



PERCEPTION OF HEADMASTERS AND SMC MEMBERS' SELF – RATING ABOUT THEIR ROLE IN SCHOOL MANAGEMENT COMMITTEES AT PRIMARY SCHOOLS OF CUTTACK DISTRICT

Mr. Nirmal Sethi¹, Dr. Ajaya Kumar Mohanty²

¹Faculty in English Pedagogy, Shailabala Women's Autonomous College, Cuttack

²Assistant Professor in Education, Ravenshaw University, Cuttack

INTRODUCTION

The School Management Committee (SMC), constituted under the Right to Education Act 2009 plays an important role in ensuring accountability in India's education system, especially in Government schools. The Act envisions the SMC as a decentralized governance model which empowers committee members to keep track and monitor functioning of the schools and oversee that the school grants are used effectively. The SMCs consist of representatives of the local authority, parents or guardians of students, and the principal and teachers of the school. Devi (2013) conducted a study on perceptions of parents towards SMC. She found that the problems faced by the children at the school as reported by the parents included no transport facility provided, unhygienic toilet facilities, lack of library facilities, parents being forced to arrange private tuitions for the children, lack of clean water, lack of English medium provision and parents' suggestions not being followed completely. Therefore, she suggested that members of SMC need to be made aware of their rights and duties towards the school. Kumar (2015) conducted a study on the attitude of teachers towards the school Management Committee in Himachal Pradesh. The objectives of the study were to study the attitude of teachers towards the School Management Committee (SMC) about roles, responsibilities, and functions of SMC, to compare the attitude of male and female teachers towards SMC, and to suggest remedial measures for effective implementation of SMC in Himachal Pradesh. The findings revealed that the majority of teachers agree that SMC plays its role effectively. Sarma (2010) studied on "The perceptions of Teachers towards Institutions. Institutional and student related matters at primary". The findings revealed that the monitoring role of school committees was high, whereas the involvement of parents in school related issues was average. The present study is an attempt to students perception of parents and HMs towards the functioning of SMCs in schools of Cuttack District.

OBJECTIVES

1. To study the Perceptions of Headmasters on the functioning of SMC's in Primary schools of Cuttack district.
2. To study the Self-rating of SMC members about their role in Primary schools of Cuttack district.

Hy1- There is significant differences in the perception of male and female Headmasters in relation to role of SMCs in schools.

METHODOLOGY

100 SMC members and 160 HMs were randomly selected from Cuttack district. The scale was operationalised as a complex scale of several dimensions. It was conceptualized as divisible into 7 different areas such as – 1) School Children 2) Infrastructure 3) Teacher 4) Utilization of Grants 5) Resource Utilization 6) Planning and 7) Community Participation Aspects. It is an instrument designed for self- rating of the SMC members and perception of headmasters to the functioning of SMCs in the schools. The major task of the study was to examine the perception and challenges of primary Headmasters about the functioning of SMCs.

No	Statements	Yes	Percentage	No	Percentage
1	The formation of SMC is a good policy of Government.	111	79.2	49	35
2	Most of the SMC members are energetic and dynamic	101	63.1	59	36.8
4	The majority of SMC members do come on time to attend and contribute in the meeting	77	48.12	83	51.87
5	SMC members are aware of their roles and responsibilities.	108	77.14	52	37.14
6	Most of the SMC members are well aware of the duties and responsibilities in the SMC	86	53.75	74	46.25
7	SMC members take responsibilities for regularity of teachers as well as of students.	92	57.5	68	42.5
8	SMC members maintain cooperation with school.	111	69.37	49	30.62
9	Meetings of SMC held with proper decorum.	127	79.37	33	20.62
10	All the SMC members ask their children at home about their difficulties in learning.	32	22.85	118	84.28

Table 1: Responses of HMs towards the role of SMC members

From Table No.1 it is clear that HMs perceive that the formation of SMC is a good step for the management of the school. It is responded by 79.2% of the HMs. SMC meetings are regularly held on time is responded by 48.12%. 69.37% of HMs. were of the view that SMC members are extending cooperation in school management. The SMC members are aware about their roles is responded by HMs as 53.75%. Thus in all most all items HMs are positive except the item i.e. SMC members ask their children about learning difficulties. The perception of male and female HMs towards the implementation of the School Management Committee (SMC) has also been investigated.

Teachers	N	Mean	SD	't' Value
Male	80	103.9	12.18	0.27
Female	80	106.6	9.64	

Table 2: Investigating the perception of male and female HMs in relation to the implementation of the School Management Committee (SMC)

There is not a significant distinction between male and female teachers' attitudes on the implementation of the School Management Committee (SMC), as shown in Table 2. The table revealed that the obtained "value (0.27) is less. Accordingly, this is not statistically significant. Since the alternative hypothesis is rejected, so we adopt the null hypothesis (H₀).

