC constitution and the roles and duties of members are clearly mentioned. (Jharkhand Gazette published by Government of Jharkhand No. 313 dated 14th May 2011). The idea was to empower SMCs to take over the functions carried out by the VEC and the VEC to gradually phase out.

The tenure of the SMC was decided as three years. Out of the 16 members of the SMC, 12 members were expected to be parents/guardians of children studying in the school. Out of the remaining four members, one would be an elected representative of the local authority; one should be a teacher (nominated by other teachers); representative of the School BalSansad and Head Teacher/Master/Senior Most Teacher of the school. Each SMC was designed to have a Chairperson and a Vice-Chairperson, to be elected amongst the parents/guardians with Head Teacher as the ex-officio convener of the Committee. Apart

⁶Rao, D.B.(Editor), District Primary Education Programme, Discovery Publishing House, New Delhi 1998

⁷Menon, P., *Content Analysis of Training Modules for Village Education Committees: A Study of Seven DPEP States (Part II)*, National Institute of Educational Planning and Administration, June 2001, New Delhi

from ensuring school effectiveness and developing a need-based SDP, SMCs in Jharkhand are also expected to spread awareness regarding rights of the child and duties of the various authorities (Government, Local Body, Parents/Guardians and Teachers); ensure teacher attendance and no private tuitions to be conducted by any teacher of their school along with ensuring enrolment, retention and maintain the norms of the school as specified in the Act. One of the most important functions to be performed by the SMCs is the School Development Plans (SDP), which all the members are supposed to make in congruence. Relating school grants to School Development Plans under RTE adds a new dimension to utilization of school grants, Maintenance grants etc. This envisages that current practice of providing predetermined schematic budgets is replaced by and providing support based on plans developed by School Management Committees. Besides capacity building of SMC, on-going support of the PRI (local authority) is also essential. PRIs will have to play a crucial role in provision of facilities mentioned in the Act.

The JEPC has issued further guideline to ensure that SMCs are enabled to function in an effective manner and arrangements are made for adequate capacity building. Jharkhand Education Project Council (JEPC) has developed a special module titled “Swamya” for SMC training. This module covers basic information about Right to Education, current education status, importance of community involvement in education, SDP, use of grants and account keeping. During 2009-10, about 2 lakh SMC members were trained⁸. Residential and non-residential community training was conducted during 2010-11 where 33,669 and 2,46,982 participants were trained respectively⁹. During 2011-12, a 3-day non-residential training for SMC members was undertaken at block level. About 1.5 lakh SMC members were trained during this financial year¹⁰.

During 2009-10, monthly meetings of the SMC, AamSabha of the village every three months, upto date Account keeping at Block Level was conducted by JEPC. BalMela and VEC Sammelan was also organised to increase women participation in SMC. Awareness campaigns through hoardings and posters were also implemented¹⁰. Similar activities were also undertaken during 2011-12.

In June 2015, Human Resource Development (HRD) Department announced¹¹, during a state-level consultation on RTE and SMCs, that new guideline for SMCs were being developed by the State. After the implementation of these guidelines, SMCs will be solely responsible for running the school. They will also be made responsible for Mid-Day Meals (MDM) as well as students’ attendance and timely conduct of classes.

The Right to Education places immense importance on the SMCs. The SMCs need to function as an inclusive, effective local level body at the school level. The role expectations from SMCs are multidimensional and includes more than just financial and management roles. With RTE 2009 becoming a fundamental right and an overarching law guiding the school governance, the states have witnessed more changes in this regard. Also, some research studies and feedback received through other mechanisms pointed out the disconnect between what was envisaged and what was really happening at the ground level

⁸Annual Report and Audited Accounts, Jharkhand Educational Project Council, Ranchi 2009-10

⁹Annual Report and Audited Accounts, Jharkhand Educational Project Council, Ranchi 2010-11

¹⁰Annual Report and Audited Accounts, Jharkhand Educational Project Council, Ranchi 2011-12

¹¹*School committees to get more power*, The Telegraph, Ranchi, 15 June 2015

vis-à-vis the VECs and similar bodies.¹² The Centre for Budget and Policy Studies conducted a 5 state study on Community Engagement with Schools. The study cites were – Jharkhand, Bihar, Odisha, Andhra Pradesh and Uttar Pradesh. The study provided important pointers towards the role, constitution and functioning of SMCs in these 5 states. The field work in Jharkhand revealed that even though SMCs were constituted in most school there were gaps in terms of capacity building, grievance redressal and convergence between the SMCs and teachers.

Taking the above mentioned facts into consideration, this study examines the following-

1. Process of constitution of School Management Committee.
2. How Functional are School Management Committee.
3. Effectiveness of School Management Committee.
4. Role and Function of SMC.
5. Level of understanding of their roles and responsibilities.
6. Extent of increase of their knowledge about finance and audit and its proper use.
7. Effectiveness of SMC training.
8. Suggestion to improve the function of SMC.

¹²Please refer to SSA 14th and 15th Joint Review Mission Reports, July 2011 and January 2012. The JRM reports mention visible gaps in functioning of the SMCs, especially in terms of monitoring and financial activities. The missions also reported gaps in information present with the SMCs. The missions stated in its findings that in some states the composition of the SMCs was not inclusive of the diversity of the state. Please refer to Life Education and Development Support (Oxfam India) and Jharkhand Right to Education Forum study on Realisation of RTE ACT 2009 in Jharkhand. (Citizen's Charter of Demands, December 2012, Jharkhand) (2011), and School Management Committee and RTE 2009, American Indian Foundation, Learning and Migration Programme, New Delhi for additional such feedback on SMCs.

2.0 Sample and Methods Used

Five districts were selected upon consultations with the JEPC officials. These districts were - Dumka, Giridih, Latehar, Lohardaga and West Singhbhum. In each district, three blocks were selected and in block there were 10 schools that were selected. The sample was spread over the state in order to ensure that sample covers variance.

District	Block
Giridih	Giridih
	Bagodar
	Pirtad
W. Singhbhum	Goilekra
	Tantnagar
	Chakrdharpur
Lohardaga	Lohardagga
	Kuru
	Bhandra
Dumka	Sikripada
	Dumka
	Jarmundi
Latehar	Latehar
	Berwadih
	Chandwa

2.02 Methods Used for Data Collection

Both qualitative and quantitative techniques of data collection were used for the study. Basic techniques of social science research like Literature review, policy review, interview observation, schedule, focused group discussion were used.

