

EMPOWERING SCHOOL MANAGEMENT COMMITTEES THROUGH NEED BASED CAPACITY BUILDING PROGRAMME

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Abstract

This study is an attempt to understand the Needs of School Management Committee Members for building the capacities of SMC members as envisaged in section 21 and 22 of the RTE Act, 2009.

Assessing the training needs helps in identifying the specific knowledge and skills required by the target group and to be more efficient and innovative in their task performance. Need analysis can also act as a powerful tool spot the deficiency in the functioning of any system and prepare a priority based and effective course design for any capacity building programme.

This paper focuses on the research and its findings on the needs of Capacity building for SMC members. The sample was collected from 216 government schools of Delhi and six SMC members from each school were randomly selected for the present study. The paper includes the methodology adopted for need analysis of SMC members. A questionnaire was developed to analyze the needs of SMC members after having the Focused Group Discussions with the stakeholders related to SMC (including Administrators, Community representatives, the school representatives and NGOs working in the field). The Need-Assessment Performa was filled by the SMC members from government school of Delhi .Apart from the needs of the ground, Need was assessed from the stake holders and SDP (School Development Plan) was also added in the training content to increase the support of SMC members at school level.

This paper discusses the design process, implementation process, their findings, challenges, insights and the outcomes of the Need identification. Through assessment of the needs of SMC members, specific focus areas were known and which would further help in content development leading to effective task performance.

Key words: *School Management Committee, Need Assessment, Capacity building, Focussed Group discussion*

1.Introduction

School Management Committees (SMCs) are formed in all government, government-aided schools and special category schools in the country as a mandate under Section 21 of the Right to Free and Compulsory Education Act 2009 (RTE). SMCs are considered as the basic unit of a decentralized model of governance under the act, which actively involves of parents in the functioning of school.

School Management Committees or SMCs play a pivotal role in attaining the goals of RTE. The rationale for bringing the SMC into existence is to involve all the stakeholders related to the pupils (Parents, Teachers, and Community) in the processes of school and also allow their voices to be heard. It has a huge potential to revamp the existing system of Education, currently delineated by gloomy outlook of the system stakeholders including parents, community and teachers.

Therefore, the idea of transforming the education system and raising the learning level of children through SMC is possible only when there would be a strong collaboration or alliance between the three of the stakeholders of the SMC. To leverage the potential of SMC members and to make them understand the significance of collaborating with each-other, capacity building of SMC members becomes important.

1.1 Roles and Functions of the SMC under the RTE Act, 2009

The RTE Act, 2009 has come into force on 1st April, 2010 in India. It can be considered a landmark in the history of education. School Management Committees are visualized as a part of decentralized structure to ensure the effective and regular functioning of the schools, where the parents will also have power. Section 21 and 22 of the Right of Children to Free and Compulsory Education Act, 2009 highlights the Essential provisions regarding constitution and functions of SMCs

Under Section 21, The Act focuses on involving several stakeholders of community who are heterogeneous in nature which will ensure the holistic development of a child. As per the RTE Act 2009, in the constitution of SMC, three fourth (75%) members of the SMC members will be the parents/ guardians, from which 50% will be women; remaining one fourth (25%) of SMC members will be as 1/3rd local authorities; 1/3rd school teachers and 1/3rd academicians/ students.

1.2 Functions of SMCs as per RTE Act, 2009

The SMCs have to perform the various functions as per RTE Act, 2009

They will monitor the working of the School, the utilization of the grants received from the appropriate Government or Local Authority or any other source, that teachers are not over burdened with non-academic duties other than those specified in section 27 of RTE act, the maintenance of the norms and standards specified in the schedule and the mid-day-meal and infrastructure of the school. They will Prepare and Recommend the School Development Plan. Communicate in simple and creative ways to the population in the neighborhood of the school, the right of the child as enunciated in the act, as also the duties of the government, Local authority, school, Parents and guardians and will bring to the notice of the government or local authority as the case may be, any deviation from the rights of the child, in a particular physical and mental harassment of the children, denial of admission and timely provision of free entitlements as per section 3(2) act of RTE act, 2009. They will ensure that teachers maintain regularity and punctuality in attending school and will hold regular meetings with Parents and guardians and apprise them about the regularity in attendance, progress made by the child in learning or any other relevant information about the child.

