

**STRUCTURE AND FUNCTIONING OF SCHOOL MANAGEMENT COMMITTEES
IN ELEMENTARY SCHOOLS OF LUNGLEI DISTRICT: A CRITICAL STUDY**

**A Dissertation Submitted in Partial Fulfillment for the Degree of Master of Philosophy
in Education**

By

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Under the Supervision of

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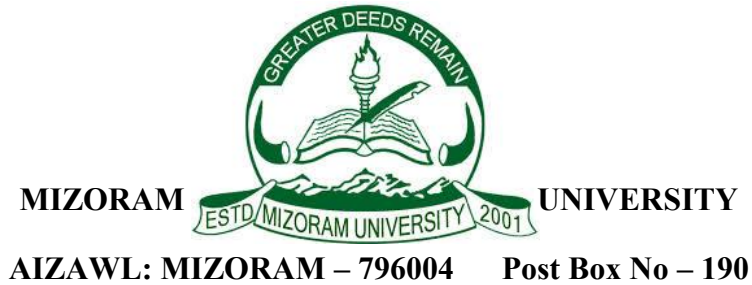


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DECLARATION

I, T.Laldintluangi hereby declare that this dissertation entitled 'Structure and Functioning of School Management Committees in Elementary Schools of Lunglei District: A Critical Study' is a record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else: and that the dissertation has not been submitted by me for any research degree in any other University/Institute.

This dissertation is being submitted to Mizoram University, Aizawl for the award of Master of Philosophy in Education

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature where studies conducted in India and abroad were reviewed. Review of literatures is important to find out research gaps and fill the gaps therein.

Kumar (2016) conducted a case study to understand the structure of SMC in Himachal Pradesh. The author studied the awareness level of Heads of elementary school, Chairman of SMC and SMC members, parents and teachers about their role & function in the school education as per RTE-2009 provisions in District Kullu in Himachal Pradesh. Local bodies and SMC have been given higher responsibilities and functions as cent per cent enrolment, enrolment of out of school children, retention till completion of elementary education, monitoring of school activities and preparation of school development plan. The study focuses on the functioning of SMCs constituted under the Right of Children to Free and Compulsory Education Act, 2009 and an effort for understanding and documenting the roles and functions of the SMCs of government managed upper primary schools in Himachal Pradesh. Descriptive survey method of research has been used in this study. Random sampling technique was used to select two educational blocks out of six educational blocks in district Kullu. From two blocks there are 83 government middle schools out of which only 10 schools are selected randomly for the present study. The author used Interview schedule for the chairperson of SMC and Questionnaires for the headmaster/teachers of the school and members of the SMC and parents. After finalization of research tools and selection of sample the investigators personally visited the schools for data collection. Detailed field notes have been taken and critical events have been recorded. The primary data have been collected through field visits. The investigator has verified the records available in the schools such as SMC meeting registers, cash books and other records. Data pertaining to the roles and functions of SMC members was collected from head of the school, Chairman of SMC, members of SMCs and teachers of selected schools. The author found that no system can aware any SMC member, parents and teachers completely aware about

their roles and responsibilities as an effective member of the school management committee.

Rout (2014) explored the role of School Management Committees (SMCs) in rural elementary schools pertaining to the different variables under investigation, e.g. enrollment, utilization of allotted funds and development of infrastructures. One district was selected for case study. The study reveals many facts pertaining to the different areas under study that have important implications for the major stakeholders of elementary education and revealed the SMC discharged its role actively for achieving universal enrollment by checking the attendance and absenteeism of the learners. It also showed that interest in developing the infrastructure and the SMC had utilized the allotted funds in proper means so as to develop the system.

Yau & Fongcheng (2014) studied aims to examine the perceptions of a sample of Hong Kong principals and teachers of the extent to which school-based management (SBM) has been effectively implemented in primary schools. More specifically, it was studied to investigate the following research questions, as perceived by principals and teachers: (1) Which features of SBM are being implemented in Hong Kong primary schools; (2) To what extent are they being implemented? (3) What are the difference between the perceptions of teachers and principals towards SBM? The features of school-based management implemented in Hong Kong primary schools include (1) leadership competence and work relationships, (2) staff coordination and effectiveness, (3) financial planning and control, and (4) resources and accommodation. A quantitative, survey questionnaire was adopted in this study. A total of 322 respondents (83 principals and 239 teachers) out of 83 primary schools responded to the questionnaire. The means, standard deviation and t-test were used to analyze the results. The finding shows that all four features of school-based management are perceived as being implemented in Hong Kong primary schools, but the degree of their implementation is not the same. The most adopted elements of school-based management are 'financial planning and control' and 'leadership competence and work relationships'. The moderate adopted element was 'resources and accommodation'. The least adopted element was 'staff coordination and

effectiveness'. In addition, there were significant differences between the perceptions of principals and teachers towards the areas of SBM.

Nwangwa & Omotere (2013) studied the School Management Team (Principal, Deputy Principals, and HODs) need to understand the new roles of school managers in managing the changes in Nigerian schools. This study investigated the emerging roles that members of the School Management Team play in their efforts to manage the on-going educational changes in schools. Since the present educational system in Nigeria is characterized by a variety of changes, school managers were not only expected to understand the changes but also to be able to manage them effectively. The study discussed the concept of change in Nigerian educational system. Some of the common challenges faced by SMTs in the implementation of the new education policies were discussed. Empirical research was conducted in four randomly selected schools in Abia State. Questionnaire was constructed to gather data from members of SMTs on the challenges facing SMTs in implementing educational policies. The research findings revealed that the present school managers find it difficult to meet the new managerial expectations that are brought about by the transforming educational environment. Recommendations were made for the retraining of School Management Teams to help them execute their expected managerial roles in meeting the nation's national goals.

Fitriah et al. (2013) investigated parental participation in the context of education decentralisation with regard to the changing situation in which the Indonesian government provides sufficient funds for school operational costs. Using a qualitative inquiry, researchers collected data through document analyses, questionnaires and interviews with stakeholders of two public primary schools in Depok, Indonesia. The study found that prior to the Free School Program, parental participation was limited to parents' financial contribution and associated matters. However, since school was made free, parents' involvement in school budgeting has become very limited; they are no longer engaged in the planning of allocations, and neither they nor the school committees were able to make inputs into decision making; even the functions of the school committees were limited to rubber stamping the school budget.

Owusu & Sam (2012) conducted a study sought to assess the role of School Management Committees (SMCs) in improving quality teaching and learning in Ashanti Mampong, Ghana (West Africa) Municipal Township Basic Junior High Schools through the views of head teachers, teachers and SMC Members. The design adopted for the study was a descriptive survey. A simple random sampling method was used to select a sample size of thirty (30) respondents. Questionnaire / data were collected data from the respondents; validated by the researchers and analyzed by the use of descriptive statistics. The findings indicated that SMCs were ineffective in the monitoring and supervision of head teachers', teacher's and pupils' attendance. Even though SMC's are not doing enough to assist teachers to improve teaching and learning, they were seen as very effective in solving school community relations since SMCs were relatively on task on the issue of serving as a vehicle for promoting community participation in the provision of quality education. Finally, it was recommended that much effort was needed to be done by SMCs in the Ashanti Mampong Municipal to raise the standard of basic education. It was hoped that the findings will serve as tools for change of practice of supervision of all stakeholders in the quality of teaching and learning in basic schools.

Kernel Teron (2012) in his study “To study the functioning of SMCs in Golaghat District of **Assam**” found that SMCs were formed as per guidelines, regular meetings were conducted, training was imparted to SMC members regarding their roles and functions and SMCs were serious about their meetings. Thus the present study was selected to know the status of the awareness level of the SMCs about their roles and functions and also to fill the gaps in the available researches on community participation in elementary education.

The article of **Edwards (2011)** argues that processes of disconnect and capture have affected Nepal's efforts to decentralise its education system, leading to a failure to engage the very stakeholders – parents and communities – that the reforms sought to reach. Specifically, disconnect occurred in the development and implementation of the latest ‘decentralisation’ reforms because they were formulated via a highly centralized policy-making process and then implemented from the top down. As a result, they had little impact on community-level school leadership or ownership, and led to a continued exclusion of the very community-

level stakeholders that the reforms sought to engage. Furthermore, the policy reforms have also led to an increased central legitimization and empowerment of school management committees, which in turn has facilitated the capture and politicization of these bodies by locally established leaders who are often not motivated to engage parents and community members in school reform. While these processes are not necessarily new phenomena to Nepal, they illustrate the extent to which globalised policy agendas have been ineffective in engaging community-level stakeholders.

Chen (2011) examines the key aspects of the practices of school-based management in Indonesia, and its effect on education quality. Using a conceptual framework of an accountability system of public service delivery, the paper explores the relations among Indonesian parents, school committees, schools, and government education supervisory bodies from three tenets: participation and voice; autonomy; and accountability. Using the data from a nationally representative survey of about 400 public primary schools in Indonesia, the paper finds that the level of parental participation and voice in school management is extremely low in Indonesia. While the role of school committees is still limited to community relations, school facilities, and other administrative areas of school management, school principals, together with teachers, are much more empowered to assert professional control of the schools. The accountability system has remained weak in Indonesia's school system, which is reflected by inadequate information flow to parents, as well as seemingly low parental awareness of the need to hold schools accountable. The accountability arrangement of the Indonesian school system currently puts more emphasis on top-down supervision and monitoring by government supervisory bodies. The findings show that although the scope of school based management in Indonesia is limited, it has begun to help schools make the right decisions on allocation of resources and hiring additional (non-civil servant) teachers, and to create an enabling environment of learning, including increasing teacher attendance rates. These aspects are found to have significantly positive effects on student learning outcomes.

Cheung & Kan (2009) study the aims of finding out teachers' perceptions of the newly proposed school management system and whether they are willing to

participate in Incorporated Management Committees (IMCs) as a form of School-Based Management in Hong Kong. In this study, 585 questionnaires were collected from a total of 652 which had been distributed to 25 schools (19 secondary schools and 9 primary schools), and five teacher representatives from five schools were involved in post-survey interviews. Findings from this study show that while the teachers were generally in favor of working hand in hand with the public (e.g. parents, alumni and members of the local community) for the betterment of schools, they had reservations about the registration of SMCs as IMCs because there would be legal implications of the Committees. Second, the teachers saw the IMCs as an administrative tool to improve school management, rather than as a means of enhancing students' learning outcomes. Third, teachers were hesitant about taking up the posts of teacher managers due to the unpredictable workload and legal liability involved. Finally, teachers from Christian schools were generally much less in favor of including representatives from the public and the registration of the SMCs as IMCs. The findings imply that the EMB has a responsibility to clarify the legal implications of IMCs and the ways in which school representatives' interests can be safeguarded. At the same time, SSBs need to regulate their management pattern and allow more transparency and accountability in managing their schools.

Chikoko (2009) done a qualitative research work to note the experiences of the Stakeholders (members of school development committee i.e. teacher, headmaster & parent governor) regarding decentralized decision making in area of school finance, human resources and curriculum in Zimbabwean schools. This study was a multisite case-study. Data collection tools and techniques were questionnaire, interviews, document analysis and observations. Three above mentioned areas were the points of discussion and judging the level of decentralization. The study revealed that in the area of finance central government wielded a strong regulatory authority. At local level financial powers rests in the hands of parents. The teachers were the most deprived in decision making in the area of finance. In the area of human resource, hiring of the teachers was done by the higher authorities outside the school while stakeholders at school level expressed their views against this process. Decision making powers in the area of staff development and appraisal theoretically located with school, which was

minimally exercised due to resource constraints. Curriculum decisions were strongly regulated at the national level. School head and teachers enjoyed substantial authority in the curriculum decision making, while parents thought it as preserve of the professionals. Different stakeholders perceived different loci of decision making power and different levels of involvement in decision. Decentralization in Zimbabwe seems to be a contentious issue. He felt a need of reciprocal relationship. Upper level authorities should relinquish some powers and lower level executers should be ready to use that power. In the views of researcher restructuring is not sufficient but there is a need of re-culturing. Besides, money, skilled manpower, and equipments are important deciders of decentralization. Chikoko also quoted a study done in Malawi by Davies, Harbar & Dzimadzi (2003, as cited in Chikoko, 2009) to gain insight into the process of decentralization. Nature of this study too was qualitative. Grounded theory approach was used. As per the study done in Malawi there are five key areas and their interaction is the main force which decides the success of decentralization. These key areas are work culture, accountability, information system, resource and sustainability. Authors reported that in Malawi model dual line of accountability to local and above governments were unclear and problematic. It was a need of clarity in the policy. Policy and system were needed to be reformed with consideration of the context of poverty.