A detailed literature review was conducted with a focus on -

- Relevant PRI Acts, rules, amendments
- Right to Education (RTE) rules and amendments
- Relevant Government orders (GOs)
- SMC training modules (content as well as intended processes)
- Guidelines for internal processes, SMC formation and SDP development (from any of (a)-(c) above, or additional policy statements for the purpose)
- SSA Joint Review Mission (JRM) reports
- Research papers, books, studies

The desk review helped in (i) mapping the structures, their envisaged role, the powers that are envisaged to be transferred and capacity building efforts, and (ii) analysing the feedback that the existing studies and other reports point out to.

The consultations were held at the levels of state, district, block, village and school. The following metric provides an idea regarding the people tried to consult at various levels:

Level at which consultation was held	Persons consulted
State	SarvaShikshaAbhiyan (SSA) officials, JEPC Officials
District	SSA officials and JEPC Officials
Block	Block Education Officer (BEO), Block Resource Centre (BRC) personnel/ Block Resource Person (BRP)
Cluster	Cluster Resource Centre (CRC) personnel
School/ village	Headmasters, Teachers, SMC members, Panchayat members

A stakeholder mapping was undertaken to outline all the stakeholders in school management at various levels, their roles in the system were assessed and accordingly tools were developed.

Stakeholder Interviewed	Total Number of Interviews Conducted
School Headmaster/Head teacher	155
SMC President	155
Parents (SMC members) (through Focus Group Discussions)	584
Block Level Officials(through Focus Group Discussions)	15
District Level Officials	3
State Level Officials	2

The tools were of two kinds, flowing from the kind of data collection method that was adopted. The first kind was open and close ended questions for semi-structured interviews and the other was guidelines for Focus Group Discussions (FGDs).

(i) Semi- structured interviews were conducted with Head Masters/teachers who are ex-officio members of SMCs, SMC Presidents and Vice- Presidents. The questions ranged from getting information on the composition of the teachers, SMC members, process related information on election/selection of SMCs, meetings, trainings and information on the actual roles performed by the SMCs. This included assessment of their knowledge level on their expected roles and also the actual performance of roles and functions.

(ii) Focus Group Discussions (FGDs) were conducted with SMC members and Block level/Cluster level officials. The discussions were guided by questions related to processes, functions and convergence. The Block and Cluster officials were also asked questions on their opinion on the functioning of the SMCs.

Apart from this, a document collection activity was taken up at all the levels - state, district, block, cluster and school.

1) Training manuals for SMC/VEC/teacher/HM or any training oriented towards community engagement.

2) Training manuals for master training of BRC/CRCs.

3) All government orders, acts, amendments, circulars relevant to community engagement

- 4) Pamphlets/books circulated to enhance community engagement in the state
- 5) Evaluation study or report by the government/NGOs/other research bodies on community engagement.

Attachment I provides the tools used for the field visits.

3.0 Structures for Community Engagement in Schools: Composition, Formation and Inter-linkages

3.01 Mandated Composition of Schools Management Committees (SMCs)

In Jharkhand, Village Education Committees (VEC) work along with the SMCs in managing the schools. The role of the VEC is limited to activities of civil works and MDM and it is believed that the VEC in Jharkhand will automatically dissolve after the civil works (related to the following of the RTE norms) are over and the duties of MDM will gradually be shifted to the SMCs. The VEC in most of the states were the unit for decentralised planning and community engagement since DPEP. The main activities of the VEC was maintaining quality school environment through civil works, sanitation and cleanliness, safe environment at school, facilitating and monitoring teaching learning process, developmental planning, implementation and monitoring of MDM etc. The RTE necessitates the formation of SMCs with very similar functions and roles as the VECs.

According to the Jharkhand Right of Children to Free and Compulsory Education Rules, 2011, the total number of members of SMC in every school should be 16. Parents/guardians form the biggest chunk of the SMC members, where 12 or around 75 per cent of the seats are reserved for parent/guardian members. In order to guarantee inclusiveness the state has reserved 50 per cent of the seats for parent members for women/mothers, ie out of the 12 seats for parents, 6 are kept aside for women. Apart from this, a circular issued by JEPC in 2011 reserved seats for marginalised sections of the society in proportion to their population in respective areas. The state RTE rules also provide for 25 per cent or 4 seats to be reserved for special members. Out of these 4 seats, one seat is reserved for elected local representatives of the village, one seat reserved for teachers, one for head teacher of the school and one for a student representative (BalSaansad). These special reservations not only make SMC a diverse body with representations from all stakeholders, but it is also based in deep rooted principals to guarantee the democratic process of decision making where the main beneficiary which is the child, has representation in the committee and a say in the decision making process. Also, representations of local representatives ensures better convergence. The HM is the convener of the SMC and holds a joint account with the SMC chairperson/president.

Table 1: Mandated Composition of SMC and Composition as observed in the field

SMC Composition as per National RTE Rules	Prescribed in Jharkhand	Present
Parents/ Guardians	√	√
Child members	√	√
Teachers/HM	√	√
PRIs/Ward members	√	√
Education Officials	X	X
Local educationists/civil society members	X	X
health functionaries/SHGs	X	X
HM/Teacher as the convener	√	√
President/Chairperson from parent members	√	√
Separate SMC for P/UP/Elementary/Secondary	X	X

The table above compares the national RTE rules with the Jharkhand rules, the national rules were meant to be a guideline for the states to come up with their own rules keeping in mind the local conditions. While Jharkhand has been mindful in terms of keeping the diversity of the state in mind and the intended inclusive of SMC in mind by reserving seats for women, children, parents and those from marginalised sections. The state also provides for convergence in terms of reserving seats for local level representatives. But, school management requires several degrees of convergence with other departments like health, woman and child development and also the women's groups like MahilaSamakhya that are active locally. In order to foster this convergence the states of AP, Bihar, Odisha and UP have reserved seats for ASHA workers, ANM, Anganwadi workers and local SHGs. UP has provisions for seats to be reserved for Lekhpal (District level Cadre of Accountants who primarily manage land records and associated revenue) also. *Any such provision is absent in Jharkhand.*

The above table also describes the Jharkhand RTE norms that have been prescribed with what exists as observed in the field. As seen in table 2, Latehar was the only district where the percentage of female SMC members exceeded the normative 50 per cent. While Lohardaga and Giridih came very close to the norm. West Singhbhum was behind with only 43.1 per cent representation of women in the SMC. But, what needs to be noted here that the percentage representation of all women in the SMCs for all districts is not very far from the norm, where it ranged from 43.1 per cent to 53.6 per cent. Therefore, it can be safely concluded that there is a fair amount of representation of women in the SMCs of Jharkhand. Table 1 reflects that.