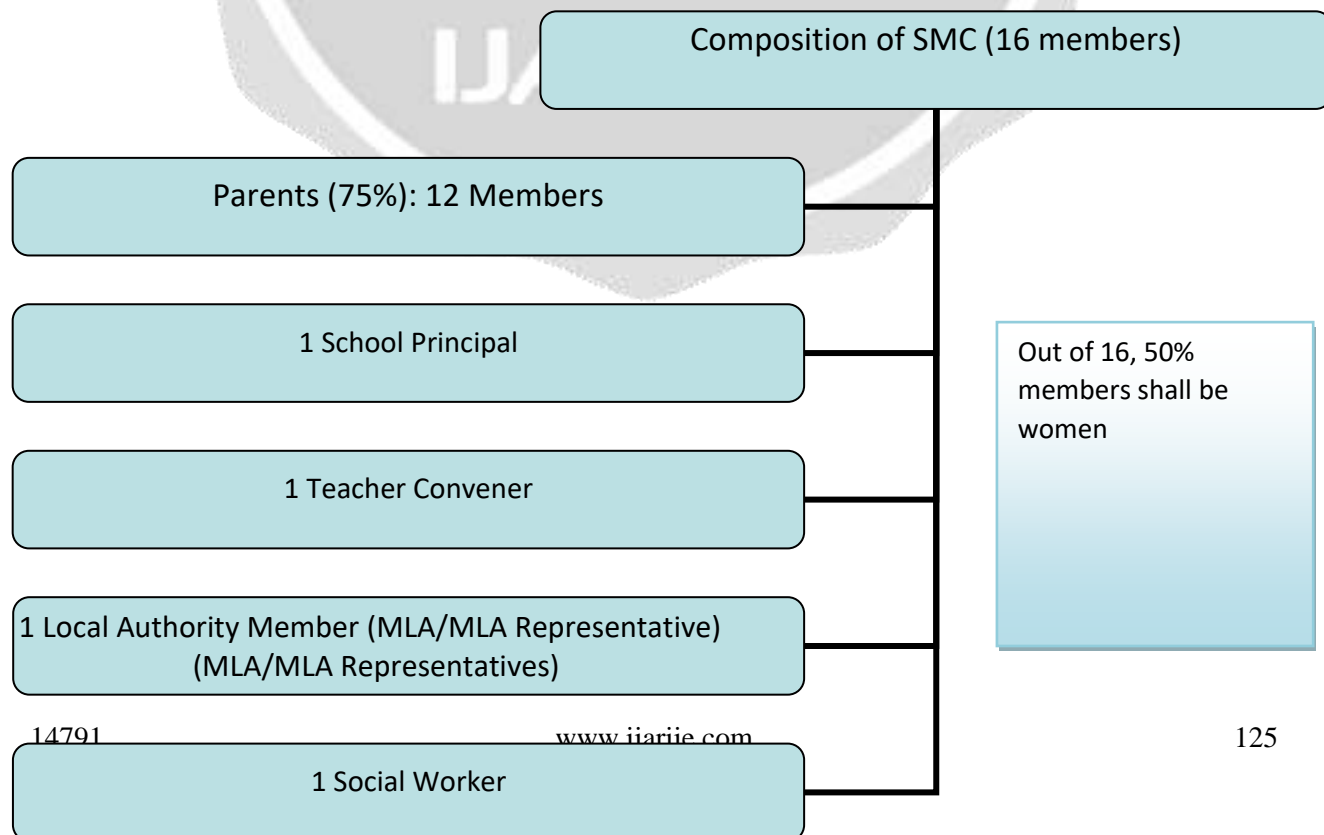
As per provisions of the RTE Act 2009, following concerns need to be covered while training SMC members:

- Roles and Responsibilities of SMC to improve the functioning of schools
- Building the knowledge of SMCs on how they can initiate or increase community involvement and parent involvement.
- Role of Parents and Community in school
- Relationship between school, Parents and community
- Monitoring role of SMC in observation of classes, mid-day meal and records maintained for expenditure on school development.

To design the content it was significant to identify the needs of the SMC members. Assessing the training needs helps in identifying the specific knowledge and skills required by the target group and also help in taking appropriate interventions that can close these gaps. Need analysis can also act as a powerful tool spot the deficiency in the functioning of any system and prepare a priority based and effective course design for any capacity building program me. It can make the individuals more efficient and innovative in their task performance. The training need indicates the bridge required to build gap between standard performance and actual performance. So, training needs assessment can be depicted as process which enables change; Anderson, (2000)

2. Literature Review

The investigators have made an effort to review some such key studies related to the nature and extent of community involvement in the school. **Yirang,(2007)** in his study found that contribution of the community was not satisfactory as perceived in the mission of SSA; community awareness was not created at the right time to ensure community participation as conceived by SSA. **Kernel Teron, (2012)** in his study observed that SMCs of Golaghat district Assam were formed as per guidelines. The SMCs conducted regular meeting and the training regarding roles and functions of SMCs was imparted to SMC members. **Kumar Sunil (2016)** in his study on Roles



and Functions of School Management Committees of Kullu district pointed out that most of the SMC members are not aware about the procedure adopted during the elections for SMCs. They are also not aware about the purpose behind the formation of School Management committees. The study found that the SMCs role in the preparation of School Development Plan (SDP) is negligible. **Singh, Avinash** conducted a study titled “Local Management of Schools: Evidence From a Field Based Study” He found that capacity building of SMC members had Positive impact on enrolment and attendance and Significant improvement In school infrastructure and facilities. **Zutshi Bhupender (2003)** concluded that training provided to Village Education Committee had an impact on monitoring level specifically monitoring enrolment and teaching and learning in the school. A study conducted by Centre for Education, Innovation and Action Research, **Tata Institute of Social Sciences, Mumbai (2019)** on SMC of four states pointed out that there was a difference in terms of the constitution of SMCs across the states, the process of formation and functioning depended on the rules and norms of the State and the existing social structure within and around the schools of the State. This led to inconsistencies in the experiences, skills and understanding of by SMC members across. According to **Luthans (1995)**. People should be let to know what happens when a decision is taken, what reasons are there for a decision that has been made, the implications, process used what the implications of decisions are and what processes were used facts taken into account in the decision-making process should also be made known to all people in the school. **Ludwikowska, Kamla (2018)** in the study titled “ The effectiveness of training needs analysis and its relation to employee efficiency” found that the correlation between the training and its needs is positive. **Brown, Judith (2002)** in the study titled “Training Needs Assessment: A Must for Developing an Effective Training Program” pointed out that Conducting needs assessment is very important to the success of a training program. Organizations generally develop and implement training without conducting a needs analysis . These leads to risk of overdoing training, or missing the important aspects completely. **Gupta, (1999)** points out that Conducting need assessment ensures that training programs are developed on the basis of identified needs; and these are relatively easier to implement