The second section of analysis deals with the Self- rating of SMC members about their role.

No	Statements	SA	A	U	D	SD
1	The formation of SMC at elementary level is a good policy by the Government.	40	50	10	-	-
2	In the process of formation of SMC, the female representation is according to the norms of the RTE Act 2009.	-	4	96	-	-
3	Most of the SMC members are energetic and dynamic.	-	68	27	5	-
6	Most of the SMC members are well aware of the post and positions held by them in the SMC.	5	39	39	17	-
7	SMC members take responsibility for regularity of teachers as well as students.	6	49	30	15	-
8	SMC members maintain cooperation with community.	3	41	36	19	1
9	The meeting of SMC holds periodically.	-	66	7	3	-
10	All the SMC members ask the children about their difficulties in learning.	3	60	27	10	-
11	SMC ensures enrolment of non-enrolled children.	6	89	5	-	-
12	SMC members discuss the development of student performance.	3	45	40	12	-

13	SMC members provide a required number of books to the students.	-	25	54	21	-
14	SMC inspire the students for environmental awareness	-	29	49	22	-
15	SMC adopts suitable measures for checking the quality of MDM program.	7	88	5	-	-
16	SMC checks the number of students according to the attendance register	3	59	31	7	-
17	SMC maintains the properties and amenities of the school, e.g. school building, drinking water, toilet, etc.	-	21	60	18	1
18	SMC takes necessary decisions for the utilization of govt. fund	-	38	50	12	-
19	SMC helps to organize various co-curricular activities.	-	45	40	15	-

Table 3: SMC Members' Perception about their role

In the following aspects less than 50% of SMC members are in positive side. It means either they are in undecided or in negative side.

- In the process of formation of SMC, the female representation is according to the norms of the RTE Act 2009.
- SMC members maintain cooperation with community.
- SMC inspire the students for environmental awareness
- SMC helps to organize various co-curricular activities
- SMC maintains the properties and amenities of the school, e.g. school building, drinking water, toilet, etc.
- SMC members provide a required number of books to the students
- SMC members discuss the development of student performance
- SMC members provide a required number of books to the students

In the following aspects the more than 50% of SMC members are on UNDECIDED . It means either they are confused or do not like to express.

- SMC maintains the properties and amenities of the school, e.g. school building, drinking water, toilet, etc.
- In the process of formation of SMC, the female representation is according to the norms of the RTE Act 2009.

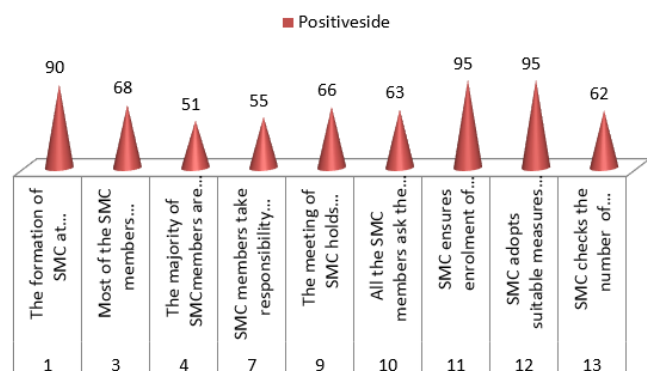


Figure 1: More than 50% of SMC members are in Positiveside about their role

No	Statements	Positive side
1	The formation of SMC at elementary level is a good step policy the Government.	90
3	Most of the SMC members are energetic and young.	68
4	The majority of SMC members are young.	51
7	SMC members take responsibility for regularity of teachers as well as students.	55
9	The meeting of SMC holds periodically.	66
10	All the SMC members ask the children about their difficulties in learning.	63
11	SMC ensures enrolment of non-enrolled children.	95
12	SMC adopts suitable measures for checking the quality of MDM program.	95
13	SMC checks the number of students according to the attendance register	62

Table 4: Perception of SMC Members which are in Positive side

REFERENCES

1. Devi, Meena (2013). Perceptions of parents towards SMC, M Ed Dissertation, Himachal Pradesh University Guide to The Constitution and execution of School Management Committees (2009), Sarva Shiksha
2. Kumar, M. (2015). Attitude of teachers towards school management committee in Himachal Pradesh. Unpublished M.Phil. Thesis, University, India. Himanchal Pradesh
3. Right to Education and the Right of Children to Free and Compulsory Education Act, 2009. (2009). SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.2271976>
4. Sarma, M.S.R. (2010). Perceptions of Teachers towards Institutional, institutional and student related matters at primary, Educative schools and Effective research at primary, The Associated Publishers, Ambala. P. 206.