Table 2: Composition of SMC members by sex

Districts	Total Males	Total Females	% Male members	% female members
West Singhbhum	272	206	56.9	43.1
Lohardaga	237	230	50.7	49.3
Dumka	301	252	54.4	45.6
Latehar	219	253	46.4	53.6
Giridih	150	147	50.5	49.5

Source: Compiled from primary data collected by CBPS

Table 3: Caste Composition of SMC

Districts	SC	ST	OBC	General	Muslims	Other Minorities	Total
West Singhbhum	11	328	110	4	1	0	454
Lohardaga	15	300	68	9	70	4	466
Dumka	43	161	229	36	84	0	553
Latehar	109	201	87	25	8	20	450
Giridih	80	1	121	24	31	35	292
Total	258	990	615	98	194	59	2215

Source: Compiled from primary data collected by CBPS

The caste composition of SMCs is representative of the local community with STs having the highest representation with an average representation of around 45 per cent in all the five districts. The second highest is OBCs at an average of 28 per cent followed by SCs at 12

per cent. West Singhbhum and Lohardaga closely follow this pattern. But, in Dumka and Giridih the OBCs constitute the highest percentage share in membership. What comes out significantly is the fact that Giridih has zero representation from STs in the sample schools. In a district where the tribal population is about 9.74 per cent of the total population (census 2011) non representation of the tribal community is disconcerting. West Singhbhum and Lohardaga both have a high concentration of tribal population and this is reflected in the respective SMC composition also, but these two districts have very little representation of SCs at 2 and 3 per cent respectively. According to the census 2011 numbers, these two districts have around 7 to 8 per cent of SCs population. Therefore, the districts fail to make the SMCs representative in terms of the SC population. At the aggregate level the districts meet the mandated caste composition of SMCs, but district level numbers show variations.

Table 4: Composition of SMCs - Profile

	Baal saansad	teacher	HM	parent	guardian	GP	No response
West Singhbhum	22	21	7	313	25	24	67
Lohardaga	21	45	8	322	0	20	64
Dumka	31	50	6	398	0	27	48
Latehar	30	31	18	221	119	29	32
Giridih	19	26	7	212	0	20	36

Source: Compiled from primary data collected by CBPS

All districts follow the mandated composition in terms of representation of parents, children, GP members and teachers/HM. As mandated, the parents form the biggest chunk of the membership. The representation of Baal Saansad is heartening to see in all the districts.

While on paper the state is perfectly compliant with the designated composition of the SMC, the field visits revealed that SMCs were a body that was highly centralised where the power was concentrated at the level of the Adhyakshas and Upadhyakshas. Therefore, it becomes pertinent to see the profile of Adhyakshas and Upadhyakshas and whether these positions are inclusive and representative of the local population or not. For the purpose of this, 122 Adhyakshas and 26 Upadhyakshas were interviewed in the five sample districts.

Table 5: Composition of Adhyakshas and Upadhyakshas -by sex

Districts	Male	Female	Total
West Singhbhum	24	6	30
Lohardaga	23	7	30
Dumka	20	13	33
Latehar	16	14	30
Giridih	22	3	25
Total	105	43	148

Source: Compiled from primary data collected by CBPS

Table 6: Composition of Adhyakshas and Upadhyakshas - by caste

Districts	SC	ST	OBC	General	Muslim	Other	Total
West Singhbhum	1	27	1	0	1	0	30
Lohardaga	4	13	4	3	6	0	30
Dumka	4	11	13	0	4	1	33
Latehar	11	10	4	3	2	0	30
Giridih	5	1	12	3	4	0	25
Total	25	62	34	9	17	1	148

Source: Compiled from primary data collected by CBPS

As seen in table 5, the position of Adhyakshas and Upadhyakshas are dominated by men. There is very poor representation of women, especially in the districts of West Singhbhum and Lohardaga where the percentage representation of women in these positions of power is in the low 20s. The position of women in terms of representation as Adhyakshas and Upadhyakshas is even more dismal in Giridih, where the percentage representation in the sample interviewed was only 12 per cent. Latehar emerges as the only exception where amongst those interviewed, 43 per cent were women Adhyakshas and Upadhyakshas.

The caste wise composition of the Adhyakshas and Upadhyakshas show (see table 6), that it is dominated by the STs and OBCs. While there is representation of SCs in these positions, Giridih again emerges as an outlier with almost negligible representation of SCs. The caste composition of Adhyakshas and Upadhyakshas shows variance from the general composition of membership as observed earlier, in terms of STs being followed by OBCs as the highest constituent of this category. A possible reason for this could be that some of the OBCs in the state form the dominant castes like Kurmi (Mahto), Yadavs, Ahir- Yadavs and so on. Therefore, there is a possibility of these dominant castes holding positions of power in the SMCs.

It is clear from the discussion above, that even though there is inclusive representation of all groups, even the marginalized in the SMCs, the position of power which is of the Adhyakshas and Upadhyakshas were dominated by men and that also, possibly of dominant castes.

3.02 Prescribed Process of Formation of SMCs

A perusal of the state RTE act and the related GOs throws light on the fact that all SMC members need to be duly elected to serve their tenure as SMC members. All members are assigned a tenure of three years to perform their duties. According to the Jharkhand state RTE rule and government orders, all SMCs need to be elected by the ¹³AamSabha present in the school. The head teacher of the school as per the law needs to call aAamSabha meeting with prior notice, indicating date, time and venue to all the members. This meeting needs to be presided by the Cluster Resource Person (CRP) and the officials at the district and block office need to be notified about the proceedings. This is to ensure accountability in the process of election. By a show of hands or any other mechanism that the head teacher deems fit, the SMC members are elected. The president (Adhyakshas) and vice president (Upadhyakshas) of the SMC also needs to be elected through the same process by the AamSabha.

¹³ AamSabha is a congregation of Parents/Guardians, Teachers and all other stakeholders of the school.

When the process of election was asked to the SMC members, most of them could provide an answer. Out of the 150 HMs interviewed in the 5 districts, 85 of the HMs did not give answer about process undertaken for selection of SMC Members. For others, elections were conducted in presence of the Gram Sabha. In some cases, Anganwadi workers, CRPs and BRPs were also presented. A selected few HMs stated the presence of a government observer was present for the proceedings of the composition, this observer had been nominated by the Department to ensure the process was completed properly.