All the above mentioned studies broadly outline the importance of the school management committee that enable the school system to encourage the participation level of SMC members in their functioning. For proper functioning, it is required to build the capacities of the SMC members. It can be concluded that the training of School management Committee members is essential for the better functioning of the school.

3.Objectives of the Study

- To prepare a Need-Assessment Performa for the SMC members;
- To understand the agendas for which SMC members needs support.

4.Design Process

For the present study a sample has been taken from the randomly selected 216 schools (6 members/schools) across Delhi in order to design the content according to their needs.

Before designing the content for the training, it is significant to understand the agendas where SMC members need support. For the identification of the ground needs, a questionnaire was developed to analyze the needs of SMC members after having the Focused Group Discussions with the related stakeholders (SCERT Faculty, NGO

Representatives ,DURCC, CRCC, HOS, Teacher Convener, Vice-Chairperson, Parent member, Social Worker and MLA Representative) of SMC. The content validity was ensured by getting the tool vetted from the experts.

Need-Assessment Performa was designed for the SMC members. The design process followed for the Need-Assessment is given below:

1. **Plan**-Brainstorming with SCERT faculty and NGO working in the field was done for development of questions for Focussed group discussion which was to be conducted with SMC representatives.
2. **Pilot**-Piloting of the Focussed group discussion questions was done with 4 schools(2 MCD and 2 DoE)
3. **Execute**-Conducted Focussed group discussion with SMC representatives to design a questionnaire for need identification of SMC's for their capacity buiding
4. **Evaluate**-On the basis of the responses of SMC representatives in FGD,a need assessment proforma was developed to understand the needs of SMC.
5. **SMC Opinion poll**- The need assessment proforma distributed to 1500 SMC members across Delhi
6. **Compilation**-The filled in Need assessment proforma was compiled and analysed for outcome mapping.

4.1.Need-Assessment: Implementation Process

The action plan was made for each step of the Design Process to execute the plan of the Need-Assessment process.

The step-wise execution is as under:

a.Compilation of the insights and Preparation of the FGD Performa

On the basis of the insights first version of Performa was developed.

There were three questions in the Performa related to the work done by SMC in the last year of SMC and the expectations for the support in the training of this year.

b. Piloting, Feedback and Finalization

The first version of Performa piloted with SMC members of four schools (2 DoE and 2 MCD schools). The purpose of piloting was to access the relevance and accuracy of FGD questions.

c. Insights of Piloting the FGD Performa

KPMC Model

(Developed for understanding the items to be kept for need assessment)

1. **Knowledge:** Keep those functions under this head for which SMC members requires Knowledge.
2. **Problem Solving:** The functions under this head for which SMC members can strategize the problems their selves.
3. **Mind-Set:** The functions under this head for which SMC want to change the mindset.
4. **Collaboration:** The functions for which SMC needs to collaborate

- It was difficult to record the questions of SMC members at one place.
- There was a need to refine the evaluation part of the questionnaire.
- Most of the SMC members are aware about the roles and responsibilities of the SMC's.
- Most of the SMC members didn't attend the annual training, it was difficult to articulate about the training needs.
- It was observed that no Parent member know about RTE and SDP.
- SMC parent member knew about the functions through the Principal only. They do the work when Principal called them to do.
- SMC members want a booklet for the SMC roles in which monthly actions plans should be written.
- Principal wanted to take the quarterly feedback.
- Second feedback was given by the Principal to make a kind of folder in which they can see the circular related to SMC at once.

d..Learnings:

- Need to change the evaluation part
- Need to reframe the questions.
- Content should be based on SDP and RTE.
- Create a monthly planner for the school.
- Difficult to record everyone's answer on the sheet in their respective column as per their answer
- Metrics should be easy.

After incorporation of the feedback, second version was to be developed. In this version, four questions were considered.

4.2 Focussed Group Discussion(FGD) with SMC representatives

Finally, a Focused Group Discussion was conducted for the Annual SMC Training with SMC representatives.

Objective of Focused Group Discussion

1. To discuss the challenges of SMC Annual Training conducted in the year 2017-18
2. To identify the need for SMC Annual Training conducted in the year 2018-19

Total 15 Participants Principal (1),Teacher Convener (2), Vice-Chairperson (2) , Parent Member (2), Social Worker (2) participated in FGD.

4.3. Develop the Need-Assessment Performa

The answers of FGD were recorded, organized, analyzed and interpreted. A questionnaire was designed and generated a link via Google Forms to get it filled from SMC members. A half-day orientation Program on the guidelines of filling the Google Form for the need-assessment Performa for annual SMC training was organized . Total 95 participants attended this workshop. The objective of the training was to orient the CRCC and DURCC

about the Google Form of Need-Assessment Performa to get it filled from the SMC members. The detailed guidelines were developed for filling of the performa.