Sharma (2008) studied “ Structures and Mechanisms of Community Participation in School Management” to Realizing that community involvement is vital for quality improvement, the government of Nepal decided to transfer the school management authority to the community as a reform measure for school improvement. But the teaching force, one of the important segments of the community is opposing the government’s strategies. The author attempts to discuss significance and importance of transferring management responsibility to the community from the perspective of theory and practice and highlights the benefit and prerequisites based on the review of international practices.

Yirang (2007) In his study entitled “Impact of SSA on community participation in school management at primary level in the District of lower Dibang valley of Arunachal Pradesh” observed that contribution of the community is not up to the mark as perceived in the mission of SSA; the basic foundation for

the achievement of SSA is community participation but the necessary initial step for creation of community awareness of SSA was not followed at right time.

Jones, Lyytikainen, Mukherjee & Reddy (2007) studied the VECs and MCs (Mother Committees) in Andhra Pradesh. Committees were found to have increased public participation and brought about some improvement in service quality, also identified some deficiencies and obstacles like illiteracy, socio-economic inequalities and lack of skill and resources on the part of community members.

Yan (2007) studied the achievement and challenges of education service delivery in Mbrabra district of Uganda. It had been found that decentralization improves service delivery thus reducing poverty when local governments are given enough resources and authority, along with effective local mechanisms of accountability.

Pratikno (2006) studied to assess the impacts of a dramatic decentralization reform in Indonesia on access to and quality of primary and secondary education. The research draws on qualitative and quantitative data from interviews, focus group discussions and household surveys in four selected districts. It was found that the administration of educational services was without transparency and accountability, household expenditures on children's education were high and increased, and huge social and geographical disparities existed. Policy recommendations were to increase of government spending was to make primary education available to all and improved measures to control public policies and expenditure in that sector.

Banerjee, Banerji, Duflo, Glennerster, & Khemani (2006) conducted a study to find out the people's awareness regarding local agencies (VECs); provisions and process for local level management of education in Uttar Pradesh. The study was also intended to uncover the people's awareness about service-delivery outcome and their inclination towards its improvement. As service-delivery was assumed to be improved after people's participation, therefore they also conducted an achievement test to find out the students "actual learning achievement." It was a baseline survey before conducting experiment of

“information campaigns,” an intervention to improve service delivery through people’s participation.

Multistage random sampling was used to select 4 blocks randomly, out of 22 blocks (313 villages therein), 280 villages out of 313 villages and 10 household in each of 280 villages. Finally 2800 households, 316 school and 1029 VEC members were in the sample of the study. Technique of data collection was interview and observation schedule. Besides, 17608 students from 2800 household were also selected for conducting achievement test.

They found the parents completely unaware of even the existence of a VEC. 92 percent household respondents did not know of any such committee. Only 2 percent parents could name actual members of VEC. 4.2 percent headmasters and 22.7 percent other VEC members were not knowing that they were members of VEC. Education was also found at the 5th place among village problems after roads, water, electricity and ‘no problem’. They found a big difference between perceptions of villagers, headmasters, VECs and parents about students learning in terms of basic competencies of reading writing and simple arithmetic and students’ achievement on achievement test i.e. “dipstick” by Pratham.

DeStefano, Hartwell, Balwanz & Moore (2006) found something positive in Mali. Save the Children or one of its partners local NGOs would identify villages that did not have public schools and that expressed an interest in starting a community school. The village leaders were asked to designate a five-member school management committee. This committee was required to compile a list of children to enrol, set and collect the school fees, identify and recruit teacher candidates, and enrol an equal number of boys and girls. One of the NGOs would then provide training for the school management committee and support the processes of teacher and student identification, as well as facilitate the formal relationship between the community school and the local education authority. The community school would become official when it submitted a declaration of opening to the local authorities, following guidelines developed jointly by NGOs and the Ministry of Education.

Bazik (2005) in his research entitled “Role and functioning of School Committees in Improving Elementary Education-A study of Mayurbhanj District in Orissa” has observed that school committees work more effectively in areas where PRIs were more active.

Patil (2004) in his Doctoral Research entitled “Role of Gram Shikshan Samiti (GSS) in Universalization of Primary Education” found that the GSS members participated in enrolment scheme; GSS members promoted education by checking attendance registers of centers after every three months, GSS members also faced some difficulties while conducting the survey; in convincing illiterate persons or due to non-availability of parents. However he has concluded that GSS understands its role in bringing about universalization of Primary Education, but still far very few GSS had actually performed quality work.

Wing (2004) studies the teachers’ value orientation toward parental involvement in School- Based Management in Hong Kong. Involving parents in school management is one of the recommendations in the framework of school-based management (SBM) in Hong Kong. Thus, to set the platform for home-school cooperation in school management, there is a need to develop a partnership ++between parents and school in the current education reform movement in Hong Kong. The innovation was first introduced in the policy document "The School Management Initiative (SMI)," which was regarded as the blueprint of SBM in 1991. Notably, very specific instructions for getting parents involved in the school management were spelled out. However, the teaching professionals objected to the recommendation of inviting parents as school managers. They argued whether it was an appropriate time to let parents become school governors and tended to view parents as unwelcome intruders. After 6 years of debate and practice including parents at different levels of school education, such as participating in parent seminars and parent teacher associations (PTAs), volunteering in school operations, being members of consultative committees, and so forth, the initiative became mandatory in the policy document--Education Commission Report No. 7--in 1997 where all schools in Hong Kong are required to implement SBM in 2000 and onward and where parents who are recognized as one of the stakeholders of children's education are legitimately granted the role of school governor. To invite

parents as partners in SBM, teachers' values and beliefs toward their involvement are of vital significance in affecting whether the collaboration is successful or not. Teachers' commitment to working with parents helps facilitate harmonious and effective partnership relationships between parent and school and is one of the prerequisites of an effective school. Confronted with such a number of educational changes, teachers have felt burdened and their workload, of course, is unavoidably constantly increased. However, teachers, as people in the frontline of children's education, are the important change agents in times of educational change. This article reports on a qualitative case study in two primary schools conducted during the period 2000-2002 of consultation on the composition of the School Management Committee (SMC). This study explores: (1) teachers' value orientation toward parents' involvement in SBM; and (2) constraints that impact their value orientation.

The case study of **Mali** by **Joseph Estefan (2004)** shows that community schools worked well under management of School management committees (SMC) made up of locally selected community members. Not only were the community schools effective at increasing access to basic education and raising the completion rate, but also students from community managed schools as well as in traditional public school performed better than traditional schools on language and mathematics test scores.

Mehralizadeh Y, Sepace H & Atashfeshan F. Betageri (2003) in his study of "Role and functioning of VEC and SDMC in **Karnataka** with special reference of Dharwad District" observed that there is a wide gap between the role performed by the School Betterment Committee (SBC) and Village Education Committee (VEC) members. Role and functions were not known to all the members. However he concluded that there is gestation period of few years, a phase of trial and error experimentation process for the SDMC to gain roots.

Kantha & Narain (2003) too reviewed the dynamics of community mobilization in Bihar state. They explored the nature, level and conditions of community participation in different programme and project for elementary education. The review is based on different studies conducted in the area. In their first study, they found the basic problem of the members of VECs being

nominated by the block education officers and Mukhia presiding over the VEC. Training of VEC under Bihar Education Project (BEP) was quite ineffective. Influential persons of village secured a place for themselves or their favorites. In the second study cited by them only two VECs out of 20 were found active and functional. Other VECs were “dormant” or functional when prompted. VEC in semi urban set-up and VECs, whose members came from non-agrarian occupation or were themselves educated, seemed to do well in contrast to those whose chairpersons and most of the members were landless wage laborers. In State Programme for Elementary Education Development (SPEED, 1998) some positive glimpses of community participation were found. Programme covered the eight blocks of five districts of Bihar. In contrast to four days training programme under BEP, in SPEED training period was extended up to 20 days in a given panchayat. Consequently people were found sitting together and discussing the issues of education. Women were also found to come ahead for the cause of education. For example, in Noorsarai block of Nalanda district the public contribution was over one lack rupees. Kantha and Narain also cited the indifferent or non-cooperative attitude of educational administrators as the major cause of failure or partial success of different programmes of community participation. The role of teachers was also viewed as crucial in community participation. The non-adherence of VECs’ recommendations by the district level officials also hinders the way of community mobilization. Authors found that wherever VECs were active and strong, teachers’ attendance and enrolment position of children would have improved

Tyagi (1999) conducted a study in Bihar (now Jharkhand State). This study intended to analyze and assess the roles performed by the VECs formed under Bihar Education project. It was based on the cases of two villages i.e. Ita-childri and Jonha. Jonha was a tribal village and Ita-childri comprised of about 50 percent tribal population. Data were collected through document analysis and interviews. Increment in the enrolment and reduction in dropout of children was noted after the activities of the VEC. Incidence of recruiting extra teacher by VEC was found. VECs were trained in micro planning and school mapping. Structure of the VEC was as per the norms. Relation of the VEC with other higher level institutions and officers were too weak to follow up the resolution and decision

made in the VECs. He also noted that tasks assigned to chairpersons of VECs were extra and overloading to them, as Mukhiyas (village heads) were the ex-officio chairperson of VECs. Surprisingly, 60 percent respondent in Johna village desired that in place of Mukhiya, a person devoted to the cause of education should be the chairman of VEC.

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Menon (1998) conducted a pilot study to check the guidelines for formulation of VEC prepared by Government of Haryana. Eight VECs from three blocks of Hissar District and eight VECs from two blocks of Jind district of Haryana were selected. VECs were selected considering the locations, interior and periphery, of concerned district. Thus a purposive sampling technique was used. Structured questionnaire and Interview schedules were used to collect the information. In formal education, up to secondary level and above VEC meetings were found regular in which enrolment, utilization of DPEP funds and girls' education were the major issues of discussion. Women's participations in VEC were found very limited due to Purdah system (veil) observed in the area. Visible impact of VEC activities was an increase in the girls' enrolment

Research done by **Du Preez and Grobler (1998)** has indicated that there is a correlation between sound financial management and effective, efficient SGBs. The HoD must ensure that school governing bodies are trained continually. One of the reasons for the mismanagement of funds and for confrontations between SGBs and principals is the absence of an effective school financial policy

or the ineffective implementation of the financial policy where it exists (as cited in **Mestry, 2006**).

Bjork (1998) conducted an ethnographic fieldwork in Indonesia. Study revealed a lack of action by the locals. He identified three main impediments to changes i.e. culture of civil services among teachers, incentives and rewards, and central local relations.

APPENDICES

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Appendix-I: Interview Schedule for School Management Committee Officers and members

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Appendix- IV: School Facility Observation Schedule (SFOS)

Appendix- V: Guidelines for Constitution of SMC

Appendix-VI: List of elementary schools in Lunglei District

APPENDIX - I

**INTERVIEW SCHEDULE FOR SCHOOL MANAGEMENT
COMMITTEE OFFICERS AND MEMBERS**

Name of the Locality/School:

Block

CRC/NPRC/Cluster:

Name of the Respondent:

Age:

Sex: Male () Female ()

Education:

Profession:

Monthly Income:

Caste/Tribe/Religion :

Contact No.

Designation: Chairperson/Vice-Chairperson/ Secretary/Treasurer/Member

Tenure in SMC/School:

Children of 6-14 Years age in the Family

Sl. No	Girl/Boy	School of Child	Class
1.			
2.			
3.			
4.			

Any- other Information

A. SMC STRUCTURE AND ITS MEETINGS

1. How did you become a member (Process of your selection/election)?
2. What roles do you have as a member of the SMC?
3. When was SMC constituted?
4. Has it been re-constituted yet?
5. Who provides the structure for SMC?
6. When the last meeting was held (Date)?
7. What is the frequency of the meeting?
8. Who calls up for the meeting?
9. How many members were present in the last meeting?
10. What do you think are the major issues in your school?
11. Did you raise the issues in the meeting?
12. Did you (committee) come up with any solutions?
13. How many days before are You/they informing about the SMC meeting?
14. What agendas did you discuss in the last meeting?
15. Who decides the agenda of the meeting/who can raise an issue?
16. Do you have educationist or volunteers in your locality who can contribute to school?
17. How many such types of persons are members in SMC?
18. *Has any member been terminated from SMC?
19. *Has any member resigned from SMC?
20. What type of problems/issues in schools to be solved on urgent basis?
21. *Has SMC framed any working group to solve an issue?
22. How many times in an academic year PTA meetings are being called?
23. In your opinion what should be done to strengthen SMC?