On the other hand, with reference to the election of Adhyakshas, FGDs with the SMC members revealed that although an AamSabha was called and the Adhyakshas were elected through a show of hands, the process of election was different in various schools. In some schools where elections were merely symbolic. It was mainly the powerful and literate people who were given preference over others to become the Adhyakshas. A woman Adhyaksha was rare. There was caste politics involved in selection of Adhyakshas, where a member of a dominant caste of the village was selected as Adhyaksha more often than not. The election of the other members was not paid significance to. In fact, in some schools members were arbitrarily selected, in some cases members did not even know that they were a part of the SMC. They existed only on paper.

Consultations with state level officials revealed that there were multiple processes of democracy that was followed for SMC elections. The act defines the process of election to some extent, in term of people who need to be present for the elections, but the act offers flexibility when it comes to the actual process of voting. For example, elections could take place through, secret ballot, show of hands and so on.

4.0: Powers and Functions of SMCs

The SMCs have been given a range of powers by the state RTE rule. These powers relate to academic activities such as monitoring classroom practices, completion of course work and non-academic activities like maintaining financial records, developing School Development Plan, monitoring midday meal, community awareness in terms of the provisions of the RTE act, ensure enrolment and continued attendance of children and so on. For the purpose of the report the powers and functions of the SMC are listed under three broad heads of monitoring powers, financial powers and grievance redressal (as the first-level structure for teachers, and in a guardian role for other stakeholders) powers.

In order to get a clear understanding of the functions undertaken by the SMCs, questions were asked related to topics discussed during SMC meetings and contribution of SMCs in the expected monitoring, financial and grievance redressal functions in their capacities as SMC members. From the data collected on minutes of the meeting held by SMCs, it was evident that the monitoring functions of SMCs took precedence over the other functions. The top three discussion points for the recently held SMC meetings in all five districts were - Child Entitlements like uniforms, scholarships and mid-day meals, the second in priority was student attendance and enrolment and the third being school related schemes. The other topics discussed were civil works related to infrastructural development of the school, health and hygiene amongst others. Discussions on financial activities and school development was extremely limited.

4.01 Monitoring Powers

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

When asked about the monitoring functions of the SMCs, most SMC members were able to cite only one monitoring role, which is monitoring of student attendance to reduce drop outs and to encourage Out of School Children (OoSC) to enrol in schools. Apart from that, the SMC members were largely unaware of any other monitoring power that they had by virtue of being SMC members. The same question was asked to the HMs and teacher members. To this, the HMs and teacher members mentioned that the SMCs played an important role in enrolling OoSC (see table 7). Since the SMCs are representatives of the local community, used their community networks to motivate and encourage parents to send their children to school. The SMCs also participated in enrolment drives organised by the state although these numbers were few.

Table 7: Monitoring of Out of School Children (OoSC) and drop outs

Activities	West Singhbhum	Lohardaga	Dumka	Latehar	Giridih
No Activity undertaken	4	4	0	10	7
Motivate and request parents	18	6	13	14	9
Participate in awareness and enrolment drives	4	7	0	5	0
Get the children admitted themselves	4	3	1	0	4
Others	2	10	6	0	0

Source: Compiled from primary data collected by CBPS

The HMs/teacher members were also asked questions related to the monitoring of teachers in the schools (see table 8). Most respondents said that the SMCs do not undertake such monitoring activities. But in a few schools the SMCs did monitor teacher attendance. Apart from this, the SMCs did not undertake any other monitoring functions as reported by the HMs/teacher members. The possible reason for this is directly related to the fact that SMCs remained largely unaware of their monitoring roles in order to undertake the expected monitoring activities.

Table 8: Monitoring of Teachers by SMCs

	West Singhbhum	Lohardaga	Dumka	Latehar	Giridih	Total
No Activity undertaken	17	13	23	13	9	75
Attendance	9	2	8	13	9	41
Periodical monitoring	2	4	0	3	0	9
Check teacher Activity	1	0	1	0	1	3
Check Teacher Time Table	1	0	0	0	0	1
Distribute books/uniforms/stipend	0	3	0	3	0	6
Others	5	8	3	1	1	18

Source: Compiled from primary data collected by CBPS

The use of local networks and connections of SMCs to effectively reduce drop out children and bring OoSC children to school needs to mentioned as a good practice by the Jharkhand SMCs. The HMs and teachers converge with the SMCs in performing this function.

4.02 Financial powers: Preparation of School Development Plan (SDP)

The SMCs are responsible for preparing an annual account of receipts and expenditure of the school. They need to estimate the financial requirements, i.e., undertake a budgeting exercise, in the school to fulfil all norms under RTE as part of developing the School Development Plan. All schools are supposed to have a separate bank account and the Adhyaksha along with the HM/teacher member are supposed to be the sole signatories of the account.

The Adhyakshas in the schools visited were asked to talk about the funds that come to the school. Out of the 155 responses that were ¹⁴received for this question, 134 were unable to answer the question. The Adhyakshas were further asked if the SMC members undertook any activity in terms of financial planning, to which 94 responses were that there was no planning undertaken as per their knowledge.

The Adhyakshas and head teacher had a joint account in all the schools visited during field visits. But the remaining SMC members at large had no idea about the annual receipts and expenditure of the school. It became clear from consultations and focus group discussions that the head teachers had sole control over the financial activities of the school. Other than him / her, only those SMC members who enjoyed some kind of power locally by virtue of being educated or politically connected had some idea about the finances of the school. There was no transparency about the finances in any of the schools visited.

The financial powers construed to SMCs are essential for effective school management. While the Adhyakshas mentioned that they do sign on checks more often than not, but are seldom aware of the purpose behind withdrawal of money. They said that all financial decisions are mainly taken by the head teachers.

The members also mentioned that there is some kind of power play that leads to dilution of the powers given to SMC for school management. The position of Adhyaksha is seen to be coveted as it is seen as a position of influence which gives one ample opportunity to engage in corrupt activities, like embezzling of school funds, which is a very common practice as per the SMC members. In the local language, the position of Adhyaksha is seen similar to be of a 'thekedar'. Corruption is common place when it comes to civil works and other child entitlements. In one of the schools visited, the SMC members cited a case where the

¹⁴ Responses were more than the number of Adhyakshas interviewed as the question allowed for multiple answers.

Adyaksha in congruence with the HM had given the responsibility of distributing school uniforms to a relative of the HM. Even though the uniforms were supposed to be free, they had charged money from the students.