4.4. SMC Opinion Poll

A Google link was provided to CRCCs in order to get the need assessment performa filled from the SMC members and data is collected through Google from .Finally, SMC opinion poll via Google link was received approximately in 1025 SMC members out of 1,296 SMC members of MCD and DoE Schools across Delhi.

4.5. Analysis of SMC opinion-poll

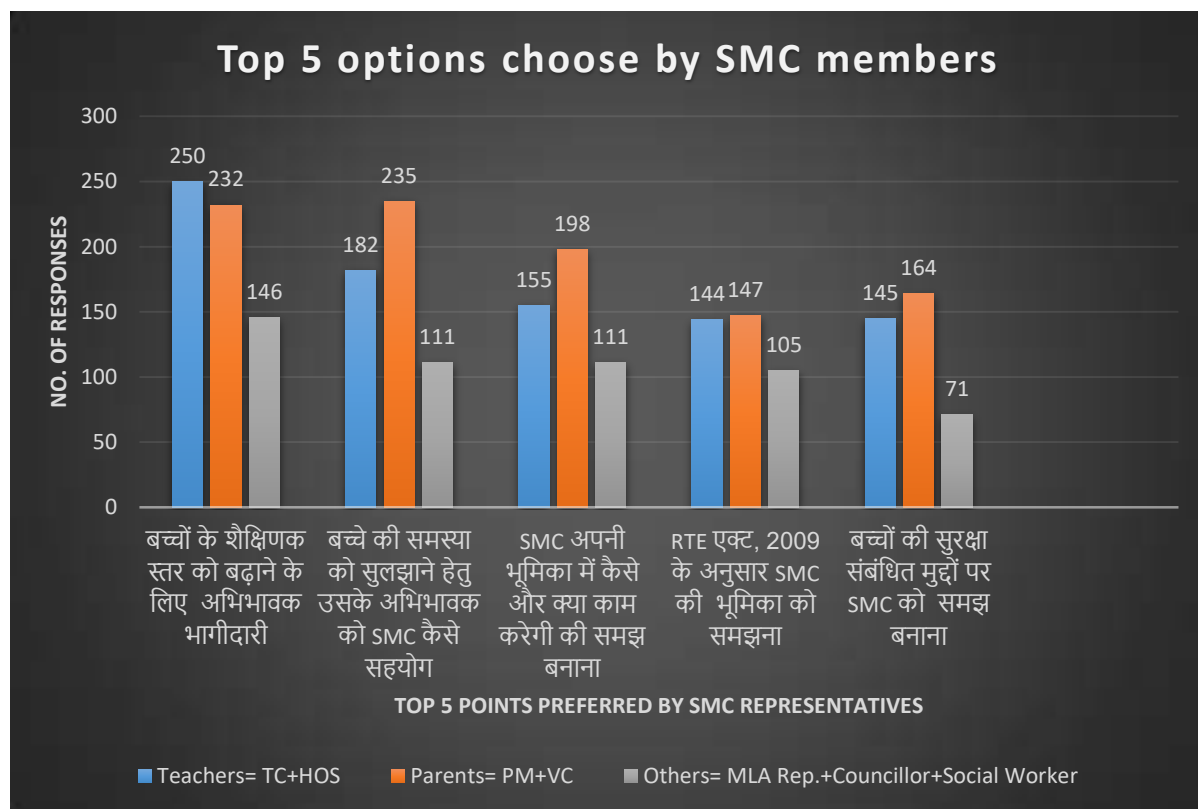
Below Section of “Understanding Need” and “Knowledge” provides the detailed report for each question:

Section 1: Understanding need-

Question 1 SMC की तीन दिवसीय वार्षिक कार्यशाला दौरान के किन विषयों पर चर्चा होनी चाहिए? नीचे दी गयी सूची में से अपने अनुसार तीन महत्वपूर्ण विषय चुने।

	Options	Teachers (TC+HOS)	Parents (PM+VC)	Others (MLA Rep.+Councillor +Social Worker)
Topics for discussion	बच्चों के शैक्षणिक स्तर को बढ़ाने के लिए अभिभावक भागीदारी	250	232	146
	बच्चे की समस्या को सुलझाने हेतु उसके अभिभावक को SMC कैसे सहयोग	182	235	111
	SMC अपनी भूमिका में कैसे और क्या काम करेगी की समझ बनाना	155	198	111
	RTE एक्ट, 2009 के अनुसार SMC की भूमिका को समझना	144	147	105
	बच्चों की सुरक्षा संबंधित मुद्दों पर SMC को समझ बनाना	145	164	71

Observation



Top 5 preferred topics:

Option 3: बच्चों के शैक्षणिक स्तर को बढ़ाने के लिए अभिभावक भागीदारी पर SMC कैसे काम और क्या कर सकती है उस पर समझ बनाना (636 votes) - Out of 636, maximum Parent Member (136) and HoS (124) have given the preference for this option.

Option 4: बच्चे की समस्या को सुलझाने हेतु उसके अभिभावक को SMC कैसे सहयोग कर सकती है पर समझ बनाना(536 votes)- Parent member including Vice-Chairperson(235 Participants) and Teacher Convenor have given the poll for this option.