B. ACADEMIC

24. What is quality of education in the government school?
25. What are the reasons behind the low/high quality?
26. *Are all children of the locality going school regularly and on time?
27. *Do the children stay full day in the school?
28. *How many children with special needs are not attending school?
29. Does any teacher in school exercise corporal punishment?
30. Does any teacher in school exercise mental abuse?
31. Does any teacher give private tuition?
32. Are detailed records of children maintained by the teachers?
33. Is implementation of CCE being monitored by the principal?
34. Which guidelines are followed to implement CCE?
35. *Are you satisfied with the teachers' qualities of teaching?
36. Do you monitor a school-teacher about the completion and coverage of the syllabus within the academic year?
37. How SMC does insure the completion of syllabus by all teachers?
38. *What types of co-curricular activities (sports/academic/recreational) are organized in school?
39. Do the SMC members or locals attend the various activities in the schools?

27. ADMINISTRATIVE

40. What are the rights of children?
41. *Is there any case of violation of child right in the school?
42. Are the teachers of your school active in communal activities (community work in personal capacity)?
43. Does their involvement hamper their work in school?
44. What is the quality of MDM your school?
45. Is the MDM served each day in the school?
46. Is the MDM served according to prescribed menu?
47. Do you know what a School Development plan is?
48. Is school development plan prepared by SMC (or by OB or by teachers only)?
49. *How does VEC help in preparation of school development plan?

50. How many joint meeting of SMC/VEC are convened this year?
 51. Who are the members in VEC? (Chairperson/Secretary)
 52. What type of contribution and cooperation is provided by VEC for the improvement of quality of education or development of school?
 53. In your opinion, what can be done for the proper functioning of the school?
-

28. FINANCIAL FUNCTION

54. Who is maintaining/operating account of SMC?
 55. What funds have you received in this academic year?
 56. How are the funds been spent(for what)?
 57. *Has all the funds been spent till now?
 58. Do you maintain detail records of funds, both received and spent?
 59. Is SMC accounts audited in every year?
 60. Is SMC submitting the Utilization Certificate within three months?
 61. Do you inform VEC of any funds received for the school development?
 62. If informed, do they give advice to SMC on its utilization?
 63. Are VEC and SMC having a join meeting on a regular basis to make a joint decision on how to utilize funds received?
 64. How are you seeking suggestions of locals/parents and others to purchase something for school?
-

APPENDIX-II

INTERVIEW SCHEDULE FOR SCHOOL TEACHERS

Name of the Locality/School:

Block

CRC/NPRC/Cluster:

Name of the Respondent:

Sex: Male () Female ()

Education:

Monthly Income:

Age:

Caste/Tribe/Religion :

Contact No.

Status: Primary/ Middle School

Tenure in School:

Total Experience:

Children of 6-14 Years age in the Family

Sl No	Girl/Bo y	School of Child	Class
1.			
2.			
3.			
4.			

Any- other Information

A. Academic

29. What is quality of education in the government school?
30. What are the reasons behind the low/high quality?
31. * Are all children of the locality going school regularly and on time?
32. *Do the children stay full day in the school?
33. *How many children with special needs are not attending school?
34. Does any teacher in school exercise corporal punishment? Do You?
35. Does any teacher in school exercise mental abuse? Do You?
36. Does any teacher give private tuition? Do You?
37. Are detailed records of children maintained by the teachers?
38. Is implementation of CCE being monitored by the principal?
39. Which guidelines are followed to implement CCE?
40. How SMC does insure the completion of syllabus by all teachers?
41. *What types of co-curricular activities (sports/academic/recreational) are organized in school?
42. Do the SMC members or locals attend the various activities in the schools?
43. In your opinion what should be done to strengthen SMC?

B. Administrative

44. What are the rights of children?
45. *Is there any case of violation of child right in the school?
46. Are the teachers of your school active in communal activities (community work in personal capacity)?
47. How their involvement does hamper their work in school?
48. What is the quality of MDM your school?
49. Is the MDM served each day in the school?
50. Is the MDM served according to prescribed menu?
51. Do you know what a School Development plan is?
52. Is school development plan prepared by SMC (or by OB or by teachers only)?
53. *How does VEC help in preparation of school development plan?(OB)

54. What type of contribution and cooperation is provided by VEC for the improvement of quality of education or development of school?
55. In your opinion, what can be done for the proper functioning of the school?
-

C. FINANCIAL FUNCTION

56. Who is maintaining/operating account of SMC?
57. What funds have you received in this academic year?
58. How are the funds been spent (for what)?
59. *Has all the funds been spent till now?
60. Is the detailrecord of funds (both received and spent) maintained?
61. How does SMC seek suggestions of locals/parents and others to purchase something for school?
-

APPENDIX-III

INTERVIEW SCHEDULE FOR LOCAL PEOPLE/GUARDIAN

Name of the Locality/School:

Block

CRC/NPRC/Cluster:

Name of the Respondent:

Age:

Sex: Male () Female ()

Education:

Profession:

Monthly Income:

Caste/Tribe/Religion:

Contact No.

Designation: Ex-Member of SMC /Interested to be a Member of SMC/ Member of Local Council

Tenure:

Children of 6-14 Years age in the Family

Sl. No	Girl/Bo y	School of Child	Class
1.			
2.			
3.			

Any- other Information

A. SMC STRUCTURE AND ITS MEETINGS

1. Who is managing school in your locality

2. Who should manage?

If committee, please suggest the structure? (No. of members/types/education etc.)

3. What do you know about the School Management Committee (SMC)?

4. Who can be a member?

5. How to become a member?

6. What are the roles of SMC?

C. ACADEMIC

7. * Are all children of the locality going school regularly and on time?

8. *Do the children stay full day in the school?

9. *How many children with special needs are not attending school?

10. Does any teacher in school exercise corporal punishment?

11. Does any teacher in school exercise mental abuse?

12. Does any teacher give private tuition?

13. *Are you satisfied with the teachers' qualities of teaching?

14. Is the prescribed syllabus completed in the school? (Parents Only).

15. *What types of co-curricular activities (sports/academic/recreational) are organized in school?

16. Do you attend the various activities in the schools?

D. ADMINISTRATIVE

17. Are the teachers of your school active in communal activities (community work in personal capacity)?

18. Does their involvement hamper their work in school?

19. What is the quality of MDM your school?

20. Is the MDM served each day in the school?

21. Is the MDM served according to prescribed menu?

22. Who is managing MDM?

23. In your opinion, what can be done for the proper functioning of the school?

E. FINANCIAL FUNCTION

65. How are they seeking suggestions of locals/parents and others to purchase something for school?

APPENDIX-IV

SCHOOL FACILITY OBSERVATION SCHEDULE (SFOS)

Name of School: **Date of Observation:** **Block** **Cluster**

Name of School Staff Who Helped/Provided Information/Documents/Records

Sl. No	Item	Status	Observation/Description
	Classrooms		
	Books		
	Drinking Water		
	Toilets (For Boys And Girls)		
	Staff Rooms		
	Play Ground		
	Sport Facility (Material)		
	Students Attendance Records		
	Teachers		

	Attendance Records		
	School Progress Report Book		
	Account Book		
	Utilization Certificate		
	Support Provided To Children With Special Needs		
	Ramp (Access to Building)		
	First Aid Box		
	Teaching Aids/ TLM		
	ICT Facility		
	Mid-Day Meals (Utensil And Other Kitchen Tools)		
	Meeting Minute		
	Sanitation Services/Cleanliness		
	Teacher-Student Ratio (Number of Teacher and Number of Students)	Register Verification	

APPENDIX - V

GUIDELINES FOR CONSTITUTION OF

SCHOOL MANAGEMENT COMMITTEE (SMC)

A.COMPOSITION OF SMC

- ✓ The member of the SMC will be selected from the parents/guardians of students from the concerned school. The number of selected parents/guardians must be seven (7) out of which three (3) members will be female and four (4) will be male.

To select these seven (7) members, all the parents/guardians of the students should call a meeting in which, the headmaster and community leaders of the school will be the deciding authority on the proceedings of the selection.

The parents/guardians mentioned here should be from the concerned school.

- ✓ The school headmaster will automatically be a member of the SMC. In case where the headmaster is not available or there is an acting headmaster, then the teacher who is senior most will be the SMC member.
- ✓ The SMC will then select a teacher from the concerned school who will take the role of treasurer for this committee.
- ✓ One member from the Local Council or Village Council/court will be selected to be part of the SMC – (Local Council for Urban Areas for Rural Areas).
- ✓ The last member selected must be an educationist/ resourceful person residing in that locality. This educationist does not necessarily have to be a parent/guardian of students from the concerned school.

Example: The SMC can appoint any person from that locality, whom they regard as educated, interested in education and also interested in the progress of the school, as a member of the SMC.

- From the total number of the SMC members, 50% should be female. This instruction should be followed as much as possible.

B .OFFICE BEARERS

- **Chairperson:**

- **Vice-Chairperson:**

The Chairperson and Vice-Chairperson will be elected by secret ballot. The candidates will be the seven (7) parents/guardians selected by the SMC. All members of the SMC will cast vote.

- **Member – Secretary/Convener :**

The headmaster will automatically become the ex-officio Member – Secretary/Convener. In the absence or unavailability of the headmaster, it will be the senior most teachers to take up this post. (Since this is an Ex-Officio post, there is no need for election)

- **Treasurer :**

The SMC will appoint a teacher from the concerned school to be treasurer.

This means there is no need for election.

- **Members:**

- *Seven parents/guardians will be appointed by the parents/guardians of the students to be members of the SMC. Out of these seven members, two (2) will automatically hold the post of Chairperson and Vice-Chairperson. The remaining five (5) will be members*
- *An educated person, interested in education and the development of quality education in the school will be selected as a member. (Please refer to composition of SMC)*

C. TERM OF OFFICE

1. A new SMC will be formed after every two years.
2. All the members of the SMC excluding the headmaster / Ex- Officio Member Secretary/ Convener, will be members for two years.
3. The headmaster and his representatives (senior teacher) will be the Ex-Officio Member Secretary/ Convener as long as he holds office. On the event of his transfer. The new headmaster will automatically take his place.
4. After the two-year term ends, a teacher will be selected to be the treasure of SMC. This teacher could be the same teacher repeatedly.
5. After two years term the parents/ guardians of the students from the concerned school will again appoint seven (7) members to represent them. The same parents/guardian can be selected repeatedly as long as their children attend the school. The school authority will convene this selection.
6. The Chairperson and Vice Chairperson will be elected by the seven (7) parents/guardians representatives. All these seven (7) members are eligible to be candidates. The proceedings of the selection will be by secret ballot.
7. In case the Chairperson/ Vice Chairperson is unable to continue his tenure before the term end, a new Chairperson/ Vice- Chairperson should be selected from among the existing parent/guardian representatives. New SMC members will then be selected from other parent/guardians to fill the vacant post.
8. After the end of the two years term, the local council village council will select one representative to be a member of the SMC. Please note that even though the tenure of the Local Council/Village Council may be more than two years, this cannot be carried over to the SMC. This means that a new member, even if it is the same individual, should be appointed as a member of the SMC after every two years.
9. An educationist/resource person, interested in quality education should be appointed to be a member. This appointment will be for two years after which a new appointment (even if the appointee is the same individual) should be made again.

D. TERMINATION OF THE MEMBERSHIP

1. Any SMC member, if found to be unfit by his fellow members in the way he/she expresses view especially concerning the rights of children and also is not a team player can and will be removed by the SDEO. Before his/her termination he/she will be given time to explain his/her behavior.
2. The termination letter will be submitted to the Secretary/ Convener and will be put to effect once it is accepted by the chairperson.
3. If there is a member who has resigned or is terminated, the SMC will select members to fill the vacant post. These newly selected individuals will be confirmed only after the SDEO's acceptance.
4. If the member-secretary/ convener and treasurer either resign or are terminated, his/her replacement will be selected by the SMC. The concerned SDEO will ensure there is smooth transaction between the two parties (i.e. the resigned and newly appointed). The SDEO will make sure that all financial records and funds are transferred and checked. A report of the proceeding of transaction of change will be submitted to the Director, School Education through the SDEO.

E. PROCEEDINGS

1. The SMC will hold one meeting every two months
2. The meeting minutes/decisions should be recorded in writing and should be available for public viewing.
3. The quorum of members should be 2/3 for the meeting to commence.
4. The meeting notification should be give to members at least 5 days prior to the appointed date.
5. Each member will have one vote. When there is a draw the chairperson can have a casting vote
6. A copy of the meeting minute should be submitted to the concerned VEC and SDEO

F. FUNCTIONS

a) Main:

1. To monitor the school's administration
2. To prepare the schools development plan and be an advisor
3. To be aware and monitor the funds that is received from the government or other agencies.

b) General:

1. The SMC will support and ensure the right of children to Free and Compulsory Education. It will also inform the parents/guardians of the students, the community, community leaders and the government of its responsibility.
2. The SMC will monitor the punctuality and attendance of the teachers.
3. The SMC will identify out of school children with special needs. It will also ensure that these children complete at least the elementary level of school education and provide resources or aids necessary for the child's attendance and learning.
4. The attendance and regularity of students present in school will be monitored by the SMC
5. In the event where a student is denied his/her rights or benefits when the school exercises corporal punishment or mental abuse or when a child is denied admission to a school, it is the responsibility of the SMC to inform the higher authority as soon as possible.
6. If the SMC finds the need, it can form other working groups to enhance its functioning

c) Monitoring of teacher by SMC:

1. The completion of coverage of the syllabus within the academic year by a teacher should be monitored by SMC.
2. The teachers are expected to provide co-curricular activities and project to their students. The SMC is responsible in monitoring this.