The members mentioned that the widespread corruption in school management is a result of multiple factors. Firstly, there is a culture of corrupt practices with little or no accountability. The state officials seldom visit the school, training is scanty and therefore, there is no sense of ownership that the members of the SMCs have towards the school. In fact, all this results in the SMC member's reluctance to lose upon daily wages when called for a meeting or training programme.

School Development Plan

One of the most important powers given to the SMC is with relation to preparation of the School Development Plan (SDP). All SMCs through following prescribed methods need to evaluate the demand and gaps present in the school in relation to meeting all RTE/SSA norms, and put together a plan to fulfil those gaps. The SDP is a document that would reflect the demands and the requirements to meet the demands or bridge the gaps in a planned manner. The SDP needs to focus on all aspects of the school, from entitlements of the child to infrastructure, and community mobilisation to teachers.

According to the Jharkhand RTE act, the SDP need to reflect the plan for school development and related requirement of finances for three years. The SDP should also consist of three sub-plans, which consist for the plan for each respective year. The SDP needs to be submitted to the local authority three months prior to the end of the financial year. Apart from the development plans, the SDP also needs to contain, estimate of class wise enrolment, requirement of teachers (class and subject wise), requirement of any additional infrastructure, and any other requirement of the school. Keeping this in mind, the JEPC has circulated a SDP format to all schools. In order to develop a realistic estimate of the children in particular age group and class, the state has come up with an exercise of household survey called 'shishupanji', to record the number of children in each household within the vicinity of the school. This had to be conducted by SMC members.

The head teachers were asked the role of SMCs in preparation of SDPs. Out of the 155 responses that we received for this answer, 56 responses were that SMCs do not contribute in the development of SDPs. The other responses were that SMCs attend the meetings held to discuss SDPs (17 responses), and very few HMs stated that the SMCs actually helped them in budgeting and costing of the expenses.

As seen for the financial functions, most SMC members who participated in the FGDs had never heard about the school development plan. In one of the FGDs held in west Singhbhum, a teacher member present mentioned that it is mainly the head teacher of the school who is solely responsible for making the SDPs. The SMCs are seldom consulted.

In a system where the grants are fixed and no provision for flexi funds available, the idea of a SDP needs to be looked at more critically. Also, the HMs view it as additional work load

since they do not get any help from SMCs on SDP (several reasons for this, lack of information, training etc) and this adds to a tension between the HMs and SMC members.

4.03 Grievance Redressal powers

As per the state RTE rules, the SMCs are the first level of grievance redressal institution for teachers and for parents when it comes to fulfilment of the RTE norms. The SMC is responsible for bringing to the notice of the local authority any grievance related to the management of the school and compliance of RTE norms.

Table 9: Issues brought to the SMCs for Grievance Redressal

	West Singhbhum	Lohardaga	Dumka	Latehar	Giridih	Total
Entitlement Issues	6	3	11	18	4	42
Infrastructural Issues	3	0	2	4	3	12
Academic Issues	1	19	4	1	4	29
Total	10	22	17	23	11	83

Source: Compiled from primary data collected by CBPS

From the interviews and FGDs it was largely gathered that the SMCs were aware of the issues that the schools faced. This showed that the members did take a keen interest in the functioning of the school. When asked about the kind of issues that SMCs had to deal with, in terms of being the body for grievance redressal, the SMC members stated a variety of issues that could be largely categorised under three heads, issues related to child entitlements like uniforms, MDM, scholarships and books. The second category of issues were infrastructural like school building, toilets, boundary wall and so on. The last category was issues that were more to do with the academic functioning of the school, like teacher absenteeism, requirement of more teachers and quality of education imparted by the teachers. As seen in Table 9, child entitlement issues took precedence in West Singhbhum, Dumka and Latehar. While SMCs in Lohardaga received more complaints related to the duties performed by teachers and need for more teachers in other words, academic functioning of the school.

When the SMCs were asked about the steps that they took to resolve these issues, most of them during the FGDs said that they had written to the cluster officials and had also spoken to the Panchayat members regarding this. But they considered themselves as powerless as they were not aware of a proper channel to address these issues. This was because they were largely unaware of the provisions related to grievance redressal in the RTE and their resultant powers.

What needs to be noted here is that the SMCs do take a keen interest in the functioning of the school, which was evident from their understanding of the real issues the schools grapple with. Therefore, there was no lack of intent/interest in terms of performing their duties as SMC members. The real gap which hinders them to perform their monitoring, financial and grievance redressal functions is a gap in knowledge. This is also evident from the fact that the SMCs contributed immensely in enrolling OoSC and reducing dropout rates in all the five districts as they were aware of their roles in terms of this function. The most

effective tool to reduce this gap in knowledge is through effective capacity building and training of SMCs. The next section of the report looks into the same.

5.0: Capacity Building of Structures for Community Engagement in School

In 2011, Jharkhand developed a special training module for SMCs called 'SWAMYA'. This module has been divided into seven sections as mentioned below -

- 1) Information on the Right to Education
- 2) Information on the quality education and schools
- 3) The role of local community in learning processes of children
- 4) Holistic school development
- 5) SDPs
- 6) Use of grants
- 7) Account keeping

In terms of key areas that need to be covered in SMC training, 'SWAMYA' seems to be on track. The content in the module not only provides information on the roles and functions of the SMC but also the importance of these functions. The state has also identified a key area of capacity building which is utilization of grants and account keeping for the SMCs, which is addressed in the content of the module. But developing a module is just step one in the process of holistic capacity building of SMCs. The mode and methods of training and the general approach towards capacity building play a key role in effective capacity building.

The method of training largely adopted by the state is a cascade mode of training through master trainers. Under this method, selected representatives are chosen to be master trainers from every district who in turn are trained at the state level. These master trainers train representative or at the district level. The district level trainers are responsible to train members of the SMCs. The idea here is that the training will trickle down to all the members by the end of it. There are several issues with this method. Given the demanding and therefore, challenging role that the SMCs need to perform, this kind of training is hardly suitable. The trickledown effect of such training is questionable.

Another issue that was observed in the state was the 'one size fits all' mindset of training. Since SMCs are not a homogenous body with representation of people from a diverse background, 'one-size fits all' training manual does not work effectively for all categories of people who are involved as SMC members. The state needs to keep this in mind. Along with training, handholding exercises to practice what is imparted during training, and follow up activities are required. This is totally missing in the capacity building exercises taken up by the states. For example, the approach to training of an illiterate tribal or Dalit woman needs to be designed differently from a literate non-tribal/dalit man. Therefore the approach of the state needs to be more inclusive and sensitive to the needs of the different communities and towards designing effective training. What needs to be emphasised is that the quality of the trainings cannot be seen in isolation from the inclusive nature of the trainings. Considering the diversity within the group undergoing training, good quality training will essentially be more inclusive and mindful of this diversity.

