ABSTRACT

The participatory management of schools involving Parents, Local Authority, communities, local educationist recognized as a crucial aspect in nation. Study reflected that School Management Committee constituted under RTE, Act, 2009 plays an immense role in functioning, strengthening, monitoring and develop relationships between the schools, teachers and communities. Knowing importance of School Management Committee and having a keen interest to understand more about the existing status, role and responsibilities of School Management Committee in the improvement of school towards equitable quality enhancement. In the sake of understanding School Management Committee conducted a study of all School Management Committee in the state of Maharashtra. The objective of this study was to look at the data its result based on various parameters. Qualitative research paradigm was used for conduction of study. Primary research participants that include policy level officers’ district and block level implementing agencies, members of School Management Committee, school teachers, students’ co opted as a member of School Management Committee, and members of parents teacher and mother teacher association have been involved as secondary research participants for this study. The state level senior officers working in the state implementing society were also requested to be a part of study as research participants, and they have been included for the same. Discussion, interviews, collection of related documents, observations and analysis of various documents and Government orders were followed, analyzed. Different sources were used to collect the data required for this study. Main source of data for understanding of existing status and capacity of School Management Committee is Unified District Information System of Education. The key findings of this study revealed that School Management Committee has a pivotal capacity in expanding physical and human resources through strong convergence and linkages with schools, parents, teachers, local level youth, community, students, individuals, Panchayat Raj Institutions and organization. The findings also indicates that since School Management Committee comprising 75% members from parents so they are quiet aware with the provisions of Right to Education. Other partners like teachers, children and stakeholders being involved in the school activities. School Management Committee members trusted in working closely with collaboration and representatives
of the local authority since Sarpanch was supposed to be Chairman of Village Education Committee of that particular Gram Panchayat and Corporate of Ward was Chair person of Ward Education Committee before the implementation of Right to Education Act, 2009. Findings shown that still there is scope and lot can be done for capacity building of School Management Committee members. In majority of Government schools including Local Bodies schools and Government Aided School Management Committees established but still 100% schools including Local Bodies schools, not formed yet. In large number Government schools School Management Committees have an appropriate number of prescribed participation as per Act. School Management Committees have been established in majority of Government schools but out formulation of School Development Plan (SDP) by all Government School have not been done. Finding also indicated that there were on an average six meeting of School Management Committee conducted in Government Schools and on an average 3 meeting in Private management schools aided by Government in a year. Information also reveals from findings that very few number School Management Committee yet to be maintained all type of records. Government of Maharashtra has done of interventions for the empowerment of School Management Committee.

These findings confirmed that School Management Committee has a potential and commitment to do lot and bring change in the school and make school as a RTE Compliant. Thus, School Management Committee members having majority of them parents act as change agents and dedicate for their children by contributing in the school management, good governance, bridging equity without any discrimination and quality education for all children and achieve goal of Universalization of Elementary Education. The main findings, recommendations, of the Study have been highlighted in a separate chapter followed by references.