3. The SMC should be aware of and encourage parents and teachers meeting as frequent as possible. In these meetings, the agenda discussed will be concerned to the students
4. Our rule forbids any kind of tuition fee. SMC should ensure there are no teachers who demand tuition fee from their students. This mean the student must be given quality education so there is no need for additional tuition
5. Teachers tend to be involved in various communal activities. Sometime they are too involved that it reaches a point where they neglect their teaching. The SMC should monitor and inform teachers that is an act of unprofessionalism and that is against their teaching techniques.
6. The SMC will take measures to ensure that all children within their locality attend school regularly
7. They will monitor whether children are given their rights or if their rights are violated by the school or anybody in any manner
8. Inspecting the quality and regularity of mid-day meal
9. The teachers should maintain a detailed record of each and every child in their school. The SMC should be aware of these records
10. The SMC will monitor how a teacher contributes and participates in the development of quality education.

❖ *Whether the headmaster monitors the implementation of CCE*

❖ *The headmaster and teachers will discuss their issues and initiative taken on a regular basis*

❖ *How CCE is being implemented and whether the guidelines of SCERT is followed*

d) Maintenance of Accounts by SMC:

1. A detailed record of funds, both received and spent should be maintained every year. (financial year)
2. The SMC accounts will be audited every year by concerned agencies and the SMC is responsible of ensuring that these auditions occur accordingly

3. Any fund received will be deposited into a joint account. MSC is responsible in making sure that this is being done.
4. A joint account will be opened by the chairperson and member-secretary/convener
5. No transactions can be made without the signature of both the chairperson/ice- chairperson and member-secretary/convener
6. The SMC must inform, the local authorities, the account number within a month of opening the account
7. The SMC must submit the Utilization Certificate within three months from the time funds are received.

e) Linkages with Village Education Committee:

1. The SMC will prepare a School Development Plan (SDP) under the guidance of VEC
2. SMC will inform VEC of any funds received for the school development. The VEC in turn will advise the SMC on its utilization
3. The VEC and SMC will have a joint meeting on a regular basis and will make a joint decision on how to utilize funds received.
4. The VEC should have at least one joint meeting every three months with all the SMAs within its jurisdiction
5. The SMC chairperson will be a member of the VEC
6. The SMC and VEC will work hand in hand for the development of schools
7. The VEC will maintain a detailed record of all funds received and this record should be available for auditing at all time
8. SMC must submit, to the concerned VEC, any utilization certificate within three months of receiving funds

f) DISSOLUTION OF SMC

If the concerned Sub-Divisional Educational Officer (SDEO) find any discrepancies in the functioning of the SMC with regards to the guidelines of RTE Act/Rules, he/she has the authority to dissolve this committee. Before

dissolving it the SDEO will conduct a proper verification and only if a strong evidence to dissolve the committee is found, will the dissolution take place. The SDEO should prepare and submit a detailed report of the dissolution proceedings to the Director, School Education, within a week of the dissolution.

Once dissolution occurs. The SDEO will have the authority of the SMC and must form a new SMC within a month of the dissolution. If a new SMC is not formed within the allotted time action will be taken on the SDEO.

APPENDIX-VI

LIST OF SAMPLE ELEMENTARY SCHOOLS

- 1. Govt. Electric PS-II**
- 2. Govt. JNM MS, Electric veng**
- 3. Govt. PK MS, Chanmari**
- 4. Govt. Mt. Hermon MS, Ramthar**
- 5. Govt. Theiriat PS II**
- 6. Govt. Theiriat MS**
- 7. Govt. DM MS Theiriat**
- 8. Govt. Theiriat PS-I,**
- 9. Govt. Zobawk PS-I**
- 10. Govt. PES MS, Zobawk**
- 11. Govt. Lungpuizawl PS**
- 12. 2nd Bn Eng School (Lumpsum aided)**

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SUMMARY

UNIVERSALIZATION OF ELEMENTARY EDUCATION

Education is not only essential for the harmonious development of one's personality but also for the sustained growth of the nation. Elementary Education in India, therefore, is the foundation on which the development of every citizen and the nation as a whole hinges. Elementary education is the first stage of compulsory education. It is preceded by pre-school or nursery and is followed by secondary education. Since independence, the central and state governments have been expanding the provision of primary formal and non-formal education to realize the goal of Universalization of Elementary Education (UEE). The challenge now is to sustain and deepen the current reforms in education and encourage local planning and management of strategies for expanding and improving elementary education.

Universalization of Elementary Education (UEE) is still a distant prospect in substantial part of the world and India is no exception to this. In this direction, the central government and state government, institutions and other organizations have been doing a lot for the progress of elementary education. Still the achievement in this direction is far away from the goals set for universalization of elementary education. The 86th Constitutional Amendment Act, 2002 made education a fundamental right for children in the age group of 6-14 years, as Right of Children to Free and Compulsory Education Act, 2009 received assent of President of India on 26th August, 2009 which has been implemented w.e.f 1st April, 2010.

The role of education in the context of social and economic progress is well recognized. It opens up opportunities leading to both individual and social development. Education is not only expected to enhance efficiency but also improves the overall quality of life. The eleventh five year plan places highest priority on education as a central instrument for achieving rapid and inclusive growth. It presents a comprehensive strategy for strengthening the education sector covering all segments of the education pyramid.

Elementary education is the foundation of the pyramid of the education system and has received a major push through the Sarva Shiksha Abhyan (SSA). SSA has been the single largest

holistic programme addressing all aspects of elementary education guarantee scheme/Alternative and innovative education (AIE) centres and about 20 crore children.

Elementary Education plays an important role in developing the cultural, social, physical, moral, intellectual, emotional and spiritual aspects of child's personality. To achieve the objective of Universalization of Elementary Education (UEE) various efforts are being made by Government of India. Formerly, Ministry of Education (now designated as Ministry of Human Resource Development) set up a working group on Universalization of Elementary Education which submitted its report in September, 1977. Though, our intention, is to make this possible, is healthy, yet the implementation aspect got bogged down due to a number of reasons. We have been extending the years of completion of the scheme from time to time. But, now a need is felt to think about some alternatives, so that the objectives can be achieved at the earliest.

RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE ACT) 2009

The Constitution (Eighty- sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education(RTE) Act,2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

THE RIGHT TO EDUCATION ACT AND SCHOOL MANAGEMENT COMMITTEES

According to RTE Act, 2009 and 'RTE State Rules, 2010' Section 21, Rule 13, excluding the list of school in 'Section 2 clause (n) sub- clause (iv), all schools will have a School Management Committee(SMC) in which representatives from community leaders, teacher and parents will be its members.

As the time India got its independence from the British Empire in 1947, the quality of education was very poor. Our country's literacy was at a very low percentage, 14% to be exact.

To be in par with other developing and developed countries, the government made many proposals. Quality education too became an important proposal in our constitution.

In December 2002, our constitution was amended purely because of the Government's concern for our Elementary Education. The amendment bill was unanimously moved by both ruling and opposition parties and has been the only amendment bill where both the ruling and opposition parties and have shown mutual agreement on a bill, till date.

In addition, from the year, December 2002, to enable all citizens of India to get education has amended Article 21A (Part III), to make the bill a constitutional law. The Right of Children to Free and Compulsory Act 2009; was proposed. In alliance to this 'The Right of Children to Free and Compulsory Education Rules, 2010' was created. They also referred to as 'RTE Act, 2009' or RTE State Rules, 2010'.

To ensure the success of Mizoram's Elementary Education and to form a strong standing School Management Committee (SMC), the SMC guidelines have been prepared. The guidelines were then proposed to the Government of Mizoram and a request was made so it could be officially documented and published by the Gazette. The School Education Department and the Government of Mizoram accepted the guidelines and notification was made July 25, 2011. The School Management Committee guidelines have been based and prepared in alliance with 'The Right to Free and Compulsory Education Act, 2009', and 'The Mizoram Right of Children to Free and Compulsory Education Rules,2010'.

RATIONALE OF THE STUDY

The State Governments of Mizoram has assigned responsibilities to SMC's through Mizoram RTE Act 2011. SMC's are supposed to play a crucial role in the management of elementary education and also they do cast a positive impact on quality of education. Moreover, it is well evident that capacities of functionaries are key determiner of the success. Qualities of education do rest on the quality of educational management. To develop the capacities among the SMC members a training manual for SMCs has been published by Community mobilization Unit of State Project Office, Mizoram SSA Mission, Aizawl (Govt. of Mizoram, 2012). Under the light of the manual some training programs have also been organized to develop the capacities of functionaries. One program per year at cluster level has been resolved by the office.

When functionaries are trained they are supposed to manage schools efficiently and quality of education is supposed to be improved. Hence, the study targeted to bring into light the status of functioning of SMC.

STATEMENT OF THE PROBLEM

The present study is proposed below:

Structure and Functioning Of School Management Committees in Elementary Schools of Lunglei District: A Critical Study

OBJECTIVES OF THE STUDY

1. To examine the structure of the School Management Committees of the Elementary Schools.
2. To examine the functioning of School Management Committees.
3. To examine the opinion of the stakeholders about functioning of School Management Committee.
4. To observe the facilities in Schools managed by School Management Committee.

DEFINITION OF THE KEY TERMS

School Management Committee: There is an 11 member committee managing all the affairs of schools for elementary education

Structure: Structure of the SMCs is prescribed by Mizoram Government as given below:

- | | |
|----------------------------|-------|
| 1) Chairperson | One |
| 2) Vice chairperson | One |
| 3) Secretary (Head Master) | One |
| 4) Treasurer (Teacher) | One |
| 5) Members | Seven |

Functioning: The administrative, academic and financial tasks were assigned to SMCs under Mizoram Right of Children to Free and Compulsory Education Rules 2011. The main functions are as below:

- 1) To monitor the school administration
- 2) To prepare the school development plan and be an advisor
- 3) To be aware and monitor the funds

Elementary Schools: The term denotes the school from class 1 to class 8. In Mizoram this includes primary and middle schools both.

Stakeholders: The term used in objectives no.3 includes parents of children of elementary schools as well as other person residing in the area in which school is located.

DELIMITATION OF THE STUDY

For the purpose of collecting data from elementary schools in Mizoram, the study was delimited to Lunglei Town.

METHODOLOGY

The Research Approach

The present study primarily aims at studying the Structure and Functioning of School Management Committees in Elementary Schools of Lunglei District. Further the study aimed at examining the function of school management committees, it also aims to find out the perception of the stakeholders about the function of School Management committees. Lastly to observe the facilities in schools manage by school management committees (SMC). Consequently, *Evaluative Survey* (Fox, 1969) methods were followed for the present study. So, the present study followed a qualitative research approach.

Sources of Data

For any kind of research study the data were collected from valid and reliable sources. The sources may be primary or secondary keeping the objectives of the study in view. The

following primary and secondary sources were considered to be appropriate for collection of relevant data for the present study.

- A. Primary sources: Since the major focus of the study was to examine the structure and functioning of SMCs in elementary schools of Lunglei district. The primary sources for collection of relevant data were the SMC office bearers and members, locals, parents and teachers of the SMCs schools. Observation schedule was adopted for inspecting the infrastructure and facilities of the schools.
- B. Secondary Sources: Different national and state survey reports, books and journals of official records, internet, publish and unpublished documents are major sources that are of utmost important for any research. And for the present study they are considered as important secondary sources of data collection.

Population and Sample

A. Population: Since the study was conducted in Lunglei district of Mizoram, as a problem stated above requires in depth study of the area and sustained involvement of the researcher with the respondent, so One block resource centre out of four was selected for intensive and extensive study of functioning of SMCs. Population of study diversified which was including.

- SMCs office bearers and members
- Parents and locals
- Teachers
- School facilities and records

Sample: Taking cognizance of the location of the area had decided to select Station Block of the district which comprises of six Cluster Resource Centers and 117 government and aided schools. One to five habitations (local areas) were selected from each cluster. Schools in those selected habitations were selected for observation and SMC members of those schools were interviewed. For the purpose to established trustworthiness of the responses of SMC, teachers and locals/guardians of each habitation are also interviewed. The sample sizes for the study are as below:

- 12 localities of SMCs schools are selected, in one locality 2 to 5 schools are visited, numbers of 30 schools were visited but the data was collected only from where SMCs were existed and functioned.
- Chairperson, vice chairperson, secretary, treasurer and 2 members from each SMC(6 respondents from each SMC) were selected
- One teacher from each selected school was interviewed.
- School facilities maintained by SMC were observed in each selected school.
- 5 locals/guardians from each locality were interviewed.