Also, the methods used for training needs to be examined. Intuitive Methods like pictorial descriptions, role plays and other such activities could add to a better understanding of the contents taught. A process of internalisation and breaking the power barriers along with a critical understanding of the powers and functions of the SMCs should be the main objectives of these trainings.

Out of the 150 schools visited, only 25 schools reported two training being conducted in last 2 years. Members of only one school in Giridih reported attending 3 trainings in the last two years. Remaining members reported attending only one training in the past 2 years. When the Adhyakshas were asked about the topics covered in these trainings, the members mentioned that SMC related information was the focus.

Table 10: Adhyakshas opinion on the trainings

	West Singhbhum	Lohardaga	Dumka	Latehar	Giridih	Total
Useful	4	8	20	10	14	56
Somewhat Useful	3	12	16	2	0	33
Not Useful	0	0	0	0	0	0
Total	7	20	36	12	14	89

Source: Compiled from primary data collected by CBPS

Out of the five districts visited, Adhyakshas from two districts, Lohardaga and Dumka rated the trainings as somewhat useful but not fully useful. While Adhyakshas from Latehar and Giridih rated the training as useful. The number of responses from West Singhbhum were very small with little variation (see Table 10).

The FGDs revealed that the trainings happen but only as a cursory measure that needs to be taken every year. Block level trainings are mostly unsuccessful as people find it difficult to sacrifice their daily wages and come for a 1 day training. The place at which training is held makes a big difference. During the consultation workshop with the Field Investigators (FIs) example of a school came up which had extremely efficient SMC members only because that school served as a training centre and hence, all members of the SMC have been able to attend the trainings. One of the FIs mentioned that he served as a resource person for one of the training sessions, and he was asked to sign on an attendance register for three days, while no training took place. He clearly mentioned that SMC training is no less than a farce.

The integration of chapters like 'use of grants' and 'account keeping' can be seen as good practice by the State Government. The training module is holistic in the sense that it not only provides details of the roles of SMCs and the idea of quality education and therefore the integral role of SMCs in it. It also tries to bring a sense of accountability by highlighting these aspects. Financial functions of SMCs has been a weaker link for the state, the emphasis on it in the module is definitely a good step taken by the state. But not matter how well the module is, the key is in execution, which the state needs to work on. Never the less, having a good module is a good start.

6.0: Convergence of Structures for Community Engagement in School with other key structures

Given the variety of functions that the SMCs are supposed to perform, convergence with all the stakeholders at the elementary school level becomes important. The state tries to bring about this convergence by reserving seats for Panchayat/ward members, teachers in the SMC.

6.01 SMC and teachers

The elected members of the SMCs have to work in convergence with the teachers to carry out the different functions that have been assigned to them.

It was evident from the discussions, that there was some convergence between the SMCs and the teachers when it came to discussing the issues that the school faces and planning in terms of the required steps that need to be taken in order to deal with the respective issues. But there was a conflict of interest between the SMCs and the teachers, in schools where SMC members were particularly active. The SMCs mentioned that there is a nexus between the VEC members and the teachers and therefore, the involvement of the SMC members, especially in the MDM management is seen as an intrusion.

One reason for this lack of convergence could be the way teachers view the capacities of the SMC members. The teachers saw SMC as a body that lacked the capacity to undertake activities related to financial management including budgeting, allocating funds for different expenditure heads and making SDPs. The teachers felt that due to this lack of capacity they were being over-burdened as they had to perform their academic and administrative roles as teachers and also take up the functions of SMCs. The situation became even more complex in schools experiencing a shortage of teachers like those visited during the field study. Further to this, there was also a palpable unease in the working-relationship shared by male SMC members and female head teachers. The SMC members thought that the female teachers were not capable of performing functions that require constant travel to the district office, overseeing construction, and other 'heavy and difficult' works.

6.02 SMC and the larger community

Such engagement in any form was absent in Jharkhand. Except for ensuring no drop outs and regular attendance, where the members converge with the larger PTA to ensure this.

6.03 SMC and Panchayat/ Ward

It is constitutionally mandated for the panchayats and wards to be actively involved in school education. To be able to carry out this mandate, there needs to be a convergence between panchayats/wards with the SMCs

The members mentioned that there was no convergence with the panchayat or ward members. In some cases, where the Adhyakshas were influential, there was some kind of collaboration where issues of the school were discussed.

6.04 SMC and education department functionaries (CRCC/BRCC, district level authorities, state level authorities)

The education department functionaries like the CRCCs/ CRPs and the BRCCs/BRPs have to provide onsite academic support to the teachers, engage in teacher training, community mobilisation, collect data and facilitate planning and implementation of RTE/SSA norms vis-à-vis facilitating performance of SMCs.

The local authority - BEOs are not active in terms of extending any kind of support to the SMC members. In such cases where the local support is almost absent, the importance of training increases.

7.0. Potential Areas for Improvement

In general, what emerges is that the SMC is the most important vehicle for ensuring community engagement with the school, and SMCs' functioning at present in the state of Jharkhand leaves much to be desired. The gap between policy and practice is huge when it comes to the formation or functioning of the SMC. Concerted efforts are needed to make the formation process more transparent and capacity building efforts more meaningful. Also, it is important to realise that SMCs cannot be empowered in isolation. A shift in the attitude of and engagement by both the PRIs and educational administration is critical. The following paragraphs outline the suggestions with respect to these aspects in greater detail.

1) The formation of SMCs through an open, democratic process

Willingness of SMC members to be a part of the committee and take responsibility for their school needs to be fostered. As school education per se is a function of the PRIs, a Gram Sabha devoted to education could add towards this. The general awareness about the SMC and its role continues to be poor in Jharkhand. An early orientation to the norms, functions and responsibilities of SMC before it's being formed is important for parents especially and the community in general. Teachers could be incentivized to play a role in this. There needs to be greater seriousness in the process of formation of, and transparency and accountability in the work of SMCs, brought about in this manner. Greater awareness raising could also address and increase the accountability towards proper functioning of SMCs: issues like the quorum, mechanisms for recall, processes of agenda setting, maintenance of the minutes of meetings etc. It would also help to give wide publicity to this process using various forms of mass media, i.e., radio and television.