Option 2: SMC अपनी भूमिका में कैसे और क्या काम करेगी की समझ बनाना (470 votes)- 48 % Parents have opted for the same and 36% HoS wants to add the content on SMC roles and Responsibilities in the training. There is just a difference of 12% in both the opinions of HoS and Parents.

Option 1: RTE एक्ट, 2009 के अनुसार SMC की भूमिका को समझना (402 votes)

Option 7: बच्चों की सुरक्षा संबंधित मुद्दों पर SMC को समझ बनाना (384 votes)

Question 2 आपकी SMC को स्कूल में योजना अनुसार काम करने के लिए सूची में दिए गए कौन कौन से कौशल पर समझ बनाने की जरूरत है चुने 3 कोई –

Observations

Top 5 preferred topics:

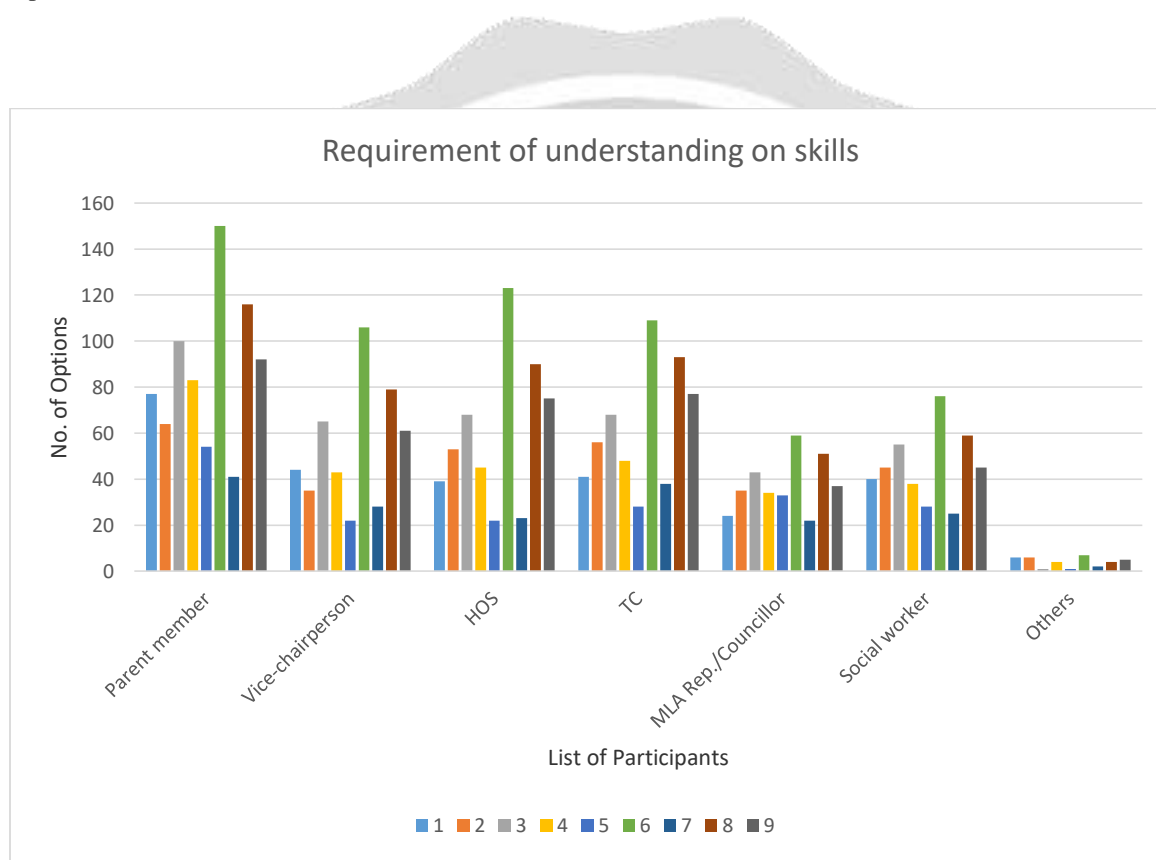
Option 6: **समस्यासमाधान (630 votes)**

Option 8: **प्लानिंग (492 votes)**

Option 3: **अच्छीटीमकेसेबनाये (400 votes)**

Option 9: **समयनियोजन (392 votes)**

Option 4: **अपनेकामकीसमीक्षाकेसेकरे (295 votes)**



Question 3 SMC में काम करने के दौरान आपको क्या - क्या समस्याएँ आती है?