Procedure of Data Collection

The present study was collected by visiting sample elementary schools in the District of Lunglei. In station block, 3 clusters were visited. Before collecting the data, the researcher visited and contacted through telephones of all the schools of the Headmaster/Headmistress. The researcher inquired whether the schools have functioning SMCs as per government ordinances. Those which were functioning data were collected from.

- In first phase, data was collected from the Headmaster (secretary/convener), treasurer (teacher) and one teacher from their school through administering personal interview. Respondents were contacted individually at their schools. They were informed about the purpose of interview and rapport was established before conducting interview.
- Researcher had noted the responses on the interview schedule and also recorded with the help of voice recorder.
- After conducting all the interviews in the school, researcher conducted observing the school and facilities and infrastructure through School Facility Observation Schedule (SFOS)
- In the next phase of data collection, interview of chairperson, Vice chairperson and member of SMC in each locality were conducted. The researcher had contacted in their home and work places of interviewed him/her individually. Local/guardians in each locality were interviewed.

- After conducting all the interviews and observation. The researcher visited the SDEO office, BRCC and SSA office of Lunglei district to clarify the member submitted by the school and approval of SMC of each school, search the Utilization certificate and Account books.

Tools and Techniques Used

The researcher followed semi structured interview was the main tool for collection of relevant data for the study. School facilities supposed to be maintained by SMCs were also observed with the help of observation schedule. The following tools are constructed by the investigator for collecting relevant data.

- Observation for collecting information about school facilities and infrastructure
- Interview schedule for SMC members
- Interview schedules for teachers
- Interview schedules for local people or guardian.

Analysis of Data

As per the qualitative nature of the study, data was analyzed and presented in percentage only. The major findings are given below in respect of the four objectives of the study.

Objectives 1: To examine the structure of the School Management Committees of the Elementary Schools.

- Majority of the SMC members did not follow pattern of gender issue. 50% of SMCs should be female.
- Majority of the OBs of SMC did not send their child in the schools managed by them. Some of the members of low monthly income were sending their wards.
- Around 27.5% only became members of SMCs by an election. 72.5% members were selected or appointed.

- Only 12% SMC reconstituted in every two years. 62% SMCs did not reconstitute in every two years they still used the first constituted year of SMC approval by SDEO. 26% of the members did not know the re-constitutional pattern of SMC.
- Most of the SMCs followed that 2/3 members were available for meeting commencement but 38.67% members were never attend the meeting.
- 12.17% follow the rules of SMC of meeting notification were given to members before 5 days. 31.33 % were given 1 to 2 days before to the appointed date. 23.83% members were given notice 3 to 4 days before the meeting. The largest response 32.67% members cannot answer because of meeting was not called.
- Only 23.83% have educationist in the school of SMC.
- There was no one terminated or resignation letter submitted by SMC members to the SDEO with regard to transfer of school by the students or retired from the services.
- All the schools did not formed working groups.

Objectives 2: To examine the functioning of School Management Committees.

Findings in relation to the functioning of School Management Committees are divided in three themes that are presented under the following heads:

Findings related to Academic tasks of SMC-

- Most of the SMC members 73% said that the children were stay full in the school. While 27% did not know the status of the children in their localities.
- 53.17% were said there were no children with special needs in their localities. 4.67% said that children's of 6-14 years of age were not attending the school.
- Almost all the schools did not exercise corporal punishment and mental harassment. But, two schools said that they used corporal punishment when their student misbehaves.
- Majority elementary school teachers did not give private tuition.
- The entire SMC member did not aware whether the teachers maintained of the student's records.
- Most of the members did not know whether the headmaster monitors the implementation of CCE. But the teachers and headmaster discuss their issues and initiatives taken on a

regular basis. Few SMC members know that they used SCERT guidelines to implement CCE.

- Almost all of the SMC did not monitor the school teacher about the completion and coverage of the syllabus within the academic year. Only 25% of the SMC members discussed and monitored about the completion and coverage of the syllabus within the academic year.
- The SMC did not take responsibility about the co-curricular activity. Only the teachers were involved in the co-curricular activities.

Findings related to Administrative tasks of SMC-

- Majority of the school did not violate of children rights and or anybody in any manner.
- 60% members said that most of the teachers take part in various communal activities but they did not hamper their work in school. Only 5% members were active in communal activities obstructing their work ethics.
- MDM was served regularly in most of the school, at the same time some schools have cook irregularly because the salary was released in quarterly and some cook were rests off. All the schools did not served as the prescribed menu given by the State Government.
- School Development Plan is prepared by the secretary / headmaster and the teacher only. Most of the SMC members are not aware or concerned about the SDP.

Findings related to Financial tasks of SMC-

- Even though all the chairperson and secretary were expected to have join Bank account, only the secretary seems to maintain the SMC Bank account.
- Each academic year, all the schools received School Grant Rs 7000/- and Maintenance Grant Rs 7500/- . Besides this, some school also received Uniform grant.
- 32.67% active members knew that they spent their funds for repairing school building, furniture and school fencing etc. and 24.33% respondents said that funds were used for the maintenance of school like TLM, water and electricity bills, bucket, sign board, gardening tools, dust holder, broom etc. Most of the members 43% did not know how the funds were spent.
- Majority of the SMC maintained and record the account. Block Resource Coordinator (BRC) regularly audited in each academic session.

- All the schools were expected to submit their Utilization Certificate (UC) within three months commencement from the funds they received. Some schools regularly submitted their UC. While, some schools neglect to submit within three months.
- SMC never informed VEC of any funds received for the school development.

Objectives 3: To examine the opinion of the stakeholders about functioning of School Management Committee.

Findings Related to the Perception of Locals/guardian about Structure and its meetings of SMC

- 46% of the local people opined that the headmaster is the manager of the schools. 19% of the local people expect the state government managed the school, 6% of the local people assumed that the teachers and village council members managed the committees of their localities school. 6% of the respondents believed that the school was managed by the headmaster or the Government.
- Majority of the respondents, i.e. 81.08% were not conscious about SMC and 19% respondents knew the name, SMC vaguely. 19% respondents became aware the SMCs through the selection of their member among the parents, village council members and teachers.
- 81.08% of the local people / parents responded that the level of education was low quality because of the teacher's role i.e. teacher's carelessness and discipline of the school, negligence of his / her profession in every manner. 10.81% responded the education as a medium quality because of parent's participation in the education system. While 8.11% believed that the government give priority to take care the policies implemented but, does not satisfied with the government's role.

Findings Related to the Perception of Locals/Guardian about Academic Task of SMC

- According to 54.05% of the local people perceived that the children of the local area between 6-14 years of age were regular students. 27.02% of the local people believed that the children were regular student. While 18.92% of the local people did not know whether the children of the locality were going to school.

- The opinion of 48.65% responded that the children stayed full in the school. While, 10.81% respondent believed that the students were released during the school hour, if MDM was already served. 40.54% respondent does not recognize the condition of the children.
- 86.49% of the local people do not noticed whether the children with special needs attended school. 13.51% informed that there are one or two children with special needs were residing in the local area, but, do not attend school. It was believed that CWSN parents neglected to seek admission in schools.
- Almost all the locals opined that there was no corporal punishment in the school. At the same time, assumed that corporal punishment was practiced when the students were disobedient or misbehaved.
- All the local people / guardian did not recognize the school exercising mental abuse in the local elementary schools.
- Most of the local people / guardian are not aware of the teacher who gives private tuition. Only 8.11% noticed some mathematics teachers who give private tuition in their locality.
- 54.05% locals were not satisfied in the teacher's qualities of teaching because of carelessness and negligence was common among the government teachers. While 24.32% locals were satisfied with the teachers qualities because of the teachers trained and they had more experience in teaching skills and kindness show to the children. Another 21.62% locals did not have to say the teacher's qualities.
- Most of the respondents 54.05% did not know whether syllabus was completed in the school. 27.02% guardians said that the syllabus was completed in the school while 18.92% guardians said that sometimes they did not complete the prescribed syllabus.
- Majority responds the sports and devotion were organized in the school every once in a week. The locals did not know the academic level of co-curricular activities.
- 81.08 % did not attend the activities in the school. They did not expect to invite in some of the activities of the school. 18.92 % guardians were attend in the parent's day or PTA meeting

Findings Related to Perceptions of Locals/Guardians about Administrative Task of SMC

- According to 54.04% respondents, some of the teachers were active in the communal activities but it did not hamper their school work ethics. 18.92% noticed that when there is deceased in the locality; some teachers went to the funeral and dismissed the school. 27.03% respondents did not have any thought whether the teachers activities or hamper their work in school.
- 54.04% of the guardians positioned the quality of MDM in medium level. 10.82% said that the quality of the MDM was low and 35.14% do not care about the quality of MDM.
- 81.08% respond that MDM was served in each working day but, 13.5% guardians said that there is an interruption due to irregular service of cook since the salary of cook was too small. Two/three schools had a problem with regard to irregularity service of cook. While, 5.41% respondent did not consider about the MDM. Majority of respondent said that the MDM items are rice with alu and dal. MDM was not served with a right prescribed menu in reality.
- About 48.65% believed that one of the teachers took the charge of MDM. 16.22% respondent assumed that the headmaster managed the MDM and 8.10% believed that the cook managed all the MDM. 27.03% respondent did not considered at all.

Findings Related to Perceptions of Teachers about Academic Task of SMC

- About 58.33% of the teachers believed that the quality of government school was in medium level. 41.67% said that the government school has low quality.
- 58.33% teachers said that all the students of local area went to school regularly and the other 41.67% of the teachers did not know whether the children went to school.
- Majority of the teachers said that the student present in the school for the whole day. They also said that the children with special needs, who are 6-14 years of age, attend the school regularly.
- Teachers did not exercise corporal punishment and mental abuse among the children and did not give private tuition.

- 75% teachers maintained the detailed record of children. While, 25% teachers did not maintained the record of children. The progress report book or card of each student is considered as the detailed record of the children.
- 58.33% of teachers said that the headmaster / headmistress monitored the implementation of CCE. While 41.67% teachers said that the implementation of CCE is not monitored by the principal. Majority of the schools followed SCERT guidelines.
- There is a lack in monitoring the teachers regarding the completion of syllabus by SMC.
- Most of the school did not practice various co-curricular activities.
- Only 25% teachers said that the SMC member and parents attended PTA Meeting and school farewell. The SMC does not attend in any other activities of the schools.

Findings Related to Perceptions of Teachers about Administrative Task of SMC

- 83.33% teachers are aware about the Rights of children - Free and compulsory education while, the 16.67% teachers are not conscious. Majority of teachers said that there did not practiced any case of violation of child right in the school.
- Only 8.33% teachers supposed that the teachers are active in the communal activities while 16.67% teachers are not active. 8.33% of the teachers believed that those teachers who are active in communal activities had a clash in collaboration with their work. But, 91.67% teachers do not faced any problem.
- Majority of the teachers said that MDM was of medium quality and is served in each working day. Two teachers (16.67%) said that there is an interruption regarding irregularity of cook remuneration. All of the respondents said that they did not follow the menu of MDM prescribed by the State Government.
- Majority of the teachers i.e. 83.33% are unaware of the School Development Plan. Only 16.67% considered the School Development Plan. All the teachers are oblivious about the VEC contribution and cooperation regarding the School Development Plan.

Findings Related to Perceptions of Teachers about Financial Task of SMC

- 25% of the teachers opined that the SMC account was operated or maintained by the treasurer. 75% teachers assumed that the Principal maintained the SMCs account.
- In each academic year, every schools received School Grant Rs 7000/- and Maintenance Grant Rs 7500/-
- Half of the teachers said that the funds they received and how they spent was record in detailed.
- SMC did not asked for suggestions to improving for the school.

Objectives 4: To observe the facilities in schools managed by School Management Committees

Infrastructural facilities-

- Most of the selected schools had a sufficient classroom as per requirement. The student-classroom ratio was quite satisfactory. Blackboards, in most sample schools are placed at the center of the classroom in which each student do not have a problem. Most of the desk and benches are quite sufficient for the students. Out of all the observed schools, only 2 schools (classroom) were inadequate and narrow, not quite satisfactorily. Most of the classroom was properly lighted and ventilated.
- Majority of the schools have either water tank storage in which water was supplied by PHE, Government of Mizoram and rain water harvesting was conducted in most of the schools. Majority of the schools had used water filters for safety
- 8 schools had separate toilets units for boys and girls whereas the remaining 4 schools did not have separate toilet units for boys and girls. Only 3 schools had toilets which were properly functioned with water. Another 7 schools did not have running water supply for their toilets.
- All of the schools had one staffroom. While, 4 schools had a separate teacher common room and headmaster room.
- A large majority of the sample selected schools had their own small compound/playground which was used for morning assembly as well as simple outdoor

activities, games and sports that are properly maintained. 2 schools did not have compound and playground for the children.