Active participation of women and those from disadvantaged communities needs to be highlighted as an important part of the nature and role of the SMC. Mobilization by women's groups and voluntary organizations of the right candidates for these positions should be encouraged through a process initiated in the Gram Sabha. In order to make it happen, it is important that CRCCs and teachers are well oriented and made accountable to help form the SMC following due process. This issue is being discussed in detail a little later.

2) Transformation of the training/capacity building strategy

The SMC training strategy needs to be transformed; mere tinkering with the theory in module form does not help. It is also important to learn from past in terms of what have not worked; there exists a lot of knowledge with VEC experience that needs to be processed and feed to SMC capacity building strategy. Important points that have emerged are:

- The need for designing and developing training manuals keeping in mind the diversity of the members in the SMCs' (getting out of the 'one size fits all' mode), particularly women and members from disadvantaged communities. The fact that representation does not guarantee equitable participation needs to inform all training and handholding and facilitated by the state. Therefore, merely providing information does not help. The aspects of power relations and empowerment need to be in-built in the capacity building strategy. This will be especially useful if separate trainings could be organized for women members. Efforts to bring together SMC women members, ASHA, Anganwadi workers, micro finance groups and women's groups

(such as Mahilasamakhyas) for discussing empowerment related issues and building a sense of 'collective' may help. In order to make the SMC functioning more inclusive, the focus in general should be on the need for partnership and complementarity, rather than on merely passing information about roles and responsibilities.

- Concerted efforts to bridge the gaps between the normative and actual practice in formation and functioning of SMCs could be made through information, training and handholding for which periodic and ongoing engagement is necessary. Use of small studies (such as this one) and other study results in the form of cases to be integrated into training programmes to highlight the difference between normative and real situations. However, such an approach pre-supposes continuous up gradation and adaptation in training programmes, which is not so easy with a uniform approach based on rigid modules.
- Each school could function as a training centre, this could be possible by making training centres based on rotation. Currently, there are certain schools that function as training centres, and these schools have been doing so for a long period of time. The idea behind this was to make sure that all schools hold training at least once, so that the SMC members of the school attend at least one training.
- Trainings need to be delivered in such a manner that members get individual attention, village wise training or school wise training with the help of local NGOs, civil society organisations, CRPs could ensure that.

3) Great accountability of the educational administrative structure at all levels towards formation, functioning and empowerment of SMCs

It is important that the state education department views the formation, empowerment and functioning of the SMC as its own responsibility. Currently, these functions are carried out in a routine manner as it is part of the policy, and there is an inherent mistrust on people's capacity to manage anything on their own. A large section of teachers and CRCCs, and also others in the school system are not convinced themselves about the relevance and desirability of strong SMCs. This study as well as many others in the past has shown that there is resentment towards greater transfer of powers into the hands of community based bodies.

This necessitates the need for a greater stress on these aspects including the rationale for shift of powers to the SMC and other bodies, and the need for a complementarity between educational administration, teachers and community/parents based bodies for the school to be a successful institution delivering high quality learning. Right now they, the teachers and educational administrators, are asked to perform these duties more as an order, and they therefore see these as impositions rather than a measure that would also improve their own performance. This needs to change. This change can come only when on one hand serious and well-directed efforts are made to orient teachers and administrators, and on the other, well-designed accountability measures exist to reward/punish them in case of their failure to follow the desired processes.

Once there is a change in the attitude of the department and administrative and community based structures are seen as complementary, the responsibilities related to grievance redressal, and planning and implementing SDP. The issue of uptake of SDPs once prepared for making allotments based on the same in particular needs to be addressed. The very preparation of SDP will undergo a change if the process of forming SMC is more transparent, their training more meaningful and educational administration more accepting of the SMCs' role.

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Attachment I

TOOL A: INTERVIEW WITH SCHOOL HM / HT

1. General Details of the School

1.1	Name of the School	
1.2	District	
1.3	Block	
1.4	Cluster	
1.5	Full address of the School	
1.6	Total Strength of the School	
1.7	Total Number of classrooms	
1.8	Local community composition in percentage (i.e. percentage of SC/ST/OBC/Muslim/Dalit/Upper Caste)	

2. Enrolment Details

Grade	Girls	Boys	Total
1			
2			
3			
4			
5			
6			
7			
8			

3. Details of Teachers

S.N.	2.1 Name	2.2 Age	2.3 Sex (M/F)	2.4 Caste	2.5 Permanent (P) or Contract (C)	2.6 Member of the SMC (Yes/No)
1						
2						
3						
4						
5						
6						
7						
8						

3. SMC composition

3.1 Year and Month of SMC Composition:

S.N.	3.2 Name	3.3 Age	3.4 Sex	3.5 Caste	3.6 Member since when (month and year)	3.7 Member as what (parent / teacher/panchayat member/?)	3.8 Position (if any)	3.9 Training Attended (Yes/No)
1								

3.10 For Parent - SMC members

S.N.	3.9.1 Name of the Parent (from last table)	3.9.2 Name of the Child	3.9.3 Class of the Child
1			

3.11 What process was followed for SMC composition?

4. SMC Meeting details

4.1 Please give the details of last 5 SMC meetings

S.N.	4.1.1 Date	4.1.2 Number of SMC Members attended (Male)	4.1.3 Number of SMC Members attended (Female)	4.1.4 Main discussion points (Note down 3-4 main points from Minutes)	4.1.5 Any follow-up from last meeting Yes/No (Note two points from minutes)
1.					

5. SMC contribution to the School

5.1 What has been the contribution of the SMC to the school?

S.N.	Responsibility	Yes/No	What did they do?
1.	Building		
2.	Accounts		
3.	School Development Plan		
4.	Enrolment of Out of school children		

5.	Student attendance		
6.	Teacher attendance		
7.	Any other		

5.2 What is your opinion about SMC contribution to the school?

	Opinion	How/Why?
1.	Useful	
2.	Not useful	

Name and Signature of the investigator:

Date of the interview:

TOOL B: INTERVIEW WITH SMC PRESIDENT/VICE PRESIDENT

1.	Name of the School	
2.	District	
3.	Block	
4.	Cluster	
5.	Name of the Respondent	
6.	Age	
7.	Sex	1. Male 2. Female
8.	Position Held	1. SMC President 2. SMC Vice-President 3. SMC Teacher Member 4. Ex-officio Member 5. Others (Specify)
9.	Social Category	1. SC 2. ST 3. OBC 4. General 5. Muslim 6. Other Minorities 7. Others (Specify)
10.	What is the name of the body you are a member of?	1. SMC 2. VEC 3. TadarthShikshaSamiti 4. PTA 5. Others (Specify)
11.	Do you know any school-body called School Management Committee?	1. Yes 2. No
12.	How was it formed?	1. Election 2. Nomination 3. Selection 4. Others (Specify)
13.	Were you interested in joining? Why? Why not?	1. Yes 2. No <u>Justification for the answer:</u>
14.	How does this body engage with School Management? (do not supply answer but tick all that apply from whatever he/she says)	1. Monitoring activities (go to Q15) 2. Academic activities (go to Q16) 3. Financial activities (go to Q17) 4. Planning activities (go to Q21) 5. Grievance related (go to Q23)

15. What kind of monitoring activities they are involved in? Please give examples of the activity that was done – when, what, how, by whom, why.