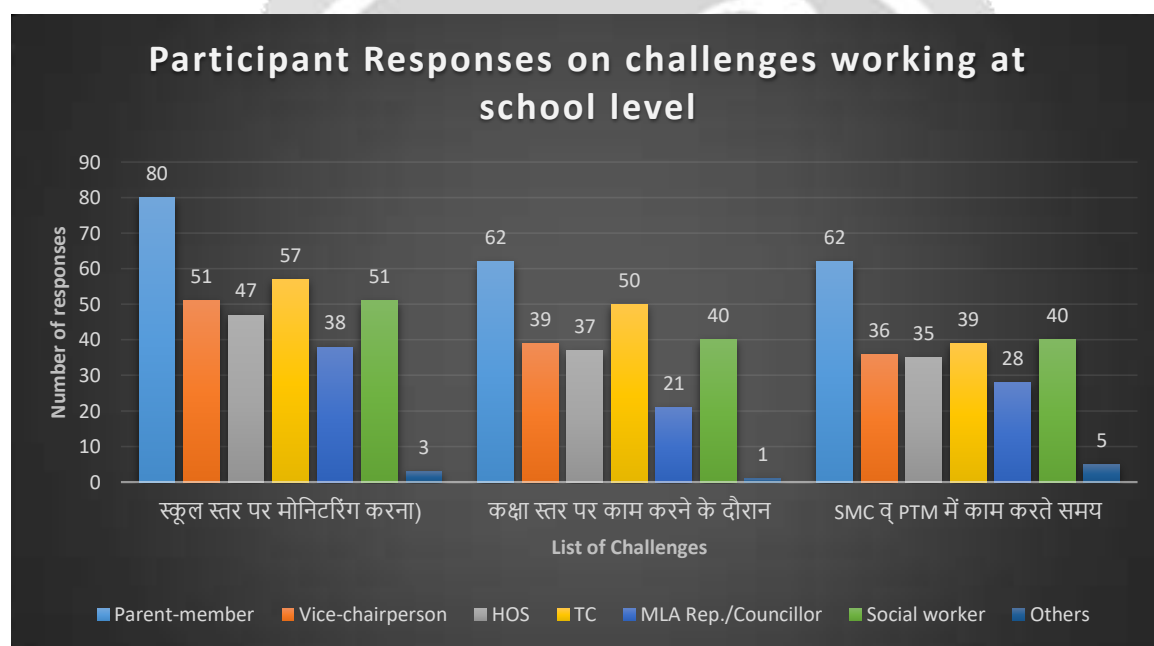
Options:

This question’s options were divided into 4 broad categories- **school, community, home, and others.**

Results(challenges at school level)

Option	Parent-	Vice-	HOS	TC	MLA	Social	Others	No. of	Rank
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	member	chairperson			Rep./Councillor	worker		people saying "Yes"	
स्कूल स्तर पर मोनिटरिंग करना)	80	51	47	57	38	51	3	327	1
कक्षा स्तर पर काम करने के दौरान	62	39	37	50	21	40	1	250	2
SMC व PTM में काम करते समय	62	36	35	39	28	40	5	245	3



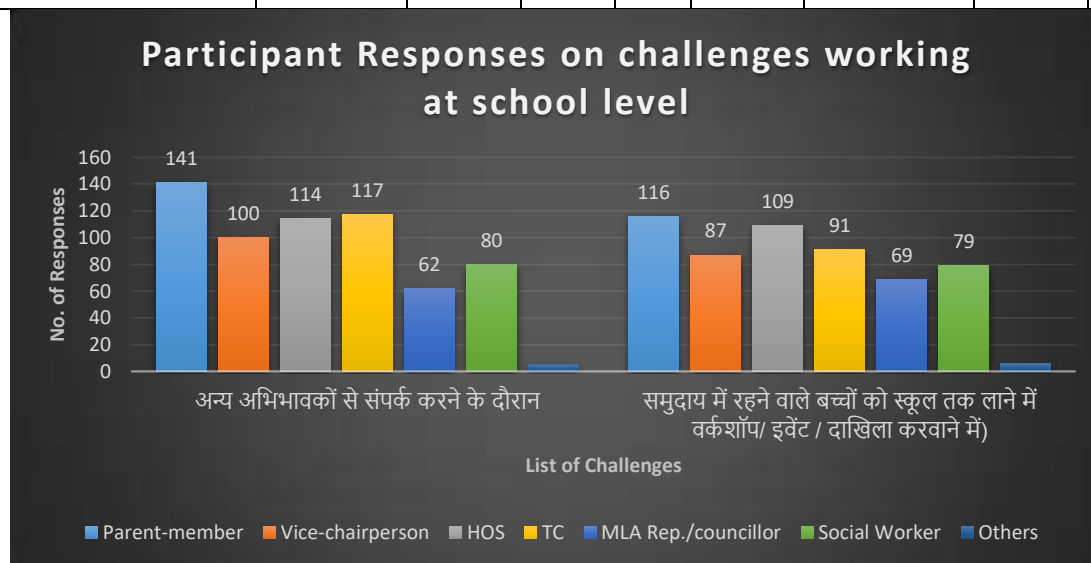
Results:(Challenges at Community Level)

Option 1: अन्य अभिभावकों से संपर्क करने के दौरान

Option 2: समुदाय में रहने वाले बच्चों को स्कूल तक लाने में |समुदाय में वर्कशॉप/ इवेंट / दाखिला करवाने में

Option	Parent-member	Vice-chairperson	HOS	TC	MLA Rep./councillor	Social Worker	Others	No. of people saying "Yes"	Rank

अन्य अभिभावकों से संपर्क करने के दौरान	141	100	114	117	62	80	5	619	1
समुदाय में रहने वाले बच्चों को स्कूल तक लाने में वर्कशॉप/ इवेंट / दाखिला करवाने में)	116	87	109	91	69	79	6	557	2