- Majority of the schools had faced the lack of sports facilities. Most of the schools have football and volleyball and skipping rope but 1 school did not have any sports materials. Out of 12 schools, only 3 schools had volleyball net and shot put. One school had throwing events and jump poster.
- There was no exists ramp in every selected sample school.
- 7 schools had First-aid box with small material i.e. cotton, band aid, beta-dine, dettol crepe bandage and tablet. 5 schools did not maintain First-aid box.
- 6 schools did not have any ICT facility; some of the schools have computer and printer, television and laptop. 1 school has a computer but the headmaster had kept in privacy.
- All of the selected school have separate kitchen shed. Most of the schools have sufficient kitchen tools out of which 41.67% schools did not have adequate tools for the children. One lump sum aided school provided itself such utensil and other kitchen tools.
- 8 schools maintained the meeting minute book and kept in a safe place. While, the other 4 schools did not maintained any minute book.
- Majority of the schools had a proper way of keeping the sanitation and maintained cleanliness. Most of the schools conducted cleanliness time once in a week, mostly, Friday period of second or last period. Some of the schools were awardees of the cleanest school among the District and Block area.
- The overall teacher-student ratio is 1:9

Academic Facilities-

- All the selected schools received textbook within one month of the commencement of the session. But, it was observed that the schools did not received all the textbook required in each subject.
- All the selected school had maintained the daily student's attendance records.
- 9 schools record the teachers daily attendance whereas the other 3 schools did not records the teacher's attendance.
- Majority of the schools had maintained the school progress report book for each child.
- 7 schools had maintained the account book whereas 5 did not maintain.

- 4 schools had maintained whereas 8 did not maintain they said that the utilization certificate was maintained in the BRCC.
- Out of 12 schools, 5 schools had enrolled some CWSN. One school enrolled one orthopedically handicapped and one mentally retarded children. 2 schools enrolled one hearing impaired children and another one school enrolled visually impaired. Teasing or taunting was not found in the school visited. Teachers and students were kind to all the CWSN, CWSN feels at home in the school surroundings and the classroom.
- 25% schools did not have any TLM; the remaining 75% schools have mathematics kit, science kits, map, chart, encyclopedia, globe, blocks, etc.

RECOMMENDATIONS TO SOLVE THE PROBLEMS FACED BY SMCs

- SMC Act and rules have high importance to the SMC. They are responsible in providing quality education and ensuring school development. Ensuring the children have their rights realized is also an important responsibility of SMC. Hence, it is important that to accept the responsibilities and duties to the children and also utilized the SMC guidelines to realize the children's rights and privileges as best as possible.
- Schools have been established to cater needs of the community. The responsibility of educating our children rest on the parents and community leaders. Creating a good learning environment is the responsibilities of the community leaders.
- An annual information campaign could disseminate information on the systematic process of SMC members and the roles and responsibilities of SMCs.
- State government should be encourages to pass a government order to increase the tenure of SMC to three or more years, in order to give the SMCs more time to understand and plan for the school need.
- State government should conduct trainings within 1-2 months from when SMCs are constituted.
- If SMCs is to work according to what government has envisioned it to, then definitely the most crucial thing that is missing awareness. If people aren't even aware about what their responsibilities are, then how can they be expected to work the way they are supposed to, Also, the committee should be given more authority. It shouldn't only be expected to

highlight problems but rather, it should be given more power to solve it. If somebody is not sending his/her child to school then it shouldn't only be expected to report to higher offices, but rather it should be allowed to do something against it. If a teacher is being absent for long exceeding allowed period of leave, School Management Committee should have the power to do something against it.

- The SMC will ensure regularity of attendance of children and teachers in the schools.
- The SMC will prepare a school development plan and help expansion of facilities, beautify the school environment, develop playground and plantation on the ground.
- In order to provide free and compulsory education for all children, sufficient financial assistance should be given for every school so that it is free from lack of different kinds of teaching learning equipments.
- The problems faced by the cook were irregular of their salary. Children were quite happy with the quantity and quality of food served. But the state government should try to give as the prescribing menu for the healthiness of children.
- For more involvement of the community in general and School Management Committee in particular frequent supervision and inspection of schools should be done.
- Teachers should be given training in order to encourage the community participation in the school affairs.
- School management committees should focus on tracking every child's progress and continuously monitor the school development and continuously monitor critical indicators.
- Records of attendance and achievement must be generated through systematic record keeping and made available to SMCs for school level planning and monitoring.
- Meetings of SMCs must be conducted on a regular basis at least quarterly and should include discussion about participation of children and their access and retention in education as well as discussing funding and expenditure.
- SMCs need resources to build capacity and awareness among members to help them assess needs and requirements for effective learning.
- The school development plans and funds received must be shared in VEC organized from time to time.

- Financial support should be much more provided by the government for the smooth functioning of the SMCs and implementation of school development Plans as envisaged by the recent Right to Education Act.

EDUCATIONAL IMPLICATIONS OF THE RESEARCH

- The study brings into light the realities about the structure and functioning of the SMCs in the block, which will be helpful to policy makers in utilizing necessary intervention strategies and capacity building programme for SMC personnel.
- It reveals the knowledge condition of the community members (villagers) regarding the structure and functioning of the SMCs in that block. Hence reveals the level of community participation in education. Findings of the study emphasize on the use of mass media like Television and radio to enhance the community participation. Traditional modes of propaganda such as meetings, personal contacts by members and teachers were also not utilized properly in the area. Therefore the study provides feedback to administrative officers.
- Findings of the study can help the policymakers in taking further decisions about decentralized management of education, structural set up of decentralized management and functions prescribed to decentralized management bodies.

LIMITATIONS

- The data could not be collected from more than 12 habitations, because 30 schools were visited but SMCs were existed only in 12 schools.
- Annual incomes of the members and villagers were not reported properly by the respondents therefore that variable had remove from analyses of the result.

CONCLUSION

Findings of the study reveal the lack of unanimity in the structure of the SMCs of the block. It can be said that rules and regulation, under which SMCs were formed in Lunglei, were not observed strictly. There was no unanimity in the structures of SMCs. Ordinance says every

school must formed SMC, they formed in nominally but the SMCs accurate structure were found only in some schools.

Some members did not know that they were still the members of SMC. From the tenures of the members reveals that most of the SMCs were not reconstituted in every two years. Also a few persons were members of SMCs whose children were not attending the school managed by SMCs.

Many children from the families of chairpersons & secretaries and children from the families of members of SMCs were not attending the schools managed by SMCs which shows that the members of SMCs were not interested in the good management of schools or believed that the government schools were not providing proper educational facilities. Members of SMCs were sending their boys to private school and girls in government schools (English medium or SSA model school). Children studying in lower classes were attending school in their own villages of private schools and children of upper classes were going to schools (Private or Government Aided). Sending the children to the English medium schools clearly reflect that they have lost trust in the government schools to provide quality education. Another reason may be that the government schools are Mizo medium and the necessity of fluency in speaking of English for better job opportunities compels the parents to take such decisions.

Similarly, while nominating guardian members it can be seen that high qualified parents are rarely included. It may show that among parent's of high monthly income their child were send to the private English medium. It is also true that members of low educational level in such type of institutions do not have their say in the meetings and cannot raise their issues, unless they are properly oriented and trained for their duties.

Most of the SMCs can be seen that there is unaware of the constitution of SMC. It can be seen that most of the members were become by selection than election. The constituted year, reconstitute pattern and frequency of their meeting reveals that they neglect the SMC. Some of the chairperson and vice chairperson, members and also treasurer could not say their present conditions of SMC. To conduct the interview, some of the member's designations from the SMC member lists were informed directly by the investigator. Most of the secretary responses were

upcoming defend their SMCs in a constitutional manner, but the others members were reveals the true conditions of their SMCs.

Quality of education and overall development of school is one of the main challenges of the School Management committees. Non-participation of SMC members in making School development Plan and execution as expected in the RTE Act, 2009. The linkage between VEC and local bodies are very weak.

I. INTRODUCTION

UNIVERSALIZATION OF ELEMENTARY EDUCATION

Education is not only essential for the harmonious development of one's personality but also for the sustained growth of the nation. Elementary Education in India, therefore, is the foundation on which the development of every citizen and the nation as a whole hinges. Elementary education is the first stage of compulsory education. It is preceded by pre-school or nursery and is followed by secondary education. Since independence, the central and state governments have been expanding the provision of primary formal and non-formal education to realize the goal of Universalization of Elementary Education (UEE). The challenge now is to sustain and deepen the current reforms in education and encourage local planning and management of strategies for expanding and improving elementary education.

Universalization of Elementary Education (UEE) is still a distant prospect in substantial part of the world and India is no exception to this. In this direction, the central government and state government, institutions and other organizations have been doing a lot for the progress of elementary education. Still the achievement in this direction is far away from the goals set for universalization of elementary education. The 86th Constitutional Amendment Act, 2002 made education a fundamental right for children in the age group of 6-14 years, as Right of Children to Free and Compulsory Education Act, 2009 received assent of President of India on 26th August, 2009 which has been implemented w.e.f 1st April, 2010.

The role of education in the context of social and economic progress is well recognized. It opens up opportunities leading to both individual and social development. Education is not only expected to enhance efficiency but also improves the overall quality of life. The eleventh five year plan places highest priority on education as a central instrument for achieving rapid and inclusive growth. It presents a comprehensive strategy for strengthening the education sector covering all segments of the education pyramid.

Elementary education is the foundation of the pyramid of the education system and has received a major push through the Sarva Shiksha Abhyan (SSA). SSA has been the single largest holistic programme addressing all aspects of elementary education guarantee scheme/Alternative and innovative education (AIE) centres and about 20 crore children.

Elementary Education plays an important role in developing the cultural, social, physical, moral, intellectual, emotional and spiritual aspects of child's personality. To achieve the objective of Universalization of Elementary Education (UEE) various efforts are being made by Government of India. Formerly, Ministry of Education (now designated as Ministry of Human Resource Development) set up a working group on Universalization of Elementary Education which submitted its report in September, 1977. Though, our intention, is to make this possible, is healthy, yet the implementation aspect got bogged down due to a number of reasons. We have been extending the years of completion of the scheme from time to time. But, now a need is felt to think about some alternatives, so that the objectives can be achieved at the earliest.

RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION (RTE ACT) 2009

The Constitution (Eighty- sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education(RTE) Act,2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

THE RIGHT TO EDUCATION ACT AND SCHOOL MANAGEMENT COMMITTEES

According to RTE Act, 2009 and 'RTE State Rules, 2010' Section 21, Rule 13, excluding the list of school in 'Section 2 clause (n) sub- clause (iv), all

schools will have a School Management Committee(SMC) in which representatives from community leaders, teacher and parents will be its members.

As the time India got its independence from the British Empire in 1947, the quality of education was very poor. Our country's literacy was at a very low percentage, 14% to be exact. To be in par with other developing and developed countries, the government made many proposals. Quality education too became an important proposal in our constitution.

In December 2002, our constitution was amended purely because of the Government's concern for our Elementary Education. The amendment bill was unanimously moved by both ruling and opposition parties and has been the only amendment bill where both the ruling and opposition parties and have shown mutual agreement on a bill, till date.

In addition, from the year, December 2002, to enable all citizens of India to get education has amended Article 21A (Part III), to make the bill a constitutional law. The Right of Children to Free and Compulsory Act 2009; was proposed. In alliance to this 'The Right of Children to Free and Compulsory Education Rules, 2010' was created. They also referred to as 'RTE Act, 2009' or RTE State Rules, 2010'.

To ensure the success of Mizoram's Elementary Education and to form a strong standing School Management Committee (SMC), the SMC guidelines have been prepared. The guidelines were then proposed to the Government of Mizoram and a request was made so it could be officially documented and published by the Gazette. The School Education Department and the Government of Mizoram accepted the guidelines and notification was made July 25, 2011. The School Management Committee guidelines have been based and prepared in alliance with 'The Right to Free and Compulsory Education Act, 2009', and ' The Mizoram Right of Children to Free and Compulsory Education Rules,2010'.