15.1.	Monitoring of school (in general)	
15.2.	Drinking water	
15.3.	Functional bathrooms	
15.4.	All weather building	

15.5.	Adequate number of classrooms	
15.6.	Free transportation for children with disabilities	
15.7.	Providing residential facility to children	
15.8.	Mid-day meal	
15.9.	Any other under RTE Act (Specify)	

16. What kind of academic activities they are involved in? Please give examples of the activity that was done – when, what, how, by whom, why.

16.1	Academic activities (in general)	
16.2	Mapping of children in the catchment area of the school & maintaining records	
16.3	Preventing disability/caste/gender based discrimination & promoting positive action for inclusion	
16.4	Facilitate/co-operate with submission of requisite forms and reports by the school to concerned authorities	
16.5	Teacher recruitment	
16.6	Teacher training	
16.7	Teacher monitoring	
16.8	Academic plan	
16.9	Any other (Specify)	

17. What kind of financial activities they are involved in? Please give examples of the activity that was done – when, what, how, by whom, why.

17.1	Know about sources of funds	
17.2	Engage in planning and budgeting for the SDP	
17.3	Deploy the funds for intended purpose through transparent and accountable procedure	
17.4	Monitor fund utilisation	

Start for everyone again

18.	Where does the SMC money come from?	1. School Budget 2. Cluster Resource Centre 3. Block Resource Centre 4. District Office 5. State Office
19.	Do you have a separate bank account for funds that is managed by SMC?	1. Yes 2. No 3. Don't know
20.	Are the funds adequate?	1. Yes 2. No 3. Don't know

		<u>Justification for the answer:</u>
21.	What kind of planning activities did SMC do?	1. School Development Plan (completely) 2. School Development Plan (partially) 3. Any other (Specify)
22.	What process did you follow for activity mentioned in Q21?	
23.	Do you receive complaints?	1. Yes 2. No 3. Don't know
24.	If yes, give examples -- who, when, what was the complaint, what was done (Maximum 5 examples)	1. 2. 3. 4. 5.
25.	If no, can you receive complaints?	1. Yes 2. No 3. Don't know
26.	If yes, what kind of complaints?	1. Academic activities of the school 2. Teachers' attendance 3. Basic facilities (drinking water, toilet, books, uniform) 4. School building 5. Admission 6. Mid-day meal 7. Any other (specify)

27. Please provide training details over the last 2 years:

S.N.	27.1 Name of the Training	27.2 Year and month	27.3 Number of Days	27.4 Main Focus	27.5 How useful was it*
1.					
2.					
3.					
4.					

*A: very useful, B: somewhat useful, C: not useful

28.	Do women participate in SMC?	1. Yes 2. No
29.	How would you rate their participation? Please give examples for your answer	1. Very Active 2. Active 3. Neither active nor inactive 4. Inactive 5. Very inactive <u>Examples for the answer:</u>
30.	Do the SC/ST member of SMC participate?	1. Yes 2. No
31.	How would you rate their participation? Please give examples for your answer	1. Very Active 2. Active 3. Neither active nor inactive 4. Inactive 5. Very inactive <u>Examples for the answer:</u>
32.	Mention any specific action taken for:	1. Enrolment of out of school children 2. Enrolment of girls 3. Enrolment of SC 4. Enrolment of ST 5. Enrolment of Muslims

Name and Signature of the Investigator:

Place:

TOOL C: BASIC GUIDING QUESTIONS FOR FOCUS GROUP DISCUSSION WITH SMC MEMBERS

1. What is the name of the school-body that you are a member of?
2. How was this body selected? What procedure was undertaken?
3. Apart from parents, who else is a member? How many women? How many men? How many SC/ST/OBC?
4. If a reserved seat, especially for SC/ST and other such categories goes vacant, then what is the process followed?
5. How often do you meet?
6. What do you do as a member of this body?
7. What decisions has this body taken, since you joined? What was the most significant decision? How and why was this decision taken?
8. Did you receive any complaints about the school? Describe the complaints (who, when, what, why) and what action was undertaken?
9. Did you attend any training since you joined as a member? How many trainings, what was the topic, how many days, main focus area, where was it conducted, who conducted it?
10. Did you participate in making the School Development Plan, since you became a member? What was the process for developing this plan? What was their role?
11. How does the body work with: (support, resistance and interaction)
 - i) Local authority (PRIs/Ward members)
 - ii) Teachers – male teachers, female teachers
 - iii) Parents
 - iv) Block and Cluster Resource Persons

TOOL D: TRAINING DETAILS FROM BRC / CRC

	Date	Duration (# of days)	Name of the training	Main Focus Areas	# of participants intended (Men/Women)	# of participants attended (Men/Women)	Feedback of the SMC Members
1							

Documents to be collected:

1. Training manuals for SMC/VEC/teacher/HM or any training oriented towards community engagement.
2. Training manuals for master training of BRC/CRCs.
3. All government orders, acts, amendments, circulars relevant to community engagement
4. Any pamphlets/books circulated to enhance community engagement in the state
5. Any evaluation study or report by the government/NGOs/other research bodies on community engagement.

TOOL E: BASIC GUIDING QUESTIONS FOR FOCUS GROUP DISCUSSION WITH DISTRICT / BRC / CRC OFFICERS AND RESOURCE PERSONS

(One FGD per district by calling a meeting / coinciding with a meeting)

1. How would rate the SMCs' performance in your district?
2. What are the factors that make an SMC active / Inactive?
3. How was this body selected? What procedure was undertaken?
4. If a reserved seat, especially for SC/ST and other such categories goes vacant, then what is the process followed?
5. How does the body work with: (support, resistance and interaction)

i) Local authority (PRIs/Ward members)

ii) Teachers – male teachers, female teachers

iii) Parents

iv) Block and Cluster Resource Persons

6. Is it desirable to make the SMC more powerful / less powerful? Why?