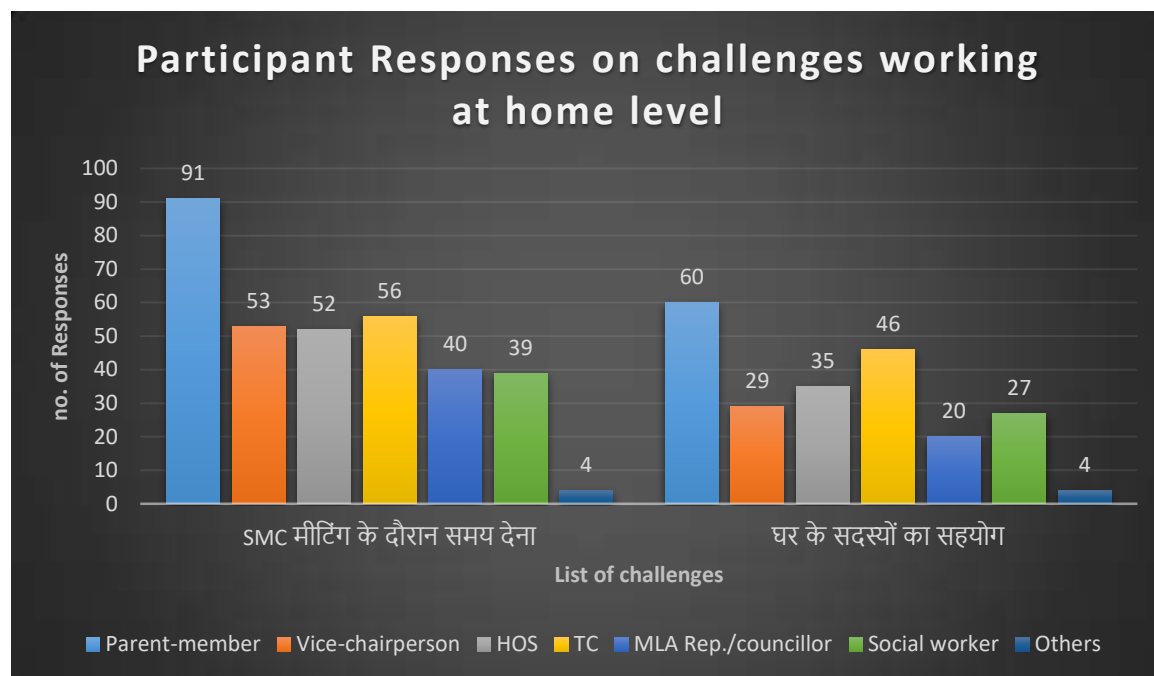


Results:(Challenges at Home Level)

Option 1: SMC मीटिंग के दौरान समय देना |

Option 2: घर के सदस्यों का सहयोग |

Option	Parent member	Vice-chair person	HOS	TC	MLA Rep./ councillor	Social worker	Others	No. of people saying "Yes"	Rank
SMC मीटिंग के दौरान समय देना	91	53	52	56	40	39	4	335	1
घर के सदस्यों का सहयोग	60	29	35	46	20	27	4	222	2

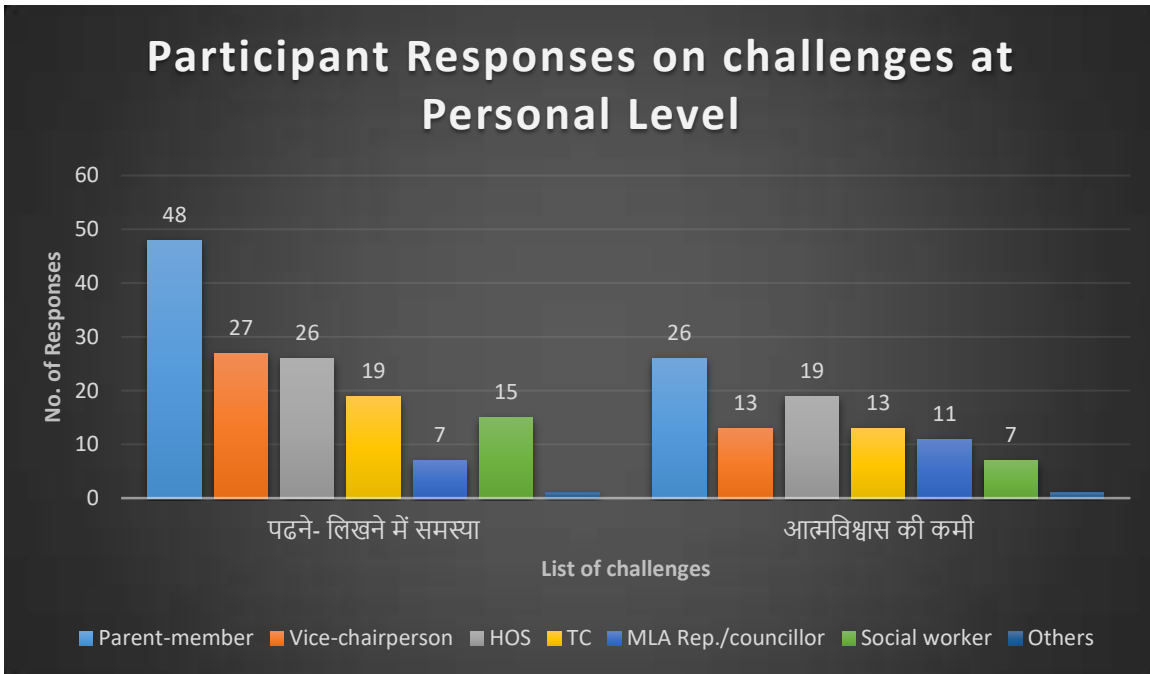


Results:Others(Challenges at personal level)