II. RATIONALE OF THE STUDY

The State Governments of Mizoram has assigned responsibilities to SMC's through Mizoram RTE Act 2011. SMC's are supposed to play a crucial role in the management of elementary education and also they do cast a positive

impact on quality of education. Moreover, it is well evident that capacities of functionaries are key determiner of the success. Qualities of education do rest on the quality of educational management. To develop the capacities among the SMC members a training manual for SMCs has been published by Community mobilization Unit of State Project Office, Mizoram SSA Mission, Aizawl (Govt. of Mizoram, 2012). Under the light of the manual some training programmes have also been organized to develop the capacities of functionaries. One program per year at cluster level has been resolved by the office. When functionaries are trained they are supposed to manage schools efficiently and quality of education is supposed to be improved. Hence, the study targeted to bring into light the status of functioning of SMC.

III. STATEMENT OF THE PROBLEM

The present study is proposed below:

Structure and Functioning Of School Management Committees in Elementary Schools of Lunglei District: A Critical Study

IV. OBJECTIVES OF THE STUDY

1. To examine the structure of the School Management Committees of the Elementary Schools.
2. To examine the functioning of School Management Committees.
3. To examine the opinion of the stakeholders about functioning of School Management Committee.
4. To observe the facilities in Schools managed by School Management Committee.

V. DEFINITION OF THE KEY TERMS

School Management Committee: There is an 11 member committee managing all the affairs of schools for elementary education

Structure: Structure of the SMCs is prescribed by Mizoram Government as given below:

- | | |
|----------------|-----|
| 1) Chairperson | One |
|----------------|-----|

- | | |
|----------------------------|-------|
| 2) Vice chairperson | One |
| 3) Secretary (Head Master) | One |
| 4) Treasurer (Teacher) | One |
| 5) Members | Seven |

Functioning: The administrative, academic and financial tasks were assigned to SMCs under Mizoram Right of Children to Free and Compulsory Education Rules 2011. The main functions are as below:

- 1) To monitor the school administration
- 2) To prepare the school development plan and be an advisor
- 3) To be aware and monitor the funds

Elementary Schools: The term denotes the school from class 1 to class 8. In Mizoram this includes primary and middle schools both.

Stakeholders: The term used in objectives no.3 includes parents of children of elementary schools as well as other person residing in the area in which school is located.

VI. DELIMITATION OF THE STUDY

For the purpose of collecting data from elementary schools in Mizoram, the study was delimited to Lunglei Town.

VII. METHODOLOGY

The Research Approach

The present study primarily aims at studying the Structure and Functioning of School Management Committees in Elementary Schools of Lunglei District. Further the study aimed at examining the function of school management committees, it also aims to find out the perception of the stakeholders about the function of School Management committees. Lastly to observe the facilities in schools manage by school management committees (SMC). Consequently, *Evaluative Survey* (Fox, 1969) methods were followed for the present study. So, the present study followed a qualitative research approach.

Sources of Data

For any kind of research study the data were collected from valid and reliable sources. The sources may be primary or secondary keeping the objectives of the study in view. The following primary and secondary sources were considered to be appropriate for collection of relevant data for the present study.

- A. Primary sources: Since the major focus of the study was to examine the structure and functioning of SMCs in elementary schools of Lunglei district. The primary sources for collection of relevant data were the SMC office bearers and members, locals, parents and teachers of the SMCs schools. Observation schedule was adopted for inspecting the infrastructure and facilities of the schools.
- B. Secondary Sources: Different national and state survey reports, books and journals of official records, internet, publish and unpublished documents are major sources that are of utmost important for any research. And for the present study they are considered as important secondary sources of data collection.

VIII. Population and Sample

A. Population: Since the study was conducted in Lunglei district of Mizoram, as a problem stated above requires in depth study of the area and sustained involvement of the researcher with the respondent, so One block resource centre out of four was selected for intensive and extensive study of functioning of SMCs. Population of study diversified which was including.

- SMCs office bearers and members
- Parents and locals
- Teachers
- School facilities and records

Sample: Taking cognizance of the location of the area had decided to select Station Block of the district which comprises of six Cluster Resource Centers and 117 government and aided schools. One to five habitations (local areas) were selected from each cluster. Schools in those selected habitations were

selected for observation and SMC members of those schools were interviewed. For the purpose to established trustworthiness of the responses of SMC, teachers and locals/guardians of each habitation are also interviewed. The sample sizes for the study are as below:

- 12 localities of SMCs schools are selected, in one locality 2 to 5 schools are visited, numbers of 30 schools were visited but the data was collected only from where SMCs were existed and functioned.
- Chairperson, vice chairperson, secretary, treasurer and 2 members from each SMC(6 respondents from each SMC) were selected
- One teacher from each selected school was interviewed.
- School facilities maintained by SMC were observed in each selected school.
- 5 locals/guardians from each locality were interviewed.

IX. Procedure of Data Collection

The present study was collected by visiting sample elementary schools in the District of Lunglei. In station block, 3 clusters were visited. Before collecting the data, the researcher visited and contacted through telephones of all the schools of the Headmaster/Headmistress. The researcher inquired whether the schools have functioning SMCs as per government ordinances. Those which were functioning data were collected from.

- In first phase, data was collected from the Headmaster (secretary/convener), treasurer (teacher) and one teacher from their school through administering personal interview. Respondents were contacted individually at their schools. They were informed about the purpose of interview and rapport was established before conducting interview.
- Researcher had noted the responses on the interview schedule and also recorded with the help of voice recorder.
- After conducting all the interviews in the school, researcher conducted observing the school and facilities and infrastructure through School Facility Observation Schedule (SFOS)

- In the next phase of data collection, interview of chairperson, Vice chairperson and member of SMC in each locality were conducted. The researcher had contacted in their home and work places of interviewed him/her individually. Local/guardians in each locality were interviewed.
- After conducting all the interviews and observation. The researcher visited the SDEO office, BRCC and SSA office of Lunglei district to clarify the member submitted by the school and approval of SMC of each school, search the Utilization certificate and Account books.

X. Tools and Techniques Used

The researcher followed semi structured interview was the main tool for collection of relevant data for the study. School facilities supposed to be maintained by SMCs were also observed with the help of observation schedule. The following tools are constructed by the investigator for collecting relevant data.

- Observation for collecting information about school facilities and infrastructure
- Interview schedule for SMC members
- Interview schedules for teachers
- Interview schedules for local people or guardian.

XI. Analysis of Data

As per the qualitative nature of the study, data was analyzed and presented in percentage only. The major findings are given below in respect of the four objectives of the study.

Objectives 1: To examine the structure of the School Management Committees of the Elementary Schools.

- Majority of the SMC members did not follow pattern of gender issue. 50% of SMCs should be female.

- Majority of the OBs of SMC did not send their child in the schools managed by them. Some of the members of low monthly income were sending their wards.
- Around 27.5% only became members of SMCs by an election. 72.5% members were selected or appointed.
- Only 12% SMC reconstituted in every two years. 62% SMCs did not reconstitute in every two years they still used the first constituted year of SMC approval by SDEO. 26% of the members did not know the re-constitutional pattern of SMC.
- Most of the SMCs followed that 2/3 members were available for meeting commencement but 38.67% members were never attend the meeting.
- 12.17% follow the rules of SMC of meeting notification were given to members before 5 days. 31.33 % were given 1 to 2 days before to the appointed date. 23.83% members were given notice 3 to 4 days before the meeting. The largest response 32.67% members cannot answer because of meeting was not called.
- Only 23.83% have educationist in the school of SMC.
- There was no one terminated or resignation letter submitted by SMC members to the SDEO with regard to transfer of school by the students or retired from the services.
- All the schools did not formed working groups.

Objectives 2: To examine the functioning of School Management Committees.

Findings in relation to the functioning of School Management Committees are divided in three themes that are presented under the following heads:

Findings related to Academic tasks of SMC-

- Most of the SMC members 73% said that the children were stay full in the school. While 27% did not know the status of the children in their localities.

- 53.17% were said there were no children with special needs in their localities. 4.67% said that children's of 6-14 years of age were not attending the school.
- Almost all the schools did not exercise corporal punishment and mental harassment. But, two schools said that they used corporal punishment when their student misbehaves.
- Majority elementary school teachers did not give private tuition.
- The entire SMC member did not aware whether the teachers maintained of the student's records.
- Most of the members did not know whether the headmaster monitors the implementation of CCE. But the teachers and headmaster discuss their issues and initiatives taken on a regular basis. Few SMC members know that they used SCERT guidelines to implement CCE.
- Almost all of the SMC did not monitor the school teacher about the completion and coverage of the syllabus within the academic year. Only 25% of the SMC members discussed and monitored about the completion and coverage of the syllabus within the academic year.
- The SMC did not take responsibility about the co-curricular activity. Only the teachers were involved in the co-curricular activities.

Findings related to Administrative tasks of SMC-

- Majority of the school did not violate of children rights and or anybody in any manner.
- 60% members said that most of the teachers take part in various communal activities but they did not hamper their work in school. Only 5% members were active in communal activities obstructing their work ethics.
- MDM was served regularly in most of the school, at the same time some schools have cook irregularly because the salary was released in quarterly and some cook were rests off. All the schools did not served as the prescribed menu given by the State Government.
- School Development Plan is prepared by the secretary / headmaster and the teacher only. Most of the SMC members are not aware or concerned about the SDP.

Findings related to Financial tasks of SMC-

- Even though all the chairperson and secretary were expected to have joint Bank account, only the secretary seems to maintain the SMC Bank account.
- Each academic year, all the schools received School Grant Rs 7000/- and Maintenance Grant Rs 7500/- . Besides this, some school also received Uniform grant.
- 32.67% active members knew that they spent their funds for repairing school building, furniture and school fencing etc. and 24.33% respondents said that funds were used for the maintenance of school like TLM, water and electricity bills, bucket, sign board, gardening tools, dust holder, broom etc. Most of the members 43% did not know how the funds were spent.
- Majority of the SMC maintained and record the account. Block Resource Coordinator (BRC) regularly audited in each academic session.
- All the schools were expected to submit their Utilization Certificate (UC) within three months commencement from the funds they received. Some schools regularly submitted their UC. While, some schools neglect to submit within three months.
- SMC never informed VEC of any funds received for the school development.

Objectives 3: To examine the opinion of the stakeholders about functioning of School Management Committee.

Findings Related to the Perception of Locals/guardian about Structure and its meetings of SMC

- 46% of the local people opined that the headmaster is the manager of the schools. 19% of the local people expect the state government managed the school, 6% of the local people assumed that the teachers and village council members managed the committees of their localities school. 6% of the respondents believed that the school was managed by the headmaster or the Government.

- Majority of the respondents, i.e. 81.08% were not conscious about SMC and 19% respondents knew the name, SMC vaguely. 19% respondents became aware the SMCs through the selection of their member among the parents, village council members and teachers.
- 81.08% of the local people / parents responded that the level of education was low quality because of the teacher's role i.e. teacher's carelessness and discipline of the school, negligence of his / her profession in every manner. 10.81% responded the education as a medium quality because of parent's participation in the education system. While 8.11% believed that the government give priority to take care the policies implemented but, does not satisfied with the government's role.

Findings Related to the Perception of Locals/Guardian about Academic Task of SMC

- According to 54.05% of the local people perceived that the children of the local area between 6-14 years of age were regular students. 27.02% of the local people believed that the children were regular student. While 18.92% of the local people did not know whether the children of the locality were going to school.
- The opinion of 48.65% responded that the children stayed full in the school. While, 10.81% respondent believed that the students were released during the school hour, if MDM was already served. 40.54% respondent does not recognize the condition of the children.
- 86.49% of the local people do not noticed whether the children with special needs attended school. 13.51% informed that there are one or two children with special needs were residing in the local area, but, do not attend school. It was believed that CWSN parents neglected to seek admission in schools.
- Almost all the locals opined that there was no corporal punishment in the school. At the same time, assumed that corporal punishment was practiced when the students were disobedient or misbehaved.
- All the local people / guardian did not recognize the school exercising mental abuse in the local elementary schools.

- Most of the local people / guardian are not aware of the teacher who gives private tuition. Only 8.11% noticed some mathematics teachers who give private tuition in their locality.
- 54.05% locals were not satisfied in the teacher's qualities of teaching because of carelessness and negligence was common among the government teachers. While 24.32% locals were satisfied with the teachers qualities because of the teachers trained and they had more experience in teaching skills and kindness show to the children. Another 21.62% locals did not have to say the teacher's qualities.
- Most of the respondents 54.05% did not know whether syllabus was completed in the school. 27.02% guardians said that the syllabus was completed in the school while 18.92% guardians said that sometimes they did not complete the prescribed syllabus.
- Majority responds the sports and devotion were organized in the school every once in a week. The locals did not know the academic level of co-curricular activities.
- 81.08 % did not attend the activities in the school. They did not expect to invite in some of the activities of the school. 18.92 % guardians were attend in the parent's day or PTA meeting

Findings Related to Perceptions of Locals/Guardians about Administrative Task of SMC

- According to 54.04% respondents, some of the teachers were active in the communal activities but it did not hamper their school work ethics. 18.92% noticed that when there is deceased in the locality; some teachers went to the funeral and dismissed the school. 27.03% respondents did not have any thought whether the teachers activities or hamper their work in school.
- 54.04% of the guardians positioned the quality of MDM in medium level. 10.82% said that the quality of the MDM was low and 35.14% do not care about the quality of MDM.
- 81.08% respond that MDM was served in each working day but, 13.5% guardians said that there is an interruption due to irregular service of cook

since the salary of cook was too small. Two/three schools had a problem with regard to irregularity service of cook. While, 5.41% respondent did not consider about the MDM. Majority of respondent said that the MDM items are rice with alu and dal. MDM was not served with a right prescribed menu in reality.

- About 48.65% believed that one of the teachers took the charge of MDM. 16.22% respondent assumed that the headmaster managed the MDM and 8.10% believed that the cook managed all the MDM. 27.03% respondent did not considered at all.

Findings Related to Perceptions of Teachers about Academic Task of SMC

- About 58.33% of the teachers believed that the quality of government school was in medium level. 41.67% said that the government school has low quality.
- 58.33% teachers said that all the students of local area went to school regularly and the other 41.67% of the teachers did not know whether the children went to school.
- Majority of the teachers said that the student present in the school for the whole day. They also said that the children with special needs, who are 6-14 years of age, attend the school regularly.
- Teachers did not exercise corporal punishment and mental abuse among the children and did not give private tuition.
- 75% teachers maintained the detailed record of children. While, 25% teachers did not maintained the record of children. The progress report book or card of each student is considered as the detailed record of the children.
- 58.33% of teachers said that the headmaster / headmistress monitored the implementation of CCE. While 41.67% teachers said that the implementation of CCE is not monitored by the principal. Majority of the schools followed SCERT guidelines.
- There is a lack in monitoring the teachers regarding the completion of syllabus by SMC.
- Most of the school did not practice various co-curricular activities.

- Only 25% teachers said that the SMC member and parents attended PTA Meeting and school farewell. The SMC does not attend in any other activities of the schools.

Findings Related to Perceptions of Teachers about Administrative Task of SMC

- 83.33% teachers are aware about the Rights of children - Free and compulsory education while, the 16.67% teachers are not conscious. Majority of teachers said that there did not practiced any case of violation of child right in the school.
- Only 8.33% teachers supposed that the teachers are active in the communal activities while 16.67% teachers are not active. 8.33% of the teachers believed that those teachers who are active in communal activities had a clash in collaboration with their work. But, 91.67% teachers do not faced any problem.
- Majority of the teachers said that MDM was of medium quality and is served in each working day. Two teachers (16.67%) said that there is an interruption regarding irregularity of cook remuneration. All of the respondents said that they did not follow the menu of MDM prescribed by the State Government.
- Majority of the teachers i.e. 83.33% are unaware of the School Development Plan. Only 16.67% considered the School Development Plan. All the teachers are oblivious about the VEC contribution and cooperation regarding the School Development Plan.

Findings Related to Perceptions of Teachers about Financial Task of SMC

- 25% of the teachers opined that the SMC account was operated or maintained by the treasurer. 75% teachers assumed that the Principal maintained the SMCs account.
- In each academic year, every schools received School Grant Rs 7000/- and Maintenance Grant Rs 7500/-

- Half of the teachers said that the funds they received and how they spent was record in detailed.
- SMC did not asked for suggestions to improving for the school.

Objectives 4: To observe the facilities in schools managed by School Management Committees

Infrastructural facilities-

- Most of the selected schools had a sufficient classroom as per requirement. The student-classroom ratio was quite satisfactory. Blackboards, in most sample schools are placed at the center of the classroom in which each student do not have a problem. Most of the desk and benches are quite sufficient for the students. Out of all the observed schools, only 2 schools (classroom) were inadequate and narrow, not quite satisfactorily. Most of the classroom was properly lighted and ventilated.
- Majority of the schools have either water tank storage in which water was supplied by PHE, Government of Mizoram and rain water harvesting was conducted in most of the schools. Majority of the schools had used water filters for safety
- 8 schools had separate toilets units for boys and girls whereas the remaining 4 schools did not have separate toilet units for boys and girls. Only 3 schools had toilets which were properly functioned with water. Another 7 schools did not have running water supply for their toilets.
- All of the schools had one staffroom. While, 4 schools had a separate teacher common room and headmaster room.
- A large majority of the sample selected schools had their own small compound/playground which was used for morning assembly as well as simple outdoor activities, games and sports that are properly maintained. 2 schools did not have compound and playground for the children.
- Majority of the schools had faced the lack of sports facilities. Most of the schools have football and volleyball and skipping robe but 1 school did not have any sports materials. Out of 12 schools, only 3 schools had volleyball net and shot put. One school had throwing events and jump poster.
- There was no exists ramp in every selected sample school.

- 7 schools had First-aid box with small material i.e. cotton, band aid, beta-dine, dettol crepe bandage and tablet. 5 schools did not maintain First-aid box.
- 6 schools did not have any ICT facility; some of the schools have computer and printer, television and laptop. 1 school has a computer but the headmaster had kept in privacy.
- All of the selected school have separate kitchen shed. Most of the schools have sufficient kitchen tools out of which 41.67% schools did not have adequate tools for the children. One lump sum aided school provided itself such utensil and other kitchen tools.
- 8 schools maintained the meeting minute book and kept in a safe place. While, the other 4 schools did not maintained any minute book.
- Majority of the schools had a proper way of keeping the sanitation and maintained cleanliness. Most of the schools conducted cleanliness time once in a week, mostly, Friday period of second or last period. Some of the schools were awardees of the cleanest school among the District and Block area.
- The overall teacher-student ratio is 1:9

Academic Facilities-

- All the selected schools received textbook within one month of the commencement of the session. But, it was observed that the schools did not received all the textbook required in each subject.
- All the selected school had maintained the daily student's attendance records.
- 9 schools record the teachers daily attendance whereas the other 3 schools did not records the teacher's attendance.
- Majority of the schools had maintained the school progress report book for each child.
- 7 schools had maintained the account book whereas 5 did not maintain.
- 4 schools had maintained whereas 8 did not maintain they said that the utilization certificate was maintained in the BRCC.

- Out of 12 schools, 5 schools had enrolled some CWSN. One school enrolled one orthopedically handicapped and one mentally retarded children. 2 schools enrolled one hearing impaired children and another one school enrolled visually impaired. Teasing or taunting was not found in the school visited. Teachers and students were kind to all the CWSN, CWSN feels at home in the school surroundings and the classroom.
- 25% schools did not have any TLM; the remaining 75% schools have mathematics kit, science kits, map, chart, encyclopedia, globe, blocks, etc.

XII. RECOMMENDATIONS TO SOLVE THE PROBLEMS FACED BY SMCs

- SMC Act and rules have high importance to the SMC. They are responsible in providing quality education and ensuring school development. Ensuring the children have their rights realized is also an important responsibility of SMC. Hence, it is important that to accept the responsibilities and duties to the children and also utilized the SMC guidelines to realize the children's rights and privileges as best as possible.
- Schools have been established to cater needs of the community. The responsibility of educating our children rest on the parents and community leaders. Creating a good learning environment is the responsibilities of the community leaders.
- An annual information campaign could disseminate information on the systematic process of SMC members and the roles and responsibilities of SMCs.
- State government should be encourages to pass a government order to increase the tenure of SMC to three or more years, in order to give the SMCs more time to understand and plan for the school need.
- State government should conduct trainings within 1-2 months from when SMCs are constituted.
- If SMCs is to work according to what government has envisioned it to, then definitely the most crucial thing that is missing awareness. If people aren't even aware about what their responsibilities are, then how can they be expected to work the way they are supposed to, Also, the committee

should be given more authority. It shouldn't only be expected to highlight problems but rather, it should be given more power to solve it. If somebody is not sending his/her child to school then it shouldn't only be expected to report to higher offices, but rather it should be allowed to do something against it. If a teacher is being absent for long exceeding allowed period of leave, School Management Committee should have the power to do something against it.

- The SMC will ensure regularity of attendance of children and teachers in the schools.
- The SMC will prepare a school development plan and help expansion of facilities, beautify the school environment, develop playground and plantation on the ground.
- In order to provide free and compulsory education for all children, sufficient financial assistance should be given for every school so that it is free from lack of different kinds of teaching learning equipments.
- The problems faced by the cook were irregular of their salary. Children were quite happy with the quantity and quality of food served. But the state government should try to give as the prescribing menu for the healthiness of children.
- For more involvement of the community in general and School Management Committee in particular frequent supervision and inspection of schools should be done.
- Teachers should be given training in order to encourage the community participation in the school affairs.
- School management committees should focus on tracking every child's progress and continuously monitor the school development and continuously monitor critical indicators.
- Records of attendance and achievement must be generated through systematic record keeping and made available to SMCs for school level planning and monitoring.
- Meetings of SMCs must be conducted on a regular basis at least quarterly and should include discussion about participation of children and their

access and retention in education as well as discussing funding and expenditure.

- SMCs need resources to build capacity and awareness among members to help them assess needs and requirements for effective learning.
- The school development plans and funds received must be shared in VEC organized from time to time.
- Financial support should be much more provided by the government for the smooth functioning of the SMCs and implementation of school development Plans as envisaged by the recent Right to Education Act.

XIII. EDUCATIONAL IMPLICATIONS OF THE RESEARCH

- The study brings into light the realities about the structure and functioning of the SMCs in the block, which will be helpful to policy makers in utilizing necessary intervention strategies and capacity building programme for SMC personnel.
- It reveals the knowledge condition of the community members (villagers) regarding the structure and functioning of the SMCs in that block. Hence reveals the level of community participation in education. Findings of the study emphasize on the use of mass media like Television and radio to enhance the community participation. Traditional modes of propaganda such as meetings, personal contacts by members and teachers were also not utilized properly in the area. Therefore the study provides feedback to administrative officers.
- Findings of the study can help the policymakers in taking further decisions about decentralized management of education, structural set up of decentralized management and functions prescribed to decentralized management bodies.

XIV. LIMITATIONS

- The data could not be collected from more than 12 habitations, because 30 schools were visited but SMCs were existed only in 12 schools.
- Annual incomes of the members and villagers were not reported properly

by the respondents therefore that variable had remove from analyses of the result.

XV. CONCLUSION

Findings of the study reveal the lack of unanimity in the structure of the SMCs of the block. It can be said that rules and regulation, under which SMCs were formed in Lunglei, were not observed strictly. There was no unanimity in the structures of SMCs. Ordinance says every school must formed SMC, they formed in nominally but the SMCs accurate structure were found only in some schools.

Some members did not know that they were still the members of SMC. From the tenures of the members reveals that most of the SMCs were not reconstituted in every two years. Also a few persons were members of SMCs whose children were not attending the school managed by SMCs.

Many children from the families of chairpersons & secretaries and children from the families of members of SMCs were not attending the schools managed by SMCs which shows that the members of SMCs were not interested in the good management of schools or believed that the government schools were not providing proper educational facilities. Members of SMCs were sending their boys to private school and girls in government schools (English medium or SSA model school). Children studying in lower classes were attending school in their own villages of private schools and children of upper classes were going to schools (Private or Government Aided). Sending the children to the English medium schools clearly reflect that they have lost trust in the government schools to provide quality education. Another reason may be that the government schools are Mizo medium and the necessity of fluency in speaking of English for better job opportunities compels the parents to take such decisions.

Similarly, while nominating guardian members it can be seen that high qualified parents are rarely included. It may show that among parent's of high monthly income their child were send to the private English medium. It is also true that members of low educational level in such type of institutions do not have their say in the meetings and cannot race their issues, unless they are properly oriented and trained for their duties.

Most of the SMCs can be seen that there is unaware of the constitution of SMC. It can be seen that most of the members were become by selection than election. The constituted year, reconstitute pattern and frequency of their meeting reveals that they neglect the SMC. Some of the chairperson and vice chairperson, members and also treasurer could not say their present conditions of SMC. To conduct the interview, some of the member's designations from the SMC member lists were informed directly by the investigator. Most of the secretary responses were upcoming defend their SMCs in a constitutional manner, but the others members were reveals the true conditions of their SMCs.

Quality of education and overall development of school is one of the main challenges of the School Management committees. Non-participation of SMC members in making School development Plan and execution as expected in the RTE Act, 2009. The linkage between VEC and local bodies are very weak.

XVI. SUGGESTIONS FOR FURTHER RESEARCH

- Similar studies may be conducted with larger samples to validate the present findings.
- Similar studies may be conducted at all the districts of Mizoram.

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