Option 1:पढने- लिखने में समस्या |

Option 2: आत्मविश्वास की कमी |

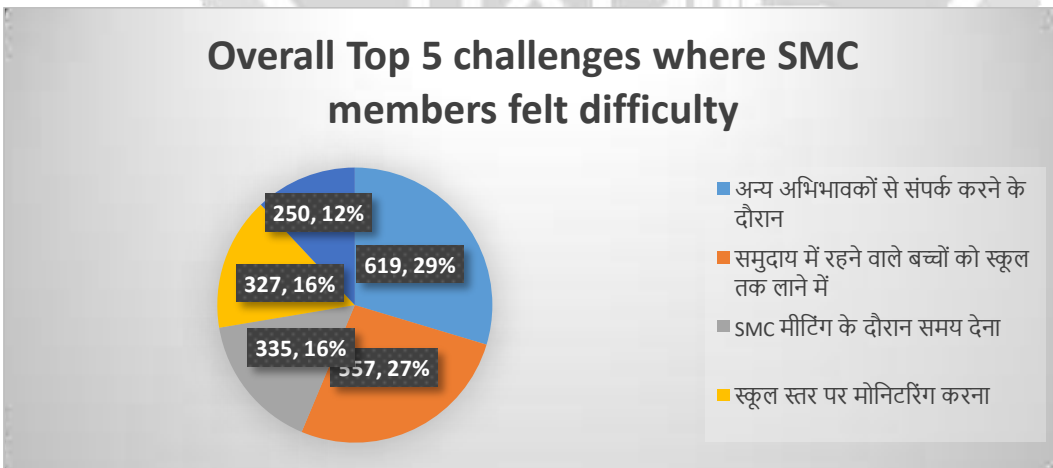
Option	Parent-member	Vice-chairperson	HOS	TC	MLA Rep./councillor	Social worker	Others	No. of people saying "Yes"	Rank
पढने- लिखने में समस्या	48	27	26	19	7	15	1	143	1
आत्मविश्वास की कमी	26	13	19	13	11	7	1	90	2



Overall results:

Top 5 sectors where respondents felt difficulty:

1. अन्य अभिभावकों से संपर्क करने के दौरान: 619 votes
2. समुदाय में रहने वाले बच्चों को स्कूल तक लाने में |समुदाय में वर्कशॉप/ इवेंट / दाखिला करवाने में: 557 votes
3. SMC मीटिंग के दौरान समय देना: 335 votes
4. स्कूल स्तर पर मोनिटरिंग करना: 327 votes
5. कक्षा स्तर पर काम करने के दौरान: 250 votes



5. Findings

Broad Area	Specific area	Related to
Most preferred topics for discussion in training	बच्चों के शैक्षणिक स्तर को बढ़ाने के लिए अभिभावक भागीदारी पर SMC कैसे काम और क्या कर सकती है उस पर समझ बनाना	School, Community
	बच्चे की समस्या को सुलझाने हेतु उसके अभिभावक को SMC कैसे सहयोग कर सकती है पर समझ बनाना	Community
	SMC अपनी भूमिका में कैसे और क्या काम करेगी की समझ बनाना	School, Community, Home, Classroom
	RTE एक्ट, 2009 के अनुसार SMC की भूमिका को समझना	School, Community, Home, Classroom
	बच्चों की सुरक्षा संबंधित मुद्दों पर SMC को समझ बनाना	School, Community
5 Most challenging activities for SMCs	अन्य अभिभावकों से संपर्क करने के दौरान	Community
	समुदाय में रहने वाले बच्चों को स्कूल तक लाने में समुदाय में वर्कशॉप/ इवेंट / दाखिला करवाने में	Community
	SMC मीटिंग के दौरान समय देना	Home
	स्कूल स्तर पर मोनिटरिंग करना	School
	कक्षा स्तर पर काम करने के दौरान	School
5 most preferred skills for discussions in the training	समस्यासमाधान	
	प्लानिंग	
	अच्छी टीम कैसे बनाये	
	समयनियोजन	
	अपने कामकी समीक्षा कैसे करे	

6. Conclusion :

The detailed need analysis of the training needs helps to make the training more effective and beneficial for the participants. It makes planning more realistic and execution of training practical and easy to implement. All the stake holders should be involved in the need assessment process for the training as it gives the comprehensive view for planning the training. NEP-2020 has also highlighted the emerging need of community mobilization for smooth functioning of schools and enhancement of learning levels of children. From the needs assessed for the training of SMC members it was found that SMC members need training on how they can support their children in improving their learning levels, in solving the problems faced by children and providing safety to the children at school. They wanted training on their roles and responsibilities as a SMC member and how they can perform their roles. SMCs can prove to be a bridge between school and community and thus capacity building of SMC members becomes indispensable.

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